

TABLE 7: Business Unit Performance Results (Standard 6)

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

<p>Organizational Effectiveness Results</p> <p>Organizational effectiveness results examine attainment of organizational goals. Each business unit must have a systematic reporting mechanism for each business program that charts results such as enrollment patterns, student academic success, graduation rates, retention rates, job placement rates, transfer rates, industry certification/licensure attainment, increased use of web-based technologies, use of facilities by community organizations, contributions to the community, or partnerships, retention rates by program, and what you report to governing boards and administrative units.</p> <p>- Please note that data reported in this table should be business unit data and not institution-wide data.</p> <p>- If for any given performance measure your goal is being exceeded repeatedly, consider either increasing the goal or changing the performance measure so that action can be taken to improve the program.</p> <p>- For all data reported, show sample size (n=75).</p>																									
<p style="text-align: center;">Analysis of Results</p>																									
<p>Performance Measure: What is your performance measure? What is your goal? (The goal should be measurable.)</p>	<p>What is your measurement instrument or process? (indicate length of cycle)</p>	<p>Current Results: What are your current results?</p>	<p>Analysis of Results: What did you learn from your results?</p>	<p>Action Taken or Improvement Made: What did you improve or what is your next step?</p>	<p>Provide a graph or table of resulting trends (3-5 data points preferred)</p>																				
<p>The goal of the College is to meet or exceed the average for all Ohio two-year colleges and to show continuous improvement. The two-year sector averages ranged from 48 to 53% over this time period.</p>	<p>Data provided by the Institutional Research, Planning, and Assessment Department. Rates are the rolling average of entering cohorts of new, first-time, full-time, degree-seeking students.</p>	<p>After experiencing some variation in prior years, the most recent data is showing improvement.</p>	<p>The College recently opened the Gateway Center to improve student recruitment and retention. The impact is just beginning to be reflected in the results.</p>	<p>Emphasis should continue to be placed on retaining students through degree completion so that the recent improvements are maintained.</p>	<table border="1"> <caption>Retention Rates Data</caption> <thead> <tr> <th>Program</th> <th>2011-2013</th> <th>2012-2014</th> <th>2013-2015</th> <th>2014-2016</th> </tr> </thead> <tbody> <tr> <td>Accounting and Finance</td> <td>43/104</td> <td>36/89</td> <td>31/68</td> <td>31/65</td> </tr> <tr> <td>Administrative Technologies</td> <td>22/35</td> <td>18/31</td> <td>13/22</td> <td>9/21</td> </tr> <tr> <td>Management and Marketing</td> <td>186/539</td> <td>165/487</td> <td>122/370</td> <td>114/306</td> </tr> </tbody> </table>	Program	2011-2013	2012-2014	2013-2015	2014-2016	Accounting and Finance	43/104	36/89	31/68	31/65	Administrative Technologies	22/35	18/31	13/22	9/21	Management and Marketing	186/539	165/487	122/370	114/306
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<p>The goal is to encourage students to complete stackable credentials leading to an Associate of Applied Business degree.</p>	<p>Graduate data provided by the Institutional Research, Planning and Assessment Department. Note: Due to the nature of the data, the N = information is not relevant for this measure.</p>	<p>Although total enrollment at the College declined during this period, the number of degree and certificate completions has remained strong.</p>	<p>Efforts by faculty and staff to encourage completion of stackable credentials and to identify students eligible for completion are having positive results.</p>	<p>Continue to focus on awarding intermediate credentials to every eligible student.</p>	<table border="1"> <caption>Completions Data</caption> <thead> <tr> <th>Period</th> <th>Associate of Applied Business Degrees</th> <th>One-year and Career Enhancement Certificates</th> </tr> </thead> <tbody> <tr> <td>2014-15</td> <td>~130</td> <td>~30</td> </tr> <tr> <td>2015-16</td> <td>~175</td> <td>~55</td> </tr> <tr> <td>2016-17</td> <td>~175</td> <td>~35</td> </tr> </tbody> </table>	Period	Associate of Applied Business Degrees	One-year and Career Enhancement Certificates	2014-15	~130	~30	2015-16	~175	~55	2016-17	~175	~35								
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<p>The goal of the College is to meet or exceed the average for all Ohio two-year colleges as well as the minimum Higher Learning Commission standard of 15% and to show continuous improvement.</p> <p>The two-year sector averages ranged from 9 to 15% over this time period.</p>	<p>Data provided by the Institutional Research, Planning, and Assessment Department. Rates are the rolling average of entering cohorts of new, first-time, full-time, degree-seeking students.</p>	<p>Graduation rates are stable and/or improving for all departments in the Business Unit and for the College as a whole.</p>	<p>Results for Management and Marketing are lagging those of the other departments in the Business Unit and those of the College.</p>	<p>Continued emphasis needs to be placed on timely degree completion.</p>	<p style="text-align: center;">Graduation Rates</p> <table border="1"> <caption>Graduation Rates Data</caption> <thead> <tr> <th>Department</th> <th>2009-2011</th> <th>2010-2012</th> <th>2011-2013</th> <th>2012-2014</th> </tr> </thead> <tbody> <tr> <td>Accounting and Finance</td> <td>21/115</td> <td>18/106</td> <td>11/104</td> <td>9/79</td> </tr> <tr> <td>Administrative Technologies</td> <td>7/44</td> <td>6/41</td> <td>7/35</td> <td>6/31</td> </tr> <tr> <td>Management and Marketing</td> <td>29/491</td> <td>28/573</td> <td>21/539</td> <td>21/487</td> </tr> <tr> <td>College</td> <td>423/4799</td> <td>364/5145</td> <td>338/4639</td> <td>406/4114</td> </tr> </tbody> </table>	Department	2009-2011	2010-2012	2011-2013	2012-2014	Accounting and Finance	21/115	18/106	11/104	9/79	Administrative Technologies	7/44	6/41	7/35	6/31	Management and Marketing	29/491	28/573	21/539	21/487	College	423/4799	364/5145	338/4639	406/4114
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<p>The goal of the College is that 75% or more of all graduating students are employed in their field or continuing their education.</p>	<p>Data was derived from the Stark State College Annual Graduate Status Report. Results represent the respondents to the survey who indicated they were employed in their field as a percentage of those who indicated that they were employed or seeking employment.</p>	<p>Results for the Business Unit averaged 63.5% for the four years presented.</p>	<p>Because we chose to disaggregate the measures for graduates employed in their field and graduates continuing their education, a direct comparison to the College's goal is not possible. The combined results, however, have been strong throughout the period.</p>	<p>The College Career Services Department should continue to actively assist students and alumni with career planning and job search.</p>	<p style="text-align: center;">% of Respondents Employed in Field</p> <table border="1"> <caption>% of Respondents Employed in Field Data</caption> <thead> <tr> <th>Department</th> <th>2013</th> <th>2014</th> <th>2015</th> <th>2016</th> </tr> </thead> <tbody> <tr> <td>Accounting and Finance</td> <td>31/37</td> <td>31/46</td> <td>17/27</td> <td>20/35</td> </tr> <tr> <td>Administrative Technologies</td> <td>11/15</td> <td>2/7</td> <td>8/11</td> <td>12/21</td> </tr> <tr> <td>Business Management and Marketing</td> <td>33/55</td> <td>16/27</td> <td>14/26</td> <td>29/46</td> </tr> <tr> <td>Business Unit</td> <td>75/107</td> <td>49/80</td> <td>39/64</td> <td>61/102</td> </tr> </tbody> </table>	Department	2013	2014	2015	2016	Accounting and Finance	31/37	31/46	17/27	20/35	Administrative Technologies	11/15	2/7	8/11	12/21	Business Management and Marketing	33/55	16/27	14/26	29/46	Business Unit	75/107	49/80	39/64	61/102
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The goal of the College is that 75% or more of all graduating students are employed in their field or continuing their education.	Data was derived from the Stark State College Annual Graduate Status Report. Results represent the respondents to the survey who indicated that they were continuing their education after completing a Stark State degree.	Results for the Business Unit averaged 35.3% for the four years presented.	Because we chose to disaggregate the measures for graduates employed in their field and graduates continuing their education, a direct comparison to the College's goal is not possible. The combined results, however, have been strong throughout the period.	The Business Unit, along with the College, continues to pursue articulation agreements with area colleges and universities to allow Stark State graduates to achieve their educational goals.	<p style="text-align: center;">% of Respondents Continuing Education after Graduation</p> <table border="1"> <caption>Data for % of Respondents Continuing Education after Graduation</caption> <thead> <tr> <th>Department</th> <th>2013</th> <th>2014</th> <th>2015</th> <th>2016</th> </tr> </thead> <tbody> <tr> <td>Accounting and Finance</td> <td>19/56</td> <td>27/73</td> <td>6/33</td> <td>18/59</td> </tr> <tr> <td>Administrative Technologies</td> <td>2/17</td> <td>8/15</td> <td>2/13</td> <td>3/26</td> </tr> <tr> <td>Business Management and Marketing</td> <td>13/68</td> <td>43/70</td> <td>26/52</td> <td>33/84</td> </tr> <tr> <td>Business Unit</td> <td>34/141</td> <td>78/158</td> <td>34/98</td> <td>54/169</td> </tr> </tbody> </table>	Department	2013	2014	2015	2016	Accounting and Finance	19/56	27/73	6/33	18/59	Administrative Technologies	2/17	8/15	2/13	3/26	Business Management and Marketing	13/68	43/70	26/52	33/84	Business Unit	34/141	78/158	34/98	54/169
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The goal of the College is that 50% or more of all credit hours be taught by full-time faculty. This benchmark is based on the average for all Ohio two-year colleges.	Data is for the fall semester for each year presented. Note: Due to the nature of the data, the N = information is not relevant to this measure.	A higher percentage of the Business Unit's courses were delivered by full-time faculty throughout the period presented.	This goal was consistently met. In addition the Business Unit results exceeded those of the College which ranged from 54 to 56% over this same period.	Maintain staffing emphasis on full-time faculty teaching all course levels and at all locations.	<p style="text-align: center;">Percentage of Credit Hours for Full-time Faculty</p> <table border="1"> <caption>Data for Percentage of Credit Hours for Full-time Faculty</caption> <thead> <tr> <th>Department</th> <th>2014</th> <th>2015</th> <th>2016</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>Accounting and Finance</td> <td>58%</td> <td>68%</td> <td>62%</td> <td>60%</td> </tr> <tr> <td>Administrative Technologies</td> <td>52%</td> <td>60%</td> <td>78%</td> <td>72%</td> </tr> <tr> <td>Management and Marketing</td> <td>78%</td> <td>85%</td> <td>80%</td> <td>85%</td> </tr> <tr> <td>Business Unit</td> <td>65%</td> <td>72%</td> <td>72%</td> <td>72%</td> </tr> </tbody> </table>	Department	2014	2015	2016	2017	Accounting and Finance	58%	68%	62%	60%	Administrative Technologies	52%	60%	78%	72%	Management and Marketing	78%	85%	80%	85%	Business Unit	65%	72%	72%	72%
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