

**Accreditation Council for Business Schools and Programs (ACBSP)**  
**Quality Assurance (QA) Report For Associate Degree Business Programs**  
Current as of December 2013

**Overview (O)1. Complete all information requested.**

Submit your report as an attachment to reports@acbsp.org on or before February 15th or September 15th.

O 2. Institution Name: Northern Oklahoma College Date 2/15/2016  
Address: 1220 E. Grand, Tonkawa, OK 74653

O 3. Year Accredited/Reaffirmed: 1992 / 2008 This Report Covers Years: 2014-2015

O 4. List All Accredited Programs (as they appear in your catalog):

Note: Listing new programs here does not confer accreditation. New degree programs, majors or emphases must be in effect for at least two years and have graduates and follow the guidance in the process book before accreditation will be granted

Business Administration, Business Administration – International Option, Business Administration – MIS

Option, Computer Science, Business Management, Office Management, Office Management – Medical Assistant

Option, Information Technology – Network Engineering Option, Information Technology – Web Development

Option, Information Technology – Interactive Media 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 have been suspended. In short, technical coursework was previously completed at are technology centers and general education coursework was completed at the partner community college, 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, as a result the following programs were suspended as resources did not allow for hiring additional faculty to provide the technical coursework. 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.

O 5. List all programs that are in your business unit that are not accredited by ACBSP and how you distinguish accurately to the public between programs that have achieved accredited status and those that have not.

AA & AS in Enterprise Development – Business Administration Area of Emphasis,

AA & AS in Enterprise Development – General Studies Option

AAS in Business Management – Accounting Option

AAS in Business Management – Entrepreneurship Option

On the Northern Oklahoma College Business Division Website, accredited degrees are indicated with an asterisk and in the catalog, the accredited programs (and not accredited programs) are indicated on the degree sheets.

O 6. List all campuses that a student can earn a business degree from your institution:

Tonkawa, Oklahoma

Enid, Oklahoma

Stillwater, Oklahoma

University Center of Ponca City

O 7. Person completing report Name: Carolyn Johnson

Phone: 580-628-6340

E-mail address: carolyn.johnson@north-ok.edu

ACBSP Champion name: Carolyn Johnson

ACBSP Co-Champion name: Todd Ging

O 8. Conditions or Notes to be Addressed: You do not need to address Opportunity for Improvement (OFI).

No conditions or notes were reported on the last report.

O 9. The business unit must routinely provide reliable information to the public on their performance, including student achievement such as assessment results.

The Business Division posts current ACBSP reports (Self-study and QA Reports), Divisional Meeting Minutes and Advisory Board Meeting Minutes on the divisional website. Additionally, the course objectives are linked to the related student learning outcomes with results reported on a matrix under the Assurance of Learning tab of the divisional website. Institutional and program results are listed in the NOC Fact Book, which is posted annually to the website and limited paper copies are created for dissemination. This Fact Book includes graduation rates, enrollment and employment related data as well as specific program data for the two accredited programs, Business and Nursing. Information is presented semi-annually to the Business Advisory Board, annually to the NOC Board of Regents in person and monthly in a written report to the NOC Board of Regents. Press release information for Kappa Beta Delta honorees and other student achievement is included in local papers and on the Business Division website under News and Links.

## **Standard #1 Leadership**

### **Organization**

- a. List any organizational or administrative personnel changes within the business unit since your last report.

No changes to the administrative personnel within the business unit since the last report. Two new faculty positions were created for the division since the last report. One full-time Accounting position on the Stillwater campus and one two-fifths time Accounting position on the Tonkawa campus.

- b. List all new sites where students can earn an accredited business degree (international campus, off-campus or on campus, on-line) that have been added since your last report.

No new sites were added since the last report.

**Standard #2 Strategic Planning** (this standard not typically addressed in the QA report) This is used as a place holder to allow all the other standards to be addressed in the QA report and keep the numbering system consistent with self-studies and QA reports.

No response needed. No notes or conditions were listed in the last report.

Examples of Strategic Initiatives are included with the Table Files for Associate Degree QA Reports.

### Standard #3 Student and Stakeholder Focus

Student- and Stakeholder-Focused Results			Student- and stakeholder-focused results examine how well your organization satisfies students and stakeholders key needs and expectations.																		
Performance Measure	Measurement Instrument and Length of Cycle	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends																
Student Satisfaction:																					
Business students will give a mean satisfaction rating of 4.0 or higher on a 5.0 scale (80% or better) regarding 1. My program of study was challenging. 2. The curriculum was relevant to my academic needs. 3. The curriculum was relevant to my professional needs.	The satisfaction ratings are based on results of the <i>Peregrine Student Satisfaction Survey</i> . The survey focuses on satisfaction with the business curriculum, faculty and programs and is administered each semester in conjunction with the Peregrine program assessment.	96, 152 and 93 students completed the survey in the Fall 2014, Spring 2015 and Fall 2015 semesters respectively. The mean scores for question 1 were 3.91, 3.72 and 3.97 respectively. The mean scores for question 2 were 3.91, 4.08 and 4.07 respectively. The mean scores for question 3 were 3.72, 4.01 and 4.0 respectively.	Each of the indicators of student satisfaction is above the benchmark for questions 2 and 3 in the last two semesters. Satisfaction has shown increases in all areas overall since Fall 2014.	Faculty reviewed the data and determined that since the majority of our students complete the AS in Business Administration in order to transfer into a bachelors program, increased discussion regarding the linkage of the introductory courses that are taught at Northern with the program of study in which they will transfer needed to increase. Faculty have increased these discussions during course discussions as well as during academic advisement sessions.	<div><p>Mean Score of Business Students</p><table><thead><tr><th>Category</th><th>Fall 14</th><th>Spr 15</th><th>Fall 15</th></tr></thead><tbody><tr><td>Challenging</td><td>3.91</td><td>3.72</td><td>3.97</td></tr><tr><td>Relevant to Academic Needs</td><td>3.91</td><td>4.08</td><td>4.07</td></tr><tr><td>Relevant to Professional Needs</td><td>3.72</td><td>4.01</td><td>4.00</td></tr></tbody></table></div>	Category	Fall 14	Spr 15	Fall 15	Challenging	3.91	3.72	3.97	Relevant to Academic Needs	3.91	4.08	4.07	Relevant to Professional Needs	3.72	4.01	4.00
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NOC Business Students will rate their satisfaction with the various services at NOC as either equal to or greater than the institutional mean scores with a desired minimum mean score for all areas at or above 4.0 on a 5.0 scale.	An institutionally developed and administered student satisfaction survey is administered each spring. The survey was developed by the Office of Institutional Research in spring 2015, so only one year of data is available at this time.	Business faculty evaluated 9 areas of satisfaction. The Business Students represented 15% of the overall respondents. Business students were more satisfied than the general population in the areas of Finance, Financial Aid, Tutoring, Library and Research Tools, and IT Help. Business students rated satisfaction with Advisement, Faculty Availability, Facilities and Overall Experience lower than then general student population.	Overall business student results were comparable to the overall institutional results. Areas in that fell below the desired 4.0 were advisement, financial aid, tutoring and IT help.	Advisement has been a major focus and a comprehensive analysis of the registration and advisement process is planned for spring 2016. The Business Division has reviewed the list of advisees and made the advisee load more equitable, with the desired outcome to be increased satisfaction with both advisement and faculty availability. The financial aid office has created a required online module explaining the financial aid process and the risks of borrowing. These effects of these changes will be evaluated with the next satisfaction survey.	<div><p>Mean Score of Business Students</p><table><thead><tr><th>Category</th><th>Business</th><th>Institutional</th></tr></thead><tbody><tr><td>Advisement</td><td>3.65</td><td>4.03</td></tr><tr><td>Financial</td><td>3.91</td><td>3.65</td></tr><tr><td>Financial Aid</td><td>3.34</td><td>3.12</td></tr><tr><td>Tutoring</td><td>3.97</td><td>3.77</td></tr><tr><td>Faculty Availability</td><td>4.06</td><td>4.08</td></tr><tr><td>Library / Research Tools</td><td>4.03</td><td>4.02</td></tr><tr><td>IT Help</td><td>3.74</td><td>3.55</td></tr><tr><td>Facilities</td><td>4.03</td><td>4.18</td></tr><tr><td>Overall Experience</td><td>3.83</td><td>4.00</td></tr></tbody></table></div>	Category	Business	Institutional	Advisement	3.65	4.03	Financial	3.91	3.65	Financial Aid	3.34	3.12	Tutoring	3.97	3.77	Faculty Availability	4.06	4.08	Library / Research Tools	4.03	4.02	IT Help	3.74	3.55	Facilities	4.03	4.18	Overall Experience	3.83	4.00
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Performance Measure	Measurement Instrument and Length of Cycle	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends																									
Internships:																														
100% of the employers who sponsor an intern will respond to the Supervisor / Employer Follow-Up Evaluation and that each employer will indicate that if they had a position available to a person with the intern's background they would hire the intern.	Supervisor Follow-up Survey for Students enrolled in Business Internships—completed at the end of the internship by the supervisor / employer of the intern.	100% of employers who sponsored interns returned the employer / supervisor follow-up surveys. Of all interns placed since Fall 2012, only one employer indicated that they would not hire the intern.	The desired outcome has been achieved since Fall 2012, Continuous monitoring will ensue to insure that quality students are selected as interns AND that quality employers are selected for as internship program sponsors. The number of interns has declined recently, so measures are needed to increase the participation in the internship and job shadowing programs.	As a result of the comments from employers and analysis from faculty and administration, a new position was created for the institution, Dean of Academic Services. The position is responsible for marketing and coordinating Internships and Advisory Boards in order to promote greater partnerships between NOC and the industries we serve.		<table><tr><th rowspan="2">Semester</th><th colspan="2">Would you Hire?</th></tr><tr><th>Yes</th><th>No</th></tr><tr><td>Fall 2012</td><td>1</td><td>0</td></tr><tr><td>Spring 2013</td><td>1</td><td>0</td></tr><tr><td>Fall 2013</td><td>1</td><td>0</td></tr><tr><td>Spring 2014</td><td>1</td><td>0</td></tr><tr><td>Fall 2014</td><td>N/A</td><td>N/A</td></tr><tr><td>Spring 2015</td><td>3</td><td>0</td></tr></table>	Semester	Would you Hire?		Yes	No	Fall 2012	1	0	Spring 2013	1	0	Fall 2013	1	0	Spring 2014	1	0	Fall 2014	N/A	N/A	Spring 2015	3	0	
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Performance Measure	Measurement Instrument and Length of Cycle	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends				
Internships (continued):									
100% of student interns will respond to the Intern Completion Questionnaire and will indicate that the work assignments were closely related to their field of study and/or career objectives and they were given an adequate amount of responsibility.	Intern Completion Questionnaire for Students enrolled in Business Internships—completed at the end of the internship by the student intern.	100% of the interns placed since Fall 2012 completed the Intern Completion Questionnaire. All indicated that the work assignments were closely related to their field of study and all but one student indicated that they were given an adequate amount of responsibility.	A desirable outcome has been achieved since, fall 2012, but the number of students completing internship opportunities has decreased overall in the last three years. Regarding the student who indicated that the desired level of responsibility was not achieved, the divisional coordinator followed up with the business and determined that the amount of responsibility was at an appropriate level for an intern.	After an analysis of the institutional internship process in spring 2015, it was determined that an institution wide internship coordinator would best serve the internship program in its marketing and coordination efforts. The change was made in Fall 2015 and have caused a higher degree of promotion of the internship program. Increased participation in the program will be monitored over the next two years.					
					Related to Field?		Adequate Responsibility?		
					Yes	No	Yes	No	
					Fall 2012	1	0	1	0
					Spring 2013	1	0	1	0
					Fall 2013	1	0	1	0
					Spring 2014	1	0	1	0
					Fall 2014	N/A	N/A	N/A	N/A
					Spring 2015	3	0	2	1

Performance Measure	Measurement Instrument and Length of Cycle	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends																					
Internships (continued):																										
The target performance is 70% or better, based on rubric evaluation of a portfolio of information submitted jointly by the intern and the employer / supervisor of the intern.	A rubric is used by the faculty advisor to evaluate the student intern portfolio. The portfolio consists of a resume, Internship Application, a copy of the student's transcript, a signed Company Supervisor / Faculty Agreement, a signed Professional Agreement Form, a list of duties and goals, Weekly Time Sheets, Mid-term and Final Employee Evaluation, Mid-term and Final Student Self-Evaluation, Employer's Report on Overall Performance, and 5 Student Internship Assignments.	100% of students placed since Fall 2012 scored 70% or better on the portfolio based on the rubric. The average score overall for the portfolios across the 6 semesters was a 96.27%.	The changes to the course curriculum that were implemented in spring 2013 have been positive and added to the internship experience. However, the submission of the additional documents in a timely manner was not ideal.	Anecdotal results include positive feedback from both the divisional internship coordinator and the students that the new format / rubric for the report clarified what is expected in the portfolio. To improve the problem of timely submission of required documents, the use of Blackboard as the LMS system was implemented in spring 2015. Continued annual reviews of the portfolio requirements will be conducted to insure appropriate evaluation of the internship experience.	<table><tr><td>SEM</td><td>Number of Students</td><td>%of students who scored 70% or better</td></tr><tr><td>Fall 2012</td><td>1</td><td>100%</td></tr><tr><td>Spring 2013</td><td>1</td><td>100%</td></tr><tr><td>Fall 2013</td><td>1</td><td>100%</td></tr><tr><td>Spring 2014</td><td>1</td><td>100%</td></tr><tr><td>Fall 2014</td><td>N/A</td><td>N/A</td></tr><tr><td>Spring 2015</td><td>3</td><td>100%</td></tr></table>	SEM	Number of Students	%of students who scored 70% or better	Fall 2012	1	100%	Spring 2013	1	100%	Fall 2013	1	100%	Spring 2014	1	100%	Fall 2014	N/A	N/A	Spring 2015	3	100%
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Performance Measure	Measurement Instrument and Length of Cycle	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends																		
Student Advisement Satisfaction:																							
The percentage of NOC students declaring an area of business as their major will be proportional to the percentage of NOC graduates receiving a business degree.	The annual number of majors as a percent of overall institutional majors (including “undecided”) compared to the number of graduates with business degrees as a percent of total NOC graduates.	The percent of NOC graduates receiving degrees in Business (17.9%, 19.2% 17.3%, 20.4% and 17.5%) exceeded the percent of NOC majors declaring business as the major (10.7%, 10.8%, 12.1%, 11.3% and 11.9%) in 2010 thru 2014. This is an indication that advising of students toward degree is resulting in more majors actually completing the degree.	Advisement to encourage students to declare the major earlier in their college career has continued to improve steadily since 2010.	We will continue to monitor and analyze the advisement process for possible improvement strategies. More effort has been made to make advisee load more equitable in order increase advisor / advisee contact and to identify business students earlier and encourage them to declare a major rather than be listed as the default of Arts & Sciences. Further, the Registrar has developed reverse articulation agreements with three 4-year schools in Oklahoma in order to facilitate an increase in degree completion. Expansion to all Oklahoma colleges and universities is planned.	<div><p>% of Business Majors v. % of Graduates with Business Degrees</p><table><thead><tr><th>Year</th><th>Business Majors as % of Total Number of NOC Majors</th><th>Business Degree Graduates as % of NOC Total Graduates</th></tr></thead><tbody><tr><td>2010-11</td><td>10.7%</td><td>17.9%</td></tr><tr><td>2011-12</td><td>10.8%</td><td>19.2%</td></tr><tr><td>2012-13</td><td>12.1%</td><td>17.3%</td></tr><tr><td>2013-14</td><td>11.3%</td><td>20.4%</td></tr><tr><td>2014-15</td><td>11.9%</td><td>17.5%</td></tr></tbody></table></div>	Year	Business Majors as % of Total Number of NOC Majors	Business Degree Graduates as % of NOC Total Graduates	2010-11	10.7%	17.9%	2011-12	10.8%	19.2%	2012-13	12.1%	17.3%	2013-14	11.3%	20.4%	2014-15	11.9%	17.5%
Year	Business Majors as % of Total Number of NOC Majors	Business Degree Graduates as % of NOC Total Graduates																					
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2014-15	11.9%	17.5%																					

Performance Measure	Measurement Instrument and Length of Cycle	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends								
Business and Industry Satisfaction:													
100% of Business Advisory Board members and industry representatives will indicate answer yes to the question “Do you feel that NOC graduates that you’ve hired are adequately prepared to enter the industry?”	The measurement instrument is an annual survey of the Business Advisory Board.	100% of the respondents for the last three years indicated that the NOC graduates were adequately prepared to enter their respective industries.	The sample size of 9 external advisory board members was determined to be too small even though the desired result was achieved for three consecutive years.	The survey will be expanded to service area businesses, in order to gather more reliable data. The Business Division will reach out to area Chambers of Commerce to help facilitate the collection of survey data. Anecdotal data collected from the Advisory Board members indicated that “soft skills” was an area that was in need of improvement for all employees, so Business faculty are researching options to include emphasis on soft skills in both courses and in the form of community development seminars	<div><p><b>Business Advisory Board Survey</b></p><table><thead><tr><th>Year</th><th>% Who Agree that NOC Students are Adequately Prepared for Industries</th></tr></thead><tbody><tr><td>2013</td><td>85.0%</td></tr><tr><td>2014</td><td>85.0%</td></tr><tr><td>2015</td><td>85.0%</td></tr></tbody></table></div>	Year	% Who Agree that NOC Students are Adequately Prepared for Industries	2013	85.0%	2014	85.0%	2015	85.0%
Year	% Who Agree that NOC Students are Adequately Prepared for Industries												
2013	85.0%												
2014	85.0%												
2015	85.0%												

## Standard #4 Measurement and Analysis of Student Learning and Performance

### a. Program Outcomes

List outcomes, by accredited program - Program outcomes should be used as part of a student learning assessment plan and be measurable.

#### **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 a sufficient level of language expertise to interact in a multilingual marketplace, including conversational, reading, and composition skills.

**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**

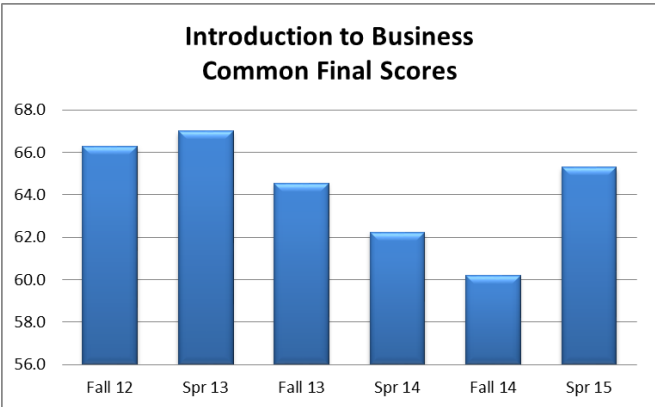
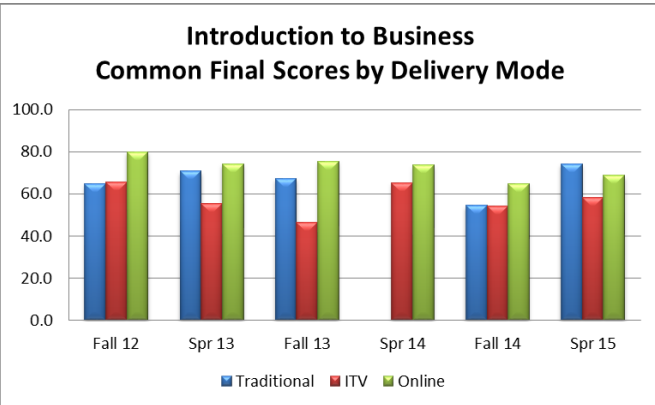
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4. Demonstrate an understanding of ethical behavior and identify ethically responsible business decisions.
5. Illustrate an understanding of basic economic markets including supply and demand in order to prioritize the use of resources and determine 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.

**b. Standard 4: Student Learning Results (Required for each accredited program)**

Performance Indicator			Definition		
1. Student Learning Results			A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination).</i>		
Analysis of Results					
Performance Measure	Description of Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends
General Education Competency:					
General Education competency is divided into 5 areas: Critical Thinking, Communication Skills, Societal Awareness, Mathematics and Scientific Reasoning, and Quality of Life. Each area is assessed based on the measures determined by the specific areas and the General Education subcommittee of the Institutional Assessment Committee.	The General Education Competency grid is completed annually by the various Divisions within the institution.	Results Vary based on the competency.	The General Education competency grid has been determined to be a good tool overall for the institution, however, the General Education Committee determined that several of the measurement tools may not provide a direct and /or measureable link to the desired competency.	During the Spring 2016 semester, both the General Education competencies and the measurement tools are being revised. A portfolio approach and the use of Blackboard as a data repository is currently being researched. Desired implementation is Fall 2016.	A link to the entire General Education Competency grid is provided and the specific business related measures are listed in the measurements below.  <a href="http://www.noc.edu/Websites/northok/files/Content/819971/General_Education_Competency_Grid_with_2015-2016_data.pdf">http://www.noc.edu/Websites/northok/files/Content/819971/General_Education_Competency_Grid_with_2015-2016_data.pdf</a>

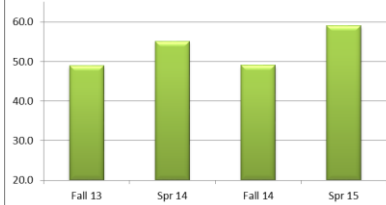
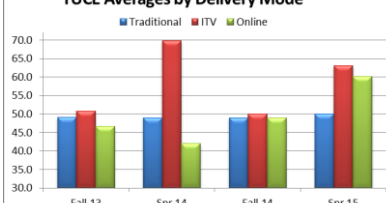
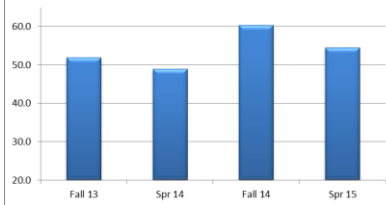
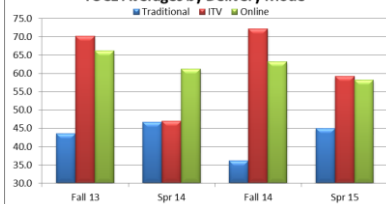
Performance Measure	Description of Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends																																										
Business Professional Core Competencies:																																															
Introduction to Business (Apply basic business principles to various business scenarios):																																															
Demonstrate the ability to apply basic business principles and utilize analytical tools to evaluate various business scenarios critically by scoring 70% or better on the Introduction to Business course Common Final Exam.	(Direct, Summative, Internal, Comparative) An instructor developed common comprehensive examination is given to all sections of Intro to Business each semester.	The target score on the exit exam of 70% was not achieved overall in any of the six semesters. In analyzing the scores by Delivery Mode, it was determined that online and traditional students are outscoring ITV students considerably.	Instructors have identified that ITV students need additional attention in order to fully engage them in the learning process. Targeted reviews and additional assignments in weak content areas were assigned.	The number of ITV sections have been decreased and an increased effort to better engage ITV students in the learning process is being made. The importance of incorporating real-world application into the course and program was discussed and a simulation program is being piloted in two sections of Introduction to Business (one daytime and one nighttime). A custom textbook will be explored that incorporates both theoretical content and practical application and / or simulation projects. This will also more closely align the program outcome with the assessment measurement tool.	<div><p>Introduction to Business Common Final Scores</p><table><caption>Introduction to Business Common Final Scores</caption><thead><tr><th>Semester</th><th>Score</th></tr></thead><tbody><tr><td>Fall 12</td><td>66.2</td></tr><tr><td>Spr 13</td><td>67.2</td></tr><tr><td>Fall 13</td><td>64.5</td></tr><tr><td>Spr 14</td><td>62.2</td></tr><tr><td>Fall 14</td><td>60.2</td></tr><tr><td>Spr 15</td><td>65.5</td></tr></tbody></table></div> <div><p>Introduction to Business Common Final Scores by Delivery Mode</p><table><caption>Introduction to Business Common Final Scores by Delivery Mode</caption><thead><tr><th>Semester</th><th>Traditional</th><th>ITV</th><th>Online</th></tr></thead><tbody><tr><td>Fall 12</td><td>64.5</td><td>65.5</td><td>78.5</td></tr><tr><td>Spr 13</td><td>69.5</td><td>55.5</td><td>72.5</td></tr><tr><td>Fall 13</td><td>66.5</td><td>45.5</td><td>74.5</td></tr><tr><td>Spr 14</td><td>64.5</td><td>64.5</td><td>72.5</td></tr><tr><td>Fall 14</td><td>54.5</td><td>53.5</td><td>64.5</td></tr><tr><td>Spr 15</td><td>72.5</td><td>58.5</td><td>68.5</td></tr></tbody></table></div>	Semester	Score	Fall 12	66.2	Spr 13	67.2	Fall 13	64.5	Spr 14	62.2	Fall 14	60.2	Spr 15	65.5	Semester	Traditional	ITV	Online	Fall 12	64.5	65.5	78.5	Spr 13	69.5	55.5	72.5	Fall 13	66.5	45.5	74.5	Spr 14	64.5	64.5	72.5	Fall 14	54.5	53.5	64.5	Spr 15	72.5	58.5	68.5
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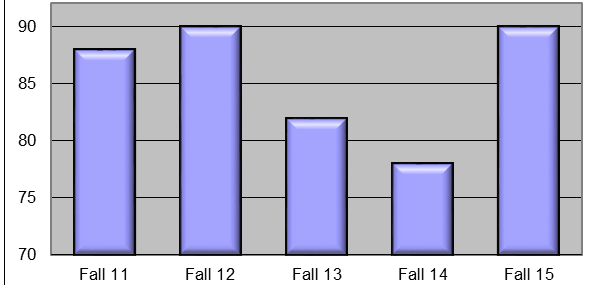
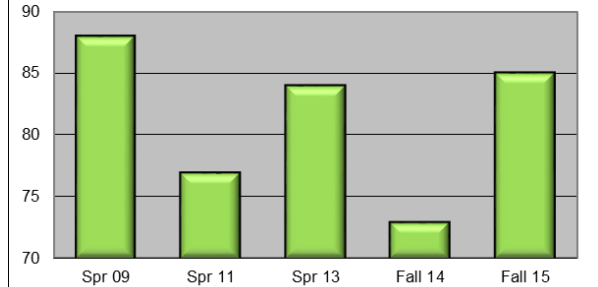
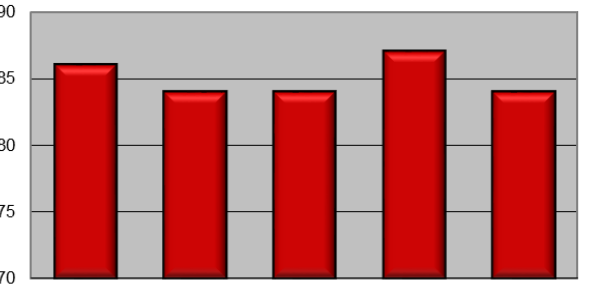
Performance Measure	Description of Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends																				
<b><i>Business Technologies &amp; Applications (Communicate through various mediums and use technological skills to convey, promote and interpret business information)</i></b>																									
Demonstrate the ability to interpret business information by scoring averaging 70% or better on Business Technologies & Applications conceptual quizzes.	(Direct, Formative, Internal) The quizzes consist of 10 questions, randomly selected for each student from a bank of questions designed for each unit of the course and administered each semester.	The class average on the quizzes has been between 72.7% and 76.2%, remaining consistent during the assessment period. In all semesters, the target benchmark of 70% was achieved.	Though the benchmark of 70% has been surpassed since Fall 2013, when separated by delivery mode, the traditional course average fell below the benchmark in Fall 2014.	To address the decrease in scores, instructors increased the depth of the theoretical discussions and the difficulty of the application projects assigned. A dramatic increase in the quiz scores occurred from Fall 2014 to Spring 2015.	<div><p><b>Business Technologies Quiz Averages</b></p><table><tr><th>Semester</th><th>Overall</th><th>Traditional</th><th>Online</th></tr><tr><td>Fall 13</td><td>73.0</td><td>72.7</td><td>75.0</td></tr><tr><td>Spring 14</td><td>74.5</td><td>72.5</td><td>83.0</td></tr><tr><td>Fall 14</td><td>72.5</td><td>69.5</td><td>81.0</td></tr><tr><td>Spring 15</td><td>76.0</td><td>74.0</td><td>82.0</td></tr></table></div>	Semester	Overall	Traditional	Online	Fall 13	73.0	72.7	75.0	Spring 14	74.5	72.5	83.0	Fall 14	72.5	69.5	81.0	Spring 15	76.0	74.0	82.0
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Spring 15	76.0	74.0	82.0																						
Communicate through various mediums and use technological skills to convey promote and interpret business information scoring an average of 70% or better on projects Integrating advanced MS Office components.	(Direct, Formative, Internal) Project integrating all four components of MS Office using advanced techniques and assigned each semester.	The class average on the projects have been between 82.6% and 83.5% during the semesters examined. In all semesters, the target benchmark of 70% was achieved.	The benchmark of 70% was achieved in all semesters examined. Faculty expanded the analysis to include comparisons of the various modes of delivery. They found that traditional students outscored online students by a slight margin in all but one semester.	To further examine the score results, instructors will revise grading rubrics for the projects. To ensure consistency in grading and improve grader reliability faculty will grade a sample of projects for comparisons. The rubrics will also be provided to students as a guide to the standards expected by instructors.	<div><p><b>Business Technologies Project Averages</b></p><table><tr><th>Semester</th><th>Overall</th><th>Traditional</th><th>Online</th></tr><tr><td>Fall 13</td><td>72.5</td><td>72.0</td><td>74.5</td></tr><tr><td>Spring 14</td><td>83.0</td><td>83.0</td><td>82.5</td></tr><tr><td>Fall 14</td><td>81.5</td><td>82.0</td><td>80.5</td></tr><tr><td>Spring 15</td><td>81.0</td><td>81.5</td><td>80.0</td></tr></table></div>	Semester	Overall	Traditional	Online	Fall 13	72.5	72.0	74.5	Spring 14	83.0	83.0	82.5	Fall 14	81.5	82.0	80.5	Spring 15	81.0	81.5	80.0
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Performance Measure	Description of Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends																														
Financial Accounting (Maintain and interpret accurate financial information to guide decision making):																																			
Demonstrate the ability to analyze, post and manage financial information, facilitate transaction and statement analysis, and implement internal controls by scoring an average of a 70% or better on a common exit examination.	(Direct, Summative, Internal, Comparative) The exit examination is a common, divisionally developed, comprehensive, objective exam of financial accounting topics covered in the course that is administered each semester.	Average scores on the exit examination did not meet the 70% target for the semesters examined. The trend for this exam indicates average scores ranging from 65.0% to 68.1%. Overall the trend is moving fairly stable, but has room for improvement. Students in traditional (non-ITV) courses performed better than both ITV and Online students.	Since the average scores on the exit examination show stable trends during the analysis period, it was determined that analysis was needed regarding the modalities that may need more improvement. The online and ITV instructors determined that additional preparation, contact and tutoring was needed to improve the scores in both the ITV and online sections. A drastic drop in the online scores has occurred in Fall 2014 and Spring 2015 semesters.	Finding qualified tutors continues to be an issue for the accounting faculty. The division will look for ways to partner with 4-year accounting programs in the area that may be able to provide tutoring services for accounting courses. An analysis of preparedness of students to take an online accounting course is necessary. The low scores coupled with a high attrition rate indicates that the online courses need targeted improvement.	<div><p>Financial Accounting - Exit Exam Averages</p><table><thead><tr><th>Semester</th><th>Average Score</th></tr></thead><tbody><tr><td>Fall 13</td><td>65.5</td></tr><tr><td>Spr 14</td><td>65.5</td></tr><tr><td>Fall 14</td><td>68.1</td></tr><tr><td>Spr 15</td><td>65.0</td></tr></tbody></table></div> <div><p>Financial Accounting Exit Exam Averages by Delivery Mode</p><table><thead><tr><th>Semester</th><th>Traditional</th><th>ITV</th><th>Online</th></tr></thead><tbody><tr><td>Fall 13</td><td>73.5</td><td>55.0</td><td>58.0</td></tr><tr><td>Spr 14</td><td>78.0</td><td>58.0</td><td>59.0</td></tr><tr><td>Fall 14</td><td>70.0</td><td>69.0</td><td>48.0</td></tr><tr><td>Spr 15</td><td>73.5</td><td>59.0</td><td>42.0</td></tr></tbody></table></div>	Semester	Average Score	Fall 13	65.5	Spr 14	65.5	Fall 14	68.1	Spr 15	65.0	Semester	Traditional	ITV	Online	Fall 13	73.5	55.0	58.0	Spr 14	78.0	58.0	59.0	Fall 14	70.0	69.0	48.0	Spr 15	73.5	59.0	42.0
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Performance Measure	Description of Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends																														
<b>Managerial Accounting (Maintain and interpret accurate financial information to guide decision making.):</b>																																			
Demonstrate the ability to accurately budget, implement appropriate internal controls and prepare basic cost analysis by scoring an average of a 70% or better on a common exit examination.	(Direct, Summative, Internal, Comparative) The exit examination is a common, divisionally developed, comprehensive, objective exam of managerial accounting topics covered in the course that is administered each semester.	Average scores on the exit examination exceeded the 70% target for three of the four semesters examined. The trend for this exam indicates average scores ranging from 69.3%-73.1%.	The overall scores have been fairly stable, and were very close to reaching the desirable target benchmark in all semesters. The online and ITV students showed great improvement from fall 2013 to Fall 2015. Online students consistently score lower than the ITV and traditional students.	Interactive pre-quizzes have been added to online courses to increase identification of difficult material earlier to allow instructors to provide targeted assistance. Finding qualified tutors continues to be an issue for the accounting faculty. The division will look for ways to partner with 4-year accounting programs in the area that may be able to provide tutoring services. An analysis of preparedness of students to take an online accounting course is also necessary. The lower scores coupled with a high attrition rate indicates that the online courses need targeted improvement.	<div><p><b>Managerial Accounting Final Exam Averages</b></p><table><caption>Managerial Accounting Final Exam Averages</caption><thead><tr><th>Semester</th><th>Average Score</th></tr></thead><tbody><tr><td>Fall 13</td><td>69.3%</td></tr><tr><td>Spr 14</td><td>71.5%</td></tr><tr><td>Fall 14</td><td>73.1%</td></tr><tr><td>Spr 15</td><td>72.5%</td></tr></tbody></table></div> <div><p><b>Managerial Accounting Final Exam Averages by Delivery Mode</b></p><table><caption>Managerial Accounting Final Exam Averages by Delivery Mode</caption><thead><tr><th>Semester</th><th>Traditional</th><th>ITV</th><th>Online</th></tr></thead><tbody><tr><td>Fall 13</td><td>70.5%</td><td>71.0%</td><td>53.0%</td></tr><tr><td>Spr 14</td><td>74.5%</td><td>68.0%</td><td>61.0%</td></tr><tr><td>Fall 14</td><td>73.0%</td><td>85.0%</td><td>58.0%</td></tr><tr><td>Spr 15</td><td>74.5%</td><td>-</td><td>56.0%</td></tr></tbody></table></div>	Semester	Average Score	Fall 13	69.3%	Spr 14	71.5%	Fall 14	73.1%	Spr 15	72.5%	Semester	Traditional	ITV	Online	Fall 13	70.5%	71.0%	53.0%	Spr 14	74.5%	68.0%	61.0%	Fall 14	73.0%	85.0%	58.0%	Spr 15	74.5%	-	56.0%
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<b>Macroeconomics and Microeconomics (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 and to analyze the effects that a global economy has on single firms, industries, markets and financial performance.):</b>																																																																	
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 and to analyze the effects that a global economy has on single firms, industries, markets and financial performance by scoring at or above the national average on the TUCE Exam with a target average score of 70% or better for Northern students.	(Direct, Summative, External, Comparative) The TUCE Test or Test of Understanding in College Economics is a nationally normed 30 multiple choice question exam created by the Council for Economic Education which evaluates understanding in Macro and Microeconomics and is administered each semester.	The average score for all reported semesters did not exceed the benchmark for Macro or Micro in any of the four semesters examined. However, as compared to the national sample, Northern students are scoring well above the norm which is 47% for Macroeconomics and 43% for Microeconomics.	Faculty feel improvement needs to be made in the area of application of economic principles and graphing. Faculty also feel that less emphasis on test item analysis has been made in the past than is necessary. Further, it has been determined that the TUCE test may not be a valid assessment tool because of the availability of the answers online.	Additional quizzes on graphing and more hands-on activities will be implemented to assist students in understanding graphing concepts. Faculty will review the test items more in depth and identify the lowest three content areas in order to create focused assignments to improve understanding and retention of those trouble content areas. No significant advantage to using the online Aplia was recognized, so instructors will use the program as they see fit and as it augments their particular teaching styles. Faculty will research to find another nationally normed assessment tool or develop an in-house assessment tool.	<div><p><b>Macroeconomics TUCE Averages</b></p><table border="1"><thead><tr><th>Semester</th><th>Score</th></tr></thead><tbody><tr><td>Fall 13</td><td>48</td></tr><tr><td>Spr 14</td><td>55</td></tr><tr><td>Fall 14</td><td>48</td></tr><tr><td>Spr 15</td><td>58</td></tr></tbody></table></div> <div><p><b>Macroeconomics TUCE Averages by Delivery Mode</b></p><table border="1"><thead><tr><th>Semester</th><th>Traditional</th><th>ITV</th><th>Online</th></tr></thead><tbody><tr><td>Fall 13</td><td>48</td><td>50</td><td>48</td></tr><tr><td>Spr 14</td><td>52</td><td>70</td><td>42</td></tr><tr><td>Fall 14</td><td>48</td><td>50</td><td>48</td></tr><tr><td>Spr 15</td><td>58</td><td>62</td><td>58</td></tr></tbody></table></div> <div><p><b>Microeconomics TUCE Averages</b></p><table border="1"><thead><tr><th>Semester</th><th>Score</th></tr></thead><tbody><tr><td>Fall 13</td><td>52</td></tr><tr><td>Spr 14</td><td>48</td></tr><tr><td>Fall 14</td><td>60</td></tr><tr><td>Spr 15</td><td>55</td></tr></tbody></table></div> <div><p><b>Microeconomics TUCE Averages by Delivery Mode</b></p><table border="1"><thead><tr><th>Semester</th><th>Traditional</th><th>ITV</th><th>Online</th></tr></thead><tbody><tr><td>Fall 13</td><td>42</td><td>72</td><td>65</td></tr><tr><td>Spr 14</td><td>48</td><td>48</td><td>62</td></tr><tr><td>Fall 14</td><td>35</td><td>70</td><td>65</td></tr><tr><td>Spr 15</td><td>42</td><td>60</td><td>58</td></tr></tbody></table></div>	Semester	Score	Fall 13	48	Spr 14	55	Fall 14	48	Spr 15	58	Semester	Traditional	ITV	Online	Fall 13	48	50	48	Spr 14	52	70	42	Fall 14	48	50	48	Spr 15	58	62	58	Semester	Score	Fall 13	52	Spr 14	48	Fall 14	60	Spr 15	55	Semester	Traditional	ITV	Online	Fall 13	42	72	65	Spr 14	48	48	62	Fall 14	35	70	65	Spr 15	42	60	58
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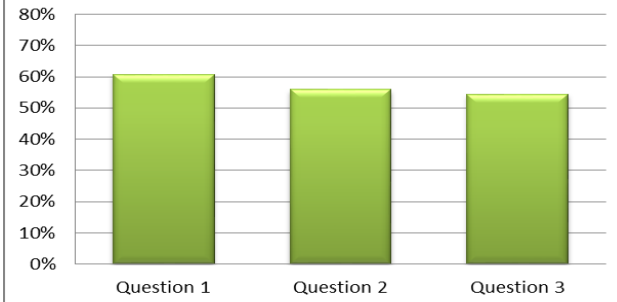
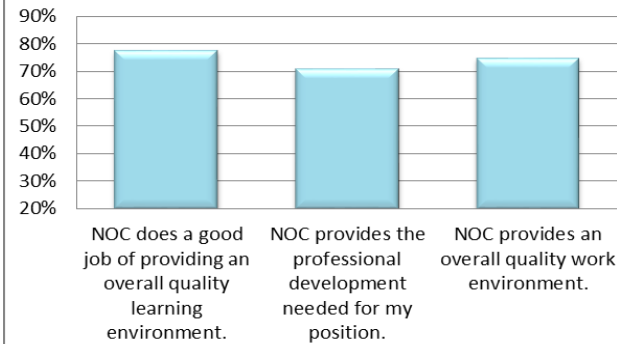
Performance Measure	Description of Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends																																				
Computer Science Degree Core Competencies (Demonstrate the necessary level of programming expertise to enable students to create business computer programs using procedural and object-oriented languages.):																																									
Demonstrate the necessary level of programming expertise to enable students to create business computer programs using procedural and object-oriented languages by scoring an average of 70% or better on Programming Projects.	(Direct, Formative, Internal) Programs of increasing difficulty that include basic control structures, files, input/output, selection, repetition, and arrays are assigned each semester and graded by an internally developed rubric.	The average score for all reported semesters exceeded the 70% benchmark.	As the benchmark of 70% on the Programming Projects has been exceeded in all semesters, no specific curricular action is warranted at this time. Analysis currently has not included results based on delivery mode.	Continue monitoring ongoing progress each semester. Since the Computer Science courses were expanded to the Enid campus via ITV offerings, Computer Science faculty have determined that assessment via delivery mode is necessary in order to determine whether student learning outcomes are consistent for both on site and ITV students. Analysis will begin fall 2015.	<div><p>Visual Basic Project Averages</p><table><caption>Visual Basic Project Averages</caption><thead><tr><th>Semester</th><th>Average Score</th></tr></thead><tbody><tr><td>Fall 11</td><td>88</td></tr><tr><td>Fall 12</td><td>90</td></tr><tr><td>Fall 13</td><td>82</td></tr><tr><td>Fall 14</td><td>78</td></tr><tr><td>Fall 15</td><td>90</td></tr></tbody></table></div> <div><p>C++ Project Averages</p><table><caption>C++ Project Averages</caption><thead><tr><th>Semester</th><th>Average Score</th></tr></thead><tbody><tr><td>Spr 09</td><td>88</td></tr><tr><td>Spr 11</td><td>77</td></tr><tr><td>Spr 13</td><td>84</td></tr><tr><td>Fall 14</td><td>73</td></tr><tr><td>Fall 15</td><td>85</td></tr></tbody></table></div> <div><p>Java Project Averages</p><table><caption>Java Project Averages</caption><thead><tr><th>Semester</th><th>Average Score</th></tr></thead><tbody><tr><td>Spr 08</td><td>86</td></tr><tr><td>Spr 10</td><td>84</td></tr><tr><td>Spr 12</td><td>84</td></tr><tr><td>Spr 14</td><td>87</td></tr><tr><td>Spr 15</td><td>84</td></tr></tbody></table></div>	Semester	Average Score	Fall 11	88	Fall 12	90	Fall 13	82	Fall 14	78	Fall 15	90	Semester	Average Score	Spr 09	88	Spr 11	77	Spr 13	84	Fall 14	73	Fall 15	85	Semester	Average Score	Spr 08	86	Spr 10	84	Spr 12	84	Spr 14	87	Spr 15	84
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Performance Measure	Description of Measurement Instrument	Current Results	Analysis of Results	Action Taken or Improvement Made	Insert Graphs or Tables of Resulting Trends																																			
Overall Program Assessment:																																								
Peregrine Assessment scores will be at or above the national average with a target average score of 70% or better in the core business program areas for Northern Business Administration, International Business, MIS, Business Management and Computer Science students.	(Direct, Summative, External, Comparative) The Peregrine Assessment is an outbound exam providing a direct measure of academic learning since the students taking the outbound exams have completed or nearly completed the various degree programs. The areas tested are dependent on the degree selected by the student, but could consist of Accounting, Economics, Quantitative Analysis, Ethics or Management. It's administered each semester to students in the Managerial Accounting course.	In the three semesters examined, students scored below the U.S. Average and in neither semester, did the students score 70% or better.	The scores for the exams are trending similarly to those of the ACBSP cohort, though slightly below except in Quantitative Analysis. Instructors evaluated the information on a discipline specific basis and correlated the information back to the results of the course assessments. The largest differential between NOC students and the ACBSP cohort was in the area of Business Ethics	The institution (general education) and program assessment plans are being redesigned to include a specific emphasis across all disciplines. For Business programs, 2016 will emphasize Business Ethics across all disciplines in the hopes to encourage instructors to focus on improvements in this area since it was the lowest scoring of the five areas. The emphasis will span two years and in the second year, Economic analysis will be an added emphasis. The hope is that a cross disciplinary approach will better link and enforce the desired the program competencies for a deeper understanding and retention.	<div><p>NOC Scores vs. ACBSP Cohort</p><table border="1"><thead><tr><th>Category</th><th>Spring 2014</th><th>Fall 2014</th><th>Spring 2015</th><th>ACBSP</th></tr></thead><tbody><tr><td>Accounting</td><td>45.0</td><td>43.0</td><td>42.0</td><td>45.0</td></tr><tr><td>Business Ethics</td><td>42.0</td><td>40.0</td><td>43.0</td><td>48.0</td></tr><tr><td>Economics</td><td>43.0</td><td>41.0</td><td>42.0</td><td>43.0</td></tr><tr><td>Management</td><td>48.0</td><td>47.0</td><td>46.0</td><td>52.0</td></tr><tr><td>Quantitative / Statistics</td><td>37.0</td><td>43.0</td><td>41.0</td><td>40.0</td></tr><tr><td>Total</td><td>42.0</td><td>42.0</td><td>42.0</td><td>45.0</td></tr></tbody></table></div>	Category	Spring 2014	Fall 2014	Spring 2015	ACBSP	Accounting	45.0	43.0	42.0	45.0	Business Ethics	42.0	40.0	43.0	48.0	Economics	43.0	41.0	42.0	43.0	Management	48.0	47.0	46.0	52.0	Quantitative / Statistics	37.0	43.0	41.0	40.0	Total	42.0	42.0	42.0	45.0
Category	Spring 2014	Fall 2014	Spring 2015	ACBSP																																				
Accounting	45.0	43.0	42.0	45.0																																				
Business Ethics	42.0	40.0	43.0	48.0																																				
Economics	43.0	41.0	42.0	43.0																																				
Management	48.0	47.0	46.0	52.0																																				
Quantitative / Statistics	37.0	43.0	41.0	40.0																																				
Total	42.0	42.0	42.0	45.0																																				

## Standard #5 Faculty and Staff Focus

Complete Table 5.1. Provide three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

**Table 5.1 Standard 5 - Faculty- and Staff-Focused Results**

Faculty and Staff Focused Results			Faculty and staff-focused results examine how well the organization creates and maintains a positive, productive, learning-centered work environment for business faculty and staff.																		
Performance Measure	Measurement Instrument and Length of Cycle	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends																
Faculty satisfaction will exceed 70% (or 3.5 on a 5.0 scale) on three questions: 1) the institution does a good job of meeting the needs of its faculty. 2) There is a spirit of teamwork and cooperation at this institution. 3) Employee suggestions are used to improve our institution.	Bi-annual administration of the Noel-Levitz Employee Satisfaction Survey for Higher Education.	Survey was administered in Spring 2014 for the first time and will be administered again in Spring 2016. The results for the three questions were 61%, 56% and 54% satisfaction respectively.	The results did not meet the 70% benchmark in any of the areas. The data does not reflect the opinions of only the business division and was unavailable disaggregated.	The institution has identified several areas related to employee satisfaction. An additional in-house survey instrument was administered in spring 2015 and was reported on a divisional basis. This instrument was determined to provide better data and will be utilized on an annual basis. Results regarding overall satisfaction of business faculty were positive and above the 70% benchmark.	<div><p><b>Results of Noel-Levitz Satisfaction Survey</b></p><table><caption>Results of Noel-Levitz Satisfaction Survey</caption><tr><th>Question</th><th>Satisfaction Percentage</th></tr><tr><td>Question 1</td><td>61%</td></tr><tr><td>Question 2</td><td>56%</td></tr><tr><td>Question 3</td><td>54%</td></tr></table></div> <div><p><b>Business Faculty Responses to Internal Satisfaction Survey</b></p><table><caption>Business Faculty Responses to Internal Satisfaction Survey</caption><tr><th>Statement</th><th>Response Percentage</th></tr><tr><td>NOC does a good job of providing an overall quality learning environment.</td><td>78%</td></tr><tr><td>NOC provides the professional development needed for my position.</td><td>70%</td></tr><tr><td>NOC provides an overall quality work environment.</td><td>75%</td></tr></table></div>	Question	Satisfaction Percentage	Question 1	61%	Question 2	56%	Question 3	54%	Statement	Response Percentage	NOC does a good job of providing an overall quality learning environment.	78%	NOC provides the professional development needed for my position.	70%	NOC provides an overall quality work environment.	75%
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Performance Measure	Measurement Instrument and Length of Cycle	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends								
Faculty and Staff Focused (Continued):													
100% of all full time faculty members of the Business Division will participate in professional development programs.	Faculty members are asked to complete an annual "Faculty Service Report" detailing Institutional Service, Professional Development, Community Service, and Other College Related Activities that they participated in during the academic year.	100% of Business Division faculty members completed the Faculty Service Report, which indicated a wide variety of institutional service, professional development, and community service activities. During the reported years of 2013-2015, 77.8%, 88.9% and 90.0% of full-time faculty participated in Professional Development activities respectively.	Results show a steady increase in faculty who participate in the Professional Development activities.	As a result of the emphasis on continuing professional development, the institution implemented a policy of awarding each faculty member \$900 for professional development. The funds can be used for coursework, attendance to conferences or local professional development opportunities.	<div><p><b>Professional Development Program</b></p><table><thead><tr><th>Year</th><th>% of FT Faculty Participating in Professional Development Program</th></tr></thead><tbody><tr><td>2013</td><td>77.8%</td></tr><tr><td>2014</td><td>88.9%</td></tr><tr><td>2015</td><td>90.0%</td></tr></tbody></table></div>	Year	% of FT Faculty Participating in Professional Development Program	2013	77.8%	2014	88.9%	2015	90.0%
Year	% of FT Faculty Participating in Professional Development Program												
2013	77.8%												
2014	88.9%												
2015	90.0%												
Faculty turnover: Employee turnover can be a reflection of employee job satisfaction and commitment to the institution. The Business Division will achieve a low turnover in faculty, less than 15% annually, due to job dissatisfaction.	Annual review of employment status of faculty and staff.	The Business Division did not exceed the 15% turnover rate in two of the three years examined. The full time turnover rates were 0%, while the adjunct turnover rate was 25%, 5.0% and 10.0% for the three respective years of 2013, 2014 and 2015.	Over the past 3 years, no turnover in full-time personnel has occurred in the Business Division and two new positions have been granted and filled. The turnover is attributed to adjunct faculty.	The turnover rate will continue to be monitored. We believe the turnover is more attributed to situational rather than satisfaction related issues with adjunct faculty (i.e. accepting full-time positions elsewhere). In 2014, the adjunct pay rate was adjusted up institutionally, which we feel has attributed to the improvement in the turnover rate.	<div><p><b>Faculty Turnover</b></p><table><thead><tr><th>Year</th><th>% of Faculty Continuing Employment</th></tr></thead><tbody><tr><td>2013</td><td>75%</td></tr><tr><td>2014</td><td>95%</td></tr><tr><td>2015</td><td>90%</td></tr></tbody></table></div>	Year	% of Faculty Continuing Employment	2013	75%	2014	95%	2015	90%
Year	% of Faculty Continuing Employment												
2013	75%												
2014	95%												
2015	90%												



**Table 5.2 Standard 5 - NEW FULL-TIME AND PART-TIME FACULTY QUALIFICATIONS**

<b>NAME</b>	<b>COURSES TAUGHT</b>	<b>LIST ALL EARNED DEGREES</b>	<b>DOCUMENT AT LEAST TWO OTHER SPECIFIC PROFESSIONAL QUALIFICATIONS</b>	<b>ACBSP QUALIFICATION</b>
Berlin, Kadie (Fall 2014 - Spr 2015)	ACCT 2103 Financial Accounting (6 Credit Hours) ACCT 2203 Managerial Accounting (6 Credit Hours); BSAD 1113 Digital & Financial Literacy (3 Credit Hours)	BA Accounting; MBA	NA	Masters qualified for introductory level courses
Colwell, Judy (Fall 2014)	ACCT 1203 Fundamentals of Accounting (3 Credit Hours) ACCT 2203 Managerial Accounting (3 Credit Hours)	MBA	CPA, State of Oklahoma	Masters qualified for introductory level courses
Dillsaver, Kathleen (Spring 2014)	ECON 2103 Macroeconomics (3 Credit Hours)	BS Business Administration - International Business	NA	Exception
Gann, Catherine (Spring 2015)	BMGT 2143 Principles of Marketing (3 Credit Hours)	BS Mass Communications M Ed - Adult Education / Management	5+ years Professional experience in Marketing	Exception
Howe, Zach (Spring 2014)	ACCT 1301 Personal Finance (1 Credit Hour)	BBA Masters of Education - Sports Management	NA	Exception
Rickman, Shane (Spring 2015)	ECON 2103 Macroeconomics (6 Credit Hours) ECON 2203 Microeconomics (3 Credit Hours)	BS Economics MS Economics - In Process of Completing Thesis	3 years Professional Experience in Econ 18+ graduate hours in Econ: ECON 5010 (3) ADV MACRO ANALYSIS ECON 5013 CONTEMP ENVIRON POLICY ECON 5020 (3) ADV MICRO ANALYSIS ECON 5033 MACROECONOMIC ANALYSIS ECON 5110 (3) ADV TPCS IN ECON THEORY ECON 5113 MANAGERIAL ECONOMICS ECON 5120 (3) ADV ANALY II MICRO ECON 5123 MICROECONOMIC THEORY I ECON 5130 (3) DYNAMIC OPTIMIZ ECON 5223 MATHEMATICAL ECON I ECON 5300 (3) GAME THEORY ECON 5330 (3) ADV MATH ECON ECON 5340 (3) APPLIED ECONOMETRICS ECON 5410 (3) SEM :RES AND ENV ECON ECON 5633 INTERNATIONAL TRADE ECON 6133 MICROECONOMIC THEORY II AGEC 5503 ECON NAT & ENVIR POL	Professionally Qualified
Shamburg, Kathi (Fall 2013)	ACCT 1301 Personal Finance (1 Credit Hour)	BS Math	NA	Exception



## Standard #6 Educational and Business Process Management

### a. Curriculum

1. List any existing accredited degree programs/curricula that have been **substantially revised** since your last report and attach an updated Table 6 Curriculum Summary from Criterion 6.2 Professional Component, Criterion 6.3 General Education Component, and Criterion 6.4 Business Major Component.

As of Spring 2015, no substantial revisions have been made to existing programs.

2. List any **new** degree programs that have been developed since your last report and attach a Table 6 Curriculum Summary from Criterion 6.2 Professional Component, Criterion 6.3 General Education Component, and Criterion 6.4 Business Major Component.

As of Spring 2015, no new degree programs have been developed since the last report.

3. List any accredited programs that have been terminated since your last report.

As of Spring 2015, five accredited programs have been suspended since the last report.

Office Management

Office Management – Medical Assistant Option

Information Technology – Network Engineering Option

Information Technology – Web Development Option

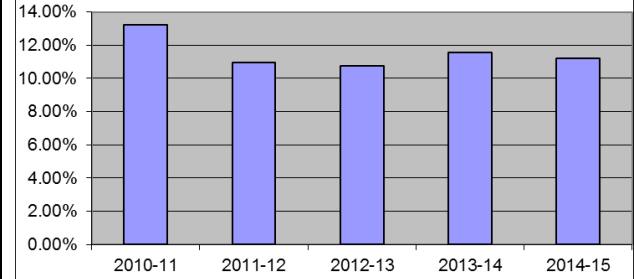
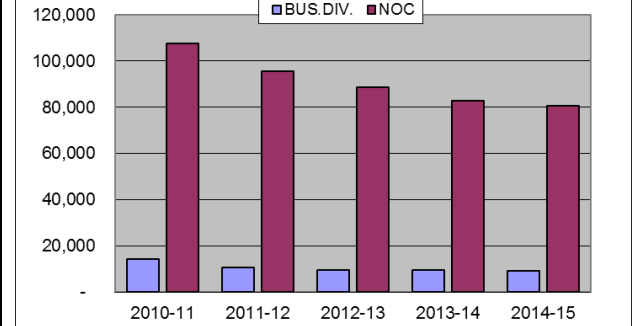
Information Technology – Interactive Media Option

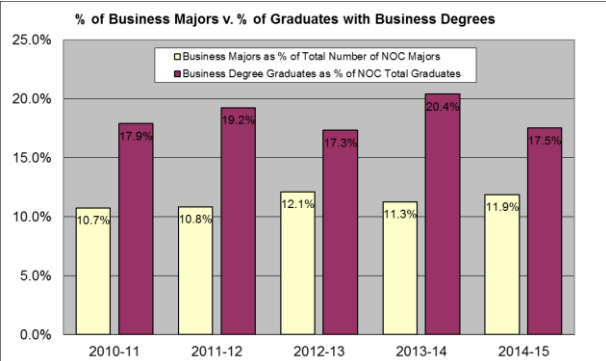
Due to changes in how the Higher Learning Commission interprets the Oklahoma system of cooperative programs between Community Colleges and Technology Centers, several degree programs have been suspended. In short, technical coursework was previously completed at are technology centers and general education coursework was completed at the partner community college, 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, as a result the following programs were suspended as resources did not allow for hiring additional faculty to provide the technical coursework. 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.

Complete table 6.1. Provide three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

**Table 6.1 Standard 6 - Organizational Performance Results**

Organizational Effectiveness Results		Organizational effectiveness results examine attainment of organizational goals. Each business unit must have a systematic reporting mechanism for each business program that charts enrollment patterns, student retention, student academic success, and other characteristics reflecting students' performance.																																							
Performance Measure	Measurement Instrument and Length of Cycle	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends																																				
The Business Division budget will be proportional to the institution budget based on credit hours generation percentages.	The measurement will be a comparison between the percentages of institutional credit hours generated by the Business Division compared to the percentage of institutional budget the Business Division is allocated on an annual basis.	For the past five academic years, the Business Division has generated an average of 11.6% of the institutional credit hours and received an average of 7.6% of the instructional budget over the same 5 year period.	A steady increase in the percentage of the overall instructional budget allocated to the Business Division has occurred. The Business Chair works in conjunction with the NOC Administration to leverage and fight for resources successfully. Of note, due to an increased demand for Accounting courses on the Stillwater campus, a new full-time position was approved in fall 2014 and successfully filled by January 2015.	The amount of funds will continue to be monitored closely. The current budget appears to be sufficient to achieve departmental goals. However, the Business Division will continue to lobby for additional resources and seek out grant funding in order to expand programs and improve effectiveness.	<div><p><b>Budget Comparisons</b></p><table><tr><th>Year</th><th>BUSINESS DIVISION</th><th>NOC Instructional</th></tr><tr><td>2010-11</td><td>\$818,696</td><td>\$12,224,904</td></tr><tr><td>2011-12</td><td>\$817,630</td><td>\$12,017,715</td></tr><tr><td>2012-13</td><td>\$852,035</td><td>\$11,066,407</td></tr><tr><td>2013-14</td><td>\$854,926</td><td>\$10,932,946</td></tr><tr><td>2014-15</td><td>\$947,216</td><td>\$11,273,368</td></tr></table></div> <div><p><b>% of Budget vs. % Credit Hour Generation</b></p><table><tr><th>Year</th><th>% OF INSTRUCTIONAL BUDGET ALLOCATED TO BUSN DIVISION</th><th>% OF TOTAL CREDIT HOURS GENERATED BY BUSN DIVISION</th></tr><tr><td>2010-11</td><td>7.6%</td><td>11.6%</td></tr><tr><td>2011-12</td><td>7.6%</td><td>11.6%</td></tr><tr><td>2012-13</td><td>7.6%</td><td>11.6%</td></tr><tr><td>2013-14</td><td>7.6%</td><td>11.6%</td></tr><tr><td>2014-15</td><td>7.6%</td><td>11.6%</td></tr></table></div>	Year	BUSINESS DIVISION	NOC Instructional	2010-11	\$818,696	\$12,224,904	2011-12	\$817,630	\$12,017,715	2012-13	\$852,035	\$11,066,407	2013-14	\$854,926	\$10,932,946	2014-15	\$947,216	\$11,273,368	Year	% OF INSTRUCTIONAL BUDGET ALLOCATED TO BUSN DIVISION	% OF TOTAL CREDIT HOURS GENERATED BY BUSN DIVISION	2010-11	7.6%	11.6%	2011-12	7.6%	11.6%	2012-13	7.6%	11.6%	2013-14	7.6%	11.6%	2014-15	7.6%	11.6%
Year	BUSINESS DIVISION	NOC Instructional																																							
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Performance Measure	Measurement Instrument and Length of Cycle	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends																														
The business division will grow at a rate equal to or better than the institution's overall growth rate.	The measurement instrument is number of credit hours generated by the Business Division and institutionally on an annual basis.	Credit hours generated by the business division and the institution have decreased overall since fall 2012 by an average of 4.72%. The Business Division trends have mirrored and slightly outperformed institutional changes which show a 5.55% average decrease in credit hour generation in the same period.	Though the Business division credit hour generation has declined in recent years, it has declined at a slower rate than overall institutional credit hour generation. Therefore, the Business Division has increased in the percentage of the Total NOC credit hours generated, indicating that strong demand for NOC Business courses exists as compared with other disciplines. It is believed that the decline in credit hour generation is caused by economic factors and a decline in enrollment state-wide.	The credit hours generated will continue to be monitored closely and new modes of delivery examined in order to continue to increase the divisional offerings. As a result of the growth in credit hours in Stillwater, the Business Division was approved a new full-time accounting position on that campus. Further requests will be made as future growth dictates.	<div><p><b>Percent of Total NOC Credit Hours Generated by the Business Unit</b></p><table><thead><tr><th>Year</th><th>Percent of Total NOC Credit Hours Generated by the Business Unit</th></tr></thead><tbody><tr><td>2010-11</td><td>13.2%</td></tr><tr><td>2011-12</td><td>10.8%</td></tr><tr><td>2012-13</td><td>10.6%</td></tr><tr><td>2013-14</td><td>11.5%</td></tr><tr><td>2014-15</td><td>11.1%</td></tr></tbody></table></div> <div><p><b>Credit Hours Generated</b></p><table><thead><tr><th>Year</th><th>BUS.DIV.</th><th>NOC</th></tr></thead><tbody><tr><td>2010-11</td><td>15,000</td><td>108,000</td></tr><tr><td>2011-12</td><td>12,000</td><td>95,000</td></tr><tr><td>2012-13</td><td>10,000</td><td>88,000</td></tr><tr><td>2013-14</td><td>10,000</td><td>82,000</td></tr><tr><td>2014-15</td><td>10,000</td><td>80,000</td></tr></tbody></table></div>	Year	Percent of Total NOC Credit Hours Generated by the Business Unit	2010-11	13.2%	2011-12	10.8%	2012-13	10.6%	2013-14	11.5%	2014-15	11.1%	Year	BUS.DIV.	NOC	2010-11	15,000	108,000	2011-12	12,000	95,000	2012-13	10,000	88,000	2013-14	10,000	82,000	2014-15	10,000	80,000
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Performance Measure	Measurement Instrument and Length of Cycle	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends																		
<b>Student Advisement:</b>																							
The desirable outcome is that the percentage of NOC students declaring an area of business as their major will be proportional to the percentage of NOC graduates receiving a business degree.	The number of majors as a percent of overall institutional majors (including “undecided”) compared to the number of graduates with business degrees as a percent of total NOC graduates examined on an annual basis.	The percent of NOC graduates receiving degrees in Business (17.9%, 19.2%, 17.3%, 20.4% and 17.5%) exceeded the percent of NOC majors declaring business as the major (10.7%, 10.8%, 12.1%, 11.3%, and 11.9%) in Academic Years 2010 thru 2014. Steady increases have been made in the percentage of business majors relative to all majors throughout the 5-year period.	Advisement to encourage students to declare the major earlier in their college career has continued to improve steadily since 2010.	We will continue to monitor and analyze the advisement process for possible improvement strategies. More effort has been made to make advisee load more equitable in order increase advisor / advisee contact and to identify business students earlier and encourage them to declare a major rather than be listed as the default of Arts & Sciences. Further, the Registrar has developed reverse articulation agreements with three 4-year schools in Oklahoma in order to facilitate an increase in degree completion. Expansion to all Oklahoma colleges and universities is planned.	 <table><caption>% of Business Majors v. % of Graduates with Business Degrees</caption><thead><tr><th>Academic Year</th><th>Business Majors as % of Total Number of NOC Majors</th><th>Business Degree Graduates as % of NOC Total Graduates</th></tr></thead><tbody><tr><td>2010-11</td><td>10.7%</td><td>17.9%</td></tr><tr><td>2011-12</td><td>10.8%</td><td>19.2%</td></tr><tr><td>2012-13</td><td>12.1%</td><td>17.3%</td></tr><tr><td>2013-14</td><td>11.3%</td><td>20.4%</td></tr><tr><td>2014-15</td><td>11.9%</td><td>17.5%</td></tr></tbody></table>	Academic Year	Business Majors as % of Total Number of NOC Majors	Business Degree Graduates as % of NOC Total Graduates	2010-11	10.7%	17.9%	2011-12	10.8%	19.2%	2012-13	12.1%	17.3%	2013-14	11.3%	20.4%	2014-15	11.9%	17.5%
Academic Year	Business Majors as % of Total Number of NOC Majors	Business Degree Graduates as % of NOC Total Graduates																					
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Performance Measure	Measurement Instrument and Length of Cycle	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends																																																		
The pass and drop rates of students taking online business courses will be proportional to the percentage of all NOC students taking online courses.	Measured utilizing the online pass and drop rates each semester for both the business courses and the institution as a whole.	Online courses have lower Pass Rates and higher Drop Rates than traditional courses overall. Business results mirror the institutional results.	The online courses are not performing as well as the traditional courses for either the business division or the institution as a whole, though the rates have remained fairly consistent. The institution identified that an online readiness quiz would be beneficial for students who are considering enrollment in an online course.	An online course coordinator was hired in Spring 2015 and more directed online course instructor training added in Fall 2015. A formal online course evaluation system has been developed and will be implemented in Spring 2016. Rates will be evaluated each semester to determine what further changes and training need to occur.	<div><p>Pass and Drop Rates of Online vs. Traditional Courses</p><table><thead><tr><th>Semester</th><th>Course Type</th><th>Pass Rates (%)</th><th>Drop Rates (%)</th></tr></thead><tbody><tr><td rowspan="2">Spring 2014</td><td>Online</td><td>69%</td><td>18%</td></tr><tr><td>Traditional</td><td>76%</td><td>13%</td></tr><tr><td rowspan="2">Fall 2014</td><td>Online</td><td>68%</td><td>18%</td></tr><tr><td>Traditional</td><td>75%</td><td>12%</td></tr><tr><td rowspan="2">Spring 2015</td><td>Online</td><td>70%</td><td>21%</td></tr><tr><td>Traditional</td><td>74%</td><td>14%</td></tr></tbody></table></div> <div><p>Pass and Drop Rates of Online vs. Traditional Business Courses</p><table><thead><tr><th>Semester</th><th>Course Type</th><th>Pass Rates (%)</th><th>Drop Rates (%)</th></tr></thead><tbody><tr><td rowspan="2">Spring 2014</td><td>Online</td><td>70%</td><td>19%</td></tr><tr><td>Traditional</td><td>91%</td><td>4%</td></tr><tr><td rowspan="2">Fall 2014</td><td>Online</td><td>60%</td><td>22%</td></tr><tr><td>Traditional</td><td>82%</td><td>11%</td></tr><tr><td rowspan="2">Spring 2015</td><td>Online</td><td>63%</td><td>25%</td></tr><tr><td>Traditional</td><td>81%</td><td>10%</td></tr></tbody></table></div>	Semester	Course Type	Pass Rates (%)	Drop Rates (%)	Spring 2014	Online	69%	18%	Traditional	76%	13%	Fall 2014	Online	68%	18%	Traditional	75%	12%	Spring 2015	Online	70%	21%	Traditional	74%	14%	Semester	Course Type	Pass Rates (%)	Drop Rates (%)	Spring 2014	Online	70%	19%	Traditional	91%	4%	Fall 2014	Online	60%	22%	Traditional	82%	11%	Spring 2015	Online	63%	25%	Traditional	81%	10%
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	Traditional	74%	14%																																																				
Semester	Course Type	Pass Rates (%)	Drop Rates (%)																																																				
Spring 2014	Online	70%	19%																																																				
	Traditional	91%	4%																																																				
Fall 2014	Online	60%	22%																																																				
	Traditional	82%	11%																																																				
Spring 2015	Online	63%	25%																																																				
	Traditional	81%	10%																																																				

<b>Performance Measure</b>	<b>Measurement Instrument and Length of Cycle</b>	<b>Current Results</b>	<b>Analysis of Results</b>	<b>Action Taken or Improvement made</b>	<b>Insert Graphs or Tables of Resulting Trends</b>
Insure 100 % smooth transfer of courses between NOC and four-year institutions within the state.	Transfer Matrix realignment meetings are held annually for 2 and 4-year institutions within the State of Oklahoma. Meetings are held for each academic area, i.e. accounting, finance, economics, business communications, statistics, mathematics, etc. The purpose of the meetings is to come to agreement concerning the transfer of specific courses. The results of each meeting is then published on the Oklahoma State Regents website and become part of a state-wide articulation agreement.	The Business Unit has very good transfer of coursework to 4-year / graduate institutions within the state of Oklahoma. Course-for-course transfer is now approved by nearly all state institutions for students who complete the business core courses at Northern: Financial and Managerial Accounting, Macroeconomics, Microeconomics, Computer Concepts and Business Technologies and Applications.	Northern Oklahoma College will continue to participate in the Transfer Matrix meetings. Additionally, we will continue to monitor and communicate with the major 4-year recipients of our graduates to insure their smooth transfer of coursework.	Results analyzed on a yearly basis at the Transfer matrix realignment meeting for each academic area. We will continue monitoring ongoing progress with students and the transfer institutions to see if adjustments are necessary to the curriculum. Currently, an initiative to create a common course numbering, course description and course objective system is being initiated. The general education courses will be created first and then the program courses will be aligned.	