

I - Business and Business Related Programs

Using the Table found under the Evidence File tab above and (shown below), list all business or business-related programs (including those with designations in the degree or major title such as “business,” “industrial,” “administration,” “management,” or “organizational”).

Indicate with “yes” or “no” whether the program is administered by the business unit.

Indicate with “yes” or “no” whether the program is to be accredited by ACBSP. If “no”, provide justification explaining why the program should be excluded from the accreditation process.

Indicate number of degrees conferred during self-study year.

Column A: List all business or business-related programs (including those with designations in the degree or major title such as “business,” “industrial,” “administration,” “management,” or “organizational.”)

Column B: Indicate with “yes” or “no” whether the business unit administers the program.

Column C: Indicate with “yes” or “no” whether the program is to be accredited by ACBSP.

If no, provide justification explaining why the program should be excluded from the accreditation process and how you will communicate with the public what is and what is not accredited

Column D: Indicate number of degrees conferred during self-study year

Self-Study

Status: Completed | **Due Date:** 7/31/2016

Assigned To
Pamela Benner

Institution Response

See Table 1

Sources

- Table 1

II - Overview and Organizational Profile for Accreditation

This section of the self-study document is used to provide general information about the institution and its business program.

Institution Response:

- A. Self-Study Preparers: Identify those individuals who prepared the self-study.
- B. Self-Study Purpose: State your institution's purposes for the self-study.
- C. Self-Study Timeline: Include the timeline used for the self-study.
- D. Regional Accrediting Body: State which regional accrediting body has provided your institution with regional accreditation. Enclose a copy of the letter of affirmation or reaffirmation of regional accreditation.
- E. Profile of the Institution: Provide a profile of the institution, including the business unit, service area, and student composition.
- F. Organizational Chart: Include a copy of the institution's organizational chart and the business school or program organizational chart.
- G. Legal Authorization: Cite the legal authorization your institution has to operate and confer degrees.
- H. Governing Board: Describe the governing body legally responsible for the institution's activities and how it represents the public interest (e.g., names of board members, meeting schedule, etc.).
- I. Institution Mission: Provide the statement of mission for your institution and indicate whether it is listed in your institution's catalog of program offerings.
- J. Business Unit Mission: State the mission and objectives of the business program(s) for which you are seeking accreditation. Describe how the programs in business are compatible with the institution's mission and whether the business program is accomplishing its purpose.
- K. Business Programs: Identify the business programs in your institution (e.g., Accounting, Banking) to be evaluated for accreditation. Identify and provide justification for any business program(s) to be excluded.
- L. Academic Degrees: List each type of academic degree offered by each of your business programs. State the number of each type of degree conferred during the self-study academic year. If you offer or confer nontraditional business degrees, explain how they relate to your overall business unit. Include in your response the extent to which it is (or is not) possible to earn a degree entirely through alternative methods of instructional delivery or at locations other than the main campus.
- M. Class Time: Provide documentation that all business courses have classroom meetings of 50 minutes per week per one hour of credit (e.g., a 3 credit hour course meets 150 minutes per week during the semester or quarter. Describe how classes delivered with alternative methods of instruction are structured to ensure equivalent credit hour coverage.
- N. Course Delivery: List the delivery modality of business courses (i.e., hybrid, on-ground, online, web-enhanced, video conferencing, etc.)
- O. Credit Hours: The associate degree system requires a minimum of two academic years of full-time course work. State how your institution awards credit hours (e.g., semester or quarter hours) and how these credit hours are calculated.
- P. Student Communication: Identify how and where the business program requirements, tuition and fees, student policies, and academic credentials of the faculty are communicated to students.

Self-Study

Status: Completed | **Due Date:** 7/31/2016

Assigned To
Pamela Benner

Institution Response

A. Self-Study Preparers: Identify those individuals who prepared the self-study.

Three departments of the Business and Information Technology Division (BIT) have programs that are ACBSP accredited. The self-study process was designed to involve all members of these three departments. All full-time faculty, including the acting BIT Division co-deans and Department Chairs, participated in the process. Three teams were established and each team included two team co-chairpersons. Each team was assigned two ACBSP Standards. The self-study participants included:

Standard 1 – Leadership & Standard 6 – Process Management

Margaret Atkinson, co-Chairperson (4704)

Amy Tracy, co-Chairperson (4184)

Julie Hardgrove (4358)

Nevin Starkey (4921)

William Ostrander (4637)

Deborah Calus-Casey (4347)

Standard 2 – Strategic Planning & Standard 5 Faculty and Staff Focus

Jonathan Mitchell, co-Chairperson (4350)

Gloria Komer, co-Chairperson (4145)

John David (4156)

Linda Gibson (5088)

Sandra (Luci) Fuline (5277)

Standard 3 – Student, Stakeholder, and Market Focus & Standard 4 – Measurement, Analysis, and Knowledge Management

Michael Zerbe, co-Chairperson (4750)

Helen Mandalinich, co-Chairperson (4588)

Mary (Jane) Upperman, (4386)

Jerry Hall (5077)

Chip Gertenslager (5094)

Kala Nedved (4023)

All faculty also contributed in gathering resources for the Resource Room.

B. Self-Study Purpose: State your institution's purposes for the self-study.

The Business and Information Technology (BIT) Division primarily utilized the self-study process as an opportunity to examine our business unit programs in order to measure the success of meeting the criteria established by the Accreditation Council for Business Schools and Program (ACBSP). In addition, we used this opportunity to:

1. produce the ACBSP Reaffirmation of Accreditation self-study report, which will validate the (BIT) Division's dedication to providing a current, relevant and quality-driven education to our students;
2. review and analyze the business education programs and services offered by the BIT Division with the goal of continuously improving the effectiveness of these programs and services;
3. engage faculty and administration in the BIT Division in a process of reflection and analysis that leads to continuous improvement; and
4. assure the excellence of our programs to our students and prospective students, the employers of our graduates, area colleges and universities with which we have, or may have, articulation agreements, and the community at large.

C. Self-Study Timeline: Include the timeline used for the self-study.

The Self-Study covers the 2015–2016 academic year. The Business and Information Technology Division started the process of completing the self-study in January 2015. Prior to that, we submitted Quality Assurance Reports in 2008, 2010, 2012, and 2014. Submission of the self-study report is scheduled for August 1, 2016.

D. Regional Accrediting Body: State which regional accrediting body has provided your institution with regional accreditation. Enclose a copy of the letter of affirmation or reaffirmation of regional accreditation.

Since 1976, Stark State College has been accredited by the Higher Learning Commission (HLC). The latest reaffirmation of accreditation was conducted in 2012-2013. A copy of the HLC **Reaffirmation Action Letter** is available below. Also available below is the HLC **Statement of Accreditation Status**.

Our next reaffirmation is scheduled for 2019-2020. Preparations for this self-study are currently underway.

E. Profile of the Institution: Provide a profile of the institution, including the business unit, service area, and student composition.

Stark State College is committed to preparing our students for career success in a competitive, sophisticated economy. Our graduates are in demand by employers who recognize their high skill level and readiness to succeed.

Our students receive a high-quality education at an affordable cost. It's a formula that works, thanks to our

- dedicated, experienced faculty
- convenience, efficiency and affordability
- mission of access, student success and economic development.

Stark State is the largest of Stark County's colleges and universities, and the fourth largest of Ohio's 23 public two-year colleges in the University System of Ohio. We offer more than 230 associate degrees, majors, one-year and career enhancement certificates in business and entrepreneurial studies, education, engineering technologies, health and human services, information technologies, liberal arts, mathematics and sciences.

The College awards associate of arts, associate of science, associate of applied science, associate of applied

business and associate of technical studies degrees. Our wide range of short-term career enhancement certificates help employees improve skills and gain a competitive edge in a marketplace of rapidly changing technology, and can lead to one-year certificates and associate degrees in a variety of fields.

Students often get their start at Stark State through our affordability and transferability. The associate of arts (AA) and associate of science (AS) degrees open pathways for graduates to pursue a baccalaureate degree in virtually any area of study.

Stark State offers a transfer module of 36-40 semester hours of credit courses guaranteed to transfer to all state-supported colleges and universities in Ohio. The College also has articulation agreements with more than 40 universities and colleges, allowing our students to move smoothly from associate degree programs into baccalaureate degree programs.

Not only does Stark State maintain a low tuition rate, our knowledgeable financial aid specialists help students explore the many grants, loans and scholarships that can help finance their education. More than half of all Stark State students have no out-of-pocket education expenses, thanks to scholarships and financial aid.

Well-respected in the community, Stark State College plays a vital role in the economic growth and development of the region through its strong tradition of providing credit and noncredit educational and training services to employers and residents. Our community and business partnerships also are vital to the area. An on-campus partnership with LG Fuel Cell Systems, Inc. positions Stark State as a leader in supporting fuel cell research, development and commercialization, while our partnership with The Timken Co. in a wind energy technology center gives our students applied research and training opportunities. These collaborations also fuel economic development, creating new industries and jobs for Stark County.

The College's Dental Hygiene Clinic provides services to area residents at reduced rates by students-in-training under the expert supervision of dentists and faculty members. The Massage Therapy Clinic offers the community affordable therapeutic massage while providing our massage therapy students the opportunity to apply their knowledge and skills in a supervised setting.

Several new sustainably progressive buildings have opened in recent years to accommodate Stark State's rapid growth. Our new LEED-certified Business and Entrepreneurial Studies building, for instance, is a 47,700-square-foot home to more than 30 degrees, options and certificates in accounting, business management, corporate finance, entrepreneurship, marketing management and other programs, along with a business incubator program.

A \$9 million health sciences building accommodates the region's growing need for highly skilled health care workers. The Ralph Regula Wellness and Therapy Center is an educational center for students studying physical therapy assisting and occupational therapy assisting. The Automotive Technology Center, located off-campus on Whipple Avenue is a 40,000-square-foot facility housing the automotive and transportation technologies, and a new site in downtown Canton for second-year automotive technology students has allowed the program to expand to meet community demand.

The average Stark State student fits the profile of the typical two-year college student in the nation: 58% of SSC students are female, 73% attend college part time, 17% are minorities and 45% are the first generation in their families to attend college. The average age of Stark State's students is 25, and the majority of our students hold jobs while in school.

The College has more than 200 full-time faculty and more than 360 adjunct faculty. More than 60% of the College's full-time faculty members have master's degrees and 17% have doctorate degrees. The fact that many instructors and professors are hired with extensive expertise in their fields strengthens the College curriculum and provides students greater opportunity for "real world" application of both technical and general knowledge in their majors.

Our advisory committee system means 300 individuals representing more than 170 companies and organizations review curriculum and provide input on current trends in their industries.

Stark State College is accredited by the Higher Learning Commission. Many technology programs also are accredited by their respective licensing/accrediting organizations.

Stark State is located in northern Stark County adjacent to Interstate 77, conveniently located for students from Stark, Carroll, Columbiana, Holmes, Medina, Portage, Summit, Tuscarawas and Wayne counties. Satellite centers are located in Alliance, Barberton, Carrollton and Downtown Canton.

F. Organizational Chart: Include a copy of the institution's organizational chart and the business school or program organizational chart.

See **Stark State College Org Chart, Academic Affairs Org Chart, and BIT Division Org Chart**

G. Legal Authorization: Cite the legal authorization your institution has to operate and confer degrees.

The legal authorization to operate and to confer degrees has been granted to the College by the Ohio Department of Higher Education.

H. Governing Board: Describe the governing body legally responsible for the institution's activities and how it represents the public interest (e.g., names of board members, meeting schedule, etc.).

The governing body legally responsible for the College activities is the Board of Trustees. The seven voting Board members serve three-year terms; two trustees are appointed by the governor with the advice and consent of the senate, and five trustees are appointed by the county and city boards of education of school districts whose territories are within Stark County, are appointed to a three-year term. Refer to the College's **POLICIES-PROCEDURES** Sections 3357:15 Governance Policies and 3357:15-11 Board of Trustees.

The Board of Trustees normally meets once a month throughout the calendar year.

The minutes from the Board of Trustees meetings are available to the public on the College's website.

The members of the Board of Trustees are:

Merle Griff, PhD

Kari Groh (Chair)

Jeffrey A. Halm

Christopher J. Maurer

Alice C. Stephens

Jeffery A. Walters (Vice Chair)

Fonda. P. Williams

I. Institution Mission: Provide the statement of mission for your institution and indicate whether it is listed in your institution's catalog of program offerings.

Stark State College has a clearly defined and published mission and vision statement, which is published in numerous college documents, including the College website (www.starkstate.edu). The mission statement and vision statements, shown below, were approved by the Board of Trustees on May 21, 2014..

- **Mission Statement:** *Stark State College provides quality, high-value associate degrees, certificates, and professional development in a diverse, student-centered learning environment. The College is dedicated to lifelong learning; affordable, transferable higher education; and career success. Stark State College advances quality of life through access, academic success, stewardship, and business and community partnerships.*

- **Vision Statement:** *Stark State College will be a leader in higher education and a catalyst for economic growth and community prosperity.*

J. Business Unit Mission: State the mission and objectives of the business program(s) for which you are seeking accreditation. Describe how the programs in business are compatible with the institution's mission and whether the business program is accomplishing its purpose.

- **Mission Statement:** *The Business and Information Technology Division is dedicated to providing a current, relevant, and quality-driven education to those seeking to pursue or expand careers in business-related and information technology fields. Through experienced, degreed faculty, the Division delivers demand-driven curriculum with a professional, customer-service focused organization.*
- **Vision Statement:** *The Business and Information Technology Division will align the division values, goals, and objectives with the college's strategic plan to be a leader in business and information technology programs, majors, and certificates in order to promote economic growth and prosperity in the communities we serve.*

The programs in the BIT Division are compatible and consistent with the College's mission.

K. Business Programs: Identify the business programs in your institution (e.g., Accounting, Banking) to be evaluated for accreditation. Identify and provide justification for any business program(s) to be excluded.

The Business and Information Technology Division offers the following programs to be evaluated for reaffirmation:

- Associate of Applied Business in Accounting
 - Accounting - Corporate Major
 - Accounting - CPA Major
 - Accounting - Tax Major
 - Accounting - Computer Information Major
 - Accounting Services for Health Administration Major
 - Accounting - Forensic Accounting Major
- Associate of Applied Business in Administrative Office Professional
 - Administrative Office Professional - Management Major
 - Administrative Office Professional - Virtual Office Professional Major
- Associate of Applied Business in Business Management
 - Business Management - Gaming Management Major
 - Business Management - Sports Management Major
 - Business Management - Kent State University BBA Degree Major
 - Business Management - Entrepreneurship Major
 - Business Management - Human Resources Major
 - Business Management - Finance Major

- Business Management - Health Services Major
 - Associate of Applied Business in Corporate Finance
 - Associate of Applied Business in Legal Assisting
 - Associate of Applied Business in Marketing and Sales Management

In prior Quality Assurance reports, we included our Culinary Arts program in our ACBSP accreditation. A decision has been made to exclude that program from this accreditation and for that program to pursue a more applicable accreditation. According to Dr. Dan Fuline, Department Chair of the Management and Marketing Department:

The Culinary Arts program at Stark State would be best served with accreditation from the American Culinary Federation (ACF). Many other culinary programs within Ohio and the U.S. use this accreditation alone. Industry standard is to recognize this accreditation and our students would benefit from ACF affiliation in their future careers. Other accreditations in the hospitality field exist, but are more appropriate to the Hospitality Management degree programs.

The American Culinary Federation is the culinary leader in offering educational resources, training, apprenticeship and programmatic accreditation designed to enhance professional growth for all current and future chefs and pastry chefs. In addition, ACF operates the most comprehensive certification program for chefs in the United States.

Our culinary arts program is actively seeking ACF accreditation and currently using several National Restaurant Association Education Foundation (NRAEF) programs and certificates. These certifications meet or exceed industry standards for culinary programs around the country. Our students would best be served by concentrating on these accreditations in preparing them for the foodservice industry.

In addition, the Judicial Reporting program is not covered under our ACBSP Accreditation. That program is accredited by the Council on Approved Student Education National Court Reporters Association (NCRA): NCRA, 12030 Sunrise Valley Drive, Suite 400, Reston, Virginia 20191; 703-556-6272.

L. Academic Degrees: List each type of academic degree offered by each of your business programs. State the number of each type of degree conferred during the self-study academic year. If you offer or confer nontraditional business degrees, explain how they relate to your overall business unit. Include in your response the extent to which it is (or is not) possible to earn a degree entirely through alternative methods of instructional delivery or at locations other than the main campus.

| <u>Academic Degrees</u> | <u>Degrees Awarded 2015-2016 Academic Year</u> |
|---|--|
| Associate of Applied Business in Accounting | 54 |
| Associate of Applied Business in Administrative Office Professional | 21 |
| Associate of Applied Business in Business Management | 108 |
| Associate of Applied Business in Corporate Finance | 2 |
| Associate of Applied Business in Legal Assisting | 7 |
| Associate of Applied Business in Marketing and Sales Management | 13 |

M. Class Time: Provide documentation that all business courses have classroom meetings of 50 minutes per week per one hour of credit (e.g., a 3 credit hour course meets 150 minutes per week during the semester or quarter. Describe how classes delivered with alternative methods of instruction are structured to ensure equivalent credit hour coverage.

Consistent with the guidelines of the Ohio Department of Higher Education, all of the business unit lecture courses require classroom meetings of 50 minutes per week per hour of credit (example: 150 minutes per week for a three credit hour course; 48 total classroom contact hours over the sixteen weeks of the semester for a three credit hour lecture course).

A lab hour is fifty minutes of educational activity with students conducting experiments, perfecting skills, or practicing procedures under the direction of a faculty member. One semester credit shall be awarded for a minimum of three lab hours in a standard week for which little or no out-of-class study is required. One semester credit shall be awarded for a minimum of two lab hours in a standard week if supplemented by out-of-class assignments, which would normally average one hour of out-of-class study preparing for or following up the lab experience.

N. Course Delivery: List the delivery modality of business courses (i.e., hybrid, on-ground, online, web-enhanced, video conferencing, etc.)

The BIT Division delivers courses in several modalities:

- In-person (conventional, on-ground)
- All online (referred to at Stark State as Web3)
- Hybrid (half online, half in-person -- referred to as Web2)
- Web-enhanced (referred to as Web4)

Many of our courses are delivered in multiple modalities each semester, depending on the student demand.

We also offer some courses in accelerated format (usually 8 weeks). The same academic rigor and standards apply to a course regardless of the delivery method the student chooses. The course goals and the student learning outcomes are identical, and the same credit hours are granted.

The BIT Division offers some programs completely on-line:

Majors:

Associate of Applied Business - Accounting, Computer Information Major
 Associate of Applied Business - Accounting, Corporate Major
 Associate of Applied Business - Accounting, CPA Major
 Associate of Applied Business - Accounting, Tax Major
 Associate of Applied Business - Corporate Finance
 Associate of Applied Business – Business Management – Entrepreneurship Major

O. Credit Hours: The associate degree system requires a minimum of two academic years of full-time course work. State how your institution awards credit hours (e.g., semester or quarter hours) and how these credit hours are calculated.

At the College, credit hours are awarded on a semester basis. For each credit hour earned, the student must complete a minimum of 50 minutes of classroom instruction for a total of 45 hours for each three-credit hour lecture course.

A lab hour is fifty minutes of educational activity with students conducting experiments, perfecting skills, or practicing procedures under the direction of a faculty member. One semester credit shall be awarded for a minimum of three lab hours in a standard week for which little or no out-of-class study is required. One semester credit shall be awarded for a minimum of two lab hours in a standard week if supplemented by out-of-class assignments, which would normally average one hour of out-of-class study preparing for or following up the lab experience.

P. Student Communication: Identify how and where the business program requirements, tuition and fees, student policies, and academic credentials of the faculty are communicated to students

Students can obtain information on business program requirements on our websites such as [Business Division website](#) and [Information Technology website](#). In addition, students can find program requirements and track their academic progress through My Academic Plan (MAP).

Information on tuition and fees, student policies, etc. is communicated to students also through our websites. This information can also be found in the Student Handbook.

See **Student Handbook**

Sources

- Academic Affairs Org Chart Spring 2016
- BIT Division Org Chart 1-21 16
- POLICIES-PROCEDURES
- Stark State College Org Chart Jan 2016
- Stark State College Reaffirmation Action Letter 12-19-12
- Statement of Accreditation Status
- Student Handbook

1 - Standard 1: Leadership

Business Unit administrators and faculty should lead and be involved in creating and sustaining values, business school or program directions, performance expectations, student focus, and a leadership system that promotes performance excellence. Values and expectations should be integrated into the business unit's leadership system to enable the business unit to continuously learn, improve, and address its societal responsibilities and community involvement.

Self-Study

Status: Completed | **Due Date:** 7/31/2016

Assigned To

Pamela Benner

Institution Response

Sources

There are no sources.

1.1 - Criterion 1.1 Leadership Strategies

A. Explain the business unit leadership strategies or systems to foster a high-performance work environment that results in meeting the mission of the business unit.

B. Explain how the business unit maintains effective communications and develops participation throughout the business unit.

Self-Study

Status: Completed | Due Date: 7/31/2016

Assigned To

Pamela Benner

Institution Response

A. Explain the business unit leadership strategies or systems to foster a high-performance work environment that results in meeting the mission of the business unit.

The mission statement of Stark State College contains a phrase that speaks to advancing “quality of life through access, academic success, stewardship, and business and community partnerships.”

In February 2012, Dr. Para Jones was appointed by the Stark State College Board of Trustees to the position of College President. One of the first initiatives Dr. Jones spearheaded was a revision of the College’s Strategic Plan.

The current Strategic Plan contains six value statements regarding student access; student success; academic excellence; business, education and community partnerships; fiscal stability and stewardship; and people. The leaders of the College strive to uphold those values. Dr. Jones’ leadership philosophy encompasses these value statements as well as the College mission statement. She frequently summarizes this philosophy with the phrase “Access with Success.”

The structure of the Academic Divisions within the College and the Administrative structure supports Dr. Jones’ philosophy. For example, one recently filled position is the Dean of Student Success. This position is devoted to helping students successfully navigate college life and complete certificates and degrees on a timely basis.

The Provost/Chief Academic Office oversees the Academic Divisions. There is a Dean or Interim Dean for each Academic Division. Department chairs support the deans by determining class offerings, developing faculty schedules, hiring adjunct faculty, and performing various other duties. (**See Organization Charts: Stark State College Org Chart, Academic Affairs Org Chart, and BIT Division Org Chart**).

In May 2008, Business and Information Technology (BIT) Division Dean Michael L. Bodnar retired. The position was filled internally through the advancement of Dr. Glenda Zink, who was previously the Department Chair of the Accounting and Finance Department. Dr. Zink retired in June 2014. As of the current date, no permanent replacement has been appointed to this position.

B. Explain how the business unit maintains effective communications and develops participation throughout the business unit.

Dr. Jones believes strongly in shared governance, communication, and active participation. That belief is reflected in the many focus groups, all-college meetings, strategic planning sessions, speaker programs, and other professional development activities where both faculty and staff participate and contribute. In addition, Dr. Jones sends out a

monthly “President’s Report” and both faculty and students are invited to periodic “Pizza with the President” sessions.

At the Division level, Department Chairs encourage attendance and participation at college-wide forums. The Division leadership team, Chairs and Program Coordinators, meets two times each month. The Division and individual departments meet periodically at the beginning and throughout the academic year to address planning, curriculum development and other matters pertinent to operating activities. Adjunct instructors are encouraged to attend and participate in these meetings as well. Minutes are kept of all actions taken at the leadership, Division and Department meetings.

Finally, the importance of Advancement in Rank and professional development are clearly articulated within the Division and at the Department level. Faculty and staff are encouraged, through individual performance goals and objectives, to take active leadership roles in College and Division-level committees and teams.

Sources

- Academic Affairs Org Chart Spring 2016
- BIT Division Org Chart 1-21 16
- Stark State College Org Chart Jan 2016
- StrategicPlan 2014-16

1.2 - Criterion 1.2 Leadership Measures of Performance

Explain how the business unit leadership ensures the establishment, deployment, and evaluation of performance measures and ensures that the results are used to improve performance.

Self-Study

Status: Completed | Due Date: 7/31/2016

Assigned To

Pamela Benner

Institution Response

Explain how the business unit leadership ensures the establishment, deployment, and evaluation of performance measures and ensures that the results are used to improve performance.

The College measures performance from a “top-down” perspective. Dr. Jones’s performance is evaluated by the Stark State College Board of Trustees, the Provost and Chief Academic Officer is evaluated by the President, Academic Division Deans are evaluated by the Provost and Chief Academic Officer, and Department Chairs are evaluated by their Deans.

A comparable evaluation structure is used for measuring the performance of BIT Division faculty and staff. Each faculty member, in conjunction with his or her Department Chair, develops specific goals that are aligned with the overall goals and objectives of the College. These developed goals are required to be specific and measurable. As part of the faculty member’s annual performance evaluation, progress towards goal attainment is assessed. These goals are carefully crafted to reflect the focus developed by the mission statement of the College, and aligned with the Strategic Plan adopted by the College.

Faculty performance evaluations conducted by Department Chairs involve measurements related to the effective and applicable content of curriculum and course requirements. Program assessments, course development, and established instructional guidelines are in place to measure an instructor’s classroom-based performance. As part of the performance evaluation process, faculty and staff are required to participate in Division and College committees as well as outside professional development programs and community activities.

Sources

There are no sources.

1.3 - Criterion 1.3 Leadership and Community

Explain how the business unit addresses its responsibilities to the environment and practices good citizenship.

Self-Study

Status: Completed | Due Date: 7/31/2016

Assigned To

Pamela Benner

Institution Response

Explain how the business unit addresses its responsibilities to the environment and practices good citizenship

Stark State College believes strongly in being an active participant in the surrounding community and a good corporate citizen. The College participates in the annual Canton Pro-Football Hall of Fame Hot Air Balloon Festival; a memorial to AIDS victims with an on-campus display of a section of the AIDS quilt; a day of honor for military veterans; and Kids College, which is a summer program held on the College campus and offered to community elementary and middle school children.

To promote sustainability, the College is building Leadership on Energy and Environmental Design (LEED) certified buildings, promotes a College-wide recycling program and contest, and encourages faculty to strive for paperless classrooms.

At the BIT Division level, there are several organizations, clubs, and boards that are active in promoting the growth of involvement and commitment to business-related issues, as well as the environment and community as a whole.

The following are organizations within the college that are active in promoting the values and commitment to the mission of the college:

- 1. Enactus** (Entrepreneurial Action Us) is made up of students and academic and business leaders committed to using the power of entrepreneurial action to shape a better world. The Stark State Enactus student chapter is involved in an ongoing service project to raise funds for global small business development in underdeveloped nations.
- 2. IMA** (Institute of Management Accountants) draws together accounting and finance students at the college in a forum to learn more about their chosen field and the opportunities within the profession. An annual community service project of the IMA student chapter involves assisting with preparing and serving meals at the Haven of Rest shelter in Akron, Ohio.
- 3. VITA** (Volunteer Income Tax Assistance) is a long standing formal initiative within the Division to provide assistance to individuals within the community by preparation of their tax returns. BIT Division students who have completed a required IRS training prepare the returns under the supervision of Accounting and Finance Department faculty. Both the students and the faculty volunteer their time in this effort.
- 4. Division Advisory Boards** are made up of professionals who represent a cross section of the businesses and industries within our community. These boards are active throughout the academic year in regular meetings with the faculty and departmental leadership to provide input and direction on program and curriculum development. They provide an excellent "sounding board" for the business unit to gauge the effectiveness and relevant content of the program and course offerings within the Division.

Sources

There are no sources.

1.S - Summary of Standard 1 - Leadership

Provide a summary of strengths and opportunities for improvement the institution plans to address related to Standard 1 - Leadership.

Self-Study

Status: Completed | **Due Date:** 7/31/2016

Assigned To

Pamela Benner

Institution Summary

Strengths

The College Administration consistently communicates to the faculty and staff and provides ample opportunities for their participation in decision making.

The BIT Division and Department goals are integrated with College-wide goals and the mission of the College.

The Division is involved in numerous activities that fulfill its responsibility to the environment and practice good citizenship.

Opportunities for Improvement

Instituting a process of 360-degree performance appraisal could provide the opportunity for valuable feedback to both the College and Division administrative personnel.

Active succession planning would provide a process for identifying and developing internal candidates with the potential to fill key leadership positions when vacancies occur. This could increase the availability of experienced and capable people that are prepared to assume those roles and reduce the time and effort necessary to search for and train replacements.

Sources

There are no sources.

2 - Standard 2 Strategic Planning

The business unit has a process for setting strategic directions to address key student and program performance requirements. The strategic development process leads to an action plan for deploying and aligning key plan performance requirements. The strategic planning process should ensure that there are adequate resources in the area of finance, facilities, and equipment. This should create an environment that encourages and recognizes innovation and creativity.

Self-Study

Status: Completed | Due Date: 7/31/2016

Assigned To

Pamela Benner

Institution Response

Standard 2 – Strategic Planning

Members of the Business and Information Technology Division (the Division) serve on the Institutional Effectiveness Committee[i].

In the 2013-2014 academic year, the Institutional Effectiveness Committee of Stark State College coordinated strategic discussions with hundreds of students, faculty, and staff, as well as business, industry, education, and community leaders to review and revise the 2012-2013 Strategic Plan Update and produce this Plan. In the focus group sessions, stakeholders completed a SWOT analysis and provided input on vision, mission, values, and strategic goals and objectives and offered validation, additions, and revisions. The Institutional Effectiveness Committee analyzed and summarized the comments and other reports to create the 2014-2016 Strategic Plan, which was presented to Executive Council[ii], President's Cabinet[iii], and the Board of Trustees.

The process is again underway to gather data from stakeholders to develop the 2017-2019 Strategic Plan.

Graphic 2.a shows how the development and implementation of the Strategic Plan is linked to Stark State College's Governance Model.

[i] Institutional Effectiveness Committee Purpose: Shall consider institutional matters related to strategic planning, accreditation, and quality and continuous improvement, including institutional process evaluation and assessment.

[ii] The President's Executive Council functions as the implementing and executing body of the College.

[iii] The President's Cabinet functions as the chief planning and recommending agency of the College and provides a forum to discuss and resolve issues of concern to the entire college community.

Sources

- Graphic 2.a

2.1 - Criterion 2.1 Strategic Planning Process

A. Describe the business unit's strategic planning process to address key student and program performance requirements; include the key steps and participants.

B. Identify the key strategic initiatives included in the business unit's strategic plan and describe how the business unit decides upon these initiatives.

C. Describe how the business unit communicates and deploys the strategic plan throughout the business unit.

D. Describe how the business unit evaluates and improves the strategic planning process.

Self-Study

Status: Completed | Due Date: 7/31/2016

Assigned To

Pamela Benner

Institution Response

A. Describe the business unit's strategic planning process to address key student and program performance requirements; include the key steps and participants.

This section explains how the Business and Information Technology Division (BIT Division) participated in the formation of the Strategic Plan and how this plan continues to guide the efforts of the Division. As mentioned in the previous section 2.0, the strategic planning process culminated in the Fall 2014 semester with the result being the 2014-2016 Strategic Plan. A similar process to review the current strategic plan has begun in the Spring 2016 semester to develop the new 2017-2019 Strategic Plan.

The process initiated with reviewing the Vision Statement to see if "where we want to be" has changed. A slight tweaking of the Vision Statement resulted in a Mission Statement that "defined the purpose" of Stark State College. Here are the Vision and Mission Statements that are stated in the 2014-2016 Strategic Plan:

VISION

Stark State College will be a leader in higher education and a catalyst for economic growth and community prosperity.

MISSION

Stark State College provides quality, high-value associate degrees, certificates, and professional development in a diverse, student-centered learning environment. The College is dedicated to lifelong learning; affordable, transferable higher education; and career success. Stark State College advances quality of life through access, academic success, stewardship, and business and community partnerships.

B. and C. (combined) Identify the key strategic initiatives included in the business unit's strategic plan and describe how the business unit decides upon these initiatives, and describe how the business unit communicates and deploys the strategic plan throughout the business unit.

Identification of Key Strategic Initiatives and how the Division deploys Strategic Plan

Revisiting the Vision and Mission statements resulted in identifying Six Value Statements that each match up with a

Strategic Goal (Strategic Initiatives). We will discuss each of these and how the Division's goals align with the College's goals, as well as describe how the business unit communicates and deploys the plan and its strategic goals.

Value Statement #1: Academic Excellence

- **Goal (Strategic Initiative) 1:** Continuously provide value and high quality education

The BIT Division is divided into departments. Each department is required to initiate and nurture an Advisory Board comprised of community business leaders. Each Advisory Board meets at least twice per academic year. The purpose of this Board is to give each department guidance in the development of its programs and curriculum. This guidance results in courses and degrees that match up with what is currently needed in the marketplace. The result is more opportunities for our students. All full-time faculty members in each department attend the Advisory Board meetings, hear the Boards' recommendations, and contribute their own input.

Each department is staffed with faculty that are highly qualified to provide academic excellence to our students. This is accomplished by having skills that are current and in demand in each professional field that we are educating students to work in.

Value Statement #2: Business, Industry, Education, and Community Partnerships

- **Goal (Strategic Initiative) 2:** Build business, industry, education, and community partnerships

Our customers are not only our students but also the businesses that hire our students. By fulfilling the needs of the business community, the Division better serves our students. The various partnerships that the Division maintains in the community directly benefit our students in the form of internships and career opportunities. Educational partnerships result in more transferability of our courses and degrees to other institutions.

Value Statement #3: Fiscal Stability and Stewardship

- **Goal (Strategic Initiative) 3:** Promote stewardship

Fiscal responsibility is a duty of the Division. Maintaining adequate staffing and using other College resources wisely results in a Division that is able to focus on its Mission and better serve its students. The Dean and Department Chairs meet regularly with the Director of Budgets to identify needs and ensure fiscal accountability.

The College maintains a Fiscal Accountability and Stewardship (FAST) Committee whose ongoing mission is to review and investigate fiscal issues identified by college stakeholders, and communicate its findings to the entire college community. For the past four years, the chair of the FAST committee has been a BIT Division faculty member, and several additional faculty members have/do serve on the committee.

Value Statement #4: People

- **Goal (Strategic Initiative) 4:** Foster a culture of integrity and valuing people

By inculcating shared governance into the operation of the Division and insisting on transparency, we value people. The various departments of the Division meet at least two or more times during a semester to foster valuing input of each individual and furthering shared governance. The Division holds formal meetings at least once each semester which allows departments to share ideas and continue the culture of valuing people. All members of the Division, including Adjunct faculty, are encouraged to attend these meetings.

Value Statement #5: Student Access

- **Goal (Strategic Initiative) 5:** Facilitate student access

At Stark State College we provide and encourage access to a diverse group of potential students. Division faculty

teach at the Downtown Canton Campus and at various Satellite Centers. Additionally, faculty are involved in the training and development of adjunct faculty that teach in the College Credit Plus program. Part of this College Credit Plus program is Early College. The Early College program enables high school students to obtain an associate degree from Stark State College while they are earning their high school degree. Stark State College provides the administration for Early College which is housed on one of the local high school system's campuses. Division faculty serve on the Early College Curriculum Committee.

Value Statement #6: Student Success

- **Goal (Strategic Initiative) 6:** Improve student persistence, retention, and goal attainment

All BIT Division full-time faculty are academic advisors to students. Each full-time faculty member has a range of approximately 20-30 advisees each in Administrative Services and Office Applications; approximately 50-60 advisees per faculty member in Accounting and Finance; and approximately 140-150 advisees per faculty member in Management and Marketing. Each advisee is encouraged to meet with their advisor once or twice a year. Advisors guide students in understanding their major and career field and help to answer questions to assist the students in accomplishing their goals. Faculty advisors also assist the students in the best groupings, timing, and modalities of courses for their best chance of success.

D. Describe how the business unit evaluates and improves the strategic planning process.

Every two years the College reviews the Strategic Plan. The BIT Division is included as part of this process. College-wide employees complete a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis to see where we are, and then compare this to where we desire to be. We make sure that we receive input from everyone in the BIT Division and that this input is recorded and acted upon in a fair and consistent manner and that the results become part of the revised plan.

Sources

- StrategicPlan 2014-16

2.2 - Criterion 2.2 Current Strategic Plan

- A. Describe the business unit's key strategic objectives.
- B. Describe the business unit's action plans that address key strategic objectives, including who, what, when, where, and how.
- C. Describe the performance measures used to assess the business unit's action plans.

Self-Study

Status: Completed | Due Date: 7/31/2016

Assigned To
Pamela Benner

Institution Response

A. Describe the business unit's key strategic objectives.

Strategic Key Objectives - This section will list the Six Strategic Objectives (Goals) of the College. Section B (below) lists specific objectives for each and how they relate to the BIT Division. The objectives that have the most direct impact on the business unit are discussed in more detail. The Stark State College Strategic Plan 2014-2016: Positioning for Success is available below.

- **Goal (Strategic Objective) 1:** Continuously provide value and high quality education
- **Goal (Strategic Objective) 2:** Build business, industry, education, and community partnerships
- **Goal (Strategic Objective) 3:** Promote stewardship
- **Goal (Strategic Objective) 4:** Foster a culture of integrity and valuing people
- **Goal (Strategic Objective) 5:** Facilitate student access
- **Goal (Strategic Objective) 6:** Improve student persistence, retention, and goal attainment

B. Describe the business unit's action plans that address key strategic objectives, including who, what, when, where, and how.

- **Goal (Strategic Objective) 1:** Continuously provide value and high quality education

1A. Continue academic program assessment

Each Department in the BIT Division meets each semester to assess curriculum and to see if it is meeting the needs of business and students. In addition, each program is formally assessed on a three-year rotating basis.

1B. Continue to improve licensure, certification and in-field job placement

The Accounting Department offers courses for Certified Management Accountant (CMA) exam preparation.

In addition, the Accounting Department provides information and courses to prepare students to pursue various other professional licensures and certifications such as Certified Public Accountant (CPA), Enrolled Agent, Certified Bookkeeper, Fundamental Payroll Specialist, and QuickBooks Certified User.

There are also certifications to become a IAAP Certified Administrative Professional (CAP) and Accredited Legal

Professional (ALP) that will be pursued as well.

1C. Emphasize academic rigor and maintain high standards of teaching and student support

Each course has a Division faculty member designated as a “Lead” (or “Facilitator”). The Lead is responsible for ensuring that anyone teaching the course maintains the academic rigor and quality of the course.

1E. Promote academic excellence of faculty and staff

The Distinguished Teacher of the Year award has been won by members of the BIT Division in the last several years.

Opportunities are provided for professional development to keep faculty's skills and knowledge base current in order to give students the most up-to-date and accurate information about various professional fields.

1F. Showcase faculty, staff, and student achievements

The College recognizes faculty and staff awards such as service awards and Distinguished Teacher recipients from the BIT Division.

The College and the business unit recognize students from the BIT Division that have been awarded scholarships.

The College and the business unit recognize students that serve the BIT Division and College as representatives in clubs or on committees.

- **Goal (Strategic Objective) 2: Build business, industry, education, and community partnerships**

2B. Encourage alumni and college stakeholders to actively engage with the college community

The business unit invites alumni and college stakeholders to serve on Advisory Boards.

2C. Increase apprenticeships, co-op, internship, practicum, service learning, and volunteer opportunities for students

Practicums are required for students preparing to be Administrative Office Professionals and for students in Legal Assisting.

Service learning projects are available for Accounting students annually as part of the Volunteer Income Tax Assistance (VITA) program. Students complete training and volunteer for a minimum number of hours preparing tax returns for the community.

Student clubs (Institute of Management Accountants and Enactus) are very active in our business unit and provide students with additional volunteer opportunities.

2E. Increase College Credit Plus, transfer courses, program articulation, and other pathways with educational partnerships

The business unit partners with the Young Entrepreneurs Consortium.

The College and business unit partner with high schools in Ohio to expand College Credit Plus Program.

The College and the business unit partner with Universities to expand articulation agreements.

2F. Build and strengthen Summit County partnerships

Stark State has just finalized plans to construct a new facility in Summit County which is projected to open fully Fall 2018. Plans are to find a temporary facility to use in the interim. Accounting and other Business Management classes are slated to be offered at Stark State College-Akron..

- **Goal (Strategic Objective) 3: Promote stewardship**

3A. Ensure productive and efficient use of college resources, eliminating redundancy

The BIT Division maintains efficient staffing during declining enrollment through attrition and the continual assessment of needs.

3B. Strengthen student fulfillment of educational requirements

Full-time faculty in the BIT Division contact students and encourage them to see their academic advisor for career and curriculum planning.

Stark State College and the BIT Division have been involved for the last four to five years in the Completion By Design initiative (see presentation below). The goal of this initiative (which is funded by the Bill and Melinda Gates Foundation) is to:

- *Raise community college completion rates for low-income students under 26.*

Goal (Strategic Objective) 4: Foster a culture of integrity and valuing people

4A. Define and practice a transparent, consistent, and efficient culture of shared governance

Members of the BIT Division are actively involved in the College's system of shared governance through service to the College, the Division, and their departments.

4C. Expect ethical behavior, provide appropriate recognition and communication, and monitor stakeholder satisfaction

BIT Division faculty, both full-time and adjunct, are required to fulfill the Student Evaluation of Instruction requirements.

Employer Satisfaction surveys administered every three years by the College.

4D. Foster a college-wide, systematic perspective of accountability, fairness, and compliance to codes of conduct, policies, and procedures and regulatory agencies

All employees, faculty and staff, are required to complete Title IX training annually.

4E. Practice fairness in hiring, promoting, professional development, and treatment of employees

The College uses faculty and staff screening committees in the hiring process of various positions in the Division.

The College and the BIT Division makes professional development opportunities available to faculty and staff.

4F. Promote excellence by creating avenues that encourage and support the communication of ideas, issues, and concerns while providing timely feedback and implementation

The College holds interactive forums and focus groups to encourage interaction between administration, faculty, and staff.

- **Goal (Strategic Objective) 5: Facilitate student access**

5E. Open and support the Downtown Canton Satellite Center

The BIT Division offers courses at the Downtown Canton Satellite Center.

5F. Provide course offerings and modalities to meet changing needs of students and businesses

The BIT Division continually assesses the needs of traditional and college credit plus students.

Each of the departments in the BIT Division meets each semester with its Advisory Boards to assess changing needs of area businesses.

The BIT Division offers courses in multiple modalities (day/evening, face-to-face and online; fully online and blended).

- **Goal (Strategic Objective) 6: Improve student persistence, retention, and goal attainment**

6A. Continue to enhance academic and career advising to prepare our students for success

Faculty members in the BIT Division educate students about the value of them meeting with their academic advisor.

6E. Improve course completion, certificate, associate degree, and university transfer rates

The College and the BIT Division continually plans to implement more career advising and planning with students.

Faculty members in the BIT Division educate students about certificate programs as stepping stones to degree.

Students are advised about transfer options for continuing their education to Bachelor's Degree and ultimately Master's Degree, and professional certifications.

C. Describe the performance measures used to assess the business unit's action plans.

The following performance measuring tools are routinely administered and are used to assess the business unit's action plans:

- Annual Academic Program Reviews
- Percent credit hours taught by full-time faculty
- Employer satisfaction surveys
- Number and types of opportunities for students for transfer to complete Bachelor's degrees and for employment
- Articulation agreements
- Standards of Academic Progress Violators
- Number of employees working toward higher education
- Number of employees engaging in professional development
- Formal performance evaluations
- Enrollment headcount
- Community College Survey of Student Success
- Completion rates (course completion, retention, graduation, and transfer rates)

Sources

- 2012-CbD-Presentation
- StrategicPlan 2014-16

2.3 - Criterion 2.3 Finances

Adequate financial resources should be budgeted and allocated to the business school or program to support a high-quality teaching faculty and create an environment consistent with its mission and objectives. This includes the necessary technology, program support, and professional development of faculty.

- A. Describe how the business unit links finances to strategic planning.
- B. Report and graph the following financial information for the past three years (two years plus the self-study year):
1. The total student credit hours (SCHs) generated for the institution and each business unit program being considered for accreditation.
 2. The business unit budget and actual expenditures.
 3. The business unit budget and actual expenditures as a percent of the institution's academic budget and actual expenditures.
- C. Describe the adequacy of the budget to support changing technology, program improvement, and professional development of faculty.

Self-Study

Status: Completed | Due Date: 7/31/2016

Assigned To
Pamela Benner

Institution Response

A. Describe how the business unit links finances to strategic planning.

The BIT Division at Stark State College meets the requirements of this standard for adequate financial resources. As described in Criterion 2.1 and 2.2, the College links all programs, activities and decisions to the Strategic Plan. The Division presents financial needs and requirements annually to the College budget office and budgets are approved to provide adequate financing of the Division's needs.

Finances for the BIT Division are linked directly to the Strategic Plan specifically in Goal 3 of the Stark State College Strategic Plan, "Promote Stewardship".

B. Report and graph the following financial information for the past three years (two years plus the self-study year):

1. The total student credit hours (SCHs) generated for the institution and each business unit program being considered for accreditation.
2. The business unit budget and actual expenditures.
3. The business unit budget and actual expenditures as a percent of the institution's academic budget and actual expenditures.

B1. Credit Hours – Details of the credit hours generated by semester and year, and for the institution and each BIT Division department are presented below. (also see Table 2.3.a)

The Division accounted for 13.5% of credit hours generated during the self-study year 2015-2016, 24,479 credit hours out of an institution total of 181,864 credit hours. That decreased from 14.0% in 2014-2015 (28,635 credit

hours out of an institution total of 203,915 credit hours) and 14.2% for 2013-2014 (33,554 credit hours out of an institution total credit hours of 237,083).

Percentages for each business unit department are presented in **Table 2.3.a**.

B2. and B3. The Budget and Actual Expenditures for the three-year period are presented in **Table 2.3.b**. *Note: The Actual Expenditures for the self-study year are presented for fiscal year 2016 (as of posted activity through 7/26/16), subject to year-end and closing adjustments. The final year-end 6/30/16 actual amounts should be available in October 2016 when the year-end audit is completed.*

Academic Budgets do not include subsidies from the State of Ohio that the College received based on the instruction delivered by the Academic Divisions. State subsidies are tiered, based on the cost of providing for and delivering various levels of technical content. The formula was modified in FY2016 to provide for funding only for completed courses, student success measures that are not connected with academic programs, and completion of degrees, certificates and transfers to other colleges all using a rolling three-year average.

All academic divisions' budgets are developed to ensure that adequate resources are budgeted to maintain a high level of quality.

C. Describe the adequacy of the budget to support changing technology, program improvement, and professional development of faculty.

Changing Technology - The College has been very proactive in maintaining current equipment in the classrooms and labs. A four-year replacement cycle for computers has been established for the labs and for faculty offices to ensure access to state-of-the-art equipment. Classroom multi-media projectors are on a five to seven-year replacement cycle.

The College provides Wi-Fi campus-wide at all locations and a full-service portal where students can apply, register, add/drop classes, and view grades (both mid-term and final). The College has recently upgraded its marketing in line with current practices and venues such as social media and television advertising.

The College has licensing agreements for all College used software. The College funds a full-time Help Desk Department that provides the first-line of technical support for the Stark State campus, both students and employees. Support and assistance is available through the College's Web-based Help Desk at helpdesk@starkstate.edu or [Helpdesk](#)

The College is in the process of upgrading the Learning Management System by Fall Semester 2017. This new platform will enable students to utilize state-of-the-art current technology, including access to communication and course resources more easily on tablets and smart-phones in addition to computers.

Program Improvement – The College encourages development of new programs and enhancements to existing programs to meet the education demands of both the local and national workforce. All departments meet regularly with Advisory Boards to get a real sense of what skills and proficiencies our business students need. The College strives to provide funding to improve and align our programs to ensure the necessary workforce skills as suggested by our Advisory Boards.

The College Career Development office is in regular communication with each department to communicate internships and employment opportunities which help ensure each department is cognizant of current workforce trends. These employment opportunities can highlight potential program improvements.

The Marketing and Communications personnel have worked with the Division to market new programs and also highlight existing business programs in various marketing advertisements as well as direct mailings to targeted groups to improve program awareness.

In addition, the College has given the budgetary support necessary to hire and retain qualified faculty that develop and nurture quality programs. However, given declining enrollment, there have been no additional full-time Business faculty hired and adjuncts are hired only as needed to replace retired, terminated or resigned faculty.

Professional Development - The College is supportive in the area of professional development.

Approval for professional development follows chain of command. The faculty member requesting professional development must get approval from his or her Department Chair. Once the Chair has approved, he or she requests approval from the Division Dean. If the Dean approves the request, he or she then recommends it to the Provost.

The Provost considers many factors, such as if the professional development is required by accreditation, if it supports licensure or certification, if the faculty member was approved for other professional development opportunities that year, etc.

The Provost's Office facilitates and approves requests for faculty professional development.

- In 2015-2016, the self-study year, the College provided \$116,132 to all divisions, \$16,981 (14.6%) of which went to the BIT Division (\$9,129 was approved to be covered by the Perkins Fund; to date \$3,776 has been covered, but this amount is not finalized yet for the self-study year).
- In 2014-2015, the College provided \$88,655 to all divisions, \$6,798 (7.7%) of which went to the BIT Division (\$4,476 was covered by the Perkins Fund).
- In 2013-2014, the College provided \$105,930 to all divisions, \$14,950 (14.1%) of which went to the BIT Division (\$13,306 was covered by the Perkins Fund).

Sources

- Table 2.3.a Credit Hours
- Table 2.3.b Budget and Actual 2013-2016

2.4 - Criterion 2.4 Facilities

The physical facilities must be adequate to support business programs. Classrooms must be adequate in number and size to accommodate all classes, and classroom functionality must relate to the program. Limiting class size promotes learning and classrooms should be assigned to implement this philosophy. Appropriate space must be available to faculty to create a professional atmosphere in which to work. Laboratory space must be adequate to support both day and evening programs with state-of-the-art equipment, including computer hardware and software, to meet student needs.

A. Describe how the business unit links facility planning to strategic planning.

B. Describe how the business unit classrooms, laboratories, and office space meet the needs of students and faculty.

Self-Study

Status: Completed | Due Date: 7/31/2016

Assigned To
Pamela Benner

Institution Response

A. Describe how the business unit links facility planning to strategic planning.

The BIT Division meets the requirements of this standard for facilities. The Strategic Plan at Stark State College states in goal 5 the importance of student access and student success. As enrollment increases and decreases it is critical to maintain efficiency throughout the facility.

The College's Executive Council continually reviews the facility requirements to ensure the physical facilities are in alignment with the needs of both the students and the faculty for not only the Division but on a College-wide basis. Changes in enrollment and technology are taken into consideration when making facility decisions. The College utilizes Platinum Analytics to manage efficient classroom utilization when designing the course schedules. The assignment of classrooms and available resources specifically for the BIT Division is discussed in more detail in the next section.

B. Describe how the business unit classrooms, laboratories, and office space meet the needs of students and faculty.

The BIT Division has adequate classrooms, laboratories, and office space that meet the needs of both students and faculty.

Classrooms - The College has adequate classroom facilities to support the Division's programs. There are traditional classrooms seating 20-30 students at desks or tables, seminar rooms, "smart" classrooms with computers for each student, and dedicated distributed learning classrooms (B218). The College is committed to providing a learning environment conducive to small class sizes. Due to larger seminars or similar events, the largest classroom (B216/217) on the campus can accommodate up to approximately 70 students. The newest classroom is the Mac lab with 21 Mac computers. **See Illustration 2.4.a**

Each classroom is provided with adequate seating and surfaces for writing and instructional material. These rooms are also equipped with whiteboards and appropriate lighting and ventilation. All classrooms have available overhead projectors, computer stations with projection systems for the faculty, screens, and TV/VCR units. There are rooms where the computer and audio-visual equipment is installed; otherwise, the needed equipment is provided on a mobile unit. The classrooms are also wired for network and Internet access where the faculty may access course

materials and library materials directly in the classroom. Wi-fi is available campus-wide as well.

Multiple tools are available to search room availability and layouts. For example, on the mystarkstate portal, faculty have access through the Helpdesk tab “Tech Docs” and “Room-at-a- Glance” where they are able to see room availability, computer station count, and equipment available. See **Illustration 2.4.b**

In addition, quiet study rooms and reflection rooms are also posted monthly for students to use. Finally, there are a variety of public labs and lounges.

Computer Laboratories - There are computer laboratories to serve students in both day and evening classes. The equipment in the laboratories is state-of-the-art, and the College budget supports the purchase of new hardware and software to maintain current technology needs. Professional staff and trained student employees assist students and faculty in these laboratories.

Office Space - Each full-time faculty member has his or her own office. The office space is easily accessible to students and communicated to students on the Class syllabus each semester for each course. All adjunct faculty have sufficient office space available in M208 and lockers and computers are available for their use.

Faculty offices are equipped with a telephone network that allows connection to any extension in the system by using a four-digit number. Each full-time and adjunct faculty member has a voice mail account for 24-hour messaging. A computer is provided for each full-time faculty member, and shared computers are available for adjunct faculty members. Each faculty member has an individual email account that can be accessed from any computer, on campus or remotely. Office computers are linked to the campus network and printers.

Accommodations - The campus provides vending machines and offers a full-service cafeteria. The bookstore, located in the Student Services building, offers many products including select textbooks, class supplies, and course required computer software and accessories. The “Satellite Bookstore” at Main Campus serves as the location where most books are sold at the beginning of each semester resembling a warehouse system.

Accessibility - Facilities at the College are compliant with requirements of the Americans with Disabilities Act.

Parking and Security - The campus has adequate, well-lit permit parking for its students, faculty, and staff. Stark State also provides security to assure safety and assist with access to secured areas. The construction of the new “Mega” bridge over Mega Street helps to ensure safe crossing to student parking.

Renovation and Construction - Capital improvements are funded from a combination of state and local campus sources. The College facilities are well maintained with renovations regularly scheduled.

Recent significant College construction projects include:

- Well Site Training Center, Downtown Canton-2014
- Downtown Canton Satellite Center-2015
- Alliance Satellite Center-2015
- Barberton Satellite Center-2015
- Culinary Kitchen, ATC, Remodeling-2015
- Gateway Center-2016
- Reconstruction of Disability Support Services-2016
- Summit County/Akron Location – construction to begin 2016

Sources

- Illustration 2.4.a
- Illustration 2.4.b

2.5 - Criterion 2.5 Equipment

Equipment adequate to the mission of the business unit must be provided, including adequate computers and software to support the integration of computer applications into the curriculum. The institution must have procured and must maintain state-of-the-art instructional equipment, including computer equipment and software, to support the business unit.

A. Describe how the business unit links equipment planning to strategic planning.

B. Explain the business unit's plan for acquisition, upgrade, and maintenance of equipment that reflects current technology.

C. Describe how well current equipment meets the instructional needs of the business unit, including students, staff, and faculty.

Self-Study

Status: Completed | Due Date: 7/31/2016

Assigned To
Pamela Benner

Institution Response

A. Describe how the business unit links equipment planning to strategic planning

The BIT Division's programs at Stark State College meet the requirements of this standard for equipment. The rapid pace of technological change in business and industry makes it essential for the Division to stay current in equipment and software and in the skills required to use the equipment to facilitate learning. Stark State's strategic plan Goal 1 includes an objective to "Integrate 'state of the art' equipment and technology into our academic programs".

The students expect that "state-of-the-industry" technology be incorporated into instructional delivery. Students also expect that upon graduation they will be well prepared with the necessary technical skills to be successful in their chosen field.

B. Explain the business unit's plan for acquisition, upgrade, and maintenance of equipment that reflects current technology.

All equipment is replaced on a regular basis as it ages out. Generally, the life span is five years for a computer and five to seven years for multimedia projectors.

Software - The computer laboratories used by students in the Division's programs provide a range of the latest versions of standard software packages as well as specialized software required for specific courses. The College provides students with access to computer-based learning modules and provides tutoring in various skill areas.

Each department in the Division identifies and purchases software needed for its programs. Standard software such as Microsoft Office is purchased, maintained and licensed for use throughout the College by the Information Technology department.

The College has license agreements with companies that supply generally used software. For example, the College has a campus agreement with Microsoft Corporation for the Windows 7 operating system and the Microsoft Office 2013 Professional software which is installed on all computers at the College. Microsoft Office will be updated to the 2016 version Fall 2016. Stark State has programs that allow students and faculty to download certain Microsoft

software at a discount as well as purchase Dell computers at a discount.

C. Describe how well current equipment meets the instructional needs of the business unit, including students, staff, and faculty.

The equipment and services available at Stark State College meet the instructional needs of the faculty, staff, and students through electronic communication software, hardware and computing resources, audio/visual and learning technology resources, e-learning resources, technical support, and the Learning Center.

Electronic Communication Software - All full-time and adjunct faculty, staff and students have a College email account which can be accessed from any computer on campus or from a home computer. Students have access to the College's website at www.starkstate.edu, which contains general information on topics such as registration, financial aid, counseling, tuition, course catalog, class schedule and events. Students can also access the College's secure web portal (mystarkstate), which allows students to conduct most of their business online, including registering for classes, degree audit, credit card payment of tuition and fees, viewing of grades, applying for and tracking financial aid, etc.

College faculty have access to a secure website access site as well. This site allows faculty to post grades and to examine student information from any Web-enabled computer. Faculty can also access their College home directories from their home through either a remote dial-in connection or the College's Internet-based Virtual Private Network capability. This allows our faculty to do course development and other functions at a distance.

Hardware and Computing Resources - All laboratories, classrooms, offices, and other areas of the College are fully networked. The business laboratories are connected to the College's gigabyte fiber backbone through high speed switches. All desktops are connected over 1 GB links. This up-to-date network architecture provides quick access to student and faculty home and shared directories as well as the Internet.

The entire campus has wireless access. Students and all employees at the College can access the College's wireless network using their personal wireless devices in areas throughout the facility as well as in our outside courtyards.

Audio/Visual and Learning Technology Resources - All college laboratories and many classrooms, including those in the Division, have dedicated multimedia projectors connected to the instructor PC. Some also have other equipment such as scanners and microphones with PC sound cards. Information Technology also supports all A/V equipment at the College. They have equipment that can be checked out for use by faculty including multimedia projectors, laptops, digital cameras, document cameras, and more. They also have development equipment with specialized software that can be used by faculty for multimedia content development. Information Technology also conducts technology training for faculty and staff on the latest software and other tools. Students can also check out laptops to use for assignments.

E-StarkState Resources - The College offers every student the opportunity to enroll in courses that utilize online course delivery elements using the ANGEL Learning Management System (owned by Blackboard). The Division offers approximately 60 courses in web-enabled format (face-to-face class with online tools and materials provided in ANGEL); fully online classes, hybrid courses (blend of online and some classroom time); and distance-learning courses where a faculty member conducts a class for multiple satellite locations using Collaborate. The E-StarkState staff are involved in promoting and supporting the program. Training programs in the use of ANGEL and in the pedagogy of Web course design and delivery are required for faculty teaching online. ANGEL will be replaced by Blackboard tentatively in Fall 2017.

Technical Support - Help Desk Services provides the first line of support for the Stark State campus community. They are committed to providing the highest level of technical support and answers to all technical questions and dispatch the questions to the appropriate department for swift resolution. Support and assistance is available to Division faculty and students through the College's Web-based Help Desk. See [Helpdesk](#)

Learning Center and Tutoring - The Learning Center currently has 61 personal computers which utilize the Windows 7 operating system and three 3 Macs. Double-sided printing is required for all printers used by students in all classrooms and laboratories. Internet access offers students the ability to do online research and access their email accounts as well as their ANGEL accounts. In addition to the 61 computers previously mentioned, the Learning

Center has two computers set up specifically for scanning purposes only.

The Learning Center is monitored by Instructional Lab Technicians providing an assisted environment. This contributes to a quiet and relaxed study atmosphere that supports and reinforces student success at Stark State College. Students are strongly encouraged to utilize the lab. They can use it at their own discretion or by direction from their instructors. The Learning Center is located in room C105 in the W. R. Timken Center.

In addition, there are Tutoring Centers spread out across the campus where students can come during posted hours for help with various courses. The BIT Division provides tutoring to our students in rooms C106 and C107 during posted hours each semester. There are computers in those centers for faculty tutors and students to work together to learn and solve problems and answer questions.

Sources

There are no sources.

2.S - Summary of Standard 2 - Strategic Planning

Provide a summary of strengths and opportunities for improvement the institution plans to address related to Standard 2 - Strategic Planning.

Self-Study

Status: Completed | **Due Date:** 7/31/2016

Assigned To

Pamela Benner

Institution Summary

Provide a summary of strengths and opportunities for improvement the institution plans to address related to Standard 2 - Strategic Planning

Strengths

- The physical space of the College's facilities is well maintained. We have expansive modern facilities that allow us to incorporate new equipment and additional learning technologies.
- The College adopts up-to-date hardware and software, which enables the faculty to deliver the most current, marketable skill sets to our students,
- The strategic planning process includes input from all stakeholders utilizing shared governance and the process is completed at regular intervals.
- The importance of the strategic planning process is communicated to all stakeholders.
- The Strategic Plan guides the College's decisions, as well as the BIT Division's decisions.

Opportunities for Improvement

- The strategic planning process is guided by facilitators that also compile the final results. The results could be impacted by the facilitator's own biases, which may limit the influence of the stakeholders involved in the process.
- Due to declining enrollment, there have been budget constraints on professional development funds.

Sources

There are no sources.

3 - Standard 3 Student, Stakeholder, and Market Focus

The business unit examines how it determines requirements, expectations, and preferences of its students and stakeholders. Also examined is how the business unit builds relationships with students and stakeholders and determines their satisfaction. Additionally, practitioners serve as role models and counselors for students regarding business careers. They also provide faculty with information to update professional skills, make curriculum changes, and serve as classroom speakers.

Self-Study

Status: Completed | **Due Date:** 6/30/2016

Assigned To

Pamela Benner

Sources

There are no sources.

3.1 - Criterion 3.1 Stakeholders

- A. List the business unit's key stakeholders.
- B. Explain how the business unit determines key stakeholder requirements and expectations.

Self-Study

Status: Completed | Due Date: 7/31/2016

Assigned To
Pamela Benner

Institution Response

A. List the business unit's key stakeholders.

The business unit's key stakeholders are:

Student Segments

- Current Students
- Prospective Students
- Alumni
- Full time students
- Part-time students
- Web based students

Key Stakeholders

- Staff/Faculty
- Local Employers
- Local Community

B. Explain how the business unit determines key stakeholder requirements and expectations.

The Business and Information Technology Division (BIT Division) conducts meetings with each department's Advisory Board every semester. During these meetings any program changes or new courses are discussed with the Advisory Board members. Also, any current changes in the job market are discussed as well as what skills are required of our program graduates entering into the job market.

The Career Development Office is another source within the College that identifies and monitors government, business and industry trends both locally and nationally. This enables the Division to adjust the courses/programs for any emerging technologies.

As part of their professional development, faculty regularly attend professional organizational meetings and/or conferences where they network with other professionals in their respective fields and learn about trends and innovations.

The BIT Division utilizes data from the College-Administered Noel-Levitz satisfaction surveys to identify areas of

potential improvement to how we are meeting stakeholder requirements and expectations.

The BIT Division also keeps abreast of any changes in career certifications which will help our graduates meet mandated requirements in their fields of study that require certification.

From a student expectation standpoint, the BIT Division utilizes both the student evaluations of individual courses and College wide surveys conducted by the Office of Institutional Research, Planning, and Assessment to identify and assess relevant student feedback and trends in scheduling classes and majors. The College also considers pre-enrollment testing such as ACT, SAT, COMPASS and the Computer Entrance Exam to determine the student's educational needs as the student enters the Business and Information Technology Division.

Sources

There are no sources.

3.2 - Criterion 3.2 Stakeholder Satisfaction

- A. Explain how the business unit builds relationships to attract and retain students.
- B. Explain how the business unit delivers services that satisfy students and stakeholders.
- C. Describe how the business unit learns from former and current students to determine and anticipate changing needs and expectations.
- D. Explain the process for utilizing stakeholder feedback in program development and enhancement.

Self-Study

Status: Completed | Due Date: 7/31/2016

Assigned To
Pamela Benner

Institution Response

A. Explain how the business unit builds relationships to attract and retain students.

The process to build relationships with our Business and Information Technology (BIT) Division students is well developed. Students are presented with many opportunities to develop a connection with our faculty and staff through marketing, recruiting, admissions, financial processes, initial advising, registration and orientation.

As a part of the relationship building process, Stark State College sponsors many activities both on campus and throughout the community. The College's marketing efforts encompass a nine county area targeting a diverse population of potential students. Our recruiting efforts include career fairs, middle school & high school on-campus tours, business events and program-specific scholarships. The BIT Division participates in all Division appropriate marketing efforts.

The relationship with the student is maintained through multiple opportunities of engagement. The new Gateway Center offers the student a centralized point of communication which will lead the student to the necessary support services offered at the College. Plus, the College maintains electronic communication with students using the SSC home page, the myStarkState portal, a learning management system, email, and social media including Facebook, Twitter, RSS Feed, Flickr, LinkedIn and YouTube.

The College continues to maintain relationships with students through academic support such as the Writing Center, the Math Learning Center, the Science Learning Center and the Tutoring Centers. The BIT Division utilizes a learning management system for online courses, and for additional support for face-to-face classes. The Division also provides support and assistance in the College's Tutoring Center.

Within the BIT Division, the Accounting Department offers scholarships for accounting and business students available through student organizations such as the Institute of Management Accountants and Enactus (Entrepreneurial Action Us). These student organizations are another way to retain students that have declared a business major. The Administrative Services and Office Applications department offers scholarships for qualified Administrative Assistant or Legal Assisting students. The Management and Marketing department also offers scholarships for qualified Business Management & Marketing students.

Each BIT Division full-time faculty member is assigned students as advisees. Full-time faculty members are encouraged to be proactive to engage with their advisees each semester. Faculty are encouraged to use My Academic Plan (MAP) to keep track of a student's degree progress. Accounting majors are part of a group in the

learning management system that provides relevant information regarding Accounting majors, certifications, student clubs, and an introduction to each full time faculty.

The BIT Division offers a number of certificates which are embedded in degree programs. These certificates offer a low-key introduction to these programs and allow students to see incremental success on their way to completion of an Associates' degree.

B. Explain how the business unit delivers services that satisfy students and stakeholders.

The BIT Division delivers services that satisfy students and stakeholders by maintaining open lines of communication with students, faculty, alumni and employers. Faculty engage students in the classroom using a variety of methods including technology such as the learning management system, MyMathLab, MyStatsLab, SNAP Keyboarding software, YouTube videos, Collaborate, Camtasia videos, Clickers, and LinkedIn groups. Faculty use student feedback from course evaluations to improve the classroom experience. Faculty assess each course on a three year cycle. When a course is assessed, student performance is used to measure effectiveness of content delivery and determine if courses meet program requirements. Change and innovation are implemented as necessary to ensure success in the classroom.

The BIT Division maintains a line of communication with employers of SSC graduates through the use of Advisory Board meetings as well as through the Career Development office. The Office of Institutional Research and Planning also conducts periodic surveys to gather stakeholder feedback through instruments such as the Student Opinion Survey, Employer Satisfaction Survey and the Five-Year Graduate Survey. While some of these surveys provide specific BIT Division information, others provide college-wide information. For example, the Employer Satisfaction Survey sample size is statistically insignificant, so we are unable to disaggregate information. However, despite the small size of the sample, in most of the responses to the survey, agreement was very high that SSC graduates were prepared and performing at expected levels. Therefore the results can be generalized to the survey population, and useful when implementing changes to our programs.

In the spring semester of 2016 the College introduced "Around the Majors" night, an evening event showcasing various majors and the careers to which they lead. The BIT Division participated with their own night highlighting the Division programs.

The College reorganized in 2014 creating a new academic division, the Student Success Division charged to help students manage the challenges and barriers that could potentially prevent them from attaining their educational goals. This division includes TRIO, counseling services, Student Success Coaches, disability services, eStarkState, Library Services, and veteran services among others.

C. Describe how the business unit learns from former and current students to determine and anticipate changing needs and expectations.

The BIT Division uses student feedback from the student evaluations conducted each semester, the feedback from the Five-Year Graduate Survey, CCSSE Survey (Community College Survey of Student Engagement), the Noel-Levitz Student Satisfaction Inventory, Student Orientation Survey, Graduate Employment Survey, as well as student forums hosted by the President and the Provost to gain an understanding of what our BIT student body wants. We use this survey information to adjust teaching methods when applicable. In addition to surveys, we use Platinum Analytics software to adjust BIT Division course offerings in terms of modality and time to meet the changing demands of our students.

D. Explain the process for utilizing stakeholder feedback in program development and enhancement.

The Office of Institutional Research and Planning conducts periodic surveys (Student Opinion Survey, Employer Satisfaction Survey and the Five-Year Graduate Survey) with employers, employees, graduates, and business and industry. The data gathered through these surveys is disseminated through Executive Council and Shared Governance including Standing Committees and President's Cabinet to the College community. Results are discussed through the chain of command from dean to department chair to faculty. While these surveys are college-wide information, the BIT Division still uses the results to implement needed changes to our programs.

In addition to these internal College processes, the Division presents issues, survey information, and other course/program specific data in the Advisory Board meeting agendas. Discussion and recommendations are recorded in meeting minutes. Advisory Board responses and recommendations are taken under advisement and returned to faculty for program enhancement.

For example, the Advisory Boards for the Management & Marketing and Accounting & Finance Programs stressed the need for strong Excel spreadsheet skills for graduates. In response, the BIT Division modified the Management and Marketing program to include a three credit hour Excel course as a recommended option to the three credit hour Introduction to the Microsoft Office Suite (ITD122). The Accounting & Finance Programs now have the three credit hour Excel course as a required course. These program changes reduce the time to completion while implementing the Advisory Board recommendation. Additionally, the University System of Ohio, Ohio Department of Higher Education (ODHE), Higher Learning Commission, and accrediting bodies also provide data and input regarding changing program requirements.

Sources

There are no sources.

3.3 - Criterion 3.3 Student Support

- A. Describe the support services available to business students, including admissions, financial aid, and advising.
- B. Describe the policies that govern student relationships with the business unit, including the procedures used to resolve student concerns.

Self-Study

Status: Completed | Due Date: 7/31/2016

Assigned To
Pamela Benner

Institution Response

A. Describe the support services available to business students, including admissions, financial aid, and advising.

Stark State College provides a strong network of support services for all students. In an effort to centralize this support network, the College created the Gateway Student Services Center. Available to Business and Information Technology (BIT) Division students, these essential student support services are identified and assured in Stark State College's Policies and Procedures, published online at [Complete Policies & Procedures](#). (Also see **POLICIES-PROCEDURES** below)

The College has also developed and distributes a Student Handbook and Planner which provides students with key policy information, important dates, and other resources essential to being a vital and productive student at Stark State College. (See **Student Handbook** below)

ADMINISTRATIVE SUPPORT:

I. ADMISSIONS: Admission to the College is open to any individual who has graduated from high school or equivalent, as well as students who meet the criteria for dual enrollment or joint enrollment. The Office of Recruitment, Admissions, and Marketing is committed to assisting prospective students in the decision-making process of choosing the right field of study. Admissions recruiters encourage prospective students to attend Stark State College through on campus and off campus recruiting events. Admissions recruiters promote campus tours, inform students of available school services, provide informational brochures and application packets, and coordinate special open house events. They also assist high school counselors/advisors to help prospective students to attend Stark State College. Stark State College requires all students to meet entry-level standards for courses before they enroll in such classes. Gateway Student Services is responsible for processing all applications for admission without regard to race, creed, color, religion, gender, national origin, age, physical or mental handicap, marital status, or veteran status. The Admissions Office accepts and certifies the validity of transcripts and ACT/SAT test scores for high school and college transfer students.

II. FINANCIAL AID: The Gateway Student Services Financial Aid office is intended to assist students in financing their educational needs, academic goals, and student success. Financial assistance is available through scholarships, grants, loans, and employment. The Executive Director of Advancement and the Stark State College Foundation assist students with scholarships. The BIT Division has endowed scholarships set aside specifically for BIT majors. The Executive Director of Advancement and the Stark State College Foundation researches endowment scholarship's criterion against qualified BIT students. BIT faculty encourages new first-time, full-time students to apply for the President's Scholar Award. The President's Scholar Award is open to all Stark State College students and majors who maintain a GPA of 3.0 or higher. The Gateway Student Services Financial Aid office provides a comprehensive list of frequently asked questions online at [Financial Aid](#). The Gateway Student Services Financial Aid office operating hours are 8:00 am - 6:00 pm Monday-Thursday, and 8:00 am - 4:30 p.m. Friday.

III. ADVISING: In addition to the intake advising students receive during the admissions process, BIT Division students are assigned advisors who are full-time faculty members. Faculty advisors work closely with students in their defined discipline. The advisors are familiar with all course sequences, graduation requirements, and transfer agreements with four year colleges in their major. All full-time BIT Division faculty are required to post and maintain regular office hours during the academic year. The BIT Division advisors are available from 8:00am – 4:30pm Monday - Friday, and by appointment.

IV. DISABILITY SUPPORT SERVICES: Disability Support Services (DSS) at Stark State College provides assistance to students with disabilities in order to maximize educational opportunities and individual potential. The DSS coordinator assists self-identified students with disabilities by providing tailored academic support services, admissions procedures, financial aid information, and academic, personal and career counseling. Stark State College and DSS ensures compliance with the Americans with Disabilities Act, and ensures students with documented disabilities get the assistance needed to succeed at Stark State College.

V. CAREER DEVELOPMENT OFFICE: The mission of the Career Development Office is to impact student and graduate employment outcomes by empowering students and alumni in developing career planning and job search skills and facilitating mutually beneficial relationships between employers, students, alumni and the community. Among the services offered are mock interviews, resume-building assistance, and career coaching.

TECHNICAL SUPPORT:

I. INFORMATION TECHNOLOGY DEPARTMENT: The College Information Technology Department (IT) encompasses all of the academic computer resources and technical services used in our campus computer labs, satellite locations, and wireless Internet areas. The IT Department provides support and services for approximately 2,300 student-use computers. Computers are replaced on a five-year rotation.

II. eStarkState: eStarkState provides support for online classes directly and through the Help Desk. eStarkState provides training, support and services for all ANGEL (SSC's Learning Management System) courses.

III. Help Desk Services: Help Desk Services offers a wide range of computing, technical, and information services to the Stark State College community. Help Desk Services provides the first line of technical support and answers to frequently asked questions. Help is available at the staffed Help Desk counter, by phone, or email. The Help Desk also maintains Online Self Help, a series of step-by-step technical guides, available 24/7 in the MyStarkState portal on the Help Desk tab.

ACADEMIC SUPPORT:

I. Stark State College provides tutoring and academic assistance through subject-specific tutoring labs (math and science labs), the Learning Center, and the Writing Center. BIT Division full-time faculty devote a portion of their scheduled office hours to the Tutoring Center to offer specific BIT tutoring. BIT Division adjunct instructors also provide tutoring assistance.

II. Stark State College designates and posts a schedule of quiet study rooms each semester.

III. Stark State College policy requires a new student orientation. Before taking any online courses, students are required to complete an e-learning orientation and training. Incoming students are also required to enroll in the Student Success Seminar course.

IV. Full-time BIT Division faculty mentor and advise students during office hours, before and after class, and by appointment.

V. Stark State College provides developmental-level courses in English, math, reading, and computer skills for students who assess below college level readiness.

CAMPUS LIFE:

- I. The mission of the Stark State College Office of Student Life is to encourage and support student organizations, activities and initiatives in order to complement the educational environment and enhance student life on and off campus. With more than two dozen student organizations, the Office of Student Life sponsors programs to encourage involvement, interaction, learning, skill development and enjoyment. The office also supports the work of students as they develop and implement activities to meet their needs and interests beyond the classroom, both personally and professionally.
- II. Many of the organizations and clubs at Stark State are co-curricular; they provide students with the opportunity to expand on classroom learning in various fields through discipline-related activities that involve presentations, field trips, community service work, round-table discussions, debates, etc. The BIT Division has two business clubs: the Institute of Management Accountants, (IMA), and the Entrepreneurial student club, ENACTUS.
- III. The Stark State College Store maintains an inventory of required and supplemental texts as well as branded merchandise creating a sense of student community.
- IV. Dining and food services are available on campus via a cafeteria grill, food carts, and vending services. Regular dining hours are maintained during fall and spring semesters.

B. Describe the policies that govern student relationships with the business unit, including the procedures used to resolve student concerns.

State College provides quality, high-value associate degrees, certificates and professional development in a diverse, student-centered learning environment. Stark State College has developed and maintains a manual of policies and procedures in order to assure a safe, fair, and productive learning environment for students, staff, and faculty.

[Complete Policies & Procedures](#)

- I. Stark State College supports honesty in learning as an institutional value; therefore, dishonesty such as cheating, plagiarism, or furnishing false information to the College or its staff will subject a student to disciplinary action which may include dismissal from the College. Details may be found in the [Complete Policies & Procedures](#), Honesty in Learning Policy No.: 3357:15-13-26. Faculty, staff and students are responsible for promoting honesty in learning.

Stark State College has clear expectations outlined in the Policies and Procedures manual for behaviors of students and staff. Stark State College has a zero tolerance Anti-Harassment Policy which may be found in the [Complete Policies & Procedures](#) Policy No.: 3357:15-14-13 based on Title IX, the comprehensive federal law that prohibits discrimination on the basis of sex in any federally funded education program or activity. The Policies and Procedure manual outlines the complaint procedure.

- II. To promote student success, students wanting to take more than 21 credit hours must have a department chair or dean's signature and must register for those hours in person in the Academic Records/Registrar's Office. See [Complete Policies & Procedures](#) Policy number 3357:15-13-20.

III. Stark State College has a Final Grade Appeal Policy (See [Complete Policies & Procedures](#) Policy No. 3357:15-13-27), which reflects the quality of performance and achievement of competency by students who complete one or more courses. Students have the right to ask instructors for an explanation of any grade received. A final grade appeal should not be entered lightly by a student, nor lightly dismissed by an instructor. It is the responsibility of the instructor to assign a final grade. Students may submit a formal grade appeal when they believe that a final grade is inaccurate. If a student does not complete courses successfully they will be placed on academic probation and face dismissal. Stark State College's policy on Academic Probation and Dismissal, [Complete Policies & Procedures](#) Policy No. 3357:15-13-13 states: "Students who fail to maintain a cumulative grade point average (GPA) of 2.00 will be placed on academic probation. Students on academic probation must meet with and have their registration form signed by their academic advisor prior to registering in person in the Academic Records/Registrar's Office. Students who are currently on probation and earn a GPA of 2.00 or better in the current semester completed, and are showing improvement will not be dismissed."

- IV. Students have access to the complete Policies and Procedures through the main College website and the College portal, MyStarkState. Many of the policies affecting students are referenced in the Student Handbook and on course syllabi.

Sources

- POLICIES-PROCEDURES
- Student Handbook

3.4 - Criterion 3.4 Stakeholder Results

A. Describe how the business unit measures student utilization of offerings and services.

B. Report and graph the following student and stakeholder satisfaction results for the past three years (two years plus the self-study year):

- Course evaluations
- Student satisfaction surveys
- Alumni satisfaction surveys
- Employer satisfaction surveys
- Other student/stakeholder measures

Self-Study

Status: Completed | Due Date: 7/31/2016

Assigned To

Pamela Benner

Institution Response

A. Describe how the business unit measures student utilization of offerings and services.

Offerings:

Previous semesters' enrollment is monitored and, with the use of Platinum Analytics, course offerings are determined. Department Chairs, in consultation with the business unit faculty, also have significant input in course offerings. Individual course enrollment data is continuously updated and available on the College's internal portal, myStarkState.

Services:

Student utilization of the services listed in Criterion 3.3 A, are measured by the departments providing the service, and are not broken down by academic departments.

B. Report and graph the following student and stakeholder satisfaction results for the past three years (two years plus the self-study year):

SSC Course Evaluations include both faculty and course related questions. Student Evaluation of Instruction surveys were revised beginning Fall 2012 and expanded to include all semesters including Summer. From Fall 2013 through Spring 2015, SSC faculty received either an A or an A- on course evaluation related questions. We have provided information through Spring 2016.

- Course evaluations

See **Table 3.4.B.a Course Evaluations**

- Student satisfaction surveys

See **Table 3.4.B.b Student Satisfaction Survey Data**

- Alumni satisfaction surveys

We are unable to disaggregate Alumni Satisfaction information by Division or Department. The BIT Division will use this as an improvement opportunity in which we may utilize various social media such as (Linkedin) to reach out to and maintain relationships with our alumni.

- Employer satisfaction surveys

We are unable to disaggregate Employer Satisfaction information by Division or Department. The BIT Division will use this as an improvement opportunity in which we may utilize various social media to reach out to and maintain relationships with alumni employers.

However, despite the small size of the sample, in most of the responses to the survey, agreement was very high, (e.g. 94% of respondents indicated that SSC graduates were prepared and performing at expected levels), therefore, the results can be generalized to the survey population.

A few key trends are apparent in the results. First, employers were satisfied with the quality of SSC graduates (94% performing as expected) and their technical skills (3.35 GPA/B+ grade). Second, graduates skills and abilities (note that these link directly to SSC General Competencies), were rated above average (B grade). Third, graduates work habits were rated above average (B to B+ grades). These results support the contention that SSC produced quality graduates and that these students fulfilled employer needs and expectations. However, there remains room for improvement, as none of the measures of work habits achieved at least an A- rating.

- Other student/stakeholder measures

The BIT Division holds Advisory Board meetings every semester to review current curriculum and solicit input into business needs as well as assess employment opportunities for our students. Advisory Board information is addressed in Criterion 3.5 Business/Industry Relations.

Sources

- Table 3.4.B.a Course Evaluations
- Table 3.4.B.b Student Satisfaction Survey Data

3.5 - Criterion 3.5 Business/Industry Relations

Each academic unit must demonstrate linkages to business practitioners and identify organizations that are current and significant, including advisory boards. Examples of linkages include, but are not limited to, executives in residence; guest speakers; partnerships and cooperative agreements with organizations; student organizations (societies) in various business disciplines related to major fields of study; internship programs; cooperative education programs; and student organizations with business leaders as members.

A. Describe the business unit's partnerships and processes that link the business unit's business programs to business and industry.

B. Describe the impact or results of business and industry linkages.

Self-Study

Status: Completed | Due Date: 7/31/2016

Assigned To
Pamela Benner

Institution Response

A. Describe the business unit's partnerships and processes that link the business unit's business programs to business and industry.

Most programs at Stark State College hold advisory board meetings each semester, and the BIT Division is no exception. Accounting and Finance, Management and Marketing, and Administrative Services and Office Applications each host separate advisory board meetings. Each advisory board is comprised of local business leaders, who update the departments on new industry trends and industry needs. Faculty and the advisory board review curriculum relevancy based on current industry trends and make suggestions for program improvements. Many of the advisory board members also are guest speakers in the classroom. This gives students a unique experience with industry leaders. Additionally, these networking opportunities often lead to internships and/or jobs. A recent decline in some advisory boards' participation is a concern and presents an opportunity for improvement.

The Business and Entrepreneurship Practicum class links local business leaders with our students. The Entrepreneurship Practicum course is the Entrepreneurship Major capstone experience in which students' business plans become realized. Students work with business and industry mentors and apply their entrepreneurial knowledge to real life situations. Based on the concept of balanced mentorship, this course benefits both student and entrepreneur mentor. It is not unusual for students completing this practicum to be offered jobs by their mentors.

B. Describe the impact or results of business and industry linkages.

While the impact of business and industry on BIT coursework is often subtle, like a change in credit hours or incorporating soft skills in the curriculum, more visible effects have taken place. For example the business members who serve on the Accounting and Finance advisory board made small but valuable change recommendations to the curriculum. They suggested that a move away from the general focus on Microsoft Office applications to a more Excel intensive course would give program graduates the technical skills to complement their specific degrees. Additionally, these business members suggested additions to the technical electives for two of the Associate of Applied Business majors making it possible for students to tailor a degree to meet specific industry needs.

A recent collaboration with SSC Workforce Development produced promising opportunities for the BIT Division and the College at large. When approached by the local association of nursing home managers and administrators, BIT Division representatives worked with the Executive Director of Workforce and Economic Development to host a meeting of this loosely federated organization. As a result, inroads were made which may lead to new course and

certificate opportunities for students and better-prepared administrators in area healthcare organizations.

Sources

There are no sources.

3.S - Summary of Standard 3 - Student, Stakeholder, and Market Focus

Complete Table I Student and Stakeholder-Focused Results for Standard 3 (See Excel table found in the Evidence file tab).

Provide a summary of strengths and opportunities for improvement the institution plans to address related to Standard 3 - Student, Stakeholder, and Market Focus.

Self-Study

Status: Completed | Due Date: 7/31/2016

Assigned To

Pamela Benner

Institution Summary

Provide a summary of strengths and opportunities for improvement the institution plans to address related to Standard 3 - Student, Stakeholder, and Market Focus.

Strengths - The Business and Information Technology (BIT) Division regularly administers and participates in a strong program of survey mechanisms reaching all facets of BIT Division stakeholders. The BIT Division works closely with Institutional Research, Marketing, and Career Services to leverage both internal and external opportunities to collect and analyze stakeholder feedback. Regular program advisory board meetings provide a wealth of employer and community stakeholder input. As we utilize these diverse opportunities from College-driven external surveys to classroom surveys to connect with all stakeholders, we succeed in keeping these information-gathering opportunities meaningful to those surveyed and not intrusive or overbearing.

The current survey instruments used by the College make it impossible to disaggregate Employer Satisfaction information by Division or Department. However, despite the small sample size, in most of the responses, agreement was very high, (e.g. 94% of respondents indicated that SSC graduates were prepared and performing at expected levels); therefore, the results can be generalized to the survey population. A few key trends are apparent in the results. First, employers were satisfied with the quality of SSC graduates (94% performing as expected) and their technical skills (3.35 GPA/B+ grade). Second, graduates' skills and abilities (note that these link directly to SSC General Competencies or GLOs), were rated above average (B grade). Third, graduates' work habits were rated above average (B to B+ grades). These results support the contention that SSC produces quality graduates who fulfill employer needs and expectations. However, there remains room for improvement, as none of the measures of the work habits achieved at least an A-rating.

Opportunities for Improvement - Although there is a wealth of diverse stakeholder feedback, there still exist opportunities for improvement. First, the BIT Division must work with Institutional Research, Marketing, and Career Services to target BIT alumni and employers to increase sample size making results directly applicable to the Division programs. Secondly, the Division should leverage social media opportunities such as LinkedIn to establish continuous feedback channels with both alumni and employers. Thirdly, after a pilot outbound assessment survey using the Peregrine Academic Services instrument, the Division has determined to implement an inbound and outbound assessment process to more accurately measure learning outcomes and retained knowledge at the academic program level. Next, the Division must increase program marketing efforts both internally during advisement and externally to increase student enrollment and employer awareness of key programs. In addition, a recent decline in participation on some advisory boards necessitates a re-evaluation of advisory board membership. Finally, the BIT Division should focus on developing internship opportunities with local employers to gather direct employer feedback before students complete their education as well as give students real-world experience.

Sources

- Table 3.4.B.a Course Evaluations
- Table 3.4.B.b Student Satisfaction Survey Data

4 - Standard 4 Measurement, Analysis, and Knowledge Management

The business unit must have an outcomes assessment process for each program, correlated with initial assessment, measuring student achievement of stated learning goals in general education and in program areas. The process must be developed, deployed, and document how the business unit collects, analyzes, and uses performance data and information to enhance and improve academic programs and student learning.

Self-Study

Status: Ready For Review | **Due Date:** 7/31/2016

Assigned To

Pamela Benner

Sources

There are no sources.

4.1 - Criterion 4.1 Student Learning Outcomes Assessment

Institution Response:

A. Describe the current student learning outcomes assessment plan.

B. Describe the student learning outcomes assessment process and include information about the following:

1. What student learning data is collected and why
2. How the business unit uses student-learning data to improve the business program and enhance student learning
3. How comparative or benchmark data is used to enhance and improve of student learning
4. How the business unit improves, refines, or enhances the student outcomes assessment process

C. List the student learning outcomes for each program seeking accreditation or re-affirmation.

D. Complete Table 2 – Student Learning Results, at the end of this section, for each program seeking initial accreditation or re-affirmation, including three tables for each program.

- Results of current levels and trends in key measures of student learning, such as nationally-normed or locally-prepared tests, portfolios, and other assessments
- Three to five data points of trend data including the self-study year
(Candidates with less than three data points are eligible for accreditation with conditions.)

E. Provide a comparison of the achievement of students receiving instruction through traditional delivery compared with those who receive instruction through the use of alternative methods of instructional delivery.

Self-Study

Status: Completed | Due Date: 7/31/2016

Assigned To

Pamela Benner

Institution Response

A. Describe the current student learning outcomes assessment plan.

Stark State College has established six general learning outcomes for all degree programs. Each general learning outcome is defined by several objectives. These outcomes outline the pattern of general knowledge and skills the College expects the students to possess upon completion of their program studies.

EFFECTIVE COMMUNICATION SKILLS (WRITTEN, ORAL, READING AND LISTENING)

1. Organize and develop ideas effectively.
2. Present ideas in an appropriate, mechanically and grammatically correct, professional style.

3. Follow a standardized documentation format.

QUANTITATIVE LITERACY (INCLUDES COMPUTATIONAL SKILLS)

1. Determine a solution strategy and set up the problem with the pertinent information.
2. Solve the problem using the appropriate data, the mathematical operations (symbols and formulas), and the appropriate technology (such as calculators and computers) as needed.
3. Analyze and interpret the results for accuracy and reasonableness and explain the results using such tools as graphs, charts, and tables as needed.

INFORMATION LITERACY SKILLS

1. Locate, evaluate, and use effectively the needed information.
2. Manipulate current software and hardware to access and communicate information appropriately.
3. Understand copyright rules and the ethics of extracting, sharing, and citing source information.

CRITICAL THINKING SKILLS

1. Understand and interpret data by analyzing and synthesizing information.
2. Challenge assumptions and draw informed and logical conclusions.
3. Test conclusions against relevant criteria and standards while considering practical and ethical implications.

GLOBAL AND DIVERSITY AWARENESS

1. Demonstrate appreciation and respect for individuals and groups and use effective interpersonal and collaboration skills.
2. Demonstrate awareness of the interdependence of factors of diversity: culture, history, sexual orientation, psychological functioning, education, economics, environment, geography, language, politics, age, gender, ethnic heritage, physical challenges, social class, social skills, and religion.

CIVIC, PROFESSIONAL, AND ETHICAL RESPONSIBILITY

1. Demonstrate personal integrity and social responsibility consistent with ethics, individual rights, principles of sustainability, and civility in a democratic society.
2. Accept responsibility for and act in a manner that reflects the values of the communities and organizations.
3. Relate to others in a respectful, courteous, and professional manner.

B. Describe the student learning outcomes assessment process and include information about the following:

Each Department within the Business and Information Technology (BIT) Division has developed Program Learning Outcomes as well as has identified Student Learning Outcomes for each program/major/certificate. The General Learning Outcomes are aligned to course objectives which are aligned to specific methods of evaluation for each course. The methods of evaluation may be a combination of tests, quizzes, projects, written essays or papers. The specific objectives cover the technical skills necessary to meet current professional requirements in the field of study. The Advisory Board for each department within the BIT Division provides guidance and advice into this

process. The BIT Division is dedicated to career success for our graduates. Each Student Learning Outcome is designed to provide the skills necessary for our graduates to be successful in their careers.

B.1. What student learning data is collected and why.

All graduating students are evaluated individually to determine if they have successfully completed the methods of evaluation that are identified to measure their understanding of the required Student Learning Outcomes. The faculty responsible for each method of evaluation will verify that the student was successful. The Division requires 70% of the students to successfully complete the methods of evaluations. These methods of evaluations are the Capstone Projects, the major papers and projects in their required BIT Division courses.

The Office of Institutional Research and Planning distributes statistical reports to the Dean and Department Chairs of each Department within the Division with relevant course analysis. This data includes successful completion and retention data as well as modality.

The Career Development office annually surveys graduates to determine if they are working, if their employment is within their field of study, or if they are pursuing further education. The Department Chairs are involved in verifying that the majority of our BIT Division graduates are surveyed.

B.2. How the business unit uses student-learning data to improve the business program and enhance student learning

The BIT Division currently uses course assessments to determine whether our methods of evaluation are accurately gauging student learning. Through those assessments, improvements have been made to courses to ensure student learning. For example, in responding to course assessments, the BIT Division has changed the offerings of key higher level courses from fully web-based to blended courses enabling students to have valuable face-to-face time with their instructors each week. This change occurred in the last academic year and results are not yet available.

B.3. How comparative or benchmark data is used to enhance and improve of student learning

Trend analysis for student success and retention is maintained by the Office of Institutional Research and Planning for each course offered in the BIT Division. The Department Chairs receive this information and present it to faculty for discussion on how to improve these trends as needed. Faculty discuss within Department meetings and with Advisory Board members as needed to ensure students are meeting the outlined student learning outcomes. Through these discussions, changes are made to programs and to courses within the programs.

The Administrative Assisting and Legal Assisting students in the BIT Division complete a Practicum course. As a requirement of this course, they spend 105 unpaid hours in a business or industry environment. The assessment of that experience is comprised of a site visit by the practicum instructor and a performance evaluation by the practicum supervisor. In addition to the practicum hours all students are required to complete a series of Office Proficiency Assessment & Certification (OPAC) tests. OPAC is a nationally recognized test vehicle for measuring standard office technical skills.

In Spring of 2015 the BIT Division piloted an external assessment through Peregrine Academic Services. The pilot tests were administered in an upper level accounting course required for all Accounting degrees as well as in an upper level management course required for all Business Management and Marketing degrees. This assessment will become a requirement during the 2016/2017 academic year and will allow the division to benchmark data to improve student learning.

B.4. How the business unit improves, refines, or enhances the student outcomes assessment process

Each semester BIT Division courses are assessed on a rotating basis to evaluate the student success in each method of evaluation and ultimately in each learning outcome. Each course assessment will report the achievement level of the number of students earning a 70% or higher out of the number of students completing an assignment. If the percentage of students that successfully complete the method of evaluation falls below 70%, then the instructor must identify course changes planned to improve student learning in this course to ensure our students are

achieving the student learning outcomes. These improvements are noted in the course assessment, and the course is re-assessed to determine the success of any applied improvements.

C. List the student learning outcomes for each program seeking accreditation or re-affirmation.

Student Learning Objectives - See **Exhibit 4.1.C**

D. Complete Table 2 – Student Learning Results, at the end of this section, for each program seeking initial accreditation or re-affirmation, including three tables for each program.

Student Learning Results - See **Exhibit 4.1.D**

E. Provide a comparison of the achievement of students receiving instruction through traditional delivery compared with those who receive instruction through the use of alternative methods of instructional delivery.

The majority of BIT Division courses are offered in a web-based or web-enabled modality. Web based courses are growing in popularity with our students with 33.3% of the business and accounting courses being web based in the Fall 2012 – Fall 2015 time period. The statistics are outlined in the table below. Our conventional face-to-face offerings have consistently outperformed the web based courses in pass rates and retention rates. The web based classes are subject to the same rigor as a face-to-face class. The methods of evaluation are the same. Some of the business courses require the tests to be taken in the Testing Center or via an approved proctor to verify the identity of the student taking the test as well as the integrity of the test.

The BIT Division recognizes the importance of student engagement within the web based classes and has incorporated a variety of methodologies to cater to the different learning styles of the students. Some instructors use Collaborate or YouTube to have a virtual lesson with the web based students. Many instructors include verbal commentary or reviews to add an auditory piece to the lecture materials. There are group discussion posts and on-line chats incorporated into the web based classes as well. The Division's goal is successful completion of the courses regardless of the modality without sacrificing rigor of the material. See **Exhibit 4.1.E**

Sources

- Exhibit 4.0 Technical Competencies
- Exhibit 4.1.C
- Exhibit 4.1.D
- Exhibit 4.1.E

4.2 - Criterion 4.2 Program Evaluation

A systematic program evaluation (including evaluation of courses from the supporting disciplines) is required to maintain academic excellence and meet changing needs.

- A. Describe how the business unit conducts each program evaluation (i.e, DACCUM, program review, etc.)
- B. Describe faculty involvement in the program evaluation process.
- C. Describe what data is collected to assess the effectiveness of courses and programs to meet educational objectives of graduates (i.e., periodic surveys of graduates, transfer institutions, and/or employers of graduates).
- D. Describe how program evaluation data and information is shared with internal and external stakeholders.
- E. Describe the improvements that have been implemented as a result of the program evaluation.

Self-Study

Status: Completed | Due Date: 7/31/2016

Assigned To

Pamela Benner

Institution Response

A. Describe how the business unit conducts each program evaluation.

The Business and Information Technology (BIT) Division uses course and program evaluations to ensure student success and to meet the needs of the community. The following data is reviewed to ensure program relevancy and quality:

- Classroom Assessment
- Course-level Assessment (three-year rolling schedule)
- Program-level Assessment
- College-level Assessment

Classroom Assessment – All student work embedded in the course can provide evidence of classroom assessment (projects, paper, quizzes, exercises, etc.). This is the level of assessment where instructor/ assigned grades are typically used to provide students with feedback on their progress and success. The primary focus is on individual student performance with feedback intended to help students gauge classroom progress. Assessment data gathered can be used by the instructor to modify subsequent lessons and assignments within the course.

Course-level Assessment – This level of assessment addresses the success of a course, by measuring the achievements of class, as in a Capstone course, as well as the effectiveness of multiple-section courses. Course assessment provides the opportunity for faculty to discuss course content; and, based on the results, faculty can consider how they can improve student learning in all sections of the course. Although instructors can use the data gathered to improve learning in their own courses, the data is also used to determine how well multiple sections of a course are achieving the desired learning outcomes or the purpose of the course in a learning sequence.

Academic Program Assessment and Review – Program outcomes describe what each academic program intends for its students to know, value, and do when they graduate from the program. The BIT Division developed program learning outcomes (PLOs) for each of the degree programs and identified assessment measures for each learning

outcome to help measure program quality. The assessment measures include results of common assignments, capstone projects, portfolios, licensure exams, and certifications. The data gained from program assessment allows us to align program design with program outcomes. The data helps determine how well the program fosters learning of the desired outcomes as well as identifying curricular and co-curricular elements that are missing in the program. Every three years each program/option/certificate is reviewed, using the Academic Program Review electronic template, which reflects currency and relevancy of courses and programs. **See Academic Program Reviews for each program**

College-level Assessment (Department and Division Assessment) – The Department assessment reporting process begins at the course level and continues through the department level. The summary provides an overview of assessment and addresses the plan-do-check-act cycle. The summary also links the findings of the department assessment to the BIT Division, as well as to the College's strategic plan. The Department Chairs forward the department summary to the BIT Dean. In division assessment, the academic Dean compiles the summaries from their departments into a division summary report via an electronic reporting template. The division summary addresses the plan-do-check-act cycle from a division perspective and links the findings to the goals of the overarching Academic Affairs Division, as well as to the College's strategic plan. Each division Dean forwards their division summary report to the Provost. The summary reports from each of the Deans are used by the Provost to create a College assessment report.. **See BIT Div Assessment Summary Report**

Institutional Assessment – General education requirements prepare students to communicate effectively, problem solve, locate and gather information, and think critically and logically. It teaches students to understand and appreciate diversity and its interrelationships, as well as fostering community engagement and informed citizenship. The College has identified six general learning outcomes (GLOs). The general learning outcomes are the six primary goals and desired learning outcomes to be achieved by Stark State College graduates. The GLO's are: Effective Communication (Written, Oral, Reading, and Listening); Quantitative Literacy (Includes Computation Skills), Information Literacy Skills; Critical Thinking Skills; Global Diversity Awareness; and Civic Professional, and Ethical Responsibility.

B. Describe faculty involvement in the program evaluation process.

- BIT Division Faculty are involved in every level of program evaluation. Faculty are required to complete course assessments on a three-year rolling plan, work within their discipline to develop Program Learning Outcomes (PLOs) for their degree programs, and help complete Academic Program Reviews.

C. Describe what data is collected to assess the effectiveness of courses and programs to meet educational objectives of graduates.

- Course Assessment – All courses in the BIT Division are on a three-year rolling assessment schedule. At the end of each semester faculty assess the courses listed on the assessment schedule. Faculty take the General Learning Outcomes and Course Objectives, pair them with assignments in the course, and determine if students were able to achieve 70%. This level of assessment addresses the achievement of an entire class, as well as the effectiveness of multiple-section courses. The results of course assessments allow the BIT Division faculty to discuss course content and how they can improve student learning in all sections of the course.

D. Describe how program evaluation data and information is shared with internal and external stakeholders.

- Program evaluation data and information is shared with internal and external stakeholders through Advisory Board meetings and online through the Stark State College website. Enrollment, graduation rates, and retention information are also published on the College's website. Results from Academic Program Reviews are used to assist the BIT Division with improving program goals and objectives. The Academic Program Reviews are also used in developing an Academic Affairs' assessment report, which in turn is linked to the institutional assessment report and the Strategic Plan.

E. Describe the improvements that have been implemented as a result of the program evaluation.

Numerous improvements have been made to BIT Division programs as a result of Academic Program Review.

- Reduced required credit hours in programs and majors to speed time to completion, and reduce overall costs.
- Reduced credit hours for the following courses from 4 to 3 credit hours:

Business Administration (BUS121)

Principles of Accounting (ACC121)

Individual Taxation (ACC124)

Governmental and Not-for-Profit Accounting (ACC232)

Intermediate Accounting II (ACC222)

Advanced Accounting (ACC226)

Estate and Income Tax Planning (ACC239)

Business Finance (FIN220)

Business Analysis with Algebra (BUS124)

We are using the Peregrine Academic Services inbound/outbound exam to assess retained knowledge. Results will be used in program evaluation.

- Eliminated a number of programs in the Management and Marketing Department due to low enrollment.
- Increased marketing to inform students of the process to gain credit for prior learning, course proficiencies and test outs.
- Created “academic plans of completion” for students.
- Implemented a computer entrance exam.
- Created accelerate courses; 16-week course are offered in an 8-week time frame.
- Revised the Banking one-year certificate to be fully stackable into the Corporate Finance major
- Reviewed strategies with the Advisory Board to increase interest and enrollment in the Corporate Finance major.
- Changed the name of the Administrative Office Professional (AOP) program to Administrative Services and Office Applications (ASOA). This change more closely represents current trends and expectations students and future employers may have of the program.

Sources

- Accounting Academic Program Review
- Administrative Office Professional APR
- BIT Div Assessment Summary Report 2015-2016 AY
- Business Administration Academic Program Review
- Business Management Academic Program Review
- Corporate Finance Academic Program Review
- Entrepreneurship Academic Program Review
- Exhibit 4.0 Technical Competencies
- Fashion Merchandise Academic Program Review

- Legal Assisting Academic Program Review
- Marketing Academic Program Review

4.3 - Criterion 4.3 Student Assessment

Each institution must have a validated means of assessing student needs for developmental assistance, providing courses or systems that assist students to improve identified deficiencies, and demonstrating the development of assessed deficiencies.

Each institution must explain the means of assessing student ability for advanced placement, if applicable.

Each institution must have a systematic reporting mechanism for each business program that charts enrollment patterns, student retention, student academic success, and other characteristics reflecting student performance and degree satisfaction.

- A. Explain the process for identifying student needs for developmental assistance.
- B. Explain the process for determining and awarding advanced placement, if applicable.
- C. Explain the student advisement process, including the use of remedial assessment information.
- D. Report data that correlates assessment scores to retention and improved academic skills as a result of developmental offerings.

Self-Study

Status: Completed | **Due Date:** 7/31/2016

Assigned To
Pamela Benner

Institution Response

A. Explain the process for identifying student needs for developmental assistance.

Stark State College takes a proactive approach to students, and their success. Multiple procedures are in place to assist students who are unprepared for coursework either academically or due to a disability.

Stark State College's page, www.starkstate.edu/admissions/placement testing provides detailed information on student's college readiness. First-time Stark State College degree-seeking students are required to take the COMPASS® exam, a computer-based placement test, unless he/she has ACT scores. Students may elect to take COMPASS® if they have ACT scores. Students may retake the COMPASS® exam one time. Students with applicable transfer credits are not required to test in that area. First-time Stark State College degree-seeking students are required to complete all developmental courses into which they are placed by COMPASS® or ACT scores. The results of the placement test will determine the appropriate course(s) that a student is required to complete prior to enrolling in college-level courses that require a prerequisite(s). With the assistance of a Business Division faculty/academic advisor, students are able to use the above information to make informed decisions about course selections and long-term educational plans.

Stark State College's Disability Support Services operates under mandates found in Sections 504 and 508 of the Rehabilitation Act of 1973; the Americans with Disabilities Act of 1990, as amended. The mission of the Disability Support Services department is to provide equal access to educational opportunities for all qualified students with

disabilities and to ensure that all students can freely and actively participate in all facets of the College. Students may access Disability Support Services by referral by faculty, staff, self-referral, and many times by referral from outside resources, such as their high school counselors, mental health facilities, Opportunities for Ohioans with Disabilities (formerly know as BVR), and other agencies that deal with individuals who have disabilities. The Disability Support Services staff assists students with documented disabilities by providing academic support services and accommodations, academic advising, admissions and financial aid assistance; and career guidance. Stark State College promotes accessibility by providing such features as accessible restrooms, electric doors, handicapped parking (by permit) and Braille room signs. The College's Disability Support Services staff coordinates services with academic and non-academic offices and serves as a liaison between the College community and state/local agencies. Services are detailed on the DSS page at [Disability Services](#)

The College has policies and procedures for (TRANSFER APPLICANTS Policy No. 3357:15-18-08) evaluating and awarding academic credit for transfer courses. If a transfer student's academic records do not include transferable credits in English and/or Math, students then must be able to establish academic competencies by COMPASS® or ACT scores. COMPASS® will be replaced by Accuplacer beginning September 1, 2016.

B. Explain the process for determining and awarding advanced placement, if applicable.

Stark State College students can obtain advanced standing and course credit in the following ways:

1. Alternative Credit Program™

The Alternative Credit Program™ (ACP) is designed for students who have started careers or families to come back to school and finish their education. The ACP provides a pool of online courses that Stark State College will accept towards a degree (up to 40 ACP credits). A national program of the American Council of Education, supported by a generous grant from the Bill & Melinda Gates Foundation, the ACP is designed to help adults finish what they started – a two- or four-year degree, or a post-secondary certificate.

2. CLEP Credit by Examinations

The College will award comparable academic credit to registered students for successful completion of the College Entrance Examination Board's College Level Examination Program (CLEP) general and subject-area examinations.

3. Credit by Examination (Proficiency Testing)

Students who can demonstrate ability and knowledge in a particular subject area may establish credit in certain courses without enrolling in them. This is done by taking a special examination or performing a special assignment, or both, through the appropriate department. An examination fee is assessed. No letter grade is given. A maximum of 12 credit hours may be taken by examination without prior approval of the Board of Trustees. Students may take the exam only once per course. Students enrolled in a course are not eligible to take a proficiency examination for the course after being enrolled for 20 calendar days or more for a regular term, and seven days or more for an eight-week term.

4. Credit for Prior Learning

Students applying for credit for prior learning must provide documentation to support the learner and have the documentation evaluated by the appropriate college personnel. If credit is awarded it will be recorded on the student transcript after the student successfully completes, with a grade of "C" or better, 12 credit hours at Stark State College.

5. Advanced Placement

The College accepts credits earned while in high school as measured by the College Entrance Examination Board's Advanced Placement (AP) program. Students must score a three or higher on a subject-area examination.

C. Explain the student advisement process, including the use of remedial assessment information.

Students whose ACT scores are less than 17 in English and reading, and less than 19 in math, must take appropriate placement tests through the Gateway Center. Students whose placement test scores indicate a need for developmental courses, meet with academic advisors who explain the results and assist them in registering for appropriate developmental courses. New students meet with academic advisors in the Gateway Center on the main campus to discuss their academic and career interests, to learn about the college's degree requirements, and register for classes. The Gateway Center has an advisor dedicated to working with students who choose to pursue their education online. Satellite coordinators receive intensive training to advise students enrolling at these remote locations. In addition to advising services, students enrolling at satellites may take any appropriate placement tests on site rather than come to the main campus. During their first semester of enrollment, students are assigned to a BIT Division faculty advisor who teaches classes within the student's degree/field of interest. BIT Division students who want to transfer to a four-year institution are advised what classes to take to ensure successful articulation. After their second semester, students are encouraged to meet with a faculty advisor before registering for their next semesters classes. Advising is available at the Gateway Center from Monday-Thursday 8:00 am-6:30-pm and Friday 8:00 am-4:30 pm. BIT Division faculty advisors are available fall and spring semesters from Monday-Thursday 8:00 am-4:30 pm, Friday 8:00 am-4:00 pm, and by appointment.

Based on articulation agreements, BIT Division students who want to transfer to certain 4-year institutions are advised what classes to take to ensure successful articulation.

D. Report data that correlates assessment scores to retention and improved academic skills as a result of developmental offerings.

The College did not begin to keep comparison data of developmental student completers and non-developmental student completers in college-level math courses until Fall 2014. In 2014 the Math department redesigned the developmental math into an Emporium model, eliminating all lectures, replacing them with a learning resource center model featuring interactive software and on-demand personalized assistance, to improve successful completion. Students are shown as completers when they earn a grade of D or higher. As shown in **Exhibit 4.3.D.a**, the pass rates of the developmental students are comparable to non-developmental, as are the persistence rates. For math the 7% difference in persistence is only two students. Since the courses were new for 2014-15, math outcomes will be reassessed in the future as more data is available.

Stark State College tracks the Business Division's performance through enrollment patterns, student retention, graduation rates, student placement, and academic success. These metrics are illustrated in **Exhibit 4.3.D.b**. Numbers and graphs reflect student performance and degree satisfaction using several key indicators.

Information highlighting student achievement, performance, and their impact on Stark County and surrounding counties will continue to be provided to stakeholders in both print and online via the Stark State College website. The college dashboard, available through the College's portal (myStarkState), highlights student achievement and is readily available to all internal stakeholders from students to Board of Trustees.

Sources

- Exhibit 4.3.D.a
- Exhibit 4.3.D.b Organizational Performance Results

4.S - Summary of Standard 4 - Measurement, Analysis, and Knowledge Management

Provide a summary of strengths and opportunities for improvement the institution plans to address related to Standard 4 - Measurement, Analysis, and Knowledge Management.

Self-Study

Status: Completed | Due Date: 7/31/2016

Assigned To

Pamela Benner

Institution Summary

Strengths - The BIT Division's efficient course and program assessment process currently in place provides a foundation for faculty discussion of course and program effectiveness as well as opportunities for improvement. Faculty reassess any courses or areas within courses that fall below expectations with the goal of marked improvement in the next assessment cycle. Overall, capstone course performance across the Division is strong and regularly meets or exceeds regional and national standards. Pre and post testing in entry level BIT Division courses provides evidence of student learning and knowledge retention. Students in the BIT Division have an opportunity to participate in faculty-advised professional organizations, ENACTUS for example, which provide networking and professional experience opportunities. Additionally, ASOA Department has developed internships with local employers providing real-world experience opportunities for students.

Opportunities for Improvement - Realizing a need to accurately measure learning outcomes and retained knowledge at the academic program level, the Division will begin administering the Peregrine Academic Services assessment instrument to measure inbound and outbound student achievement beginning fall 2016.

Clear opportunities exist within the BIT Division to improve student outcomes. One of our primary opportunities for improvement is in the area of student retention. BIT Division faculty must encourage students to take advantage of our tutoring center to improve classroom success, which will lead to increased persistence. The College has also instituted additional grade reporting to the students throughout the semester. As part of the Gateway Center initiative, students have access to one-stop student services including the admissions office, financial aid office, student advising, career development, veterans and military services, registration, testing areas and enrollment operations.

The BIT Division will begin a new 3-year assessment cycle that will include addressing program SLO's for all current BIT programs.

Finally, the BIT Division and the College must implement a succession planning process to minimize the impact of the loss of expertise in the classroom and on programs in general due to faculty attrition.

Sources

There are no sources.

5 - Standard 5 Faculty and Staff Focus

The ability of a business unit to effectively fulfill its mission and meet its objectives is dependent upon the quality, number, and deployment of the faculty and staff. Each business unit: (1) develops and implements policies and plans that ensure an excellent faculty, including a staffing plan that matches faculty credentials and characteristics with program objectives, (2) evaluates the faculty based on defined criteria and objectives, (3) provides opportunities for faculty development and ensures scholarly productivity to support department and individual faculty development plans and program objectives; and (4) fosters an atmosphere conducive to teaching and learning.

Self-Study

Status: Ready For Review | **Due Date:** 7/31/2016

Assigned To

Pamela Benner

Sources

There are no sources.

5.1 - Criterion 5.1 Human Resource Planning

- A. Describe the business unit's criteria for recruiting and selecting business faculty, including consideration of academic credentials, workforce diversity, and related professional experience.
- B. Describe how the business unit's work environment, compensation, career progression, and workload assignments support recruitment of high-performance faculty.
- C. Describe how the business unit's work environment supports a climate that contributes to the well-being, satisfaction, and motivation of business unit faculty and staff.
- D. Report evidence of business unit faculty and staff well-being and satisfaction.

Self-Study

Status: Completed | Due Date: 7/31/2016

Assigned To
Pamela Benner

Institution Response

A. Describe the business unit's criteria for recruiting and selecting business faculty, including consideration of academic credentials, workforce diversity, and related professional experience.

Stark State College is committed to attracting and developing a diverse team of individuals who are committed to success. Stark State seeks candidates who possess a collaborative spirit, experience and the capability of managing growth; candidates who ensure quality, have a positive demeanor, and model professionalism; and candidates who exhibit a commitment to the Stark State mission, vision and values, including diversity, social equity and student access and success. It is the policy of Stark State to ensure equal employment opportunity in accordance with Ohio Revised Code and all applicable federal regulations and guidelines.

Faculty development, tenure and promotion policies, evaluation procedures and criteria, workload policies, service policies, professional expectations, scholarly expectations, and termination policies can be found in the policies and procedures manual (POLICIES-PROCEDUES below) in section 3357:15-14 PERSONNEL, Please see: [Policies & Procedures Manual - Personnel](#)

The Business and Information Technology (BIT) Division follows the College's criteria for recruiting and selecting business faculty. The College's Human Resources Department is responsible for the advertisement of open positions, the coordination of the recruitment and hiring process, and making an official offer of employment to candidates. The Human Resources Department maintains personnel files for all adjunct and full-time faculty members. The SSC Director of Human Resources serves as both the EEO Officer and the Title IX Deputy Coordinator and is also responsible for completing and submitting the annual affirmative action report. The Divisional Human Resources Generalist serves as the ADA Coordinator. The Dean of Student Success serves as the Title VI Coordinator and the Coordinator of Emergency Planning and Security serves as the Title IX Coordinator.

B. Describe how the business unit's work environment, compensation, career progression, and workload assignments support recruitment of high-performance faculty.

The BIT Division supports the recruitment of high-performance faculty and staff in several ways. The work environment of each full-time faculty member (and most staff members) consists of an individual office. There is shared office space available for adjunct use. All offices include up-to-date office furniture, a personal computer loaded with Windows 7 and Microsoft Office 2013 (which is being upgraded to Office 2016), as well as internet access. There is administrative support available for all faculty. Classrooms and labs are routinely upgraded with the

latest equipment and software and all facilities are well-maintained.

The faculty and staff compensation plans are approved either annually or bi-annually by the Board of Trustees. In 2015, the College hired independent consultants (Hylant and the Organizational Consulting Group) to conduct both a compensation study and a benefits study to determine if employee compensation and benefits are comparable to the market. The results of the employee benefit and compensation studies can be found as evidence files below. These results are also available to all employees at mystarkstate. Both studies concluded that the College compensation and benefits package is market competitive which makes recruiting high-performance faculty more effective.

Career progression of employees occurs by either advancement-in-rank (full-time faculty only) or applying for and being awarded new positions at the College (either faculty or staff). Full-time faculty are eligible to apply for advancement-in-rank from Instructor to Assistant Professor at the point at which they are working on a three-year contract, normally after having completed three years of service on one-year contracts. After three years working at the Assistant Professor rank, faculty may apply for advancement to Associate Professor. After three years at the Associate Professor rank, faculty may apply for advancement to full Professor. Each of these advancements requires the faculty member to demonstrate his or her exemplary service to the students, his or her academic area, the College, and the Community in increasing levels.

All employees of the College are able to apply for any open positions, whether faculty or staff, as they are posted for career progression. Most of the positions at the College are posted both internally and externally, but occasionally some positions are only posted internally.

Generally faculty teach four to five classes as their full load. Efforts are made to keep the number of different course preparations to a minimum as a further incentive for recruitment so that new employees are not overwhelmed and can have an opportunity to develop and improve in their positions.

As section 3357:15-15-08 in the SSC policies and procedures (POLICIES-PROCEDURES) manual states "a better educated employee will assist the College in fulfilling its mission to provide quality education and training opportunities to the citizens of our community". The employee tab on mystarkstate includes information on advancement in rank, benefits, ethics training, performance evaluations, payroll and professional development.

C. Describe how the business unit's work environment supports a climate that contributes to the well-being, satisfaction, and motivation of business unit faculty and staff.

As stated in section B above, the work environment of the faculty and staff has improved greatly in the last several years. Prior to the College building the William R. Timken Center for Information Technology (the C building) and the Business and Entrepreneurial Studies Center (the M building), many of the BIT Division full-time faculty shared two-person office space. Also prior to adding these new facilities, many staff members were sitting in wide-open spaces. Most now also have private offices.

Employees are more motivated and satisfied with improved office facilities, up-to-date and adequate furniture and storage, and up-to-date computer hardware and software. Privacy, work productivity, and job satisfaction have improved.

D. Report evidence of business unit faculty and staff well-being and satisfaction.

A primary indicator of faculty and staff well-being and satisfaction is the very low turnover in the BIT Division. The three departments accredited by ACBSP have a total of 21 full time faculty members. In the past 5 years one full time faculty member retired, two died, and one voluntarily left due to spousal relocation.

One long-time administrative assistant applied for and received a promotion to the student advising area, Another passed away, and a third was promoted to a higher level administrative assistant position in another division. The two current full-time administrative assistants have worked in the BIT Division for more than five years.

The Dean retired in 2014 and at the present time there is an ongoing search for a replacement.

We have two faculty members at Instructor rank, eight faculty at the Assistant Professor rank, and eleven faculty

members at the Associate Professor rank. Eleven faculty members have been at Stark State College for over ten years and three members have been hired in the last five years.

Sources

- Benefits-Compensation-Final-Report-Sept2015
- Benefits-Compensation-Review-Presentation-Sept2015
- POLICIES-PROCEDURES

5.2 - Criterion 5.2 Faculty Qualifications

Employee qualifications and credentials are a critical foundation for business success. Qualified faculty must teach all class sections taught within the business unit. Faculty qualifications in the business unit are defined as Master's or Doctorate Degree Qualified, Professionally Qualified, or as Exceptions.

DEFINITIONS:

Master's or Doctorate Degree Qualified

A Master's or Doctorate Degree Qualified faculty member meets at least one of the following criteria:

1. Doctorate in teaching field— The institution must provide documentation.
2. Juris Doctorate— Qualified to teach law courses. The institution must provide documentation.
3. MBA—The institution must provide documentation. Qualified to teach any introductory or principle level business courses.
4. Master's degree in teaching field— The institution must provide documentation.
5. Related or out-of-field master's or doctorate degree with 18 semester/27 quarter credit hours or equivalent of courses in field beyond the introductory principles level – The institution must provide documentation.
6. Related or out-of-field master's or doctorate degree with documentation in two or more of the following areas:
 1. In-field professional certification (national, regional, or state)—The institution must provide documentation.
 2. In-field professional employment—The institution must provide a minimum of two years of documented experience from the employer.
 3. Teaching excellence—The institution must provide documentation.
 4. In-field research and publication—The institution must provide documentation.
 5. Relevant additional training equivalent to 18 semester/27 quarter credit hours of CEU's, military training, vendor training, etc.—The institution must provide documentation.

Professionally Qualified

A Professionally Qualified faculty member possesses a bachelor's degree in the teaching field with documentation in two or more of the following areas:

1. Professional certification (national, regional, or state)—The institution must provide documentation.
2. In-field professional employment—The institution must provide a minimum of two years of documented experience from the employer.
3. Teaching excellence—The institution must provide documentation.
4. In-field research and publication—The institution must provide documentation.
5. Relevant additional coursework beyond the bachelor's degree equivalent to 18 semester/27 quarter credit hours or equivalent subject matter coursework, CEU's, military training, vendor training, etc.—The institution must provide documentation.

Exceptions

The institution should provide an explanation of qualifications for faculty who do not meet the criteria for Master's or Doctorate Degree Qualified or Professionally Qualified.

Note: Criterion 5.3 provides that at least 90 percent of the faculty FTE should be Master's or Doctorate Degree

Qualified or Professionally Qualified, allowing a maximum of 10 percent exceptions.

Note: All faculty qualifications must be validated with original transcripts, certificates, and/or related written documentation that clearly states the qualification.

Complete and attach **Table 4 – Faculty Qualifications** (found under the Evidence File tab above) for the self-study year to provide clear evidence that characteristics of full-time and part-time faculty match program objectives.

- Identify all full-time and part-time faculty members who taught during the self-study year in alphabetic order.
- List the major teaching field for each faculty member.
- List courses taught during self-study year; do not duplicate if taught both fall and spring semesters.
- List the highest qualifying degree earned—state the degree as documented on the transcript, including the major field.
- For Professionally Qualified faculty, Exception faculty, and faculty with related or out-of-field master's or doctorate degrees, list ALL professional certifications and supporting areas of documentation beyond the academic credential as defined in Criterion 5.2.
- List the ACBSP qualification of each faculty member – Master's/Doctorate Degree, Professional, or Exception.

Self-Study

Status: Completed | **Due Date:** 7/31/2016

Assigned To

Pamela Benner

Institution Response

Please see Table 5.2

Sources

- Table 5.2

5.3 - Criterion 5.3 Faculty Composition

In order to teach at the associate degree level, at least 50 percent of the full-time equivalent (FTE) faculty should be Master's or Doctorate Degree Qualified and at least 90 percent of the FTE faculty should be Master's or Doctorate Degree Qualified or be Professionally Qualified.

Full-time equivalent (FTE) faculty members are typically measured by dividing workload during the academic year by the definition of full-time load in credit and/or contact hours. Calculation considerations:

- Semester system: one full-time faculty member teaching 30 semester credit hours in the academic year typically equals 1.00 FTE faculty. (A part-time faculty member teaching 6 semester hours equals .20 FTE faculty).
- Quarter system: one full-time faculty member teaching 45 quarter credit hours in the academic year typically equals 1.00 FTE faculty. (One part-time faculty member teaching 18 quarter credit hours equals .40 FTE faculty).

A. Explain the business unit's method of calculating FTE teaching loads for full-time and part-time instructors.

B. Complete and attach Table 5 – FTE and Faculty Composition, found under the Evidence File tab above. List all full-time and part-time faculty members for the self-study year in alphabetic order.

C. Report the following:

_____ % Masters/Doctorate qualified

_____ % Professionally Qualified

_____ % Exceptions

D. If exceptions exceed 10 percent, provide a detailed plan to improve and meet Criterion 5.A.2.

Self-Study

Status: Completed | **Due Date:** 7/31/2016

Assigned To

Pamela Benner

Institution Response

A. The Division calculates FTE teaching loads for full-time and part-time instructors using the calculation of Total Credit Hours Taught/30. This gives an annual FTE amount per instructor.

B. See Exhibit 5.3

C. As shown in the Exhibit:

- 70.7% Masters/Doctorate qualified
- 26.6% Professionally Qualified
- 2.7% Exceptions

D. N/A, Exceptions do not exceed 10%.

Sources

- Exhibit 5.3

5.4 - Criterion 5.4 Faculty Deployment

Each school or program must have a minimum of one (1) full-time, professionally-qualified faculty member in each program in which a business degree is offered.

A. For the self-study year, report how each program deploys full-time faculty resources among the disciplines, units, courses, departments, and major fields in such a way that every student attending classes regardless of delivery method (on- or off-campus, day or night, online, etc.) has an opportunity to receive instruction from full-time faculty.

B. For any program not meeting this criterion, provide a detailed plan to improve and meet the criterion.

Self-Study

Status: Completed | Due Date: 7/31/2016

Assigned To
Pamela Benner

Institution Response

A. For the self-study year, report how each program deploys full-time faculty resources among the disciplines, units, courses, departments, and major fields in such a way that every student attending classes regardless of delivery method (on- or off-campus, day or night, online, etc.) has an opportunity to receive instruction from full-time faculty.

The BIT Division offers the majority of our classes in multiple modalities including day classes and night classes at the Main Campus and limited offerings both day and evenings at some of our satellite campuses. The College also offers many courses in blended format (Web 2), full online format (Web 3), and is beginning to offer classes in distance-learning format to serve multiple campuses with the faculty member in one location broadcast through Collaborate software to multiple satellite campuses (Web 4).

The BIT Division offered 90 courses in 447 sections in 2015-2016. Full-time faculty taught 72% of the 447 sections, 70% of the day sections, 35% of the evening sections, 91% of the fully online (Web 3) sections, 89% of the hybrid (Web 2) sections, 23% of sections taught at satellite centers, and 23% of the distance learning (Collaborate, Web 4) sections taught at multiple satellite locations simultaneously.

The Accounting and Finance program offered 27 courses in 143 sections in 2015-2016. Full-time faculty taught 67% of the 143 sections, 57% of the day sections, 50% of the evening sections, 84% of the fully online (Web 3) sections, 100% of the hybrid (Web 2) sections, 0% of sections taught at satellite centers, and 0% of the distance learning (Collaborate, Web 4) sections.

The Administrative Services and Office Applications program offered 29 courses in 129 sections in 2015-2016. Full-time faculty taught 67% of the 129 sections, 63% of the day sections, 7% of the evening sections, 98% of the fully online (Web 3) sections, 75% of the hybrid (Web 2) sections, and 0% of sections taught at satellite centers. No distance learning (Collaborate, Web 4) sections were offered in the Administrative Services and Office Applications program.

The Management and Marketing program offered 34 courses in 175 sections in 2015-2016. Full-time faculty taught 81% of the 175 sections, 94% of the day sections, 43% of the evening sections, 92% of the fully online (Web 3) sections, 50% of sections taught at satellite centers, and 0% of the distance learning (Collaborate, Web 4) sections. No hybrid courses were offered at all in the Management and Marketing program.

The course term reports for 2015-2016 will be available in the Team Resource Room during the onsite visit.

B. For any program not meeting this criterion, provide a detailed plan to improve and meet the criterion.

Not applicable: Students in all programs in the BIT Division had ample opportunity as shown by these percentages to receive instruction from full-time faculty. Overall, as stated above, 72% of the Division's sections were taught across all programs by full-time faculty.

See Exhibit 5.4 – Spreadsheets showing calculations of the above percentages.

Sources

- Exhibit 5.4

5.5 - Criterion 5.5 Faculty Load

Excellent teaching requires that a full-time faculty member should not be expected to have teaching, committee, advising, or other assignments that exceed a normal workweek as defined by the institution. Faculty workloads tend to vary among institutions according to actions of state legislatures, trustees, and administrative policies. However, an appropriate faculty workload is critical to an institution's ability to provide an effective and positive education. Limits of normal teaching responsibilities should be considered with respect to:

- The number of course preparations
- Administrative or coordination assignments
- Student advising and/or counseling activities
- Institutional and community program service activities
- Business and industry interaction
- Scholarly activities
- Curriculum development activities
- Instructional technology efforts

A. Describe the business unit's faculty load management policy for full-time and part-time faculty; include policies related to teaching load (credit/semester/quarter hour), released time, class size, number of preparations, delivery mode, and other related factors.

B. For the self-study year, explain the circumstances for any faculty member exceeding the institution's maximum teaching load.

Self-Study

Status: Completed | Due Date: 7/31/2016

Assigned To
Pamela Benner

Institution Response

A. Describe the business unit's faculty load management policy for full-time and part-time faculty; include policies related to teaching load (credit/semester/quarter hour), released time, class size, number of preparations, delivery mode, and other related factors.

As outlined in the Stark State College Policies and Procedure Manual, each full-time faculty member is required to devote instructional and office hours per week to the college as provided below:

1. Full-time faculty will be required to maintain an instructional workload for an academic semester as follows: 16 to 20 contact hours or 14 to 16 credit hours. Academic Program Coordinators will receive release time to compensate for their administrative duties performed as determined by their Department Chair and reviewed by the Dean. Variances from this policy will be justified in writing and require approval by the dean.
2. Degree-granting Department Chairs (considered full-time faculty) are required to teach 7 to 10 credit hours or 10 to 12 contact hours per semester.
3. Full-time faculty and Department Chairs are expected to post and maintain a minimum of 10 office hours per

week on a physical campus site as approved by the Department Chair. A schedule of these hours is filed and kept available for the administrative assistant for scheduling purposes. Effort is made to have the faculty schedule their office hours when students would be requesting appointments.

Department Chairs are responsible for full-time faculty scheduling and it is the responsibility of the Deans to ensure the process is fair and reasonable. Full-time faculty have a voice in determining the process in which the scheduling occurs. Full-time faculty will be consulted regarding their course selection and schedules. If circumstances necessitate deviation, the faculty member is involved in the discussion. The final decision is made by the Department Chair.

Expertise, experience and special interest are considered when scheduling full-time faculty for classes. Effort is made to keep three preparations as the maximum number for each, however this is not always possible depending on the class and schedule demand and the full-time faculty that are available to teach specific courses.

The College offers four types of delivery modes for courses: conventional face to face, fully online (Web 3), a hybrid of face to face and WEB (Web 2), and a distance-learning class using Collaborate software with a faculty member in one location teaching live to multiple satellite campuses (Web 4).

Most, but not all full-time faculty teach in more than one modality. Adjunct faculty may also teach in multiple modalities. Department Chairs assign classes to faculty based in the faculty member's area of expertise and specialty.

Adjunct Faculty are scheduled by the Department Chair after all full-time faculty have received their course load for the semester. They are selected for the classes that need to be taught based on factors such as experience in the field of study being taught, availability for the class times and certification where needed (such as in accounting).

Adjunct faculty member's workload, including classroom and preparation time, cannot exceed 29 hours per week in order to comply with The Patient Protection and Affordable Care Act as the College does not extend health insurance benefits to adjunct faculty members. This constraint is considered by Department Chairs when staffing classes, and compliance is documented by the adjunct faculty members on their time sheets submitted to Payroll and tracked by Human Resources. **(see Exhibit 5.5.a - Adjunct Contract)**

As outlined in the Stark State College Policies and Procedure Manual, these are the full-time faculty overload guidelines:

- a. Faculty and Department Chairs meeting the loading requirement will be paid for the total hours of the class which gives them an overload. For example, if the load is 16 credit hours (day or evening) and a 3-credit-hour class (day or evening) is added making the total load 19, a 3-hour overload will be paid.
- b. Faculty assigned extra contact classes will be assigned no more than 12 credit hours or 15 contact hours of overload. Neither of the two numbers (number of credit hours or number of contact hours) can be exceeded.
- c. Program Coordinators, who are assisting Department Chairs, and receiving stipends, are eligible for no more than 8 credit hours or 10 contact hours of overload.
- d. Department Chairs are eligible for no more than 8 credit hours or 10 contact hours of overload.
- e. Exceptions to or situations not fitting this guideline will be reviewed, prior to assignment, by the Dean. Variances from this policy will be justified in writing and require approval of the Provost.

It is the practice of the College to require a class to have a minimum of ten students enrolled in order for the class to run. In the event that the class has below ten enrolled students, faculty members may be paid to teach the class at their full rate of pay providing a minimum number of students are enrolled and at least one of those students requires the class for graduation. If this requirement is not met, the Department Chair and a qualified faculty member may agree to run the class as an Independent Study at a reduced pay rate.

B. For the self-study year, explain the circumstances for any faculty member exceeding the institution's

maximum teaching load.

Applying the above-referenced policy, a full-time faculty member would teach a maximum 16 credit hours, or 20 contact hours, in their regular teaching load and a maximum 12 credit hours, or 15 contact hours, hours of overload for a semester total of 28 credit hours, or 35 contact hours. In the self-study year (two semesters), this would translate to a maximum 56 credit hours, or 70 contact hours.

Applying the above policy for Department Chairs, maximum regular teaching load would be a maximum 10 credit hours, or 12 contact hours, in their regular teaching load and a maximum 8 credit hours, or 10 contact hours, of overload for a semester total of 18 credit hours, or 22 contact hours. In the self-study year (two semesters), this would translate to a maximum 36 credit hours, or 44 contact hours.

Because full-time faculty have retired, resigned, or died and have not been replaced, there have been some faculty members who have exceeded these limits.

The faculty members, including Department Chairs, who exceeded these levels during the self-study year:

Accounting & Finance Department:

- Upperman, Mary: 58 credit hours during the self-study year exceeds the P&P maximum of 56 credit hours allowed for a full-time faculty member. This includes a 4-credit hour Independent Study offered for a graduating student that needed the course. Mrs. Upperman would have been under the P&P maximum, not including this Independent Study, which is not considered part of the teaching load for credit-hour limitation purposes.

Management & Marketing Department:

- Casey, Deborah: 69 credit hours during the self-study year exceeds the maximum of 56 credit hours allowed for a full-time faculty member.
- Gerstenslager, Chip: 76 credit hours during the self-study year exceeds the maximum of 56 credit hours allowed for a full-time faculty member.
- Fuline, Daniel (Department Chair): 40 credit hours during the self-study year exceeds the maximum of 36 credit hours allowed for a department chair.
- Justification for all three of these exceptions per Dr. Daniel J. Fuline, Jr., the Department Chair of Management & Marketing: the department lost three full-time faculty members in the past year that were not replaced. Some of our disciplines need specific instructors with specific backgrounds. During this transitional period we have done our best to accommodate students and their success. In addition, we have multiple programs that we have offered independent study courses in so students can graduate. Dr. Fuline taught a capstone independent study course Market Planning that pushed him to the 40 credit hours. With the loss of faculty Dr. Fuline was the most qualified to teach this course. Deborah Casey and Chip Gerstenslager are over the loads due to independent study courses being taught for graduating students.

Sources

- Exhibit 5.5.a - Adjunct Contract

5.6 - Criterion 5.6 Faculty Evaluation

Each institution must have a formal system of faculty evaluation, centered primarily on the teaching function, to be used in making personnel decisions such as continuation of contracts, award of tenure, and/or of promotion. Any special criteria for the evaluation of faculty who utilize alternative methods of instructional delivery must be included and described in detail.

- A. Describe the formal system of faculty evaluation used by the business unit for full-time and part-time faculty.
- B. Describe how the results of the evaluation are shared with the faculty member.
- C. Describe how the faculty evaluation is used in making decisions.

Self-Study

Status: Completed | Due Date: 7/31/2016

Assigned To
Pamela Benner

Institution Response

A. Describe the formal system of faculty evaluation used by the business unit for full-time and part-time faculty.

The Business and Information Technology (BIT) Division's programs meet the requirements of this criteria for faculty evaluation. Faculty are evaluated annually including both self-evaluation and Department Chair evaluation. Faculty are also evaluated every semester by student evaluation.

Full-Time Faculty - Annual Performance Review

The purpose of the annual faculty performance review process is to assist in the assessment of the achievements and the expectations of faculty performance as stated in the mission of the Division. This review process is designed to encourage active participation by the faculty member and the Department Chair. Each person, in preparation for the annual performance assessment, is to complete the Faculty Performance Review form and submit it to the Department Chair prior to the annual performance assessment meeting.

Three performance areas are assessed in the performance review: Service to Students; Service to Department and Division; and Service to College. Faculty performance is rated based on the following levels: Exceptional, Acceptable, or Unacceptable.

As stated in the College's Policies and Procedures Manual, Policy 3357:15-14-06, an evaluation will be made of all full-time faculty prior to the awarding of contracts for the following year. The evaluation process should include three components. First, an evaluation of the accomplishments of the current contract year. Second, an identification of areas for improvement where appropriate. Third, an establishment of mutually acceptable objectives for the upcoming contract year.

The faculty member and the Department Chair should describe progress toward the attainment of the professional development goal(s) stated in the previous period's review form. New professional growth or development goal(s) should be established and agreed upon by the faculty member and the Department Chair. Goals may be continued from the previous year.

The performance review is reviewed and signed by the faculty member being evaluated, as well as by the faculty

member's Department Chair, and both have opportunity for final comments and reactions to the review. The Department Chair provides an opportunity to appeal items in the evaluation. The performance review is filed in the faculty member's personnel file in Human Resources. (See **Exhibit 5.6.a Faculty Performance Review**)

Adjunct Faculty Performance Review

Adjunct faculty members will confer with the department faculty course lead (facilitator) either prior to the start of classes for the semester in which the adjunct is teaching or within the first week to discuss objectives for the semester. Adjunct faculty are observed periodically by the faculty course lead (facilitator) and/or the Department Chair to assess instruction and possible areas for improvement. The observation comments are shared with the Adjunct faculty member as basis for improvement and future consideration for being re-hired. (See **Exhibit 5.6.b Adjunct Faculty Observation and Assessment**).

Student Evaluations – All faculty

Student evaluation are administered each semester for each course taught by each faculty member, both full-time and adjunct.

Student evaluation of instruction will be conducted after at least 80 percent of the course has been completed. The evaluation instrument asks students to rate fourteen statements regarding quality of instruction. In addition, students are highly encouraged to provide narrative comments at the end of each section.

For face-to-face classes, the evaluations are completed in one of two ways: 1) The instructor asks for a student volunteer to administer the forms (with the instructor out of the room) and hand-carry them to the appropriate office on campus, or 2) the evaluations are completed electronically either in the classroom or on students' own time on a computer.

For online classes, students are notified in the ANGEL Learning Management System that the evaluations are available to them and they are given approximately three weeks to access and complete the evaluations electronically.

The faculty member will receive a full report of the results via e-mail. The Department Chairs receive a summary of the numerical results for each course section evaluated. A summary of the numerical results will be placed in the instructor's personnel file and copies will be forwarded to the appropriate Department Chair and Dean for inclusion as part of the instructor's performance review. It is left to the discretion of each faculty member to share the written student comments with his or her Department Chair as well as to include these written comments in the faculty member's personnel file.

The evaluation provides feedback from students on various aspects of the course as well as teaching effectiveness. Faculty can use that information to improve delivery, communication with students, and course design. The evaluation is also part of the criteria for personnel decisions, including re-hiring of adjunct faculty as well as reappointment and advancement-in-rank decisions for full-time faculty. (See **Exhibit 5.6.c Student Evaluation of Instruction**)

B. Describe how the results of the evaluation are shared with the faculty member.

The performance review for full-time faculty is reviewed and signed by the faculty member being evaluated as well as by the faculty member's Department Chair and both have the opportunity for final comments and reactions to the review. The performance review is filed in the faculty member's personnel file in Human Resources.

The observation comments for adjunct faculty are shared with the adjunct faculty members as basis for improvement and future consideration for being re-hired for future semesters.

Faculty members will receive a full report of the results of student evaluations via e-mail after final grades are posted for each semester. The Department Chairs receive a summary of the numerical results for each course section evaluated. A summary of the numerical results will be placed in the instructor's personnel file and copies will be forwarded to the appropriate department chair and dean for inclusion as part of the instructor's performance review.

It is left to the discretion of each faculty to share the written student comments with his or her Department Chair as well as to include these written comments in the faculty member's personnel file.

C. Describe how the faculty evaluation is used in making decisions.

As stated in the College's Policies and Procedures Manual, Policy 3357:15-14-06, an evaluation will be made of all full-time faculty prior to the awarding of contracts for the following year. The faculty member and the Department Chair should describe progress toward the attainment of the professional development goal(s) stated in the previous period's review form. New professional growth or development goal(s) should be established and agreed upon by the faculty member and the Department Chair.

The observation comments for adjunct faculty are shared with the adjunct faculty members as basis for improvement and future consideration for being re-hired for future semesters.

The evaluation provides feedback from students on various aspects of the course as well as teaching effectiveness. Faculty can use that information to improve delivery, communication with students, and course design.

All evaluations play a critical role and serve as a substantial basis for personnel decisions, including re-hiring of adjunct faculty as well as reappointment and advancement-in-rank decisions for full-time faculty.

Sources

- Exhibit 5.6.a Faculty Performance Review
- Exhibit 5.6.b Adjunct Faculty Observation and Assessment Form
- Exhibit 5.6.c Student Evaluation of Instruction Form

5.7 - Criterion 5.7 Faculty and Staff Professional Development and Scholarly Activities

The business unit provides opportunity for faculty and staff development consistent with faculty, staff, and institutional expectations. All faculty members should be involved in activities that enhance the depth, scope, and currency of their knowledge related to their discipline and instructional effectiveness. The business unit should demonstrate balanced participation of scholarly and professional activities by all faculty. Scholarly and professional development activities may include:

- Graduate courses
- Special awards and recognition
- Conferences, workshops, in-service (attendance, etc.)
- Community (service activities, presentations, committee work, etc.)
- Presentations
- Committees (college-related)
- Business and Industry (guest speakers, internships, partnerships, etc.)
- Instructional (develop or update curriculum, learn new skill/technique, accreditation, etc.)
- Multicultural and Diversity Initiatives (note on-campus or off-campus)
- Memberships (boards, commissions, etc.)
- Research and Publication
- Grants (list the awarding agency and funded allocations)
- Continuing Education (classes, seminars, certification, etc.)
- Other

A. Describe the business unit's faculty and staff development policies and processes for activities such as sabbaticals, leaves of absence, grants, provision for student assistants, travel, clerical and research support, and other activities that contribute to continuous performance improvement of faculty and staff.

B. Report the participation of business unit faculty and staff in professional development and scholarly activities. Provide three years of data —two years plus self-study year.

C. Provide examples of how the professional development and scholarly activities of the business unit have supported the achievement of the business unit's mission, including building faculty and staff knowledge, skills, and capabilities that contribute to high performance.

Self-Study

Status: Completed | Due Date: 7/31/2016

Assigned To
Pamela Benner

Institution Response

A. Describe the business unit's faculty and staff development policies and processes for activities such as sabbaticals, leaves of absence, grants, provision for student assistants, travel, clerical and research support, and other activities that contribute to continuous performance improvement of faculty and staff.

The business unit meets the requirements of this standard for faculty and instructional development. The BIT Division strongly supports all instructional and professional development for faculty.

The BIT Division provides for faculty development through divisional and departmental funds. The Division strongly encourages full-time and adjunct faculty to participate in all College-wide professional development opportunities and promotes instructional and professional development opportunities in each faculty member's respective area of instruction.

All full-time and adjunct faculty have been involved in some type of professional development activity in the last three years. Some faculty have been involved in as many as 40-50 activities offered inside and outside of Stark State College.

- **Stark State Foundation Faculty and Staff Professional Development Endowment:** Funds are awarded to full-time faculty based on rationale for the professional development activity, funds needed and expected outcomes.
- **Carl D. Perkins Funds:** These federal funds are allocated to two-year colleges through the the Ohio Department of Higher Education. The College utilizes a portion of these funds for professional development, allocating funds equally among the academic divisions.
- **Travel Support:** Each department has a small budget for faculty professional travel. For some projects, faculty may also apply for supplemental travel funds through the Professional Development Endowment. As stated in the College's Policies and Procedures Manual, Policy 3357:15-14-10, the form "Faculty and Staff Professional Development Application" must be used for prior authorization of travel associated with professional development. A copy of the approved "Faculty and Staff Professional Development Application" form will be sent back to the employee as documentation that the travel has been approved. The approving authority may authorize full or partial reimbursement of travel. The estimated expenses to be reimbursed will be established at the time the authorization is approved. Authorization shall not exceed the expenses for the days of the convention, meeting, or business involvement plus a maximum of one day's travel each way.
- **Requested Leave:** As stated in the College's Policies and Procedures Manual Policy 3357:15-14-08, a regular faculty or staff member is eligible for a leave of absence without salary for the following purposes:

a. For medical, maternity or child care. Such leaves shall be granted, provided they are in accordance with all College policies and guidelines.

b. For formal study which results in promoting the interests of the College, as well as those of the faculty or staff member in the judgment of the Dean, Provost or Vice President.

c. Requests for leave of absence not considered above, will be judged on their individual merits.

- **Tuition Assistance:** As stated in the College's Policies and Procedures Manual, Policy 3357:15-14-08, all full-time Stark State College faculty, administrative, professional and support staff personnel may participate in the Tuition Assistance Program. Tuition assistance is provided to employees for the purpose of professional development in recognition that a better educated employee will assist the College in fulfilling its mission to provide quality education and training opportunities to the citizens of our community.

B. Report the participation of business unit faculty and staff in professional development and scholarly activities. Provide three years of data —two years plus self-study year.

During the study year, 98 percent of adjunct and full-time faculty completed the Title IX training and FERPA training. In addition, faculty have been involved in a number of on-campus and off-campus activities. For more information on professional development offered and attended at Stark State College please refer to narrative 5.8.

During the three-year period ending with the self-study year, one Department Chair and one adjunct instructor each earned their doctoral degrees. Three faculty members have achieved status of ABD (all but dissertation) in pursuit of their doctoral degrees. One adjunct-faculty member received her Master's in Business Administration degree. Six members of the Accounting and Finance department have earned 120 hours required for the retention of the Certified Public Accountant (CPA) Certification and have kept their licenses current. One full-time Accounting and

Finance faculty member is a Certified Management Accountant and has also kept that certification current with completing continuing education requirements. Finally, one Temporary Dean and faculty member obtained his Chartered Global Management Accounting (CGMA) designation during the study year.

Evidence of the Division's participation in professional development activities is contained in the 2014, 2015, and 2016 performance evaluations, which are located in the Human Resources office.

Two Associate Professors attended the 2014 NISOD (National Institute for Staff and Organizational Development) International Conference on Teaching & Leadership Excellence in Austin Texas. This four-day conference was attended by over a thousand educators from around the country and world. It consisted of a series of keynote speakers and many break-out sessions covering a wide assortment of professional development topics. Here are some of the major general topics covered in these sessions:

- Educational Technology (managing appropriate technology processes and resources)
- Diversity and Inclusion (focusing on embedding the idea of diversity and inclusion into the culture of the institution)
- Faculty and Staff Development (improving teaching practices, leadership abilities, and management skills)
- Economic and Workforce Development (working to align the resources of the college and business to meet the local demand for skilled workers)

Upon returning, the professors gave an update at a Faculty Association meeting. Additionally, these two faculty are members of the BRIDGE (Building Relationships Integrating Divisions Generating Excellence) team. BRIDGE is responsible for presenting three major professional development one or two-day sessions each year for all faculty and staff at the college. The ideas brought back from the NISOD conference were used as the basis for parts of these BRIDGE professional development activities.

One faculty member enrolled in the International Business Innovation Association's (IBIA) Business Incubation Management Certificate (BIM) Program. This Program is specifically designed for managers and professional staff of incubators, accelerators, co-working spaces, maker spaces and other entrepreneurial support organizations (ESOs). The courses are designed on a competency based model, which defines the knowledge and skills participants need to have to design and build sustainable ESO programs, while also verifying knowledge comprehension through assessments based on key foundational concepts. During their workshops, our faculty member learned the curriculum that covers best practices in selecting and serving client companies, budgeting, sustainable revenue generation, facilities management and more. In addition, the faculty member gained skills and new tools to enhance the success of marketing, management, and entrepreneurship college programs, as well as the entrepreneurship practicum. The faculty member is one of 324 in United States to pass all of the courses and receive a Business Incubation Management (BIM) certificate.

In 2014, a faculty member also attended the American Association of Community Colleges Conference in Washington DC as part of her Distinguished Teaching award. She participated in several breakout sessions where she learned a variety of best practices including treating each of her advisees as a "client" and trying to connect with them as soon as they applied to the college. That way, she could be a consistent contact for them. She obtained a list of student advisees that semester and sent them all an introductory email as well as provided them with information about enrolling for classes, My Academic Plan (MAP), and her contact information.

In addition, another faculty member attended multiple Human Resource seminars in Columbus, Ohio. The seminars are designed to help better understand business laws and updates on how the laws related to business. The seminars were held by Frost, Brown and Todd Law firm that has locations throughout Ohio. Many topics were discussed related to safety (Occupational Safety and Health and Environmental Protection Laws and Regulations) and laws as they relate to employment in the workplace. The faculty member was better equipped to teach Human Resources and General Business courses having a better understanding of the interpretation of the laws and their impact on business.

The Division's acting Dean (who is a current Division Department Chair) and a faculty member attended an annual seminar sponsored by a local CPA firm to learn about new accounting and auditing pronouncements and tax revisions. This conference aids them in remaining current in their professional field of accounting and results in updated curriculum for our students. Various faculty also participate in monthly seminars conducted by the Canton

Chapter of the Institute of Management Accountants (IMA) where they are provided the opportunity to network with local professionals for the purpose of providing employment opportunities for our students. Information is also obtained to provide "real world" work related examples in his classes.

The Controller Seminar conducted by the Ohio Society of CPAs was attended by our acting Dean (and current Department Chair) where he gained exposure to new and revised techniques in the area of managerial and cost accounting impacting our college curriculum as well. In addition the Ohio Society of CPAs provide ethics training to keep our Business Law and Ethics course state of the art.

One Department Chair attended a Prior Learning Assessment (PLA) symposium in spring 2014 to review the Ohio Department of Higher Education's "PLA with a Purpose" initiative. She gained knowledge from breakout sessions and panel discussions on best practices around the state and beginning the process.

Two of the Administrative Services and Office Applications (ASOA) faculty attended the Ohio Association of Two-Year Colleges (OATYC) conference in Fall 2014 where they co-presented a workshop on Ice Breaker Introductions and participated in other workshops. During their workshops, attendees also provided classroom motivators and team collaboration techniques. They presented to the department and adopted them in their pedagogy. In addition, the knowledge they gained from other presenters has helped the department manage College programs such as College Credit Plus.

During the past three years, the Stark State College ACBSP Champion has attended two ACBSP National Conferences and three ACBSP Regional Conferences. There were five participants from Stark State College at the most recent Region 4 conference at Tiffin University.

A faculty member attended a conference in New Orleans May 2014 sponsored by Teachers of Accounting at Two Year Colleges (TACTYC) and presented a break-out session to the conference on Teaching Tax Online. He also attended multiple sessions on best-practices in teaching accounting and tax in community colleges, as well as received current updates in accounting and taxation.

Several Accounting and Finance faculty members have attended a conferences at Kent State University in April 2014, April 2015 and April 2016 which contained valuable updates in Accounting and Auditing rules as well as sessions in leadership and other Auditing updates for Internal Controls.

C. Provide examples of how the professional development and scholarly activities of the business unit have supported the achievement of the business unit's mission, including building faculty and staff knowledge, skills, and capabilities that contribute to high performance.

Many of the rules in accounting and tax change frequently, sometimes even annually. These seminars are essential to present and provide pertinent and accurate information to our students. Otherwise we are not staying current with our profession and will not help our students be successful in their studies nor prepared for their careers or further education.

Our students are more successful when they are instructed by faculty who have current information, new best-practices, and methods learned from professional development and peer-to-peer interactions. We all perform at a much higher level and ultimately help our students be more successful in their profession of choice by having current skills and regular and continual professional development.

Sources

There are no sources.

5.8 - Criterion 5.8 Faculty Instructional Development

The business unit must provide evidence of active participation in a planned system of faculty and instructional development consistent with the mission of the business unit.

A. Describe the instructional developmental opportunities for business unit faculty to:

1. Improve teaching skills that may include mentoring, orientations, in-service programs, and other activities.
2. Acquire skills in the use of alternative methods of instructional delivery.

B. Describe the instructional development opportunities for business unit faculty to improve knowledge of curriculum development. Provide examples of how instructional development activities of the business unit have supported the achievement of the business unit's mission, including building faculty knowledge, skills, and capabilities that contribute to high performance.

Self-Study

Status: Completed | Due Date: 7/31/2016

Assigned To

Pamela Benner

Institution Response

A. Describe the instructional developmental opportunities for business unit faculty to:

1. **Improve teaching skills that may include mentoring, orientations, in-service programs, and other activities.**
2. **Acquire skills in the use of alternative methods of instructional delivery.**

The College encourages and supports faculty in the BIT Division as well as College-wide in their effort to continually improve teaching skills and acquire additional skills in the use of alternative methods of delivery. The College continues to provide professional development money to fund individual requests that include travel and other related expenses. Some of the examples of these types of professional development experiences open to faculty would be:

- NISOD (National Institute for Staff and Organizational Development) - This organization is widely acclaimed to be the country's leading provider of professional development of community college faculty, staff, and administrators. NISOD's yearly multi-day "Conference on Teaching and Leadership Excellence" is attended by a few of our faculty each year. The structure of the conference provides a multitude of breakout sessions aimed at sharing ideas concerning engagement and teaching in the classroom. Following the conference, faculty are required to share what they have learned in various forums such as presenting during a Faculty Association event.
- OATYC (Ohio Association of Two-Year Colleges) - The main purpose of this organization is to "foster cooperation and communication among Ohio's institutions of higher education". Each year the organization hosts a conference where a large part is devoted to faculty presenting and sharing their ideas with other faculty and college personnel. Again, those attending this conference are required to present what they have learned and to share the ideas with other faculty and staff at the college.

Faculty instructional development is an important focus internally in the BIT Division and College-wide.

Approximately 15 years ago a team was formed consisting of faculty from various areas of the college. Their purpose and focus was to break down walls that commonly exist between different divisions and departments in the college with the goal of encouraging faculty professional development that would lead to more capable faculty and improved learning for our students. The name of this team is BRIDGE (Building Relationships, Integrating Divisions, Generating Excellence). The team now consists of not only faculty but staff as well. The BRIDGE team operates somewhat autonomously and is organized under the direction of the Dean of Student Success.

BRIDGE is responsible for three major professional development workshops or events each year:

- Focus Day - Focus Day is a one-day workshop that takes place typically mid-way through Fall semester. Faculty and Staff participate in a day-long workshop dealing with various aspects of professional development and student engagement in the classroom. This year we brought in a nationally acclaimed speaker, Dr. Vincent Tinto. Dr. Tinto is a University Professor of sociology at Syracuse University. He is a noted theorist in the field of higher education, particularly concerning student retention and learning communities.
- JOLT (Joining Others in Learning and Teaching) - Jolt workshops are usually scheduled in December at the end of the fall semester and are attended primarily by faculty. The purpose of JOLT workshops is to concentrate on professional development of faculty. Usually a theme is presented at the Focus Day event and continued for the JOLT workshop. Over the last two years, professional development topics such as student engagement, student advising, and student persistence and retention have been major themes.
- The annual college-sponsored Retreat - This is a two-day, off-site workshop event taking place in the spring. This event is held at a resort and all attendees are provided lodging and food at no cost. Any faculty or staff at the College may attend until capacity is reached, first-come, first-served. The theme that began in the fall with Focus Day and then in December with JOLT is now fully developed at the Retreat. Professional development activities include keynote speakers, group activities, and multiple break-out sessions.

Best Practices Sessions - Throughout the year, one-hour Best Practices Sessions are made available to faculty and staff and are developed and presented by faculty and staff. Here are some of the topics:

- o Helping faculty prepare for advancement in rank
- o CAEL (Council for Adult and Experiential Learning) – prior learning assessment
- o Learning to use ANGEL to help with academic advising
- o Learning about success coaching at Stark State College

eStarkstate

- We use ANGEL (owned and operated by Blackboard) as our LMS (Learning Management System) at the College. Our ANGEL system is used by all of our on-line instructors and is an option to our faculty teaching face-to-face classes. We are in the process of migrating to a new LMS in 2017 through Blackboard.
- Our e-learning staff provides professional development to our faculty to help them continually improve their on-line courses and the way they engage our students. Faculty can access information about these offerings through mystarkstate at [Online Professional Development](#)

Technology Training - As with every organization, technology changes and is continuously evolving into newer and better ways to serve our students. Faculty need keep up with these changes and adapt to the new technology.

Whether it's learning to use clickers in the classroom or keep up with the newest features in Microsoft products, our technology team is available to provide the professional development. Faculty can access information about these offerings through mystarkstate at [Technology Training](#)

B. Describe the instructional development opportunities for business unit faculty to improve knowledge of curriculum development. Provide examples of how instructional development activities of the business unit have supported the achievement of the business unit's mission, including building faculty knowledge, skills, and capabilities that contribute to high performance.

The College provides instructional development opportunities for faculty to learn about and participate in curriculum development. The Curriculum Development Committee is composed of one faculty member per academic division, each serving a staggered two-year term. This committee considers matters concerning curriculum, including but not limited to: program and course development, course descriptions, course assessment, co-requisites and prerequisites, program evaluation and modification, and delivery modalities. When considering new programs, and courses, the Curriculum Committee considers, among other items: syllabi, budget, space and equipment needs, and federal and state guidelines. A faculty member from the Division is always a member of this committee. These semi-monthly (or more often as needed) meetings are open to any faculty wishing to attend.

In response to new guidelines from the Ohio Department of Higher Education regarding the maximum credit hours that a major may have, all departments were required to change their curriculum so that no degree program exceeded 65 credit hours. Each faculty member in the Division was active in changing and refining their curriculum. We are now beginning to see the results of those changes in curriculum with more students persisting to earn their business degrees.

Conclusion: The professional development of faculty is evidenced in many ways. We see it in the success of our students in the classrooms and in the students we advise. The BIT Division faculty are leaders in the College. For the last ten years, the President and Vice-President of the Stark State College Faculty Association have been BIT Division faculty. It is BIT Division faculty that serve on the Ohio Faculty Senate in Columbus representing all faculty at Ohio's two-year colleges. BIT Division Faculty are leaders in helping the College with their strategic plan. Additionally, two out of the last three "Teachers of the Year" have been from the Division. These achievements are the result of continual professional development of our faculty.

Sources

There are no sources.

5.9 - Criterion 5.9 Faculty Operational Policies, Procedures, and Practices

Each institution should develop and use a written system of procedures, policies, and practices for the management and professional growth of faculty members. Written information should be available to faculty members concerning the system. These procedures, policies, and practices normally include:

- Faculty development
- Tenure and promotion policies
- Evaluation procedures and criteria
- Workload policies
- Service policies
- Professional expectations
- Scholarly expectations
- Termination policies

A. Explain how the business unit faculty and staff access the operational policies and procedures manual.

B. Provide a copy of the faculty operational policies and procedures manual to the peer review evaluation team in the resource room. (Do not include in the self-study.)

Self-Study

Status: Completed | Due Date: 7/31/2016

Assigned To

Pamela Benner

Institution Response

A. Explain how the business unit faculty and staff access the operational policies and procedures manual.

The BIT Division's programs at Stark State College meet the requirements of Standard 5.9 Faculty Operational Policies, Procedures, and Practices. The faculty and staff have access to the operational policies and procedures manual through both the Stark State website at [Policies & Procedures Manual - Personnel](#) (our internal portal) at [SSC Home Page Communications](#) . At both locations the document is viewable and searchable by section or an entire pdf document.

The policies and procedures manual is an extensive document that is a compilation of the most up-to-date College policy, administrative policy, operational procedures and regulations, and governing documents of the College. It includes sections on organization, institutional mission and vision statements, strategic values, governance process, organizational procedures, instructional programs, academic procedures and regulations, articulation, personnel issues, and many other topics related to the professional work of faculty and the College.

B. Provide a copy of the faculty operational policies and procedures manual to the peer review evaluation team in the resource room. (Do not include in the self-study.)

A copy of the Stark State policies and procedures manual will be available to the peer review evaluation team in the resource room, as well as on the Stark State website and on mystarkstate. The complete Policies and Procedures Manual is also available below.

Sources

- POLICIES-PROCEDURES

5.S - Summary of Standard 5 – Faculty and Staff Focus

Provide a summary of strengths and opportunities for improvement the institution plans to address related to Standard 5 - Faculty and Staff Focus.

Self-Study

Status: Completed | **Due Date:** 7/31/2016

Assigned To
Pamela Benner

Institution Summary

Provide a summary of strengths and opportunities for improvement the institution plans to address related to Standard 5 - Faculty and Staff Focus.

Strengths

- Courses are taught by faculty that have a professional background, education and enthusiasm for the subjects
- Dedicated faculty who are actively involved in curriculum design and classroom teaching
- Consistency across the sections of courses so all students in all sections are covering the same content
- Well-maintained facilities with state-of-the art technology and equipment
- Well-equipped offices for both full-time and adjunct faculty
- Quality curriculum design with emphasis on workforce skills
- Numerous internal opportunities for professional development
- Well-qualified faculty based both on education and work experience
- Faculty actively engaged with the students
- Market competitive compensation and benefit package
- Without additional compensation, many faculty are involved in numerous extra-curricular activities and college-wide committees, as well as having committee leadership roles
- Qualified adjuncts available to teach

Opportunities for Improvement

- Additional faculty discipline cross-training is needed in some departments
- Timely hiring of a new Dean to lead the division
- Increase in external opportunities including funding for professional development
- Departments in the BIT Division have lost full-time faculty. Budget constraints and declining enrollment have prevented hiring replacements

Sources

There are no sources.

6 - Standard 6 Process Management

In order to prepare business graduates for professional careers, the curriculum must encompass subjects dealing with the specifics of the global work place and the more general aspects of a global society. The institution must also provide adequate support services and resources to facilitate student success. All business graduates are expected to be competent in the following:

- Knowledge of essential elements and operations of a business
- Knowledge of business ethics
- Computer literacy
- Global business awareness
- Critical thinking and research skills

Business programs require at least the following: 25 percent professional component, 25 percent general education component, and 25 percent business major component (courses for the associate degree beyond the professional component devoted appropriately to the student's area of concentration). For transfer degree programs with documented justification, the business major component and/or the professional component may be satisfied by non-business courses.

Self-Study

Status: Completed | **Due Date:** 7/31/2016

Assigned To

Pamela Benner

Sources

There are no sources.

6.1 - Criterion 6.1 Curriculum

A. Describe how the business unit manages key processes for design and delivery of its educational programs and offerings.

B. Describe how the business unit ensures that courses taught by both full-time and part-time faculty are of comparable quality and consistency.

Self-Study

Status: Completed | Due Date: 7/31/2016

Assigned To

Pamela Benner

Institution Response

A. Describe how the business unit manages key processes for design and delivery of its educational programs and offerings.

Stark State College has a Committee on Curriculum that considers all matters concerning curriculum, including but not limited to: program and course development, course descriptions, course assessment, co-requisites and prerequisites, program evaluation and modification, and delivery modalities.

B. Describe how the business unit ensures that courses taught by both full-time and part-time faculty are of comparable quality and consistency.

Every course taught in the Division has a full-time faculty member assigned to it as a course coordinator/facilitator/lead. This individual is responsible for selecting the text, preparing the master and class syllabi, selecting assignments and preparing quizzes, exams, or other assessments to be used for all sections of that course. Those are provided to all full or part-time faculty teaching that course along with test keys and grading rubrics.

In the Management and Marketing Department, the course instructor has the option of revising the class syllabus, assignments and assessment instruments. The course lead reviews these revisions and communicates any concerns to the applicable instructor.

Finally, the course coordinator/facilitator/lead, and/or the Department chair, periodically performs classroom observations of all adjunct faculty.

Sources

There are no sources.

6.2 - Criterion 6.2 Professional Component

At least 25 percent of the business curriculum must consist of a professional component including four of the following areas of study:

- A. Accounting
- B. Computer information applications
- C. Quantitative methods of analysis
- D. Principles of economics
- E. Business in society - the international environment, legal/political environment, and ethical business behavior
- F. Marketing
- G. Entrepreneurship/free enterprise
- H. Finance
- I. Management

Specific courses are not mandated and equal time is not expected to be allocated to each area. Courses taught outside of the business unit may be used to fulfill the professional component. It is the responsibility of the business faculty to monitor such courses to ensure that they provide the competencies implicit in the professional component.

Courses that satisfy the professional component cannot be used to satisfy the general education component or the business major component.

A. Complete and attach the Professional Component portion of Table 6 Curriculum Summary, found under the Evidence File tab above, for each program.

B. Provide a detailed plan to improve and meet the criterion for any program not meeting the 25 percent standard.

Self-Study

Status: Completed | **Due Date:** 7/31/2016

Assigned To

Pamela Benner

Institution Response

A. Complete and attach the Professional Component portion of Table 6 Curriculum Summary, found under the Evidence File tab above, for each program.

See Table 6 Curriculum Summary for each program.

B. Provide a detailed plan to improve and meet the criterion for any program not meeting the 25 percent standard.

N/A — All programs meet the 25 percent standard.

Sources

- Table 6 Curriculum Summary

6.3 - Criterion 6.3 General Education Component

The general education component must include at least 25 percent of the credits required for the associate degree and must consist of courses which contribute to the following educational goals: (Note: All ten areas do not have to be included.)

1. Written, interpretive, and oral facility with the English language
2. An historical perspective
3. An understanding of the role of the humanities in human experience
4. A personal ethical foundation
5. An understanding of social institutions and the obligations of citizenship
6. Knowledge of science or mathematics and its applications
7. An understanding of contemporary technology
8. An understanding of the principles as well as the investigative strategies of the social sciences
9. An appreciation of the fine and performing arts
10. A global perspective

The content of general education courses may include more than one of the foundation objectives listed above. Some business courses, if conceived and taught in relation to the institution's definition of general education, may be used to satisfy the general education component.

Courses that satisfy the general education component cannot be used to satisfy the professional component or the business major component.

A. Complete the General Education Component portion of Table 6 Curriculum Summary for each program. List courses numbers, course titles, educational goal, and credit hours. A template for Table 6 is provided under the Evidence File tab above.

B. Provide a detailed plan to improve and meet the criterion for any program not meeting the 25 percent standard.

Self-Study

Status: Completed | **Due Date:** 7/31/2016

Assigned To

Pamela Benner

Institution Response

A. Complete the General Education Component portion of Table 6 Curriculum Summary for each program. List courses numbers, course titles, educational goal, and credit hours. A template for Table 6 is provided under the Evidence File tab above.

See Table 6 Curriculum Summary for each program.

B. Provide a detailed plan to improve and meet the criterion for any program not meeting the 25 percent standard.

N/A — All programs meet the 25 percent standard.

Sources

- Table 6 Curriculum Summary

6.4 - Criterion 6.4 Business Major Component

At least 25 percent of the associate degree or associate of applied science degree must be devoted to courses appropriate to the student's business major beyond the professional component.

Programs that lead to an associate degree in business should be able to demonstrate that the programs include appropriate courses to prepare students for transfer or employment.

Institutions offering degrees in business should have content-specific courses that build upon the professional component, have appropriate prerequisite courses, and offer students opportunities to expand knowledge in the major area of study. The curricular goals of each program/option should be reflected in the sequential arrangement of courses and the learning experiences provided to develop the competencies essential to practice in the areas of study.

A specialized business major should provide the following:

- Areas of specialization that build and/or organize knowledge dealing with specific aspects of business and its environment with interactions between these elements
- The ability to increase knowledge, understanding, and skills in prerequisite and concurrent courses and to integrate and apply these gains to subsequent business courses in the major
- The depth and breadth of knowledge, understanding, and skills in the content area of specialization beyond that which is in the professional component
- Application of knowledge that is utilized by internships, field experiences and cooperative education, simulations, and/or similar activities which enhance the professional education experience

Courses that satisfy the business major component cannot be used to satisfy the professional component or the general education component.

A. Complete and attach the Business Major Component portion of Table 6 Curriculum Summary, found under the Evidence File tab above, for each program.

B. Provide a detailed plan to improve and meet the criterion for any program not meeting the 25 percent standard.

Self-Study

Status: Completed | Due Date: 7/31/2016

Assigned To

Pamela Benner

Institution Response

A. Complete and attach the Business Major Component portion of Table 6 Curriculum Summary, found under the Evidence File tab above, for each program.

See Table 6 Curriculum Summary for each program.

B. Provide a detailed plan to improve and meet the criterion for any program not meeting the 25 percent standard.

N/A — All programs meet the 25 percent standard.

Sources

- Table 6 Curriculum Summary

6.5 - Criterion 6.5 Off-Campus Operations and Unique Items

The accreditation process includes a review of all business program academic activities at all levels. If an institution has a branch campus or campuses where an entire degree can be earned, then the accreditation process will include all locations and alternative instructional deliveries at one time unless otherwise agreed upon prior to conducting the self-study.

A. Provide the number of business student credit hours produced along with the total number of student credit hours generated for each campus.

B. Identify any branch campus at which it is possible for students to complete a degree program.

C. Explain other unique situations, if any, present at the institution requiring special understanding during the accreditation process (i.e., grading, credit hours of courses, etc).

Self-Study

Status: Completed | Due Date: 7/31/2016

Assigned To
Pamela Benner

Institution Response

A. Provide the number of business student credit hours produced along with the total number of student credit hours generated for each campus.

See Table 6.5

B. Identify any branch campus at which it is possible for students to complete a degree program.

There are currently no Stark State College satellite locations where a student can complete an entire certificate or major.

C. Explain other unique situations, if any, present at the institution requiring special understanding during the accreditation process (i.e. grading, credit hours of courses, etc).

On-line degrees

The following Business and Information Technology (BIT) majors and certificates are available completely on-line:

Majors:

- Associate of Applied Business - Accounting, Computer Information Major
- Associate of Applied Business - Accounting, Corporate Major
- Associate of Applied Business - Accounting, CPA Major
- Associate of Applied Business - Accounting, Tax Major
- Associate of Applied Business - Corporate Finance
- Associate of Applied Business – Business Management – Entrepreneurship Major

One-Year Certificates:

- Banking Associate
- Bookkeeping Certificate
- Computer-Integrated Accounting Certificate
- Enrolled Agent
- Fundamental Payroll Certificate

College Credit Plus

College Credit Plus (CCP) is Ohio's dual enrollment program. High school students from partner high schools may enroll in Stark State's CCP courses. These courses may be offered at their high school, online, or at the College. In all cases, they can earn the same transferable college credit. Students must meet the College entrance testing requirements (COMPASS or ACT) and fulfill all prerequisites in order to enroll. Courses are taught by College-credentialed faculty who use the College textbook, syllabus, and learning outcomes. Upon successful completion of the course, the student earns college credit as well as high school credit.

Blackboard Collaborate teleconferencing platform

In an effort to make a wider variety of introductory and upper-level courses available at satellite campuses, the Business and Information Technology Division offers courses utilizing Blackboard's Collaborate. The use of this platform allows an instructor to teach a course simultaneously at different campuses. Students at locations other than where the instructor is physically located can listen to the lecture, participate in class discussions, ask questions, and receive feedback through Collaborate.

Sources

- Table 6.5

6.6 - Criterion 6.6 Minimum Grade Requirement

Business students must achieve a minimum grade average of “C” for graduation in business. This standard is intended to assure the quality of effective learning and minimum competency in the view of the faculty who assess student performances. The quality of effective learning is reflected in grade consistency and student learning performance outcomes. The business unit should continually monitor grade distribution and student learning outcomes and demonstrate that faculty are informed and involved in improving the evaluation process.

A. Provide evidence that business students from an associate degree program have a minimum grade average of “C”, such as a letter of certification from the registrar or a catalog statement.

B. Describe how the institution ensures compliance regarding minimum grade requirements.

Self-Study

Status: Completed | Due Date: 7/31/2016

Assigned To
Pamela Benner

Institution Response

A. Provide evidence that business students from an associate degree program have a minimum grade average of “C”, such as a letter of certification from the registrar or a catalog statement.

See **POLICIES-PROCEDURES** Section 3357:15-13-17 which contains the following language regarding graduation requirements:

- Candidates must have a grade point average (GPA) of 2.00 or above in their technical major and a cumulative GPA of 2.00 or above.

A GPA of 2.0 is commensurate with a grade average of “C.”

In both the College Catalog and the Student Handbook, students are referred to the Graduation Requirements policy. There is a link in both of those resources to the Policies and Procedures Manual, but the above statement itself does not appear in either of those documents.

B. Describe how the institution ensures compliance regarding minimum grade requirements.

In order for candidates to be considered for an associate degree, they must fill out a graduation application and submit the application to their Department Chair or Programs Coordinator for review. This review includes verification that all program requirements have been completed and that the GPA requirements have been met.

If all requirements have been met, the Department Chair and the Programs Coordinator will sign the form and send it to the Academic Records/Registrar’s Office for processing.

Sources

- POLICIES-PROCEDURES

6.7 - Criterion 6.7 Learning and Academic Resources

Comprehensive and current learning resources should be available to students and faculty that includes library services, tutorial support, open labs, media services, instructional technology support, etc. Students receiving instruction at remote sites should have access to learning and academic resources. Library holdings should be sufficient in size and scope to complement the total instructional program of the business unit, to provide incentive for individual learning, and to support research appropriate for the faculty.

- A. Describe the business unit faculty's participation in the library's acquisitions program to ensure the availability of current business learning resources.
- B. Describe how off-campus students have access to the same research and reading assignments as on-campus students. This may include evidence of library resources at other locations in the community or by electronic access or inter-library loans.
- C. Describe the availability and utilization of other learning and academic resources (tutorial services, instructional technology support, open labs, etc.)

Self-Study

Status: Completed | Due Date: 7/31/2016

Assigned To

Pamela Benner

Institution Response

A. Describe the business unit faculty's participation in the library's acquisitions program to ensure the availability of current business learning resources.

The Stark State College community has access to learning and academic resources through the Stark State College Digital Library and the Kent State University-Stark Campus Learning Resource Center. (LRC)

The Stark State College Digital Library provides supporting resources for all College programs and develops and manages those resources for the use of Stark State College students and faculty. Stark State College librarians are also available to provide course-specific research instruction and to answer one-on-one student research questions.

In addition, Stark State College has a Memorandum of Understanding with Kent State University-Stark Campus allowing Stark State College students and faculty to use the print collections on site in the LRC. Through this agreement, Stark State College purchases subject specific materials. Those materials are housed at the LRC and available for use by both Stark State and Kent State students.

Faculty are valued as experts in their fields and are, therefore, partners with the Digital Library in developing the collection of support materials. Faculty are encouraged to use the online Materials Request Form, linked from the Faculty Resources Guide at [Faculty Resources Guide](#), to request the addition of print, digital and Web resources. Print holdings may be searched using KentLINK online at [KentLINK](#) and accessed at the Kent State LRC.

The Stark State Digital Library, in conjunction with Business and Information Technology Division faculty, develops and maintains subject-specific guides including Business and Marketing: [Library Guide-Business](#) and [Library Guide-Marketing](#). A sample search for print titles on business topics such as Social Media Marketing and Business or Economics can be found at these links: books - [Social Media Marketing](#) and print journals - [Business & Economics](#)

Journals

B. Describe how off-campus students have access to the same research and reading assignments as on-campus students. This may include evidence of library resources at other locations in the community or by electronic access or inter-library loans.

The Stark State College Digital Library offers online assistance via a realtime chat feature, Live Chat at [SSC Digital Library Live Chat](#), and text messaging at 330-267-9272 to provide research services to students whether they are on or off-campus.

In addition, the College is a member of OhioLINK, a state-funded consortium of Ohio university and college member libraries and the State Library of Ohio, giving students and faculty access to over 400 research databases digital collections available online 24/7 from any Internet access point. Membership in OhioLINK also provides the College community with online access to the Electronic Journal Center and the Electronic Book Center also available 24/7. In addition, membership also provides access to other member college and university print resources through interlibrary loan.

C. Describe the availability and utilization of other learning and academic resources (tutorial services, instructional technology support, open labs, etc.)

The Tutoring Center provides academic support to Business and Information Technology Division students for a variety of primarily entry-level courses. The Center is staffed with adjunct faculty. Full-time faculty teaching these courses also spend one of their weekly office hours in the Tutoring Center. This tutoring is provided on a drop-in basis and is free of charge.

The College has a Writing Center and a Mathematics Learning Center where students can receive assistance in these areas. Both the Writing and Math Centers use Blackboard Collaborate to provide realtime tutoring and support to students when they are off campus. Tutoring services are also available to students through the Science Learning Center.

Technical support is provided to the Stark State College community by Help Desk Services. The Help Desk offers a wide range of computing, technical, and information services. Help is available at the Help Desk counter, which is staffed Monday through Saturday, by phone or email. There is also a 24/7 Online Self Help on the mystarkstate portal on the Help Desk tab.

Finally, all Stark State students have access to the Learning Center at the College. This is a quiet, open-study lab that provides individual work stations with specialized software packages, including Office 2013, Adobe Master Collection, Integrated Accounting for Payroll, Keyboarding Pro Deluxe, and QuickBooks Premier Accountant.

Sources

There are no sources.

6.8 - Criterion 6.8 Support Services

The business unit should have adequate institutional support services such as administrative, clerical, technical, laboratory, and advising support to meet the needs of its programs.

A. Describe the level of institutional support services available to the business unit.

B. Describe how the business unit manages support services to promote student success and achieve the mission of the business unit.

Self-Study

Status: Completed | Due Date: 7/31/2016

Assigned To

Pamela Benner

Institution Response

A. Describe the level of institutional support services available to the business unit.

The Business and Information Technology (BIT) Division is supported by two permanent and one temporary full-time administrative assistants. They provide clerical support to the temporary Deans, Department Chairs, Program Coordinators, and full-time and adjunct faculty. Throughout the academic year, the administrative assistants are supported by two part-time work-study students.

The Admissions and Enrollment Strategies Department assists new, transfer, and transient students in applying to the College and selecting and registering for their first semester classes. There is an admissions counselor assigned specifically to the BIT Division. This counselor works with students who indicate a desire to pursue a certificate or degree in a business or information technology field.

Gateway Student Services is a central location where new and returning students receive assistance with questions concerning financial aid, registration, and academic advising. There is a Gateway Specialist assigned specifically to the BIT Division.

The Advising and Student Engagement Department works with targeted student populations such as “first-time, full-time” students to assist them on their path to degree completion. There is a student success coach from this Department assigned specifically to the BIT Division.

The Career Development office works with current students and alumni to develop career planning and job search skills. This includes career selection, internships, resume preparation, and interviewing.

A listing of additional support services and the department providing those services to business students and faculty follows:

| <u>Service</u> | <u>Department</u> |
|--------------------|---|
| Counseling | Advising and Student Engagement – Student Support Counselor |
| Disabled Students | Disability Support Services |
| Student Activities | Student Life |

Veterans

Military Services

B. Describe how the business unit manages support services

The BIT Division temporary Deans and the Department Chairs directly supervise the administrative assistants. The temporary Deans, Department Chairs, and Program Coordinators have semi-monthly meetings to discuss new initiatives, proposed changes, or other items of general interest. The admissions counselor and the student success coach assigned to the Division, along with a career development specialist, are regularly invited to attend these meetings so that they are current on any issues impacting their responsibilities. These individuals are also invited to attend all Division meetings and the Department Advisory Board meetings.

Sources

There are no sources.

6.9 - Criterion 6.9 Educational Innovation

All business schools and programs should provide an environment that encourages and recognizes innovation and creativity in the education of business students.

- A. Describe how the business unit encourages and recognizes faculty and staff innovation and creativity.
- B. Provide evidence of innovations and creativity that have been implemented by the business unit.

Self-Study

Status: Completed | **Due Date:** 7/31/2016

Assigned To
Pamela Benner

Institution Response

A. Describe how the business unit encourages and recognizes faculty and staff innovation and creativity.

The College maintains a robust training and performance review process that includes new faculty orientation and mentoring, faculty performance evaluations, student evaluations, and classroom observations (including off-campus visitations at satellites and College Credit Plus faculty). Outstanding achievement is recognized through a Distinguished Teaching Award for full-time faculty, an Excellence in Teaching Award for adjunct faculty, and a Staff Excellence Award for College staff. Innovation in teaching and service are recognized and encouraged by these awards. Since 2008, two Business and Information Technology (BIT) full-time faculty have received the Distinguished Teaching Award.

A cross-divisional professional development team known as Bridge (Building Relationships, Integrating Divisions, and Generating Excellence) provides activities and ideas for innovation to promote faculty and staff development. These activities culminate in an annual, off-site faculty and staff retreat. In addition, the College offers “best practice” workshops and offers financial incentives to faculty and staff members to continue formal learning through the Tuition Assistance Program.

The College President, Provost and Chief Academic Officer, and the Faculty Association publish monthly reports recognizing excellence, showcasing innovative programs, and including a section on “valuing” people (faculty, staff, and students).

B. Provide evidence of innovations and creativity that have been implemented by the business unit.

The BIT Division has initiated a number of innovations and creative activities. The following summarizes the most recent:

- Stark State College Homegrown Entrepreneurs Series – Several successful local business people have been asked to speak to the College community about their experiences in starting and growing a business. Several of these businesses have partnered with the College to offer internships or similar practical learning experiences to BIT Division students.
- Business Expos – Enactus (Entrepreneurial Action Us), the student entrepreneur organization of the BIT Division, has hosted a series of Business Expos for individuals wanting to start their own businesses. These Expos featured financial experts, business professionals, local business owners, and business educators.

- Stark State Toastmasters – The Stark State Toastmaster’s Club was founded by a full-time BIT Division faculty member, and a number of the Division faculty and staff participate in the organization. Membership is open to all faculty, staff, students, and alumni of Stark State College. There are currently 25 active members. The purpose of the Club is to provide a forum where members can practice and improve their public speaking and leadership skills. While the Club operates autonomously from Stark State College, many members volunteer to speak and facilitate at College events such as commencement and workshops. Additionally, many Stark State Toastmasters have volunteered to be a part of the Stark State Speakers Bureau representing the College in the community.
- Hosting Webinars – The Administrative Services and Office Applications Department of the BIT Division piloted the use of free informational webinars to inform existing Stark State College students, local business people, and the community about a new degree program being introduced in 2016.

Sources

There are no sources.

6.10 - Criterion 6.10 Articulation and Transfer Relationships

For the purpose of defining roles, relationships, and procedures that promote the interests of transfer students, the business school or program must provide evidence of articulation and/or course transfer arrangement. On-going communication is the key to effective articulation. A product of this communication process should be a course equivalency document that specifies the type and amount of credit that an institution accepts in transfer. Institutions are encouraged to implement articulation agreements whereby associate degree graduates can obtain junior status and the equivalent of two years' credit toward specified baccalaureate degrees.

For the purpose of satisfying Criterion 6.10, use a table such as Figure 6.10.1 found under the Evidence File tab above to explain or describe any articulation and/or course transfer arrangements you have with other institutions, as well as report in the following areas as appropriate for your institution:

- A. List the principal transfer institutions for which the business unit's institution receives, sends, or transfers students.
- B. Provide a copy of all articulation and/or course transfer agreements in effect, or evidence of attempts to establish such agreements for the peer review evaluation team in the resource room. (Do not include in the self-study.)
- C. Describe the mechanisms in place that avoid requiring students to duplicate coursework completed at another institution.
- D. Describe the student advisement process that counsels students as to the transferability of course work.
- E. Persistency rates and other key student performance-related indicators of transfer students from ACBSP accredited institutions.
- F. Total amount of transfer credits earned at previous ACBSP accredited member institution versus total amount of credits applied toward general education and/or business concentration requirements at receiving institution.

Self-Study

Status: Completed | **Due Date:** 7/31/2016

Assigned To
Pamela Benner

Institution Response

A. List the principal transfer institutions for which the business unit's institution receives, sends, or transfers students.

The following list indicates the institutions from which Stark State College received the largest number of transfer students. It is organized in order from the largest to the smallest number of incoming students.

- University of Akron
- Kent State University
- Brown Mackie - Canton Ohio
- Cuyahoga Community College
- Herzing University - Akron Institute
- University of Phoenix
- Ohio State University
- Ashland University
- Fortis College

Malone University
Walsh University

Information on which institutions the College most frequently sends transfer students to is not regularly tracked and is not readily available.

B. Provide a copy of all articulation and/or course transfer agreements in effect, or evidence of attempts to establish such agreements for the peer review evaluation team in the resource room. (Do not include in the self-study.)

The following is a list of institutions with which the Business and Information Technology Division has current articulation agreements and the degrees to which such agreements lead:

Franklin University

Bachelor of Science in Accounting

Bachelor of Science in Applied Management

Bachelor of Science in Business Administration

Bachelor of Science in Health Care Management

Bachelor of Science in Management

Bachelor of Science in Management Information Science

Kent State University

BBA Degree Option (3+1)

BA in Business Administration

Walsh University

Bachelor of Arts in Accounting

Bachelor of Arts in Finance

Bachelor of Arts in Management

Bachelor of Arts in Marketing

Copies of the articulation agreements are maintained in the Provost's office and will be made available to the peer review evaluation team as requested.

C. Describe the mechanisms in place that avoid requiring students to duplicate coursework completed at another institution.

The admission policy at Stark State College requires that every transfer student submit all prior official transcripts, including high school and college, before being admitted to Stark State. By requiring official transcripts, transfer credit is evaluated prior to the student being admitted and being able to register for classes.

D. Describe the student advisement process that counsels students as to the transferability of course work.

In order to guarantee transferability of courses within Ohio public colleges and universities, a course may have OTM (Ohio Transfer Module) approval, TAG (Transfer Assurance Guides) approval, or both.

OTM approved courses are typically general education courses that can transfer from one college or university to another. This can help students make progress towards general education requirements and avoid unnecessary duplication of courses.

TAG approved courses are foundational or “technical” courses that represent a commonly accepted pathway towards a Bachelor’s degree. A TAG approved course is guaranteed to transfer within Ohio public colleges and universities and apply to the degree or program requirements.

Stark State College’s course catalog and the course attributes in the registration system list the OTM or TAG designation for every course accepted for transfer. In addition, the master syllabus for every course indicates whether it is approved for transfer as OTM or TAG.

The following is a list of TAG courses in the Business and Information Technology Division:

- ACC127 Quantitative Business Statistics
- ACC130 Business Law and Ethics
- ACC132 Financial Accounting
- ACC133 Managerial Accounting
- BUS221 Microeconomics
- BUS222 Macroeconomics
- ENT120 Entrepreneurship
- ITD122 Computer Applications for Professionals
- MKT121 Principles of Marketing
- MKT222 Advertising
- MKT226 Supply Chain Management

E. Persistency rates and other key student performance-related indicators of transfer students from ACBSP accredited institutions.

Not applicable – data not maintained by the College on this basis.

F. Total amount of transfer credits earned at previous ACBSP accredited member institution versus total amount of credits applied toward general education and/or business concentration requirements at receiving institution.

Not applicable – data not maintained by the College on this basis.

Sources

There are no sources.

6.11 and 6.S - Business Program Performance Including Student Achievement and Summary of Standard 6 – Process Management

Criterion 6.11 Business Program Performance Including Student Achievement

All business schools and programs should provide business unit performance results. Report results tracked by the business unit such as enrollment patterns, student retention, graduation rates, student placement, academic success, and/or other characteristics.

A. Complete the table for standard 4, criterion 4.2 in the evidence file—reflecting student performance and degree satisfaction (items suggested herein are intended to be suggestive, not prescriptive, although the business unit should document student performance and degree satisfaction using several key indicators). Results should be illustrated by graphs, tables, or figures. Provide three to five years of trend data —two to four years plus the self-study year. (Candidates with less than three years of data are eligible for accreditation with conditions.)

B. Describe how you routinely provide reliable information to the public on your performance, including student achievement such as assessment results and program results.

Program Results: Such as what you report in Item A. above, graduation rates, retention rates, job placement, etc. How do you make the results public? If you provide a link to aggregate business student results please ensure the link goes directly to the results such as this link: https://go.dmacc.edu/student_services/Documents/gradereport.pdf.

Summary of Standard 6 - Process Management

Provide a summary of strengths and opportunities for improvement the institution plans to address related to Standard 6 - Process Management.

Self-Study

Status: Completed | **Due Date:** 7/31/2016

Assigned To

Pamela Benner

Institution Summary

A. Complete Table 7 – reflecting student performance and degree satisfaction (items suggested herein are intended to be suggestive, not prescriptive, although the business unit should document student performance and degree satisfaction using several key indicators). Results should be illustrated by graphs, tables, or figures. Provide three to five years of trend data – two to four years plus for self-study year.

See Table 7

B. Describe how you routinely provide reliable information to the public on the performance, including student achievement such as assessment results and program results.

Stark State College provides information to a number of stakeholders, both internal and external to the College.

Both internal and external stakeholders can access the Stark State College website and the Business and Information Technology Division portion of that website. Information available there for the business unit includes

student learning outcome results, program assessment results, graduation rates, retention rates, job placement, etc.

External stakeholders, along with the method/media used to communicate this information, are listed below.

Information releases include College performance, student and faculty achievements and accomplishments, as well as College and department-level course and program assessment results. Marketing personnel work closely with the Director of Institutional Research to review, interpret and summarize semester and annual information related to College and faculty/student accomplishments and performance.

1. General Public, including prospective students

- a. Web-based (Stark State website) curriculum and program information
- b. College advertising/marketing in social media, public (billboard)
- c. Media releases
- d. Recruitment events – College tours, high school visits/events

2. Media

- a. Print/newspapers
- b. Radio/TV
- c. Social media
- d. Stark State College website
- e. Billboard
- f. Press releases (College news/events, new program announcements, “news bytes”)
- g. Interviews with College administrators

3. Prospective Employers

- a. All media communications
- b. Career Development Center – companies registered with Stark State’s Career Development personnel work directly with area companies to promote student performance levels, programs of study/majors, graduation rates, College retention rates, and employment placement statistics
- c. Student opinion results

4. Advisory Boards

- a. Semester meetings with advisory board to communicate College activities, programs, curriculum updates, and Division results
- b. Regular curriculum program review with members of advisory board

5. Other colleges and universities

- a. Web-based articulation information

b. Inter-college/university councils, committees, and joint advising bodies

6. Stark State College Foundation

a. Annual News Letter, "Year in Review"

Summary of Standard 6 – Process Management

Provide a summary of strengths and opportunities for improvement the institution plans to address related to Standard 6 – Process Management

Strengths

All of the BIT Division's degree programs contain an appropriate mix of general and technical courses.

The BIT Division has a strong program in place to insure consistency of content, delivery, and assessment of all courses taught by full-time and adjunct faculty.

There are broad institutional support services available to Stark State students and representatives from the support areas are well integrated into the administration of the Division.

Opportunities for Improvement

To increase student awareness of the policy, the College should consider including the graduation requirement of a 2.0 overall and a 2.0 technical grade average on the master syllabus for each course and in the College catalog.

The BIT Division should periodically follow-up with its articulation partners on how Stark State students compare with native students in terms of mastery of material and preparedness for bachelor's degree work.

Sources

- Table 7

S - SELF-STUDY SUMMARY

1. Explain circumstances that prevent compliance with any standard such as state or local laws or bargaining agreements. Include a request for an exception or waiver of compliance with an appropriate justification.
2. Explain how student achievement will be made public. Provide a direct link on your website to the required public information such as graduation rates, retention rates, etc for your business programs.

Self-Study

Status: Completed | Due Date: 7/31/2016

Assigned To

Pamela Benner

Institution Summary

Despite experiencing a period of declining enrollment, the Business and Information Technology (BIT) Division has remained strong throughout the 10-year period of accreditation. During this period, the College has provided financial resources and facilities that have fully supported our Division and our students. The Accounting & Finance and Management & Marketing Departments moved into a new building in 2010. Our classrooms and computer equipment are state-of-the-art.

We have developed multiple new programs throughout the accreditation period that are meeting the needs of our students and the business community. The development of new programs and continuous improvement of existing programs stems from our strong interaction and involvement with our internal and external stakeholders.

Perhaps our greatest strength is our outstanding faculty. They bring to the teaching and learning experience a wealth of expertise, and dedication. As a result, the graduates of our accredited programs move into the job market or onto higher education with exceptional skills.

The greatest opportunities for improvement and challenges faced by the BIT Division mirror those faced by the College as a whole. Our enrollment has decreased in recent years due to high employment in our area, fewer high school graduates, and market competition. The College and the BIT Division are addressing these issues with innovative initiatives as described in this self-study.

1. Explain circumstances that prevent compliance with any standard such as state or local laws or bargaining agreements. Include a request for an exception or waiver of compliance with an appropriate justification.

There are no circumstances that prevent our compliance with any standard.

2. Explain how student achievement will be made public. Provide a direct link on your website to the required public information such as graduation rates, retention rates, etc for your business programs.

The Business and Information Technology (BIT) Division provides direct links to the required public information such as graduate rates, retention rates, etc. Included on this website are links to our BIT Division Assessment Reports, our most recent ACBSP Quality Assurance Reports, and our ACBSP Self-Studies. In addition to information of graduation rates, retention rates, etc., access to the reports available on on this link provides the public with information on student learning and program assessment outcomes.

The December 30, 2014 letter we received from the ACBSP Director of Accreditation noted a Condition of Overview Item 09, related to this issue. We believe that the information provided on our business unit

website should clear this condition.

See [Business Division website](#)

Sources

There are no sources.