

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

Status: Completed | **Due Date:** Not Set

Self-Study

Assigned To

Not Assigned

Institution Response

The following table includes the Business and Business Related Programs.

[Business and Business Related Programs](#)

[Northern Oklahoma Course Catalog 2016-17](#)

Northern Oklahoma College will not seek accreditation for the following programs:

- Office Management (not listed in current course catalog)
- Office Management – Medical Assistant Option (not listed in current course catalog)
- Information Technology – Network Engineering Option (not listed in current course catalog)
- Information Technology – Web Development Option (not listed in current course catalog)
- Information Technology – Interactive Media Option (not listed in current course catalog)
- AA & AS in Enterprise Development – Business Administration Area of Emphasis
- AA & AS in Enterprise Development – General Studies Option

Due to changes in how the Higher Learning Commission interprets the Oklahoma system of cooperative programs between community colleges and technology centers, several degree programs were suspended in 2014. In short, technical coursework was previously completed at area technology centers and general education coursework was completed at the partner community colleges throughout the state, Northern being one. It was ruled that this system could not continue in its present form unless the technology centers became sites of the partner community college, an expansive and costly contract was created, or the technical coursework was shifted to being provided at the community colleges. The technology centers wished to maintain their autonomy and resources did not allow for contracts or hiring additional faculty at Northern to provide the technical coursework, therefore the Office Management and Information Technology programs were suspended. However, students who were previously admitted to the programs were grandfathered and allowed to complete degrees resulting in graduate numbers presented in the attached table. The Oklahoma State Regents for Higher Education is actively pursuing a solution to this issue and if a resolution is found, the programs could be reinstated.

The Enterprise Development Degrees (AA & AS) are degree completion programs designed to transfer directly to the “Reach Higher” Initiative offered by Oklahoma’s Regional Colleges and Universities (Bachelor of Science in Organizational Leadership). This program is made possible by a consortium initiative and agreement between community colleges within the state of Oklahoma. The courses in the general education core are available “every semester in every format” from one or more of the community colleges participating in this consortium. Northern Oklahoma College does not have direct control of the program requirements and has not had any graduates of the program to date, therefore is not seeking accreditation of this program. Many students who express interest in the program can complete the A.S. in Business Administration in a more timely fashion and thus choose to change majors. The benefit of these programs to Northern is the marketing provided by the Oklahoma State Regents of Higher Education through the program. Though no students have completed the program to date, the value added is in attracting new students to degree completion within the Business Division.

Sources

- Business and Business Related Programs

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.

Status: Completed | **Due Date:** Not Set

Self-Study

Assigned To

Not Assigned

Institution Response

A. Self-Study Preparers:

- Carolyn "Cara Beth" Johnson, Business Division Chair
- Bart Allen, Business Faculty
- Kadie Berlin, Business Faculty
- Brad Burris, Business Division Staff Assistant
- Richard Churchill, Business Faculty
- Todd Ging, Business Faculty
- Jill Harmon, Business Faculty
- Leslie Johns, Business Faculty & Stillwater Business Liaison
- Raydon Leaton, Business Faculty
- Laura Marshall, Business Faculty
- Dr. Shaen McMurtrie, Business Faculty
- Randee Sloan, Business Faculty

B. Self-Study Purpose:

The primary purpose of the self-study is to critically examine the Business Division to determine the success of meeting the criteria identified in the ACBSP standards. The specific goals of the self-study are as follows:

- Provide evidence of NOC and the Business Division's mission to provide quality education by obtaining ACBSP reaffirmation of accreditation.

- Identify the strengths and opportunities for improvement of the Business Division.
- Develop and implement plans for change to promote improvement for the Business Division programs and services.
- Assure and document that quality programs are provided to students that will transfer to partner baccalaureate schools and programs.
- Document the quality of business programs to employers of Business Division graduates.

C. Self-Study Timeline:

See [Northern Oklahoma College - ACBSP Self Study Report Timeline](#)

D. Regional Accrediting Body:

NOC is accredited by the Higher Learning Commission.

[NOC HLC Accreditation Letter](#)

E. Profile of the Institution:

The history of Northern Oklahoma College began in 1901 when the Honorable James Wilkin realized the need for a college in the Tonkawa, Oklahoma area. Thus, the sixth Territorial Legislature passed an appropriation bill on March 1, 1901 for the establishment of the University Preparatory School at Tonkawa. The doors opened to 217 students and 7 faculty.

During the first two decades, the school served primarily as a "feeder" institution for the University of Oklahoma and paralleled the university curriculum of music, foreign languages, business, literature, and military science. In addition, the school served as a cultural center for the performing arts, a distinction that continues today with the 2006 dedication of the Kinzer Performing Arts Center.

The college department was established in 1921, and the institution became a fully-accredited junior college. By an act of legislature in 1941, the name was changed to Northern Oklahoma Junior College. Of utmost importance was the school's first accreditation by the North Central Association of Colleges and Universities in 1948. Further changes were made by the state legislature in 1965 with the passage of the Higher Education Code. This new statement of law changed the institution's official name to Northern Oklahoma College. Its three-person Board of Regents was expanded to five and given added authority and freedom in conducting institutional affairs.

In June 1999, NOC purchased the grounds and buildings of the Phillips University campus in Enid. Phillips University, a private institution established in 1907 by the Disciples of Christ, had closed its doors in August 1998. The purchase of the campus allowed NOC to expand its services to its Enid students and to provide for growth of its academic, student and community programs. In August 2003, NOC joined in a

partnership with Oklahoma State University to expand educational opportunities for college bound students in Oklahoma. The partnership allowed NOC to expand its services to its Stillwater students.

Additionally, NOC is a leader among Oklahoma colleges in technological advances in developing multiple on-line and interactive television courses that serve students in rural and remote areas who could not otherwise attain a college degree. The educational achievements of this school, and the opportunities it affords for the expansion of knowledge, culture, and training are manifest in the recognition and support currently and historically given it by area residents and businesses, by state agencies, and by Oklahoma peer institutions.

As an open-door public admission community college, NOC provides access in line with its mission for a wide variety of transfer and workforce degrees. Enrollment profiles created by NOC's Office of Institutional Research show the number of students in each degree area with data posted on enrollment by major and graduates by major at <http://www.noc.edu/institutional-data> .

Oklahoma is different from most states in that it has separate governing boards for higher education and career technology; community colleges within the state focus primarily on transferrable coursework while the career technology centers focus on workforce readiness. In a few instances across the state, community colleges have partnered with career technology centers through contractual agreements so that students can take career-ready coursework at the technology centers and their general education at a community college. Community colleges in the state also offer a limited number of applied science degrees and certificates for workforce readiness.

In service to its primary regional needs, NOC offers 18 transfer degrees (9 associate in arts and 9 associate in science), 5 applied science degrees, and two certificates. A full range of on-site and online student services is offered to support academic programs, including on-site and online application and enrollment processes, career counseling, on-site tutoring and 24/7 access to online tutoring through Tutor.com, on-site library access as well as electronic databases and an online link to Ask a Librarian, and on-site faculty and staff academic advisement and an online link to Ask an Advisor.

- [NOC Enrollment](#)
- [NOC Career Counseling](#)
- [NOC Tutoring Services](#)
- [NOC Library Services](#)
- [NOC "Ask a Librarian"](#)
- [NOC "Ask an Advisor"](#)

NOC has locations in Garfield, Kay, and Payne counties in Oklahoma, and regional demographics indicate that NOC's student population is similar in diversity to the regions served with most differences being in Stillwater, where NOC's population is determined in part by the Memo of Understanding (MOU) with Oklahoma State University (OSU). See the [NOC 2016-17 Fact Book](#) pages 78-79 for Business specific demographics and page 82 for institutional student demographic information.

NOC serves the unique needs of each of the communities it serves. Through its locations in Tonkawa and Enid, NOC provides a full range of degree offerings. An additional Bridge Program in Enid provides seamless transfer and scholarship opportunities for students who transfer into the regional university also located in Enid, Northwestern Oklahoma State University. Through its Gateway Program in Stillwater and the MOU with OSU, NOC provides developmental and general education coursework and an opportunity for students not admissible to OSU to meet admission criteria and transfer after successfully completing 24 credit hours, while having full access to the services of OSU and fostering a smoother transition to the

university. The Business Division offers courses on all three campuses and the Business Administration degree is available at each site and online.

NOC was listed as one of the top schools in Oklahoma for quality, diversity of program offerings, and career services in [LearnHowToBecome.Org's 2017 study](#). NOC ranked third among community colleges in the state with scores based on its affordable tuition and fees, estimated alumni earnings, student/teacher ratio, and financial aid offerings. NOC has also been recognized by [SmartAssets](#) as number three in a top ten list of the best community colleges in the nation for return on investment. In addition, [Wallethub](#) ranked NOC 16th in the nation in a 2016 study and 8th in the nation in a 2017 study examining 12 key metrics, including cost of in-state tuition and fees, student-faculty ratio, and graduation rate.

NOC currently offers the least expensive tuition among all community colleges in the state of Oklahoma and Oklahoma offers the 5th most affordable tuition in the nation. Despite several years of cuts in state budget funding (including a 16.9% reduction for 2016-2017 and a 6.1% reduction for 2017-2018), the institution continues to provide a high-quality education at affordable rates.

F. Organizational Chart:

[NOC Organizational Chart](#) is provided. The Business Division is listed on page 5 of the document. All Business faculty report to Cara Beth Johnson, Chair for the Business Division. The Chair reports directly to the Vice-President for Academic Affairs.

G. Legal Authorization:

NOC is chartered by the Oklahoma State Legislature which authorizes our institution to operate and confer degrees. NOC was established in the Oklahoma Constitution, Article XI, Section 5, which states that the University Preparatory School (the original name for NOC) is a land grant school along with schools such as Oklahoma University and Oklahoma State University.

H. Governing Board:

State Governance

The Oklahoma State Regents for Higher Education (OSRHE) is the coordinating board of control for The Oklahoma State System of Higher Education with powers, duties, and responsibilities defined by Article XIII-A of the Oklahoma Constitution and State Statute (specifically 70 O.S., §§ 3202 through 3206). As such, they allocate legislative appropriations to the institutions, which comprise the system, including NOC. They also approve the requirements for admission, the degrees offered, and tuition and fees charged (See [OSRHE Information Page](#) and [State System Overview](#)).

Institutional Governance

The local governing board for the institution, the [Board of Regents for Northern Oklahoma College](#), was established and granted governing authority by Oklahoma statute in 1941. The Board is charged with the responsibility for the operational policies governing the internal affairs of the college and exercises general trusteeship. It relies on the Administrative Council to keep it informed, to carry out the policies and decisions, and to make recommendations for future actions. In this sense, the Board allows the Administrative Council to exercise effective leadership to carry out the mission and goals of the institution. This body is committed to Northern's Mission and demonstrates its commitment by approving the current mission document and Strategic Plan. Furthermore, it demonstrates its commitment to the college by attending monthly board meetings, visiting with legislators, and attending college functions.

A current list of Regents, meeting agendas and minutes as well as a link to the Oklahoma Board of Regents is found on the [NOC website](#).

I. Institution Mission:

The [NOC Mission](#) is listed below and the entire mission document is found on the NOC website

Northern Oklahoma College, the State's oldest community college, is a multi-campus, land-grant institution that provides high quality, accessible, and affordable educational opportunities and services which create life-changing experiences and develop students as effective learners and leaders within their communities in a connected, ever-changing world.

J. Business Unit Mission:

The [NOC Business Division Mission](#) is listed below and on the NOC website.

The Business Division of Northern Oklahoma College provides high quality, accessible, and affordable business educational opportunities to expand relevant professional and technical skills for rapidly-changing workforce needs and develop students as effective learners that are team oriented business leaders within their communities in a connected and dynamic business world.

K. Business Programs:

Programs to be accredited:

- AS in Business Administration
- AS in Business Administration, International Business Option
- AS in Business Administration, MIS Option
- AS in Computer Science
- AAS in Business Management

- AAS in Business Management, Accounting Option
- AAS in Business Management, Entrepreneurship Option

Programs not being accredited:

- AAS Office Management
- AAS Office Management, Medical Assistant Option
- ASS Information Technology, Network Engineering
- AAS Information Technology, Web Development Option
- AAS Information Technology, Interactive Media Option
- AS Enterprise Development - Business Administration
- AA Enterprise Development - Business Administration
- AS Enterprise Development - General Studies
- AA Enterprise Development - General Studies

Due to changes in how the Higher Learning Commission interprets the Oklahoma system of cooperative programs between community colleges and technology centers, several degree programs were suspended in 2014. In short, technical coursework was previously completed at area technology centers and general education coursework was completed at the partner community colleges throughout the state, NOC being one. It was ruled that this system could not continue in its present form unless the technology centers became sites of the partner community college, an expansive and costly contract was created, or the technical coursework was shifted to being provided at the community colleges. The technology centers wished to maintain their autonomy and resources did not allow for contracts or hiring additional faculty at Northern to provide the technical coursework, therefore the Office Management and Information Technology programs were suspended. However, students who were previously admitted to the programs were grandfathered and allowed to complete degrees resulting in graduate numbers presented in the attached table. The Oklahoma State Regents for Higher Education is actively pursuing a solution to this issue and if a resolution is found, the programs could be reinstated.

The Enterprise Development Degrees (AA & AS) are degree completion programs designed to transfer directly to the "[Reach Higher](#)" Initiative offered by Oklahoma's Regional Colleges and Universities (Bachelor of Science in Organizational Leadership). This program is made possible by a consortium initiative and agreement between community colleges within the state of Oklahoma. The courses in the general education core are available "every semester in every format" from one or more of the community colleges participating in this consortium. NOC does not have direct control of the program requirements and has not had any graduates of the program to date, therefore is not seeking accreditation of this program. Many students who express interest in the program can complete the A.S. in Business Administration in a more timely fashion and thus choose to change majors. The benefit of these programs to NOC is the marketing provided by the Oklahoma State Regents of Higher Education through the program. Though no students have completed the program to date, the value added is in attracting new students to degree completion within the Business Division.

L. Academic Degrees:

Degree	Campus Offered	Offered Online	Offered via ITV	# Degrees Conferred
AS in Business Administration	T/E/S/UC*	Yes	Yes	151
AS in Business Administration, International Business Option	T/E/S/UC*	Yes	Yes	1
AS in Business Administration, MIS Option	T/E/UC*	No	Yes	1
AS in Computer Science	T/E/UC*	Yes	Yes	8
AAS in Business Management	T/E/UC*	Yes	Yes	2
AAS in Business Management, Accounting Option	T/E/UC*	Yes	Yes	1
AAS in Business Management, Entrepreneurship Option	T/E/UC*	Yes	Yes	1
AAS Office Management	Suspended	No	No	2
AAS Office Management, Medical Assistant Option	Suspended	No	No	1
ASS Information Technology, Network Engineering	Suspended	No	No	5
AAS Information Technology, Web Development Option	Suspended	No	No	0
AAS Information Technology, Interactive Media Option	Suspended	No	No	1
AS Enterprise Development - Business Administration	T/E/S/UC*	Yes	No	0
AA Enterprise Development - Business Administration	T/E/S/UC*	Yes	No	0
AS Enterprise Development - General Studies	T/E/S/UC*	Yes	No	0
AA Enterprise Development - General Studies	T/E/S/UC*	Yes	No	0

*T – Tonkawa, E- Enid, S – Stillwater, UC – University Center of Ponca City

M. Class Time:

All traditional college courses and ITV courses meet 50 minutes per week per one hour of credit. In online courses, students might expect to spend an average of three hours per week for every credit hour taken because rather than attending class sessions students have course content delivered through posted

lectures, discussion board topics, videos, etc., and then must allow time for completion of homework, projects, and assessment beyond the introduction of content. Northern also requires a minimum of one exam proctored for each online course. Courses delivered in all formats meet the same student learning outcomes. Class time requirements are outlined in the [NOC Course Catalog 2016-17](#). (Note: the wording was updated in the [NOC Course Catalog 2017-18](#) to better clarify the time requirements for courses.)

N. Course Delivery:

Business Courses are offered in traditional, online, ITV, and supervised study formats. Course delivery formats are outlined in the [NOC Course Catalog 2016-17](#). (Note: the wording was updated in the [NOC Course Catalog 2017-18](#) to describe the delivery formats and expectations.)

O. Credit Hours:

NOC awards credit on the semester system. One semester hour is equated to 15 instructional classroom hours. One instructional hour is equivalent to 50 minutes of classroom instruction. Oklahoma State Regents for Higher Education mandates a minimum 60 semester hours for graduation in an Associates level program.

P. Student Communication:

Business program requirements, tuition, fees, and student policies are communicated to students on the NOC website under [Current Students](#), on the [Business Division webpage](#), in the [NOC Course Catalog 2016-17](#) and / or the [NOC Student Handbook](#). Academic credentials of the faculty are found on the NOC website under the Academic Affairs website listed as [Faculty Credentials](#).

Sources

- Business and Business Related Programs
- Northern Oklahoma College - ACBSP Self Study Report Timeline

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.

Status: Completed | **Due Date:** Not Set

Self-Study

Assigned To

Not Assigned

Institution Response

There is no 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.

Status: Completed | **Due Date:** Not Set

Self-Study

Assigned To

Not Assigned

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.

A Division Chair who is housed on the Tonkawa campus and assisted by a liaison on the Stillwater campus leads the Business Division at NOC. The Divisional leadership fosters a high-performance work environment by encouraging communication and cooperation among the Division members as well as with administration and various stakeholders outside the Division. The Division Chair maintains an open-door policy, in that all are welcome to voice opinions, complaints and solutions at any time. The Chair works closely with the Vice-President for Academic Affairs as well as the other Division Chairs, in order to influence policies and procedures for the benefit of both faculty and students. The Chair also works with faculty to maintain a working strategic plan linked to the strategic initiatives of the institution that in turn guides the initiatives of the Division.

The Business Division utilizes a strong advisory board that provides valuable input as to the direction that academic programs and support services should take. Additionally, the Advisory Board provides a key link to the business community and 4-year institution transfer partners. [Advisory Board Meeting Minutes](#) are posted on the NOC website.

The Business Division faculty participate in various committees on campus that demonstrate the commitment to not only the Divisional work, but to the institution as a whole. Further, this activity enhances the leadership abilities of the Divisional faculty. The faculty are evaluated on an annual basis through a [self-evaluation](#), supervisor evaluation and [student evaluations](#). All survey instruments are also posted online at the following link [Institutional Surveys](#). The faculty are also given a yearly opportunity to evaluate the [Division Chair](#), providing a holistic approach to evaluation. Through this evaluative process, faculty identify strengths, OFI's and goals for the upcoming year, which are reviewed and discussed with the Division Chair. The Division Chair completes a similar process with the Vice-President for Academic Affairs.

New faculty hires are provided a mentor who must complete a [checklist](#) of required information and processes that will orient the new faculty to the NOC culture, policies and procedures. This mentor generally remains a valued partner for the faculty member for years after the probationary period ends. Business Division faculty are known for being willing to share materials and resources with others to increase effectiveness in teaching, advisement and overall performance.

Faculty are encouraged to participate in professional development opportunities and \$855 yearly per faculty member is provided to support these professional development activities. This funding has decreased from 2015-16, when it was \$900. However, NOC provides many onsite and online opportunities to faculty and staff, which is funded through the Academic Affairs budget and has fully funded the attainment of additional coursework to meet HLC requirements through either the professional development funds or reimbursement funds. Faculty completing additional graduate level business courses meeting Higher Learning Commission requirements include:

- Bart Allen (9 hours) Managerial Economics, Money and Banking, Intermediate Macroeconomics
- Jill Harmon (12 hours) General Business, Finance for Managers, Managerial Accounting, Information Systems
- Laura Marshall (6 hours) Marketing, Managerial Ethics

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

The Business Division utilizes face-to-face, email and conference calls in order to maintain effective communication throughout the Division. The face-to-face faculty meetings occur at a minimum of once per semester during fall and spring in-service weeks. The spring meeting is reserved for brief updates, but primarily provides a time for faculty to review general education, program and course assessment results and make recommendations for changes. Adjunct faculty are encouraged to attend all meetings and minutes are maintained and distributed by the Division Chair. Further, in order to communicate results to the public, the Division Chair works with the Institutional Research office to include business specific data in the an annual [NOC Fact Book](#) which is published on NOC's website.

The email correspondence comes in the form of periodic updates and reminders from the Division Chair, as well as directed messages for various projects. Further, due to the geographic locations of the three sites, conference calls are utilized throughout the semester as warranted for Divisional work.

Yearly, the faculty complete [Self Evaluations](#). This provides a basis for the yearly review meeting between the instructor and the division chair. Annual departmental goals are reviewed and new goals determined for the department and the individual instructor during those meetings.

Faculty in individual disciplines also collaborate throughout the year. Discipline specific faculty meet, via phone or email meetings, on a regular basis to discuss assessment, book selection, and curriculum requirements.

The Division Chair meets with the [Business Advisory Board](#) twice each year. Faculty are invited to attend these meetings. "Meet-and-greet" sessions are held periodically for the Advisory Board and the Faculty. The Student Advisory Board meets a minimum of yearly to communicate student needs and concerns. These meetings include a time for the Division Chair to visit with students, followed by a time for students to visit with one another without faculty, staff or administrators present and perform a basic SWOT analysis from their unique perspective.

Sources

- Chair Self Eval Instrument 2016-17 MASTER TEMPLATE
- Course Evaluation Survey Instrument
- Faculty Evaluation of Division Chair
- Faculty Self Eval Instrument 2016-17 MASTER TEMPLATE
- New Employee Orientation Checklist

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.

Status: Completed | **Due Date:** Not Set

Self-Study

Assigned To

Not Assigned

Institution Response

NOC's strategic goals are implemented throughout the organization through the use of an institutional strategic plan, which is developed with input from internal and external stakeholders. The Business Division uses the [NOC strategic goals](#) to guide the development of the [Business Division Strategic Plan](#) and goals. The goals are reviewed by faculty yearly and an [Implementation Plan](#) including timelines, budgetary needs, outcomes and responsible parties is reviewed and updated.

Outcomes assessment, [student course evaluations](#), and [advisory board surveys](#) are additional examples of assessments from which improvement strategies are derived and improvement strategies are developed. The Business Division faculty use standard assessment measures in each class and those measures are reviewed, analyzed and modified as needed on a yearly basis. These results are then used to enhance the learning environment. Student evaluations are administered between weeks 10-12 of fall and spring semesters. Submission rates have improved through the use of online surveys utilizing QR codes. The evaluation results are distributed to both the instructor and the Division Chair, who reviews them and provides feedback to the course instructor at the beginning of the following semester. The data collected is integrated into the annual assessment process. Both the Business Advisory Board and the Business Student Advisory Board complete surveys to provide valuable input into courses, programs and services.

The Business Division completes performance [self-evaluations](#) each year. The institutional evaluation consists of two major categories – Instructional Performance and Institutional Service. The Division Chair meets with each faculty member to address overall performance, including strengths and opportunities for improvement. [Classroom evaluations](#) are conducted by the Chair or Liaison per institutional policy on page 103 of the [Employee Handbook](#). The results are reviewed with each faculty member the results of the evaluation which cover content knowledge, clarity of instruction, and interaction with students.

The Division Chair, in turn, is evaluated each year by the faculty. Completion of this [evaluation](#) is voluntary and anonymous. Beginning in 2017-18, this process will be directed by the Institutional Research office to encourage wider participation. Though the Business Division has had high return rates on these surveys, other Divisions have not seen similar return rates.

Continuous improvement is imperative to the success of programs offered by the Business Division. The measures above together with the Student Learning Outcomes Assessment Plan (see Standard 4) assist

the Division Chair with identification of strengths and weaknesses within programs and identify opportunities for improvement.

As an example of assessment results being used for continuous improvement, student evaluations noted a need for improved access to distance learning. NOC researched funding opportunities and was awarded a NASANTI grant for improvement of accessibility and performance in the Native American student population. A portion of the grant funds was allocated to improve access and quality of distance learning opportunities. The Business Division utilized these funds to improve online courses by following the Quality Matters standards and certifying all business core classes. The courses that have been certified to date are Financial Accounting, Managerial Accounting, Macroeconomics, Microeconomics, Digital & Financial Literacy, Introduction to Business and Business Technologies & Applications. Three of which received perfect scores in the evaluation process.

Sources

- Business Division - Implementation of Strategic Plan
- Business Division Strategic Initiatives - Revised 2016-17
- CLASSROOM OBSERVATION FORM - Revised 2015
- Course Evaluation Survey Instrument
- Faculty Evaluation of Division Chair
- Faculty Self Eval Instrument 2016-17 MASTER TEMPLATE

1.3 - Criterion 1.3 Leadership and Community

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

Status: Completed | **Due Date:** Not Set

Self-Study

Assigned To

Not Assigned

Institution Response

Leadership and community is one of the foundations of an effective community college. The Business Division faculty at NOC are very service minded and active both internally and externally. Internal service consists of campus leadership roles, student organization sponsorship and internally provided professional development. Externally, Business Division faculty are active with both professional groups and civic activities within their local communities. Attached is a list of [professional development activities, campus / committee service, student organization participation and civic engagement activities.](#)

In service to the internal and external communities, many hosted events are free to the public, including athletic events, hosted speakers, the annual Chikaskia Literary Festival, and Fine Arts events such as band concerts, theatrical and musical theater productions. Student groups have also led voter registration drives each year and celebrated Constitution Day distributing pocket size copies of the Constitution. Business Division students through Kappa Beta Delta, Business Club and AMBUCS Auxiliary participated in such events as a Trick-or-Treat fair, delivering cards to the nursing home for Christmas, helping stock a local food pantry, delivering AMBUC Trykes to children, and volunteering at the local elementary schools.

Regarding environmental responsibility, the Business Division, under the leadership of the NOC Administrative Council, participates in the 20 by 2020 Program to lower energy use by 20 percent by the year 2020. Motion sensors are installed to all light switches in Wilkin Hall to automatically turn lights on and off. The institution maintains a service with Shred-It for paper recycling and shredding bins, reducing paper waste. Syllabi, notes, PowerPoint slides, assignments, and quizzes are placed on Blackboard to reduce paper consumption. New adopted procedures ensure that the last instructor in a classroom each evening shuts down all equipment to further reduce energy usage. NOC has retrofitted a number of campus buildings to improve energy savings and utilizes the state's Energy Cap program to enhance conservation efforts by adjusting the HVAC system to align with the course schedule.

Sources

- Table 5.3 - Standard 5 - Faculty Professional Development

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.

Status: Completed | **Due Date:** Not Set

Self-Study

Assigned To

Not Assigned

Institution Summary

Strengths:

- Solid institutional leadership team that is responsive to stakeholder needs.
- Involvement of the Chair and faculty in college-wide committees assures the Division's influence in setting the institutional goals and objectives.
- Strong divisional communications utilizing face-to-face divisional meetings, e-mails, and conference calls.
- Business Division maintains a high commitment to continuous improvement.

Opportunities for Improvement

- Greater use of social media to increase communication with students.
- An increase from a half-time staff assistant to a full-time position would alleviate time constraint issues for the Division Chair.
- Though Business Division faculty are actively involved in leadership and civic engagement activities, an increase of involvement in business and industry networking (i.e. Chambers of Commerce, AMBUCS, Lions, etc.) will better allow the Division to keep up with the needs and changes in the business community.

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.

Status: Completed | **Due Date:** Not Set

Self-Study

Assigned To

Not Assigned

Institution Response

There is no response.

Sources

There are no sources.

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.

Status: Completed | **Due Date:** Not Set

Self-Study

Assigned To

Not Assigned

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.

The Business Division's strategic planning process operates in conjunction with NOC's institution-wide strategic planning process. The [Strategic Plan](#) is driven by and organized according to the [institution's mission, vision, core values and goals](#). In 2012-2013, the consulting firm of Penson and Associates was hired to lead NOC through the development of a new strategic plan under the leadership of President Cheryl Evans. The phrase "life changing" was adopted as iterations of that phrase repeatedly surfaced through three October 2012 town hall meetings associated with the 2013-2018 Strategic Plan (with 145 employees and community members in attendance and an additional 160 students interviewed through classes and focus groups).

Institutional priorities in support of NOC's mission are reflected in the [2013-2018 Strategic Plan](#), which was created through an inclusive year-long process involving employees, students, and the community. Progress reports on the institutional Strategic Plan are shared with the NOC Board of Regents in quarterly meetings and with the NOC community as a whole through emails and with website postings.

The Business Division Chair is then responsible for aligning the Business Division Strategic Plan with the institutional plan. The Business Advisory Board as well as Business faculty review the Strategic Plan annually and decisions made concerning any alteration of programs or expenditures to ensure it aligns with the objectives of the Division. Strategic Plan goal outcomes are reported to the Academic Affairs office and the NOC Board of Regents on a quarterly basis for continuous improvement review

efforts. Implementation of the strategic goals is delegated to the appropriate faculty member or administrator for action. Both the quarterly and annual review of plan progress is an important consideration for annual plan updates or significant revision.

Further, through NOC's [Institutional Assessment Plan](#), each academic division and co-curricular areas also align their functions with the institution's mission statement, identify goals in alignment with Strategic Plan goals, and identify assessment measures for tracking progress toward those goals.

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

The key strategic goals included in the Business Division's strategic plan are listed below.

Goal 1A: Enhance the quality of life for business students.

Goal 1B: Enhance recruitment efforts as well as retention and graduation rates.

Goal 2: Cultivate and maintain business partnerships to inform and improve business curriculum decisions, enrich business student experiences, and support regional workforce needs.

Goal 3: Upgrade facilities for quality and efficiency to enhance the business student experience.

Goal 4: Enhance professional development opportunities and quality working conditions for Northern employees.

Goal 5: Diversify and increase revenue streams.

Division initiatives are decided by the Division Chair and the faculty members within the Division in order to accomplish the strategic plans. Each academic year, the Division meets to discuss the results of the initiatives and implement changes where needed. Faculty receive updates on the employment market changes through meetings with advisory boards. They also attend professional meetings and articulation meetings to discuss and stay current on industry and transfer partner needs.

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

The Strategic Plan is deployed and communicated in divisional meetings, email updates to faculty and in advisory board meetings, as evidenced in the minutes of the Business Division meetings and Business Advisory Board meetings. The [Strategic Plan](#) is posted on the Divisional website. The division faculty members serve on institutional committees and disseminate information relevant to the Strategic Plan to the other Business faculty to provide ideas to implement changes and improvements to the Plan.

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

After the Strategic Plan has been developed, the Business Division Chair and faculty systematically collect data including course statistics, satisfaction survey results, advisory committee recommendations and various divisional student rates for use in ongoing planning. Information gathered is used by the Division to make necessary changes to curriculum and to provide the Administrative Council with accurate projections for staffing, budgeting, technology needs, and physical plant requirements as well as to continuously verify and validate performance.

Sources

- Business Advisory Board Annual Program Survey 2016-17
- Business Division - Implementation of Strategic Plan
- Business Division Strategic Initiatives - Revised 2016-17

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.

Status: Completed | **Due Date:** Not Set

Self-Study

Assigned To

Not Assigned

Institution Response

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

Goal 1A: Enhance the quality of life for business students.

Strategy 1: Enhance the quality of life for business students.

Goal 1B: Enhance recruitment efforts as well as retention and graduation rates.

Strategy 2—Use student engagement survey, Freshman Business Student Survey and Business Student Exit Survey to guide development of high-impact educational strategies.

Strategy 3—Improve academic advisement model for Business Division.

Strategy 4—Increase scholarship opportunities and marketing of scholarship opportunities for business students.

Strategy 5—Improve the development process and facilitation of online course offerings.

Goal 2: Cultivate and maintain business partnerships to inform and improve business curriculum decisions, enrich business student experiences, and support regional workforce needs.

Strategy 6--Cultivate and maintain business partnerships to inform and improve business curriculum decisions, enrich business student experiences, and support regional workforce needs.

Goal 3: Upgrade facilities for quality and efficiency to enhance the business student experience.

Strategy 7—Upgrade facilities for quality, comfort and efficiency to enhance the business student experience.

Goal 4: Enhance professional development opportunities and quality working conditions for Northern employees.

Strategy 8—Improve new employee and business adjunct faculty orientation.

Strategy 9—Enhance business faculty and staff development.

Strategy 10—Utilize a Business Division Employee satisfaction survey.

Goal 5: Diversify and increase revenue streams.

Strategy 11—Diversify revenue externally through donations and grants to provide for new business programs, initiatives, degrees, and scholarships.

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

The Business Division Chair and faculty review and provide updates to the action plan annually. The objectives, person(s) / department responsible, measure, timeline and action steps are outlined in the attached [Strategic Plan](#) document as well as the [Implementation of the Strategic Plan](#) spreadsheet.

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

The Business Division strategic action plan and performance measures to assess the accomplishment of its objectives are aligned with institutional goals and objectives. The measures used to assess the action plan are outlined in the attached [Strategic Plan](#) document as well as the [Implementation of the Strategic Plan](#) spreadsheet.

Sources

- Business Division - Implementation of Strategic Plan
- Business Division Strategic Initiatives - Revised 2016-17

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.

Status: Completed | **Due Date:** Not Set

Self-Study

Assigned To

Not Assigned

Institution Response

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

With ever-tightening state funding, NOC's resource allocations must be directed at vital services. Instruction and student support remain that focus with 43% of the Education and General Budget dedicated to Instruction, 6.3% dedicated to Academic Support, 11.9% dedicated to Student Services, and 10.8% dedicated to Scholarships. All of the institutional audit reports are posted on the [NOC Compliance website](#).

The Business Division strategic plan includes some capital planning, but most of the facility planning is aligned and directed by the NOC's Master Capital Plan. Therefore, as the Strategic Plan and Master Capital Plan are reviewed, revised and implemented, Business faculty and staff are given opportunities for input with the intention of providing high-quality educational facilities for all academic programs. An example is the new campus being built at our Stillwater location. The Business faculty on the Stillwater campus were involved in designing the computer labs and the classrooms that will be used for instruction. Further, all Business Division office furniture has been replaced within the last 10 years.

The resource allocation process begins with budget hearings each May with the Vice President for Financial Affairs and the President. They meet with all academic division chairs, vice presidents, and the athletic director to review divisional and /or departmental budgets, identifying recommendations for budget cuts as needed and submitting new budget requests that are in support of both the NOC Strategic Plan and the Divisional Strategic Plans. As an additional step of the regular resource allocation process, all employees are asked to submit capital requests to the Office of Financial Affairs in the spring semester with copies to supervisors so that they can be included in the prioritization process of budget hearings.

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' academic budget and actual expenditures.

[See attached Table: Standard 2 - Credit Hour Generation and Budget to Actual Table.](#)

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

Computer lab and technology needs for students are fully supported through 22 computer labs institution-wide with 350 stations; these computers all run the most updated version of Microsoft Office so they can be used for instruction in business courses. Additionally, software for programming courses and the Microcomputer Accounting course is updated annually and /or upon request to meet instructional needs. The Information Technology department facilitates all technology purchases and works in conjunction with the Business Division Chair to maintain the computer replacement schedule for business faculty as well as computer labs. See the attached [Computer Replacement Schedule](#).

In both the 2016-2017 and 2017-2018 fiscal year, with additional cuts in state revenues, several areas of funding had to be reduced, including resources allocated for numerous staff and student hourly positions, as well as travel and supplies budgets. Budget hearings in these two years focused especially on prioritization of strategic goals with fewer resources. As many departments saw cuts to staff, the Business Division was deemed a priority and able to rehire all vacant positions ensuring the stability of the Business Programs.

One way in which NOC has maintained its focus on strategic plan goals in resource allocation has been through funding of professional development. Since the launch of the Strategic Plan, resources have been allocated annually to fund on-site professional development that benefits all staff (such as customer service training and Strengths Finder training) in addition to departmental allocations that allow for specialized training needed in financial aid, advisement, testing, counseling, and other areas. All full-time faculty have had access to individual professional development funds each year, and on-site professional development activities, funded separately, are open to all full-time and adjunct faculty. The Coordinator of Professional Development conducts surveys on interests and needs each year and schedules webinars and speakers to address those needs. Professional development offerings are promoted

through a monthly newsletter, and these newsletters, as well as helpful online resources are provided on the Professional Development site on the faculty Portal (page can be viewed during the site visit).

Of particular note for Business are the funds provided for all Business Core courses to become Quality Matters Certified. Faculty received training on the standards and received support throughout the process from the Instructional Designer and Distance Learning Specialist to successfully certify seven courses. The Business Division was the first area at NOC to attempt the certification and helped provide the framework for further divisions to successfully navigate the process. This certification was a part of both the institutional and the Business Division strategic plans.

Sources

- Computer replacement schedule
- Standard 2 - Credit Hour Generation and Budget to Actual Table

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.

Status: Completed | **Due Date:** Not Set

Self-Study

Assigned To

Not Assigned

Institution Response

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

The Business Division Strategic Plan includes some capital planning, but most of the facility planning is aligned and directed by the NOC's Master Capital Plan. Therefore, as the Strategic Plan and Master Capital Plan is reviewed, revised and implemented, Business faculty and staff are given opportunities for input with the intention of providing high-quality educational facilities for all academic programs. Business faculty and staff are asked to submit capital requests to the Office of Financial Affairs in the spring semester with copies to the Division Chair so that they can be included in the prioritization process of budget hearings.

NOC certainly commits the funds needed to maintain the infrastructure and technology needed for student success. Despite major cuts in state appropriations over the past several years, NOC has been able to build and renovate structures to continue meeting students' needs, including adding new residence halls in Tonkawa and Enid in 2015-2016, renovating existing residence halls, dining facilities, and classroom buildings over the last several years, and adding a new classroom building in Stillwater to be completed by Fall 2018.

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

Classroom space utilized by Business faculty is equipped with presentation materials including instructor computers, white boards, document cameras and ITV capability. These advances allow faculty to present the most up-to-date material and cases available on a daily basis. The presentation classrooms are also equipped with Lecture Capture software, whereby faculty can record live class lectures and /or lectures for online students.

Computer lab and technology needs for students are supported through 22 computer labs institution-wide with 350 stations; these computers all run the newer version of Microsoft Word and Office so they can be used for instruction in business courses. The Business Division also has mobile laptop carts on each campus to facilitate the use of technology in classroom. Computer labs are available to students for use during the normal hours of operation for the institution.

Each full-time faculty member is assigned a private office that is in close proximity to their classrooms and computer labs. Adjunct faculty are given office space with computer access. Therefore, faculty members are provided the professional space to plan for classes, assess student work, and meet with students on a regular basis. Each Division is allocated \$10,000 of capital money each year to update furniture fixtures and equipment (not including technology / computers) at the discretion of the Division Chair with faculty input. The \$10,000 was suspended in 2017-18 due to the extensive costs of building the new Stillwater Campus building.

Sources

There are no sources.

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.

Status: Completed | **Due Date:** Not Set

Self-Study

Assigned To

Not Assigned

Institution Response

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

The Business Division Strategic Plan includes some capital planning, but most of the equipment planning is aligned and dictated by the NOC's Master Capital Plan. Therefore, as the Strategic Plan and Master Capital Plan is reviewed, revised and implemented, Business faculty and staff are given opportunities for input with the intention of providing high-quality educational equipment for all academic programs.

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

The Business Division, in cooperation with the Information Technology Department, maintains a [computer replacement schedule](#). Requests for new lab computers and or software are made to the Director of Information Technology for inclusion in their planning budgets. To further support this effort, Business faculty and staff are asked to submit capital requests to the Office of Financial Affairs in the spring semester with copies to the Division Chair so that they can be included in the prioritization process of budget hearings. Further, each Division is allocated \$10,000 of capital money each year to update furniture fixtures and equipment (not including technology / computers) at the discretion of the Division Chair with faculty input. The \$10,000 was suspended in 2017-18 due to the extensive costs of building the new Stillwater Campus building.

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

Computer lab and technology needs for students are supported through 22 computer labs institution-wide with 350 stations; these computers all run the newer version of Microsoft Word and Office so they can be used for instruction in business courses. Additionally, software for programming courses and the Microcomputer Accounting course is updated annually and /or upon request to meet instructional needs. The Information Technology department facilitates all technology purchases and works in conjunction with the Business Division Chair to maintain the computer replacement schedule for business faculty as well as computer labs. See the attached [Computer Replacement Schedule](#).

Each course, whether online or on-site, is connected to a Blackboard page so that instructors can post information for students to access off-site. In 2012-2013 fifteen faculty members completed a train-the-trainer program from a Blackboard specialist as the school migrated from WebCT (a Learning Management System being phased out by the vendor) to Blackboard; those fifteen faculty members then conducted training within each academic division. Since Fall of 2013, Blackboard training has been conducted each year for new faculty and those who wish to brush up on best practices.

The Blackboard administrator supports both students and faculty with Blackboard questions or technical issues. The [Information Technology Help Desk](#) also responds to student and employee issues with the telecom system, Campus Connect (the system through which students can enroll, check grades, and check financial aid status), POISE (the student information system), interactive television equipment, and other technical needs. Some issues can be resolved over the phone, but the help desk can also route the request to an IT technician when an office or classroom call is needed.

Sources

- Computer replacement schedule

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.

Status: Completed | **Due Date:** Not Set

Self-Study

Assigned To

Not Assigned

Institution Summary

Strengths:

- The Business Division has a well-developed strategic plan aligned with institutional strategic plan, to guide current and future initiatives.
- Through the budget process, the business division receives adequate resources to fund staff and equipment needs.
- The Business faculty have a broad and varied knowledge base that assists both the Division and the institution with strategic planning initiatives.

Opportunities for Improvement:

- The Stillwater campus and the dependence on Oklahoma State University for continued enrollment provides an uncertainty in strategic planning for both the Business Division and the institution. For instance, the OSU College of Business has changed its business core requirements, which could affect the enrollment in accounting and economics courses on the NOC Stillwater campus. The opportunity for improvement would be to search for new markets to expand enrollment.
- Expansion of marketing and outreach initiatives are essential for growth of programs and enrollment, especially with declined funding for higher education from the Oklahoma legislature.
- Though the Strategic Plan is well-developed, increased communication and involvement of Business faculty would likely improve the process and the Plan.
- While working within the guidelines of the Information Technology department for upgrade and replacement of computer resources is adequate, the Business Division faculty could more proactively investigate opportunities for grant submissions in order to generate external revenue sources to improve and expand specialized instructional technology to advance new and existing programs.
- An increase from a half-time staff assistant to a full-time position is needed to meet the future demands of new programs and the ever-increasing assessment requirements.

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.

Status: Completed | **Due Date:** Not Set

Self-Study

Assigned To

Not Assigned

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.

Status: Completed | **Due Date:** Not Set

Self-Study

Assigned To

Not Assigned

Institution Response

A. List the business unit's key student segments and stakeholders.

- Students – both business majors and those in other majors who are taking business courses
- Business Alumni
- Business Division Faculty / Staff
- Employers in the service area
- Colleges and universities to which Business students transfer

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

Stakeholder requirements and expectations are determined in various ways, including interaction with the business community leaders, students, and transfer partner faculty to ensure that Business programs are providing students with skills to be successful in the professional workplace or for transfer into a four-year program.

[Business Advisory Board](#) members, comprised of alumni, business / industry partners, and four-year transfer partners, assist in determining the stakeholders' needs and expectations. The Board members complete an annual survey to provide feedback on upcoming trends within their industries and to evaluate the effectiveness of NOC's Business programs.

Students complete various satisfaction and evaluation surveys throughout their coursework with NOC. The Business Student Advisory Board also prepares a basic SWOT analysis from a student perspective on how well the Business Division and programs meet their needs.

Faculty members attend professional organizational meetings and conferences to gain knowledge on industry trends. The conferences also provide an opportunity to discuss topics with peers. Participation in [Oklahoma State Regents for Higher Education transfer matrix](#) meetings allows Business faculty to

collaborate on curriculum design and changes with the other community colleges and four- year colleges and universities within the state of Oklahoma. Common course descriptions and objectives for all courses on the matrix are being developed to provide consistency for students transferring to other institutions. Faculty also participate in annual meetings with partner four-year institutions to review and update articulation agreements.

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.

Status: Completed | **Due Date:** Not Set

Self-Study

Assigned To

Not Assigned

Institution Response

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

The Business Division does not have a separate funding source for recruitment and utilizes the institutional recruitment office to attract students. NOC's Development and Community Relations Department is responsible for all marketing efforts. Mass marketing advertising such as television, radio, Facebook, and Twitter advertising generally focus on the entire college, rather than individual programs, but on occasion, Business programs have been highlighted in commercials and Facebook posts. A division-specific brochure, which highlights academic programs within the division is updated annually. The Business Division staff assistant maintains the [Divisional website](#) and updates information regularly.

Through involvement in community activities and campus activities such as the annual Academic Bowl and Interscholastic contests held for area high school students, faculty have the opportunity to directly mingle with potential students and introduce them to the Business programs. Further, the Business Division participates in the annual recruitment event on each campus called Northern Exposure, at which high school students tour the campus, meet faculty, staff and students, are introduced to the NOC culture and gain valuable program and admissions information. Business students themselves assist in recruitment efforts by being active in community service projects through Business Club, Kappa Beta Delta and AMBUCS Auxiliary, which provide visible examples of service opportunities for potential Business students.

Creating positive relationships between students and faculty is key to student retention. All Business majors must meet with a faculty advisor each semester to determine class schedules. A hold is placed on student MyNOC accounts and can only be removed by an advisor to ensure that the appropriate communication occurs. During the advising meetings, faculty discuss the curriculum path and the

student's long-term goals. Students also have access to free tutoring by peer tutors and online, utilizing the tutor.com service. This interaction encourages a more personal atmosphere and assists with both recruitment and retention efforts.

Through the development of the [2013-2018 Institutional Strategic Plan](#), NOC defined institutional goals for retention, persistence, and completion. Goal 1B of the Strategic Plan was to "Enhance recruitment efforts as well as retention and graduation rates." Throughout the 2013-2018 plan, activities have been focused on these efforts using high-impact strategies identified in CCSSE, monitoring of online and evening course offerings, an improvement of the academic advisement model, and more recently through the development of a Strategic Enrollment Management Plan (SEM) in 2016-2017.

NOC has been recognized three times in round one of the Aspen Institute for the top 150 community colleges in the nation based on metrics including retention and graduation rates. NOC was listed as one of the top schools in Oklahoma for quality, diversity of program offerings, and career services in [LearnHowToBecome.Org's 2017 study](#). NOC ranked third among community colleges in the state with scores based on its affordable tuition and fees, estimated alumni earnings, student/teacher ratio, and financial aid offerings. NOC has also been recognized by [SmartAssets](#) as number three in a top ten list of the best community colleges in the nation for return on investment. In addition, [Wallethub](#) ranked NOC 16th in the nation in a 2016 study and 8th in the nation in a 2017 study examining 12 key metrics, including cost of in-state tuition and fees, student-faculty ratio, and graduation rate. These external validations, not only demonstrate NOC's commitment to retention, but also serve as valuable recruitment tools.

State and national goals guide NOC through Oklahoma's participation in Complete College America's initiatives to reform developmental education and to increase on-time graduation rates through 15-to-Finish. Oklahoma signed on in 2011 to [Complete College America \(CCA\)](#), setting a goal to increase retention and the number of degrees and certificates earned in Oklahoma by 67 percent in twelve years. In 2011, each institution in the state was given its own goal for completion by percentage of enrollment population with an additional plan for performance-based funding linked to it. NOC's portion of this goal was adding 21 degrees or certificates per year, a goal achieved through the addition of a strong reverse transfer initiative. While the state's budget picture has allowed for very limited additional funding as planned, the state and NOC have remained faithful to the goals of increasing recruitment, retention and completion rates to strengthen the workforce.

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

The Business Division utilizes institution-wide programs to assist with providing high-quality student services. As stated in the Business Division's core values:

- *We believe in providing individualized instruction that lead our business students to achieving their academic goals in a welcoming and safe environment, utilizing the state of the art models of instructional delivery, up to date equipment, and the resources of skilled and innovative faculty.*
- *We believe in providing support to business students in and out of the classroom so that they receive a full college experience with diverse opportunities.*

Through its [placement policies](#), NOC addresses the individual needs students might have prior to beginning courses for college credit. Students are directed to an online readiness quiz as well to determine if online courses are a good match for their learning styles. The online readiness quiz may be viewed by clicking on the Blackboard link at www.noc.edu, selecting guest preview, and "my

courses.” The Distance Learning Specialist emails students to direct them to this link. Students also respond annually to a student satisfaction survey that includes the statement “I was placed at the appropriate course level that matched my academic level.” In the Spring 2017 survey, 91% of 522 respondents (25.3% of which were Business students) reported they were “Satisfied” or “Very Satisfied” that the placement was appropriate. (See this response for question 2.8 and full survey results at <http://www.noc.edu/surveys>.)

We believe in providing support to students in and out of the classroom so that they receive a full college experience with diverse opportunities. In service to its primary regional needs, the Business Division offers 3 transfer degrees (1 associate in arts and 2 associate in science), and 1 applied science degree (note that both the transfer and applied science degrees have various options within each program). A full range of on-site and online student services is offered to support academic programs, including on-site and online application and enrollment processes, career counseling, on-site tutoring and 24/7 access to online tutoring through Tutor.com, on-site library access as well as electronic databases and an online link to Ask a Librarian, and on-site faculty and staff academic advisement and an online link to Ask an Advisor,

- [Career counseling](#)
- [Tutoring](#)
- [Library](#)
- [Ask a Librarian](#)
- [Ask an Advisor](#)

Counselors are available to address physical and mental health issues, as well as offer career counseling. Academic advisement is offered through Business faculty advisors who maintain a minimum of 10 office hours per week to assist students, as well as staff advisors who work Monday-Friday, 8:00 a.m.-5:00 p.m. Students having an advisement question after hours can use the website link to [“Ask an Advisor”](#) and typically receive a response within 1-2 hours. Students also have access to faculty via email and voicemail, and the voicemail is connected to faculty email so that students leaving a message often receive a reply the same day even when sending classroom questions over the weekend.

In addition to faculty access through office hours, email, and voice mail, students have access to on-site peer tutoring for targeted areas of need, such as writing instruction and math labs. In 2014, NOC also began providing online tutoring in recognition of both distance education students and the large population of on-site students who worked and found it difficult to return to campus for tutoring hours. All NOC students now have access to 24-7 online tutoring for approximately 40 subject areas through Tutor.com; each student is given 300 free minutes of Tutor.com access and can request additional time if needed.

Support is provided through an Early Alert System that faculty use to report students who are not attending or who have lower grades because of quality of work or missing work. These early alerts go to the students and academic advisors but also to the retention specialists, who contact students and assist them in identifying resources for improving their performance and advise students on when dropping a course may be necessary.

On-site [library resources](#) are available as well as access to electronic databases, such as Ebsco Host, Gale, Primo, and Proquest. Ebsco Host provides access to general databases such as Academic Search Premier, which has over 4,600 journals including full text for nearly 3,900 peer-reviewed titles. It also includes the world’s most comprehensive scholarly full text database in Academic Search Complete, which has more than 8,500 full-text periodicals, including more than 7,300 peer-reviewed journals. In addition, Ebsco has Business specific databases, such as Business Source Premier, Associates

Programs Source and Eric. Gale hosts one general database with over 6,000 periodicals, over 3,000 being full text and over 2,000 of those being peer-reviewed titles. Proquest has areas of research that include The Arts, Business, Health and Medicine, History, Literature and Language, Science and Technology and Social Science. It includes over 7,000 full text titles of which over 4,800 are peer-reviewed. NOC Libraries also receive 110 periodicals and several reference materials in print, many of which are specific to business.

NOC and the Business Division provides students with a full college experience through a wide variety of clubs and organizations including the Business Club, Kappa Beta Delta and AMBUCs Auxiliary. Experiential learning opportunities, such as internships, job shadowing, and service learning give students the chance to explore career opportunities more fully prior to transferring into a four-year program or entering the work force. Examples of recent internships, available internships and important forms are posted on the [Internships](#) website.

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

The Business Division learns from former and current students through various data collections methods. Listed below are the data collections tools.

- [Institutional Student Satisfaction Survey](#). Each spring an internally developed Student Satisfaction Survey is administered to NOC Students. The information is disaggregated by Division to provide valuable information to improve Business programs.
- [Community College Survey of Student Engagement \(CCSSE\)](#). The Community College Survey of Student Engagement (CCSSE), a product and service of the Center for Community College Student Engagement, is a well-established tool that helps institutions focus on good educational practice and identify areas in which they can improve their programs and services for students. (Note: Information from CCSSEE is not disaggregated, therefore, NOC utilizes both an internally developed survey and this nationally normed survey.)
- [Course Evaluations](#). Course evaluations are part of the NOC's commitment to excellence in teaching and learning. Students complete course evaluations each semester as guided by the policy in the [Employee Handbook](#) on page 104. Responses to the course evaluation provide information on student perceptions of their engagement, learning outcomes, instructors and course activities. This feedback helps guide course improvements. Course evaluation data is compiled and kept in a confidential file. Faculty receive a copy of the results at the beginning of the following semester.
- Peregrine Student Satisfaction Survey. The Peregrine Student Satisfaction Survey is conducted in conjunction with the Peregrine Assessment, which is administered at the end of a student's Business Program, which has best been correlated to the Managerial Accounting course because of the typical course sequencing for a Business student.
- [Institutional Student Exit Survey](#). The Student Exit Survey was launched in spring 2017 and is distributed at commencement practice to pending graduates to obtain feedback on how well NOC does in achieving its mission and why they chose NOC.

- [Student Advisory Board SWOT Analysis](#). On an annual basis, the Student Advisory Board completes the Student Advisory Board SWOT Analysis to determine the strengths, weaknesses, opportunities and threats from a student's unique perspective.
- [Business Advisory Board Survey](#). Several Business Advisory Board members are both employers and alumni and provide feedback based on their experiences in hiring and as well as being students at NOC.
- [Internship Follow Up Surveys](#). Internship Follow Up Surveys are conducted both at midterm and at the completion of the internship experience by both the employer and the intern. Internship participants provide valuable feedback based on their experiences throughout the internship. They help identify areas of strengths as well as skills gaps that need to be addressed by the Business Division.

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

The process for utilizing stakeholder feedback in program development and enhancement is reflected in the curriculum and instruction. Data from the Peregrine Assessments and course outcome assessments reveal areas of the content where students are successful and areas of improvement. Each spring semester during in-service meetings, faculty review the results of the assessments as well as course evaluation aggregate results and develop action plans to improve student learning.

During the Business Advisory Board meetings, the Business Chair provides both a [formal survey](#) and informal discussion to determine needs of the business community. The program outcomes and assessment results are provided to guide discussions during the meetings. For example, as a result of advisory board suggestions, Business Ethics was made a requirement for all business degrees, a "Meet and Greet" was established between the business faculty and the advisory board, and the Student Advisory Board was created.

[Internship Follow Up Surveys](#) are conducted both at midterm and at the completion of the internship experience by both the employer and the intern. Both the Division Chair and faculty review the surveys to identify trends, strengths and weaknesses of interns as self-perceived and as perceived by employers who sponsor them. Changes to programs are then implemented as needed. One key question on the employer survey is: *"If an available position were available, would you hire this intern?"* This gives a direct assessment of the employability of NOC business students.

The NOC Business Division along with other community colleges and the four-year schools utilize their relative stakeholder feedback during statewide course equivalency meetings that include representation from across the state. These committees collectively develop course descriptions and outcomes for courses that are offered by all participating institutions, providing for ease of transfer between community colleges and to the four-year institutions.

There are various [institutional committees](#) in place to assist with this process for utilizing stakeholder feedback. Each committee is given a yearly "charge" based on the NOC Strategic Plan. Business faculty participate in each of the following committees:

- Assessment of Student Learning – recommends policies and procedures designed to support assessment of student learning and institutional effectiveness and to demonstrate NOC's accountability to its many internal and external constituencies. Additionally, this committee will

provide guidance, direction, and support for institution-wide assessment activities related to student academic achievement, course and program outcomes, support services provided to students, and other areas of institutional assessment.

- Retention – The retention committee recommends policies and procedures designed to improve retention and graduation rates in support of the institutional mission and regional and state goals for degree completion. This committee reviews practices related to enrollment, academic advisement, and student support services that have been identified as instrumental in improving retention.
- Curriculum – studies curriculum proposals from all academic divisions (with at least 1 representative from each division) and serves as a recommending body to the faculty and administration for new programs or courses. A standing subcommittee for Online Teaching and Learning works for continuous improvement of online courses. Other subcommittees are formed as needed for curriculum decisions related to Global Education and Service Learning.
- Professional Development – A faculty representative from each academic division serves on the professional development committee for the institution. This charge is to plan, schedule, evaluate, and continuously improve professional development opportunities for faculty of NOC.
- Technology and Learning Resources - Plans, evaluates, and suggests policy in the implementation and usage of technology (computer, Portal, Internet, ITV, etc.), library, media, and other learning resources; Identifies developments that might be of interest to NOC and makes recommendations to administration as appropriate.
- Student Affairs - Studies and recommends changes in areas such as student conduct policy, campus food service, student activities, Wellness Center, strategies for reducing student loan default, and ADA compliance. The committee acts as a referral hearing body for student affairs/conduct appeals.
- Divisional Program Meetings – Faculty meet to discuss program outcomes, content and book selection for courses. Assessment data are collected and drive the decisions of the Business faculty.

Sources

- Business Advisory Board Annual Program Survey 2016-17
- Internship Agreement Forms
- Student Advisory Board Survey

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.

Status: Completed | **Due Date:** Not Set

Self-Study

Assigned To

Not Assigned

Institution Response

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

As a public open-door community college, NOC understands its role in providing accessible educational opportunities to students. Admission to the college is available to any person who is a high school graduate or equivalent, as well as students who meet the high school concurrent enrollment criteria. NOC admission policies are published on page 4 of the [NOC Course Catalog](#). The forms needed to apply for general admission to NOC, whether as a first-time freshmen or transfer student, checklists for completing all admissions and enrollment processes, cost comparisons, links to important campus services and admissions / recruitment contact information can be found under the [Future Student](#) link of the NOC website. Separate admissions forms are available for both concurrent and international students. Further, videos under the [Concurrent Student](#) link of the NOC website may be viewed for helpful orientations for first-time students.

Through its [placement policies](#), NOC addresses the individual needs students might have prior to beginning courses for college credit. Students are directed to an online readiness quiz as well to determine if online courses are a good match for their learning styles. The online readiness quiz may be viewed by clicking on the Blackboard link at www.noc.edu, selecting guest preview, and “my courses.” The Distance Learning Specialist emails students to direct them to this link. Students respond annually to a [student satisfaction survey](#) that includes the statement “I was placed at the appropriate course level that matched my academic level.” In the Spring 2017 survey, 91% of 522 respondents (25.3% of which were business students) reported they were “Satisfied” or “Very Satisfied” that the placement was appropriate.

NOC has also identified an important subgroup of students as the First Generation and non-traditional students and addressed the needs of this group through its Retention Committee efforts. In 2016, the First Gen sub-committee established 3 student focus groups to identify ways to improve processes in admissions, enrollment, and advisement in response to comments on student satisfaction surveys that these processes could be challenging. As a result of focus group feedback, new [enrollment checklists](#)

were developed and posted in 2016-2017. In addition, the committee recommended surveying faculty and staff to identify those who were First Generation; that survey was sent from Institutional Research (IR) in Fall 2016 with results showing that out of 97 respondents, 55 (or 57%) of employees completing the survey were First Gen as well. The committee made recommendations to develop a mentorship program to be launched in 2017-2018, connecting mentors to First Gen students.

A majority of NOC students receive financial aid to help pay for college. A variety of resources are available from federal, state, institutional and private sources including grants, scholarships and work study programs. The [Financial Aid](#) office maintains a website with valuable information to all sources of funding available to assist students. NOC requires all students applying for scholarships (institutional, academic, athletic, foundation, etc.) to submit the FAFSA prior to being awarded any dollars, in order to best leverage scholarship and financial aid dollars for the benefit of all students.

NOC currently offers the [least expensive tuition among all community colleges in the state of Oklahoma](#) and Oklahoma offers the 5th most affordable tuition in the nation. Despite several years of cuts in state budget funding (including a 16.9% reduction for 2016-2017 and a 6.1% reduction for 2017-2018), the institution continues to provide a high-quality education at affordable rates. Tuition and fees are listed both on page 14 of the [NOC Course Catalog](#) and as a separate [Tuition and Fees](#) link on the website. A significant differential in costs to note is that [NOC Stillwater](#) must follow the same tuition and fee structure as Oklahoma State University per the MOU that allows NOC to offer coursework on the OSU campus. NOC does not receive a state allocation for this location; however, per the MOU, NOC Stillwater students pay fees similar to OSU students and thus have access to student services and activities provided by both Northern and by OSU, including all student clubs and organizations other than fraternities, sororities, and athletic teams.

NOC students have access to both staff and faculty advisors. They may speak to a staff advisor when faculty are not available in summer or when they are first enrolling and have not declared a major, but they will be assigned to a faculty advisor as well to have the guidance of someone who has worked within the discipline they wish to study. New faculty do not have advisees assigned during their first year of service but are all assigned a faculty mentor whom they can work with in the first year to observe during advisement sessions.

Because many students enroll at NOC as undecided majors, counselors provide access to career tools that can help students choose an area of interest, and NOC also offers a World of Work course for a more intense study of career options, including a job-shadowing opportunity. Undecided majors are strongly encouraged to enroll in World of Work for their first semester to target their enrollment as soon as possible. During designated Freshmen Fridays each week in April, faculty and staff advisors set aside additional advisement time to be available to new enrollees. In addition, NOC Stillwater staff began participating in OSU orientation days in Spring 2017 to assist students who needed to co-enroll at both institutions to meet developmental requirements.

An additional resource for advisement was created in 2014 with the development of an [Advisor Handbook](#). This guide is updated annually; drafts are sent to all employees for additional input and then the new version is posted online. Advisor training meetings for faculty and staff advisors are held each fall and spring before a new enrollment term opens to provide updates from each academic division.

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

The [NOC Student Handbook](#), the [Student Complaint / Grievances](#) website and the [NOC Course Catalog](#), all provide details regarding students' rights and responsibilities. Student rights, freedoms and responsibilities area also discussed during orientation. The procedures in place are intended to resolve conflicts at the lowest level while providing the student, faculty and the college fair and equal treatment.

If a student complaint is less serious in nature, students are directed to first meet with the faculty to try and resolve the issue. If the issue is not resolved, then the student may contact the Chair of the department in which the issue occurred. If the student still feels the issue has not been resolved, the student can contact either the Vice-President for Academic Affairs for academic related issues or the Vice-President for Student Affairs for student conduct related issues.

Sources

There are no sources.

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

Status: Completed | **Due Date:** Not Set

Self-Study

Assigned To

Not Assigned

Institution Response

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

Utilization of student offerings and services is primarily determined by attendance and enrollment numbers. Student organizations minutes are on record in the Student Services office. Tutoring services such as tutor.com, the departmental tutoring (including Business specific tutoring services) retain records on student usage, though these records are deemed less accurate than desired. The Office of Institutional Research reports the number of graduates to the division each semester. New in 2017, kiosks have been placed in all administrative buildings / areas for students to sign-in as they enter buildings to be better track student usage of services. These kiosks are not in academic areas for tracking of discipline specific tutoring or advisement at the divisional level.

B. Using Table 3.1, 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**

[See attached Table 3.1.](#)

Sources

- Table 1 - Standard 3 - Student and Stakeholder Satisfaction

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.

Status: Completed | **Due Date:** Not Set

Self-Study

Assigned To

Not Assigned

Institution Response

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

There is an inherent relationship between the Business Division at NOC and business and industry. That relationship is a direct result of the faculty working with professionals within their teaching disciplines and participating on various advisory boards and community organizations such as Chambers of Commerce and AMBUCS, and professional organizations such as the Oklahoma Society of CPA's. Business professionals from Edward Jones, the Ponca City Development Authority, First National Bank, Pioneer Technology Center and Ward Wealth Management Services have participated in lectureships for the NOC Business students either in an open forum setting or in classrooms.

The [Business Advisory Board](#) is comprised of area business representatives, industry, government and educational professionals, and alumni, which meet at least once per year. Advisory Board members have served as external reviewers for the [Governor's/Loves Cup](#) projects and have been guest speakers for NOC students. Industry partnerships are mutually beneficial for the college and the businesses. Many of the Business Advisory Board members have sponsored internships. This provides a triangular relationship in that NOC trains students who work for businesses that serve as advisors for program development, thus providing a beneficial assessment loop for the NOC Business programs.

An additional connection includes activities associated with the Society for Human Resource Management (SHRM). For instance, the local SHRM chapter hosts an annual networking luncheon for NOC students and Human Resources professionals. Students in the Human Resource Management class are given a real-world HR issue / scenario that professionals are currently facing. Students

research the topic and present their findings and recommendations to the group. This process allows for application of academic theories as well as networking opportunities for students and faculty with local business professionals.

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

As mentioned above, the impact of business and industry partnership is reflected in internships, experiential learning and modifications to improve instruction and programs. These improvements in turn lead to higher transfer rates into four-year degree programs and / or job placement within those local industries, which are both central to the mission of the NOC Business Division.

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.

Status: Completed | **Due Date:** Not Set

Self-Study

Assigned To

Not Assigned

Institution Summary

Strengths:

- The initiatives regarding First Gen and Native American students to increase recruitment, retention and success of these student populations has a larger impact on the overall population.
- The culture of NOC and the loyalty of the faculty and staff are a strength for the organization and the Business Division. The low turnover rates indicate faculty satisfaction has been sustained for many years.

Opportunities for Improvement:

- The Business Division has identified tracking of graduates as an Opportunity for Improvement.
 - Better measurement and tracking of graduates including a 6-Month Graduate Survey, 2-year Graduate Survey and 5-year Graduate Survey along with an annual Alumni Satisfaction Survey would help the Business Division to gauge perceptions of the college experience, provide information on employment history, and assess the impact of educational programs and experiences from the perspective of alumni.
 - NOC recognized that tracking graduates is an institutional OFI and in fall 2017 purchased access that is more comprehensive to the National Clearing House in order to track more extensively, where graduates are transferring to further their education.
- Develop strategies to improve job placement and tracking of students
- Searching external funding sources to increase faculty pay and external professional development opportunities

Sources

There are no sources.

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.

Status: Completed | **Due Date:** Not Set

Self-Study

Assigned To

Not Assigned

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.

Status: Completed | **Due Date:** Not Set

Self-Study

Assigned To

Not Assigned

Institution Response

A. Describe the current student learning outcomes assessment plan.

Assessment is approached on four levels (institutional, general education, program and course) that are intertwined to assess student success at NOC.

Institutional assessment involves an examination of all the process that contribute to student success at NOC. These processes include the initial application, advisement and enrollment process that help students set and reach their academic goals, the student activities and support services that keep them engaged along the way and the overall retention and completion rates that show students are able to finish what they start at NOC and truly have a life-changing experience. The mission and strategic priorities of the institution guide the overall [Assessment Plan](#). The Business Division contributes data and results as a part of the overall plan, which is submitted to the Oklahoma State Regents for Higher Education annually.

For all degree programs at NOC, general education courses are evaluated based on standardized competencies that apply to all students completing the course, regardless of major. NOC has identified the following five areas as [general education competencies](#) for graduates:

- Critical Thinking
- Communication Skills
- Cultural and Societal Awareness
- Mathematical and Scientific Reasoning
- Consumer and Personal Wellness

In a plan developed in the 2008-2009 academic year, faculty voted on at least one course each, required for all transfer degrees, through which to assess each of the general education competencies. After several years of tracking success rates on all of these competencies and making curriculum adjustments as indicated, the Assessment Committee voted to expand its general education measures by identifying courses across all general education areas in which to assess the competencies. Critical Thinking became the general education focal point for 2015-2016 with each competency to be integrated across the curriculum and assessed on a rotating cycle. Communication was added to the cycle in Fall 2017 and in Fall 2018 Cultural and Societal Awareness will be added. In a 10 year cycle, each competency will have at least 3-5 years of trend data to utilize in assessment of student success and to use for decision making.

Each degree program is assessed for program competencies with results reported annually through the Office of Institutional Research. In addition, all programs are reviewed on a five-year cycle with reports submitted to the Oklahoma State Regents for Higher Education. These [Program Review](#) reports address quality indicators, appropriate faculty credentials, and program costs. The ACBSP Quality Assurance and Self-Study reports are accepted by the Oklahoma State Regents for Higher Education in lieu of a separate program review for business programs. All are listed on the [Business Division website](#).

Expected course outcomes are listed on every [syllabus](#) and program learner outcomes are included in all program reviews and have been mapped to the course or courses within the program through which the outcomes will be assessed. The Business Program outcomes are mapped utilizing a [matrix document](#), which is posted on the [Business Division website](#). Learning outcomes for all NOC courses are consistent across all modes of delivery. To ensure ongoing alignment, syllabi each semester are reviewed by division chairs who utilizing a common [Syllabus Review Checklist](#) before submitting all divisional syllabi and office hours to the Office of Academic Affairs.

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

1. What student learning data is collected and why.

The Business Division conducts formative, summative, internal, and external assessment, on program learning outcomes in order to ensure program learning outcomes are being met. The data are collected via [general education assessments](#), [business core course assessments](#) and [external program exit assessment](#).

As a public comprehensive community college, NOC offers a full range of general education coursework to meet the core requirements set by the Oklahoma State Regents, as well as a wide selection of electives that transfer to partner institutions. For all degree programs, general education courses are evaluated based on standardized competencies that apply to all students completing the course, regardless of major. The Business Division courses that fall under these general education competencies are Computer Concepts, Digital & Financial Literacy and Business Ethics, which all participate in the general education assessment process. These outcomes are designed to evaluate NOC students' achievement of five competencies that the assessment committee deemed as important for graduates:

1. Critical thinking
2. Communication skills
3. Cultural and societal awareness
4. Mathematical and scientific reasoning
5. Consumer and personal wellness

The [Business Division](#) has identified assessments in all of the business core courses including: Introduction to Business, Principles of Management, Principles of Marketing, Computer Concepts, Business Technologies & Applications, Financial Accounting, Managerial Accounting, Macroeconomics, Microeconomics, Business Ethics and the Programming courses. Assessments in these courses have been conducted to provide formative assessment measures.

The Peregrine Assessment is given to students as an outbound external program assessment. Students are assessed at the completion of the Managerial Accounting course as it is typically taken in the last semester of their degree program. The content areas assessed depend on the degree programs (AS, AAS) students self-identify. The areas tested for the AS are accounting, economics, ethics and quantitative analysis. The areas tested for the AAS degrees are accounting, economics, management and ethics.

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

Formative and summative data is used to improve the business programs and enhance student learning by evaluating the data to determine areas of improvement through targeted, focused instruction. Data is collected both fall and spring semesters. Each January at in-service meetings, one day is dedicated for faculty to evaluate the results of the assessment and identify areas of improvement. Changes to course curriculum, methodology, or assessment tools for program improvement are reported on the [Course Assessment Form](#) and submitted to the Business Chair and Academic Affairs. These forms are reviewed the following year to assess if the changes were effective.

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

Comparative data is used to identify areas of improvement within the division. Assessment scores in each course are compared to determine success rates by program. For example, scores in Accounting assessments are disaggregated by degree program to determine how Computer Science, Business Administration and Business Management Students are performing. This comparison provides valuable information about the possibility of using cross-curricular teaching techniques for those areas that may be under-performing. NOC, also establishes benchmarks that coincide with other colleges or national norms when applicable or available. For example, the institution uses comparative data for associate degree level students from other colleges participating in the Peregrine CPC as a benchmark for the program exit exam.

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

The Business Division actively participates in the improvement of the assessment process. The discipline specific faculty are responsible for development of the assessment tools and identifying improvements needed. The Division Chair is responsible for collecting and disseminating the course data and other student success data to faculty. Business Faculty serve on the institutional Assessment Committee in order to have a voice for the Business Division regarding institutional assessment processes and measurements.

NOC maintains a [master assessment plan](#) for all academic programs. The Division Chairs actively participate in the development and annual revision of the assessment plan. The Institutional assessment involves an examination of the course outcome results as well as all of the processes that contribute to student success at NOC.

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

AS – Business Administration

1. Apply basic business principles and utilize analytical tools to evaluate various business scenarios critically.
2. Communicate through various mediums and use technological skills to convey, promote and interpret business information.
3. Maintain and interpret accurate financial information. Including demonstration of skills to analyze, post and manage financial information, to facilitate transaction analysis and statement analysis, to accurately budget, to implement appropriate internal controls and prepare basic cost analysis.
4. Demonstrate an understanding of ethical behavior and identify ethically responsible business decisions.
5. Illustrate an understanding of basic economic markets including supply and demand in order to prioritize the use of resources and determine price and production levels.
6. Demonstrate the ability to analyze the effects that a global economy has on single firms, industries, markets, and financial performance.

AS – Business Administration – International Business Option

1. Apply basic business principles and utilize analytical tools to evaluate various business scenarios critically.
2. Communicate through various mediums and use technological skills to convey, promote and interpret business information.
3. Maintain and interpret accurate financial information. Including demonstration of skills to analyze, post and manage financial information, to facilitate transaction analysis and statement analysis, to accurately budget, to implement appropriate internal controls and prepare basic cost analysis.
4. Demonstrate an understanding of ethical behavior and identify ethically responsible business decisions.
5. Illustrate an understanding of basic economic markets including supply and demand in order to prioritize the use of resources and determine price and production levels.
6. Demonstrate the ability to analyze the effects that a global economy has on single firms, industries, markets, and financial performance.
7. Demonstrate an awareness of the varied global cultures and how to interact in a multinational marketplace.

AS – Business Administration – MIS Option

1. Apply basic business principles and utilize analytical tools to evaluate various business scenarios critically.
2. Communicate through various mediums and use technological skills to convey, promote and interpret business information.
3. Maintain and interpret accurate financial information. Including demonstration of skills to analyze, post and manage financial information, to facilitate transaction analysis and statement analysis, to accurately budget, to implement appropriate internal controls and prepare basic cost analysis.
4. Demonstrate an understanding of ethical behavior and identify ethically responsible business decisions.
5. Illustrate an understanding of basic economic markets including supply and demand in order to prioritize the use of resources and determine price and production levels.
6. Demonstrate the ability to analyze the effects that a global economy has on single firms, industries, markets, and financial performance.
7. Demonstrate programming expertise required for the analysis, development, evaluation and implementation of various information and communication technologies critical for today's organizations.

AAS – Business Management

1. Apply basic business principles and utilize analytical tools to evaluate various business scenarios critically.
2. Communicate through various mediums and use technological skills to convey, promote and interpret business information.
3. Maintain and interpret accurate financial information. Including demonstration of skills to analyze, post and manage financial information, to facilitate transaction analysis and statement analysis, to accurately budget, to implement appropriate internal controls and prepare basic cost analysis.
4. Demonstrate an understanding of ethical behavior and identify ethically responsible business decisions.

5. Illustrate an understanding of basic economic markets including supply and demand in order to prioritize the use of resources and determine price and production levels.
6. Demonstrate the ability to analyze the effects that a global economy has on single firms, industries, markets, and financial performance.
7. Demonstrate the skills and knowledge to appropriately handle a diverse workforce, including basic human relations issues in personnel, training and development, basic employment law, compensation and conflict resolution.
8. Demonstrate the skills and knowledge to manage people in a variety of business settings to improve productivity.
9. Demonstrate the skills needed to create interest in products and services and promote those products and services to a vast audience.

AAS – Business Management – Accounting Option

1. Apply basic business principles and utilize analytical tools to evaluate various business scenarios critically.
2. Communicate through various mediums and use technological skills to convey, promote and interpret business information.
3. Maintain and interpret accurate financial information. Including demonstration of skills to analyze, post and manage financial information, to facilitate transaction analysis and statement analysis, to accurately budget, to implement appropriate internal controls and prepare basic cost analysis.
4. Demonstrate an understanding of ethical behavior and identify ethically responsible business decisions.
5. Illustrate an understanding of basic economic markets including supply and demand in order to prioritize the use of resources and determine price and production levels.
6. Demonstrate the ability to analyze the effects that a global economy has on single firms, industries, markets, and financial performance.
7. Demonstrate the skills and knowledge to appropriately handle a diverse workforce, including basic human relations issues in personnel, training and development, basic employment law, compensation and conflict resolution.
8. Demonstrate the skills and knowledge to manage people in a variety of business settings to improve productivity.
9. Utilize accounting software to perform basic accounting functions.
10. Relate theoretical accounting skills to real-world applications.

AAS – Business Management – Entrepreneurship Option

1. Apply basic business principles and utilize analytical tools to evaluate various entrepreneurial scenarios critically.
2. Communicate through various mediums and use technological skills to convey, promote and interpret business information.

3. Maintain and interpret accurate financial information. Including demonstration of skills to analyze, post and manage financial information, to facilitate transaction analysis and statement analysis, to accurately budget, to implement appropriate internal controls and prepare basic cost analysis.
4. Demonstrate an understanding of ethical behavior and identify ethically responsible business decisions.
5. Illustrate an understanding of basic economic markets including supply and demand in order to prioritize the use of resources and determine price and production levels.
6. Demonstrate the ability to analyze the effects that a global economy has on single firms, industries, markets, and financial performance.
7. Demonstrate the skills and knowledge to appropriately handle a diverse workforce, including basic human relations issues in personnel, training and development, basic employment law, compensation and conflict resolution.
8. Demonstrate the skills and knowledge to manage people in a variety of business settings to improve productivity.
9. Demonstrate the skills needed to create interest in products and services and promote those products and services to a vast audience.

AS Computer Science

1. Apply basic business principles and utilize analytical tools to evaluate various business scenarios critically.
2. Communicate through various mediums and use technological skills to convey, promote and interpret business information.
3. The ability to maintain and interpret accurate financial information. Including the skills to analyze, post and manage financial information, to facilitate transaction analysis and statement analysis, and to implement appropriate internal controls.
4. Demonstrate an understanding of ethical behavior and identify ethically responsible business decisions.
5. Illustrate an understanding of basic economic markets including supply and demand in order to prioritize the use of resources and determine price and production levels.
6. Demonstrate the ability to analyze the effects that a global economy has on single firms, industries, markets, and financial performance.
7. The necessary level of programming expertise to enable them to create business computer programs using procedural and object-oriented languages.

D. Complete Table 4.1 – Student Learning Results, at the end of the this section, for each program seeking initial accreditation or re-affirmation.

[Table 4.1](#) is attached. Information presented is on the aggregate; specific results disaggregated by program and option is presented at on the [Business Division Assurance of Learning](#) page on the website.

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.

[Table 4.1](#) includes comparisons by delivery mode.

Sources

- Course Assessment Form Template
- Syllabus Format 2017
- Syllabus Review Checklist
- Table 2 - Standard 4 - Student Learning Outcomes

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.

Status: Completed | **Due Date:** Not Set

Self-Study

Assigned To

Not Assigned

Institution Response

A. Describe how the business unit conducts each program evaluation (i.e., DACCUM, program review, etc.)

[Program reviews](#) are submitted for each degree area every five years to the Oklahoma State Regents for Higher Education and then are posted on the assessment page of the website and annual assessment updates are posted in the interim. Full program reviews address quality indicators, faculty credentials, program costs, and labor market demand. State policy allows institutions to replace the degree program review template with an accreditation report for programs that maintain their own accreditation. In addition, low-productivity reports may replace the standard program review, per state guidelines; however, all Business programs submit assessment data annually to the Office of Institutional Research for internal reviews.

B. Describe faculty involvement in the program evaluation process.

Collaboration between the Division Chair and the Business faculty led to the creation of a set of outcomes students should know or be able to do upon graduation from the program. The Business Advisory Board reviews these outcomes. In order to offer seamless educational opportunities to all students, NOC's program student learning outcomes were designed to be consistent without deference to method (traditional, ITV or online) or location (on campus, teaching site or online). Faculty discuss the results from the program assessment data and enrollment numbers and recommendations made if changes within course or programs are necessary.

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).

Beyond the general education and course assessment discussed in Criterion 4.1.B, data is gathered from several different sources in order to gain information on the effectiveness of the courses and programs. Summaries of these sources are provided below.

Graduation rates: The Business graduates as a percentage of total NOC graduates as well as the Business graduates as compared to the Business majors gives an indication of effectiveness to meet student goals. These rates are presented in both Standard 2 and 6.

Exit Assessment: The Peregrine Assessment is given to students as an outbound external program assessment. Students are assessed at the completion of the Managerial Accounting course as it is typically taken in the last semester of their degree program. The content areas assessed depend on the degree programs (AS, AAS) students self-identify. The areas tested for the AS are accounting, economics, ethics and quantitative analysis. The areas tested for the AAS degrees are accounting, economics, management and ethics.

Community College Survey of Student Engagement (CCSSE) and NOC Student Satisfaction Survey and Peregrine Satisfaction Survey: CCSSE is a tool for community colleges that is designed to capture student engagement as a measure of institutional quality. Student Engagement is 1) the amount of time and energy students invest in meaningful educational practices, and 2) the institutional practices and student behaviors that are highly correlated with student learning and retention. As a tool for improvement, CCSSE helps NOC 1) assess quality in community college education, 2) identify and learn from good educational practice, and 3) identify areas in which we can improve. Each spring an internally developed Student Satisfaction Survey is administered to NOC Students. The information is disaggregated by Division to provide valuable information to improve Business programs. The Peregrine Student Satisfaction Survey is conducted in conjunction with the Peregrine Assessment, which is administered at the end of a student's Business Program, which has best been correlated to the Managerial Accounting course because of the typical course sequencing for a Business student.

Internship Satisfaction Survey: NOC tracks satisfaction with students by surveying businesses who sponsor interns. Feedback is used in making program improvements.

Transfer Rates: Since a majority of business students transfer into four-year programs, transfer rates are tracked through the National Student Clearinghouse, which is the leading provider of educational reporting, data exchange, verification and research services. There are more than 3600 participating colleges and institutions of higher education that submit data to the Clearinghouse in the United States. The reports include enrollment and degree information. The Clearing House search can be utilized for data mining, but has not been fully integrated into the actions of the individual divisions or the college as a

whole. As such, NOC recognized that tracking graduates is an institutional OFI and in fall 2017 purchased access that is more comprehensive to the National Clearing House in order to track more extensively, where graduates are transferring.

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

Internally, the program evaluation data is shared in the January faculty in-service meetings and also at the Advisory Board meetings. The program evaluation data is posted on the Business Division Assurance of Learning page to provide transparent access to all data related to Business programs.

Further, for transparency, NOC posts to the [Assessment](#) page and / or the [Institutional Research](#) page of the website all of the following each year:

- divisional program reviews
- a list of all general education competencies and a timeline indicating the rotation of assessments
- results of assessments of general education outcomes
- annual institutional assessment plan with data results
- survey results from the Community College Survey of Student Engagement (CCSSE)
- survey results from the Community College Faculty Survey of Student Engagement (CCFSSE)
- survey results from ACT Engage
- results from Student Satisfaction Survey and Employee Satisfaction Survey
- course enrollment and pass rates per course
- online vs. traditional enrollment and pass rates
- enrollment rates per major
- graduation rates per major
- demographics studies for remedial enrollment and grade reports
- longitudinal remedial studies broken down by course and by remediation model
- results of employer satisfaction surveys
- county workforce data projections
- graduate studies for specific populations (e.g. at risk groups, such as probationary; and student activity groups, such as Roustabouts and President's Leadership Council)
- transfer studies

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

Various improvements have been made as a result of the program evaluations. Scores in online courses were lower as compared to the same courses in a traditional setting. Funding was secured through a NASANTI grant to provide Quality Matters training and certification for all business core courses along with other general education courses for the institution. All business faculty teaching online received Quality Matters training and seven courses have been certified to date. As a result of advisory board surveys, Ethics was added as a requirement to all business programs. Further, as a result of surveys, an internship is now required for all Business Management – Accounting Option students. Accounting businesses surveyed felt it was important for the students to include that experiential learning as a part of the curriculum.

Sources

There are no sources.

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.

Status: Completed | **Due Date:** Not Set

Self-Study

Assigned To

Not Assigned

Institution Response

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

Students' initial placement scores are most commonly based on ACT scores, as Oklahoma is primarily an ACT rather than SAT state. Students may choose to challenge any lower sub-score that would place them in a developmental course by taking the [Accuplacer](#). On April 27, 2016, the Assessment Committee made the recommendation to change from COMPASS, no longer available, to Accuplacer. Cut scores for placement are posted on the Testing link. The Assessment Committee reviews cut scores annually to determine if any adjustments are needed. Students who need additional preparation for college-level

work may take developmental courses in reading, English, and math. In line with Oklahoma's participation in [Complete College America \(CCA\)](#) initiatives, NOC also offers co-requisite models in math and English so that students can more quickly complete developmental coursework and begin earning more college credit within their first semester.

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

NOC grants credit for acceptable scores in the College Board's Advanced Placement Program (AP) as indicated on the [Advanced Placement](#) page of the NOC website. This allows high school students to take examinations for college level credit while still in high school. AP Credits earned by examination cannot be recorded until the student has completed twelve (12) credit hours at NOC.

A student whose educational experiences appear to give him/her knowledge or proficiency equivalent to that ordinarily attained by those who have taken a course in regular classes may be allowed, in some cases, to take an examination for credit in the course and have this recognized on his/her official college transcript. Credits earned by examination will be counted toward meeting the requirements of any degree program of which the course is a part. Credits earned by examination cannot be recorded until the student has completed twelve (12) credit hours at NOC. NOC recognizes and accepts scores from the [College Level Examination Program \(CLEP\)](#) of the Educational Testing Service. These standardized tests are administered in the Testing Centers on all three NOC campus locations. Students may also take CLEP exams at other institutions and have their scores sent to NOC to be transcribed after twelve (12) credit hours are completed.

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

The NOC application process is provided online and to simplify both the application and enrollment processes, a campus specific [checklist](#) is provided online. The student's initial enrollment is organized so that the student and the academic advisor have sufficient time to explore at length educational opportunities available to the student. During the initial enrollment, the student and the enrollment counselor located in the registrar's office will explore various educational objectives. Students still uncertain about their major meet with advisors in the Counseling office are encouraged to take the World of Work class. This class explores career options so students can more quickly align courses taken with an intended major and connect more quickly with an appropriate faculty academic advisor.

Once the student has declared an academic objective, a permanent faculty academic advisor with education and experience in the field who can best serve the student in helping attain their educational goal is assigned. Additionally, remedial needs are addressed utilizing the ACT and / or Accuplacer scores. Cut scores and appropriate placement in foundational courses are reviewed with faculty advisors each semester prior to the enrollment period. Further, NOC has an enrollment system that allows for continuous enrollment opportunity throughout the summer months. During the summer enrollment period when most faculty academic advisors are not on campus, a few selected faculty and staff members function as enrollment counselors, but encourage students to meet with their advisor prior to the semester's start.

An additional resource for advisement was created in 2014 with the development of an [Advisor Handbook](#). This guide is updated annually; drafts are sent to all employees for additional input and then

the new version is posted to the Academic page of the website. Advisor training meetings for faculty and staff advisors are held each fall and spring before a new term opens to provide updates from each academic division.

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

Developmental data is not disaggregated by division. NOC collects data in relation to all of its [institutional retention and completion goals](#). The following reports are used to guide the institution as a whole and to guide specific academic programs in making adjustments to improve course completion rates:

- Course Enrollment and Grade Report
- Online/Traditional Enrollment and Grade Report
- Remedial Enrollment and Grade Report

Through a [longitudinal study of traditional and non-traditional students](#), NOC has tracked retention, graduation, persistence, and transfer rates to inform retention plans. Through a disaggregation of the data, a stronger focus has emerged on strategies to improve retention and graduation rates. One of the most extensive uses of this data has been in studying the student population needing remediation. NOC has studied students needing one to four levels of remediation and tracked their success rates in remediation courses as well as overall retention and graduation rates. This information has been used to determine the most effective remediation models. Retention and completion rates have also tracked based on full-time vs. part-time status to aid in advising with a strong recent push to encourage students to take advantage of corequisite models that were linked to higher graduation rates than the traditional remedial model.

Through the development of the 2013-2018 Institutional Strategic Plan, NOC also defined institutional goals for retention, persistence, and completion. Goal 1B of the Strategic Plan was to “Enhance recruitment efforts as well as retention and graduation rates.” Throughout the 2013-2018 plan, activities have been focused on these efforts through the use of high-impact strategies identified in CCSSE, monitoring of online and evening course offerings, an improvement of the academic advisement model, and more recently through the development of a [Strategic Enrollment Management Plan \(SEM\)](#) in 2016-2017.

Specific to retention and completion, the SEM set a goal of supporting the state goal of 90% of students having access to corequisite models of developmental education and 75% of students needing remediation being enrolled in a corequisite model by Fall 2017. The Fall 2017 schedule was adjusted to meet this goal with supplemental courses added for co-curricular models in College Algebra, Math Functions, Math Applications, and English Composition I. Compared to Fall 2016, when 142 students were enrolled in the co-curricular model (45 in math and 97 in English), 715 students were enrolled in this model for Fall 2017 (488 in math and 227 in English), per Institutional Research data. During this first year of attempting to bring co-curricular education to scale, a greater percentage of students enrolling failed to meet the cut scores for the co-curricular model and required the traditional model based on their scores.

In 2017-2018, pass rates for the co-curricular model will again be reviewed with a larger study based on the efforts to scale. The cut scores will also be reviewed again by both the Assessment Committee and additional representatives from the academic divisions offering co-curricular models; through this review, they will determine if an adjustment can be made to allow more students access to co-curricular courses

while still providing a high likelihood of their success. For students who have been eligible for the corequisite model, the time and financial savings are an added bonus to the higher retention and completion rates for the remedial courses. Students enroll in a two-credit hour version of Supplemental English vs. a three-credit hour version of the traditional Basic Composition. For math, students enroll in a two-credit hour version of Supplemental College Algebra or a one-credit hour version of Supplemental Math Functions or Math Applications, depending on their major and whether they will need Calculus. Depending on the campus location attended and the Supplemental course taken, this new developmental model represents a savings of between \$128.85 and \$698.30 per student and can also save students an entire semester in programs where math sequencing is delayed due to remediation, which affects many Business students with math courses required as prerequisites for accounting, economics and statistics courses.

Sources

There are no sources.

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.

Status: Completed | **Due Date:** Not Set

Self-Study

Assigned To

Not Assigned

Institution Summary

Strengths:

- Institutional data for enrollment, retention and completion is provided to the divisions in an effective and effect manner by the Institutional Research office.
- Student advisement is robust and effective. Several layers of advisement exist to ensure that students achieve their educational and career goals.
- Program, course and teaching methodology adjustments are guided by data driven decisions to achieve continuous improvement and maintain academic excellence. Student learning results, as evidenced by nationally benchmarked exams, common assessments / projects, and the general education assessments, are reviewed annually. Discipline specific faculty participate in the review process as a joint effort each curricular area. This serves to continually strengthen and improve the educational outcomes for the division.
- Structured planning assessment and evaluation process have been developed and implemented. The Business Division Chair is committed to the process and continuous improvement.
- Business faculty continue to improve and expand online course offerings. Currently seven business courses have achieved Quality Matters certification. This serves to increase the educational availability for the non-traditional students.

Opportunities for improvement:

- Better utilization of the data that is collected and increased communication between discipline specific faculty can further improve the processes and outcomes for student achievement.
- The Institution provides surveys to students at the time of graduation. This data is great for program review and student tracking in the short-term. The Business Division could increase this

process to surveys of 6-month, 1-year, 2-year and 5-year out graduates to improve the program review process. The Division is in the process of writing and implementing a new policy to address the time gap of information between graduation and the 5-year mark.

- The programs in other NOC Divisions are reviewed every five (5) years through the Oklahoma State Regents policy. Currently, the Business Division is exempt from this process because of ACBSP accreditation. The Business Division faculty feel it may improve performance and outcomes if Business programs participated in the reviews as well. Most data is similar, but by participating in the same format as other Divisions, better communication, consistency and comparisons can be made for justification of resources and institutional strategic planning purposes.

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.

Status: Completed | **Due Date:** Not Set

Self-Study

Assigned To

Not Assigned

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.

Status: Completed | **Due Date:** Not Set

Self-Study

Assigned To

Not Assigned

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.

All faculty in the Business Division meet or exceed the ACBSP credential criteria. Academic credential and work experience are the primary means for selection of Business faculty. All hiring procedures and forms are listed on the Human Resources [New Employee](#) website. Included in the Employment Packets for faculty is the Instructor Credentialing Form, which outlines the specific ways that the instructor is qualified to teach each course. The Business Division has edited this form to identify and list ACBSP credentials on the form as well.

Institutional, State Regents' and HLC guidelines dictate that faculty members whether full-time, part-time, or adjunct be "appropriately" credentialed or qualified, with a minimum of a master's degree in the teaching field or at least 18 graduate hours in the teaching field. For accredited programs, such as Business, guidelines for faculty credentialing will meet these guidelines plus any additional standards required by the ACBSP for degrees and/or experience. The use of adjuncts, who are full-time business professionals, or full-time faculty who were once in industry brings current business practices to the classroom to enhance the students' educational experience. Therefore, throughout the hiring process, professional experience is a major consideration as long as the academic credential requirements are met.

NOC values diversity and as such secondary to professional experience and academic preparedness seeks to recruit and hire instructors who provide a diverse perspective to students. The [Diversity Council](#) at NOC was created to assist in developing a culture of diversity acceptance across the campus

community and has as one of its primary charges to "advocate for the recruitment and representation of diverse faculty and staff."

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

NOC is firmly committed to educational excellence and views its primary function of providing students with a quality education paramount to its mission. The college is dedicated to creating a positive educational environment through the employment of highly competent and distinguished faculty.

Work Environment:

NOC attracts and retains a very supportive, high quality faculty and administration base. The Division Chair and Liaison maintain an open door policy and those offices are generally very near to faculty offices on the respective campuses to maintain easy access to the administrator. Centralized office suites allow for collaboration and comradery amongst faculty, which increases job satisfaction. Each full-time faculty member is assigned an individual office with comfortable office furniture and either a desktop, laptop or Surface Pro with docking station – all utilizing a current operating system, the Microsoft Office Suite of programs and networked internet access.

A half-time administrative assistant and student assistant support has been available to assist faculty members. In 2017-18, due to massive budget cuts by the State of Oklahoma, non-federal work study student assistant positions were eliminated. However, the Business tutors can assist faculty when not working with other students. Classrooms and computer labs are routinely upgraded and maintained.

Compensation and Benefits:

Compensation is determined according to tenure status, degree level, professional certifications and experience. Upon hire, a new faculty member is placed on the faculty salary guide based on degree level and experience. Salary increases are granted for an increase in degree level and / or achievement of professional certifications. Faculty pay is commensurate with instructional and industry qualifications and experience. However, FY2016 was the last time faculty received an increase in direct pay. This is greatly due to the increase in medical cost and reduction of state funding in recent years. NOC pays 100% of employees' medical and dental insurance, therefore, the faculty have seen increased pay through the payment of the increased medical costs. As further support that NOC remains competitive, a [2016-17 comparison of two-year schools](#) in Oklahoma indicates that NOC ranks 2nd in average full-time faculty salaries with the highest-ranking school being Tulsa Community College, a large metropolitan area school.

NOC offers a competitive benefit package, which allows the institution to attract the most-qualified individuals to support the College's mission. Benefits include the following:

- Comprehensive medical plans
- Dental Insurance
- Vision Insurance
- Flexible Spending Account

- Paid Holiday Leave, including national holidays, fall break and spring break
- Competitive leave benefits
- Retirement and Annuity plans
- Life Insurance
- Long Term Disability Insurance
- Tuition discounts for employee, spouse and dependents
- Use of the fitness center and NOC Cove facilities (lake cabins and conference center)

Career Progression:

Full-time faculty hold one of three types of appointments; however, the President may recommend exceptions. Further, NOC often promotes from within if a faculty member would choose to advance in the administrative ranks. The appointments are described beginning on page 89 of the [Employee Handbook](#).

Tenured: A tenured appointment is reserved for those full-time faculty members who have been granted tenure after completing the application process and obtaining administrative approval. Tenured faculty members are on continuous appointment unless their appointment is being terminated; however, both tenured and non-tenured faculty will be notified of their annual reappointment through a letter of intent to reappoint sent from the Office of Academic Affairs after board review of faculty rehire list. This letter will be sent no later than May 31 of each year. Tenured faculty are required to have at least an earned master's degree in a field appropriate to their teaching assignment and three years of full-time experience with the master's degree at NOC.

Tenure is a privilege and a distinctive honor. Tenure is defined as continuous reappointment, which may be granted to a faculty member in a tenure-track position, subject to the terms and conditions of appointment. The tenure decision shall be based on a thorough evaluation of the candidate's total contribution to the mission of the college. Upon eligibility after three years of service a candidate applying for tenure must submit a typed letter no later than April 1 to the division chair requesting that consideration and attaching a portfolio of evidence to support excellence in the following areas:

- Evidence of effective classroom teaching (supervisor evaluations, student evaluations*, results of classroom-based research comparing teaching strategies, assessment data, etc.)
- Student involvement (e.g. academic advisement, sponsorship of and/or involvement in student activities, hosting study groups, providing individual assistance to students as needed, etc.)
- Evidence of professional development (e.g. research/publications, presentations, conferences attended, webinar participation, continuing education, participation in on-site professional development, etc.)
- Evidence of institutional contributions (e.g. adherence to college policies, committee participation, timely submission for deadlines, such as grades, no show rosters, feedback on schedules, assessment data, and other divisional contributions).

Tenure Track: Tenure track appointments are for one (1) year, renewable annually at the option of the College. A person on tenure track will be given written notification of non-reappointment by May 15, prior to the termination of the current appointment. Recommendations for tenure are usually made at the close of the spring semester.

Non-Tenure Track: A non-tenure track appointment is one in which the faculty member is appointed to the regular faculty but is not eligible to receive tenure and is classified as on a non-tenure track. Non-tenure track may be assigned for a coaching position or a split staff/faculty position. Faculty with this type of appointment will be given written notification of non-reappointment by May 31, prior to the termination of the current appointment. A non-tenure track appointment may be changed to a tenure-track appointment upon written agreement signed by both the President and the faculty member.

Workload:

Faculty members are employed to accommodate day, evening and / or online teaching schedules so as to meet the needs of students. The faculty, liaison and Business Chair work together to prepare an equitable schedule for division faculty. The proper course offerings and schedule of these courses are originated and approved by the Division Chair and submitted to the Vice President for Academic Affairs. A number of factors influence faculty instructional load. Among these are: (1) number of credit hours taught; (2) total contact hours, including labs; (3) number of students per class or lab; (4) other assignments and duties; (5) number of different preparations; and (6) nature of the discipline taught.

Standard faculty instructional load is 15 credit hours per semester and evening and online courses can be a part of a normal load. If the instructional load exceeds 15 credit hours, faculty are compensated; however, availability of overloads can never be guaranteed as they are dependent upon enrollment. Convenience and course preference of faculty is considered during scheduling, but is subordinate to institutional objectives and student and program needs.

The time obligation of a faculty member is that specified in the appointment letter, based upon official action. For most faculty, this is nine months beginning in August and ending in May. Each year the administration will define the beginning and end of the work obligation, considering the college academic calendar and other relevant matters. A full-time faculty member will generally carry an instructional load of fifteen (15) credit hours per semester (or an equivalent through service responsibilities), and a non-instructional equivalent load of fifteen (15) hours per week for a total of 30 hours on campus each week. Of the 15 non-instruction hours, at least 10 hours must be posted as dedicated office hours. Faculty post their schedules on their office doors and on their Blackboard course sites. Division chairs who have contracts longer than nine months and functioning in administrative roles have time obligations for days during class recesses when academic faculty do not.

Faculty members are required to attend all general faculty meetings and to participate in commencement activities unless excused by prior arrangement with the Office of Academic Affairs.

An important aspect of institutional service is participation in campus activities. Faculty are expected to participate in campus events such as career nights, fair booths, and academic contests. Faculty members are also expected to support student activities such as performing arts, athletic events, lecture series, and cultural enrichment activities, though attendance at such events is not formally monitored.

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.

The Business Division Chair maintains an open door policy. This policy encourages more frequent interaction within the Division, fostering closer working relationships and better communication. The college provides resources and support designed to encourage instructional innovation and

improvement. Annual institutional awards and monetary prizes are presented for innovative teaching ideas. These award recipients often also present at the annual OACC conference in the GIFT program.

Within the Business Division, faculty are encouraged to submit applications for the ACBSP Teaching Excellence Award. In 2017, Jill Harmon was recognized as the Region 6 Associate Degree Teaching Excellence Award Recipient. Each year, the college confers recognition for faculty and staff members who have demonstrated exceptional effectiveness in the performance of their duties. Many Business faculty have received recognition as either the NISOD Distinguished Faculty Member Award for Teaching Excellence or the NISOD Distinguished Adjunct Faculty Member.

Other ways that the Division supports satisfaction and motivation are in daily operations. Faculty teaching schedules are developed with considerable faculty input and are designed to meet student scheduling needs but also allowing for much-valued flexible working arrangements for faculty. NOC's physical resources are well maintained, with regular replacement of hardware and software in faculty offices, classroom, and lab. Full-time faculty have dedicated offices that are located in close proximity to one another to encourage camaraderie and collaboration. NOC maintains a modern fitness center available to all faculty and staff to help maintain or improve their physical well-being.

NOC also set a Strategic Plan goal of improving the quality of life for employees (goal 4 of 2013-2018 plan) and one specific initiative involved was an improved orientation process for new employees. A [New Employee Checklist](#) was created with sections dedicated to faculty and staff needs and is included as part of new employee paperwork. Division chairs or other full-time faculty members are assigned as mentors for all new faculty, assisting in completing the orientation checklist and serving as a resource throughout the first year.

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

NOC utilizes an internally developed Employee Satisfaction Survey as well as the Noel-Levitz College Employee Satisfaction Survey. The internally developed survey can be disaggregated by division, but the Noel-Levitz is a college-wide measure. NOC alternates the surveys every other year. Survey results are attached for the following years:

- [Spring 2017](#)
- [Spring 2016 – Noel Levitz](#)
- [Spring 2015](#)
- [Spring 2014 – Noel Levitz](#)

As a further measure of satisfaction, Business faculty complete a Division Chair Satisfaction survey on an annual basis.

[See the attached Table 5 - Faculty and Staff Focus Results.](#)

Sources

- New Employee Orientation Checklist

- Table 5 - Standard 5 - Faculty Satisfaction

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.

Status: Completed | **Due Date:** Not Set

Self-Study

Assigned To

Not Assigned

Institution Response

See the attached [Table 5.1](#) - Full-time and Part-time Faculty Qualifications.

Sources

- Table 5.1 - Standard 5 - Faculty Qualifications

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.

Status: Completed | **Due Date:** Not Set

Self-Study

Assigned To

Not Assigned

Institution Response

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

Full-time faculty are generally required to teach 15 semester hours per semester. Therefore, one full-time faculty member teaching 30 semester credit hours in the academic year equals 1.00 FTE faculty. Faculty teaching loads will vary depending on various non-teaching factors including administrative duties, course development, and special projects. Part-time faculty FTE is based on the same formula.

B. Complete Table 5.2 – FTE and Faculty Composition

See attached [Table 5.2](#) - FTE and Faculty Composition - Analysis of Results.

C. Report the following:

92.63% Masters / Doctorate qualified

0.00% Professionally Qualified

7.37% Exceptions

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

The Business Division do not exceed the 10% exception rule.

Sources

- Table 5.2 - Standard 5 - FTE and Faculty Composition

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.

Status: Completed | **Due Date:** Not Set

Self-Study

Assigned To

Not Assigned

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.

Through the strategic planning process, the Business Division evaluates the human resource needs based on criteria such as enrollment trends, new program offerings and funding. The Division Chair makes recommendations for faculty needs, which is then reviewed by the executive council and subject to approval by the Board of Regents based on the overall needs of the institution. A full-time faculty member, who teaches courses within the discipline, is designated as the lead instructor for each discipline ensuring that students in each major have access to full-time faculty instruction. All online courses during the self-study year were taught by full-time faculty with the exception of the International Business Cultures course which was taught by a full-time NOC employee who has served as a long-term adjunct faculty member.

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

The Business Division meets this criterion.

Sources

There are no sources.

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.

Status: Completed | **Due Date:** Not Set

Self-Study

Assigned To

Not Assigned

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.

The faculty load policies are outlined on page 97 of the [Employee Handbook](#). A number of factors influence faculty instructional load. Among these are: (1) number of credit hours taught; (2) total contact hours, including labs; (3) number of students per class or lab; (4) other assignments and duties; (5)

number of different preparations; and (6) nature of the discipline taught. Informally, the Business Chair limits instructors to three preparations per semester, unless situations dictate otherwise.

The student and program demands must be met in each academic area. Standard faculty instructional loads consist of 15 credit hours per semester and evening and online courses can be a part of a normal load. If the instructional load exceeds 15 credit hours, faculty are compensated; however, availability of overloads are never be guaranteed as they are dependent upon enrollment.

Division Chairs are compensated for their extra duties with a two course release and stipend. As of fall 2008, a full-time load for a division chair is 9 hours. Courses taught beyond the regular 9 hour load are compensated through an overload contract. As part of the compensation, chairs are required to be on campus the standard minimum 30-hour work week for two weeks beyond the final report date for the spring semester to complete the budgeting process, assessment reports, and other year-end obligations. Faculty liaisons are compensated with a course release and stipend. A full-time load for a faculty liaison is 12 hours per semester with any additional hours taught paid as an overload.

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

A cause for teaching over NOC's normal 30-hour load is the lack of qualified applicants for open positions. With the implementation of stricter credentialing rules by the Higher Learning Commission, the already small applicant pool for courses such as accounting and economics has decreased even further in rural northern Oklahoma. Therefore, qualified full-time faculty must often teach additional courses in order to meet the student demand. Further, due to the declining state aid for higher education in Oklahoma, increases to the number of full-time faculty positions is difficult and direct raises have not occurred since FY 2015. Therefore, faculty often request overloads to compensate for the lack of cost of living raises. To maintain a feasible load (with overloads) the Business Chair maintains a general rule that the overloads should not increase the number of course preparations for instructors.

Sources

There are no sources.

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.

Status: Completed | **Due Date:** Not Set

Self-Study

Assigned To

Not Assigned

Institution Response

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

The evaluation policies are outlined beginning on page 103 of the [Employee Handbook](#). The purpose of the evaluation of faculty is to provide a mechanism through which continual improvement of instruction can be fostered. The process is designed to enable faculty to assess their teaching and learning effectiveness, identify opportunities for improvement, and make changes based upon the feedback provided.

The evaluation process for full-time faculty consists of three parts: (1) student evaluations; (2) self-evaluation and service report; (3) division chair and/or campus vice president evaluation. Student evaluations are conducted each semester while the others are done in the spring semester. All full-time faculty, including new faculty, will be subject to this process. Additionally, new full-time and adjunct faculty will have classes observed by their supervisors. Adjunct faculty are responsible for having classes complete the student evaluations but are not required to turn in self-evaluations or service reports. Adjunct faculty classroom evaluations include several questions regarding their reliability in meeting due dates and administrative requirements such as posting grades, submitting no-show reports and mid-term grades in a timely manner and cooperation with divisional assessment and reporting requirements.

Student Evaluations:

[Student evaluation forms](#) will allow students to respond to a set of questions about classroom performance on a scale from “Strongly Disagree” to “Strongly Agree” and will also allow students to write in comments about what they like and dislike about the course and whether or not they recommend the instructor. The following categories of faculty members will be evaluated as follows:

Adjunct Faculty:

- Adjunct Faculty in years 1-3 of service – Every class, every semester.

With approval of liaison and division chair after year 3:

- Adjunct Faculty teaching 1-2 classes – One class per semester.
- Adjunct Faculty teaching 3-4 classes – Two classes per semester.

Full-time Faculty:

- First year full-time Faculty – Every class, every semester.
- Non-Tenured Faculty – Every class, every semester.
- Tenured Faculty – Two classes per semester (one selected by the faculty member and one selected by the division chair or supervisor)

Special circumstances:

- Online Classes – Every class, every semester*
- ITV Classes – Minimum of 1 per instructor teaching ITV*
- (Results from Online and ITV Class evaluations will be assessed in a different group from the faculty member’s other classes)

*Required ITV and Online Evaluations may count toward the two class minimum course evaluations for tenured faculty.

Self-Evaluations and Service Reports:

Full-time faculty complete the [Self-Evaluation report](#) each spring. The evaluation instruments are designed and developed as a collaborative effort of the Faculty Affairs & Personnel Policies Committee, the President, the Vice President for Academic Affairs, and the Division Chairs. This self-evaluation form requires faculty to assess their current year performance in a series of broad areas relating to their effectiveness as a faculty member and service to the institution. Faculty are expected to balance teaching load with participation in campus events, support of student organizations, and professional development activities. Therefore, they reflect on the areas of: level of preparedness, presentation of material, interaction with students, method of instruction, use of technology, instructional performance and institutional service; rate their effectiveness; and provide narrative to justify the rating. The form provides an opportunity to report professional development activities, civic activities and campus service as well as goals for the coming year.

Division Chair and / or Campus Vice-President Evaluation:

The Division Chair (with input from the campus Vice President when the faculty member is based on an alternate campus from the Chair) evaluates the faculty member on the same form used by the faculty for their self-evaluation. This form provides a launching pad for discussion during the year-end evaluation

meeting with each full-time faculty member. During the evaluation meeting, goals from the previous year are reviewed and new ones are identified collaboratively. If the evaluation process reveals significant deficiencies in professional performance, an official plan of improvement will be developed and monitored during subsequent academic year.

Classroom Observation Evaluations:

NOC intends to provide the most effective and efficient level of instruction possible in each course. The following process is utilized each semester during the first year and annually during the remaining two or more years of the probationary period to assess the effectiveness of each new full-time and each new adjunct faculty member. The process may be continued in subsequent years at the discretion of the Faculty Liaison (in the supervision of adjunct faculty), Division Chair, or campus vice president.

Process and Timelines:

- Week 8 of a 16-week class or Week 3-4 of an 8-week class: Division Chair or campus vice president sends an informational letter to each full-time and each adjunct instructor to be assessed explaining the process and window of dates for observation.
- Week 10 – Week 12 of a 16-week class or Week 5 – Week 6 of an 8-week class: Division Chair or campus vice president (or, for adjunct faculty, a faculty liaison) makes an official observation of at least one section of each of the full-time or adjunct instructor's classes and completes the [Assessment of Instructor Effectiveness](#).
- Week 13 – Week 14 of a 16-week class or Week 7 – Week 8 of an 8-week class: Division Chair or campus vice president schedules a meeting with each observed full-time and adjunct instructor to discuss the [Assessment of Instructor Effectiveness](#) and overall instructor performance. If someone other than the Division Chair or campus vice president conducted the official observation, that person should be included in the meeting. The mentor assigned to each new full-time and adjunct instructor may also be included in the meeting at the Division Chair's and/or campus vice president's discretion.
- Week following the Observation: Both the Division Chair or campus vice president and the instructor sign and date the [Assessment of Instructor Effectiveness](#) instrument. The original instrument will be kept in the instructor's personnel folder and copies will be provided to the instructor, the Division Chair, the campus vice president, and to the Office of Academic Affairs.

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

The process for sharing the evaluation results is discussed above in Criterion 5.6A.

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

The process for using the evaluation results is discussed above in Criterion 5.6A.

Sources

- CLASSROOM OBSERVATION FORM - Revised 2015
- Faculty Self Eval Instrument 2016-17 MASTER TEMPLATE

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.

Status: Completed | **Due Date:** Not Set

Self-Study

Assigned To

Not Assigned

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 Division follows all NOC policies and processes regarding professional development, scholarly activities and leave as outlined in the [Employee Handbook](#). Professional development is recognized as an important function of the institution to assist in overall educational growth and development. Professional development is designed to establish programs for instructional and skills improvement and to facilitate the maintenance of a healthy institutional climate. The faculty, staff, and administrators of NOC believe that ongoing professional development is essential to provide students with quality programs and services, exemplary of major innovations in education and technology. Business Division faculty receive the same benefits and privileges afforded to all other NOC faculty through institutional policies such as travel funds, in-service programs, tuition grants, a Professional Development Reimbursement Program, travel, and in-service programs. NOC requires faculty to participate in a minimum of two faculty development trainings per year and provides mechanisms for release time and payment of travel costs to ensure that faculty may take advantage of the policy with minimal personal costs.

The business division actively encourages professional development by providing funds for travel to conferences, professional meetings, workshops, and seminars. Each faculty member is budgeted \$855 for travel / professional development per year. Many faculty take advantage of internal professional development activities as well as free webinars in order to leverage the budgeted funds. The Divisional process is that all faculty who wish to travel to conferences submit requests at the beginning of the year and needs are prioritized to meet the strategic initiatives of both the Division and the institution. Throughout the 2016-17 year, three Business faculty utilized their \$855 to take graduate course work to meet the HLC credentialing requirements. Two faculty utilized funds supplemented with NOC Foundation grants to attend the ACBSP Annual Conference. Additionally, the institution provides funding to allow teaching excellence award recipients to attend the National Institute for Staff and Organizational Development's (NISOD) annual conference.

NOC acknowledges that within the confines of its organization lies a wealth of knowledge and innovation. Therefore, it looks inward as well as to outside organizations to provide for service learning. Each fall and spring semester begins with faculty and staff meetings in Tonkawa where faculty, staff, and administrators share institutional and professional knowledge. Faculty and staff present learning sessions gleaned from their professional development activities. NOC also provides local professional development opportunities through guest speakers and faculty presentations and learning seminars.

To encourage participation, a professional development incentive program launched in the 2016-17 academic year. By attending NOC Professional Development sessions, employees can earn chances to win one of eight \$25.00 gift cards, which are awarded at the end of the year. For each NOC professional development session attended (beyond the in-service day required for all employees), faculty and staff receive one chance to be entered in the drawing. Further, for each NOC professional development webinar and/or previously taped NOC professional development session viewed, one chance is entered in the drawing, if a short Professional Development Survey is completed. All internal professional development information and videos can be found under the "Instructional Resources and Professional Development" link on myNOC. (Credentials to enter the MyNOC system will be provided in the Resource Room.)

NOC faculty may participate in many other educational opportunities without leaving their primary function of educating students. The Employee Associates Degree Scholarship Program is available to regular, full-

time employees for NOC courses deemed beneficial to the College and the employee professionally. This waiver becomes available after three months of full-time employment with the institution. The Employee Associates Degree Scholarship Program covers up to 100% of NOC only tuition, fees, and books towards the completion of the employee's first Associate Degree earned at NOC. NOC has developed relationships with other higher education entities and those entities have extended educational incentives to encourage full-time employees to pursue degrees from those institutions.

The institution also provides up to full reimbursement for advanced college courses that further the faculty member's professional abilities through its Professional Development Reimbursement Program. The annual institutional expenditures of the Professional Development Reimbursement Program, of which Business Division instructors applied for and received \$1,710 in the 2016-17 fiscal year, include:

- 2011-12 – \$19,136.95
- 2012-13 – \$25,658.54
- 2013-14 – \$13,746.22
- 2014-15 – \$25,892.70
- 2015-16 – \$66,257.13
- 2016-17 – \$93,702.99

NOC does not have a specific sabbatical policy, but includes them as a part of the leave of absence policy. The Board of Regents authorizes the College to grant leaves of absence without pay. A leave of absence ensures the employee the same or a similar job upon returning to NOC. Such leave may be approved initially for up to three months. The period may be extended in three-month increments, not to exceed a total of 12 consecutive months. The employee must apply in writing to the President. All accrued annual leave must be used before the effective date of a leave of absence. Sick leave and annual leave do not accrue during a leave of absence without pay. Insurance benefits may be continued during a leave of absence with the employee paying the entire premium. The employee is obligated to return to duty within or at the end of the time granted. If the employee will not return to work, the supervisor should be notified immediately. Failure to report at the expiration of a leave without pay, unless an extension has been approved, is considered a resignation.

In order for NOC to enhance the Institution's ability to achieve the vision of high quality, accessible, and affordable educational opportunities and services, NOC encourages faculty, staff, and administrators to be aware of external funding opportunities supporting projects, programs, and activities that will deepen and enhance our institutional mission. NOC hopes to strengthen the Institution's ability to secure a broad base of external funding to assist those in search of such funding. The full version of the [Grants and Contracts Policies and Procedures](#) can be found on the website.

Departments may be allocated a budget for wages for student help dependent upon available funding. Faculty/supervisors must have student workers approved by the Dean of Students for College Work Study employment and/or the Director of Financial Aid for Federal Work Study employment. The Business Division does not currently have funding for a student assistant, but has funding for divisional tutors (Tonkawa 15 hours; Enid 15 hours; Stillwater 40 hours) who can also provide assistance to faculty when not assisting students in their primary role of tutor. Students who qualify for Federal Work Study can be requested upon availability. The Division has been allocated a 20 hour / week staff assistant to provide support for academic, research and administrative projects.

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.

See attached [Table 5.3](#) - Professional Development and Scholarly Activities

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

Professional development activities support the accomplishment of the goals and objectives of the Business Division. Below is a representation of the many opportunities arising from such activities during the 2016-17 Academic Year:

- Conferences attended and review courses by accounting faculty members on revenue recognition and financial reporting, IRS tax updates, and trends in financial statement presentation facilitated continuous program improvement designed to prepare students for the current practice environment in accounting.
- ACBSP National Conference participation has provided insight into accreditation processes and fostered peer collaboration and relationships.
- Quality Matters and Blackboard training has led to improvements in online instructional processes and the Quality Matters certification of 7 Business courses.
- Instructors completed graduate coursework in economics, accounting, ethics and MIS to support the NOC and Divisional objectives of being a highly qualified faculty.
- The lead for grant submissions attended seminars in searching for grants, beginning grant writing and Cyber Education to support the objectives of both increasing external funding sources through grants and the addition of a cyber-security degree program.

Sources

- Table 5.3 - Standard 5 - Faculty Professional Development

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.

Status: Completed | **Due Date:** Not Set

Self-Study

Assigned To

Not Assigned

Institution Response

A. **Describe the instructional development 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.**

NOC values effective teaching and strives to provide training in teaching skills and instructional delivery to equip content experts with the tools needed to be effective instructors. New faculty hires are provided a mentor, either the Division Chair or other full-time faculty member, who helps complete a [New Employee Orientation Checklist](#) of required information and processes that will orient the new faculty to the NOC culture, policies and procedures and serving as a resource throughout the first year. This mentor generally remains a valued partner for the faculty member for years after the probationary period ends. All Division faculty at NOC are known for being willing to share materials and resources with others to increase effectiveness in teaching, advisement and overall performance.

The Instructional Designer for NOC plans multiple instructional development programming throughout each year that include both internal and external presenters. A professional development calendar is sent monthly and has included topics on ADA compliance in online and instructional materials, active learning techniques, diversity, Quality Matters, ITV and Blackboard training. All internal professional development information and videos can be found under the "Instructional Resources and Professional

Development” link on myNOC. (Credentials to enter the MyNOC system will be provided in the Resource Room.)

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.

All faculty are encouraged to participate in a variety of scholarly, academic, and professional activities that enhance instructional development. Instructional development opportunities provided by NOC support the mission of the Business Division in that they help to “...to expand relevant professional and technical skills for rapidly-changing workforce needs...”.

In addition to college-provided opportunities, many faculty members are continuously improving their skills and maintaining currency in their professions by attending continuing professional education courses, seminars, and conferences. The accounting faculty who are CPA's, for example, complete a minimum of 40 hours of certified continuing education yearly. Faculty members in ethics, economics, and computer science keep current with trends in their disciplines by pursuing relevant professional development endeavors. Professional development funding is made available for outside development opportunities.

The ability to bring the most current standard of practice into the curriculum to better prepare students for transfer into advanced education or for directly entering the workforce not only benefits students but also the local business and professional communities.

Sources

- New Employee Orientation Checklist

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.)

Status: Completed | **Due Date:** Not Set

Self-Study

Assigned To

Not Assigned

Institution Response

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

The [Employee Handbook](#), posted online and on the employee Portal, contains the written faculty operational policies, procedures, and practices. The Employee Handbook covers personnel policies and includes the responsibilities of instructors, professional improvement, tenure and dismissal, guidelines for faculty loads, service recognition, and professional association expectations. It is revised and updated periodically to reflect current laws and regulations as well as for changes in the institutional environment.

B. Provide a copy of the faculty operational policies and procedures manual to the peer review evaluation team in the resource room.

[Northern Oklahoma College Employee Handbook](#)

Sources

There are no sources.

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.

Status: Completed | **Due Date:** Not Set

Self-Study

Assigned To

Not Assigned

Institution Summary

Strengths:

- The Business Division full-time and adjunct faculty members have the combination of educational credentials and work experience that meet both the HLC and ACBSP requirements.
- The faculty and staff is experienced and stable with extremely low turnover.
- NOC is committed to maintaining small class sizes, which benefits both student interaction and success as well as faculty job satisfaction. The small class sizes are cited as one of the primary reasons for attending classes on the NOC Stillwater campus (as opposed to the same class at OSU).
- NOC is committed to a high level of academic support for its faculty. Excellent professional development and Instructional development programs are available, thereby increasing the skills and knowledge of the Business Division faculty. All full-time faculty members have participated in professional development opportunities within the last three years.
- The Business Division staff and faculty have been national and locally recognized for the excellence in programs and teaching. Several have received national awards for Teaching Excellence. Jill Harmon received the 2017 ACBSP Region 6 Teaching Excellence Award.

Opportunities for improvement:

- Finding qualified full-time and adjunct faculty for the Business Division as a result of declining state aid for operational budgets and the tightening of the HLC credentialing requirements is a challenge that must be addressed. The Business Division continues to search for external funding to allow for reallocation of funds for raises and increased faculty positions.
- Additional staff is needed to provide additional support services to alleviate the growing time constraints on the Business Division Chair. The Business Division continues to search for

external funding to allow for reallocation of funds for increased hours to the Business Division staff assistant position.

- Due to budget constraints, faculty are encouraged to attend local conferences instead of national conferences. Consequently, the ability to compare programs and sharing best practices is impeded. The Business Division continues to search for external funding to allow for reallocation of funds to increase the availability of travel to national conferences.

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.

Status: Completed | **Due Date:** Not Set

Self-Study

Assigned To

Not Assigned

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.

Status: Completed | **Due Date:** Not Set

Self-Study

Assigned To

Not Assigned

Institution Response

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

The process of curriculum development begins at the divisional level. Curricular needs are thoroughly evaluated by Business Division faculty and then the Business Division Chair submits changes to the institutional Curriculum Committee. The Business Division curriculum is driven by the needs of stakeholders and the continued professional development of the faculty who try to maintain best practices for instruction and industry standard skill presentation. The faculty meet regularly with the representatives of the Business Advisory Board to discuss (1) developments in each industry, (2) the evolving skill sets required of graduates, and (3) the continued adequacy of program requirements.

Open communication with four-year partner schools through the [Oklahoma State Regents for Higher Education's transfer matrix](#) and through articulation meetings with primary transfer partners (OSU, UCO and NWOSU) provides valuable transfer curriculum information. These communications are another factor that helps to ensure and improve successful transfer of credits as students move from NOC's two-year programs into other four-year programs.

Aided by this discussion and workforce trends, each degree program is reviewed annually, prior to the Course Catalog revisions. All major curriculum changes are brought to the Curriculum Committee, a standing committee of faculty from each division, for review and recommendations. Changes to the curriculum approval process occurred in fall 2017 to increase faculty input as a result of faculty satisfaction survey results that indicated faculty were unsatisfied with the level of faculty input with curricular changes. The new procedure requires the Curriculum Committee to make an initial review and recommendation of curricular change, which is then sent to all faculty for review, comment and approval.

Course offerings are available in a variety of formats, including traditional day and evening, ITV, and online. The Chair and Liaison work with the Vice-President for Academic Affairs to schedule departmental courses each semester for all locations in a way that maximizes faculty resources while meeting the needs of students.

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

The Business Division utilizes a variety of methods designed to standardize certain aspects of course delivery to promote consistency, while still maintaining faculty academic freedom. These approaches include utilizing the syllabus to communicate common learning objectives and competencies, standardized testing / assessment instruments, in-person adjunct instructor orientations and post-semester content reviews.

NOC employs a [common syllabus format](#) for all courses. The syllabi for each course regardless of instructor, campus location or delivery mode contain common course descriptions and learning objectives. The Division Chair reviews faculty syllabi each semester utilizing a required [Syllabus Review Checklist](#) to ensure that required components are included. Course syllabi are offered as examples for faculty and student learning outcomes assessment data is readily available. Faculty are required to post syllabi, instructor contact information, office hours and grades on Blackboard, which is reviewed each semester by the Dean of Academic Services.

A Lead Instructor system is used whereby a designated faculty member oversees each course taught by the division. The lead faculty member is responsible for collaboration with other faculty to standardize certain aspects of course delivery, coordinate the measurement of program outcomes including data collection and mentor new and part-time faculty teaching the course. Each course offers at least one common assessment to ensure courses taught are comparable in quality and consistency. Lead faculty meet with both full-time and part-time faculty to provide materials, guidance, and assistance.

Online courses are subject to additional scrutiny. The Instructional Designer and the Distance Learning Specialist evaluate the design of the technical components and the design of course content. Business Division faculty were the first division at NOC to participate and receive certification of courses through Quality Matters on core courses. This certification provides a peer reviewed external validation of the course design quality.

Sources

- Syllabus Format 2017
- Syllabus Review Checklist

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.

Status: Completed | **Due Date:** Not Set

Self-Study

Assigned To

Not Assigned

Institution Response

A. Complete the Professional Component portion of Table 6.1 Curriculum Summary for each program.

See attached [Table 6.1 Curriculum Summary](#).

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

All programs meet the 25 percent standard for the Professional Component.

Sources

- Table 6.1 - Standard 6 - Curriculum Summaries

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.

Status: Completed | **Due Date:** Not Set

Self-Study

Assigned To

Not Assigned

Institution Response

A. Complete the General Education Component portion of Table 6.1 Curriculum Summary for each program.

See attached [Table 6.1 Curriculum Summary](#).

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

All programs meet the 25 percent standard for the General Education Component.

Sources

- Table 6.1 - Standard 6 - Curriculum Summaries

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.

Status: Completed | **Due Date:** Not Set

Self-Study

Assigned To

Not Assigned

Institution Response

A. Complete the Business Major Component portion of Table 6.1 Curriculum Summary for each program.

See attached [Table 6.1 Curriculum Summary](#).

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

All programs meet the 25 percent standard for the Business Major Component.

Sources

- Table 6.1 - Standard 6 - Curriculum Summaries

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).

Status: Completed | **Due Date:** Not Set

Self-Study

Assigned To

Not Assigned

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.

[NOC Institutional Research](#) department tracks and compares data by campus, which is reflected the in attached reports that indicate divisional credit hour generation by campus and percentage of courses taught by both full-time and part-time faculty. Credit hour information can be provided for all semesters upon request and is reflected for the division and institution in the data in [Table 7 - Standard 6 - Business Unit Performance Results](#).

[Credit Hours Generated by Division 2014-2015](#)

[Credit Hours Generated by Division 2015-2016](#)

[Credit Hours Generated by Division 2016-2017](#)

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

Students can complete a degree program at NOC Tonkawa, NOC Enid and online. In order to complete a degree on the NOC Stillwater campus and at the University Center at Ponca City, online classes supplement what is not offered in a traditional or ITV format to those locations or students travel to a campus where the course is located. The locations on which the degrees can be completed are noted at the top of each degree sheets within the [NOC Course Catalog](#).

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.).

In order to complete a degree at the NOC Stillwater campus or the [University Center at Ponca City](#), certain courses must be completed online. Further, the NOC Stillwater campus serves primarily as a [Gateway Program](#) and serves students who would otherwise not be admitted to Oklahoma State University. The campus, however, also admits students seeking general education courses that transfer to other comprehensive colleges and universities. Courses taught on the NOC Stillwater campus must be approved through the Memorandum of Understanding between NOC and OSU and listed on the internal transfer matrix between the two institutions. Therefore, the full selection of offerings and degree programs are not offered on-site in Stillwater, but are available online for students.

The University Center at Ponca City (UC) is a distance learning site that coordinates courses from a variety of institutions via ITV and online offerings. NOC has priority offering for all freshman and sophomore level courses, meaning that other institutions cannot offer courses that are offered by NOC per the Memorandum of Understanding. Very few courses are offered originating from the UC; most are offered via ITV from either the Tonkawa or Enid campuses. Computer Concepts is the only business course that is consistently offered "live" at the UC.

Sources

- Credit Hours Generated by Division 2014-2015
- Credit Hours Generated by Division 2015-2016
- Credit Hours Generated by Division 2016-2017
- Table 7 - Standard 6 - Business Unit Performance Results

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.

Status: Completed | **Due Date:** Not Set

Self-Study

Assigned To

Not Assigned

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.

As stated on page 13 of the [NOC 2016-17 Course Catalog](#): Students will be graduated from the college upon having completed 60 semester hours of college courses with a grade-point average of C (2.00). Students must have completed 40 semester hours at this institution or have completed the last 15 semester hours in residence. They will receive one of the following degrees: Associate in Arts, Associate in Science, or Associate in Applied Science.

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

NOC ensures compliance regarding minimum grade requirements at multiple levels and provides support to the student that is academically challenged. The institution attempts to provide guidance and support to students. The Student Retention Specialists monitor satisfactory academic progress every semester and contact both the student and the faculty adviser to intervene in situations of poor academic performance. Students must earn a cumulative grade point average of 2.0 or better to stay in "good standing" and complete degree requirements. Pages 12 and 13 of the NOC Course Catalog outline the policies for Academic Standards including probation, academic notice, suspension, appeals, reprieves, renewals and graduation requirements. To ensure ultimate compliance with these standards, students must complete a final degree check with their academic advisor and [apply for graduation](#) (either online or

in person by visiting the registrar's office). Once final grades are posted, the Vice-President for Enrollment Management / Registrar reviews the final degree check with final grades, and approves the application so degrees may be conferred.

Sources

There are no sources.

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.)

Status: Completed | **Due Date:** Not Set

Self-Study

Assigned To

Not Assigned

Institution Response

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

[NOC's Library Services Department](#) has locations in both Tonkawa and Enid to support the Business Division through collections and services that reflect the current curriculum and support individual learning. Each Business Division faculty member is encouraged to request purchase of materials needed in his/her curricular area through the Division Chair. The Library honors requests from all academic divisions as funds are available. The Business Division is consulted as discipline experts on the purchasing of library resources such as books, magazines, and databases. To reinforce responsible use of resources, the Director of the Library conducts presentations for Introduction to Business classes on the use of sources and keeps an updated link on copyright and fair use policies on the website. NOC Stillwater students have access not only the NOC library's online services, but also to [Oklahoma State University library](#), which is a comprehensive research institution library.

On-site library resources are available as well as remote access via student log-in to electronic databases, such as Ebsco Host, Gale, Primo, and Proquest. Ebsco Host provides access to general databases such as Academic Search Premier, which has over 4,600 journals including full text for nearly 3,900 peer-reviewed titles. It also includes the world's most comprehensive scholarly full text database in Academic Search Complete, which has more than 8,500 full-text periodicals, including more than 7,300 peer-reviewed journals. In addition, Ebsco has Business specific databases, such as Business Source Premier. Gale hosts one general database with over 6,000 periodicals, over 3,000 being full text and over 2,000 of those being peer-reviewed titles. Proquest has areas of research that include The Arts, Business, Health and Medicine, History, Literature and Language, Science and Technology and Social Science. It includes over 7,000 full text titles of which over 4,800 are peer-reviewed. NOC Libraries also receive 110 periodicals and several reference materials in print, including business related titles as requested by the Business Division.

The Library space is an integral component of NOC. The Library's primary purpose is to provide the academic resources and related services needed to support the college's teaching, and service mission. To insure that the educational purposes and objectives are met, the Library strives to achieve the following:

- Provide students a place to pursue academic and personal interests.
- Provide academic materials to the faculty and students.
- Provide assistance to faculty in the selection of materials for educational programs.
- Provide reference and advisory services to students and faculty working on Library-related academic research.
- Provide electronic access to academic materials to students and faculty on a 24/7 basis.
- Provide Internet and computer access for students.

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.

Instructors use Blackboard to provide materials such as lecture notes, videos, slideshows, case studies and links to various resources to all students. Materials are equally available to the students whether they are on or off campus. All students have access to the library materials through a student login. NOC Stillwater students have access not only the NOC library's online services, but also to the Oklahoma State University library, which is a comprehensive research institution library.

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

A full range of on-site and online services is offered to support academic programs, including career counseling, on-site tutoring and 24/7 access to online tutoring through Tutor.com, testing services, on-site

library access as well as electronic databases and an online link to Ask a Librarian, and on-site faculty and staff academic advisement and an online link to Ask an Advisor,

- [Career counseling](#)
- [Tutoring](#)
- [Testing](#)
- [Library](#)
- [Ask a Librarian](#)
- [Ask an Advisor](#)

Technology needs for students are supported through 22 computer labs institution-wide with 350 stations; these computers all run the most recent version of the Microsoft Office Suite so they can be used for instruction in Business courses.

Each course, whether online or on-site, is connected to a Blackboard page so that instructors can post information for students to access off-site. Beginning in fall 2017 students enrolled in Freshman Orientation classes are required to take an Online Readiness module to self-assess their potential success in online courses. The purpose is to guide students into the modality with the greatest likelihood of success based on their individual skill sets and learning styles. Faculty complete annual Blackboard training in order to stay current on best practices in online learning.

The Blackboard administrator supports both students and faculty with Blackboard questions or technical issues. The [Information Technology Help Desk](#) also responds to student and employee issues with the telecom system, Campus Connect (the system through which students can enroll, check grades, and check financial aid status), POISE (the student information system), interactive television equipment, and other technical needs. Some issues can be resolved over the phone, but the help desk can also route the request to an IT technician when an office or classroom call is needed.

Students that are at risk for being unsuccessful in a college course are referred to the schools Early Alert System. The faculty member that has concerns about a students ability to successfully complete a course due to missing class, not turning in assignments, and other activities that may put the student at risk may file an Early Alert Report. This computerized system sends a message to the Retention Specialist, the faculty academic advisor and coach and / or scholarship coordinator (if applicable). All parties will then attempt to contact the student to discuss issues that may require attention and resources that may be available to the student.

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.

Status: Completed | **Due Date:** Not Set

Self-Study

Assigned To

Not Assigned

Institution Response

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

The Business Division is provided tremendous institutional support. The Business Division has a one-half time staff assistant to help with clerical support. Peer tutors are also available to assist Business faculty, when not tutoring fellow students. Training in academic advisement occurs once per semester to review proper advising procedures and to discuss any new items of importance or updates to the [Advisor Handbook](#). IT support is available for all Business faculty and students through an [IT support line](#) and the Track-it system. IT provides a help line to students to assist with any online problems. This includes help with MyNOC and Blackboard problems. Each campus also has computers and copy services available for students in the library and various computer labs.

Other institutional support services include: [Counseling Services](#), [Disability Services](#), [the Cultural Engagement Center](#), [Native American Student Support Services](#), [Veterans Affairs](#), the Dean of Academic Services, the Coordinator for Professional Development, [the NOC Bookstore](#), [the NOC Wellness Center](#), [Student Services](#), [Residence Halls](#), [student clubs / organizations](#), [intramural](#) and [varsity](#) sports, and [Campus Security](#).

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

Student and faculty support within the Business Division is available during normal college business hours. After hours and / or off-campus students can communicate with instructors through email, phone, and Blackboard. Students are encouraged to contact faculty and support staff when their needs dictate. Each faculty member maintains a minimum of 10 office hours per week (times vary based on

faculty teaching schedules) to assist students and prepare for classes. Students are encouraged on every syllabus to use tutoring and other academic support services maintained by NOC.

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.

Status: Completed | **Due Date:** Not Set

Self-Study

Assigned To

Not Assigned

Institution Response

A. Describe how the business unit encourages and recognizes faculty and staff innovation and creativity.

Faculty are given the opportunity to share creative and innovative strategies used to enhance the educational environment in their classrooms with other colleagues at department and faculty meetings. NOC also offers an incentive award for innovative faculty members at the end of each year. Business faculty and administrators can nominate faculty members for the NISOD Teaching Excellence award and the ACBSP Teaching Excellence award each year. Some recipients of these awards include:

Bart Allen

- NISOD Teaching Excellence Award, 2009
- OACC Presenter, 2011 (Excel is the Student's Best Friend)

Jill Harmon

- ACBSP Region 6 Teaching Excellence Award, 2017
- NISOD Teaching Excellence Award, 2015 and 2009

Leslie Johns

- NISOD Teaching Excellence Award, 2017 and 2009

NOC faculty and staff are also encouraged to participate in state-wide innovation awards. Through its CSI, award, the [Oklahoma Association of Community Colleges \(OACC\)](#) recognizes groundbreaking ideas and the staff members who originated them. The Creative Staff Innovation, CSI, award is a program in which full-time and part-time staff members have the opportunity to share their great ideas and demonstrate how these ideas have brought about positive change on their campus. This award is intended for staff only. Faculty are encouraged to apply for the Great Ideas For Teaching (GIFT) Award. The GIFT program is open to all community college instructors, full-time or part-time, in any discipline. GIFT facilitates the sharing of ideas to inspire faculty, advance great ideas, and generate new ones.

B. Provide evidence of innovations and creativity that have been implemented by the business unit.

All classes utilize Blackboard to post assignments, class discussions, and grades. Faculty also use document cameras, external speakers, simulations, and case studies to engage students in the learning environment.

Examples of innovations and creativity implemented in the classroom include:

- Funded by a grant from the Enid Higher Education Council, a business simulation competition is hosted on the Enid campus for both students and community members. These simulations allow participants to encounter real life behaviors and situations and practice responding to managerial challenges. These simulations also enable the instructor to reinforce management concepts and principles taught in business courses.
- Scenario videos allow students in the Business Ethics class to see examples of situations that may arise in a workplace. They are then able to assess the situation and discuss management styles and options.
- Students in the Digital and Financial Literacy class prepare a cover letter and resume and go through a mock interview process. This not only prepares them for future interviews but also increases confidence as they have reviewed professional etiquette and attire and answered common interview questions.
- Management students prepare a management style analysis to research and develop their personal management style.
- Human Resource Management students collaborate with the local SHRM group to research and analyze a current HR issue and present their findings at a SHRM meeting. This project not only applies the academic theory to a practical situation to assist the local business community, but also provides students with valuable networking opportunities.
- Business student teams participate in [i2E's Governor's Cup \(now known as Love's Cup\)](#) competition for entrepreneurial business plan projects. In 2015, the NOC team, Magnetic Solutions, Inc., was the first two-year school to enter the high-growth division and awarded the inaugural Robert E. Craine Award for Most Outstanding Venture in Oklahoma.

By implementing creative strategies in the classroom, faculty help students see problems and scenarios through applicable examples. When students can see the importance of a topic and relate it to current or future opportunities in their lives, they become more apt to show a deeper interest.

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.

Status: Completed | **Due Date:** Not Set

Self-Study

Assigned To

Not Assigned

Institution Response

- A. List the principal transfer institutions for which the business unit's institution receives, sends, or transfers students.**

The primary transfer destinations of NOC students are the in-state comprehensive and regional universities. NOC partners with four-year institutions to provide smooth transfer of courses. Specific Business 2+2 agreements are in place with Northwestern Oklahoma State University (NWOSU) and the University of Central Oklahoma (UCO). In addition, NOC and the Business Division participate in the statewide articulation through the transfer matrix project known as the Course Equivalency Project (CEP), which meet annually to ensure transferability of courses within state institutions. The state transfer matrix is available online for students and graduation advisors.

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.

All articulation agreements are posted on the [Business Division – Articulation Agreements](#) website and on the [Academic Affairs – Articulation Agreements](#) for Transfer website. See [Table 6.2](#) attached.

C. Describe the mechanisms in place that avoid requiring students to duplicate coursework at another institution.

Advising resources with degree check forms are available online for all degree programs. NOC participates in the [Oklahoma State Regents for Higher Education's transfer matrix](#) project as part of a statewide initiative to ensure there are common expectations for degree-level performance across the state's 25 colleges and universities (2 research, 10 regional, 1 public liberal arts, and 12 community colleges). Courses added to the matrix have guaranteed transfer to any other state institution on the matrix based on a minimum 70% alignment of course content. This alignment has been based on course descriptions and syllabi presented by each applying institution as they request the addition of a course to the matrix with an annual state meeting that brings together representatives from all participating institutions to review proposals. NOC annually sends faculty representatives for all subject areas under review to ensure that courses taken at NOC will meet the requirements at participating schools to avoid duplication of courses.

In addition to the work conducted through the state transfer matrix, course and program alignment occurs through regular articulation meetings with primary transfer partners. NOC faculty representatives meet annually with their counterparts from Oklahoma State University and review syllabi and curriculum to ensure alignment. In addition, NOC representatives have met with Northwestern Oklahoma State University representatives to create and update 2 + 2 articulation agreements as well as aligning with University of Central Oklahoma through these articulations.

D. Describe the student advisement process that counsels students as to the transferability of course work.

All degree-seeking students at NOC are required to provide transcripts of coursework taken at any previous post-secondary institutions. Once received, the Registrar's Office evaluates the transcripts and include them in the student's official records. Both the student and the student's faculty academic advisor will be able to see any previous coursework completed and how that coursework has transferred to NOC, thus eliminating concerns about retaking previously successfully completed coursework.

E. Persistency rates and other key student performance-related indicators of transfer students from ACBSP accredited institutions.

The Business Division currently does not track this information.

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.

The Business Division currently does not track this information.

Sources

- Table 6.2 - Articulation Agreements

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.dmac.edu/student_services/Documents/gradereport.pdf.

[Another good example is available in the evidence file above under ACBSP Documents, Good Example of Public Information.](#)

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.

Status: Completed | **Due Date:** Not Set

Self-Study

Assigned To

Not Assigned

Institution Summary

A. Complete Table 7 – Business Unit Performance Results.

See attached [Table 7 - Standard 6 - Business Unit Performance Results](#).

B. Accredited business programs must routinely provide reliable information to the public on their performance including student achievement. A direct link to aggregate business student results should be placed on your business page website. The following items must be available to the public for accreditation.

1. Student Learning Outcome Assessment Results: Such as what you report in Standard 4, ETS, MFT, accounting assessment, management assessment, critical thinking, communications, etc. A link to Table 2 – Student Learning Results (Standard 4) must be placed on your website.

The Student Learning Outcome Assessment Results are posted on the Business Division website under the [Assurance of Learning link](#).

2. Program results for Business Students: Such as graduation rates, retention rates, job placement, etc. How do you make the results public? A link to Table 7 – Business Unit Performance Results (Standard 6) must be placed on your website. Ensure the link goes directly to business students' results such as the example on the ACBSP website located under associate degree accreditation.

The Student Learning Outcome Assessment Results are posted on the Business Division website under the [Assurance of Learning link](#).

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:

- NOC has excellent resources that can be utilized by both students and faculty. These services provide for a positive environment that leads to academic success and increased job satisfaction. The services provided include: Library Services, Counseling Services, strong Faculty Advisement, Early Alert systems, Disability Services, the Cultural Engagement Center, Native American Student Support Services, Veterans Affairs, the Dean of Academic Services, the Coordinator for Professional Development, the NOC Bookstore, the NOC Wellness Center, Student Services, Residence Halls, student clubs / organizations, intramural and varsity sports, and Campus Security.

- The Business Division promotes innovation in the classroom. This is evident in the number of course projects and presentations that are utilized in the courses throughout the programs within the Division. These projects facilitate critical thinking skills, teamwork and "real world" application of theoretical content.
- The design of the curriculum for the various programs within the Business Division has been completed utilizing ACBSP accreditation standards, institutional academic policies and adherence to state general education standards.
- The Business Division has provided various learning environments and modalities such as on-campus, ITV, and online to facilitate the educational process. The Quality of the online courses is evidenced through the achievement of the Quality Matters certification for seven of the Business Core classes.
- Quality and consistency has been assessed through the creation of common syllabi, common course outcomes, program assessment, student surveys, and Quality Matters standards for online courses.

Opportunities for improvement:

- Implementation of an improved enrollment management system could improve advisement of enrollment processes with respect to student holds, the early alert system and wait-list features. The institution completed an audit of the Enrollment Management Systems in 2016-17 and created a Strategic Enrollment Management Plan, which will address the challenges in the process.
- Limitations in offerings on off-site campuses is a challenge. The Business Division is working to bring full degree programs to other off-campus sites through the use of increased online and ITV offerings.
- The declining state funding for higher education is a challenge that forces institutions to be creative in working to increasing the credit hours generation. A further threat to the Business Division with respect to credit hour generation is the reliance on OSU accounting for enrollment. Any changes to OSU curriculum, such as combining financial and managerial accounting into one three-hour course and combining macroeconomics and microeconomics into one three-hour course presents a scheduling and enrollment challenge that must be dealt with creatively in order to maintain current enrollment levels.

Sources

- Table 7 - Standard 6 - Business Unit Performance Results

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.

Status: Completed | **Due Date:** Not Set

Self-Study

Assigned To

Not Assigned

Institution Summary

1. Provide a brief summary of the self-study that includes an overview of the strengths and opportunities for improvement identified at the end of each standard.

Strengths:

- The Business Division and Institution has a solid leadership team that is responsive to stakeholder needs. Divisional communication is strong, utilizing face-to-face divisional meetings, e-mails, and conference calls in order to connect and maintain a high commitment to continuous improvement.
- The Business Division, through the broad and varied knowledge of its faculty, has a well-developed strategic plan aligned with institutional strategic plan, to guide current and future initiatives. Through this planning and budgeting process, the business division receives adequate resources to fund staff and equipment needs, though there is always need for increases to budgetary allocations.
- The Business Division and NOC, through the First Gen and Native American student initiatives, show a commitment to increase recruitment, retention and success of these student populations which will positively impact the overall NOC population. The overall culture of NOC and the loyalty of the faculty and staff are a strength for both the organization and the Business Division.
- Since, institutional data for enrollment, retention and completion is provided to the divisions in an effective and effect manner by the Institutional Research office, data-driven decisions can be made appropriately. Program, course and teaching methodology adjustments are guided by data-driven decisions to achieve continuous improvement and maintain academic excellence. Student learning results, as evidenced by nationally benchmarked exams, common assessments / projects, and the general education assessments, are reviewed

annually. Discipline specific faculty participate in the review process as a joint effort each curricular area. This serves to continually strengthen and improve the educational outcomes for the division. Since the Business Division Chair and faculty are committed to the process and continuous improvement, structured planning assessment and evaluation process have been developed, implemented and adjusted consistently.

- Business faculty continue to improve and expand online course offerings. Currently seven business courses have achieved Quality Matters certification. This serves to increase the educational availability for the non-traditional students.
- The Business Division full-time and adjunct faculty members have the combination of educational credentials and work experience that meet both the HLC and ACBSP requirements. The faculty and staff is experienced and stable with extremely low turnover.
- NOC is committed to maintaining small class sizes, which benefits both student interaction and success as well as faculty job satisfaction. The small class sizes are cited as one of the primary reasons for attending classes on the NOC Stillwater campus (as opposed to the same class at OSU). Further, NOC is committed to a high level of academic support for its faculty. Excellent professional development and Instructional development programs are available, thereby increasing the skills and knowledge of the Business Division faculty. All full-time faculty members have participated in professional development opportunities within the last three years.
- The Business Division staff and faculty have been national and locally recognized for the excellence in programs and teaching. Several have received national awards for Teaching Excellence. Jill Harmon received the 2017 ACBSP Region 6 Teaching Excellence Award.
- NOC has excellent resources that can be utilized by both students and faculty. These services provide for a positive environment that leads to academic success and increased job satisfaction. The services provided include: Library Services, Counseling Services, strong Faculty Advisement, Early Alert systems, Disability Services, the Cultural Engagement Center, Native American Student Support Services, Veterans Affairs, the Dean of Academic Services, the Coordinator for Professional Development, the NOC Bookstore, the NOC Wellness Center, Student Services, Residence Halls, student clubs / organizations, intramural and varsity sports, and Campus Security.
- The Business Division promotes innovation in the classroom. This is evident in the number of course projects and presentations that are utilized in the courses throughout the programs within the Division. These projects facilitate critical thinking skills, teamwork and "real world" application of theoretical content. Additionally, the Business Division has provided various learning environments and modalities such as on-campus, ITV, and online to facilitate the educational process. The Quality of the online courses is evidenced through the achievement of the Quality Matters certification for seven of the Business Core classes.

Opportunities for Improvement:

- The declining state funding for higher education is one of the largest threats / challenges to both NOC and the Business Division which forces the institution to be creative in working to increasing the credit hours generation, external funding and non-financial incentives for faculty, staff and students.

- Communication can be increased both inside and outside of the division. Greater use of social media to increase communication with students. Though Business Division faculty are actively involved in leadership and civic engagement activities, an increase of involvement in business and industry networking (i.e. Chambers of Commerce, AMBUCS, Lions, etc.) will better allow the Division to keep up with the needs and changes in the business community.
- The Stillwater campus' dependence on Oklahoma State University for continued enrollment and limitations in mutually approved offerings on that campus provides an uncertainty in strategic planning for both the Business Division and the institution. A particular threat to the Business Division with respect to credit hour generation is the reliance on OSU student enrollment in accounting and economics courses. Any changes to OSU curriculum, such as combining financial and managerial accounting into one three-hour course and combining macroeconomics and microeconomics into one three-hour course presents a scheduling and enrollment challenge that must be dealt with creatively in order to maintain current enrollment levels. The Business Division is working to bring full degree programs to other off-campus sites through the use of increased online and ITV offerings. Expansion to new markets through marketing and outreach initiatives are essential for growth of programs and enrollment, especially with declined funding for higher education from the Oklahoma legislature.
- Though the Strategic Plan is well-developed, increased communication and involvement of Business faculty would likely improve the process and the Plan. By increased involvement, the Business Division faculty could more proactively investigate opportunities for grant submissions in order to generate external revenue sources to improve and expand specialized instructional technology to advance new and existing programs.
- An increase from a half-time staff assistant to a full-time position is needed to meet the future demands of new programs and the ever-increasing assessment requirements.
- The Business Division has identified tracking and utilization of graduates and job placement rates as an Opportunity for Improvement.
 - Better measurement and tracking of graduates including a 6-Month Graduate Survey, 2-year Graduate Survey and 5-year Graduate Survey along with an annual Alumni Satisfaction Survey would help the Business Division to gauge perceptions of the college experience, provide information on employment history, and assess the impact of educational programs and experiences from the perspective of alumni.
 - NOC recognized that tracking graduates is an institutional OFI and in fall 2017 purchased access that is more comprehensive to the National Clearing House in order to track more extensively, where graduates are transferring to further their education.
- The programs in other NOC Divisions are reviewed every five (5) years through the Oklahoma State Regents policy. Currently, the Business Division is exempt from this process because of ACBSP accreditation. The Business Division faculty feel it may improve performance and outcomes if Business programs participated in the reviews as well. Most data is similar, but by participating in the same format as other Divisions, better communication, consistency and comparisons can be made for justification of resources and institutional strategic planning purposes.
- Finding qualified full-time and adjunct faculty for the Business Division as a result of declining state aid for operational budgets and the tightening of the HLC credentialing requirements is a challenge that must be addressed. Due to budget constraints, faculty are encouraged to attend local conferences instead of national conferences. Consequently, the ability to compare programs and sharing best practices is impeded. The Business Division continues to search for external

funding to allow for reallocation of funds for raises, increased faculty positions and external professional development opportunities

- Implementation of an improved enrollment management system could improve advisement of enrollment processes with respect to student holds, the early alert system and wait-list features. The institution completed an audit of the Enrollment Management Systems in 2016-17 and created a Strategic Enrollment Management Plan, which will address the challenges in the process.

2. 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.

No circumstances exist that prevent compliance with any of the ACBSP standards.

3. Explain how student achievement will be made public.

Student achievement is made public in a variety of methods including posting results on the [Business Division Assurance of Learning](#) website; sharing results at the Business Advisory Board meetings; and through monthly reports, quarterly strategic plan updates and annual reports to the NOC Board of Regents and Administrative Council. Additionally, the Communication Officer creates press releases for student achievement and activities to capture pertinent information and pictures for submission to the appropriate news agencies.

Sources

There are no sources.