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.

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
1a. Establish experiential learning projects for each student	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
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 unecessary 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