

TABLE 7: Business Unit Performance Results (Standard 6)

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

Organizational Effectiveness Results																					
Analysis of Results																					
Performance Measure: What is your performance measure? What is your goal? (The goal should be measurable.)	What is your measurement instrument or process? (indicate length of cycle)	Current Results: What are your current results?	Analysis of Results: What did you learn from your results?	Action Taken or Improvement Made: What did you improve or what is your next step?	Provide a graph or table of resulting trends (3-5 data points preferred)																
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. - Please note that data reported in this table should be business unit data and not institution-wide data. - If for any given performance measure your goal is being exceeded repeatedly, consider either increasing the goal or changing the performance measure so that action can be taken to improve the program. - For all data reported, show sample size (n=75).																					
The goal of the College is to increase course completion rates and credit accumulation for students. The College has a 60% goal for fall to fall full time student retention.	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.	After experiencing some variation in prior years, the more recent data is showing improvement.	The College is focused on holistic advising including imbedding career exploration to help students stay on the right path.	Emphasis should continue to be placed on retaining students through student engagement, advising and student support services.	<p style="text-align: center;">Retention Rates</p> <table border="1"> <caption>Retention Rates Data</caption> <thead> <tr> <th>Department</th> <th>2015/2017</th> <th>2016/2018</th> <th>2017/2019</th> </tr> </thead> <tbody> <tr> <td>Accounting and Finance</td> <td>~48%</td> <td>~42%</td> <td>~48%</td> </tr> <tr> <td>Management and Marketing</td> <td>~38%</td> <td>~40%</td> <td>~38%</td> </tr> <tr> <td>Administrative Office Technologies</td> <td>~35%</td> <td>~48%</td> <td>~42%</td> </tr> </tbody> </table>	Department	2015/2017	2016/2018	2017/2019	Accounting and Finance	~48%	~42%	~48%	Management and Marketing	~38%	~40%	~38%	Administrative Office Technologies	~35%	~48%	~42%
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The goal is to encourage students to complete stackable credentials leading to an Associate of Applied Business degree. The College's goal is to increase the percentage of entering Full-time cohort students completing short-term or one-year certificates, or degrees each year.	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.	Although total enrollment at the College declined during this period, the number of degree and certificate completions has remained strong.	Efforts by faculty and staff to encourage completion of stackable credentials and to identify students eligible for completion are having positive results.	Continue to focus on awarding intermediate credentials to every eligible student.	<p style="text-align: center;">Completions</p> <table border="1"> <caption>Completions Data</caption> <thead> <tr> <th>Category</th> <th>2017/2018</th> <th>2018/2019</th> <th>2019/2020</th> <th>2020/2021</th> </tr> </thead> <tbody> <tr> <td>Degrees Awarded</td> <td>~140</td> <td>~165</td> <td>~160</td> <td>~165</td> </tr> <tr> <td>Certificates Awarded</td> <td>~30</td> <td>~50</td> <td>~50</td> <td>~65</td> </tr> </tbody> </table>	Category	2017/2018	2018/2019	2019/2020	2020/2021	Degrees Awarded	~140	~165	~160	~165	Certificates Awarded	~30	~50	~50	~65	
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<p>The goal of the College is to increase graduation or completion of credential, certificate or degree and university transfer for all students. The College's goal is to increase the percentage of entering Full-time cohort students completing short-term or one-year certificates, or degrees each year.</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>	<table border="1"> <caption>Graduation Rates</caption> <thead> <tr> <th>Department</th> <th>2014-2016</th> <th>2015-2017</th> <th>2016-2018</th> </tr> </thead> <tbody> <tr> <td>Accounting/Finance</td> <td>16.5%</td> <td>18.5%</td> <td>16.0%</td> </tr> <tr> <td>Management & Marketing</td> <td>10.0%</td> <td>15.0%</td> <td>14.0%</td> </tr> <tr> <td>Administrative Office Tech</td> <td>23.5%</td> <td>15.5%</td> <td>9.5%</td> </tr> <tr> <td>College</td> <td>14.5%</td> <td>17.0%</td> <td>14.5%</td> </tr> </tbody> </table>	Department	2014-2016	2015-2017	2016-2018	Accounting/Finance	16.5%	18.5%	16.0%	Management & Marketing	10.0%	15.0%	14.0%	Administrative Office Tech	23.5%	15.5%	9.5%	College	14.5%	17.0%	14.5%					
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<p>The goal of the College is that 82% or more of all graduating students are employed in their field or continuing their education.</p>	<p>Data was derived from the Stark State College Annual Graduate Status Report. Results represent the respondents to the survey who indicated 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 67.7% 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 will continue to actively assist students and alumni with career planning and job search. Career Services should continue to employ the use of our enhanced career preparation tools such as career exploration assessment, mock interviews, and networking videos.</p>	<table border="1"> <caption>% of Respondents Employed in Field</caption> <thead> <tr> <th>Department</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>Accounting and Finance</td> <td>75%</td> <td>70%</td> <td>55%</td> <td>45%</td> </tr> <tr> <td>Digital Media and Administrative Technologies</td> <td>85%</td> <td>100%</td> <td>100%</td> <td>80%</td> </tr> <tr> <td>Management and Marketing</td> <td>80%</td> <td>65%</td> <td>75%</td> <td>35%</td> </tr> <tr> <td>Business Unit</td> <td>80%</td> <td>70%</td> <td>75%</td> <td>45%</td> </tr> </tbody> </table>	Department	2017	2018	2019	2020	Accounting and Finance	75%	70%	55%	45%	Digital Media and Administrative Technologies	85%	100%	100%	80%	Management and Marketing	80%	65%	75%	35%	Business Unit	80%	70%	75%	45%
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The goal of the College is that 82% or more of all graduating students are employed in their field or continuing their education.	Data was derived from the Stark State College Annual Graduate Status Report. Results represent the respondents to the survey who indicated that they were continuing their education after completing a Stark State degree.	Results for the Business Unit averaged 36.5% for the four years presented. This is a slight increase since our last report, attributed to an increase in the number of articulation agreements with area colleges and universities. Some examples: a 3+1 agreement and a direct connect program with two area universities.	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.	<table border="1"> <caption>% Respondents Continuing Education after Graduation</caption> <thead> <tr> <th>Program</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>Accounting and Finance</td> <td>33%</td> <td>54%</td> <td>33%</td> <td>50%</td> </tr> <tr> <td>Digital Media and Administrative Technologies</td> <td>1%</td> <td>30%</td> <td>20%</td> <td>33%</td> </tr> <tr> <td>Management and Marketing</td> <td>28%</td> <td>35%</td> <td>42%</td> <td>37%</td> </tr> <tr> <td>Business Unit</td> <td>28%</td> <td>40%</td> <td>38%</td> <td>38%</td> </tr> </tbody> </table>	Program	2017	2018	2019	2020	Accounting and Finance	33%	54%	33%	50%	Digital Media and Administrative Technologies	1%	30%	20%	33%	Management and Marketing	28%	35%	42%	37%	Business Unit	28%	40%	38%	38%					
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The goal of the College is that 52% 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.	Both the Business Unit and the College overall exceeded the goal of 52% for full-time faculty teaching courses.	This goal was consistently met. In addition the Business Unit and the College overall results exceeded the benchmark 52% goal.	Maintain staffing emphasis on full-time faculty teaching all course levels and at all locations.	<table border="1"> <caption>Adjunct and Full Time</caption> <thead> <tr> <th>Category</th> <th>Year</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td rowspan="4">Adjunct</td> <td>2018</td> <td>135</td> <td>33%</td> </tr> <tr> <td>2019</td> <td>124</td> <td>30%</td> </tr> <tr> <td>2020</td> <td>111</td> <td>26%</td> </tr> <tr> <td>2021</td> <td>135</td> <td>32%</td> </tr> <tr> <td rowspan="4">Full Time</td> <td>2018</td> <td>286</td> <td>67%</td> </tr> <tr> <td>2019</td> <td>287</td> <td>70%</td> </tr> <tr> <td>2020</td> <td>311</td> <td>74%</td> </tr> <tr> <td>2021</td> <td>286</td> <td>68%</td> </tr> </tbody> </table>	Category	Year	Count	Percentage	Adjunct	2018	135	33%	2019	124	30%	2020	111	26%	2021	135	32%	Full Time	2018	286	67%	2019	287	70%	2020	311	74%	2021	286	68%
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