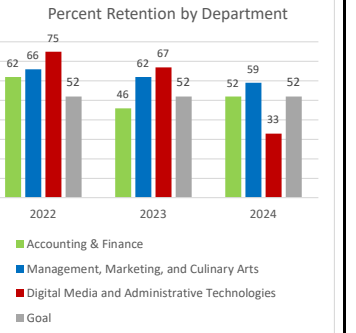
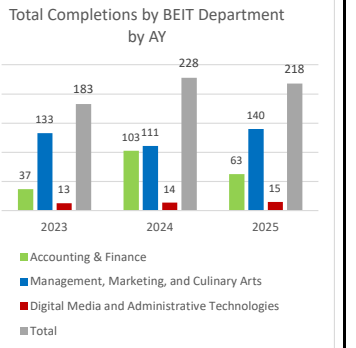
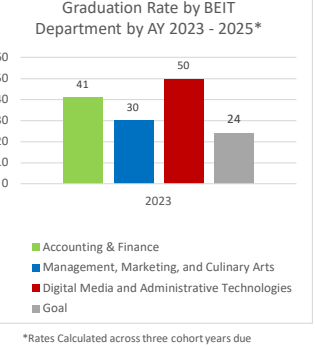
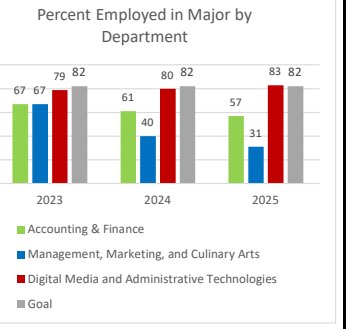


Table 7.1.b - Operations and Support

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. Make sure you provide examples supporting both operations and support processes for your business unit.

Operations and Support	What do you have to report to the administration? Those are mostly business operation processes. This list is comprised of examples to help you think about your own business operation processes. Some operational actives include hiring faculty, setting academic policies, overseeing the budget, fundraising, and other administrative duties. Other operational processes include: classroom teaching assignments, student advising and counseling activities, scholarly and professional activities, community and college service activities, administrative activities, business and industry interaction, special research programs and projects, thesis and dissertation supervision and direction, if applicable, non-traditional teaching. This list is only some examples to help you think about your own support services. Support services can include computer labs, structured assistance or supplemental instruction in math, reading, and English. Support can be emotional, physical, financial, academic, or spiritual. It could be computer-assisted instructional laboratories, study groups, tutoring, writing assistance, disability resources and technology help.				
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results		Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)
	(Indicate length of cycle)	What are your current results?	What did you learn from the results?	Action Taken or Improvement made What did you improve or what is your next step?	
Education Support: Historically high DFW (Grade of D, F or Withdrawal) performance rates in high-impact business and technology gateway courses, specifically ACC130 Business Law & Ethics, BUS124 Business Analysis, BUS221 Microeconomics, and ITD122 Computer Applications for Professionals.	Strategic implementation of Supplemental Instruction (SI), expanded advising, early alert interventions, and targeted student engagement strategies. The Title III grant, which concluded in December 2025, produced measurable improvements in performance measures within high-impact business and technology gateway courses, specifically ACC130, BUS124, BUS221, and ITD122. These courses were identified due to historically high DFW (grade of D, F, or withdrawal by student) rates and their critical role in students' academic progression. The grant measurement was to have 73% of grant-identified courses meet, exceed, or come within one percentage point of their Year One Key Performance Indicator (KPI) targets.	Through the strategic implementation of Supplemental Instruction (SI), expanded advising, early alert interventions, and targeted student engagement strategies, the College achieved meaningful gains in course success rates. As part of the grant's performance measures, 73% of grant-identified courses met, exceeded, or came within one percentage point of their Year One Key Performance Indicator (KPI) targets. Notably, success rates improved among academically underprepared students in ACC130, BUS124, BUS221, and ITD122, demonstrating progress toward closing achievement gaps and strengthening foundational academic performance.	As a result of Title III–funded initiatives, enrollment this year reflects the impact of strengthened academic supports, coordinated advising, and data-informed interventions embedded within these key gateway courses. The focused improvements in ACC130, BUS124, BUS221, and ITD122 demonstrate the grant’s success in advancing performance measures tied to course success, persistence, and sustained enrollment growth.	These course-level improvements contributed directly to broader institutional enrollment gains during the current academic year. Enhanced student onboarding through the Gateway Center, personalized FAFSA assistance, targeted outreach, and strengthened College Credit Plus partnerships increased student access and entry into workforce-aligned programs that include these business and information technology pathways. Improved course performance in these foundational classes supported stronger persistence, reduced attrition in early program stages, and increased student confidence—factors that positively influenced continued enrollment.	N/A
Education Support: The College has a wide variety of support systems in place to ensure student success and academic achievement. These resources include tutoring services that provide personalized assistance across multiple subject areas, well-equipped computer labs that support both in-person and online coursework, and access to a comprehensive digital library with scholarly databases and research tools. In addition, the writing center offers guidance on all stages of the writing process, from brainstorming and drafting to revision and proper citation. Together, these services are designed to enhance learning, promote skill development, and support students throughout their academic journey.	Post-service surveys are utilized to gauge student satisfaction and the perceived impact of support on their course performance. Faculty receive regular updates on student engagement with support centers, allowing for a collaborative approach to intervention. This feedback loop ensures that tutoring and writing support remain aligned with specific classroom learning objectives.	Our tutoring program has strengthened student success by making academic support more accessible and data-driven. Students now schedule tutoring sessions through a QR-code system that records appointment volume and subject-specific needs. The Writing Center plays a key role by helping students interpret assignment guidelines, draft and revise papers, and prepare presentations. After each session, instructors receive a summary of the work completed along with suggested next steps for the student. Campus computer labs, located throughout the college, offer open access to technology and hands-on assistance with coursework, class preparation, email communication, and related tasks. The accessibility of these support systems has resulted in higher student success rates.	Students who receive targeted help with assignments, writing, and presentations often complete coursework more accurately and confidently. Writing-center guidance helps students interpret prompts correctly, structure their work, and revise more effectively. Students display increased preparedness for class--access to computer labs and on-site assistance reduces barriers to completing homework and helping students to be organized. Students often possess greater academic confidence, especially in the classroom as regular support builds students' belief in their ability to succeed, which often translates into stronger engagement. Instructors benefit as well as the session follow-ups give faculty insight into what students struggled with and what progress they made. Patterns in tutoring data can help instructors adjust teaching strategies or clarify confusing concepts which contribute to ealier identification of learning gans for	The College will continue to strengthen the student experience by consistently offering these support systems to our students. The tracking processes help identify patterns such as repeat challenges, high-need courses, or students who may benefit from proactive outreach.	N/A

Business Operations: The College has a wide variety of course modalities to serve all students' learning styles. These include traditional Lecture(face-to-face) (L), W2, W3, W4V virtual, W4X 21st Century, and hybrid formats (see explanation of modalities to follow). L: face-to-face; W2, hybrid, approximately 50% in classroom and the remainder online; W3: fully online, asynchronous; W4V, virtual class, live instruction via Zoom; W4X, live meeting in 21st Century classrooms simultaneously at Main Campus and Akron satellite, taught sychronously using video technology.	Increase access to courses, support working students, and maintain strong success rates. Befcause we can combine two locations into one class with one instructor, two locations simultaneously, we can offer more night classes and more classes to at-risk students who need live instruction. Student DFW rates are tracked by modality.	The BEIT business unit ensures academic rigor across all five course modalities (L, W2, W3, W4V, W4X). Consistency of results is supported by using standardized course shells coordinated by a full-time faculty member who facilitates all sections of that course regardless of modality or location through our learning management system (LMS), Brightspace. This ensures that every student has access to the exact same content and quality.	Increased monitoring of course modality access for all students is critical to student success.	Most courses for the business unit were made available in at least several of the listed modalities (varies from course to course and semester to semester) and are ready to be taught when the need arises.	N/A																														
The goal of the BEIT business unit aligns with the College's goal to increase retention rates and credit accumulation for students. The College's goal is 52% and the BEIT business unit has a goal of 52% or greater.	Data provided by the Institutional Effectiveness Department and annual Academic Program Reviews (APR). Courses are assessed on a three-year rotation. Rates are the rolling average of entering cohorts of new, first-time, full-time degree-seeking students. Note: Fall 2025 retention data not available until Fall 2026. Fall 2022 to Fall 2024 provided.	Overall the business unit has met or exceeded in the reporting period. Note: Small cohort sizes for some programs may affect results.	The business unit is aligned with the College in focusing 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. In addition, Supplemental Instruction (SI) was developed and provided for students enrolled in high DFW courses until it ended December 2025.	Percent Retention by Department <table><thead><tr><th>Year</th><th>Accounting & Finance</th><th>Management, Marketing, and Culinary Arts</th><th>Digital Media and Administrative Technologies</th><th>Goal</th></tr></thead><tbody><tr><td>2022</td><td>62</td><td>66</td><td>75</td><td>52</td></tr><tr><td>2023</td><td>46</td><td>62</td><td>67</td><td>52</td></tr><tr><td>2024</td><td>52</td><td>59</td><td>33</td><td>52</td></tr></tbody></table> * N for Digital Media and Administrative Technologies is low: 2022: N = 4 2023: N = 6 2024: N = 3	Year	Accounting & Finance	Management, Marketing, and Culinary Arts	Digital Media and Administrative Technologies	Goal	2022	62	66	75	52	2023	46	62	67	52	2024	52	59	33	52										
Year	Accounting & Finance	Management, Marketing, and Culinary Arts	Digital Media and Administrative Technologies	Goal																															
2022	62	66	75	52																															
2023	46	62	67	52																															
2024	52	59	33	52																															
In alignment with the College, the business unit's goal is to increase graduation or completion of credential, certificate, or degree to 24% or higher.	Data provided by the Institutional Effectiveness Department. Rates are the rolling three-year average of entering cohorts of new first-time, full-time degree-seeking students.	The individual departments in the business unit have exceeded the overall rate of the College.	Faculty advising and improved student communications are having positive results in graduation rates.	Continued emphasis needs to be placed on timely degree completion. Each department and the College overall is encouraging students through improved advising models and improved student communications to get the courses they need in a timely manner and get their programs completed. The college policy was changed to allow for auto awarding of credentials earned but not applied for.	Total Completions by BEIT Department by AY <table><thead><tr><th>Year</th><th>Accounting & Finance</th><th>Management, Marketing, and Culinary Arts</th><th>Digital Media and Administrative Technologies</th><th>Goal</th></tr></thead><tbody><tr><td>2023</td><td>37</td><td>133</td><td>13</td><td>183</td></tr><tr><td>2024</td><td>103</td><td>111</td><td>14</td><td>228</td></tr><tr><td>2025</td><td>63</td><td>140</td><td>15</td><td>218</td></tr></tbody></table> *Rates Calculated across three cohort years due to small N by major annually Graduation Rate by BEIT Department by AY 2023 - 2025* <table><thead><tr><th>Year</th><th>Accounting & Finance</th><th>Management, Marketing, and Culinary Arts</th><th>Digital Media and Administrative Technologies</th><th>Goal</th></tr></thead><tbody><tr><td>2023</td><td>41</td><td>30</td><td>50</td><td>24</td></tr></tbody></table>	Year	Accounting & Finance	Management, Marketing, and Culinary Arts	Digital Media and Administrative Technologies	Goal	2023	37	133	13	183	2024	103	111	14	228	2025	63	140	15	218	Year	Accounting & Finance	Management, Marketing, and Culinary Arts	Digital Media and Administrative Technologies	Goal	2023	41	30	50	24
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2023	41	30	50	24																															
The goal of the BEIT business unit aligns with the College's goal that 82% or more of all graduating students are employed in their field.	Data 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. Students who chose to continue their education post graduation are excluded from the data.	Results for the business unit averaged 55% for the three years presented, with a range of 31% to 83% although individual department numbers were higher than that. The percentage decrease in the Management, Marketing, and Culinary Arts department can be attributed to a changing job market, students continuing their education before seeking employment, and low survey response rates.	Digital Media and Administrative Technologies graduates had high, consistent in-field employment rates. Management, Marketing, and Culinary Arts had an increase in the percentage who continued their education. Accounting and Finance graduates in-field employment rates exceeded the business unit's average for all three years. We are diligently helping students find internships and employment through our Career Services Department and providing individual coaching by advisors and faculty.	With the help of the College's Career Services Department, the business unit will continue to assist students and alumni with career planning and job placement. Career Services should continue to employ the use of our enhanced career preparation tools such as career exploration assessment, mock interviews, and networking videos. Given the changing economic conditions and demographics as well as retention and enrollment challenges in higher ed in general, we will focus on students' utilization of Career Services. We are diligently helping students find internships and employment through our Career Services Department and providing individual coaching by advisors and faculty. We are also exploring ways to improve low survey response rates with a "student exit" data sheet added to our graduation application form.	Percent Employed in Major by Department <table><thead><tr><th>Year</th><th>Accounting & Finance</th><th>Management, Marketing, and Culinary Arts</th><th>Digital Media and Administrative Technologies</th><th>Goal</th></tr></thead><tbody><tr><td>2023</td><td>67</td><td>67</td><td>79</td><td>82</td></tr><tr><td>2024</td><td>61</td><td>40</td><td>80</td><td>82</td></tr><tr><td>2025</td><td>57</td><td>31</td><td>83</td><td>82</td></tr></tbody></table> *N for Digital Media and Administrative Technologies is low: 2023: N = 14 2024: N = 10 2025: N = 6 **N for Management, Marketing, and Culinary Arts has declined in recent reporting years, and this shift reflects a change in graduate trajectory rather than program effectiveness. An increasing number of our graduates are choosing to continue their education by pursuing four-year degrees rather than immediately entering the workforce. 2023: N = 57 2024: N = 57 2025: N = 36	Year	Accounting & Finance	Management, Marketing, and Culinary Arts	Digital Media and Administrative Technologies	Goal	2023	67	67	79	82	2024	61	40	80	82	2025	57	31	83	82										
Year	Accounting & Finance	Management, Marketing, and Culinary Arts	Digital Media and Administrative Technologies	Goal																															
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