Northwestern
OKLAHOMA STATE UNIVERSITY

Self-Study

for

Division of Business

Respectfully
Submitted to
the

**ACCREDITATION COUNCIL FOR BUSINESS
SCHOOLS AND PROGRAMS (ACBSP)**
11520 West 119th Street
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INSTITUTIONAL OVERVIEW

1. Contact Information

Name of institution: **Northwestern Oklahoma State University**

Name of business school or program: **Division of Business***

Name/title of president/chancellor: **Janet L. Cunningham, Ed.D., President**

Name/title of chief academic officer: **Steve L. Lohmann, Ed.D,**
Executive Vice President

Name/title of business unit head: **James L. Bowen, Ed.D.**
Dean, School of Professional Studies**

Academic year covered by the self-study: **2010-11**

The institution's self-study coordinator contact information:

Name: **Steven C. Palmer**   Title: **Chair, Division of Business**

Campus Address: **709 Oklahoma Blvd.** Country: **USA**

City: **Alva**   State/Province: **OK**   Zip/Postal Code: **73717**

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Date of submission of this self-study: **January 2012**

The primary institutional contact information during the accreditation site visit:

Name: **Steven C. Palmer**   Title: **Chair, Division of Business**

Campus Address: **709 Oklahoma Blvd.** Country: **USA**

City: **Alva**   State/Province: **OK**   Zip/Postal Code: **73717**

Phone: **580-327-8507**   FAX: **580-327-8502**

E-mail: **scpalmer@nwosu.edu**

Proposed date of accreditation site visit: **March 12-14, 2012**

* Prior to AY 2009-2010, the business unit was known as the Department of Business, Agriculture and E-Commerce. In AY 2009-2010 the name was changed to Department of Business, Accounting and E-Commerce because Agriculture was spun off into its own department. In Spring 2010 the Regents approved elevating the Business unit from a department to a division and the name was changed to the Division of Business. For the sake of consistency, the business unit will be referred to as the Division of Business throughout this document, regardless of the time period.

** The Division of Business is part of the School of Professional Studies. Steven C. Palmer, J.D. is the Chair.

2. Identification of Individuals Who Helped Prepare the Self-Study

Name	Title
Dr. Steven C. Palmer	Chair, Division of Business
Ms. Tia Whitely	Division Secretary
Ms. Rita Castleberry	Institutional Research Specialist
Dr. Ralph Bourret	Asst Professor of Business
Dr. Jim Breyley	Assoc. Professor of Business
Dr. Kathy Goddard	Professor of Business
Dr. Jerry Gustafson	Professor of Business
Ms. Dana Roark	Instructor of Business
Ms. Karen Sneary	Instructor of Business
Mr. Gary Tucker	Instructor of Business
Dr. Patti Wilber	Professor of Business
Dr. Wei Zhou	Asst. Professor of Economics
Dr. James Bowen	Dean, School of Professional Studies
Dr. Janet Cunningham	President
Dr. Steve Lohmann	Executive Vice President
Mr. Brad Franz	Vice President for Student Affairs and Enrollment Management
Mr. David Pecha	Vice President for Administration

3. Review of All Academic Activities

TABLE 1 Review of all Academic Activities

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

A. Business or Business Related Programs	B. Program in Business Unit	C To be Accredited by ACBSP	D. Number of Degrees Conferred During Self-Study Year
Business Administration	Yes	Yes	46
Accounting	Yes	Yes*	14
Technical Management	Yes	Yes**	1
Organizational Leadership	Yes	Yes**	3
Health and Sports Sciences (Health and Fitness Management Option II	No	No	24***
Political Science Public Administration Option	No	No	1***
Masters of Education – Educational Leadership options	No	No	0

* Accounting is to be accredited as part of the Business Program and separately.

**Technical Management and Organizational Leadership are to be accredited as Business-Related programs.

*** All options

4. Organizational Charts

The institution's organizational chart is attached as Appendix 1 and the Division of Business' organizational chart is attached as Appendix 2.

5. Conditions of Accreditation

a. **INSTITUTIONAL ACCREDITATION.**

Changes:

NWOSU is accredited by the Higher Learning Commission (HLC). During AY 2010-11 NWOSU filed a Substantive Change Application – Distance Delivery regarding the Business Administration, Accounting and Technical Management majors to deliver the majors in an online format. The site visit occurred after the Spring 2011 semester ended. The HLC did not make a final determination on the application during AY 2010-11. In October 2011 NWOSU received notification from HLC that the university was approved to offer the Business Administration, Accounting and Technical Management majors in an online format.

b. **STATEMENT OF MISSION—INSTITUTION**

Statement of Mission:

Northwestern Oklahoma State University is a community of learners that includes students, teachers, staff, administrators, and area citizens advancing learning excellence and preparing its members for service as leaders and entrepreneurs in the changing climate of northwest Oklahoma and the world.

[NOTE: During AY 2010-11 the university was involved in a strategic planning process. As a result of that process, the mission statement was changed in fall 2011].

c. **STATEMENT OF MISSION—BUSINESS SCHOOL OR PROGRAM**

The Division of Business provides a quality, student-centered learning environment to prepare students to be competent, ethical business professionals, entrepreneurs and leaders in the regional workplace and in the world. The division accomplishes this by offering quality education delivered by qualified, involved faculty dedicated to improvement processes in order to prepare our alumni to contribute to the intellectual and economic vitality of regional stakeholders and beyond.

[Note: The Division of Business is in the process of reviewing its mission statement in regard to the university's new mission statement.]

d. **PUBLIC INFORMATION**

   1) listing of the business degree programs - page number(s): 51-52, 63-67, 111-116
   2) the academic credentials of all faculty members - page number(s): 4-8
   3) the academic policies affecting students along with a clear description of
      the tuition and fees charged the students - page number(s): 13-17, 26-38, 53-55
   4) the statement of mission of the institution - page number(s): 9
   5) the statement of mission of the business school/program-page number(s): 51

e. **ACCREDITATION OF DOCTORAL PROGRAMS**

   Not Applicable

f. **CAMPUSES**.

NWOSU – Alva, OK (Main Campus)

Although within the organizational structure of the university, there are two branch campuses; under ACBSP standards these two locations would be considered educational sites. They are educational sites because the administrative and supervisory functions regarding Business programs exclusively exist on the Alva (main) campus. The campus deans have no academic oversight responsibilities. Classes taught by Business faculty based in Enid are in a distance format available to all NWOSU students. Likewise, all budgetary matters for the Division of Business come from the same budget accounts regardless of campus. The budget administrators are located on the Alva campus. All hiring decisions for faculty located on the Enid or Woodward campus are made by university administration located on the Alva campus. These two educational sites are:

NWOSU Enid – Enid, OK
NWOSU Woodward – Woodward, OK

Students may also complete degree requirements from the following instructional sites not under the control or administration of NWOSU:

The University Center at Ponca City – Ponca City, OK
James Crabtree Correctional Center – Helena, OK

6. Business School or Program Organizational Profile

The organizational description and challenges are included in the Organizational Profile contained in Appendix 3.

STANDARD #1 LEADERSHIP

Criterion 1.1

The support for the Division of Business starts with the president, Dr. Janet Cunningham, who was once a member of the Accounting faculty. Three years ago when an Accounting professor was injured and unable to work for several weeks, Dr. Cunningham volunteered to cover one of the classes. Dr. Cunningham strongly espouses the benefits of ACBSP accreditation to the university and Business program. She has prioritized resource allocations to assure the Division of Business has the necessary resources to be in compliance with ACBSP standards.

The Executive Vice President, Dr. Steve Lohmann, also strongly supports the accreditation effort. As chief academic officer, his support has resulted in the necessary funding, policies and guidance for the Division of Business to be successful.

The Division of Business is part of the School of Professional Studies headed by Dr. James Bowen, Dean. Dr. Bowen has attended several ACBSP conferences and provided assistance, when needed, to the Division of Business faculty in assuring compliance with ACBSP standards. The dean meets at least bi-weekly with the chair of the Division of Business.

Dr. Steven Palmer, the chair of the Division of Business, officially started at NWOSU in August 2009. NWOSU hired Dr. Palmer to bring the Business programs within ACBSP standards and to lead the program through the accreditation process.

CRITERION 1.1.a

Even before his official start date, Dr. Palmer became involved in administering the Business programs. During spring 2009, after Dr. Palmer was hired, the university needed to hire two additional faculty members. Dr. Palmer helped recruit two doctoral-qualified candidates to fill the vacancies. In addition, Dr. Palmer recruited doctoral-qualified adjunct faculty to teach some of the online courses. Senior administration has supported these efforts by increasing compensation for the fulltime and part-time positions. Within two years, the percentage of undergraduate student credit hour taught by doctoral-qualified faculty went from 23% to 52%. Likewise, the percentage of student credit hour production taught by doctoral or professionally qualified faculty went from 62% to 89%. See Standard 5 for a more in-depth discussion of faculty qualifications.

The qualifications of the adjunct faculty also improved considerably over the past two years. Minimally qualified instructors taught approximately half of the adjunct-taught student credit hours in AY 2008-2009. Only 16% of the adjunct-taught hours were taught by doctoral-qualified adjunct faculty. Two years later, half of the adjunct student credit hours were taught by doctoral-qualified faculty, and less than one-quarter of the adjunct student credit hour production was taught by minimally qualified instructors. See Standard 5 for a more in-depth discussion of adjunct faculty qualifications.

During fall of 2009, the Business faculty, led by Dr. Palmer, revised the curriculum. One major, E-Commerce, was eliminated. A common core of classes was developed for the Accounting and Business Administration majors. The minors offered by the Division of Business were redesigned. See Standard 6 for a more detailed discussion of the curriculum.

A comprehensive assessment program was developed and implemented in the two years that Dr. Palmer has chaired the Division of Business. In the Spring 2010 and Fall 2010 semesters, the Business faculty developed common learning outcomes for courses taught by the Division of Business and implemented course-level assessment. The Division of Business Assessment Committee generated its first report on course-level assessment in Fall 2011. Likewise, a more comprehensive program-level assessment program was developed by the Business faculty and implemented during Dr. Palmer's first year. A more detailed discussion of the assessment program is contained under Standard 4 of this study.

Dr. Palmer established three faculty committees within the Division of Business. Each fulltime Business faculty member serves on one of the committees described below.

The Assessment Committee developed the overall program assessment process. The committee now is responsible for implementation. The committee reviews the program assessment data and annually reports the results, observations, conclusions and recommendations to the division faculty. The committee documents how the assessment data were used and what actions occurred because of the assessment results. The Assessment Committee collects the data on course-level learning outcome assessment. As part of the assessment process, the committee developed and reports benchmarking, both internal and external.

The Planning Committee is responsible for strategic planning, including suggesting modifications to the division's mission statement, development of division goals and objectives, and annual review of the division's performance regarding mission, goals and objectives. The Planning Committee also acts as the division's curriculum committee. Finally, the Planning Committee is responsible for stakeholder outreach.

The Professional Development Committee is responsible for matters associated with professional accreditation that are not assigned to another committee. The committee is also responsible for monitoring division policies, practices and procedures to assure compliance with ACBSP standards. The committee organizes faculty development programs each semester. Finally, the committee serves as the scholarship committee for the division.

As AY 2009-10 began, the Division of Business did not have a formal strategic plan. University administration and Business faculty had decided to seek ACBSP accreditation, but that was the extent of the strategic plan for the Division of Business. During AY 2009-10, under Dr. Palmer's leadership, the Division of Business faculty developed mission, values and vision statements (see Appendix 4). A five-year strategic plan, with annual goals, was also developed. See the discussion of Standard 2 for more details about the strategic plan.

Prior to AY 2009-2010 scholarly activity was not a priority for Business faculty. In developing the new policies for the Division of Business, the Business faculty unanimously voted to institute a policy that each professor/instructor is expected to engage in scholarly activity on an annual basis. Further, each faculty member is expected to have a peer-reviewed publication at least every other year. The university administration has supported this effort by providing funding to support faculty in making presentations at academic conferences. See the discussion of Standard 5 for more details regarding scholarly activity.

The DOB faculty developed formal policies and procedures to replace many of the informal practices of the past. These policies and procedures were compiled into the Division of Business Faculty Manual (See Appendix 5).

CRITERION 1.1.b

University administrators annually review several Division of Business performance measures. As will be discussed in more detail regarding Standard 4, the DOB must annually submit an assessment report. The university's director of assessment, both academic deans and the executive vice president (chief academic officer) review and discuss this report, detailing program assessment for each Business program. Either the dean or director of assessment will work with the division chair regarding any unresolved issues. Figure 1.1 sets forth the key performance measures reported in the Division of Business' annual assessment report.

Figure 1.1
Key Performance Measures in
DOB Annual Assessment Report

Goals for the Department of Business (All Programs)	
Performance Outcome	Measures
Graduating students should have basic knowledge of the various disciplines in business.	75% of the students will score above the 50th percentile on the Major Field Test in Business
	The institution overall score will be above the median score of our identified peer institutions.
	In all 9 assessment indicators, the mean percent correct should be 50 or higher.
Graduating students should have well developed communication skills and be competent in the use of technology.	In MGMT 4433 - 80% of the students must score at or higher than the acceptable on a faculty-approved rubric regarding presentation skills.
	In MGMT 4433 - 80% of the students must score at or higher than the acceptable on a faculty-approved rubric regarding technology skills demonstrated in the presentation.
	In MGMT 4433 - 80% of the students will demonstrate (meet or exceed) acceptable written communication skills.
	In GBUS 3753 - 80% of the students will demonstrate (meet or exceed) acceptable written communication skills.
Graduating students are expected to think critically.	In MGMT 3043 case analysis 80% of the students will demonstrate (meet or exceed) acceptable critical thinking abilities using a faculty-approved rubric.
	In MGMT 4433 on Comp-XM the class median percentile on Business Acumen and Business Knowledge will each be at or above the 50th percentile.
	In MGMT 4433 case analysis 80% of the students will demonstrate (meet or exceed) acceptable critical thinking abilities by scoring 20 points or higher on the faculty-approved rubric.
Graduating students are expected to possess good interpersonal skills.	During the MGMT 4433 Business Policy course the students will complete a team Simulation and associated presentation. Peer evaluation of the interpersonal communication/teamwork on the simulation team will be measured using a rubric. 80% of the students must score at or higher than the acceptable on a faculty-approved rubric.
Graduating students should have the ability to formulate good ethical judgments.	In GBUS 3953 - 80% of the students must score at or higher than the acceptable on a faculty-approved rubric regarding the Ethics Games Simulation.
	In MGMT 4433 - 80% of the students must score at or higher than the acceptable on a faculty-approved rubric regarding ethical consideration in a case analysis.
Accounting Majors	
Graduating students should have appropriate accounting software skills.	80% of the students will score at or higher than the acceptable on a faculty-approved rubric regarding a computer software project.
Graduating students should know the accounting standards of the accounting profession.	A majority of the students who took the majority of their Accounting classes from NWOSU who sit for CPA exam in Oklahoma will pass.
	The Oklahoma CPA exam pass rate for students who took the majority of the Accounting classes from NWOSU will be at or above the median pass rate for all 4-year Oklahoma institutions.
Graduating students should know the code of conduct which is required by certifying bodies.	A majority of the students who took the majority of their Accounting classes from NWOSU who sit for CPA exam in Oklahoma will pass.
	The Oklahoma CPA exam pass rate for students who took the majority of the Accounting classes from NWOSU will be at or above the median pass rate for all 4-year Oklahoma institutions.

Business Administration Majors	
Performance Outcome	Measures
Graduating Business Administration majors, as a graduating class, will demonstrate a basic knowledge of the functional areas of accounting, business law, economics, finance, management and marketing.	75% of the students will score above the 50th percentile on the Major Field Test in Business.
	The institution overall score on MFT will be above the median score of our identified peer institutions.
	In all 9 assessment indicators of the MFT, the mean percent correct should be 50 or higher
	In MGMT 4433 Business Policy simulation presentations 80% of the students will meet or exceed expectations in response to the statement "The team member demonstrate a clear understanding of _____ principles," in each discipline.
Graduating students should demonstrate the necessary skill to identify, conceptualize, diagnose, evaluate, and analyze business problems.	During the MGMT 4433 Business Policy course each student will prepare a detailed case analysis to demonstrate these abilities. 80% of the students will score at least 20 points on the assessment rubric.
Organizational Leadership Majors	
Graduating students should be able to integrate prior work experience with complimentary knowledge of business principles grounded in an academic environment.	Students will take a pre-test in the first ORGL class, Foundations of organizational Leadership. A post-test will be administered in the last class, Leadership Capstone. 80% of the students will show at least a 50% reduction of errors from the pre-test.
Graduating students should demonstrate the necessary skill to identify, conceptualize, diagnose, evaluate, and analyze business problems.	During the ORGL4553 Leadership Capstone course each student will prepare a detailed case analysis to demonstrate these abilities. 80% of the students will score at least 80% on the assessment rubric.
Technical Management Majors	
Graduating students should have added complementary knowledge of business principles to the skills gained from their career specialty.	Students will take a pre-test administered by their advisor before taking their first class after declaring the major. A post-test will be administered in MGMT 4433 Business Policy. 80% of the students will show at least a 50% reduction of errors from the pre-test.
Graduating students should demonstrate the necessary skill to identify, conceptualize, diagnose, evaluate, and analyze business problems.	During the MGMT 4433 Business Policy course each student will prepare a detailed case analysis to demonstrate these abilities. 80% of the students will score at least 20 points on the assessment rubric.

The division chair, dean of the School of Professional Studies and executive vice president also review student evaluations of all DOB classes. Faculty members are rated on a scale of 1 (best) to 4 (worst) on several performance measures. Figure 1.2 sets forth the performance measures analyzed by the course evaluations. Further, students are able to include comments regarding the professor. Issues that arise from the student evaluations of teaching are addressed by administration.

Figure 1.2
Key Performance Measures in
Student Course Evaluations

Performance Measure	Scale
The instructor utilizes class time effectively.	1-Strongly Agree/2-Agree/3-Disagree/4-Strongly Disagree (A N/A option is also given students)
Students had opportunities to ask questions.	1-Strongly Agree/2-Agree/3-Disagree/4-Strongly Disagree (A N/A option is also given students)
The instructor encouraged me to actively participate in the course.	1-Strongly Agree/2-Agree/3-Disagree/4-Strongly Disagree (A N/A option is also given students)
The instructor motivated me to do my best work.	1-Strongly Agree/2-Agree/3-Disagree/4-Strongly Disagree (A N/A option is also given students)
The instructor was enthusiastic when presenting course material.	1-Strongly Agree/2-Agree/3-Disagree/4-Strongly Disagree (A N/A option is also given students)
The instructor utilized a variety of teaching methods to help students learn.	1-Strongly Agree/2-Agree/3-Disagree/4-Strongly Disagree (A N/A option is also given students)
The instructor presented material in a clear manner.	1-Strongly Agree/2-Agree/3-Disagree/4-Strongly Disagree (A N/A option is also given students)
The instructor stimulated my thinking.	1-Strongly Agree/2-Agree/3-Disagree/4-Strongly Disagree (A N/A option is also given students)
The instructor provided constructive feedback during the course.	1-Strongly Agree/2-Agree/3-Disagree/4-Strongly Disagree (A N/A option is also given students)
The course handouts were helpful.	1-Strongly Agree/2-Agree/3-Disagree/4-Strongly Disagree (A N/A option is also given students)
The course was well organized.	1-Strongly Agree/2-Agree/3-Disagree/4-Strongly Disagree (A N/A option is also given students)
The assignments helped me understand course content.	1-Strongly Agree/2-Agree/3-Disagree/4-Strongly Disagree (A N/A option is also given students)
The instructor's methods of evaluating my performance were fair.	1-Strongly Agree/2-Agree/3-Disagree/4-Strongly Disagree (A N/A option is also given students)
The instructor was well prepared for each class.	1-Strongly Agree/2-Agree/3-Disagree/4-Strongly Disagree (A N/A option is also given students)
I understood what was expected of me in this course.	1-Strongly Agree/2-Agree/3-Disagree/4-Strongly Disagree (A N/A option is also given students)
The instructor was readily available for consultation with students.	1-Strongly Agree/2-Agree/3-Disagree/4-Strongly Disagree (A N/A option is also given students)
I felt comfortable asking for extra help from the instructor.	1-Strongly Agree/2-Agree/3-Disagree/4-Strongly Disagree (A N/A option is also given students)
The instructor returned graded assignments in a timely manner.	1-Strongly Agree/2-Agree/3-Disagree/4-Strongly Disagree (A N/A option is also given students)

All non-tenured fulltime faculty must submit a portfolio each year. Tenured faculty submit their portfolios every three years for post-tenure review. The portfolios address teaching, scholarly activities and service. The portfolios are evaluated by the division chair and peer reviewed by two colleagues. The dean then receives the portfolio and three evaluations for analysis. Figure 1.3 sets forth the key performance measures regarding faculty portfolios.

Figure 1.3
Key Performance Measures
Faculty Portfolios

Area	Measures
Teaching/Instruction	demonstrate a thorough knowledge and understanding of the content relevant to the discipline in which s/he teaches
	consistently deliver instruction for his/her classes in a manner that is effective and stimulating
	consistently design instruction for his/her classes in a manner that is effective and stimulating.
	effectively manage the classes that s/he teaches.
	effectively manage the enrollment of the classes that s/he teaches.
Professional Development	be involved in the professional organizations that represent the discipline in which s/he teaches.
	continue his/her education.
Scholarly Activity/ Creative Endeavors	publish professional materials for and/or make presentations in the discipline in which s/he teaches.
	conduct on-going research within his/her discipline.
	receive professional recognition for his/her work within the discipline in which s/he instructs
Institutional Involvement	actively participate in university committees.
	be involved in special programs/projects/contests for the university.
	contribute to institutional studies and reports.
	be involved with the university student organizations
Community Service	be involved in community service in his/her area of expertise.
	be involved in community civic service.

The executive vice president, dean of the School of Professional Studies and Business faculty meet at least once a year, usually once a semester, with the DOB Student Advisory Council. The vice president for student affairs and enrollment management also tries to attend this session. This allows for a flow of information regarding the Division of Business from the students' perspective.

The president, executive vice president, vice president for administration, vice president for student affairs and enrollment management, dean of the School of Professional Studies and the Division of Business chair are ex-officio members of the Business Advisory Council. These officers attend council meetings each semester for feedback from alumni and business leaders.

With the implementation of the revised curriculum and program-level assessment plan, the Business Policy class has involved group presentations (stockholder meetings) regarding their simulated companies. The president, executive vice president, vice president for administration, vice president for student affairs and enrollment management, dean and Business faculty have participated as stockholders in these presentations each semester. This provides senior administration an opportunity to witness the quality of our graduating students.

CRITERION 1.1.C

As stated above, each fall non-tenured, fulltime faculty members must submit an annual portfolio for evaluation. Tenured faculty undergo post-tenure review every three years. The evaluation process is defined by university policy and was developed collaboratively with the faculty. Appendix 6 sets forth the procedure to be followed. The faculty of the Division of Business voted unanimously to modify the procedure to limit peer evaluators to tenured or tenure-track faculty. Further at least one of the peer evaluators must be tenured and at least one must be a member of the Division of Business faculty. (See Appendix 5, Policy 4.3 *Peer Evaluators*) Another variation the Business faculty voted unanimously to adopt is that the faculty member must meet minimum standards in all areas of the evaluation, regardless of weighting. (See Appendix 5, Policy 4.1 *Faculty Evaluation*) A detailed explanation of the process, rubric and forms used for evaluation can be found at http://www.nwosu.edu/facultyevaluation.

The faculty members are evaluated on the elements listed below. The faculty member may determine the weighting within the noted guidelines:

- Teaching & Instruction (40 - 75%)

- Professional Development (5 - 25%)

- Scholarly Activity (5 - 25%)

- Institutional Involvement (5 - 25%)

- Community Service (0 - 15%)

The basic steps in the faculty evaluation process are:

1. Faculty member submits portfolio Division of Business chair (within the portfolio the faculty member assigns weighting factors, selects peer evaluator, and nominates 3-5 additional peer evaluators)

2. DOB chair selects a second peer evaluator

3. Portfolio evaluated by DOB chair and two peer evaluators

4. Results of each evaluation sent to dean, School of Professional Studies

5. Dean completes evaluation process, incorporates student evaluation results, and develops final score

6. Results are returned to DOB chair to review with individual faculty member

7. After review, the faculty member signs the form and the signed form is forwarded by the DOB chair to the dean.

8. The dean copies the signed report for his records and forwards the originals to the executive vice president.

If the faculty member is seeking tenure or promotion, these additional steps occur:

1. The tenured faculty members in the School of Professional Studies review the portfolio, meet as a committee chaired by the dean to discuss each candidate and make recommendation regarding tenure to the dean. The dean makes recommendation to the executive vice president.

2. The portfolios are submitted to the executive vice president for recommendation.

3. Acting on recommendations from the dean and the executive vice president, the president has the final decision regarding promotion.

4. Tenure must have the approval of the Board for the Regional University System of Oklahoma.

The university policy provides that all classes are evaluated by students in the fall semester. These evaluations are administered by the university assessment office. Students complete the evaluation online, generally during class time in a proctored computer lab without the instructor present. The Business faculty unanimously voted to have student evaluations performed for all classes taught by the Division of Business, not just those in the fall semester. (See Appendix 5, Policy 4.2 *Student Evaluation of Teaching*) The results of the evaluations are returned to the faculty member after he/she submits final grades for the term. In addition, the results of student evaluations are reviewed by the DOB chair, dean of the School of Professional Studies and executive vice president. If the results of the student evaluations indicate action should be taken, the executive vice president, dean and division chair develop an improvement plan. The improvement plan is discussed with the faculty member. The approved plan is instituted and the division chair and dean monitor for improvement.

Each spring semester, the university administers an online evaluation of administrators. The faculty have the opportunity to evaluate the president, executive vice president, their academic dean, and department/division chair. The results of the evaluation are reported to the president and executive vice president. The executive vice president then reports the results regarding division/department chairs to the appropriate dean. Each administrator discusses the results with their direct reports.

Criterion 1.2

CRITERION 1.2.a

The university has adopted a code of ethics for faculty (see Appendix 7) and a code of conduct for students (see Appendix 8). These policies are included on the university's website. The faculty code of ethics is included in the faculty manual and the student code of conduct is included in the student handbook.

The Division of Business faculty adopted a Faculty Code of Ethics (see Appendix 9) and a Student Code of Ethics (see Appendix 10) for students taking classes offered by the DOB, DOB majors and students whose minor is in the DOB. All syllabi for Business classes are to include a reference to these codes of ethics. Students must acknowledge that they are bound to abide by the code. Both codes of ethics are posted on the DOB website. Further, some professors post the codes on their Blackboard sites. Starting in Spring 2012, the Division of Business created a Blackboard site for all applicable students to acknowledge the Student Code of Ethics. In addition to the acknowledgement, this site contains both Division of Business codes of ethics, the university Faculty Code of Ethics and the NWOSU Student Code of Conduct.

The DOB has established a reporting process that allows students, faculty members and others to report suspected unethical behavior to three sources, two of which are outside the Division of Business. As set forth in the Division of Business Policy Manual (3.1.3) (see Appendix 5):

> Any party who believes that a member of the division has acted unethically may file a written complaint with the division chair, dean of the School of Professional Studies or Executive Vice President. Upon receipt of an ethical complaint, the division chair, dean of the School of Professional Studies or Executive Vice President shall investigate and take what actions are appropriate based on the nature of the alleged violation, the results of the investigation and university policy.

Monitoring the ethical conduct of the faculty is important. The Division of Business policy manual (3.4.1) provides:

> In order to assure that the faculty and staff of the division act in compliance with the Code of Ethics set forth above, the Assessment Committee should periodically survey current students in classes conducted by division personnel, faculty and staff throughout the university, university administration, alumni and employers. The results of these surveys should be included in the committee's annual report to the division faculty.

Further, section 3.2 in the DOB Faculty Manual (Appendix 5) provides:

As educators and role models, it is imperative that Business Division faculty and staff comply with all legal requirements set forth by federal, state and local authorities, as well as policies and procedures propounded by the regents and university administration. Any Business faculty or staff member or student who believes that any person associated with the Business Division is not in compliance with legal standards should report their concern to the division chair, dean of School of Professional Studies or the Executive Vice President.

CRITERION 1.2.b

In reviewing the curriculum in Fall 2009, it was discovered that the coverage of ethics and social responsibility were at the minimally acceptable level under ACBSP standards. It was decided that these areas needed to be emphasized more in the curriculum, as preparing ethical business professionals is part of the DOB mission. Therefore, a required class, GBUS 3953 Business, Society & Government was added to the curriculum for Accounting and Business Administration majors, combining social responsibility, business ethics and governmental regulation. Further, this course incorporates a service learning project in which students must perform a social responsibility audit of a "local" company. The students must perform eight hours of community service work as part of the project. The description of the service learning project is attached as Appendix 11. Among the goals of this project is to have students think in terms of socially responsible behavior, to acquaint them with the benefits of contributing to the community and to fulfill the strategic goals of the university to provide service-learning opportunities in all majors.

The DOB has incorporated a community service project into GBUS 2033 Leadership in Business. This class is a required lower-level class in the Accounting and Business Administration majors. The class may also be taken by non-Business majors to meet the university's leadership general education requirement. The decision to include a community service project was to instill into the students that part of leadership is giving back to the community.

One element of the university rank and tenure requirements is community service. Although the individual faculty member may give no weight to this element in the portfolio review process, the DOB standard requires everyone to meet minimum levels of each element. Collectively, the DOB faculty is very involved in the community.

The division chair is a member of the Alva Chamber of Commerce. Throughout the self-study year, Dr. Palmer participated in board meetings and served on ad hoc committees.

The Business Advisory Council provides input to the DOB faculty regarding our impact on the community. Also the Division of Business will be surveying alumni and regional employers on a rotating basis to ascertain the impact of our program.

Figure 1.4 below sets forth impacts on society.

Figure 1.4
Impact on Society

	Societal Requirements	Key Compliance Process	Measures
Service	Faculty will engage in service to the university, profession and community.	Faculty review process (Sections 2, 4 and 5) – See Appendix 6	Sec. 2 by: holding office in professional organizations
			Sec. 4 by: • serving on university committees • serving on Faculty Senate • sponsoring campus events • earning grants • bringing speakers to campus • acquiring and maintaining materials for special collections • maintaining facilities • gathering information • analyzing information • writing reports • serving as an adviser to a student organization • serving as a sponsor for student activities
			Sec 5 • Be involved in community service in his/her area of expertise • work with teachers in schools • serve as consultant to external entities • judge contest in area of expertise • be involved in community civic service • maintain active membership in civic club • serve as a volunteer for community programs
Operation	Operate in an ethical and legal manner	Ethics Survey	See Figure 1.5 below
		Complaints	Subjective measure of valid complaints

Figure 1.4 CONTINUED
Impact on Society

	Societal Requirements	Key Compliance Process	Measures
All Business programs	Each graduating student should have the ability to formulate good ethical judgments.	Program Assessment	In GBUS3953 Business, Society & Government 80% of the students must score at or higher than the acceptable on a faculty-developed rubric regarding the Ethics Game simulation.
			In MGMT 4433 *Business Policy* students will prepare a detailed case analysis in which 80% of the students must score at or higher than the acceptable on a faculty-developed rubric regarding ethical consideration, analysis and decision.

CRITERION 1.2C

The implementation of the Faculty and Student Codes of Ethics is a major step in ensuring ethical practices. There are mechanisms for enforcing the codes.

Also the Division of Business in Spring 2011 conducted a survey of students, university personnel, and community members regarding the ethical standards of the Division of Business faculty. Emails were sent to the various constituencies requesting their participation in the online survey. The results of the survey, concerning the Division of Business, are set forth in Figure 1.5 below

Figure 1.5
RESULTS OF ETHICS SURVEY

	1 = strongly disagree	2 = moderately disagree	3 = moderately agree	4 = strongly agree	5 = no opinion/not applicable
Faculty members of the Division of Business know what businesses these days considered ethical behavior in most businesses these days.	3.70%	5.60%	37.00%	43.10%	10.60%
Division of Business faculty work to develop ethical values in their classes	2.30%	6.50%	37.50%	38.90%	14.80%
I am comfortable discussing ethics in a classroom setting	1.90%	3.70%	28.70%	60.60%	5.10%
NWOSU Division of Business faculty and staff operate in an ethical manner	3.70%	3.70%	37.00%	40.30%	15.30%
NWOSU Division of Business students operate in an ethical manner	1.40%	2.30%	50.90%	22.70%	22.70%
NWOSU's Division of Business provides a setting that encourages critical thinking and ethical decision making.	1.80%	5.10%	39.60%	34.10%	19.40%
If you have attempted to access NWOSU's Division of Business student code of conduct, please answer the following: Was the student code of conduct readily available and clearly written?	0.50%	1.40%	21.70%	29.20%	47.20%
If you have attempted to access NWOSU's Division of Business faculty code of conduct, please answer the following: Was the faculty code of conduct readily available and clearly written?	1%	1.40%	20.20%	26.40%	51%
I would be comfortable discussing a violation of the code of conduct with a faculty member.	6.10%	6.50%	41.10%	29.40%	16.80%

CRITERION 1.2d

The Division of Business Policy Manual provides:

As educators and role models, it is imperative that Business Division faculty and staff comply with all legal requirements set forth by federal, state and local authorities, as well as policies and procedures propounded by the regents and university administration. Any Business faculty or staff member or student who believes that any person associated with the Business Division is not in compliance with legal standards should report their concern to the division chair, dean of School of Professional Studies or the Executive Vice President.

The stated process provides for three people to report questionable behavior. Two of those individuals are outside the Division of Business.

The Division of Business Faculty Manual (Appendix 5) has a provision regarding retention and disclosure of student records (Section 3.8). The policy provides that no student-identifiable information is to be disclosed by telephone and that such information may only be shared through Blackboard or the student's NWOSU email account. Student workers are not allowed to grade, even Scantron sheets, if there is student-identifiable information attached.

When questions regarding legal or regulatory requirement arise, the division chair can seek assistance from the university's counsel. In doing so, the chair would communicate the request to the dean.

STANDARD 2

Criterion 2.1

The Division of Business created a formal strategic planning process in fall 2009 with the creation of the Planning Committee. The committee is a standing committee. The Planning Committee's charge is:

> The Planning Committee is responsible for strategic planning. This includes suggesting modifications to the division's mission statement, vision statement, values statement, development of departmental non-academic goals and objectives, and annual review of the division's performance regarding mission, goals and objectives. The committee shall report its findings and recommendations to the division faculty.
>
> The Planning Committee also acts as the division's curriculum committee. In this regard the committee considers all suggested curriculum changes and makes recommendations to the division chair.
>
> Finally, the Planning Committee is responsible for stakeholder outreach. The committee should suggest and organize outreach activities.
>
> Three division faculty members shall be appointed by the division chair to this committee. The division chair should appoint one faculty member of the committee as chair. The division chair shall be a voting ex-officio member of this committee.
> (See Section 1.5.1.3 of the Division of Business Faculty Manual, Appendix 5)

The Planning Committee then reports its recommendations to the DOB faculty. Before final approval by the faculty, the proposed strategic plan is discussed with the Business Advisory Council, Student Advisory Council and senior administration. After the faculty has met and discussed the recommendation, the faculty may approve, modify or reject the committee's recommendation. The strategic plan is then given to the division chair for final action and implementation.

Figure 2.1 sets forth the formal strategic planning process.

Figure 2.1
DOB Strategic Planning Process


```
Proposal made
by any faculty
 member or
 constituent
     │
     ▼
    DOB
  Planning
 Committee
     │
     ▼
  Advisory
 Boards and
Administration
     │
     ▼
 Division of
  Business
  Faculty
     │
     ▼
 Division of
Business Chair
     │
     ▼
Implementation
```

CRITERION 2.1.a

Formal strategic planning at the university level has occurred for years at Northwestern Oklahoma State University. However, at the division and department level there has been little formal strategic planning.

For the Division of Business formal strategic planning was instituted in AY 2009-2010 with the formation of the division's Planning Committee. The committee is composed of three fulltime Business faculty members and the division chair as an ex-officio member. Dr. Jim Breyley has chaired the committee since its inception. Dr. Breyley, doctoral-qualified in Management, is well versed in strategic planning and has successfully led three other universities through the ACBSP accreditation process.

During AY 2009-2010 the strategic planning committee led the division through the process. Informal input was received from faculty, students, administrators, alumni and community members. Informal means were used because there were no formal mechanisms in place. Now the division has created formal mechanisms to gather input from other constituencies. These means include the Division of Business Advisory Council, Student Advisory Committee, and surveys.

The initial phase of the strategic planning process was to develop mission, vision and values statements. The Division of Business previously did not have these guiding principles. The Planning Committee initially proposed the mission statement to the Business faculty. The Business faculty then discussed, modified and adopted a mission statement. With the mission in place, the Planning Committee then developed the vision and values statements. Again the committee's proposed statements were discussed, modified and adopted by the Business faculty. The mission, vision and values statements were sent to the dean, executive vice president and president for their review, comment and approval. Tacit approval was given by these members of the senior staff.

The Business faculty discussed the strengths, weaknesses, opportunities and threats related to the division. The session also included a discussion of potential strategic directions for the division. The Planning Committee took this input and developed a proposed strategic plan that included annual goals for the next five years.

The proposed strategic plan developed by the committee was distributed to the faculty in advance of a meeting to discuss the plan. The Business faculty discussed the plan, made adjustments and approved the strategic plan.

During the self-study year, the university went through its strategic planning process. New university mission, vision and values statements were adopted by the university in Fall 2011. The Division of Business Planning Committee is reviewing the new university statements and will make recommendation concerning changing the division's mission, vision and/or values statements.

CRITERION 2.1.b

The Division of Business Strategic Plan is attached as Appendix 12. Figure 2.2 below sets forth the summary of strategic goals.

Figure 2.2
Division of Business Strategic Direction

GOALS	STRATEGIC OBJECTIVES	TIMETABLE
Attain ACBSP accreditation for Business and Accounting programs	hire an administrative assistant/secretary for the Division of Business	AY 2010-11
	develop and implement policies that bring the DOB within ACBSP standards	AY 2010-11
	improve division assessment efforts and benchmarking	AY 2010-11
	ongoing refinement of curricula	AY 2010-11
	all DOB faculty who have not been previously trained in online teaching be so trained.	AY 2010-11
	submit ACBSP self-study, campus visit and accreditation attained	AY 2011-12
	on-going assessment of student competencies and refinement of curricula as deemed appropriate	AY 2011-12
	work on Conditions of accreditation (if any) and assure on-going compliance with standards	AY 2012-13
	on-going assessment of student competencies and refinement of curricula as deemed appropriate	AY 2012-13
	work on Conditions of accreditation (if any) and assure on-going compliance with standards	AY 2013-14
	on-going assessment of student competencies and refinement of curricula as deemed appropriate	AY 2013-14
	assure on-going compliance with ACBSP Standards	AY 2014-15
	on-going assessment of students competencies and refinement of curricula as deemed appropriate	AY 2014-15
Develop online Business Administration, Accounting and Technical Management majors and have all required courses approved for online delivery	approval of Accounting and Business classes for delivery in an online format	AY 2010-11
	state approval of on-line Accounting, Business and Technical Management majors	AY 2010-11 (goal met as Regents approved program in April 2011)
	make Accounting, Business (with certain minors) and Technical Management majors available on-line	AY 2011-12
	approval of all remaining Division courses to be taught as on-line courses	AY 2011-12
	on-going refinement and delivery of on-line Accounting and Business majors	AY 2012-13
	on-going refinement and delivery of on-line Accounting and Business majors	AY 2013-14
	on-going refinement and delivery of on-line Accounting and Business programs	AY 2014-15

Figure 2.2 CONTINUED
Division of Business Strategic Direction

All fulltime Business faculty are doctoral-qualified	one current non-doctoral-qualified faculty achieving doctoral qualification.	AY 2010-11 (goal met in December 2010 by Dr. Jerry Gustafson)
	two additional current faculty members attain doctoral qualification	AY 2011-12
	two current faculty reach ABD status	AY 2012-13
	two faculty complete doctorates	AY 2014-15
Raise the level of Business faculty scholarly activity so that each fulltime person either presents or publishes a paper each year and each faculty member has a peer-reviewed publication at least every two years.	three DOB faculty members having papers published in peer-reviewed proceedings or journals.	AY 2010-11 (goal met by Dr. Jerry Gustafson, Mr. Gary Tucker and Dr. Steven Palmer)
	all DOB faculty presenting papers at academic conferences	AY 2010-11 (goal met – all DOB faculty presented papers)
	seven faculty members having papers published in peer-reviewed Proceedings and/or Journals (those who did not have a published paper the prior year)	AY 2011-12
	presentations of papers at academic conferences by all faculty	AY 2011-12
	five faculty members having papers published in peer-reviewed Proceedings and/or Journals	AY 2012-13
	presentations of papers at academic conferences by all faculty	AY 2012-13
	five faculty members having papers published in peer-reviewed Proceedings and/or Journals (those who did not publish the prior academic year)	AY 2013-14
	presentations of papers at academic conferences by all faculty	AY 2013-14
	five faculty members having papers published in peer-reviewed Proceedings and/or Journals	AY 2013-14
	presentations of papers at academic conferences by all faculty	AY 2013-14
	submission of one grant request	AY 2012-13
	submission of two grant requests	AY 2014-15
Add at least two fulltime doctoral-qualified faculty positions to the Division of Business	hire at least two fulltime doctoral-qualified faculty members (Management and Business Law/Ethics)	AY 2011-12 (one additional Management position was added at the beginning of AY 2011-12)

Criterion 2.2 Strategy Deployment

CRITERION 2.2.a STRATEGIC ACTION PLANS SHOULD ADDRESS BOTH SHORT- AND LONG-TERM OBJECTIVES.

The Division of Business has set forth several action plans to achieve the desired strategic goals. The first year of the plan was the self-study year. Attached as Appendix 13 is the report prepared for the Division of Business faculty and university administration regarding the status of the action plans for academic year 2010-2011.

The action plans for the current year (2011-2012) and our long-term action plans are set forth in Figure 2.3 below.

Figure 2.3
Action Plans

Current year (2011/2012) action plans:

Hire at least two additional full-time Doctoral-Qualified faculty members (Management and Business Law/Ethics +)

Submission of ACBSP Self-Study and award of accreditation

Two current faculty complete doctorates

Seven faculty members having papers published in peer-reviewed Proceedings and/or Journals (those who did not have a published paper the prior year)

Presentations of papers at academic conferences by all faculty

Submission of one grant request

Remain one of three top growing programs at NWOSU

On-going assessment of student competencies and refinement of curricula as deemed appropriate

Accounting and Business (with certain minors) majors available on-line

Approval of all remaining Division courses to be taught as on-line courses

---

Figure 2.3 CONTINUED
Action Plans

Long-term action plans:
Work on Conditions of accreditation (if any) and assure on-going compliance with standards
All faculty members having papers published, at least bi-annually, in peer-reviewed Proceedings and/or Journals
Annual presentations of papers at academic conferences by all faculty
Submission of grant requests each year
On-going assessment of student competencies and refinement of curricula as deemed appropriate
On-going refinement and delivery of on-line Accounting and Business majors
All non-doctoral faculty members reach ABD status
Exploration of the desirability and feasibility a master's degree program either in Business and/or joint with another discipline
All current faculty members complete doctorates

CRITERION 2.2.b THE BUSINESS UNIT SHALL HAVE ESTABLISHED PERFORMANCE MEASURES FOR TRACKING PROGRESS RELATIVE TO STRATEGIC ACTION PLANS.

The Division of Business has set forth several action plans to achieve the desired strategic goals. The measures of success are set forth below for each action plan.

Figure 2.4
Action Plan Measurement

Current year (2011/2012) action plans:	Key Measures
Hire at least two additional full-time Doctoral-Qualified faculty members (Management and Business Law/Ethics+)	2 new faculty lines added to the DOB
Submission of ACBSP Self-Study and award of accreditation	Award of accreditation
Two current faculty complete doctorates	Karen Sneary and Gary Tucker completing doctorates
Seven faculty members having papers published in peer-reviewed Proceedings and/or Journals (those who did not have a published paper the prior year)	Seven faculty members being an author of a peer-reviewed article accepted for publication by the end of AY 2011-12
Presentations of papers at academic conferences by all faculty	All faculty members making a presentation at an academic conference

Figure 2.4 CONTINUED
Action Plan Measurement

Current year (2011/2012) action plans:	Key Measures
Submission of one grant request	A grant application being filed
Remain one of three top growing programs at NWOSU	The number of students majoring in a DOB degree program being among the top three increases in the university (fall-to-fall)
On-going assessment of student competencies and refinement of curricula as deemed appropriate	Successfully complete the assessment process, including closing the loop.
Accounting and Business (with certain minors) majors available on-line	All appropriate approvals have been attained and the online major programs being offered.
Approval of all remaining Division courses to be taught as on-line courses	Approval from the Online Learning Committee
Long-term action plans:	**Key Measures**
Work on Conditions of accreditation (if any) and assure on-going compliance with standards	ACBSP removing conditions, if any
All faculty members having papers published, at least bi-annually, in peer-reviewed Proceedings and/or Journals	Each fulltime faculty member having at least one article accepted for publication in a peer-reviewed publication every two years.
Annual presentations of papers at academic conferences by all faculty	Each fulltime faculty member presented at least one paper at an academic conference each year.
Submission of grant requests each year	At least one faculty member submitting a grant request.
On-going assessment of student competencies and refinement of curricula as deemed appropriate	Successfully complete the assessment process, including closing the loop each year.
On-going refinement and delivery of on-line Accounting and Business majors	A systematic review of the online programs conducted and changes made
Exploration of the desirability and feasibility a master's degree program either in Business and/or joint with another discipline	Report to the DOB faculty regarding the desirability and feasibility of a master's program. If the report is positive, then submission of the report to the administration.
All current faculty members complete doctorates	All fulltime faculty members are doctoral-qualified

CRITERION 2.2.c THE LEADERSHIP OF THE BUSINESS UNIT SHOULD COMMUNICATE STRATEGIC OBJECTIVES, ACTION PLANS, AND MEASUREMENTS TO ALL FACULTY, STAFF, AND STAKEHOLDERS, AS APPROPRIATE.

The Strategic Plan is incorporated into the Division of Business Faculty Manual. The faculty manual is distributed to all Business faculty members. The Strategic Plan was shared with the Business Advisory Council and the Student Advisory Council. Finally, the Strategic Plan is posted on the Division of Business website at http://www.nwosu.edu/strategic-plan.

The annual action plan report (Appendix 13) was approved by the DOB faculty. It was shared with the administration, Business Advisory Council and Student Advisory Council. The report is also posted on the Division of Business website at http://www.nwosu.edu/strategic-plan.

STANDARD #3 STUDENT AND STAKEHOLDER FOCUS

Criterion 3.a

The university and Division of Business student composition are very similar. On the Alva campus, the Accounting or Business Administration major will likely be of traditional college age. In Woodward and Enid, there are greater percentages of non-traditional students attending Business classes. For the non-traditional degree programs, Technical Management and Organizational Leadership, the students are non-traditional, generally working fulltime.

With the curriculum modifications that became effective in AY 2010-2011, the Division of Business also adopted admission requirements to be an Accounting or Business Administration major. These admission standards are listed in Figure 3.1 below. The purpose of creating admission standards was to better assure that majors were prepared to be successful in their Business education. By instituting these standards, the Division of Business narrowed the targeted students to those who had the proper academic preparation and demonstrated the appropriate level of academic performance to indicate the students would successfully complete the Business Administration or Accounting major.

Figure 3.1
Admission Standards to the
Accounting or Business Administration Major

Admission Requirement	Courses Involved
Students must have completed the Program Specific General Education courses with grades of C or better.	ENGL 1113 Composition I ENGL 1213 Composition II SCOM 1113 Introduction to Speech Communication MATH 1513 College Algebra GBUS 2033 Leadership in Business CMSC 1103 Microcomputer Applications
Students must have completed all of the classes in the Foundation Core with a grade of C or better.	ACCT 2123 Financial Accounting ACCT 2133 Managerial Accounting ECON 2113 Principles of Macroeconomics ECON 2123 Principles of Microeconomics GBUS 2903 Legal Environment of Business MATH 1313 Statistics
Students must have an overall G.P.A. of 2.50 or better in the Foundation Core and Program Specific General Education courses combined.	All classes listed in first two requirements above
Students must have a retention/graduation G.P.A. of 2.50 or better for all coursework taken to date.	All classes taken by the student

Approximately 75% of the students will live in the university's 10-county service area, generally within a two-hour drive of a campus/learning center location. In the self-study year, the Division of Business had four international students.

With the development of the online Accounting, Business Administration and Technical Management majors during the self-study period, the target student will also include the online student throughout the state. The expectation is that these majors will draw working adults from the Oklahoma City and Tulsa metropolitan areas, two parts of Oklahoma from which the university historically has not drawn substantial numbers of students.

Criterion 3.b

The primary stakeholders identified by the Division of Business include students, the university, and the residents and employers in the regional area served by the university. Other stakeholders include the Regional University System of Oklahoma, Oklahoma State Regents for Higher Education and the taxpayers of Oklahoma.

Regarding students, there are several means, formal and informal, by which students provide input. First, students have the opportunity to evaluate each class offered by the Division of Business. In addition to numerical ratings, the students also may provide anonymous comments. The results of these evaluations and comments are reviewed by the faculty member, division chair, dean and executive vice president.

The Student Advisory Council was created for the express purpose of giving students a means to express opinions regarding Business programs. The council meets at least once each semester with the DOB faculty and university administrators. The mission of the Student Advisory Council is:

> The Student Advisory Council's mission is to promote, advise and support the Division of Business in achieving its mission, fulfilling its vision, honoring its values and continually improving the education provided students.

Because most Business faculty, including the division chair, have open door policies, students can visit with faculty members to discuss satisfaction, concerns, issues, etc. The dean, vice president for student affairs and executive vice president all have open door policies and will visit with students regarding issues. These administrators visit with the division chair to clarify and, if necessary, resolve student issues. In general, the students at NWOSU feel comfortable expressing their thoughts in person or via email with faculty and administrators.

The division chair meets at a minimum twice a month with the dean of the School of Professional Studies to discuss issues, requirements, expectations, etc. The division chair and dean communicate regularly by phone or email. At least once a year, the DOB faculty meet with the president and other senior administrators to discuss issues relevant to the division and the university. Senior administrators also attend the Business Policy presentations each semester and discuss their observations with the division chair and Business faculty. Finally, senior administrators and the division chair communicate, as necessary, throughout the year regarding DOB issues.

To ascertain expectations and receive feedback from external constituencies, the Division of Business established the Business Advisory Council (BAC). The council is comprised of regional community/business leaders and alumni. The BAC meets once a semester. The stated mission of the Business Advisory Council is:

> The Business Advisory Council's mission is to promote, advise and support the Division of Business in achieving its mission, fulfilling its vision, honoring its values and continually improving the education provided students.

Criterion 3.c

The DOB Professional Development Committee sponsors brown bag sessions throughout the academic year. The purpose of these sessions is to assist faculty members in improving various aspects of their responsibilities. In the self-study year brown bag topics included:

1. "Library Resources for Business Students/Faculty" presented by the university librarians
2. "Getting Published" presented by an associate professor from social science who edits a journal
3. "NCAA Academic Rules" presented by the Assistant Athletic Director for Compliance (NWOSU is in process of changing athletic affiliation from NAIA to NCAA.

The university also has developed a training program to improve online teaching skills. Originally the training was designed to be a series of three graduate 1- hour courses. After the first offering, it was decided to change the training to a self-paced process utilizing more one-on-one interaction with the instructor.

The university also provides training opportunities for faculty members regarding improving teaching skills. Some topics presented include:

1. New technologies at NWOSU available to assist in teaching courses
2. Using LiveText
3. Web page development related to the NWOSU website

Several faculty members engage in the scholarship of teaching. All Business faculty attended at least one academic conference during the self-study year, which includes presentations on teaching/pedagogy. The division chair subscribes to an online newsletter, Faculty Focus, that provides articles on pedagogy. The chair shares these newsletters with the entire DOB faculty, fulltime and adjunct.

Criterion 3.d

The DOB faculty meets to discuss all information that is obtained from stakeholders. The suggestions, comments, criticisms, etc. that are received are discussed thoroughly and appropriate action taken. See Figure 3.2 for student and stakeholder requirements.

Figure 3.2
Student and Stakeholder Group Requirements

Student/Stakeholder Group	Student/Stakeholder Requirement	Educational Program Addressing Requirement
Administration; potential student recruits	Develop online majors	Online majors were developed and approved for Business Administration, Accounting and Technical Management
Business Advisory Council	Students/graduates are not concerned with being on time.	Business faculty instituted a policy that once attendance has been taken, any student arriving late will be counted absent. University has a maximum absence policy, so this penalizes students. Anecdotal evidence from faculty members indicates that students, for the most part, are arriving to class on a timely basis.
Business Advisory Council	Student business communication skills need improvement	Communication across the curriculum policy instituted. Majors required to earn a "C" or better in Composition I and II and Introduction to Speech. Several DOB faculty members require emails from students to be professional if the student expects a reply.
Student Advisory Council	Remote students wanted more personal interaction with faculty members	The DOB instituted a policy that all professors teaching online should visit remote sites at least once per semester.
Student Advisory Council	Students would like more class choices	More electives are being offered in Accounting, Economics, Finance, Management and Marketing.
Accounting students	Wanted the curriculum to better prepare for CPA exam	Increased the upper-level Accounting coursework to 30 hours, the minimum required to sit for the Oklahoma CPA exam. Add Governmental/Non-profit and International Accounting to the required curriculum for Accounting majors.
Administration, alumni, community members, students	Achieve ACBSP accreditation	In progress

Criterion 3.e

The Division of Business has instituted a policy regarding recruitment and retention that provides:

It is the responsibility of all faculty members to assist the university in recruiting new students and retaining current students. This is an important undertaking for the growth of the Business programs and the university.

Business faculty are expected to assist in the recruitment of new students through a variety of activities. Participation in activities such as Ranger Preview, Freshman Connection, Freshman/Transfer Orientation, Ranger Connection, Family Day, recruiting trips, meeting with prospective students, etc. are vital to the successful recruitment efforts of the university and division.

Faculty provide an important element in the retention of current students. Developing professional relationships with students through proper advising, assistance outside of class and showing students respect are important. Business faculty should read and respond to student emails and phone messages in a timely manner. Business faculty should observe posted office hours. If a professor has to cancel office hours, students should be informed in advance if possible.

All Business faculty are expected to attend Division activities involving students. Such activities include award/recognition ceremonies, internship presentations, Business Policy presentations, etc. Business faculty are strongly encouraged to attend non-Business Division events involving Business students. Involvement in campus activities by faculty is a factor in retaining students. [Section 3.16 of the Division of Business Faculty Manual (Appendix 5)]

All Business faculty are involved in recruiting activities. The Alva faculty participate in Ranger Preview, a university event designed to recruit regional high school seniors. The Alva faculty will meet with recruits on campus for visits who are interested in Accounting/Business. Ranger Connection is an event held in Alva for incoming freshman to orient them to the university and to allow them to register early for their classes. The Enid faculty members cover the transfer days held in Enid. The Enid faculty also meet with potential transfer students to discuss Business Programs. The division chair or another faculty member covers such events in Woodward and Ponca City.

Regarding retention, all DOB faculty engage in the listed activities, such as promptly responding to emails, assisting students, and showing respect. The faculty members are involved in student activities such as awards presentations/recognition ceremonies, student groups, internship and Business Policy presentations. The faculty prides itself on developing relationships with students.

Criterion 3.f

The process for seeking information, pursuing common interests and receiving complaints has been discussed throughout this Standard. The basic process will be outlined below:

Business Advisory Council – meets once per semester; is comprised of 16 regional business/community leaders and alumni. The DOB faculty and university senior administrators also attend the meetings.

Student Advisory Council – meets once per semester; is comprised of approximately 8-12 students majoring in Business disciplines. Representatives are selected from each campus and Ponca City learning center. DOB faculty and university senior administrators attend the meetings.

Ethics Survey – administered online through Survey Monkey in Spring 2011. Emails were sent to various constituencies and over 200 people responded.

Alumni Survey/Regional Employer Survey – will be administered on a rotational basis. As of yet neither has been administered.

Graduate Exit Survey – will be administered as part of Business Policy class. The survey has not yet been administered. It is planned to be administered for the first time in Spring 2012.

Student Course Evaluations – have been administered each fall at the university. Since AY 2010-2011 these surveys are administered each semester in all business classes.

Criterion 3.g

The Division of Business has several instruments to determine student satisfaction. Many of these instruments have been recently developed or are in the process of development. Therefore, some instruments have not yet been deployed.

Criterion 3.h

The results of the Ethics Survey are contained in Figure 3.4. The Summary Report of the entire ethics survey can be found in Appendix 14. The results of the student course evaluations for Fall 2009, Fall 2010 and Spring 2011 are shown in Figure 3.5. There are not evaluations for Spring 2010 because the DOB did not require all courses be evaluated, other than in the fall, until the 2010-11 academic year.

Figure 3.3
Student and Stakeholder Satisfaction

Student/Stakeholder Group	Satisfaction Measure	Dissatisfaction Measure
Ethics Survey	At least 80% positive responses, excluding no opinion/not applicable responses	Less than 80% positive responses, excluding no opinion/not applicable responses
Alumni Survey	At least 80% positive responses, excluding no opinion/not applicable responses	Less than 80% positive responses, excluding no opinion/not applicable responses
Employer Survey	At least 80% positive responses, excluding no opinion/not applicable responses	Less than 80% positive responses, excluding no opinion/not applicable responses
Graduate Exit Survey	At least 80% positive responses, excluding no opinion/not applicable responses	Less than 80% positive responses, excluding no opinion/not applicable responses
Students – Course evaluations	Overall score 2.5 or better	Overall score worse than 2.5
Business Advisory Council	Subjective evaluation of discussion	Subjective evaluation of discussion
Student Advisory Council	Subjective evaluation of discussion	Subjective evaluation of discussion
Administration	Subjective evaluation of discussion	Subjective evaluation of discussion

Figure 3.4
Ethics Survey Results
(All values in percentages)

Question	Strongly disagree	Moderately disagree	Overall disagree*	Moderately agree	Strongly agree	Overall agree*	No opinion/ not applicable
Faculty members of the Division of Business know what is considered ethical behavior in most businesses these days (n=216)	3.7	5.6	10.3	37.0	43.1	89.7	10.6
Division of Business faculty work to develop ethical values in their classes (n=216)	2.3	6.5	10.3	37.5	38.9	89.7	14.8
I am comfortable discussing ethics in a classroom setting (n=216)	1.9	3.7	5.9	28.7	60.6	94.1	5.1
NWOSU Division of Business faculty and staff operate in an ethical manner (n=216)	3.7	3.7	8.7	37.0	40.3	91.3	15.3
NWOSU Division of Business students operate in an ethical manner (n=216)	1.4	2.3	4.8	50.9	22.7	95.2	22.7

Figure 3.4 CONTINUED
Ethics Survey Results
(All values in percentages)

Question	Strongly disagree	Moderately disagree	Overall disagree*	Moderately agree	Strongly agree	Overall agree*	No opinion/ not applicable
NWOSU's Division of Business provides a setting that encourages critical thinking and ethical decision making (n=217)	1.8	5.1	8.6	39.6	34.1	91.4	19.4
Was the Business student code of ethics readily accessible and clearly written (n=212)	0.5	1.4	3.6	21.37	29.2	96.4	47.2
Was the Business faculty code of ethics readily accessible and clearly written (n=208)	1.0	1.4	4.9	20.2	26.4	95.1	51.0
I would be comfortable discussing a violation of the code of conduct with a faculty member (n=214)	6.1	6.5	15.2	41.1	29.4	84.8	16.8

* In determining the overall percentage of respondents who agree or disagree, no opinion/not applicable responses were ignored.

Figure 3.5
Student Course Evaluation Results*

	Fall 09	Fall 10	Spring 11	Average
FULLTIME				
Bourrett	1.90	1.92	1.83	1.88
Breyley	1.91	1.96	2.00	1.96
Goddard (Harris)	1.57	1.49		1.53
Gustafson	1.85	1.98	1.81	1.88
Jungman	1.77	1.96	2.12	1.95
Palmer	2.15	1.44	2.43	2.01
Reddy	1.90	1.75	1.75	1.80
Roark	1.50	1.34	1.60	1.48
Sneary	1.34	1.65	1.42	1.47
Tucker	1.85	1.98	1.77	1.87
FT Average	1.77	1.75	1.86	1.78

Figure 3.5 CONTINUED
Student Course Evaluation Results*

	Fall 09	Fall 10	Spring 11	Average
PART-TIME				
Barton, J	1.89			1.89
Boedecker, J	1.79			1.79
Butler, D			2.08	2.08
Ferguson, M	1.82			1.82
Gann, B	2.15	1.86	2.09	2.03
Gorospe, A	1.61	2.76	2.49	2.29
Gorospe, L	2.11	**	**	2.11
Gregory, B	1.80			1.80
Musonera, E		2.44	1.89	2.17
Pippin, M	1.49	1.56	1.62	1.56
Saffarian, M				
Sansoucie, K				
Scott, M		1.63	1.95	1.79
Snipes, M	2.23			2.23
Weyant, L			1.00	1.00
Wilber, P			1.73	1.73
PT Average	1.88	2.05	1.86	1.88
Overall Average	1.82	1.85	1.86	1.84

* The scale used for evaluation 1 is best and 4 is worst score possible.

** Ms. Liberty Gorospe is an adjunct instructor who teaches exclusively online. The Assessment Office, in cooperation with Information Technology, administers an online evaluation for online classes. Students in these classes did not submit evaluations; therefore no results were reported.

STANDARD #4 MEASUREMENT AND ANALYSIS OF STUDENT LEARNING AND PERFORMANCE

Criterion 4.1

CRITERION 4.1.a

The program outcomes were developed using a collaborative process. The Assessment Committee met to develop recommended learning outcomes for each program. The Assessment Committee presented its recommendations to the Division of Business faculty for discussion and adoption. The faculty discussed, modified and approved the learning outcomes for all programs and for the individual majors. The division chair approved the outcomes. The program outcomes for each major offered by the Division of Business are included in the DOB Assessment Plan [Appendix C of the DOB Faculty Manual (Appendix 5 of self-study)] and in Figure 4.1 below. The DOB does not have concentrations.

Figure 4.1
Learning Outcomes by Program

Outcomes for all majors offered by the Division of Business:	• Each graduating student should have basic knowledge of the various disciplines in business.	• External
	• Each graduating student should have well developed communication skills and be competent in the use of technology.	• Internal
	• Each graduating student is expected to think critically.	• Internal and External
	• Each graduating student is expected to possess good interpersonal skills.	• Internal
	• Each graduating student should have the ability to formulate good ethical judgments.	• Internal and External
Outcomes for Accounting major:	• Each graduating student should have appropriate accounting software skills.	• Internal
	• Each graduating student should know the accounting standards of the accounting profession.	• External
	• Each graduating student should know the code of conduct required by certifying bodies.	• External

Figure 4.1 CONTINUED
Learning Outcomes by Program

Outcomes for Business Administration major:	• Graduating Business Administration majors, as a graduating class, will demonstrate a basic knowledge of the functional areas of accounting, business law, economics, finance, management and marketing.	• External and Internal
	• Each graduating student should be able to demonstrate the necessary skill to identify, conceptualize, diagnose, evaluate, and analyze business problems.	• Internal
Outcomes for Organizational Leadership major:	• Each graduating student should be able to integrate prior work experience with complementary knowledge of business principles gained in an academic environment.	• Internal
	• Each graduating student should be able to demonstrate the necessary skill to identify, conceptualize, diagnose, evaluate, and analyze business problems.	• Internal
Outcomes for Technical Management major:	• Each graduating student should have added complementary knowledge of business principles to the skills gained from their career specialty.	• Internal
	• Each graduating student should be able to demonstrate the necessary skill to identify, conceptualize, diagnose, evaluate, and analyze business problems.	• Internal

CRITERION 4.1.b

The program outcomes assessment plan was originally proposed by the Assessment Committee to the DOB faculty. The faculty discussed, modified and adopted the Program Outcomes Assessment Plan. The assessment methodology for program outcomes is shown in Figure 4.2.

Figure 4.2
Assessment Methods for Program Learning Outcomes

Outcomes for all majors offered by the Division of Business:	
• Each graduating student should have basic knowledge of the various disciplines in business.	∗ 75% of the students will score above the 50th percentile on the Major Field Test in Business ∗ The institution mean MFT score will be above our identified peer institutions.
• Each graduating student should have well developed communication skills and be competent in the use of technology.	∗ 80% of the students must score at or higher than acceptable on a faculty-approved rubric on presentation in *Business Policy*
• Each graduating student is expected to think critically.	∗ The class median percentile on Comp-XM in Business Acumen and Business Knowledge will each be at or above the 50th percentile.
• Each graduating student is expected to possess good interpersonal skills.	∗ 80% of the students must score at or higher than the acceptable on a faculty-approved rubric regarding peer evaluations in *Business Policy*.
• Each graduating student should have the ability to formulate good ethical judgments.	∗ 80% of the students must score at or higher than acceptable on a faculty-approved rubric on the Ethics Game Simulation. ∗ 80% of the students must score at or higher than acceptable on a faculty-approved rubric in regard to Business Policy written case analysis.
Outcomes for Accounting major:	
• Each graduating student should have appropriate accounting software skills.	∗ IN ACCT 4133 *Accounting Information Systems* 80% of the students will score at or higher than acceptable on a faculty-approved rubric
• Each graduating student should know the accounting standards of the accounting profession.	∗ A majority of the students who took the majority of their Accounting classes from NWOSU who sit for CPA exam in Oklahoma will pass. ∗ The Oklahoma CPA exam pass rate for students who took the majority of the Accounting classes from NWOSU will be at or above the median pass rate for all Oklahoma, 4-year institutions
• Each graduating student should know the code of conduct required by certifying bodies.	∗ A majority of the students who took the majority of their Accounting classes from NWOSU who sit for CPA exam in Oklahoma will pass. ∗ The Oklahoma CPA exam pass rate for students who took the majority of the Accounting classes from NWOSU will be at or above the median pass rate for all Oklahoma public 4-year universities.

Figure 4.2 CONTINUED
Assessment Methods for Program Learning Outcomes

Outcomes for Business Administration major:	
• Graduating Business Administration majors, as a graduating class, will demonstrate a basic knowledge of the functional areas of accounting, business law, economics, finance, management and marketing.	∗ 75% of the students will score above the 50th percentile on the Major Field Test (MFT) in Business, as administered in *Business Policy* ∗ The institution overall score on MFT will be above the median score of our identified peer institutions ∗ In all 9 assessment indicators of the MFT, the mean percent correct should be 50 or higher. ∗ In each of seven disciplines evaluated on the Business Policy presentations, 70% of the students will meet or exceed expectations in response to the statement "The team member demonstrate a clear understanding of _____ principles."
• Each graduating student should be able to demonstrate the necessary skill to identify, conceptualize, diagnose, evaluate, and analyze business problems.	• On a written case analysis in Business Policy, 80% of the students will score at least 20 points on the assessment rubric.
Outcomes for Organizational Leadership major:	
• Each graduating student should be able to integrate prior work experience with complementary knowledge of business principles gained in an academic environment.	∗ 80% of the students will show at least a 50% reduction in errors from the pre-test.
• Each graduating student should be able to demonstrate the necessary skill to identify, conceptualize, diagnose, evaluate, and analyze business problems.	∗ 80% of the students will score at least 80% on a faculty-approved assessment rubric regarding a detailed case analysis in ORGL 4553 Capstone.
Outcomes for Technical Management major:	
• Each graduating student should have added complementary knowledge of business principles to the skills gained from their career specialty.	∗ 80% of the students will show at least a 50% reduction in errors from the pre-test.
• Each graduating student should be able to demonstrate the necessary skill to identify, conceptualize, diagnose, evaluate, and analyze business problems.	∗ 80% of the students will score at least 20 points on a faculty-approved assessment rubric regarding the detailed case analysis in *Business Policy*

CRITERION 4.1.c/d

The internal and external learning outcome assessment information and source of data for analysis are set forth in Figure 4.3.

Figure 4.3
Student Learning Outcomes Assessment Data

Degree Program	Internal Data and Information	External Data and Information
All Business Programs	∗ Business Policy Presentations ∗ Business Policy Peer Evaluations ∗ Business Policy Case Analysis	∗ Major Field Test ∗ Comp-XM ∗ Ethics Game
Accounting Major	∗ Project in Accounting Information Systems	∗ Oklahoma CPA Exam
Business Administration Major	∗ Business Policy presentations ∗ Business Policy case analysis	∗ Major Field Test
Organizational Leadership	∗ Pretest/Post-test ∗ Capstone Detailed Case Analysis	
Technical Management	∗ Pretest/Post-test ∗ Business Policy case analysis	Major Field Test

Criterion 4.2

Each Fall semester, the DOB Assessment Committee prepares a draft Program Assessment Report. The draft report is then discussed by the DOB faculty and the final report approved. The final assessment report is distributed to the DOB faculty and is also submitted to the university Assessment Office.

The Assessment Office shares the report with the executive vice president and two academic deans. These three administrators review the assessment report. Then the administrators meet with the university assessment director to discuss the report with the appropriate dean or director of assessment then discussing the outcome of the meeting with the division chair.

Prior to the fall Business Advisory Council meeting, the assessment report is distributed to the members. The report is one of the topics of discussion at the meeting.

Starting with the Fall 2011 Assessment Report, the report is posted on the Division of Business website (http://www.nwosu.edu/business-assessment). Prior reports are not posted because the program outcomes are considerably different with the implementation of the new curriculum in Fall 2010.

The DOB Assessment Report is attached as Appendix 15. The report includes graphical representations for the assessment results for all DOB program outcomes.

Criterion 4.3

The Division of Business faculty have identified 20 peer institutions for the purpose of comparing Major Field Test results. Those institutions are:

Cameron University	Missouri Southern University	Oklahoma Panhandle State Univ.
East Central University	New Mexico Highlands Univ.	Pittsburg State University
Eastern New Mexico University	Northeastern State University	Rogers State University
Emporia State University	Northwest Missouri State Univ.	Southeastern Oklahoma St. Univ.
Fort Hays State University	Oklahoma Baptist University	Southwestern Oklahoma St. Univ.
Langston University	Oklahoma Christian University	University of Central Oklahoma
Midwestern State University	Oklahoma City University	

Comparative data information is contained in Figure 4.4.

Figure 4.4
Comparative Information and Data

Comparative Information and Data	Targets/Performance Improvements	Results
Major Field Test	75% of Students above 50th percentile	Less than 40% of students exceeded 50th percentile
Major Field Test	Institution score above mean score of peer institutions	Mean score approximately .9 below target.
Comp-XM	Class median percentile above 50th percentile in Business Acumen and Business Knowledge	Class mean score considerably lower than the 50th percentile
Oklahoma CPA Exam	A majority of students who took CPA exam passed	The pass rate was above or near a majority until 2011 when only 26% passed.
Oklahoma CPA Exam	NWOSU pass rate above the median pass rate for all Oklahoma 4-year institutions	Until 2011, the results exceeded the target. In 2011 the pass rate was lower than the state mean.

Criterion 4.4

The DOB faculty analyzed the assessment data and have taken actions over the past three years. Figure 4.5 sets forth the measurements, analysis, actions and results regarding the program outcomes in the Division of Business.

Figure 4.5
Assessment Analysis and Actions Taken

Performance Measure (Competency)	Analysis and Action Taken	Results of Action Taken (occurs in the following year)
75% of the students will score above the 50th percentile on the Major Field Test in Business.	As of 2010-11 the MFT was incorporated into Policy class. The MFT was worth 5% of the student's grade. The historic MFT results were one factor in the decision to seek ACBSP accreditation. The MFT scores and ACBSP accreditation process resulted in a significant change in the curriculum effective in Fall 2010. Effective AY 2011-12, instituted course-level assessment to standardized learning outcomes for each course.	It is too early to determine if the ACBSP accreditation process, course-level assessment and curriculum changes have had an impact, as the graduating students in 2010-11 were under the old curriculum. It will not be until AY 2012-13 that the graduating seniors will be under the new curriculum. As for incorporating the MFT into a class, the impact was minimal at best. The percentage of the grade was increased to 10% in AY 2011-12.
The institution mean MFT score will be above our identified peer institutions.	Seek ACBSP accreditation Change curriculum to a more traditional Business curriculum Incorporate MFT into Business Policy and have the MFT results count toward the final grade. Effective AY 2010-11, instituted course-level assessment to standardized learning outcomes for each course.	It is too early to determine if the ACBSP accreditation process, course-level assessment and curriculum changes have had an impact, as the graduating students in 2010-11 were under the old curriculum. It will not be until AY 2012-13 that the graduating seniors will be under the new curriculum. As for incorporating the MFT into a class, the impact was minimal at best. The percentage of the grade was increased to 10% in AY 2011-12.
80% of the students must score at or higher than acceptable on a faculty-approved rubric. Stockholder presentations were assessed by faculty using a 5-point scale with an average score of 3.0 or above meeting the criteria.	The assessment for this outcome provided data that demonstrated that students exceeded the expected level of assessment for communication skills. Data demonstrates that students are not meeting expectations in technology competence. This measure should be monitored for further data collection. No change is planned in the immediate future as further data points are necessary to determine whether changes are necessary.	

Figure 4.5 CONTINUED
Assessment Analysis and Actions Taken

Performance Measure (Competency)	Analysis and Action Taken	Results of Action Taken (occurs in the following year)
Students participated in Comp-XM simulation. The class median percentile on Business Acumen and Business Knowledge will each be at or above the 50th percentile.	Seek ACBSP accreditation Change curriculum to a more traditional Business curriculum Institute course-level assessment In FIN 3163 coverage of cost of capital was doubled in Fall 2011.	It is too early to determine if the ACBSP accreditation process and curriculum changes have had an impact, as the graduating students in 2010-11 were under the old curriculum. It will not be until AY 2012-13 that the graduating seniors will be under the new curriculum. Course-level assessment has not completed one cycle yet, so it is too early to see an impact
80% of the students must score at or higher than the acceptable on a faculty-approved rubric regarding Business Policy Peer Evaluations	Data collected show that student performance has been inconsistent across three data points available. Starting in Fall 2012 a group simulation will be incorporated into MRKT 3043 to introduce the group work and the idea of peer evaluation prior to a student reaching the capstone course.	
80% of the students must score at or higher than acceptable on a faculty-approved rubric on Ethics Game results	It is too early to determine if the ACBSP accreditation process and curriculum changes have had an impact, as the graduating students in 2010-11 were under the old curriculum. It will not be until AY 2012-13 that the graduating seniors will be under the new curriculum. The new curriculum includes GBUS 3953 Business, Society & Govt. as part of the core. Current data demonstrates that students are exceeding the desired level of outcomes for this measurement.	Further data collection is needed to determine if changes are needed.

Figure 4.5 CONTINUED
Assessment Analysis and Actions Taken

Performance Measure (Competency)	Analysis and Action Taken	Results of Action Taken (occurs in the following year)
80% of the students must score at or higher than acceptable on a faculty-approved rubric regarding Business Policy case analysis	Current data demonstrates that students are not meeting the desired level of outcomes for stakeholder consideration measurements. Students are currently meeting or exceeding the desired outcome for the ethical solution measurements. Further data collection is needed to determine if changes are needed for either of the outcomes. Faculty added a case study that includes stakeholder analysis to the required Principles of Management course. In Business Policy students are reminded of the importance of ethical considerations in case analyses.	It is too early to determine if the ACBSP accreditation process and curriculum changes have had an impact, as the graduating students in 2010-11 were under the old curriculum. It will not be until AY 2012-13 that the graduating seniors will be under the new curriculum
80% of the students will score at or higher than acceptable on a faculty-approved rubric in ACCT 4133 Accounting Information Systems students complete a computer software project with a written report	This measure was instituted in AY 2010-11. Generally, ACCT 4133 is only offered once per year. Although the goal was met in the first year, no general conclusions can be made with one data point. The DOB will need to see if a trend develops in the future.	
A majority of the students who took the majority of their Accounting classes from NWOSU who sit for CPA exam in Oklahoma will pass.	Seeking ACBSP accreditation, curriculum changes and course-level assessment are actions taken to address this goal. Regarding the curriculum change, Accounting majors are now required to take Governmental/Non-profit Accounting and International Accounting and an additional 3 hours of upper level Accounting coursework. Current data demonstrates a downward trend that resulted in not meeting the goal the past two years. Further data collection is needed to determine if additional changes are needed.	It is too early to determine if the ACBSP accreditation process and curriculum changes have had an impact, as the graduating students in 2010-11 were under the old curriculum. It will not be until AY 2012-13 that the graduating seniors will be under the new curriculum.

Figure 4.5 CONTINUED
Assessment Analysis and Actions Taken

Performance Measure (Competency)	Analysis and Action Taken	Results of Action Taken (occurs in the following year)
The Oklahoma CPA exam pass rate for students who took the majority of the Accounting classes from NWOSU will be at or above the median pass rate for all Oklahoma, 4-year institutions.	Seeking ACBSP accreditation, curriculum changes and course-level assessment are actions taken to address this goal. Regarding the curriculum change, Accounting majors are now required to take Governmental/Non-profit Accounting and International Accounting and an additional 3 hours of upper level Accounting coursework. Current data demonstrates a downward trend that resulted in not meeting the goal this past year. Further data collection is needed to determine if additional changes are needed.	It is too early to determine if the ACBSP accreditation process and curriculum changes have had an impact, as the graduating students in 2010-11 were under the old curriculum. It will not be until AY 2012-13 that the graduating seniors will be under the new curriculum.
In all 9 assessment indicators of the MFT, the mean percent correct should be 50 or higher.	Seek ACBSP accreditation Change curriculum to a more traditional Business curriculum Incorporate MFT into Business Policy and have the MFT results count toward the final grade. Effective AY 2010-11, instituted course-level assessment to standardized learning outcomes for each course.	It is too early to determine if the ACBSP accreditation process, course-level assessment and curriculum changes have had an impact, as the graduating students in 2010-11 were under the old curriculum. It will not be until AY 2012-13 that the graduating seniors will be under the new curriculum. As for incorporating the MFT into a class, the impact was minimal at best. The percentage of the grade was increased to 10% in AY 2011-12.
In each of seven disciplines, 70% of the students will meet or exceed expectations in response to the statement "The team member demonstrate a clear understanding of _____ principles," on MGMT 4433 simulation presentations Faculty evaluations	Seek ACBSP accreditation Change curriculum to a more traditional Business curriculum Effective AY 2010-11, instituted course-level assessment to standardized learning outcomes for each course. Starting in AY 2011-12 a case study was included in MGMT 3043 Principles of Management Starting in AY 2012-13 a simulation will be included in MRKT 3063 Principles of Marketing.	It is too early to determine if the ACBSP accreditation process, course-level assessment and curriculum changes have had an impact, as the graduating students in 2010-11 were under the old curriculum. It will not be until AY 2012-13 that the graduating seniors will be under the new curriculum. It is too early to know if the MGMT 3043 case study has helped.

Figure 4.5 CONTINUED
Assessment Analysis and Actions Taken

Performance Measure (Competency)	Analysis and Action Taken	Results of Action Taken (occurs in the following year)
80% of the students will score at least 20 points on the assessment rubric regarding MGMT 4433 Case analysis	Seek ACBSP accreditation Change curriculum to a more traditional Business curriculum Effective AY 2010-11, instituted course-level assessment to standardized learning outcomes for each course. Starting in AY 2011-12 a case study was included in MGMT 3043 Principles of Management Starting in AY 2012-13 a simulation will be included in MRKT 3063 Principles of Marketing.	It is too early to determine if the ACBSP accreditation process, course-level assessment and curriculum changes have had an impact, as the graduating students in 2010-11 were under the old curriculum. It will not be until AY 2012-13 that the graduating seniors will be under the new curriculum. It is too early to know if the MGMT 3043 case study has helped.
80% of the students will show at least a 50% reduction in errors from the pre-test to the post-test in Org Leadership major.	No observations, as pretest was just instituted.	
Students in ORGL 4553 Capstone will perform a detailed case analysis. 80% of the students will score at least 80% on a faculty-approved assessment rubric.	Too few students have been observed to make any type of conclusion. We need to continue to monitor this measure.	
80% of the students will show at least a 50% reduction in errors from the pre-test to post-test in Tech Mgmt major.	No observations, as pretest was just instituted.	
80% of the students (Tech Mgmt majors) will score at least 20 points on a faculty-approved assessment rubric.	No observations, as no Technical Management majors have taken Business Policy since this measure was adopted.	

STANDARD #5 FACULTY AND STAFF FOCUS

Criterion 5.1Human Resource Planning

NWOSU is a regional state university, which focuses on student learning. The Division of Business mission, vision and values stress student learning. The Business faculty is hired and evaluated primarily on teaching abilities, with secondary consideration regarding research.

One of the strategic primary goals of the DOB is ACBSP accreditation. In order to achieve this goal, the university and the division have focused on hiring doctoral-qualified faculty. In other divisions and departments doctoral qualification has not been as emphasized in hiring for most positions; although masters-qualified fulltime faculty are expected to earn a doctorate within five years of their appointment.

The Division of Business also looks for candidates with business or other experience that adds to the program. Again, most of our faculty members' business experience comes from locally owned businesses rather than Fortune 500 companies. With our graduates generally staying in the region, the faculty real-life experiences assist in preparing our students for the environment in which they will start their careers.

The Division of Business does not have a Faculty Plan in a single document. Rather, the provisions of the Faculty Plan are contained in the Strategic Plan and Division of Business Faculty Manual. Within the strategic plan, the goals impacting the Faculty Plan are (1) 100% of the fulltime faculty being doctoral-qualified by AY 2014-2015 and (2) at least two additional fulltime faculty members by AY 2011-2012. Figure 5.1 below sets forth the provisions of the Faculty Manual that concern the faculty plan. The Division of Business Faculty Manual can be found as Appendix 5. The strategic plan is located in Appendix 12.

Figure 5.1
Faculty Plan Provisions of DOB Faculty Manual

Section	Provision	Page(s)
1.6.2	Hiring Process	11-14
3.1.1	Faculty Code of Ethics	19-21
3.1.3	Ethical Concerns	26
3.1.4	Monitoring Ethical Behavior	27
3.2	Compliance with Laws, Rules and Regulations	28
3.3	Faculty Absences	29
3.4	Class Scheduling and Teaching	30-31
3.5	Faculty Duties beyond Teaching	32
3.6	Scholarly Activity Expectations	33-35
3.7	Faculty Enrichment and Development	36
4.1	Faculty Evaluation	49
4.2	Student Evaluation of Teaching	50
4.3	Peer Evaluations	51
4.5	Monitoring Faculty Functions	53
App. A	Strategic Plan – Five-Year Goals and action plans	142-147

Criterion 5.2 Employment Practices

CRITERION 5.2.1

The Division of Business provides a student-centered learning environment; therefore, the faculty stresses teaching and assisting students. The Division of Business and Division of Education, the two largest programs on campus, both have 10 fulltime professors. No other division/department has that many fulltime faculty members.

The goal of the DOB is that all fulltime faculty members will be doctoral-qualified. Currently all but three of the professors have a doctorate. Of these three, two are ABD and the third is concluding the coursework in a doctorate program. With the three new hires that began in Fall 2009, the Division of Business has hired only doctoral-qualified applicants for fulltime positions.

Several faculty members are qualified in multiple disciplines. Table 5.2 shows the multi-discipline qualifications of fulltime faculty members.

FIGURE 5.2
Multi-Discipline Qualifications

Faculty Member	Qualification Level	Disciplines
James Breyley[1]	Doctoral	Accounting Finance Management
Kathy Goddard	Doctoral	Management Management Information Systems
Steven Palmer[2]	Doctoral	Law/Ethics Management Marketing
Gary Tucker[3]	Professional	Accounting Management Marketing
Bhanu Reddy[4]	Professional	Management Marketing
Wei Zhou[5]	Doctoral	Economics Finance

1. Dr. Breyley's qualifications were previously certified by ACBSP Credentials Committee when Dr. Breyley was at the University of New England.
2. Dr. Palmer's qualifications were certified as part of the reaffirmation of Eastern New Mexico University in 2008.
3. Mr. Tucker is currently ABD at Anderson University in the Marketing PhD program with a minor in Accounting. Mr. Tucker has completed more than 15 graduate hours in Management.
4. Mr. Reddy was on the faculty during the self-study year (AY 2010-2011). Just prior to the beginning of the Fall 2011 semester, Mr. Reddy resigned to pursue other endeavors. Mr. Reddy held an M.B.A. and M.Ed. with a concentration in Business. He also had more than 10 years' experience in Marketing Management at an international concern.
5. Dr. Zhou was not on the faculty in the self-study year. She began her employment with NWOSU in Fall 2011. Dr. Zhou holds a Ph.D. in Agricultural Economics and a Master's of Science in Finance.

Since Fall 2009, the DOB made a concerted effort to strengthen the qualifications of our adjunct faculty. This attempt not only involved doctoral/professional qualifications but also teaching experience. Just under half (47%) of the adjunct faculty in the self-study year had fulltime experience teaching at a post-secondary institution.

One of the other factors used in hiring fulltime and adjunct faculty is experience in the field. Most faculty members have experience in business before being hired.

CRITERION 5.2.2

The Division of Business delivers courses using face-to-face, ITV and online (Blackboard) delivery methods. Slightly more than one-quarter of the student credit hours generated are taught by adjunct faculty.

Develop Qualified Faculty

The hiring process used for fulltime and adjunct faculty positions is set forth in Section 1.6.2 of the Division of Business Faculty Manual (Appendix 5). Fulltime openings are generally advertised nationally using *The Chronicle of Higher Education* and/or HigherEdJobs.com. In hiring fulltime faculty members, the DOB gives considerable weight to doctoral-qualified applicants. If a professionally qualified applicant with a master's degree is hired, it will be with the understanding that the person will complete a doctorate within five years. A minimally qualified applicant will not be considered. Other factors considered include experience teaching online and/or by ITV, professional/industry/business experience and credentials for teaching in more than one discipline.

A more informal process is used for hiring of adjunct faculty. The division chair has recruited and hired adjunct faculty. In the past two years, the division chair has hired people who he knew or who another faculty member recommended.

Orientation

The university holds a three-day new faculty orientation each August. There are additional sessions during the fall semester. The university's Faculty Development Advisory Board organizes and conducts the orientation in conjunction with the executive vice president. As part of this process, new faculty members are assigned a mentor.

Being a small division (10 fulltime faculty members), the DOB uses a more informal method. All faculty members will assist new Business faculty members to acclimate to NWOSU and the division.

Orientation for adjunct faculty is informal also. The division chair generally orients adjunct faculty through an informal process. Regarding the courses, the division chair provides the adjunct faculty member with the approved learning outcomes for the course.

Orientation to Delivery Systems

Online Classes

       Ms. Karen Sneary, Instructor of Business, developed a training program for online teaching for the university. This program is available to all DOB faculty members, fulltime and adjunct.

       However, in recruiting adjunct faculty for online classes over the past two-plus years, Dr. Palmer, the division chair, has sought out instructors with experience teaching online classes. Dr. Palmer personally recruited the adjunct instructor because of that experience. The one exception was a very experienced professor who had limited online teaching experience. Dr. Palmer mentored and assisted that professor throughout the first two semesters as an adjunct.

       Regarding fulltime faculty, most have considerable experience teaching online classes. Those who do not are mentored and assisted by an experienced online professor. Ms. Sneary, Dr. Goddard and Dr. Palmer all sit on the university's online learning committee and make themselves available to all Business faculty members, fulltime and adjunct, for assistance with Blackboard.

ITV

       At the beginning of the fall semester, the university conducts training sessions for using ITV facilities. In addition, the DOB will have an experienced faculty member present in ITV classes until the new professor, fulltime or adjunct, is comfortable operating the ITV equipment. This usually takes only a class or two.

Communication

       During the self-study year six of the adjunct instructors lived in the northwest Oklahoma region and nine did not. Of those six area instructors, five either held other positions with NWOSU or had an office on an NWOSU campus. The nine other adjunct instructors were located throughout the United States, including New Mexico, Georgia, South Carolina, Pennsylvania and eastern Oklahoma.

       Because of the scheduling system during the self-study year, generally only one section of a class was taught. One exception was Principles of Management. Dr. Goddard facilitated communication among the faculty members who taught that class.

Guidance

       For fulltime faculty, as stated above, mentors are appointed as part of the new faculty orientation process. In addition the DOB faculty provides assistance to new faculty members regarding issues such as textbook selection, testing, grading, teaching methods, etc.

Regarding adjunct faculty, text selection is handled differently for different adjunct faculty members. Those adjuncts with experience teaching fulltime at other post-secondary institutions are able to select their own textbooks. All other textbooks for classes taught by adjunct faculty are selected by a fulltime faculty member in the discipline. The division chair assists adjunct faculty with selection and ordering of textbooks. The division chair provides additional guidance to adjunct faculty as needed.

Oversight/Evaluation

Student course evaluations are conducted in all classes taught by the Division of Business, despite university policy that only fall semester classes must be evaluated. The results of those evaluations are distributed to the faculty member, division chair, dean of the School of Professional Studies and the executive vice president. The results are reviewed to determine if a potential issue exists.

The division chair has instructor access to the online classes taught by new adjunct faculty. This allows the division chair to monitor the progress of the class throughout the semester.

Students at NWOSU will contact the division chair, dean or executive vice president when an issue arises from the student's perspective. The division chair will investigate the issue and determine the appropriate course of action to be taken.

Criterion 5.3 Faculty Qualifications, Workload and Coverage

CRITERION 5.3.1

Faculty qualifications for fulltime and adjunct faculty are set forth in Figure 5.3. Faculty Student Credit Hour Production is set forth in Figure 5.4. A summary of faculty coverage is contained in Figure 5.5.

Figure 5.3
Faculty Qualifications

FULLTIME FACULTY							
		Type	Discipline				
Faculty Member	Initial Appt.	Highest Degree		Assigned Teaching Disciplines	Prof. Cert.	Qualification	Tenure
Bourret, R.	2009	Ph.D.	Accounting	Accounting		Doctoral	Tenure Track
Breyley, J	2009	Ph.D.	Management	Accounting Finance Management		Doctoral[1]	Tenure Track
Goddard, K[2]	1992	Ed.D.	Education	Accounting Management Org Leadership		Professional Doctoral Doctoral[3]	Yes
Gustafson, J	1998	Ph.D.	Mathematics	Personal Finance		Minimal/ Doctoral[4]	Yes
Jungman, F	1981	Ph.D.	Ag Economics	Economics		Doctoral	Yes
Palmer, S	2009	J.D.	Law	Law/Ethics Management Marketing	Law Nebraska	Doctoral[5]	Yes
Reddy, B.	2003	M.B.A.	Gen Mgmt	Management Marketing		Professional[6]	No
Roark, D	2007	M.Ed.	Business Education	Accounting	CPA in Oklahoma	Professional	No
Sneary, K	2006	M.Ed.	Business Education	Personal Finance Leadership Business Research		Professional[7]	No
Tucker, G.	2008	M.B.A.	General Management	Accounting Management Marketing		Professional[8]	No

Figure 5.3 CONTINUED
Faculty Qualifications

ADJUNCT FACULTY							
		Type	Discipline				
Faculty Member	Initial Appt.		Highest Degree	Assigned Teaching Disciplines	Prof. Cert.	Qualification	Tenure
Boedecker, J	2007	M.S.	Management Information Systems	E-Commerce		Professional	Adjunct
Butler, D	2011	J.D.	Law	Law	Law Oklahoma	Doctoral	Adjunct
Evans, C	1994	Ed.D.	Education	General Business		Doctoral	Yes[9]
Gann, B.	2007	M.Ed.	Adult Education, Management and Administration	MIS		Minimal	Adjunct
Gorospe, A	2006	J.D.	Law	Business Law	Law Oklahoma	Doctoral	Adjunct
Gorospe, L	2006	M.S.	Telecommunications Management	Management		Minimal	Adjunct
Gregory, B		M.S.	Experimental/Social Psychology	Management/ Entrepreneurship		Professional[10]	Adjunct
Hemley, D	2010	Ph.D.	Economics	Finance		Doctoral[11]	Adjunct
Musonera, E	2010	Ph.D.	Marketing	Industrial Engineering and International Marketing		Doctoral	Adjunct
Pippin, M.	1999	M.B.A.	General Management	Management		Professional	Emeritus
Saffarian, M.	2001[12]	Ph.D.	Ag Economics	Accounting, Economics, Personal Finance		Doctoral[13]	Adjunct
Scott, M.	2010	M.A.	Economics	Economics		Professional	Adjunct
Smith, G.	2010	Ph.D.	Financial Management	Accounting	CPA (NM) CPA (KS) CMA CIA CFE	Docotral	Adjunct
Weyant, L.	2009	D.B.A.	Management/Human Resource Management	Management		Doctoral	Adjunct
Wilber, P.	1988	Ed.D.	Business Education	Management		Doctoral	Yes[14]

[1] While Dr. James Breyley was chair of the Business Department at University of New England his credentials were submitted to the ACBSP Credentials Committee. The committee found him doctoral-qualified in Accounting, Finance and Management. A copy of the letter is in his personnel file.

[2] In September 2010, Dr. Kathleen Harris married. Her name changed to Dr. Kathleen Goddard.

[3] Dr. Goddard holds an MBA from Phillips University. She has completed more than 15 graduate hours in Management. She has been teaching Management for approximately 20 years. In Accounting, she taught lower-level Financial Accounting class.

[4] Dr. Gustafson completed a graduate certificate in Personal Financial Planning in March 2011. The program consists of 18 graduate hours of coursework. By December 2010 Dr. Gustafson completed the first 15 graduate hours of the program. He teaches Personal Finance, Investments, Real Estate and Insurance courses.

[5] Dr. Steven Palmer was a member of the faculty at Eastern New Mexico University when it went through reaffirmation in 2008. In that process Dr. Palmer was found to have doctoral qualification in Law, Management and Marketing.

[6] Mr. Reddy has more than 10 years' experience in Marketing and Management with Hindustan Petroleum Corporation Limited.

[7] Ms. Sneary's credentials were submitted to the ACBSP Credentials Committee for review. The committee found that Ms. Sneary was professionally qualified to teach the listed subjects.

[8] Mr. Tucker is currently ABD at Anderson University. He has completed more than 15 graduate hours in Accounting, Management and Marketing.

[9] Dr. Cheryl Evans was the dean of the Enid campus. She holds a Masters of Arts in Communications which included 15 hours of marketing-related coursework. The only class she administered was an Entrepreneurship seminar involving guest speakers, national, regional and local.

[10] Mr. Gregory was the regional director of the Oklahoma Small Business Development Center based on the NWOSU campus in Enid for more than 20 years.

[11] Dr. Hemley also holds an M.B.A. in Finance/Accounting and a Masters of Arts in Economics. He was a fulltime member of the Eastern New Mexico University faculty when the school went through reaffirmation in 2008 and was found to hold doctoral qualification in Finance.

[12] Dr. Saffarian was a fulltime faculty member until August 2008 when he went to Rogers State University. He continued to teach as an adjunct for NWOSU.

[13] Dr. Saffarian also holds a Master's of Science in Financial Accounting. Personal Finance is a 1000-level general education course.

[14] Dr. Wilber was a tenured member of the Business Faculty when she was promoted to Associate Dean for Economic Development. Her duties included operating the Walsh Center for Business Development and the related business incubator.

Figure 5.4
Faculty Student Credit Hour Production

Faculty Member	Undergraduate Student Credit Hours		Qualification Level		
	Fall Semester	Spring Semester	Doctoral	Professional	Minimal
FULLTIME					
Bourret, Ralph	351	243	594		
Breyley, Jim	507	258	765		
Goddard, Kathy	204	180	365	19	
Gustafson, Jerry	375	372	372		375
Jungman, Fred	273	252	525		
Palmer, Steve	84	126	210		
Reddy, Bhanu	246	231		477	
Roark, Dana	255	216		471	
Sneary, Karen	426	273		699	
Tucker, Gary	333	321		654	

Figure 5.4 continued
Faculty Student Credit Hour Production

Faculty Member	Undergraduate Student Credit Hours		Qualification Level		
	Fall Semester	Spring Semester	Doctoral	Professional	Minimal
ADJUNCT					
Boedecker, Jake	15	---		15	
Butler, David	---	126	126		
Evans, Cheryl	---	87	87		
Gann, Brandi	129	123			252
Gorospe, Anthony	168	168	336		
Gorospe, Liberty	81	123			204
Gregory, Bill	63	---		63	
Hemley, David	---	60	60		
Musonera, Etienne	84	84	168		
Pippin, Mark	213	105		318	
Saffarian, Masood	---	102	102		
Scott, Michael	96	78		174	
Smith, Gene	---	126	126		
Weyant, Lee	33	45	78		
Wilber, Patti	---	57	57		
TOTAL	3936	3756	3971	2890	831

Figure 5.5
Faculty Coverage Summary

During the Self-Study Year	Undergraduate
Total Student Credit Hours in Business Program Taught by Faculty Members in the Business Unit	7692
Total Credit Hours Taught by Doctoral and Professionally Qualified Faculty Members	6861
Percent of Total Credit Hours Taught by Doctoral and Professionally Qualified Faculty Members	89.2%
Total Credit Hours Taught by Doctoral-qualified Faculty Members	3971
Percent of Total Credit Hours Taught by Doctoral-qualified Faculty Members	51.6%

CRITERION 5.3.1.a

A vita for each faculty member who taught a class offered by the Division of Business in Fall 2010 or Spring 2011 is attached in Appendix 16.

CRITERION 5.3.1.b

The Division of Business meets the percentages of doctoral coverage and doctoral/professional coverage. See Figure 5.5 above.

Criterion 5.4 Faculty Deployment

Faculty deployment information is contained in Figure 5.6.

Figure 5.6
Deployment of Faculty

Faculty Member	Fall 2010			Spring 2011			FTE
	Day	Evening	Online	Day	Evening	Online	
FULLTIME							
Bourret, Ralph	2	1	1	2	1	1	1.000
Breyley, Jim	3	1		3	1		1.000
Goddard, Kathy	2	1	1		3	1	1.000
Gustafson, Jerry	2		2	3		1	1.000
Jungman, Fred[1]	3			3			0.750
Palmer, Steve[2]	2		1	1	1		0.625
Reddy, Bhanu	2		2	2	1	1	1.000
Roark, Dana	3		1	3	1		1.000
Sneary, Karen[3]	3			2		1	0.750
Tucker, Gary	4			2	1	1	1.000
Fulltime Subtotal							9.125
ADJUNCT							
Boedecker, Jake			1				0.125
Butler, David				1			0.125
Evans, Cheryl				1			0.125
Gann, Brandi		1	1		1	1	0.500
Gorospe, Anthony			2			2	0.500
Gorospe, Liberty			1			2	0.375
Gregory, Bill	1						0.125
Hemley, David						1	0.125
Musonera, Etienne			1			1	0.250
Pippin, Mark	2			2			0.500
Saffarian, Masood						2	0.250
Scott, Michael			1			1	0.250
Smith, Gene						2	0.250
Weyant, Lee			1			2	0.375
Wilber, Patti					1		0.125
Adjunct Subtotal							4.000
TOTAL							13.125

[1] Dr. Jungman taught one course per semester for the Agriculture Department.
[2] Dr. Palmer is the chair of the Division of Business and therefore has release time.
[3] Ms. Sneary was given release time in the Fall 2010 semester to develop an online faculty training program. In Spring 2011 she was given release time to deliver the online training to faculty.

CRITERION 5.4.1

Regarding deployment of faculty members, all programs are officially offered from the Alva campus only, despite some faculty being assigned to the Enid campus. Further, the DOB only has two traditional majors and no concentrations in the Bachelor of Science program. The

DOB does have two non-traditional majors that are business-related programs. Figure 5.7 lists a doctoral or professionally qualified faculty member for each major.

Figure 5.7
Deployment of Faculty by Major and Location

Majors (Business Programs)		
	Alva	Enid
Accounting	Dr. Ralph Bourret	Dr. James Breyley
Business Administration	Dr. Steven Palmer	Mr. Gary Tucker
Majors (Business-related Programs)		
Organizational Leadership	Ms. Karen Sneary	Dr. Kathy Goddard
Technical Management	Mr. Bhanu Reddy	Dr. Jerry Gustafson

CRITERION 5.4.2

The majority of Business students are located on the Alva campus. Likewise, a majority of the fulltime faculty (six) are also assigned to the Alva office. The next largest concentration of Business students is in Enid where four fulltime faculty members have offices. One faculty member is assigned as the advisor to all Business students in Woodward and another is assigned as advisor to students in Ponca City.

Each semester, the advisor for Woodward and Ponca City spends at least a day on the remote campus. The division chair makes one or two trips a semester to Woodward and Ponca City in order to advise students. The campus dean in Woodward and a University Center advisor are knowledgeable about the business and accounting curriculums. These individuals will also work with students. They will contact the division chair or assigned campus advisor if they have questions.

In addition students can be advised by telephone or email. Starting in Spring 2012, the DOB faculty have access to web conferencing which can also be used to advise students.

Course-level and program-level assessment are completed in a like manner on all campuses. Facilitators/proctors are used on remote campuses during applicable processes.

Section 5.5 Faculty Size and Load

Faculty load information is set forth in Figure 5.8.

Figure 5.8
Faculty Load, Full-Time Faculty Members

Faculty Member	Hrs Taught	Preps/ Year	Number Disciplines		Number Advisees	Scholarly Activity	Prof Activities	Number Committees	Community Service	Admin Duties	Bus/Ind Interaction	Spec Proj	Travel[1]
			Fall	Spr									
Bourret, Ralph	24	6	1	1	8	Yes	Yes	3	No	No	No	No	No
Breyley, Jim	24	5	2	2	11	Yes	Yes	2	Yes	No	Yes	No	Yes
Goddard, Kathy	24	6	1	2	43	Yes	Yes	4	Yes	Yes[2]	No	No	No
Gustafson, Jerry	24	3	2	1	10	Yes	Yes	4	Yes	No	No	No	No
Jungman, Fred	18	3	2	2	5	Yes	Yes	1	Yes	No	No	No	No
Palmer, Steve	15	3	2	1	47	Yes	Yes	5	Yes	Division Chair	Yes	Yes	Yes
Reddy, Bhanu	24	6	2	2	0	Yes	Yes	1	Yes	No	No	No	No
Roark, Dana	24	4	1	1	32	Yes	Yes	5	Yes	No	No	No	No
Sneary, Karen	18	3	2	2	50	Yes	Yes	5	Yes	No	No	Yes	No
Tucker, Gary	24	5	2	2	70	Yes	Yes	2	Yes	No	Yes	No	No

[1] Regarding travel, all faculty members may have traveled on occasions to remote sites but their teaching assignment was basically from the campus at which he/she was based. The only exception was Dr. Breyley who taught an Alva only class in the Fall 2010 semester despite Dr. Breyley being based on the Enid campus. Dr. Breyley made the trip two days a week during the Fall 2010 semester. As division chair, Dr. Palmer on occasion would travel to remote campuses for meetings or other events.

[2] Dr. Goddard is the NWOSU representative to the nine-university Reach Higher consortium (Bachelor of Organizational Leadership program).

CRITERION 5.5.1

University policy has set the teaching load for the Division of Business at 12 credit hours per semester, which the university deems is about two-thirds of the job responsibilities of a fulltime faculty member. The other third of the time involves non-instructional duties including, but not limited to, conducting research and other scholarly activity, advising students, serving on committees, sponsoring organizations, and participating in professional organizations.

The Division of Business Faculty Manual (Appendix 5), in section 3.4, further sets forth that in any given semester efforts will be taken to limit fulltime faculty to no more than three different preps across no more than two disciplines. At times faculty may have four different preps in a semester, but they do not have more than six different preps in any given academic year.

CRITERION 5.5.2

Division chairs (Business, Education and Nursing) are granted a two-course (six hour) release each semester because of the administrative duties associated with the position. Other instances of release time are determined by the division chair, dean and executive vice president when circumstances warrant. For example in Fall 2010 (self-study year) the university wanted a formal training program for online teaching developed. Ms. Karen Sneary, Instructor of Business, was granted a one course (three hour) release in exchange for developing the training.

Criterion 5.6 Faculty Evaluation

CRITERION 5.6.1

The university has established the Faculty Evaluation and Development Committee. This committee is responsible for developing a comprehensive faculty evaluation and development system that is fair, useful for personnel decisions, and promotes improvement in quality of teaching, scholarly activity, and university service. The formal university process is described in Appendix 6. Further, Section 4 of the Division of Business Faculty Manual (Appendix 5) is dedicated to the faculty evaluation process.

All non-tenured, fulltime faculty members must submit an annual portfolio, which is reviewed by the division chair and two peers. University policy limits peers to fulltime faculty members. The DOB faculty has placed additional limitations on who may serve as a peer reviewer. For DOB faculty, the peer reviewers must be tenured or tenure-track faculty members. Further at least one of the peer reviewers must be on the DOB faculty. Also, one of the peer reviewers must have already attained tenure. Within the portfolio, the faculty member is evaluated on (1) Teaching & Instruction, (2) Professional Development, (3) Scholarly Activity, (4) Institutional Involvement and (5) Community Service.

All tenured faculty must submit a portfolio for post-tenure review every three years. Post tenure review is handled in the same manner as non-tenured faculty.

All classes taught by the Division of Business are evaluated by students. These evaluations generally take place toward the end of the semester. The evaluations are taken electronically in a proctored environment during class time. Online classes are evaluated electronically during a two-week window. The results of the course evaluations are distributed to and reviewed by the applicable faculty member, division chair, dean and executive vice president.

Student focus within the Division of Business is demonstrated by the actions of the faculty. All faculty have open-door policies. In addition to their designated office hours, faculty will visit with students anytime they are in their offices. Many faculty members provide students with personal telephone numbers to allow students to contact them outside of office hours. Further, faculty tries to promptly respond to emails and phone messages.

In reviewing student evaluations, the division chair and dean look to see if there are trends to indicate that a faculty member is not focused on students. When it is apparent that a faculty member is not focused on students, appropriate action will be taken.

Anytime a student raises a concern regarding a professor to the division chair, dean or senior administrator, the claim is investigated and appropriate action is taken. The student receives a response to show that his/her concern was taken seriously.

The university Faculty Evaluation and Development Committee is a standing committee. Its members review the evaluation process and make adjustments when necessary. The Division of Business faculty also have reviewed the process and made adjustments that the faculty believed would improve the evaluation system. The adjustments made by the Business faculty include having every class offered by the Division of Business evaluated by students. The university system requires all classes in the fall to be evaluated. Other classes are optional. Another change instituted by the Business faculty was to limit, as described above, who may be a peer evaluator.

Criterion 5.7

CRITERION 5.7.1

Each new faculty employee of the university receives a copy of the NWOSU Faculty Manual (See Appendix 17). In addition, each new Business faculty member receives a copy of the DOB Faculty Manual (See Appendix 5). Both documents are also available on the NWOSU website.

University administration supports the principle of shared governance with the faculty. The Faculty Senate, faculty committees or individuals may suggest changes in the university policies and procedures. Senior administration meets regularly with representatives of the Faculty Senate and other faculty members to discuss policies and procedures. Senior administration will consider the suggestion and adopt/modify/reject the suggested changes.

Staff members are represented by the Staff Council. The Student Government Association represents the students. These organizations also communicate regularly with senior administrators regarding university policies and practices.

University administrators review policies and procedures to assure compliance with legal requirements and ethical standards. University administrators also review policies and procedures to determine if they provide the appropriate environment, encourage student learning and provide an efficient and effective workplace.

Any Business faculty member may bring up a policy or procedure that he/she believes should be changed. The Assessment Committee, Development Committee and Planning Committee are all responsible to review policies and procedures within their area and make recommendations for modification.

CRITERION 5.7.2

Within the Division of Business, the Professional Development Committee holds three brown bag sessions a semester. The committee members seek input from the Business faculty for topics to be covered. These sessions generally last 60-75 minutes. Topics during the self-study year included library resources for Business students and faculty, getting published and portfolio development.

The Faculty Development Advisory Board at the university level, in addition to new faculty orientation, is charged with developing academic-based faculty mentoring programs, coordinating faculty development programs on campus including speakers, and providing resources for faculty to enhance teaching methods.

Criterion 5.8

CRITERION 5.8.1
CRITERION 5.8.2

Figure 5.9 sets forth a summary of scholarly and professional activities over the past three years by fulltime faculty members. Figure 5.10 provides similar information regarding the adjunct faculty.

Figure 5.9
Scholarly and Professional Activities – Fulltime Faculty

Faculty Member	AY	Highest Degree Earned	Professional Certification	Scholarly Activities			Professional Activities					
				Papers Presented	Published Articles/Books/ Manuscripts	Unpublished Articles/Books/ Manuscripts	Consulting	Professional Related Service	Professional Conferences/ Workshops	Professional Meetings	Professional Memberships	Other
Bourret, Ralph	10-11	Ph.D.		B=1						1	3	
	09-10			B=1	B=1					1	3	
	08-09			B=1						1	3	
Breyley, James	10-11	Ph.D.		D=1				2	1	1	2	
	09-10			D=1				2	1	1	2	
	08-09			B=2 D=1	B=2			2	2	2	2	
Goddard, Kathy	10-11	Ed.D.		C=1		A=1		1	4	5	10	
	09-10			B=1 C=1 D=1				1	4	8	10	
	08-09			A=1 C=1 D=1				1	1	8	10	
Gustafson, Jerry	10-11	Ph.D.		D=2	D=1			1	8	2	6	7
	09-10			B=2 C=1	B=1 C=1			1	9	4	4	11
	08-09			A=1				1	8	1	1	11
Jungman, Fred	10-11			B=1	B=1					1	2	
	09-10			B=1	B=1					1	2	
	08-09			B=1	B=1					1	2	
Palmer, Steve	10-11	J.D.	Law (Nebraska)	A=2 C=1 B=1 D=1	B=1 C=2 D=2			1	4	6	5	2
	09-10			A=1 C=2 D=2	A=2 B=1			1	2	4	5	
	08-09			A=3 C=2 B=3 D=2	A=9				1	4	5	1
Reddy, Bhanu	10-11			B=1					1		1	
	09-10			B=1					1	1	1	1
	08-09											
Roark, Dana	10-11	M.Ed.	CPA (Oklahoma)	D=1			D=3	1	5		3	
	09-10						D=3					
	08-09						D=3					
Sneary, Karen	10-11	M.Ed.		D=1		A=1	A=1 D=3		2		4	
	09-10											
	08-09											
Tucker, Gary	10-11	M.B.A.		A=1	D=1				1			1
	09-10			D=1					1	1		
	08-09											

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Figure 5.10
Scholarly and Professional Activities
Adjunct Faculty

Faculty Member	AY	Highest Degree Earned	Professional Certification	Scholarly Activities			Professional Activities					Other
				Papers Presented	Published Articles/Books/ Manuscripts	Unpublished Articles/Books/ Manuscripts	Consulting	Professional Related Service	Professional Conferences/ Workshops	Professional Meetings	Professional Memberships	
Boedecker, J	10-11	M.S.						1				A
	09-10							1				A
	08-09							1				A
Butler, D	10-11	J.D.	US Supreme Court Oklahoma					2	12 hrs. CLE		3	A
	09-10							3	12 hrs. CLE		3	A
	08-09							3	12 hrs. CLE		3	A
Evans, C	10-11	Ed.D.						1	2		2	2
	09-10							1	3		2	2
	08-09			A=1				1	2		2	
Gann, B	10-11	M.Ed.										
	09-10											
	08-09											
Gorospe, A	10-11	J.D.	Law Oklahoma						12 hrs. CLE		2	A
	09-10								12 hrs. CLE		2	A
	08-09								12 hrs. CLE		2	A
Gorospe, L	10-11	M.S.										A
	09-10											A
	08-09											A
Gregory, B	10-11	M.S.										A
	09-10											A
	08-09											A
Hemley, D	10-11	Ph.D.			B=1	B=1					4	B
	09-10			B=1			D=1				4	B
	08-09			B=2	B=1						4	B
Musonera, E	10-11	Ph.D.		B=1	B=1				2		7	C
	09-10			B=2 D=1	B=2 D=1				2		7	C
	08-09			B=2 C=1	B=2 C=1 D=2	A=0 C=0 B=0 D=0	A=0 C=0 B=0 D=0		2		7	C
Pippin, M	10-11	M.B.A										
	09-10											
	08-09						D=1					
Saffarian, M	10-11	Ph.D.										D
	09-10											D
	08-09											D
Scott, M	10-11	M.A.										E
	09-10											E
	08-09											E

Faculty Member	AY	Highest Degree Earned	Professional Certification	Scholarly Activities			Professional Activities						
				Papers Presented	Published Articles/Books/ Manuscripts	Unpublished Articles/Books/ Manuscripts	Consulting	Professional Related Service	Professional Conferences/ Workshops	Professional Meetings	Professional Memberships	Other
Smith, G	10-11	Ph.D.	CMA, CIA CFE, CPA (New Mexico, Kansas)								5	B
	09-10										5	B
	08-09				D=1						5	B
Weyant, L	10-11	D.B.A.			B=1						5	F
	09-10			D=2	D=2						5	F
	08-09			A=1 B=1	A=7						5	F
Wilber, P	10-11	Ed.D.										
	09-10											
	08-09											

A. Engaged fulltime employment in their area of expertise.

B. Fulltime faculty member at ACBSP-accredited university in applicable discipline.

C. Fulltime faculty member at AACSB-accredited university in applicable discipline.

D. Fulltime faculty member at 4-year university (ACBSP member) in applicable discipline.

E. Graduate student in doctorate program in applicable discipline.

STANDARD #6

Criterion 6.1 Education Design and Delivery

CRITERION 6.1.1 EDUCATIONAL DESIGN

a. How do you develop the design and introduction of educational programs and offerings?

The DOB faculty approved the formal Division of Business curriculum process on April 30, 2010. The formalized process began to develop in August 2009 when the Division faculty unanimously voted to create three committees, including the Planning Committee. The Planning Committee duties included responsibility for curriculum review and changes. The approved process has been incorporated into the DOB Policy Manual (Appendix 5) on page 10.

The Planning Committee considers all proposed curriculum revisions, regardless of the source. The committee deliberates the proposed changes and makes a recommendation to the division faculty to adopt, modify or reject.

The division faculty then meets and considers the committee's recommendation(s). By majority of vote of the faculty members voting, the faculty adopts, modifies or rejects the committee's recommendation. The faculty's recommendation then goes to the division chair.

The division chair reviews the faculty's recommendation. The division chair makes his/her recommendation (adopt, modify, reject) regarding the curriculum change to the dean of the School of Professional Studies. The chair may also refer the proposal back to the faculty for modification or further consideration.

If the dean approves the change, the dean should forward the curriculum recommendation to the university's curriculum review process.

Figure 6.1 is a flow chart showing the curriculum process used by the Division of Business. The university process is shown in Figure 6.2 below.

Figure 6.1
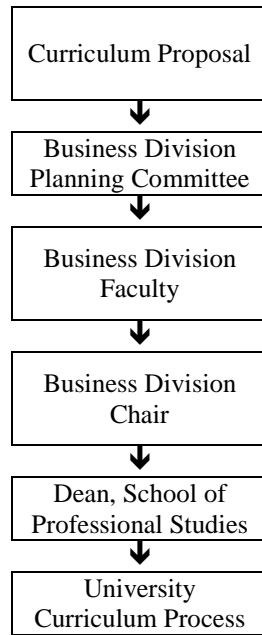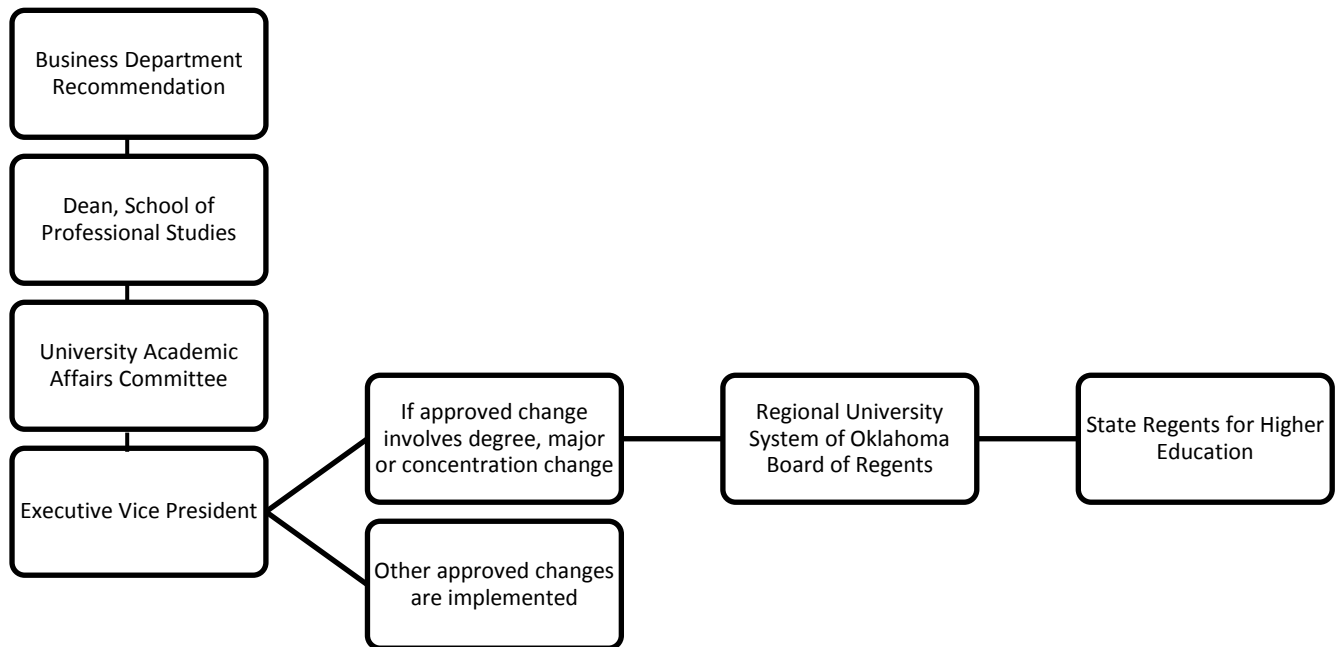**Division of Business Curriculum Modification Process**

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┌─────────────────────────┐
│   Curriculum Proposal    │
└─────────────────────────┘
             ↓
┌─────────────────────────┐
│    Business Division     │
│   Planning Committee     │
└─────────────────────────┘
             ↓
┌─────────────────────────┐
│    Business Division     │
│        Faculty           │
└─────────────────────────┘
             ↓
┌─────────────────────────┐
│    Business Division     │
│         Chair            │
└─────────────────────────┘
             ↓
┌─────────────────────────┐
│    Dean, School of       │
│   Professional Studies   │
└─────────────────────────┘
             ↓
┌─────────────────────────┐
│       University         │
│   Curriculum Process     │
└─────────────────────────┘
```

Figure 6.2
Northwestern Oklahoma State University
Curriculum Approval Process

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┌─────────────────────────┐
│   Business Department    │
│    Recommendation        │
└─────────────────────────┘
             │
┌─────────────────────────┐
│     Dean, School of      │
│   Professional Studies   │
└─────────────────────────┘
             │
┌─────────────────────────┐
│   University Academic    │
│    Affairs Committee     │
└─────────────────────────┘
             │
┌─────────────────────────┐        ┌──────────────────┐       ┌──────────────────┐      ┌──────────────────┐
│ Executive Vice President │────────│ If approved change│───────│ Regional University│──────│ State Regents for │
│                          │   ┌────│ involves degree,  │       │ System of Oklahoma │      │ Higher Education  │
└─────────────────────────┘   │    │ major or          │       │ Board of Regents   │      │                   │
             │                 │    │ concentration     │       └──────────────────┘      └──────────────────┘
             │                 │    │ change            │
             │                 │    └──────────────────┘
             └─────────────────┤    ┌──────────────────┐
                               └────│ Other approved   │
                                    │ changes are      │
                                    │ implemented      │
                                    └──────────────────┘
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In preparing for the ACBSP accreditation process, a major restructuring of the Division of Business curriculum was proposed during the Fall 2009 semester. The changes went into

effect with the 2010-2011 undergraduate catalog. The formal divisional process described above generally and below specifically, was used in making the changes to the curriculum.

The division chair drafted the proposed curriculum, which restructured the Accounting and Business Administration majors, the Department's minors and undergraduate Business classes offered. The proposal eliminated the E-Commerce major and tweaked the Organizational Leadership and Technical Management majors. Major considerations in developing the curriculum proposal included student needs, business/community concerns, university and division mission statements, ACBSP standards, and division resources.

The proposed curriculum changes were then submitted to the DOB Planning Committee for review and action. The committee met several times to discuss the proposal and proposed modifications. The division chair incorporated most of the changes requested by the Planning Committee into the proposal. For those changes that the division chair did not incorporate, the division chair communicated with the committee chair and members to reach a consensus.

The revised curriculum proposal was then distributed to the entire Division of Business faculty, approximately 10 days before the faculty was set to meet to consider the proposal. With the revised proposal, the division chair included a detailed explanation of the changes made as a result of the Planning Committee review and of the original suggestions made by the Planning Committee that were not incorporated into the revised proposal. During the intervening days, the Business faculty exchanged emails with comments and proposed changes regarding the revised proposal. Some faculty met in small groups to discuss the proposal. At the DOB meeting all proposed changes were discussed. Some were adopted and others were not. The faculty, at the meeting, unanimously approved the curriculum proposal.

The Business faculty approved the curriculum proposal in late October 2009. The approved proposal was submitted to the Dean of the School of Professional Studies, as set forth in the university process above. Ultimately, the Oklahoma State Regents for Higher Education approved the curriculum changes. Figure 6.3, below, sets forth the changes approved by the Regents. The formal requests to the Regents are contained in Appendix 18. These formal requests set forth the details of the curricular changes that went into effect in AY 2010-11.

After the revised curriculum was implemented, the need for a couple of minor tweaks was discovered. So in AY 2010-11 these modifications went through the formal process and have been approved. Figure 6.4 sets forth these minor adjustments.

In summer 2010, the president, executive vice president, dean of the school of professional studies and the division chair met to discuss the Business program. The senior staff felt that the Division of Business was the most appropriate academic division/department to create and implement the university's first online majors. As no other public university offered an online undergraduate major in traditional Business Administration or Accounting, the division chair was asked to develop both majors for approval from the State Regents to be delivered in an online format. The formal request is contained in Appendix 20.

Figure 6.3
Educational Design
AY 2009-10 Changes Effective in AY 2010-11

Program(s)	Curricular Change*	Student/Stakeholder Input
E-Commerce major	Eliminated the major and all classes with the ECOM prefix	Administration
Accounting and Business Administration majors	Creation of program admission standards	ACBSP Accreditation Process**
	Creation of additional graduation requirements	ACBSP Accreditation Process**
	Changes to required general education requirements	ACBSP Accreditation Process**
	Majors divided into four components: General Education, Foundation Core, Business Core and Major/Minor Requirements	ACBSP Accreditation Process**
	Business Law I and II model changed to Legal Environment and Advanced Business Law/Ethics	ACBSP Accreditation Process**
Accounting major	Removed required classes: Business Communication, Business Law I and II, International Business, Business Calculus, Production Operations Management, and Microcomputer Applications	ACBSP Accreditation Process**
	Add the following non-Accounting classes: Business, Society and Government, Cross-Cultural Management, Legal Environment, and Business Research	ACBSP Accreditation Process**
	Add the following required Accounting classes: Governmental/Non-profit Accounting, International Accounting and Advanced Business Law/Ethics.	ACBSP Accreditation Process**
	Reduce upper-level Accounting electives from 6 hours to 3 hours	ACBSP Accreditation Process**
	Reduce overall hours needed for graduation from 129 hours to 126 hours	ACBSP Accreditation Process**
Business Administration major	Remove the following required courses for the curriculum: Upper-level Accounting class, Business Communications, Business Law I and II, Human Resources Management, Organizational Behavior, Production Operations Management, Microcomputer Applications, and International Business or International Economics	ACBSP Accreditation Process**

Program(s)	Curricular Change*	Student/Stakeholder Input
	Add the following courses to the required curriculum: Business, Society and Government, Cross-Cultural Management, Legal Environment and Business Research	ACBSP Accreditation Process**
	Replace 9 hours of upper-level Business electives with 21-hour Business-related minor	ACBSP Accreditation Process**
	Each minor includes an international business-related course	ACBSP Accreditation Process**
Technical Management major	Replace ECOM 2013 Web Programming with FIN 1113 Personal Finance in the general education requirements.	ACBSP Accreditation Process**
	Replace Business Law I with Legal Environment	ACBSP Accreditation Process**
	Replace Data Management Systems with Information Systems Management	ACBSP Accreditation Process**
	Add Survey of Finance to the required classes	ACBSP Accreditation Process**
	Because of the addition of Survey of Finance, directed elective hours reduced from 14 to 11	ACBSP Accreditation Process**
Organizational Leadership	In general education requirements, Personal Finance replaced Web Programming I	ACBSP Accreditation Process**
	Survey of Accounting, Business, Society and Government and Employment Law were added to the focus area	ACBSP Accreditation Process**
	E-Law, Disaster Planning Management and Business Law I were deleted from the focus area	ACBSP Accreditation Process**

* Specifics about the changes can be found in Appendix18, request for program modification Oklahoma State Regents for Higher Education. In the appendix are the forms for each Division of Business program change for AY 2009-10.

** The decision to seek ACBSP accreditation was made by senior administration with informal input from the Business faculty, community members, alumni and Regents. It was the input that resulted in the decision to seek accreditation that motivated many of the curriculum changes. In Fall 2009 three new faculty members joined the Business faculty. Two of the three new faculty members have direct experience with the ACBSP accreditation process. The third was indirectly involved in an ACBSP process. Their knowledge of general Accounting/Business curriculum was used in redesigning the curriculum.

Program(s)	Curricular Change**	Student/Stakeholder Input
Accounting and Business Administration	Add Personal Finance to the required general education class	DOB faculty
Accounting, Business Administration and Technical Management	Create online majors	Administration; potential student contacts

* Specifics about the changes can be found in Appendix 19, Request for Program Modification Oklahoma State Regents for Higher Education. In the appendix are the forms for each division of business program change for ay 2010-11.

Because the online program would not involve any change in the curriculum, it did not have to follow the division or university curriculum process. Despite not having to follow the division process, the online major proposal was presented to the Business faculty, who discussed and approved the proposal before being sent to the university executive vice president. At the request of the division chair, Ms. Karen Sneary, Instructor of Business, was actively involved with the chair in developing the online major proposal.

CRITERION 6.1.2 DEGREE PROGRAM DELIVERY

A full-time student can complete the degree requirements within four years, provided the student takes 15-16 credit hours a semester. All required Foundation Core and Business Core[1] classes are offered each semester. The required Accounting classes for Accounting majors are offered at least once a year. Required classes for Business-related minors are also offered at least once a year. The course rotation is posted on the website to assist students in planning their schedule to graduate in four years.

At NWOSU the Business Programs are delivered so that students at all locations can successfully complete their Business curriculum without having to take classes on the Alva (main) campus. Some of the lower level classes are taught in a traditional face-to-face format on the Alva campus. These are limited to lower level classes that have multiple sections in a given semester. At least one section of these classes is taught using a distance format for students at other campuses. All upper-level classes are taught using a distance format.

The Division of Business extensively uses instructional television (ITV) to deliver classes among the three Northwestern campuses (Alva, Enid, Woodward) and other learning centers (Ponca City and Crabtree primarily). ITV uses Polycom video conferencing systems to create a

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[1] The curriculum for the Business Administration and Accounting majors is divided into four components, General Education, Foundation Core, Business Core and Major/Minor Requirements. All but the Major/Minor Requirements are common between both majors. The Foundation Core consists of lower level business and business-related classes. The Business Core consists of the upper-level principles courses, as well as Business Policy. The curriculum is discussed in more detail later in detail later in the discussion regarding Standard 6.

two-way video and audio feed to all sites. The DOB accounts for approximately one-third (⅓) of the university's ITV classes and has two of the eight ITV classrooms dedicated to its use on each NWOSU campus. The two ITV classrooms dedicated to the Division of Business on each campus are designed so the professor may teach class from that location. Ponca City is an educational center with a number of institutions providing courses to students in Ponca City. Crabtree is a men's penal institution in the region to which ITV classes are broadcast.   In Business classes, the professor teaches generally live from either Alva or Enid. Business faculty will travel to other campuses and originate the class from other campuses on occasion. Crabtree is not designed to allow the professor to teach from there.

The DOB also teaches classes online. Northwestern uses Blackboard as the platform for online classes. Class size in online classes is generally limited to 25-30 students. The university has an online education committee comprised of faculty, administrators and staff (IT Director and the Blackboard Administrator) that reviews and approves all classes before being offered in an online format. The committee also recommends policy for online programs/classes

The DOB utilizes online courses more than the rest of the university combined. In AY 2010-2011 fifty-one (51) Business courses were offered online. Only thirty-seven (37) online classes were offered by the rest of the university

A couple of Business professors utilize a blended format for some classes. In the blended class, part of the courses content is delivered via ITV with the remaining content delivered online.

Figure 6.5 below sets forth the Business degree programs, time for completion and delivery formats.

Figure 6.5
Degree Programs

Program	Time to Degree		Delivery Methods	Coverage Hours/ 3 Sem. Hrs.
	As cataloged	Actual Average		
Accounting	4 years	See Note 1 below	Combination (on ground, ITV and online) [NOTE: Starting in Spring 2012 the major will also be delivered in an online format]	45
Business Administration	4 years	See Note 1 below	Combination (on ground, ITV and online) [NOTE: Starting in AY 2011-12 the major will also be delivered in an online format]	45
Technical Management	3 years (beyond associate degree)	See Note 1 below	Combination (on ground, ITV and online) [NOTE: Starting in AY 2011-12 the major will also be delivered in an online format]	45
Organizational Leadership	4 years	See Note 1 below	Combination (on ground, ITV and online) [NOTE: The major is designed for courses to be delivered in 8-week sessions rather than traditional 16 weeks.]	45

NOTE 1: The university does not track actual time it takes for a student to get a degree by program. The university's 6-year graduation rate is generally around 33%. Further many of our students work fulltime and therefore take fewer hours per semester.

CRITERION 6.1.3 UNDERGRADUATE COMMON PROFESSIONAL COMPONENT (CPC)

All students majoring in Accounting or Business Administration must complete the Foundation Core and Business Core classes. Abbreviated syllabi for each class in the Foundation Core and Business Core are contained in Appendix 21. CPC coverage from those required classes are summarized in Figure 6.6 below.

Figure 6.6
CPC Compliance – Accounting/Business Administration Majors

Core Course	A MRKT	b FIN	c ACCT	d MGMT	e LAW	f ECON	g Ethics	h Global	i IS	j QM STAT	k/l Pol/Com P	Total
FOUNDATION CORE												
ACCT 2123 Financial Accounting	0	5	45	0	3	0	5	0	0	0	0	58
ACCT 2123 Managerial Accounting	1	1	45	10	3	4	4	0	0	0	0	68
ECON 2113 Macroeconomics	1	3	1	1	0	45	0	7	0	1	1	60
ECON 2123 Microeconomics	3	3	3	1	0	45	0	5	3	1	0	64
GBUS 2903 Legal Environment	4	3	0	8	45	0	5	3	3	0	0	71
MATH 1313 Statistics	0	0	0	0	0	0	0	0	0	45	0	45
BUSINESS CORE	0	0	0	0	0	0	0	0	0	0	0	0
FIN 3163 Business Finance	1	45	10	3	1	6	6	1	0	3	0	76
GBUS 3953 Business, Society & Government	1	1	0	18	23	0	32	4	0	0	0	79
MGMT 3063 Prin. Of Management	0	0	0	45	15	0.25	7.5	3.75	2	0	2	75.5
MGMT 4343 Cross-Cultural Management	0	0	0	26	4	0	9	9	1	0	0	49
MRKT 3043 Prin. Of Marketing	45	0	0	9	3	3	3	3	0	3	0	69
MIS 3413 Management Info. Sys.	2	2	2	10	2	0	5	3	45	0	0	71
GBUS 3753 Business Research	2	3	3	35	2	3	5	5	4	4	0	66
MGMT 4433 Business Policy	2	12	2	20	3	2	6	6	0	0	45	98
Minor Requirement	0	0	0	0	0	0	0	0	0	0	0	0
International Class	0	0	0	0	0	0	0	45	0	0	0	45
TOTAL	62	78	111	186	104	108.25	87.5	94.75	58	57	48	994.5

CRITERION 6.1.4.a CURRICULUM DESIGN BEYOND CPC

Figure 6.7 sets forth a summary of baccalaureate curriculum credits for each Business program.

Figure 6.7
Baccalaureate Curriculum Credits

Major	Minimum General Education Hours	Business			General Elective Hours	Total Hours Required for Graduation
		Core Requirements	Requirements Beyond Core	Business Electives		
Accounting	54	42	27	3*	0	126
Business Administration	54	42	21	0	7	124
Technical Management	40	30	30**	11	13	124
Organizational Leadership	40	30	15	0	39	124

* Elective must be an Accounting elective
** Career specialty component – satisfied by the associate of applied science degree or national certification.

CRITERION 6.1.4.b CURRICULUM DESIGN FOR GENERAL EDUCATION

As noted in Figure 6.7 above general education requirement are approximately 42% of the Accounting curriculum and 44% of the Business Administration majors. In the two Business-related curricula general education is approximately one-third of the required credit hours.

The general education requirement for the Organizational Leadership major is consistent with the statewide nine university consortium's general education requirement. As for the Technical Management major, the reduced general education requirements are a recognition that the student has already attained an applied associate degree or national certification in an approved industry.

The university has a standing committee for general education. It is that committee's responsibility to determine general education learning outcomes, general education curriculum requirements and approve classes for general education credit. See Appendix 22 for the general education requirements applicable to the Accounting and Business Administration majors. Appendix 23 sets forth the general education requirements for the Technical Management major, and Appendix 24 for the Organizational Leadership general education requirements. General education learning outcomes are set forth in Appendix 25.

CRITERION 6.1.5 OTHER BUSINESS-RELATED PROGRAMS

NWOSU is seeking accreditation for two Business-Related Programs, Bachelor of Applied Arts and Sciences (B.A.A.S.) with a major in Technical Management and the Bachelor of Science in Organizational Leadership. These two programs are designed for non-traditional students. As noted in Figure 6.7 above, approximately 33-36% of the curriculum in the Technical Management and Organizational Leadership majors are Business courses.

The B.A.A.S. program is designed for students who have received an applied associate of science or students who have achieved specified technical certifications. The purpose is to prepare the student to advance into supervisory or lower-level management positions within their chosen field. In Spring 2011, MATH 1313 *Statistics* was added to the curriculum as a required class. As will be noted in Figure 6.8, the students complete more than 30 hours of study in all disciplines within the CPC except Economics and Global. Through advising, students are encouraged to take an Economics class as part of their general education requirements.

The B.S. in Organization Leadership, also known as Reach Higher, is Oklahoma's degree completion program designed for working adults who have already earned at least 72 hours of college credit and want to finish a bachelor's degree. A consortium of nine state universities combines to deliver this baccalaureate degree program. The degree in organizational leadership degree is designed to prepare students for success in corporate, industrial, government and nonprofit careers. The curriculum was created by the state to meet the needs of today's businesses by building students' knowledge and skills in areas like organizational behavior, management, ethics, interpersonal skills, communication and finance. Figure 6.9 sets for the CPC coverage in the Organizational Management major.

Figure 6.8
CPC Compliance – Technical Management Major

Core Course	a MRKT	b FIN	c ACCT	D MGMT	E LAW	f ECON	g Ethics	h Global	i IS	j QM STAT	k/l Pol/Com P	Total
ACCT 2123 Financial Accounting	0	5	45	0	3	0	5	0	0	0	0	58
ACCT 2123 Managerial Accounting	1	1	45	10	3	4	4	0	0	0	0	68
GBUS 2903 Legal Environment	4	3	0	8	45	0	5	3	3	0	0	71
MATH 1313 Statistics	0	0	0	0	0	0	0	0	0	45	0	45
FIN 3013 Survey of Finance	2	30	15	2	.5	1	.2	.2	.2	1	1	53.1
MGMT 3063 Prin. Of Management	0	0	0	45	15	0.25	7.5	3.75	2	0	2	75.5
MGMT 3433 Organizational Behavior	0	0	0	45	0	0	0	0	0	0	0	45
MRKT 3043 Prin. Of Marketing	45	0	0	9	3	3	3	3	0	3	0	69
MIS 3413 Management Info. Sys.	2	2	2	10	2	0	5	3	45	0	0	71
MGMT 4433 Business Policy	2	12	2	20	3	2	6	6	0	0	45	98
TOTAL	56	53	109	149	74.5	10.25	35.7	18.95	50.2	49	48	608.6

Figure 6.9
CPC Compliance – Organizational Leadership Major

Core Course	a MRKT	b FIN	c ACCT	d MGMT	e LAW	f ECON	g Ethics	h Global	i IS	j QM STAT	k/l Pol/Com P	Total
ORGL 3113 Foundations of Organizational Leadership				45			15		15			75
ORGL 3223 Professional Communication				45	5		15		5			70
ORGL 3333 Data Analysis and Interpretation					10	25			20	30		85
ORGL 3443 Survey of Fiscal Management		15	15	30	5		5					70
ORGL 4113 Ethics and Organization				35	15		20	10				80
ORGL 4223 The Individual, the Organization and Society				40	10	5	10	10			5	80
ORGL 4333 Leading and Managing				35	15		10	5	5			70
ORGL 4443 Markets and Stakeholders	35			5	10	5	5	10	5		5	80
ORGL 4553 Capstone				35	5		10		10			60
TOTAL	35	15	15	270	75	35	90	35	60	30	10	705

CRITERION 6.1.6 CURRICULUM DESIGN IN GRADUATE PROGRAMS

Not Applicable

CRITERION 6.1.7 EDUCATIONAL (DESIGN AND DELIVERY) EVALUATION

The evaluation processes used by the Division of Business are a mix of formal and informal processes. Some are mandated by the university and others by DOB policy and practice.

Enrollment numbers are tracked by senior administration and reported annually in the Factbook published by the university. The division chair also reviews the enrollment in DOB classes and the number of majors. As with the university, the division has seen some growth over the past several years. The university tracks retention university-wide but does not track retention by major. The importance of enrollment, retention and recruitment is discussed by the faculty.

As set forth in other sections of this self-study, the university mandates that all classes taught in the fall semester are to be evaluated by the students. University policy makes student evaluations at other times optional. The DOB faculty has adopted a policy that all classes offered by the division are to be evaluated by students. The results include a compilation of the numerical data and all comments entered by the students. The reports of these evaluations are distributed to and reviewed by the applicable faculty member, division chair, dean and executive vice president. If the results indicate a potential issue, appropriate action will be taken by the chair, dean and/or executive vice president.

All DOB faculty take attendance, as the university requires students to attend at least 75% of the classes to receive credit in a course. Each individual professor may set a stricter attendance policy (up to 90%). The DOB faculty discussed attendance in a meeting prior to the start of the Spring 2011 semester. The biggest issue seen by the faculty was student tardiness. The Business Advisory Council also raised an issue regarding students and new graduates not being at work on time. So the faculty instituted a new policy that once attendance is taken, a student is deemed absent even if he/she arrived late. Anecdotal evidence, as discussed by the faculty, indicates that this new policy has decreased the incidents of tardiness.

The executive vice president reviews a report of classes in which there is a high proportion of students receiving a D, F or W. When a pattern is detected regarding a particular professor or course, the dean works with the division chair to determine if there are issues that need to be addressed and to address those issues.

The division has adopted learning outcomes for classes offered by the division. Each time the class is offered, the faculty member is to assess to see if the outcomes are being achieved. The results of the course-level assessment are sent to the chair of the DOB Assessment Committee. The committee reports the course-level assessment results to the rest of the division faculty.

Program-level assessment is mandated by the university. Each of the program outcomes are assessed annually. The data is provided to the DOB Assessment Committee. The committee prepares a report for the DOB faculty. The DOB faculty meet to discuss the program-level assessment results and the recommendations of the Assessment Committee. The report may be amended by the faculty. Once the report is approved by the faculty, it is submitted to the

university's Assessment Director. The assessment report is reviewed by both academic deans and the executive vice president. If there is an issue, it is discussed with the division chair.

Figure 6.10 summarizes the educational evaluation processes in place.

Figure 6.10
Educational Design Evaluation

Programs	Student Evaluation of Course/Instructor	Recruitment/ Retention/Dropout	Other evaluations
Accounting	All courses evaluated by students	DFW Report Enrollment Review	Program-level assessment Course-level assessment
Business Administration	All courses evaluated by students	DFW Report Enrollment Review	Program-level assessment Course-level assessment
Organizational Leadership	All courses evaluated by students	DFW Report Enrollment Review	Program-level assessment Course-level assessment
Technical Management	All courses evaluated by students	DFW Report Enrollment Review	Program-level assessment Course-level assessment

CRITERION 6.2 MANAGEMENT OF EDUCATIONAL SUPPORT PROCESSES AND BUSINESS OPERATION PROCESSES

CRITERION 6.2.1 EDUCATION SUPPORT PROCESSES

The university maintains support services and facilities. The vice president for student affairs and enrollment management is responsible for the Counseling Center and Career Services. The Library Director reports to the executive vice president. Advising is the responsibility of the faculty. Facilities, such as computer facilities, offices and classrooms are the domain of the vice president for administration.

Senior administration is always looking to improve academic supports services, within the university's fiscal resources. Some recent examples of such improvement are the securing MegaMeeting.com for web conferencing. Faculty and support service personnel have had the opportunity for training in the use of MegaMeeting.com. All Business faculty have the necessary equipment and training to use MegaMeeting.com. Likewise, each student support office has been equipped with a webcam and headset to allow use of MegaMeeting.com.

In response to issues concerning Blackboard, the university has created a help desk to provide support services until 10:00 p.m. and on weekends. Previously, Blackboard support ended at 5:00 p.m., with little support available evenings or weekends.

The university has been encouraging an expansion of online courses. In support of this expansion, the university developed a training program for online teaching. Previously there was little formal training in online teaching.

Figure 6.10
Education Support Processes

	Usage Rates	Success Rates	Student and Stakeholder Feedback
Counseling	No usage data is kept by the university. The Counseling Center is used extensively by university students	Data not kept	The feedback from students and stakeholders is very positive.
Advising	All students must meet with an advisor each semester before being able to register	DOB Student Advisory Council	Mostly positive comments
Computer Facilities	Computer labs available on all campuses; usage rates not kept. Students do not have to wait for computers		Mostly positive
Office Space	Division of Business in Alva has space available for 1-2 additional faculty members. In Enid, one additional faculty member could be housed. In Woodward, one faculty member could be housed.	N/A	Faculty are satisfied with their office accommodations.
ITV Services	DOB used 70% of the ITV available to DOB	Technical problems occurred in less than 5% of class sessions taught by DOB	Quality not perfect but acceptable Students prefer live professor rather than via ITV
Blackboard Support	All Business professors have used Blackboard support services	During normal business hours, success rate was high. During non-business hours, many issues not resolved to the following business day.	Faculty satisfied during normal business hours. After hour issues were not satisfactory. In late Fall 2011, help desk was instituted until 10:00 pm

CRITERION 6.2.2 BUSINESS OPERATIONS PROCESSES

The university is regularly reviewing policies and procedures to determine effectiveness and looking for opportunities to improve. Regarding operational policies and practices, administrators communicate with peers from other institutions in the Regional University System of Oklahoma (RUSO) to learn how these sister institutions handle matters. Administrators discuss processes with those who must work with the processes for improvements. The university has annual internal and external audits which will also provide opportunities for improvement regarding policies and procedures.

Figure 6.11
Business Operation Processes

	Feedback from Faculty	Benchmarking	Data from Observations and Measurements
Student Recruitment	Efforts of NWOSU are successful	Increased enrollment	AY 2010-11 one of the highest enrollments in university history.
Financial Resources	Adequate but could be improved	Proportionality within the academic budget	DOB is 16% of the students and 15% of the academic budget.
Fulltime Faculty Salaries	Could be improved	At least 75% of CUPA-HR average for discipline/rank	In self-study year all but three of DOB faculty met benchmark. Two of three given raise in AY 2011-12 to improve parity.
Tuition Rates	NWOSU among lowest rates in region	RUSO schools – lower than average instate tuition Regional Peer Institutions* - lower than average instate tuition	NWOSU is below the average instate tuition for both RUSO universities and the peer institutions
Business Policies	Little feedback positive or negative	RUSO institutions	NWOSU business policies and procedures are very similar to those of other RUSO institutions.

* The regional peer institutions were established by the Oklahoma State Regents for Higher Education. NWOSU peer institutions are: University of Arkansas – Monticello, University of Arkansas - Pine Bluff, Adams State College (CO), Mesa State College - Grand Junction (CO), Western State College (CO), Fort Hayes State University (KS), Pittsburg State University (KS), University of Central Missouri, Lincoln University of Missouri, Missouri Southern State University, Missouri Western State College, Northwest Missouri State University, Southeast Missouri State University, Missouri State University, Truman State University (MO), Chadron State College (NE), University of Nebraska – Kearney, Eastern New Mexico University, New Mexico Highlands University, Western New Mexico University, Prairie View A&M University (TX), Sul Ross State University (TX), Texas A&M University – Texarkana and West Texas A&M University.

Criterion 6.3 Enrollment Management

CRITERION 6.3.1 ADMISSION POLICIES AND PROCEDURES

Admission policies for the university can be found in the undergraduate catalog on pages 26-29 for freshman and 29-30 for transfer students. Admission policies for the Division of Business can be found on pages 51-52 of the undergraduate catalog.

CRITERION 6.3.2 EXTERNAL ARTICULATION PROCESS

The overwhelming majority of community college transfer students at NWOSU are from Northern Oklahoma College (NOC). NWOSU has entered into an articulation agreement with NOC.

While developing the new Business Administration and Accounting curricula, the division chair kept the Business Department chair at NOC advised of the changes. However, the articulation agreement was not changed at that time. Therefore, the articulation agreement with NOC must be updated to reflect the new curriculum.

With the creation of the new alternative energy option in the Technical Management major, initial discussions regarding a 2+2 arrangement with Oklahoma State University – Oklahoma City have occurred. An final agreement has not been reached.

The state of Oklahoma has developed an articulation matrix which can be located at: http://www.okhighered.org/transfer-students/course-transfer.shtml which is followed regarding transfer students. Further state regulations provide that a transfer student who has received an academic associate degree from an Oklahoma community college shall be deemed to have completed the general education requirements of the four-year institution. Thus, the only general education classes that the student may be required to take are program-specific general education classes. For the Accounting and Business Administration majors, the program specific general education classes are:

1. ENGL 1113 Composition I
2. ENGL 1213 Composition II
3. SCOM 1113 Introduction to Speech Communication
4. MATH 1513 College Algebra
5. GBUS 2033 Leadership in Business
6. FIN 1113 Personal Finance
7. CMSC 1103 Microcomputer Applications

Students must achieve a grade of "C" or better in these required general education classes.

Admission policies regarding transfer students can be found in the undergraduate catalog at pages 29-30.

The Recruitment Office has one counselor assigned as the transfer recruiter. This counselor is trained regarding transferability policies. Likewise, the Registrar has assigned one assistant to evaluate transfer transcripts. The state matrix is used to determine transferability when possible.

Over the years, the Registry Office has developed a list of course equivalents from other institutions. If the Registry Office has a question regarding a particular class, the question is referred to the appropriate division chair for determination.

The transfer student's advisor may also request that a transferred class be accepted to meet a program or general education requirement. This is accomplished through the course substitution process. It must be approved by the DOB chair, the chair of any other department/division affected, the dean and the executive vice president.

It is the practice of the DOB to accept the credit for Principles of Management or Principles of Marketing taken at a community college to meet the curriculum requirement. However, the students need to take an additional upper-level Business elective to meet the upper-level Business credit hour graduation requirement.

Figure 6.12
Articulation

	Northern Oklahoma College	Statewide Articulation	OSU-OKC
Agreement in Place	Yes	Yes	No, initial discussions
Business Unit Process	Needs to be updated	Up to date	No, initial discussions
Institution Process	Yes – Bridge Program	Yes	No, initial discussions

CRITERION 6.3.3 GRADUATE PROGRAM ARTICULATION AND ADMISSION POLICIES

Not applicable.

CRITERION 6.3.4 ACADEMIC POLICIES FOR PROBATION, SUSPENSION AND READMISSION

The Division of Business does not have separate policies regarding probation, suspension and readmission. The university follows the policy adopted by the state regents for all institutions in the Oklahoma State System of Higher Education. This policy is set forth in the Student Handbook (Appendix 26 at page 115). A freshman (30 hours or less) must have a cumulative GPA of 1.70 or higher. All other students (31+ hours) must have a cumulative GPA of 2.00 or higher. The first time a student drops below the standard, he/she is placed on probation. A student on probation must achieve a semester GPA of 2.00 or higher. If a student on probation fails to achieve a semester GPA of 2.0 or higher, he/she is suspended for one academic semester (fall or spring). After sitting out the semester, the student may apply for re-admission. Students also may appeal a suspension to the Academic Suspension Appeals Committee.

CRITERION 6.3.5 ACADEMIC POLICIES FOR RECRUITING, ADMITTING AND RETAINING STUDENTS

Students who have been admitted to Northwestern Oklahoma State University may apply for admission to the Business major. The following are the requirements for full admission to the major:

1. Students must have completed ENGL 1113, ENGL 1213, SCOM 1113, MATH 1513, GBUS 2033, FIN 1113, and CMSC 1103 with grades of "C" or better.
2. Students must have completed all of the classes in the Foundation Core with a grade of "C" or better.
3. Students must have an overall G.P.A. of 2.50 or better in the Foundation Core and Program Specific General Education courses combined.
4. Students must have a cumulative G.P.A. of 2.50 or better for all coursework taken to date.

Students who do not meet the division admission requirements may repeat course work until the student meets the requirement. In addition, students who have not been accepted as a Business major, declared a minor in the Division of Business, or declared Business as their concentration area for a General Studies degree may take no more than nine (9) credit hours of upper-level Business classes without permission of the division chair. Students must meet any prerequisites for the courses they take.

The admission standards for the Organizational Leadership program are set by the state and have been approved by the university President's Council. These requirements are:

1. Age 21+
2. Have completed at least 72 hours of college credit
3. Have a minimum 2.00 graduation/retention GPA
4. Met general education requirements
5. Satisfy institutional requirements for remedial coursework

For a student to be admitted to the B.A.A.S. (Technical Management) program, he/she must have an applied associate of science degree in an approved career specialty area. A student who has an applied associate of science degree in a different field may request approval from the Oversight Committee. Students may also be admitted if they have an approved professional certification. Other university admission requirements apply to the B.A.A.S. program.

Section 3.16 of the DOB Faculty Manual (Appendix 5) sets forth the division's policy regarding recruitment and retention. The policy states:

> It is the responsibility of all faculty members to assist the university in recruiting new students and retaining current students. This is an important undertaking for the growth of the Business programs and the university.
>
> Business faculty is expected to assist in the recruitment of new students through a variety of activities. Participation in activities such as Ranger Preview, Freshman Connection, Freshman/Transfer Orientation, Ranger Connection, Family Day,

recruiting trips, meeting with prospective students, etc. are vital to the successful recruitment efforts of the university and division.
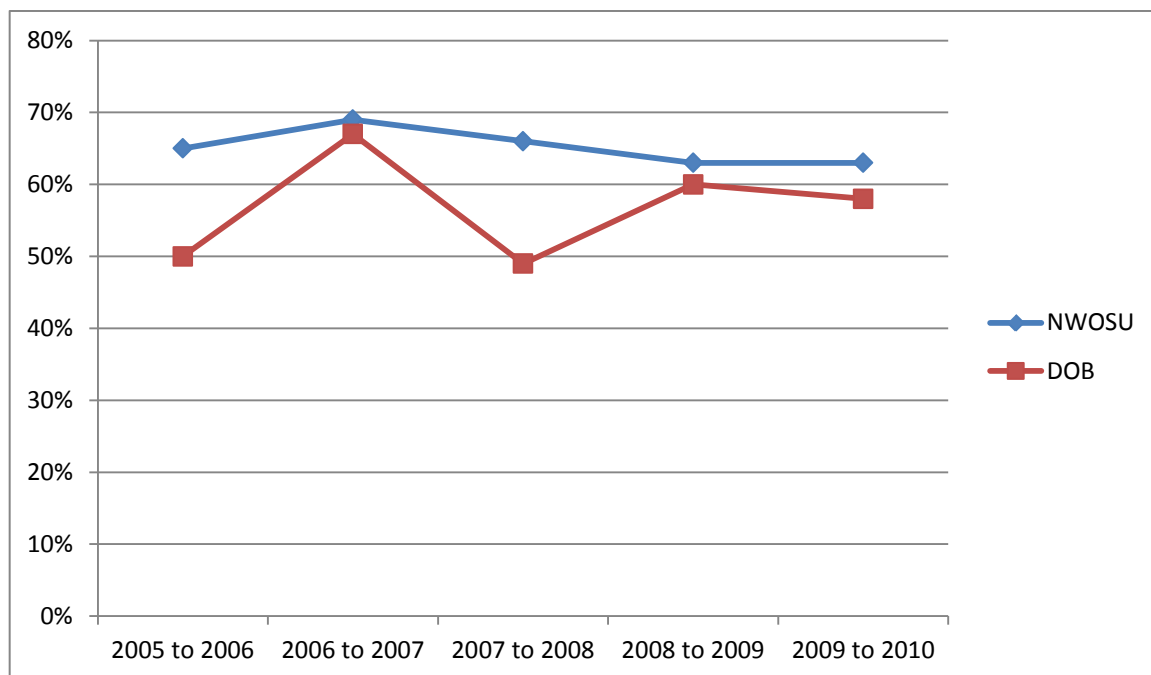
Faculty provide an important element in the retention of current students. Developing professional relationships with students through proper advising, assistance outside of class and showing students respect are important. Business faculty should read and respond to student emails and phone messages in a timely manner. Business faculty should observe posted office hours. If a professor has to cancel office hours, students should be informed in advance if possible.

All Business faculty are expected to attend Division activities involving students. Such activities include award/recognition ceremonies, internship presentations, Business Policy presentations, etc. Business faculty are strongly encouraged to attend non-Business Division events involving Business students. Involvement in campus activities by faculty is a factor in retaining students.

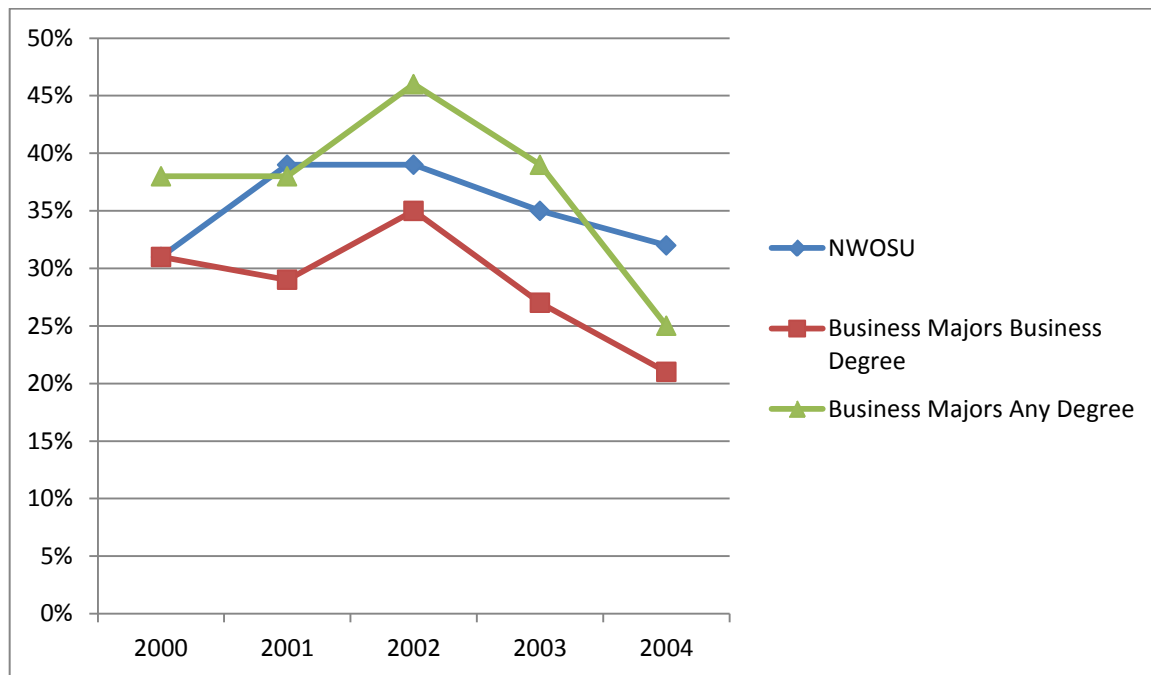## CRITERION 6.3.6 RESULTS OF ENROLLMENT MANAGEMENT

On a university-wide measure the fall-to-fall retention rate is set forth in Figure 6.13 below. As can be seen, the DOB retention rate is less than the university rate. The DOB retention rate data primarily concerns students in the program before the curriculum and policy changes that have been part of the Division of Business planning and accreditation processes.

Figure 6.13
Fall-to-Fall Student Retention Rates

Regarding graduation rates, Figure 6.14 compares the university's six year graduation rate with that of first-time freshmen who declared a Business discipline as their major in the fall semester of their first year. The data includes those who eventually completed a Business degree and those who completed any degree.

Figure 6.14
6-Year Graduation Rates

CRITERION 6.3.7 IMPROVEMENT IN ENROLLMENT MANAGEMENT

The university has a vice president for student affairs and enrollment management. Under his authority the university also employs a retention coordinator. The university uses several methods, formal and informal, to retain students.

One of the primary formal tools to assist retention is an early warning system. Any faculty member can refer any student the faculty feels is at-risk. The early warning system can be used for any reason, i.e. academic performance, attendance, possible emotional issues, stress, etc. The retention coordinator follows up on all early warning referrals.

An academic course, UNIV 1021 Peak Performance, has been developed for at-risk students based on prior academic performance. The course description is:

> Designed to assist those students who are at risk based on previous academic performance at the college level. The course focuses on developing practical techniques designed to enhance academic success. Topics include available resources, support systems, student services, time management, study skills, and techniques designed to help deal with issues that might create barriers to learning.

The university Academic Success Center provides free tutoring services to students. Tutors are readily available for general education courses. The center attempts to secure tutors for upper-level classes, when needed. The center assists students with study strategies when a tutor is not available.

The university has increased involvement opportunities for students in the form of clubs, organizations, organized activities, etc. Having co-curricular and extra-curricular activities for students has been a successful strategy in retaining students.

Registration for the upcoming semester generally begins shortly of mid-term break. As the registration process progresses, advisors are sent a roster of their advisees who have not registered to date. The faculty generally will contact these advisees to encourage them to register before the current semester ends. As the semester ends, representatives from the university call and email students who have not registered to encourage the students to get registered.

When students withdraw from the university, the vice president for student affairs and enrollment management will either meet personally with the student or contact the student by phone. The vice president discusses the reasons for the students withdrawal and attempts to resolve any issues that may change the student's decision about withdrawing.

The faculty are involved in more informal means of retention through being active with students. The Business faculty attempt to develop professional relationships with students. All Business faculty are willing to work with conscientious students who are having difficulty grasping the material.