

**OKLAHOMA STATE REGENTS
FOR HIGHER EDUCATION**

**REPORT ON
INSTITUTIONAL PROGRESS
TOWARD IMPLEMENTATION
OF THE
BUSINESS PROGRAM REVIEW
TEAM RECOMMENDATIONS**



May 24, 2002

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Institutional Progress Toward Implementation of the Business Program Review Team Recommendations

INTRODUCTION

In June 1998, the State Regents publicly announced and commissioned a systemwide review of business programs and economic development. Two interrelated parts comprised the review's structure: 1) production of institutional business program reviews, and 2) the development of institutional strategic plans for supporting economic development initiatives.

In August 1998, the State Regents named the Systemwide Business Program and Economic Development Review Team, consisting of Oklahoma business leaders and out-of-state academic deans, economic development consultants, business leaders, and experts in higher education. The 15-member team was charged with accomplishing three tasks: 1) assessing the status of the business programs in the Oklahoma State System for Higher Education; 2) identifying the relationship of institutions' academic programs to the economic development of their respective function areas and determining the institutions' ability to support economic development in these areas; and 3) developing recommendations for improving performance in these two areas.

The team conducted the on-site portion of the review in January 1999, reviewing a total of 94 programs—16 graduate programs, 57 baccalaureate programs, and 21 associate in science (AS) and associate in arts (AA) programs.

The team's systemwide final reports were sent to the institutions in November 1999 with instructions to provide feedback in December and submit institutional action plans based on the team's recommendations by February 2000. Institution's action plans related to only those recommendations designated as institutional responsibility areas.

At the April 7, 2000 meeting, the State Regents 1) accepted the Systemwide Business Program and Economic Development Review Team's final reports; 2) approved the institutions' action plans that outlined implementation of the team's recommendations; and 3) posted the *"Education Standards and Graduation Requirements for Business Programs."*

Institutions were charged with providing planning and implementation information for business programs within the annual academic plans submitted to the State Regents each July. This report is a summary of institutional progress in 2001 toward implementing the review team's recommendations in the following four areas:

System

- Establish experiential learning projects for each student and advisory boards for each program.
- Improve university student retention and graduation rates with community colleges focusing on transfer rates.
- Develop student outcome standards and tie to graduation requirements.

- Eliminate unnecessary duplication of effort and encourage lead institutions to outsource their programs.
- Benchmark Oklahoma program performance with institutions outside the state.

Faculty

- Assure sufficient number of academically and professionally qualified faculty.
- Increase the ethnic and gender diversity of faculty.
- Offer competitive salaries to high-demand faculty.
- Provide faculty development in technology.

Students

- Provide comprehensive career services that include career counseling, job fairs, and placement services.
- Provide student access to internships or similar experiences that connect the classroom experience and work environment.
- Track alumni.

Technology

- Assure adequate financial resources for instructional technology.
- Provide support to effectively integrate and infuse technology into curricula.
- Develop a technology investment policy based on desired outcomes.

SUMMARY

A summary of institutional progress in each of the four recommendation areas follows:

SYSTEM RECOMMENDATIONS

1. Establish experiential learning projects for each student and advisory board for each program.

All institutions report providing experiential learning projects for students. Although the types of activities mentioned vary among the institutions, the most frequently cited include internships, cooperative work experiences, capstone projects, and hands-on activities such as developing a product or strategic plan for virtual or real businesses. Additionally, all institutions have advisory boards in place for at least one aspect of their business programs. Some boards are program specific, and some are advisory committees for the entire business department or college.

2. Improve university retention and graduation rates with community colleges focusing on transfer rates.

Efforts to increase student retention, transfer, and graduation rates are wide spread and varied. Most frequently cited activities include:

- Satisfaction surveys of current and past students;
- special, frequent and personal advising;

- engaging faculty and staff in advising, enrollment, and retention issues;
- tracking transfer students;
- development of articulation agreements between two-year colleges and four-year universities; and
- participation in the State Regents' Course Equivalency Project.

3. Develop student outcome standards and tie to graduation requirements.

All institutions report progress on developing student outcome standards and tying them to graduation requirements. The most frequently used methods for assessing student outcomes include requiring a minimum grade in a capstone course and administering a national exit exam or other assessment instrument. Other common responses were the use of institutional outcome standards and course-embedded assessments.

4. Eliminate unnecessary duplication of effort and encourage lead institutions to outsource their programs.

Unnecessary duplication is prevented between institutions through good communication and articulation agreements among the four-year universities, two-year colleges, and career technology centers across the state. In addition, all institutions participate in the Course Equivalency Project developed and administered by the State Regents as a way of avoiding duplication. Other ways institutions avoid duplication is through annual evaluations of curricular offerings, and several institutions report importing other institutions' courses to meet local student needs. Institutions also report deleting, modifying, or consolidating programs, outsourcing programs, developing online courses, and sharing resources as ways of avoiding unnecessary duplication.

5. Benchmark Oklahoma program performance with institutions outside the state.

The area requiring most focus is benchmarking program performance with institutions outside the state. Four institutions report having no benchmarking in place at this time. For others, standards set by the American Assembly of Collegiate Schools of Business (AACSB) and the Association of Collegiate Business Schools and Programs (ACBSP) are the two most stated forms of benchmarking Oklahoma programs with national programs. Five institutions have recently applied for, or are considering, accreditation or membership in these and other organizations. Major field tests for graduating seniors provided nationally by the Educational Testing Service (ETS) are also mentioned as a benchmarking tool.

FACULTY RECOMMENDATIONS

1. Assure sufficient number of academically and professionally qualified faculty.

In the area of providing a sufficient number of academically and professionally qualified faculty, most institutions report meeting or exceeding the standards of accrediting agencies. Statewide, however, institutions point out that there are challenges in hiring and retaining qualified faculty. Limited resources coupled with high market rates constitute the most difficult challenge.

2. Increase the ethnic and gender diversity of faculty.

Ethnic diversity in faculty also continues to be a challenge for many institutions. Though most institutions report advertising job opportunities in minority publications and other similar efforts, recruiting minority faculty proves difficult for Oklahoma's smaller institutions. Limited salary funds make competitive recruiting of minorities difficult, especially in high-demand fields. Reports indicate that gender balance is increasing for most institutions. Many business programs report equal numbers of male and female faculty, and some programs have more female than male faculty members.

3. Offer competitive salaries to high-demand faculty.

The ability to offer competitive salaries still remains a problem for most State System institutions. Many institutions provide merit or incentive pay for faculty in high-demand areas when necessary. However, institutions report significant challenges in salary competitiveness with the business sector.

4. Provide faculty development in technology.

Numerous institutions report excellent support for faculty development in technology. Institutions are providing release time for faculty development, and some are utilizing in-house resources to provide in-service opportunities. Technology training workshops made possible through HB 1815 were cited several times as a resource for providing funding for faculty development in technology.

STUDENT RECOMMENDATIONS

1. Provide comprehensive career services that include career counseling, job fairs, and placement services.

Individualized career counseling, job and internship placement services, career fairs, career decision-making resources, and employer information are all services that most institutions provide students on a regular basis. In addition, many business programs have one-on-one faculty advising, internships, and business contacts to help students make the transition from college to career.

2. Provide student access to internships or similar experiences that connect the classroom experience and work environment.

Internships are a common element of Oklahoma's business programs. Institutions report requiring an internship component in at least one program. Many institutions have established partnerships with local businesses to place students in "hands-on" learning environments. A few institutions report faculty/business relationships that enhance students' opportunities for internships and eventual employment. Some two-year institutions focus on university transfer, and thus do not provide internship experiences.

3. Track alumni.

The tracking of alumni in Oklahoma's business programs is done in a variety of ways. The most common is a satisfaction survey sent to graduates. Many programs utilize the alumni association to track graduates; others have an alumni office, web site, or newsletter specific to their program. Another way institutions track graduates is through an informal network of continued contact and communication between faculty and alumni.

TECHNOLOGY RECOMMENDATIONS

1. Assure adequate financial resources for instructional technology.

State institutions fund technology initiatives in a variety of ways. Most institutions report using a per-credit-hour technology fee, private donations, or general operating funds to upgrade computer laboratories and provide technology services. Several programs cite HB 1815 funds and corporate partnerships as practical resources for faculty development in technology.

2. Provide support to effectively integrate and infuse technology into curricula.

Some institutions provide overload pay to faculty for the development of online courses, and one institution reports paying faculty for one extra credit hour for online courses. Some institutions offer faculty release time for developing online courses. Institutions report the use of web-based software, classrooms with Internet connections, and utilizing faculty as technology trainers for other faculty as ways technology is infused into the curriculum. Institutions report that some form of classroom multimedia is available for faculty use.

3. Develop a technology investment policy based on desired outcomes.

Most institutions report technology investment plans that provide for upgrading software and hardware on a yearly cycle. Additionally, several institutions have committees charged with developing plans, monitoring implementation, and making recommendations.

CONCLUSIONS

Institutions are providing the appropriate follow-up and implementation of the Business Review Team's recommendations. Continual monitoring and reporting to the State Regents will be accomplished annually through the institutions' academic plans.

INSTITUTIONAL SUMMARIES

Comprehensive Universities

University of Oklahoma

System. The University of Oklahoma (OU) offers numerous experiential learning opportunities for business students. Courses that allow practical experiences include the Integrated Business Core, which integrates content across core business courses, and the Student Managed Investment Fund, through which students learn investment strategies using real money provided through a \$150,000 gift to the College of Business (COB). Other experiential projects are offered through the Fixed Income Fund, Management Information Systems (MIS) Field Project, Logistics/Supply Chain Management, and consulting classes.

OU's COB utilizes several active advisory boards: the Price College of Business Board of Advisors, the School of Accounting Board of Visitors, the Energy Management Board of Advisors, and the Center of MIS Studies. These groups meet regularly to discuss curricular and program administration issues and suggest improvements to the services provided by the COB. Students often attend these meetings and participate in discussions. COB faculty participate fully in statewide articulation programs to reduce unnecessary curricular duplication. A recent example of OU's commitment to outsourcing is the establishment of an agreement whereby the Business Communications course is accepted from any accredited two- or four-year institution in the state.

To improve student retention and graduation rates, a survey instrument to determine the reasons students drop out or stop out is in development. This survey will target students who are relatively close to completing a degree, but stop out for one or more semesters. The resulting data will be used to formulate action steps designed to reduce student attrition. The COB uses a capstone course, Business Strategy, to assess student outcomes. All COB undergraduate students must complete this class with a grade of "C" or better to complete a degree. OU also administers an examination initially developed by the American Assembly of Collegiate Schools of Business (AACSB) and compares student scores over time for assessment purposes. OU reports that for benchmarking purposes, it plans to join the AACSB benchmarking program.

Faculty. OU has implemented several steps to ensure sufficient faculty resources. This is a commitment to recruiting several new tenure-track faculty. Through the State Regents' Endowed Chairs program, the number of endowed chairs and professorships has increased, which is expected to attract and retain top-quality, high-demand faculty. Additionally, private funding for incentive programs to reward excellent existing faculty is available. To increase ethnic and gender diversity, the COB actively recruits minorities and recently hired two new African American assistant professors. Two of the five COB division directors are women.

Faculty training in instructional technology is available through several sources. The Business Communications Center provides faculty assistance in web design and developing multimedia presentations. The Amoco Business Resource Center provides search engine resources for COB faculty, and the COB librarian trains faculty to utilize library databases.

Students. OU's Career Placement Center offers several services, including job fairs and individualized career counseling. At the graduate level, the COB participates in the Southwest Master of Business Administration Alliance, a career fair in Dallas, Texas representing ten universities and numerous businesses in Oklahoma and Texas. To connect classroom experiences and hands-on work environments, internship programs that align job placement with career objectives are available. OU hired a full-time coordinator to track graduates.

Technology. The COB funds instructional technology needs through an \$8.00 per credit hour fee. Faculty are provided competitive grant opportunities to finance increased use of multimedia technologies in the classroom. In summer 2000, the COB funded a proposal to develop an e-commerce marketing course, which utilizes various methods of instructional media.

OU is considering a mandatory laptop policy for all students. If this plan were implemented, students would be allowed to lease laptop computers during their study at the university. A decision will be made within two years.

Oklahoma State University

System. Oklahoma State University (OSU) provides experiential learning projects for each student and effectively utilizes existing advisory committees. Institutional officials invited various College of Business Administration (CBA) associates and corporate recruiters to speak to business classes. Students also have regular opportunities to interact with professionals who serve as speakers for CBA student organizations. In March, the CBA opened the Dynegy Trading Floor, a networked computer classroom that models a realistic business environment and provides the enhanced hands-on learning experiences advocated by the review team. Additionally, active advisory boards are evidenced; OSU provided a schedule of meetings held by advisory boards for the telecommunications management, business administration, finance, and accounting programs.

The CBA coordinates regularly with the Office of University Assessment. Of the 509 recent CBA graduates (as reported in the 2000 Alumni Survey), 89.3 percent indicated they were either "very satisfied" or "satisfied" with the level of preparation for high levels of achievement in their profession. The CBA Student Services Office is currently developing a program to benefit academically at-risk students. Early intervention is expected to increase student retention and further enhance student satisfaction. E-commerce and Java courses were added to modernize the curriculum in response to employer demand for graduates with specific competencies. To monitor student progression, the Student Services Office created a software program that allows students and faculty advisors to track advancement toward degree completion and access academic records online.

This software also enables OSU to tie student outcome standards to graduation requirements, in that the quality of academic counseling has been significantly improved by online features that examine records in terms of the standards set by the CBA, the university, and the State Regents. OSU monitors student retention and graduation rates using data tables from the OSU Student Profiles report.

To outsource programs and reduce duplication of effort, OSU plans to continue regular dialogue with two-year colleges and conduct curricular reviews to ensure value-added programmatic offerings for freshman and transfer students. CBA faculty participate in the course equivalency meetings sponsored by the State Regents to facilitate student articulation, and CBA representatives meet frequently with officials from various community colleges to ensure smooth transition in two-plus-two business programs. Updating curricular offerings is an ongoing process at OSU. During the last year, OSU focused on the development of new courses in finance and risk management.

Graduate students are assessed using an instrument provided by the American Assembly of Collegiate Schools of Business (AACSB) and compared with those from peer institutions, largely from the Big XII Conference. In spring 2002, OSU plans to use the same procedures to improve undergraduate CBA programs.

Faculty. To assure a sufficient number of academically and professionally qualified faculty and increase faculty diversity, OSU's action plan calls for aggressive cooperation with the OSU Foundation to expand CBA chairs and professorships. The CBA added two faculty members in 2000-01 and increased the minority faculty composition from 31 to 34 percent.

In response to the recommendation to offer competitive salaries to high-demand faculty, OSU declares that improving faculty salaries is its highest priority. The CBA compared faculty salaries with those of other institutions in the Big XII Conference. While OSU salary gaps in some high-demand areas have decreased, substantial differences remain among accounting and management faculty.

To promote faculty development in technology, OSU replaces equipment on a regular cycle and provides funds for new faculty to purchase equipment and specialized software as needed. Computers in the CBA laboratory will be replaced in summer 2002, which is consistent with CBA's three-year cycle (computers were last replaced in 1999).

Students. OSU will continue to improve student tracking and refine internal improvement mechanisms. The existing system of individual career counseling is successful, and the CBA works continuously to improve placement services. Surveys are used to assess student satisfaction with career services, employer satisfaction with the on-campus recruiting process, and staff satisfaction with placement program outcomes. Additionally, the Career Services Office created a new database to track student usage of available services and provide accurate placement data. This database and the survey results are used to identify areas of needed improvement, and goals are set accordingly.

To blend classroom and career experiences, the CBA implemented partnerships with Phillips Petroleum and Halliburton to provide internship and scholarship opportunities, and potential collaborative arrangements with other companies are under investigation. Additionally, over 70 undergraduate and nearly 100 graduate students participated in internship programs with businesses including the Marketing Information Network, Wal-Mart, ExxonMobil, Sonic, Koch Industries, and MidFirst Bank. International study courses offered through the Business

Extension enable students to visit foreign companies and government agencies in Europe, Mexico, England, and Canada.

Until this year, formal alumni tracking was conducted exclusively by the Office of University Assessment. The CBA assessment committee now participates in this process and maintains contact with alumni through departmental newsletters. A second development officer was hired to facilitate interaction with alumni.

Technology. The CBA continues to commit substantial financial resources to the improvement of instructional technology. Approximately \$225,000 is committed annually to update presentation technologies, purchase software and hardware, and provide technical support. Technological training is provided by Computer and Information Services personnel, and periodic training in the utilization of a variety of library databases is offered.

Faculty use a variety of technologies in instruction, including LearningSpace, web sites that supplement course texts. Training is provided through ETS. The next series of ETS training will focus on distance learning through compressed video and video streaming.

Regional Universities

University of Central Oklahoma

System. The University of Central Oklahoma (UCO) has significantly expanded opportunities for internships and other experiential learning activities. A grant was received from the National Science Foundation (NSF) to establish the Center for Emerging Technologies (CET), a program designed to provide experiential learning for students and faculty. The College of Business Administration (CBA) has established an advisory board of 13 business executives representing all CBA disciplines. Additionally, the new Professional Golf Management (PGM) program has established a board of golf professionals and business executives from throughout the Southwest.

The CBA has increased efforts to develop articulation agreements with local two-year institutions and also participates in university-level student retention activities through the UCO retention committee. The CBA maintains all university requirements for student outcomes, and some programs carry specific standards exceeding those of the university.

The CBA has outsourced several courses in the PGM program with OSU's Oklahoma City branch to provide horticulture and turf management that are crucial to the PGM program. In addition, the CBA has been working to establish an outsourced four-year degree in General Business at Rose State College (Rose). In the agreement, Rose faculty supply the two-year associate degree, and UCO supplies faculty to conduct courses on the Rose campus resulting in a Bachelor in Business Administration from UCO.

UCO has also worked with Tinker Air Force Base (TAFB) on an existing program meeting future hiring needs in the area of Operations Management. Students are taking courses that prepare them for project management skill area jobs at TAFB. Presently, there are 40 students in the program resulting in 16 internships on the base.

The UCO CBA is accredited by the Association of Collegiate Business Schools and Programs (ACBSP) and is a member of American Assembly of Collegiate Schools of Business. UCO participates in numerous activities, conferences, and data requests from these agencies which are included in reports of member business institutions nationwide. Additionally, schools have been selected throughout the multi-state region with campus visits made to determine appropriate benchmarks in programs, quality initiatives, performance, and accreditation.

Faculty. Losses among doctorally qualified faculty have continued and, in some cases, accelerated. Based on data over the three-year period from 1998-2001, UCO's CBA lost 19 full-time doctorally qualified faculty and replaced seven of them with similarly qualified faculty. While the overall standard is met within the CBA, individual departments are in violation of ACBSP accreditation standards.

Activities related to gender and ethnic diversity are coordinated through the university's Compliance Office, and salary competitiveness continues to be a significant challenge for the CBA. In the last three years the CBA has received salary adjustments from the university in two disciplines – Management Information Systems and Operations Management. Emphasis in this area must continue.

UCO has a multi-tiered technology training plan to assist faculty in infusing technology into curricula. The CBA's Department of Information Systems Management, the university's E-Learning Steering Committee, the Office of Information Technology, and the Faculty Enhancement Center all use the same strategy designed specifically for faculty.

The CBA utilized Endowed Chair program funding to procure WebCT and train faculty in the use of the product. In addition, the Office of Information Technology has recently revised its web site to include links for faculty to online pedagogy and course development resources. The Information Technology Long Range Plan continues to address the need to offer faculty development in technology.

Students. The UCO Career Services office serves the career development and employment needs of all UCO students and alumni, including CBA students and alumni. The office offers career counseling, career assessments, employment counseling, job search workshops and class presentations, career resource materials, an internship/co-op program, online job vacancy listings, career web services, and job fairs. Career Services also solicits feedback from students and utilizes the information in planning for future career development and employment activities.

The Career Services Internship Coordinator supervises internships/co-ops coordinated through UCO Career Services. The Internship Coordinator facilitates the establishment of educational goals for the internship experience and makes on-site visits to ensure that progress is being made toward those goals.

Another internship initiative includes the CET, which was created with a grant from the NSF to establish a program to provide experiential learning for students and faculty. Additionally, the CBA has revised its internal internship program by appointing an in-house coordinator and establishing an academically rigorous process. In less than six months, the CBA has initiated more than twenty internships that will provide students course credit as well as benefit the companies involved.

UCO has placed greater emphasis on increasing contact with university graduates and tracking university alumni. An outside agency has been contracted to help identify alumni and create a database for future tracking purposes. A new system will allow for alumni tracking and development, including a web site specifically designed for alumni.

Technology. UCO ensures an appropriate level of financial resources to support educational technology. UCO also ensures through a tri-annual replacement strategy that personal computers are up-to-date in faculty offices and in computer laboratories and classrooms.

The university has a state-of-the art technology training facility, staffed by two full-time trainers. Training is offered to UCO students, faculty, and staff. The Instructional Technology training program offers classes and workshops in productivity, distance learning, web design, and custom training. The services are funded through the education and general budget and through grants from the State Regents, Southwestern Bell, and the SmartKids Foundation.

A multi-tiered technology training plan has been designed to assist faculty in infusing technology into curricula. The Office of Information Technology, in conjunction with the Center for Faculty Enhancement, conducted several workshops specifically designed for faculty and with the tiered approach. The Oklahoma Center for Information Technology Excellence, a part of the economic development grant from the State Regents, brings a technologist-in-residence to campus annually. This expert in technology is engaged to speak publicly to an open audience and meets in small groups with faculty and students. In addition, a plan is in place and awaiting funding to further enhance technology infusion through awareness in content and discipline areas, guest speakers, hands-on activities, and brown bag “brain share” activities.

UCO's long-term strategy includes frequent visits with business partners and membership on the Edmond Economic Development Authority, the Edmond Chamber of Commerce, and the Oklahoma Academy for State Goals, as well as participation in local, state, and national conferences to remain abreast of the needs of the business community. The CBA engages its advisory board in program reviews and curriculum advisement. This board also participates in student professional group meetings, college symposiums, and provides actual business cases for senior and graduate-level class resolution in the form of detailed business analyses and plans.

East Central University

System. East Central University’s (ECU) School of Business maintains Association of Collegiate Business Schools and Programs (ACBSP) accreditation and adheres to ACBSP accountability standards. To provide experiential learning opportunities for students, the course Internship in Office Management is available as an elective. Another experiential elective, BUS 4621-4, Internship has been added for business majors. The school established an advisory committee, which met in both of the last two semesters. Benchmarking of programs is accomplished through ACBSP.

Faculty. In the School of Business, three new faculty were hired in 2000-01; an additional three new full-time faculty and one half-time faculty were hired for 2001-02. Five of the seven new faculty members hold doctorates. The school also lost several faculty who retired or resigned. ECU continues to increase the ethnic and gender diversity of faculty. Due to budgetary constraints and market salary requirements, hiring and retaining exceptional faculty remain a challenge.

To promote faculty development in technology, ECU’s School of Business offers in-house workshops in technology-mediated learning and supports faculty participation in external workshops and conferences. In July 2001, ECU received a \$1.7 million Title III grant to upgrade faculty skills in the use of computer technology and multimedia instruction; the school will support faculty involvement in the training opportunities provided through the grant.

Students. As recommended, ECU offers comprehensive career services for all students, including internship experiences through elective courses. Seminars on a variety of special interest topics and independent study opportunities are also provided through the School of Business. The school utilizes a variety of methods to communicate with alumni, including

annual newsletters, an interactive web site, and annual assessment surveys, which are used to improve curriculum and in strategic planning.

Technology. ECU's student technology fee funds 20 computer laboratories, three of which are housed in the School of Business. Hardware and software are updated on a three-year cycle. All business faculty have personal computers with Internet capabilities. Faculty have unrestricted access to the school resource center, in which scanners, color printers, and facsimile machines are located. In 2000-01, all computers in the teaching laboratory were upgraded, as well as software programs available in all computer laboratories, faculty offices, and the resource room. The School of Business also purchased and installed a projector.

A minimum of three upper-level business courses are taught over OneNet each semester. Course selections are rotated to allow students to complete the General Business concentration through distance learning. Additionally, the Management Information Systems (MIS) concentration was reinstated, and a fourth computer laboratory was added for 2001-02 to support MIS students.

Northeastern State University

System. Northeastern State University (NSU) offers a capstone business course, MGMT 4213, Business Policy, which requires each student to develop and participate in an experiential learning project. The project consists of a written report, research, and an oral multimedia presentation. Additionally, to complete MGMT 4243, Business Venture Development, students must develop a strategic business plan. The College of Business and Industry (CBI) advisory board meets each semester. Board membership is currently under careful review to ensure that it is representative of CBI majors.

To increase student retention and improve the effectiveness of advisement, CBI departments utilize enrollment blocks to assure student contact with advisors. A new program to track CBI transfer students has been implemented, and the resulting data will be used to evaluate student graduation and retention rates. The CBI revised all outcome standards in 2000-01 and plans to revise outcomes assessment instruments accordingly. Association of Collegiate Business Schools and Programs standards provide a benchmark for CBI program performance.

Faculty. NSU has experienced significant challenges in attracting and retaining faculty. For 2001-02, the CBI recruited aggressively with little success. To strengthen faculty credentials, incentives will be offered for non-terminal degree faculty to seek professional certifications. Faculty diversity continues to improve in the CBI. The number of female faculty increased from 23 percent in 1999-2000 to 31 percent in 2000-01. Additionally, many international and minority candidates were interviewed and extended job offers.

Faculty salaries in the CBI were increased significantly last year, which enabled the retention of all existing faculty for 2001-02. Faculty development funds enabled three CBI faculty members to pursue and earn A+ certification; Blackboard training was provided for faculty in preparation for the development of Internet teaching materials.

Students. CBI career services include student organizations, guest speakers, and career and internship fairs. Due to university center renovations, there was limited availability for exhibitors at the fairs in 2000-01. NSU acknowledges that improvements to placement services at the university level are needed. Several CBI departments maintain alumni tracking records. A CBI finance instructor developed an alumni organization in Tulsa, which will serve as a model for other departments to enhance alumni relations.

Technology. To facilitate faculty use of instructional technology, portable projection units and laptop computers were purchased and are available for faculty use. In addition, the CBI plans to equip one classroom with permanent equipment. CBI faculty already have current editions of Microsoft and Corel software, and 35 copies of Adobe Printshop were acquired in support of the web design courses. Additionally, a new computer laboratory was added in spring 2001. Currently, NSU is developing a technology investment plan that will include industry partnerships, particularly in telecommunications management.

Northwestern Oklahoma State University

System. Northwestern Oklahoma State University (NWOSU) offers a Small Business Institute to provide hands-on learning, and business faculty are currently developing more experiential learning projects. Additionally, an advisory board will be established in 2001-02. NWOSU is preparing to apply for International Association of Colleges of Business Education accreditation. Outcome standards are included in the institution's assessment plan. NWOSU is in the process of importing business programs from other state institutions to avoid duplication, and one program is currently under evaluation for suspension or elimination. For benchmarking purposes, business programs are periodically compared to out-of-state programs.

Faculty. Three new business faculty have been hired. One holds a master's in accounting and a doctorate in a related field; one is a Certified Public Accountant who is pursuing a doctorate; and one is nearing completion of a doctorate. Additionally, another full-time position was allocated to the business program. These additions translate into a reduced faculty workload of 24 credit hours per academic year. NWOSU will continue to upgrade faculty credentials as new faculty are hired.

NWOSU continues to pursue greater gender and ethnic diversity among faculty. Currently, there is nearly gender balance and one international faculty member in the business program. In an effort to attract more high-quality faculty, NWOSU departed from its salary schedule and provided additional funds and release time for business faculty for technology training.

Students. Centralized career services at NWOSU include career advisement, job fairs, and placement assistance, and professional personnel serve as liaisons between students and employers. Faculty advisors also provide individual career counseling and opportunities for students to interact with business and industry representatives. Business program administrators currently track alumni and will work closely with the university Alumni Office in the future to establish a comprehensive campus system.

Technology. NWOSU utilizes a three-year replacement cycle for campus computers. Funds are allocated to the business program for instructional technology development, and general university funds can be made available for special technology needs that cannot be funded through standard program allocations. NWOSU received a federal grant to support curricular technology integration, which will be a faculty training priority over the next two years. NWOSU provides a stipend for faculty who offer interactive television courses, and a Center for Teaching and Learning, which will provide additional technology support, is in development. Implementation of a systemic technology investment policy is expected in spring 2002.

Southeastern Oklahoma State University

System. Southeastern Oklahoma State University's (SEOSU) Business Advisory Council remains active, providing student internships, placement opportunities, curriculum development, and fundraising. In an effort to improve student retention rates, the university began operating an Academic Advising Center in 2001-02. In this same time period, the School of Business refined and strengthened its advisement processes for all business majors. SEOSU has full articulation agreements with eight community colleges, allowing seamless transfer into the business programs, and transfer scholarships are available.

Student outcomes in the business school are evolving – advanced outcomes were developed for the Bachelor of Business Administration and Bachelor of Science programs for Association of Collegiate Business Schools and Programs (ACBSP) accreditation, which has been attained. The Major Field Assessment Test exit examination and other degree specific exams provided by ETS have been implemented as a measure of student outcomes; a senior exit survey is administered to determine the level of student satisfaction and students' career plans.

The School of Business sends its Master of Business Administration program to several sites by interactive television, and offers recently developed online courses in leadership, marketing, management, business computer applications, business communications, and business information management. To benchmark the school's academic success, SEOSU utilizes the national exit examination and a comparative program review process. The business school is currently pursuing American Assembly of Collegiate Schools of Business—International (AACSB) accreditation (in the precandidacy stage), which will provide additional benchmarking measures.

Faculty. The business school meets the ACBSP standard of 40 percent terminally degreed faculty. SEOSU expects that more than 90 percent of the business faculty will have a terminal degree and be academically qualified when AACSB—International accreditation is achieved. Due to its size and location, SEOSU has experienced difficulty increasing the gender and ethnic diversity of faculty. Currently, nine of 21 business faculty are female, two faculty are from the Middle East, and two faculty are Native Americans. The school will continue to advertise in appropriate periodicals to reach a diverse population.

SEOSU established a salary card exception policy, which allows the university to forego the standard salary card schedule to hire and retain high-demand faculty. Additionally, SEOSU received a Quality Initiative Grant that provided supplemental funds for competitive faculty

salaries. Technology training in key skill areas, such as online course development and software applications, is provided through the Center for Instructional Technology and Development, which is supported by a Title III federal grant.

Students. The school provides experiential learning through internships with many local businesses, including some accounting firms, Rural Enterprise of Oklahoma, the Southeastern Oklahoma Economic Development Network, and the First United Bank. SEOSU's Office of Career and Placement Services offers career counseling, job fairs, and placement assistance for all students. New efforts by the School of Business include career orientation videos, an annual career information day, and the development of a placement web page. Also, the School of Business provides additional career services tailored to students' specific employment interests. To track graduates, facilitate alumni relations, and assess student outcomes, the business school recently established the School of Business Alumni Association.

Technology. All faculty members have a personal computer with Internet access, and all business classrooms are networked to the university server. SEOSU budgeted approximately \$1.5 million for instructional technology equipment and supplies, part of which will be used to implement a three-year rotational hardware and software replacement policy. Incentive pay is provided to faculty who teach interactive television courses.

Southwestern Oklahoma State University

System. Southwestern Oklahoma State University (SWOSU) provides experiential learning projects for all students through internships, capstone courses, and the revamping of its business policy course. School of Business faculty are involved in the university's student retention council, and retention rates for the university have improved since 1993. Graduating seniors in the School of Business take the national ETS exam, and the number of students taking the exam has increased since it became part of the business strategy course requirements.

The School of Business has also expanded its offering of interactive television courses to include sites at El Reno, Altus, and Fort Cobb. More undergraduate courses are also being offered through interactive television. Limited offerings in the Master of Business Administration (MBA) program have made it feasible to attempt to outsource some courses to other institutions; more coordination is needed for this to become a reality. The national ETS exam is used for benchmarking SWOSU students nationally.

Faculty. SWOSU has approved a recommendation to allow business faculty to be hired at rates higher than those on the institution's the salary schedule. Efforts to increase ethnic and gender diversity are being made but are proving to be difficult. Gender diversity has improved with 42 percent of the faculty female.

Because of the addition of the new accounting option on the MBA and the proposed Management Information Systems program, major market salary adjustments will be needed in order for the School of Business to be competitive in hiring qualified faculty. Faculty members' use of technology has increased over the past two years. Most courses in the School of Business

require frequent computer-assisted assignments. One faculty member taught a faculty development course on using Blackboard, and many of the faculty who attended are now utilizing the Internet in their classes.

Students. At SWOSU, the Career Placement Office has increased the number of invited visits from companies hiring business graduates each year. Many of the successful job leads for students come through faculty contacts with employers and alumni in the area. The capstone course in the business core has been modified to incorporate work environment training.

Faculty are encouraged to work with students through internships. The increase in the internship possibilities has been noticed by local businesses, and more are contacting the university for prospective cooperative relationships with the faculty and students in the business program. An alumni area is being added to the School of Business' web page in conjunction with the Development and Alumni Office.

Technology. SWOSU's School of Business is scheduled to replace all faculty computers on a three-year rotating basis. Training sessions for faculty on the use of Blackboard and the Internet are provided. Upgrades of faculty computer skills occur through informal assistance in Internet, e-mail, and general software available on the network. An Accounting Information Systems course has been implemented, and instructors who teach statistics and quantitative methods courses have requested computerized laboratory time for both.

Rogers State University

System. Rogers State University (RSU) has established and continues to pursue expansion of student/faculty partnerships such as internship, practicum, research collaboration, cooperative education projects, and other interactions outside the classroom. Advisory committees are in place for RSU's business programs. Faculty are responsible for advising by major, assistance for undeclared majors, development of advising portfolio/degree plans to encourage student responsibility, utilization of technological resources, and advisor training.

Program outcomes and goals have been established by both departments in the School of Business and Technology. RSU is also contracting with Northeastern State University for several programs and has articulation agreements with two-year colleges to avoid duplication. RSU's Center for Active Learning created a Benchmarks of Quality Program to provide guidelines for faculty as they develop course content in traditional and distance education environments and to promote quality instruction overall. Benchmark reviews are conducted by faculty teams and used to discuss course development issues related to quality.

Faculty. RSU continues efforts in recruitment, selection, and employment of highly qualified faculty. The School of Business and Technology remains committed to maintaining ethnic/gender faculty diversity. Two female faculty members were added for the 2000-01 academic year. Overall, RSU provides an equitable, competitive, and consistent salary structure. Market differences are considered when recruiting high-demand faculty; however, it is challenging to attract faculty in such disciplines as computer science and information technology.

An instructional design and development specialist was hired to assist faculty with curriculum development strategies, technology information, and instructional methodology. The specific thrust of the RSU Center for Active Learning, as directed by the development specialist, is to provide professional development training for faculty that focuses on using technology to enhance instruction and to increase the use of technology and multimedia resources in instructional delivery.

Students. RSU's Career and Placement Services Center provides decision-making tools to assist in career path choices and conducts workshops on job-related topics. Employer information is available through web site links to area businesses and a virtual career fair. The School of Business and Technology has established internship, practicum, and capstone experiences in both two-year and four-year degree programs.

Initial evaluation tracking is accomplished through student satisfaction surveys each semester. Additionally, departments receive relevant tracking information on their majors from student withdrawal interviews and former student surveys. Graduating students are surveyed at graduation and again six months after graduation.

Technology. Providing adequate financial resources for instructional technology continues to be a priority for RSU. In the past two years, every faculty member has received a new computer, and 10 computer laboratories have been added or upgraded with new computers. Additionally, many classrooms now contain multimedia computers and projectors.

Faculty training is provided in the development and/or revision of courses integrated with both non-computer and computer-based technology tools. Both faculty stipends and course release time are used to compensate faculty for online course development projects. A grant enabled faculty development and further development of online course curricula. RSU has established a technology investment policy including upgrading computer laboratories and technology in planned cycles, expanding services for online students, and enhancing technical support for distance education.

Cameron University

System. Cameron University (CU) received Association of Collegiate Business Schools and Programs accreditation in June 2000. The core curriculum and the specializations have been updated to conform to American Assembly of Collegiate Schools of Business standards. The Business Systems major has been converted to Management Information Systems.

The accounting faculty, together with the upper-level accounting students, operate a Volunteer Income Tax Assistance program on campus. The students go through training sessions and then volunteer their time to assist individuals in the community who need assistance in completing their income tax returns.

Cameron University has improved its student retention and graduation rates with a proactive advisement program. Full-time academic advisors are available for graduate and undergraduate

students, with the advisors perceived as “student advocates” by the students. This approach has aided students in the weekend format and European Master of Business Administration (MBA) programs. The school also developed recruitment and student retention plans for undergraduate and graduate programs. A significant part of these plans includes the identification of an early intervention strategy for students who experience poor academic performance.

The business department will direct its efforts in the following primary areas: 1) staffing faculty positions; 2) assessment; 3) curriculum review; 4) the MBA program; 5) instructional technology building; 6) scholarship and faculty development; 7) internships; and 8) alumni relations.

Faculty. Of the 24 faculty members in CU’s School of Business, two hold earned doctorates in accounting, three in economics, three in finance, three in management, four in business education, and two hold juris doctorates (JD). One member with a JD also holds a master of laws, an advanced law degree. Five faculty positions were filled this year. Accounting faculty have requested that when a vacancy occurs, sufficient funding be authorized to fill the position with a faculty member holding a Doctor of Philosophy in Accounting to better meet accreditation obligations.

The Lawton-Fort Sill community, where CU is located, has been ranked as the third most diverse community in the United States. The business school faculty and staff are composed of 28 personnel, 12 women (one of whom is the dean) and 16 men. The faculty and staff include two African Americans, two Pacific Islanders, one Native American, three East Indians, and two Mid-Easterners.

CU’s business program seeks the best candidate who can be attracted with the salaries offered. The institution has been successful in a program of “growing” its own by supporting faculty development. This approach has enhanced the opportunity for women to advance in faculty positions.

Faculty development in the areas of computers, multimedia software, web page development, and distance learning technologies is a priority. Most faculty have indicated an interest in developing online courses, and many are using Blackboard to supplement classroom teaching. All faculty members are encouraged to use the web to enhance the learning process for students; more faculty will develop Internet courses.

Students. A business counselor advises undergraduate students. A faculty member has been designated as internship coordinator for the department, and the internship program continues to grow. The faculty member is given three hours release time each semester to supervise the program.

Currently, CU uses the following methods for student assessment: 1) Major Field Assessment Test; 2) alumni survey; 3) graduating senior survey; 4) computer proficiency survey; 5) benchmarking with peer institutions for curriculum development; and 6) input from the student advisory council and an external advisory committee. The Assessment Committee in the School of Business has engaged in extensive discussion over the past year regarding streamlining and

improving the assessment process. An increase in the number of core classes tying the measured levels of student achievement to the core competencies of the courses is planned.

A major initiative is required in building contacts with alumni. An alumni newsletter and survey were sent to all alumni, and a large number of responses was received. The responses are being analyzed and appropriate follow-up action will be taken.

Technology. An online task force in the School of Business is researching the feasibility of offering business prerequisites in an online format to all MBA students. Four of the prerequisites are currently offered online for master's students in Europe. Several faculty members and students have recommended that the school consider incorporating laptop computers into the MBA program of instruction. Because not all students can afford a laptop, the school will propose purchase of 50 laptop computers that could be leased to students.

More faculty members are using computers and web pages to enhance student learning. Seminars on the use of multimedia software and web pages are arranged at regular intervals for faculty. Training schedules have been designed to help faculty become more proficient in teaching OneNet classes and developing Internet courses.

At the current rate, computer upgrades are occurring on a five-year cycle. Priority is given to faculty members who teach technology-intensive courses. The School of Business computer laboratory is a serious area of concern. Advances over the last few years have rendered some equipment obsolete. A plan for regular replacement of equipment and software has been developed by the school.

In keeping with the need to modernize instructional facilities, two high tech classrooms have been identified for upgrading, and two are already in use. Each classroom will be equipped with a computer, VCR, panel projector, and an instrument panel that will facilitate teaching courses that require higher technology content. A multimedia laboratory with six state-of-the-art multimedia computers, six scanners, and one laser printer opened in spring 2000 for students. Alumni surveys continue to place priority on current technology training.

There is a need for better technological support in the classrooms in Europe. The school is engaged in discussion with the University of Oklahoma about this need and is investigating the possibility of sharing portable panel projectors and laptop computers at each of the MBA sites in Europe.

Langston University

System. Langston University (LU) provides semester-long or year-long internships for students in the School of Business. The students earn credit toward graduation, and the internship requirement is mandatory. The School of Business has an advisory board comprised of senior managers from local businesses that represent corresponding academic fields.

Emphasis has been placed on quality advising and tutorials to improve student retention and graduation rates. In addition, peer organizations such as the National Association of Black Accountants (NABA) and Students in Free Enterprise (SIFE) mentor and encourage lower-division students.

To improve the quality of the program, every student follows an approved plan of study leading to a specific degree concentration, and all seniors in the School of Business take the ETS subject test in their majors. The results of the tests are discussed and assessed by faculty. American Assembly of Collegiate Schools of Business accreditation is under consideration.

Students are encouraged to take accounting courses at the University of Central Oklahoma, Oklahoma State University, or Northeastern State University as well as courses in other areas where LU is unable to fill the need. The charge of creating benchmarking objectives has been given to the faculty; they will compare LU with other schools that require the ETS for graduation.

Faculty. LU's School of Business is constantly seeking academically and professionally qualified faculty in the various disciplines. Due to resignations, retirements, and program growth, several new faculty are needed. Limited resources do not allow LU to compete for qualified faculty in fields that have high market salaries, although the university does continue to monitor and reward existing faculty in high-demand areas as budgetary constraints allow. At the end of the 2000-01 school year, LU had 21 full-time faculty in the School of Business. Of these, eight were Caucasian, seven were African American, six were foreign-born nationals, and three were female.

LU has received help from corporate partners to provide faculty development workshops in technology. Training sessions were scheduled in the fall for design and delivery of web-based instruction and the use of the web to enhance current course offerings in the School of Business. Additionally, faculty members attend annual conferences; technologically-advanced faculty provide in-house training for other faculty.

Students. LU's Office of Career Planning and Assessment holds career fairs twice annually and offers placement services to all students on campus. In addition, student organizations like NABA and SIFE provide career counseling services. Prospective employers hold mock interviews on campus twice a year, and business students have the added advantage of connecting with employers through their internship experiences. The Office of Career Planning and Assessment also sends annual tracking questionnaires to graduates requesting information on job preparation and student satisfaction. Faculty are also in continual contact with graduates.

Technology. The computer laboratories in LU's School of Business were modernized during the summer of 2001. However, there is a need for two additional laboratories—one for general instruction and one for instruction in networking for computer science and information systems students. With assistance from corporate partners, the School of Business has acquired some laptop computers and LCD projectors for instructional use. Although there has been progress, there is a need for more assistance, and LU will continue to solicit corporate and budgetary funding.

LU provides support and training to its faculty to help effectively integrate and infuse technology into curricula. Three faculty members from the School of Business are being trained to become lead faculty in conducting internal training for other faculty members in the school. In addition, LU has a technology committee charged with an ongoing responsibility for developing a technology investment policy based on academic and administrative needs to meet the mission of the institution. The committee surveys faculty and staff annually regarding technology needs.

University of Science and Arts of Oklahoma

System. University of Science and Arts of Oklahoma (USAO) business students are placed as interns in area businesses each May as part of an independent study course. Plans to set up an advisory board are under way with the Chickasha Chamber of Commerce. USAO instituted Freshman Seminars in fall 2000 as a student retention initiative. Business students also receive special academic advising.

USAO's business program requires exit exams for all students. Results are used for annual program reviews and budget requests, and also forwarded to the academic vice president and president for action.

Three existing business programs (Business Administration, Management, and Accounting) were recently consolidated to form one comprehensive Business Administration program. The new program includes a strong liberal arts core and required courses in economics. USAO has applied for membership in the Council of Public Liberal Arts Colleges which should provide out-of-state comparative data in the future.

Faculty. USAO has maintained the same number of faculty, even while consolidating its degree programs, thus assuring sufficient staffing for the new degree. USAO has made one personnel change since the 1998 review which increased the number of faculty with terminal degrees in the four-person department from two to three. USAO has applied for special funding from the State Regents in order to offer competitive salaries to high-demand faculty.

A recent National Council for Accreditation of Teacher Education (NCATE) review of Business Education certification praised USAO's business program for outstanding use of technology in the classroom. In addition, all USAO faculty were provided in-house training opportunities by the university's professional development program, and six faculty members participated in the technology training workshops made possible through HB 1815. To support training, the university purchased new computers for the business laboratories.

Students. USAO concentrates many of its career services programs in the Office of Student Services. The USAO graduate placement rate of 91 percent is one of the highest of any public university in the state. All business students receive advice and career counseling on a one-to-one basis. Business professors also maintain contacts with community businesses and post job openings.

USAO business faculty have established an intern referral system using USAO alumni employed in area businesses. With the employment of a new Director of Development this spring and the planned hiring of a data analyst in the summer, USAO will begin tracking all alumni.

Technology. This spring, NCATE cited USAO's Business Education program as especially well-supported in the area of technology. Last summer, the business computer laboratory was updated, and a new computer science laboratory, available to business students as well, will be built. USAO requested one-time funds from the State Regents to provide adequate resources, but funding was not provided.

USAO has offered a number of professional development seminars to all faculty. Through these professional development activities, maintenance and support of the technology infrastructure, and the upgrade of systems when appropriate and possible, USAO attempts to provide opportunities for faculty to use technology in many locations and in many ways. USAO also has a Technology Master Plan based on student outcome needs and hopes to add additional technology-enriched classrooms in all instructional buildings as funds permit.

Oklahoma Panhandle State University

System. Oklahoma Panhandle State University (OPSU) has developed an internship program for the Accounting and Business departments, and the Computer Information System department has an experiential learning component where students develop a workable database for a local business. An advisory board for the Accounting, Business, and Computer Information Systems departments was established in spring 2001. The Industrial Technology department has its own advisory committee.

Each program at OPSU has developed a Program Assessment Plan based on what graduates should know upon graduation, and all faculty members participate in student advisement. Recommendations from the advisory board and from graduate surveys are implemented. The number of graduates in the associate in arts business degree program has increased.

OPSU actively participates in the State Regents' Course Equivalency Project, cooperates with Northeastern Oklahoma Agricultural and Mechanical College to transmit upper-level business coursework to its campus, and has established agreements with both Southwestern Oklahoma State University and Northwestern Oklahoma State University to bring master's programs to OPSU. Additionally, OPSU has a curriculum agreement with High Plains Institute of Technology.

OPSU has been an active member of the Higher Education Consortium of Texas and Oklahoma. This organization allows area colleges and universities to share curriculum and professional development issues.

Faculty. Every effort is made to hire faculty with the highest academic credentials possible, but it is difficult to hire faculty with terminal degrees at current salary levels. Four of the 11 current

faculty members are female; every effort is made to hire minorities. The administration at OPSU attempts to increase salaries every year following legislative appropriations.

Faculty attend two major events relating to technology each year, and every faculty member will attend at least one discipline specific seminar or institute this year.

Students. Students participate in the career placement office's annual job fair, and direct placements in area businesses are also coordinated. All departments in the School of Business and Technology have established an internship program. Surveys are sent to graduates biannually to identify job placement and seek information concerning the business curriculum.

Technology. Section 13 funding provides needed support for technology, and OPSU has a plan in place to update computer and industrial technology equipment on a regular basis. All classrooms have access to a computer projection system for use by students and faculty.

Two-Year Colleges

Carl Albert State College

System. At Carl Albert State College (CASC), each business program has an advisory board, and students gain experience through work-study, internships, job shadowing, and case studies. A capstone project in the sophomore year provides excellent transfer information for students. An exit interview, capstone testing, and portfolios were added for assessment purposes in spring 2001. Programs are reviewed regularly to avoid duplication between programs and with other institutions. CASC also joined Franklin (Ohio) University's Community College Alliance in spring 2001, which will allow benchmarking of performance as students progress through Franklin's programs.

Faculty. CASC's current faculty includes a Certified Public Accountant and a highly recognized telecommunications expert. The faculty is equally divided by gender, but CASC has been unable to attract minority faculty in the business division, although efforts have been made. Through several endowed lectureships, business faculty earn supplemental salaries for academic enrichment and professional development programs. Release time is provided for faculty to remain current in technology, and one or more faculty per year attend national seminars on technology.

Students. Career counseling is provided by current faculty. Experiences such as work-study, internships, and case studies are part of the sophomore capstone project required for graduation. CASC began gathering information through an exit interview in spring 2000 to track alumni in the following areas: baccalaureate degree and institution transfer GPA, first job placement, and salary.

Technology. CASC currently has a Title III grant for \$1.5 million that provides five years of funding for the telecommunications division and the technology strategic plan. All business programs have access to multimedia, WebCT, and five interactive television classrooms. A plan for the upgrade of faculty computers is also in place.

Connors State College

System. Connors State College (CSC) provides students with access experiences that connect the classroom and the real work environment. An advisory board works with Business Administration, Business-Accounting, and the Business and Industry Training Program. Members of the board include representatives from major industries in the area. Experiential learning projects such as computer presentations and business plans are also included in the business courses.

Each course within CSC's business program has specific, stated objectives and these objectives are common across courses with the same title. In addition, objectives have been established for each business program. CSC deleted low-productivity programs in the business area this year

and will be participating in a nationwide ACT student survey to provide benchmarking data from other states.

Faculty. Two of the three full-time faculty in CSC business programs are female, and one adjunct faculty is minority. CSC has not added faculty in the business area for the past three years. Salaries for adjunct instructors were increased effective for the 2001-02 academic year. Training in technology is offered at each fall and spring faculty in-service workshop, and additional workshops are offered during the semester. Faculty are also paid for an additional credit hour each time they teach a distance education course.

Students. Since student transfer is the goal of the associate in science programs at CSC, career placement is not as high a priority as career counseling and appropriate academic advisement. All full-time instructors provide academic advisement for business majors. CSC also hired an additional academic advisor for the Muskogee campus with reallocated funds. Retention, graduation, and other indicators of student success are being examined through instructional assessment, transfer rates, and transfer GPAs. A campus student retention task force has been established and will make recommendations on student retention activities. CSC is currently examining the business program's course and program objectives in relation to transfer success.

CSC was an active participant in "Success Connection," an event sponsored in March 2001 by the Greater Area Muskogee Chamber of Commerce and the Muskogee Educational Consortium. The event was designed to provide up-to-date business information and awareness of employment opportunities in the Muskogee area. CSC will also be participating in the 2002 program.

CSC surveys graduating sophomores and alumni in regard to program and overall campus satisfaction. Beginning in 2001-02, CSC will separate the statistics gathered by program area in order to provide a more detailed picture.

Technology. Strengthening the technology infrastructure for instruction and instructional support is a primary goal for CSC. An upgrade of all computer laboratories to Pentium-based computers has been completed. A college web site emphasizes continuing expansion of the information and services available on the site. Course and office software were upgraded during the 2000-01 academic year, and faculty members are integrating computerized and web-based components into the curriculum. Two computer laboratories were upgraded during the 2001-02 year with plans to upgrade the other two teaching laboratories in 2002-03.

Faculty members have participated in technology training workshops made possible through HB 1815; two faculty members participated in a technology grant funded by the State Regents; three online courses and three interactive video courses in the business area have been developed in the past three years. Additionally, CSC has utilized funds from TechPrep and School-to-Work to provide training and curriculum development stipends.

Eastern Oklahoma State College

System. Eastern Oklahoma State College (EOSC) provides an experiential learning component for students through a computerized accounting class. Students establish a company, develop a product to be sold, and prepare a financial plan, thus experiencing all aspects of a company. An advisory board for the Accounting Assistant program is composed of employers who hire employees with an associate's degree, as well as those with a bachelor's degree. The advisory boards for technical programs also provide information for transfer programs, and they help insure that the most up-to-date curriculum is being provided. These advisory boards also provide an excellent source of employment for EOSC students.

The Division of Business at EOSC maintains detailed transfer information for graduates. They work with transfer universities to insure transferability of courses, contact the transfer universities to schedule appointments for graduates to enroll, and assist graduates in their efforts to secure scholarships at the transfer universities. EOSC also participates in the statewide Course Equivalency Project.

Outcome standards are only one measure of EOSC students' learning experiences; successful completion of required courses of study, as illustrated by course grades, are still a determining factor in graduation. Students in Business Administration were assessed in spring 2000 using pre- and post-tests. Courses and programs are evaluated annually to prevent duplication. EOSC is a member of the National Business Education Association, and its business faculty obtain the most up-to-date national information from that organization.

Faculty. Faculty loads have increased at EOSC, and adjunct faculty members have been added. Increased funding will be necessary in the future as the program continues to grow. The ethnic and gender diversity of EOSC's business faculty is representative of the student body, with six of seven faculty members female and one minority. EOSC will continue to strive for diversity through equal employment opportunity practices and other initiatives.

The wage and salary structure is continually evaluated and compared to peer institutions, as well as to business and industry. EOSC has been able to offer higher salaries to faculty in high-demand technology areas. Two week-long technology training workshops made possible through HB 1815 were presented for faculty last summer.

Students. Publications regarding possible careers and salary ranges for specific careers are available in the Career Center in the EOSC library. The View Program is also available for students to complete. This program provides students with an interest inventory of jobs that fit their profiles. EOSC's business program has helped many students obtain part-time and work-study jobs with industries in the area.

EOSC's alumni association provides information about graduates. The association has surveyed graduates in the past and continues to look for innovative ways to track alumni.

Technology. Increased funds must be provided for updating technology. EOSC requires entering freshmen to complete a Computer Application course. In addition, EOSC has added

computerized accounting, the use of computers to teach statistics, and the use of computers to aid in reviewing accounting information. Economics classes utilize the authors' web sites as well as other web sites to provide the most current information. Access to the Internet is available in the classrooms, allowing the instructors to utilize sources other than textbooks. EOSC will continue to pursue ways to increase the integration of technology into the curriculum.

EOSC has a four-year rotational plan for replacing all faculty computers. Due to increased student and industry demand, EOSC has used Title III grant funds and one-time funding from the Oklahoma legislature for the renovation of a portion of a building for a technology center that will open this fall.

Murray State College

System. Murray State College (MSC) offers several courses in the Business and Computer Technology department designed to give students work experience while learning. Each of the current applied science programs has an internship course designed specifically for that major. The Business, Business Management, Business/Office Technology, and Computer Information Systems programs all have active advisory committees. The Computer Science program is currently developing an advisory committee. Faculty have a good rapport with regional university faculty from their specific area of specialty.

Business and Computer Technology faculty at MSC are currently working on outcome standards for all courses. These standards will be in place within the next academic year and tied to graduation requirements. A re-structuring of the Business and Computer Technology department is currently underway to eliminate any duplication of courses and programs/options. The new structure will combine similar programs and delete unnecessary options. Business faculty at MSC are active participants in the Association of Collegiate Business Schools and Programs.

Faculty. MSC has instituted a program to evaluate all adjunct instructors that includes in-class visits by full-time faculty, follow-up consultations, and student evaluation reviews. MSC is currently working on a new comprehensive system for full-time faculty that will include student, peer, and administrative evaluation. Current faculty in the business area includes two female and two male instructors. One male faculty is a minority.

In-service seminars are provided for faculty and staff in the fall and spring and include computer software training. Those who participate receive continuing education credits. In addition, participation in the technology training workshops made possible through HB 1815 is encouraged for all faculty and staff.

Students. MSC offers several options for career guidance. The Counseling Center helps students explore their educational goals through career and personal inventories and personal career counseling. Student Support Services provides career development support, transfer information and assistance, resume preparation, and interviewing skills. The Outreach Office hosted a Career/Transfer Day in January 2001 that included more than 20 potential employers and over 200 student participants.

The Business Management program offers its majors an internship; the Medical Office Administration option requires students to complete a clinical practice course; and an internship has been proposed for the Administrative Office Assistant option of the Business/Office Technology program.

All of the associate in applied science (AAS) programs in the Business and Computer Technologies department are required to maintain student status reports. In addition, MSC has a Former Students' Association for alumni.

Technology. MSC has several financial resources for instructional technology including a \$600,000 donation from the Noble Foundation and capital improvement funds. Courses in Computer Concepts and Computer Application Packages are required for all students at MSC. In addition, courses are offered in Introduction to Computers, Introduction to the Internet, Operating Systems, Data Communications and Networking Fundamentals, Computer Networking, and Web Page Design.

MSC has also developed a new option in the Computer Information Systems program called "Fast Track: Computer Network/System Technician," a 48-week program which awards an AAS degree and industry certification.

Northeastern Oklahoma A&M College

System. Northeastern Oklahoma A&M College (NEOAMC) has developed a new associate in applied science degree program in Integrated Technology to help meet the needs of business and industry in the area. The program was developed with the help of two local manufacturing companies and features flexible scheduling and curriculum, including the use of the Internet, videotapes, self-paced instruction, and faculty mentoring. Prior learning portfolio assessment is also an integral part of the program. NEOAMC also has an initiative in the planning stages to incorporate more specific technology training in cooperation with other regional educational institutions to help meet the needs of business and industry in the area.

Experiential learning projects are included in the Integrated Technology program, and similar projects, including an internship component, are being reviewed for other programs. NEOAMC has established an advisory board for each technical/occupational program that provides annual input toward program goals and objectives. The institution receives transfer data from several area colleges and universities each semester, and NEOAMC department chairs and faculty members work closely with them to maintain the articulation of courses and degrees.

NEOAMC is developing student outcomes related to internship and experiential learning and is seeking to use other institutions of higher education to provide courses and training in areas not offered by this institution. The institution has pursued cooperative efforts with Northeastern State University, Rogers State University, and Oklahoma State University within the state, and with Pittsburg State University (Kansas) and Missouri Southern State College due to NEOAMC's geographic location and transfer patterns.

Faculty. NEOAMC's Department of Business employs four full-time female faculty members and two full-time male faculty members. One faculty member is Native American. Faculty teaching coursework for the technology centers must meet the criteria set forth in established cooperative agreements between NEOAMC and the technology centers. Faculty development during 2000-01 included training in web course development, the integration of the Internet, PowerPoint applications in classroom instruction, and the use of interactive video course delivery. Eighty percent of NEOAMC's full-time faculty attended at least one workshop offered by the Instructional Technology department during the past year.

Students. Career planning and placement are areas of ongoing development for NEOAMC. The institution plans to develop these services further during the 2001-02 academic year. Internships and experiential learning activities are also a part of ongoing development. Tracking alumni is performed systematically through the NEOAMC College Development Foundation. The institution also tracks students who transfer to senior institutions in Oklahoma and Pittsburg, Kansas. In addition, faculty maintain contact with many former students to monitor job placement and further academic endeavors.

Technology. NEOAMC has committed appropriate support and funding for instructional technology for the business programs. The integration of technology into the curriculum is ongoing and is making significant progress due to faculty development opportunities and administrative support of equipment acquisition and technical personnel. Currently, NEOAMC is working on a project to improve network connections through the campus, especially in the classrooms. In addition, a technology investment policy related to the leasing of equipment, a networking project, and other advancements designed to promote distance education and curriculum development is in development.

Northern Oklahoma College

System. Northern Oklahoma College (NOC) was given 10-year accreditation status with the Association of Collegiate Business Schools and Programs (ACBSP) in 1999. NOC has an internship program in place as an optional element for business degree programs and advisory boards for the applied science programs. Outcome standards vary by program, and systemwide standards exist as evidenced in the articulation agreements. Sharing of resources through distance education to eliminate duplication is strongly encouraged. Benchmarking of programs is accomplished through ACBSP.

Faculty. The standard institutional requirement for employment as a full-time faculty member is a master's degree. Within the Business Division, and specifically in the business discipline, this criterion is rigorously enforced. Additionally, care is taken to hire individuals who are professionally qualified with college hours, certification, or experience in the area in which they teach. The male-to-female faculty ratio is fairly equal, and efforts are being made to maintain this balance. Salaries for faculty are competitive and comparable to other state-supported two-year institutions. NOC's faculty are compensated through a merit pay system based on their performance.

College-wide faculty and staff development activities are scheduled prior to the spring semester. These include hands-on training in the development of multimedia instructional materials, workshops in distance learning, creation of interactive television presentations, training sessions on course development utilizing the Internet, and seminars on motivational strategies. Funds are budgeted for faculty and administrators to attend the Oklahoma Association of Community Colleges' annual conference. Funds are provided for 10 faculty and one administrator to attend the National Institute for Staff and Organizational Development convention. Release time, travel allowances, and accommodations may be arranged for individuals or groups to take advantage of other professional meetings, workshops, seminars, and conventions. Additionally, tuition grants provide the opportunity for credit enrollments, and educational publications are made available to all faculty on a regular basis.

Students. NOC provides career counseling and academic advisement for the Business Administration program. However, since this is a two-year associate degree program, transfer to the university and not job placement is the primary focus. An internship program, "Project Partners," provides an optional opportunity for Business Administration students to combine classroom theory with on-the-job training or observation. NOC conducts both an alumni survey and a community survey each year. Also, graduating sophomores complete the ACT Student Opinion Survey when they apply for graduation. The results of these surveys are used to improve services and to ensure that program objectives and student outcomes are parallel.

Technology. NOC's Business Division plans to do the following: 1) maintain current technology to assist students in furthering their education as well as utilize technology to enhance instructional effectiveness; 2) insure the overall quality of the business programs by maintaining the integrity of NOC courses through continual review and revision of topics and courses; and 3) continue to seek the best qualified faculty for each position and promote the professional development of the business faculty. NOC also has a plan in place to replace equipment and computers, and faculty and staff development activities are continuous. The technology investment policy is determined at the executive level based on desired student outcomes and projected needs.

Oklahoma City Community College

System. Oklahoma City Community College (OCCC) has an advisory board for each associate in applied science (AAS) degree, and all business degree programs provide a variety of experiential learning projects for students. A Student Success Grant was used recently to introduce a required laboratory component in an accounting course, and completion rates for students improved in just one semester. Faculty members match course content with parallel courses at receiving institutions to ensure course transfer, and articulation agreements are in place with the University of Central Oklahoma and the University of Oklahoma. Recent changes in the Business AAS degree will enable faculty to establish outcome standards based on the core courses, which are the same for all business options. These core courses will be used to assess each student's performance and success toward a degree.

The Business Division at OCCC works closely with the technology centers, the Downtown Consortium, and through alliances with other colleges to develop programs that remove duplication, and at the same time offer more to the community by sharing resources. OCCC has cooperative agreements with technology centers in 14 program areas.

Faculty. All OCCC faculty have at least 18 graduate hours in their teaching fields and hold master's degrees. The Division of Business currently has faculty with diverse ethnic backgrounds including international diversity. Salaries of faculty are competitive for the Oklahoma City area, and a college-wide procedure has been approved to offer compensation based on market factors. Highly competitive areas will be considered for a stipend in addition to the market salary. Faculty development in technology is highly encouraged and well-funded.

Students. Numerous departments at OCCC provide career services to students. These are Student Services, Student Life, Prospective Student Services, Student Development, and Graduate Employment Services. Several programs provide internships, and faculty are exploring inclusion of internships in all programs. The Office of Research tracks business program graduates with surveys and provides summaries to program faculty.

Technology. Funding for student-used technology has been supported by a student technology fee at OCCC. The institution has funded technology incentive grants and invested in the information technology infrastructure. Many classrooms are multimedia capable; all have Internet connection. In addition, textbooks are reviewed on the basis of their inclusion of Internet and other multimedia resources, and the Center for Teaching and Learning provides technology support for training and a forum for faculty to exchange ideas on technology issues.

All personal computers are replaced every three years, and all laboratories are equipped with up-to-date hardware and software. The information technology backbone of OCCC is state-of-the-art and updated on a regular basis.

Redlands Community College

System. Redlands Community College (RCC) launched the International Business Practice Firm in January 2001. The project centers around virtual venture capitalism and provides students the opportunity to create a business of their own choosing, compose a business plan, perform a market analysis, learn accounting skills, and procure financing for their products—all in a virtual environment. The state-of-the-art classroom focuses on hands-on experience for students in the world of e-commerce and the international marketplace. The occupational/technical instruction programs at RCC are consistent with the educational needs of the student and the employment needs of the community. Each program is guided by an advisory committee of business and industry representatives.

One aspect of RCC's academic plan is to collaborate with Student Services to continue the development and implementation of student retention activities and procedures. Academic transfer programs are the choice of 55 percent of the students at RCC. In addition, RCC plans to use campus-wide portfolio assessment for outcomes assessment. Cooperative agreements with

the area career technology centers provide educational opportunities in the business program areas of Business Administration Technology, Computer Science, Office Administration, and Technology. As a result of a campus-wide continuing evaluation process, low enrollment courses are being deleted, and low productivity programs are also being modified or deleted.

Faculty. All faculty at RCC meet the North Central Association of Colleges and Schools guideline of a master's degree plus 18 credit hours in their fields. Gender diversity is being achieved at RCC, but ethnic diversity is more difficult to attain. Salaries at RCC are competitive for Oklahoma, but no incentives are offered for high-demand areas.

RCC is expanding the services provided through the use of technology. Among the items in process are the development of faculty web pages and Internet instructional resources. Standing institutional and ad-hoc committees will continue to explore opportunities to provide and to coordinate the development of services that will enhance the ability of RCC and its faculty.

Students. RCC presents a job fair each spring, and career counseling and job placement are offered to students. RCC integrates the kiosk system and Internet connectivity to provide access to information and a variety of student services. This system provides information ranging from general college information to account balances. RCC has the capability to track alumni through its student information system.

Technology. RCC has a plan to strengthen delivery of instruction by integrating multimedia instructional resources. RCC uses technology for instructional purposes through telecourses, interactive television studio/classrooms, an interactive virtual science laboratory, satellite programming, two portable multimedia units, and two portable wireless network laboratories. Through the use of electronic media, faculty have the opportunity to integrate computer-generated slides and programs, video tapes, laser disks, document cameras, DVDs, and satellite broadcasts.

Rose State College

System. Rose State College (Rose) continues to provide experiential learning opportunities for students. The implementation of a Service Learning initiative in spring 2001 has provided new opportunities for the incorporation of experiential learning in the transfer curriculum. Rose annually invites deans from metropolitan and surrounding area four-year regional institutions to meet to enhance the transition of Rose students to their colleges and universities.

Rose requests data from four-year institutions on Rose graduate GPA maintenance and success after transfer. The data are incorporated into the Rose assessment information. At Rose, student outcome standards are measured in success rates after transfer to a four-year university. Rose is a member of the Association of Collegiate Business Schools and Programs (ACBSP), which provides benchmark measurements of the Rose program against industry-supported standards developed by peer institutions.

Faculty. All faculty teaching in the Associate in Science (AS) Business program have earned a master's degree with 18 graduate credit hours in their areas of expertise. Full-time faculty taught more than 90 percent of the courses offered in fall 2000. As new faculty are recruited to Rose, advertisements are placed in ethnic local and regional publications. Rose also recruits minority faculty through ACBSP.

Rose maintains a competitive salary with institutions in the metropolitan area, and negotiated salaries are being addressed across campus. Provisions have been implemented on a case-by-case basis to offer additional incentives to recruit highly qualified faculty, especially in the technology intensive programs.

Rose has always maintained a stellar program in faculty development. Emphasis has been placed on technology integration for the past five years. A full-time professional staff person is available to work on an individual basis with faculty who have specific needs. Faculty are also provided overload compensation to develop online courses or multimedia presentations, and the same faculty have also conducted workshops during in-service activities to encourage other faculty to become involved. Multimedia stations have been installed in classrooms for faculty use.

Students. Rose provides extensive career services to all students supported by faculty advisement on an individual basis. Centralized services offer career planning workshops, career placement including posting resumes and job opportunities on the Internet, job fairs, follow-up data on student employment, and a computerized job exploration program.

The purpose of Rose's AS in Business is to provide a mechanism for students to transfer efficiently to a four-year university. Consequently, Rose does not provide internship opportunities for the transfer student. Rose does provide internships and practicums for associate in applied science students in Computer Information and Technology, Networking, Webmaster, E-Commerce, Accounting, Management, and Marketing. Rose connects the classroom experience and work environments with field trips and off-campus representation provided by Students in Free Enterprise, which provide service learning opportunities for involvement of students. In addition, student data are collected from metropolitan and surrounding area institutions regarding Rose graduate transfers.

Technology. Rose technical funds, student technology fees, and general budget fund various hardware and software purchases. The strategic plan has been developed to ensure that technology continues to be a part of annual budget requests. Rose has implemented a replacement program to systematically upgrade hardware and software across campus. A comprehensive Campus Technology Plan is reviewed annually by a campus-wide committee.

In Rose's AS in Business, the first three accounting courses are taught in a hands-on computer environment; the economics classes are taught in a multimedia environment; and many other support courses are hands-on computer classes or multimedia based. The Rose strategic plan drives the direction of the institution and includes planning for technology resource needs. An annual College Technology Plan is reviewed and revised to ensure that the quality and quantity of technology is appropriate.

Rose transmits courses over OneNet in Court Reporting, Legal Assistant, Technical Supervision and Management, and other technical program subjects. The Business and Information Technology Division partners with the schools of business at Southwestern Oklahoma State University (SWOSU) and the University of Central Oklahoma to provide courses on-site at Rose. UCO has scheduled two courses for fall 2002 and four classes for spring 2003. In an attempt to eliminate unnecessary duplication of effort and to encourage lead institutions to outsource programs, SWOSU is planning to offer most of their junior and senior courses at Rose through OneNet.

Seminole State College

System. At Seminole State College (SSC), all courses in accounting, business, computer science and office management include experiential learning projects. Beginning in 1999, the four existing advisory boards for the Business/Computer Science Division were consolidated into a single advisory board for programs offered by the division. This coincided with the consolidation of the four separate associate in applied science programs into a single degree program.

To improve student retention and graduation rates, SSC has an aggressive tutoring program funded by Student Support Services and Title III grants. Additionally, faculty tutors have been employed specifically for tutoring students in the business courses. A class entitled “Personal and Academic Success Strategies” has been implemented to assist students who are at risk. Overall, there has been an increase in the number of students successfully completing business degrees.

Each course syllabus across the curriculum includes expected learner outcomes which are assessed through individual unit exams and course-embedded assessments. The Academic Assessment Committee has refined graduation requirements to include expected learner outcomes for each course, program, and division.

In 1998, SSC initiated the Business and Industry Training Education Program that was later advanced into an academic division. Cooperative agreements have been developed with both career technology centers in the SSC service area. In addition, a bachelor of science degree in Ethics and Management from Mid-America Bible College and a master’s degree in Business Administration from Cameron University are offered on-site via interactive television. Development of four curricular tracks into a single degree, rather than having four separate degrees, has resulted in elimination of some duplication. Nothing is in place at this time for benchmarking program performance.

Faculty. Currently the Business/Computer Science Division employs five full-time faculty members, two part-time faculty, and nine adjunct instructors. Of these faculty, one holds a Doctorate of Philosophy, two have the Doctorate of Education, nine hold master’s degrees, and four have bachelor’s degrees. SSC is actively striving to meet the North Central Association

recommendation that faculty complete at least 18 credit hours at the master's level in the discipline in which they teach.

To assist in recruiting and retaining qualified faculty, SSC has dedicated as much of the budget as is feasible to salary increases and increases in base pay for faculty and staff. Over the past three years, SSC has been able to increase salaries by approximately 12 percent. SSC has broadened advertisement of faculty and staff position announcements to include minority publications. The SSC salary schedule allows some flexibility in negotiations as salaries are set for high-demand faculty positions.

Through the Title III program, numerous seminars have been offered for faculty and staff in technology. Also, state funds are used for faculty to attend seminars off-campus. In addition, Microsoft Inc. provides free seminars on the newest software, and Course Technology, the publishing company for SSC's computer books, provides free training seminars to keep faculty and staff up-to-date with the latest technology.

Students. SSC does not currently have a career placement program, but it does sponsor periodic job fairs on campus. Also, through the Title III grant and the Quest Program, which is a part of the Student Support Services Grant, SSC offers career exploration opportunities.

Internship experiences are available in three of the four Business/Computer Science programs offered at SSC. Additionally, internships are available through cooperative agreements with area career technology centers.

SSC sends an annual survey to all students who graduated in the past year. Through the information obtained in this survey, the SSC Assessment Coordinator contacts former students' current employers to determine satisfaction with job skills and preparation of the former students. Additional tracking of SSC business program graduates remains one of the division's objectives.

Technology. The SSC administration actively supports the funding of instructional technology. Historically, sources for funding have included educational and general funding, Section 13, Title III, and other grant funding. Recently, SSC employed a new Educational Foundation president who is actively seeking additional funding sources.

Title III also provides support for updating and expanding technology in the classroom, and SSC received \$3 million from the Oklahoma legislature to build a technology training center on campus. Upon completion, the center will be equipped with distance learning and instructional skills laboratories, computer laboratories, and a learning resource center with interactive and multimedia instruction capabilities. The laboratory will also have service bays to provide full-scale, hands-on application of training and instruction.

As the institution invests in technology, learner outcomes are considered. Advisory committees provide insight necessary to make appropriate curricular and technological decisions.

Tulsa Community College

System. Tulsa Community College (TCC) business students are provided the opportunity to participate in a number of experiential learning activities such as structured internships, membership in Phi Beta Lambda, taking applied courses, conducting computer simulations, studying and writing about current issues, hearing speakers from companies in the Tulsa area, conducting community surveys for businesses, and studying under adjunct instructors who are practicing professionals in the community. TCC has developed articulation agreements with universities that emphasize the acceptance of all coursework toward the baccalaureate. In addition, the development of student surveys to analyze the acceptance of the curriculum and the difficulty, or ease, with which the transfer was accomplished from the students' perspective is in development.

All business curricular areas were evaluated by faculty in 2000-01, and the assessed outcomes use a course-embedded model. Workforce development programs are reviewed at least annually with input from the business community. Beginning in 2000-01, all faculty, full-time and adjunct, have been charged with assessing general education goals required for mastery.

TCC is working with Rogers State University on a transfer matrix and will be offering lower-division classes at the Broken Arrow campus of Northeastern State University. In addition, several cooperative agreements have been made with the career technology centers in the area. TCC also holds annual faculty meetings to develop curriculum and assign campus responsibilities for the implementation of the curriculum. The deans of instruction and associate deans from all campuses pay special attention to the coordination of course schedules and sections to avoid duplication. TCC is a member of the North Texas Community College Consortium and is evaluating membership in the Association of Collegiate Business Schools and Programs for benchmarking purposes.

Faculty. Faculty at TCC are assigned to areas in which they have academic preparation and industry experience. Eleven percent of TCC's full-time business faculty have a doctoral degree; 64 percent have a master's degree; 19 percent have a bachelor's degree; and 6 percent have less than a bachelor's degree. In the university parallel programs, a master's degree is required.

TCC emphasizes the recruitment of minorities and women, and all full-time positions are advertised in multiple publications. Gender equity has been achieved, and efforts to increase diversity continue. Chairs in the Business and Information Technology Division are 75 percent women. TCC's Human Resources department is performing local, regional, and national compensation studies in the high-demand technical fields, and salary adjustments are being considered. In addition, business and industry partnerships using highly trained instructional technology and telecommunications professionals as adjunct professors are being explored.

TCC provides faculty technology mentors to assist in online course development using Blackboard. TCC waives tuition for full-time faculty in credit courses, and all faculty can take technology classes at the Eighth Floor Training Center free of charge. Staff development activities are held throughout the year on technology topics including Lotus Notes, Microsoft Office, Blackboard, and others.

Students. TCC recently integrated the Career/Life Planning program and Student Job Placement to form TCC's Career Services program. Career counseling is offered on each campus, primarily using the Career Exploration program. The staffs on the campuses also provide "walk-in" career and educational/training information in the career information resource centers. The career counselors coordinate an annual college career week, and TCC also hosts an annual employers' fair. In addition, TCC partners with several agencies and educational institutions to provide job search and placement services to the community.

TCC provides internship opportunities with several companies in the Tulsa area. The management faculty coordinate the internship with the student, discipline faculty member, and supervisor. TCC's Office of Research administers a graduate survey to every student who completes a degree or certificate program. Detailed results are presented in the summary report distributed to division chairs, deans, and the president's cabinet. Transfer data on university parallel graduates are available from participating institutions and are posted on the TCC bulletin board. The results are analyzed and used in strategic planning and curricular improvements.

A structure and mechanisms for awarding credit to students for their work and/or life experiences are in development. This prior learning assessment model is based on the extensive work of the Council on Adult Experiential Learning. Also, TCC is increasing its efforts to award credit for technical occupational education performed by secondary students in officially recognized vocational technical curricula at high schools in the Tulsa area, such as the marketing program at Broken Arrow High School and the graphics and imaging technology program at Charles Page High School.

Technology. TCC continues to increase support for instructional technology. Student use of technology is supported by a \$4 per credit hour technology fee. Multimedia classrooms are available on every campus and wired for Internet access. Faculty receive training in developing technology components by attending classes on campus, attending training at the Eighth Floor Training Center, and from one-on-one assistance from technology mentors on each campus. Faculty are sometimes reassigned to develop technology projects and occasionally receive summer contract pay for infusing or creating technology-based courses.

TCC has a campus-wide technology committee with representatives from all areas of the institution. The committee is designed to address planning issues and provides input during the budget stage. Student outcomes are the driving criteria for the assessment, planning, and budgeting process.

Western Oklahoma State College

System. Western Oklahoma State College (WOSC) has advisory boards for its business programs that meet regularly, and two programs require a capstone course that includes a cooperative work experience. Two of WOSC's administrators serve on the Regional Southwestern Oklahoma Workforce Investment Board and the Local Workforce Development

Council Board. WOSC engages faculty and staff in student enrollment and retention and provides advisor training during faculty in-service.

WOSC receives information regarding its students who transfer to East Central University, Oklahoma State University, University of Oklahoma, University of Central Oklahoma, and Southwestern Oklahoma State University. The Business and Information Systems Division developed an assessment plan for all degrees and options. This plan focuses on learning outcomes and is competency based. WOSC's plan of Assessment of Student Academic Achievement was the subject of a North Central Association (NCA) focus visit in spring 2001. The exit interview was positive. All student learning outcomes and competencies are embedded in course requirements.

WOSC deleted the Hardware/Network Specialist option after review by the advisory committee and replaced it with a new program, the associate in applied science (AAS) in PC Hardware/Networking Specialist. All AAS business programs are linked to career technology centers through cooperative agreements.

Since 2000, WOSC has participated in the Collegiate Assessment of Academic Proficiency which measures foundational academic skills and is benchmarked with similar institutions across the nation. Faculty annually review the results and make suggestions for improvements.

Faculty. WOSC faculty meet or exceed the requirements of NCA's Higher Learning Commission and the State Regents for academic and professional quality. A review of policies, practices, and procedures for hiring is also underway. WOSC will advertise all job vacancies in publications designed to enhance women and minority participation.

Because WOSC's faculty salaries are low, retention is a priority. Salaries for faculty were increased by an average of 4 percent for the 2001-02 academic year. WOSC received two professorships in nursing and one in radiology. Additionally, WOSC received two lectureships in business and one in aviation. The investment income will be used to enhance the designated business programs. Sixteen full-time and 12 part-time faculty have participated in technology training workshops made possible through HB 1815. In addition, faculty have participated in training projects through Los Alamos National Lab and through the Instructional Technology Collaborative Effort, a collaboration of four institutions.

Students. Career counseling at WOSC is conducted on an individual basis. Students can also attend a career awareness seminar to assist in decision-making. The computerized guidance system Discover is used, and WOSC hosts an annual university Transfer Day and an Area-Wide Career Day. Business faculty link with the business community through advisory committee meetings and personal visits by direct and indirect contact. The business and computer degree programs require cooperative work or internship experience and places faculty and students in direct contact with the business community. All AAS degrees require a cooperative experience or internship. An alumni survey, using ACT's Alumni Survey for Two-Year Colleges, is conducted annually by WOSC.

Technology. The resources for instructional technology are determined by a full budget review each year to determine need and available resources. External funding has been pursued aggressively, and over \$900,000 has been received in the past three years. Technology training workshops made possible through HB 1815 have contributed to the enhancement of technology at WOSC.

Many WOSC faculty have been involved in the past three years with “teaching with technology” projects. WOSC’s Information Services has also been working to upgrade infrastructure to enable a media-rich computing environment. Administration at WOSC has indicated a desire to empower all faculty to integrate technology into their classrooms, regardless of the campus location.

Appendix: At-A-Glance Analysis

**At-A-Glance Analysis:
Institutional Progress Toward Implementation of the Business Program Review Team Recommendations**

Regional and Comprehensive Universities

Review Team Recommendations	OU	OSU	UCO	ECU	NSU	NWOSU	SEOSU	SWOSU	CU	RSU	LU	USAO	OPSU
1a. Establish experiential learning projects for each student	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
1b. Establish advisory boards for each program	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
2. Improve retention and graduation rates	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
3. Develop student outcome standards and tie to graduation requirements	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
4. Eliminate unnecessary duplication of effort and encourage lead institutions to outsource programs	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
5. Benchmark Oklahoma program performance with institutions outside the state	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	LP	Y	Y
6. Assure sufficient number of academically and professionally qualified faculty	Y	Y	LP	Y	Y	Y	Y	Y	Y	Y	LP	Y	Y
7. Increase the ethnic and gender diversity of faculty	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	LP	Y
8. Offer competitive salaries to high-demand faculty	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
9. Provide faculty development in technology	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
10. Provide comprehensive career services including career counseling, job fairs, & placement services	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
11. Provide student access to internships, connect the classroom experience and work environment	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
12. Track alumni	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
13. Assure adequate financial resources for instructional technology	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
14. Provide support to effectively integrate and infuse technology into curricula	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
15. Develop a technology investment policy based on desired student outcomes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

Y=Progress demonstrated as addressed in Academic Plan; LP=Limited progress demonstrated as addressed in Academic Plan

**At-A-Glance Analysis:
Institutional Progress Toward Implementation of the Business Program Review Team Recommendations**

Two-Year Colleges

Review Team Recommendations	CASC	CSC	EOSC	MSC	NEOAMC	NOC	OCCC	RCC	RSC	SSC	TCC	WOSC
1.a. Establish experiential learning projects for each student	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
1.b. Establish advisory boards for each program	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
2. Improve retention and graduation rates	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
3. Develop student outcome standards and tie to graduation requirements	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
4. Eliminate unnecessary duplication of effort and encourage lead institutions to outsource programs	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
5. Benchmark Oklahoma program performance with institutions outside the state	Y	Y	Y	Y	LP	Y	Y	LP	Y	LP	Y	Y
6. Assure sufficient number of academically and professionally qualified faculty	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
7. Increase the ethnic and gender diversity of faculty	Y	Y	Y	Y	Y	Y	Y	LP	Y	Y	Y	Y
8. Offer competitive salaries to high-demand faculty	Y	Y	Y	Y	LP	Y	Y	LP	Y	Y	Y	Y
9. Provide faculty development in technology	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
10. Provide comprehensive career services including career counseling, job fairs, & placement services	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
11. Provide student access to internships, connect the classroom experience and work environment	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
12. Track alumni	Y	Y	Y	Y	Y	Y	Y	LP	Y	Y	Y	Y
13. Assure adequate financial resources for instructional technology	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
14. Provide support to effectively integrate and infuse technology into curricula	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
15. Develop a technology investment policy based on desired student outcomes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

Y=Progress demonstrated as addressed in Academic Plan; LP=Limited progress demonstrated as addressed in Academic Plan