



Self Study

For Demonstrating Excellence in Associate
Degree Schools and Programs

Prepared by:

Business Chair, Lynn Jones

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Business Department Staff

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IMPORTANT LINKS FOR SELF-STUDY:

North Central State College homepage

<http://www.ncstatecollege.edu/cms/index.php>

Ohio Board of Regents

<https://www.ohiohighered.org/>

Board of Trustees

<http://www.ncstatecollege.edu/cms/administration/board-of-trustees.html>

President's Office

<http://www.ncstatecollege.edu/cms/administration/president.html>

Collective Bargaining Agreement

<http://www.ncstatecollege.edu/cms/media/PDF/policies/CBA102611.pdf>

Policies and Procedures manual

http://www.ncstatecollege.edu/cms/media/PDF/policies/policiesmanual_toc.pdf

Student Handbook

<http://199.120.181.101/resourcespace/viewers/viewPDF.php?ref=507>

Ends Policies

<http://199.120.181.102/cms/catalog/general/mission>

Student Success Page on Website

<http://www.ncstatecollege.edu/cms/student-success-center.html>

Carver Model

<http://www.policygovernance.com>

**Accreditation Council for Business Schools and Programs
(ACBSP)**

North Central State College

SELF-STUDY YEAR 2011 (2011-2012 academic year)

PRESIDENT: Dr. Dorey Diab (2013 to present), Mr. Donald L. Potts (2008-2013)

CHIEF ACADEMIC OFFICER: Dr. Karen Reed

DEAN BUSINESS, INDUSTRY AND TECHNOLOGY: Dr. Gregory Timberlake

PRIMARY INSTITUTIONAL CONTACT DURING THE ACCREDITATION PROCESS:

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DATE OF SUBMISSION OF THE SELF-STUDY: March 1, 2013

PRIMARY CONTACT FEBRUARY 19 – APRIL 1, 2013

Lynn P. Jones, Business Department Chair

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Mansfield, OH 44901 Phone: (419) 755-4572

E-Mail Address: ljones@ncstatecollege.edu

Listing of all Business Programs:

Business Program	Program in Business Unit	To be Accredited by ACBSP	Number of Degrees Conferred during Self-Study Year
Accounting	Yes	Yes	31
Business Administration:			
Business Management	Yes	Yes	43
Finance	Yes	Yes	2
Marketing	Yes	Yes	4
International Business	Yes	No	0
Business Education and Teaching	Yes	No	0

Comment – the International Business Option and the Business Education and Teaching Option were dropped this year (2012-2013) as the College changed to semesters.

Comment – The Finance major is being dropped for 2013-2014

OVERVIEW AND ORGANIZATIONAL PROFILE FOR ACCREDITATION

This section of the self-study document is used to provide general information about the institution and its business program.

Institution Response:

A. Self-Study Preparers:

- Jennifer L. Adkins, Business Program Director and Assoc. Prof. of Accounting/Finance
- Lynn P. Jones , Business Department Chair
- Dr. Gregory Timberlake, Dean Business, Industry and Technology

B. Self-Study Purpose:

The purpose of this self-study is to review the programs and processes in place, to maintain quality within the various academic programs and courses, and to meet the criteria currently in place by ACBSP. This self-study will enable us to measure the Business department by national standards and will aid us in identifying our strategic strengths and opportunities for improvement. This will help us to more fully accomplish the mission of the Business department and that of the College.

C. Self-Study Timeline:

The 2011-2012 academic year will be used for our self-study. This consists of 3 academic quarters. (Sept. 2011 – June 2012).

D. Regional Accrediting Body:

North Central State College is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. Accreditation was first awarded in 1976 with the last comprehensive institutional evaluation conducted in 2011-2012. The formal letter of reaffirmation of accreditation is dated February 6, 2012. (See Appendix A)

E. Profile of the Institution:

North Central State College's main campus sits on 600 beautiful wooded acres with walking paths and streams, sharing a campus with a branch of The Ohio State University. This location is accessible to the growing community of Ontario and is fifteen minutes from historic downtown Mansfield. North Central State College's 3,000 students attend classes and activities housed in ten campus buildings. Additionally, North Central State College owns and manages an 186,000 square foot state of the art facility at its campus in Shelby, seven miles west of the main campus, which houses the Business, Workforce Development, and Technology programs, a student business incubator, and a regional office of the Small Business Development Center (SBDC). The James W. Kehoe Center for Advanced Learning opened its doors in January, 2002, and has hosted statewide workforce development visionaries and programs, fully utilizing its conference facilities and training labs. The Urban Center for Higher Education, at 134 North Main Street in Mansfield, opened in January 2011 to serve students and businesses in downtown Mansfield and throughout north central Ohio. The Urban Center contains several classrooms, computer lab, and meeting rooms. The Urban Center provides educational opportunities to the residents, employees and businesses of downtown Mansfield and serves as an entry point for those in the urban population who need access to educational achievement, whether to complete a GED, attend a seminar, or to work toward a certificate or associate's degree. The college has outreach centers offering video-conferencing and other distance learning instruction to students in Willard, Ashland, and

Bucyrus, Ohio.

North Central State College, a public two-year community-based educational institution serving the residents of north central Ohio, offers high quality, technical education in more than 60 associate degree and certificate programs in Health, Business, Public Service, and Engineering Technologies, as well as customized workforce training programs. The College enrolls 3,000 students quarterly and is the largest public college within a 75 mile radius. Chartered in 1961, NC State was recently lauded by the Academic Quality Improvement Program (AQIP) of the NCA's Higher Learning Commission and the National Achieving the Dream for Institutional Improvement, for its quality initiatives. NC State graduates enjoy a 95% employment rate and a growing number of transfer and reverse transfer students are matriculating to and from Ohio's public colleges and universities due to the ease of credit transfer. Tuition at NC State was \$90.90 per quarter credit hour (2011-2012). The College employs 200 full-time employees of whom 61 are full-time faculty and manages a \$20M operating budget.

The college yearly experiences approximately 65% of its student population being female and 35% being male; 43% of students are under 25 years of age and 57% are 25 years or over; 80% of students are white, 7% black, 1% Hispanic, 1% mixed race and 11% other/unknown.

Approximately 18% of graduates in the Business unit proceed to a college or university for a bachelor's degree. Therefore, approximately 82% of graduates in the Business unit enter the workforce.

A model college of the 21st Century, NC State is a regional economic and innovation leader where the community as a whole benefits from increased occupational and investment opportunities, higher business revenues, greater availability of public funds, and an eased tax burden thanks to the improved lifestyles of our graduates, many of whom choose to remain and put their talents to work right here in north central Ohio.

During the study period, the college was on the quarter system. In the Fall of 2012, the college converted to the semester system. The Business unit moved to the Kehoe Center in August of 2011 in order to enable consolidation at the main campus, to enhance the business brand image and to create links with the Technology group. The Business unit was comprised of 5 full time faculty (2011-2012), a Chair and is led by the Dean of Business, Industry, and Technology. The Dean reports to the Chief Academic Officer.

F. Organizational Chart:

See Appendix B for a copy of the College's organizational chart.

G. Legal Authorization:

See Appendix A for a copy of letter from Higher Learning Commission citing our authority to operate and confer degrees.

H. Governing Board:

See Appendix C for a list of Board of Trustees members for the year under review. The members are appointed from the College's three county operating area, and they represent the public interest of the area. They are all local educators, professionals, or government figures.

The Board of Trustees has made strides in the past two years to adopt what is referred to as "Ends Policies." These are the over-reaching goals the College is expected to achieve. By meeting the Ends Policy goals, the Board can demonstrate the College's effectiveness. The Ends Policies center around – Equal Access/Diversity,

Job Readiness, High Demand/Emerging Technologies, Career Development, Transferability, and Enrichment. Each Ends Policy has a definition and matrix to show achievement. A copy of the Ends Policies is available to review.

See Appendix D for a schedule of meetings for the year of the self-study.

Institution Mission:

North Central State College exists for the citizens of its service region to have the knowledge and skills to succeed in their chosen path for learning, work, or enrichment, sufficient to justify available resources.

This policy can be located in the North Central State College Policy and Procedures Manual.

I. Business Unit Mission:

The mission of the Business unit is to support the mission of the College by providing quality programs, delivering curriculum that is current and relevant and affording opportunities for professional growth for faculty and staff. The faculty in the disciplines within the department maintain close contact with practitioners to ensure the curriculum meets the demands of area employers with the help of the advisory committee. Each discipline maintains contacts with adjunct faculty who are often employed within their own area of specialization. All faculty members are involved in professional development activities and are constantly looking for new and innovative ideas to incorporate into their instructional delivery.

It is the expressed goal of the division to provide student centered learning approaches that encourage logical thinking and creative techniques for problem solving while promoting personal initiative, responsibility, perseverance, and respect for others.

J. Business Unit:

Programs to be evaluated for accreditation:

- Accounting
- Business Administration
 - Business Management
 - Finance
 - Marketing

The Accounting program also offers two certificates: accounting tax clerk, and computerized accounting. The Business Administration program offers one certificate: entrepreneurship.

Although the International Business and Business Education and Teaching options were available to students in the study year, they were eliminated when the college switched to semesters, and they are not therefore being included in this self-study. The Finance option is also being eliminated as this document goes to binding, but is included in the study.

K. Academic Degrees:

North Central State College is governed by the Ohio Board of Regents and is accredited by the North Central Accreditation Association to confer Associate of Applied Business in Accounting or Associate of Applied Business in Business Administration.

It is not possible to earn degrees entirely through alternative methods at NCSC. All programs have courses that can be completed online, video-conferencing, or through a hybrid delivery system. The number of courses in the programs range from 15 in the Accounting program (50.0% of credit hours) to 21 in the Marketing option (65.6% of credit hours).

For the academic year under evaluation, the Business department has been moved to the Kehoe Center, approximately 7 miles from the main campus. It is the department's objective to offer all classes at Kehoe, but some students must travel to the main campus to complete courses.

L. Class Time:

The Ohio Board of Regents states that one credit hour is awarded for a minimum of 500 minutes of formalized instruction in a ten week quarter system. Classes in the Business department were typically either 3 or 4 credit hours under quarters. A typical 4 credit hour course met two days per week for 1 hour and 50 minutes (10-minute break included). A 3 credit hour course typically met two days per week for 1 hour and 25 minutes (10-minute break included) or one time for 2 hours and 40 minutes (break included). Schedules are available to document this.

Online classes require students to receive "instruction" per week that mirrors the Ohio Board of Regents requirements. Typical hybrid courses meet in the classroom for half the time per week and the other half are received through online instruction. Although class times change under semesters, online and hybrid formats remain the same. The Business department ensures that courses taught online or hybrid are comparable in quality and consistency by providing all faculty with a standard master syllabus for each course. All objectives and outcomes are listed in this document, and full-time and adjunct faculty are required to adhere to the master syllabus for each course being taught. Faculty are also evaluated according to college policy (full-time faculty on a 3-year cycle and adjunct quarterly) to guarantee this.

M. Course Delivery:

Lecture, online, hybrid, video conferencing

N. Credit Hours:

North Central State College awards credit hours based on quarter hours for the year under self-study.

According to Ohio Board of Regents, one credit hour shall be awarded for each classroom (lecture) hour (50 minutes) which is scheduled in the standard week of the quarter or semester. North Central State College abides by this rule.

O. Student Communication:

Business unit requirements are communicated to students via the college website, posted materials on bulletin boards, college email system, college catalog, mailings, and through advising.

STANDARD 1: LEADERSHIP

Criterion 1.1 - Leadership Strategies

- A. Explain the business unit leadership strategies or systems to foster a high-performance work environment that results in meeting the mission of the business unit.

The Business department has many key strategies in place to help foster a highly efficient and effective work force. These include, but are not limited to, having a new Chair in place that has a good working relationship with faculty, having a written document outlining the evolving goals for the growth of the department, and physically moving our department to the College's Kehoe Center. This move has allowed the Business department to have essentially a blank canvas to reinvent itself.

The Business department has a renewed focus on accreditation and assessment as being critical pieces as it plans its future growth. The oversight of adjunct faculty's performance and hiring and the department's emphasis on student retention has been a strong focus.

The Business department leadership recognizes the need for planning on many long-term issues which include – assessing its position on the previously mentioned areas, discussing ideas for changes within the College itself, refining the process for planning to be more efficient and clear, and dealing with enrollment issues as they directly influence the College, and more importantly, the department's enrollment/marketing strategies.

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

The Business department has improved communication, not only departmentally but also divisionally. The unit has hired a new Chair, and this change has created a healthier dynamic within the department and has allowed the Dean to learn more about other areas of the division and to develop strategies in those other areas.

One key improvement is a living document referred to as the "Kehoe Business Plan Outline." This document serves as a planning document for the entire division within which the Business department resides. The document is organic in a sense that it contains ideas for the program and process changes/improvements and clarifies priorities as they are established from the larger field of options. The document is providing a map for the division. Improvements to this document will be to add timelines and accountability parameters as goals are selected. The document is open for all to impact and is reviewed regularly by faculty in the division.

While improvements have been made, the Dean is evaluating a stronger improvement long-term plan integrated with a College-wide academic plan.

Criterion 1.2 – Leadership Measures of Performance

- A. Explain how the business unit leadership ensures the establishment, deployment, and evaluation of performance measures and ensures that the results are used to improve performance.

First, the Business department faculty have recently started using the Educational Testing Service's Major Fields Test (MFT) as a key piece of assessment for the programs. All graduates are required to take the exam in their capstone course. This will prove to be a key piece of continuously improving the programs and to monitor student performance by using outside, independent data. Faculty have chosen to use this assessment measure because they respect its validity measures.

Second, the Business department has clearly defined a monitoring process for adjunct faculty and has tightened up this monitoring, but there is an opportunity for improvement because this monitoring needs to be institutionalized. The new Chair has been instrumental in tightening this process and in institutionalizing it.

Third, the collective bargaining agreement (CBA) describes the evaluation mechanisms regarding faculty; but in addition to this, the faculty and the union are supportive of the Dean monitoring and discussing teaching performance and curricular design more often than minimum CBA requirements. A goal of the department leadership for the upcoming academic year is to schedule more classroom observations than the contract specifies.

The transition from quarters to semesters has taken much of the institutional focus on change and improvement for the last 24 months. As this concludes, it is an appropriate time to work on the areas described in this document.

Fourth, the former President has worked over his five year tenure to institutionalize administrative evaluations, and that is being accomplished. The Deans and Chairs are evaluated annually, and it is the responsibility of the Vice President for Academic Services to ensure that these evaluations are taking place. A Faculty Caucus representative has reviewed those evaluations this academic year.

Criterion 1.3 – Leadership and Community

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

The College's history as a technical college has created a strong brand in the community and has given the College a seat at important discussions within the business community. It has been historically strong in manufacturing and many at the College believe the geographical area is on the brink of a manufacturing renaissance.

The new Chair has a history in manufacturing and is an engineer, as well as, an MBA holder. Thus the department is positioned well to deliver on its responsibilities.

To date the former President, Dean, and Work Force Director have been the primary points of contact with businesses. The Chair is getting more involved with these meetings, and our advisory committees provide an important point of contact with the community. Areas for improvement include improving the use of advisory committees and figuring out how to involve faculty more with area businesses.

Summary of Standard 1 - Leadership

Strengths for the business unit:

- Full-time faculty with expertise in economics, accounting, and management
- Adoption of the Major Fields Test for benchmarking and assessment
- A new Chair who completed his first year September, 2012, is respected by faculty, administration, and regional stakeholders. This person is new to Ohio and higher education, but after one year plus, has learned a great deal about the state's requirements and other legal administrative parameters influencing the department's success.
- A Dean with extensive education experience.
- A former President who was also the Chairman for the Board for the county Chamber of Commerce.
- A department that has successfully transitioned its curriculum and programs from quarters to semesters.
- The division has a good start on an open and organic planning process for the unit which is manifested in the Kehoe strategy plan.
- The recent realignment of the Business department with the Engineering department which should provide synergy in years to come.
- The development of the Kehoe Center, which houses the department, into a conference center supporting workforce training events. This should position the department for the future and enhance our regional brand in supporting small business and entrepreneurs. The fact that four student businesses are in our incubator this year is evidence of this effort beginning to gain traction.

Opportunities for improvement for the business unit:

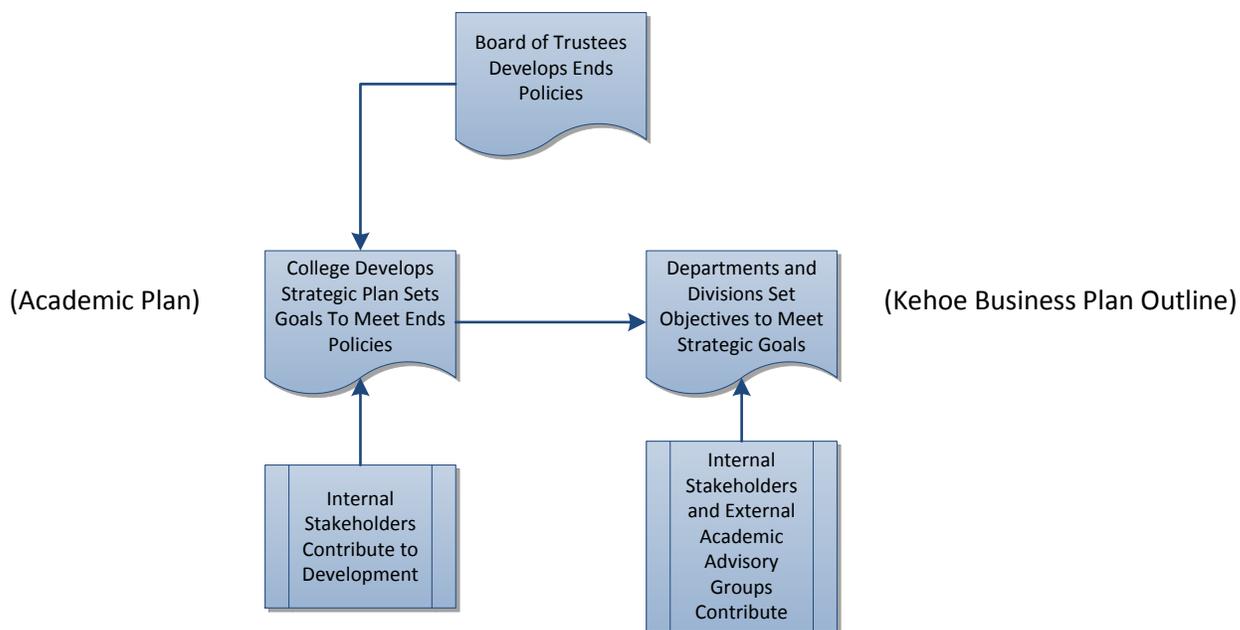
- Work to increase enrollment since it has declined over the past year.
- Work with the division to enhance efficiencies and increase revenues (through increased enrollment, retention, more online courses or additional grants) to improve the financial condition of the department, the division, and the institution which is currently under budget pressure.
- With a hiring freeze and the move of one faculty member to the chair position, the department has been left with only one full-time faculty member in management program.
- Institutionalizing with the division planning processes and clarifying new direction for the department.

STANDARD 2: STRATEGIC PLANNING

Criterion 2.1 Strategic Planning Process

- A. Describe the business unit's strategic planning process to address key student and program performance requirements; include the key steps and participants.

The College has in place a strategic planning process that begins with the development of the Board of Trustees Ends Policies. These policies are translated into action plans that impact every organization in the college. Many members of the faculty are participants in sub-committees formed to directly implement Ends Policies. From an academic perspective, the Ends Policies form the basis of the Academic Plan. For the Business Department, the Academic Plan and Ends policies form the basis of the Kehoe Business Plan Outline. Through-out the strategic planning process, key internal and external stakeholder input contributes to the strategic plans. The strategic planning process is highly iterative and highly dynamic at the Kehoe Business Plan Outline level. The process is more mature at the Ends Policies level. Results against Ends Policies goals are regularly published to the community and are available on the college website. The Kehoe Business Plan Outline is regularly distributed, reviewed, and revised at the Division meetings. The business unit intends to integrate feedback from ACBSP into our strategic planning process in the 2013-14 term year. Please see the flow chart below, which graphically describes important information flows in our strategic planning process.



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

Key initiatives revolving around curriculum include continuous improvement as described previously, including Major Fields Test, determining what curricular delivery changes/adaptations can be made, continuing work on retention, and the administration has been looking at and developing a potential new program or major in health management.

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

As noted previously, the “Kehoe Business Plan Outline” is serving as a planning document for the entire division within which the Business department resides. This document is organic in the sense that it contains ideas for program and process changes/improvements and clarifies priorities as they are established for the larger field of options. The document is providing something of a map for the division. Improvements to this document will be to add timelines and accountability parameters as goals are selected. This document is open for all to impact and is reviewed regularly by faculty in the division.

This statement was also included under section one as the “Kehoe Business Plan Outline” is both a planning document and an internal communication document/process.

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

At this stage, open meetings at the divisional and departmental level with the Dean and/or the Chair are conducted regularly, and the planning document noted above is shared with the faculty and staff of the division. Ideas are continuously added to this document regardless of their point of origin. This has led to a process of planning discussions happening at a number of official and unofficial meetings and then feedback informing the document. For instance, faculty have determined, for the most part, which certificates, majors, and options to move forward. Exceptions to this are that entrepreneurship as a focus seems to have begun with the president, or if not originating there, it took on significant shape at that level and has been moved into the department where it continues to evolve. Health management may also emerge as a new program from outside of the department. But all ideas as they emerge are added to the planning document. This process can improve in the coming year as we add timelines to this and clarify accountability measures.

Criterion 2.2 Current Strategic Plan

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

Long Term Objectives: These have been presented

New Programs (current)

- a. Hospitality Program
- b. Health Management
- c. Office Technology
- d. Eliminating the Finance Major
- e. Operations Management

Short Term activities in process (as of time of study – current)

- a. Conversion from quarters to semesters
- b. Retention of students
- c. Review of delivery methods (online, traditional, hybrid)

These objectives are contained within the planning document and are reviewed regularly by the Dean, Chair and faculty.

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

The Kehoe Business Plan has matured to include accountable action plans. The faculty are engaged in implementing program quality and process changes by working in collaboration with the Chair. This process has accelerated through the 2011-2012 year with the addition of the new Chair. Examples of this include – adoption of the Major Fields Test, certification and program changes, movement to semesters, and retention efforts.

Adoption of the Major Fields Test (MFT) is a result of faculty effort to better assess student learning outcomes (one of several key components of the Ends Policies). Educational Testing Service's MFT was chosen as a trial during spring 2011. Baseline data for this trial involved an acceptable sampling of students (more than 50% of the population). An initial benchmark goal was selected that the initial student sample would be in the top 50th percentile of all test takers within the nationally normed data. This initial goal was met and became the basis for our Program Assessment Report (PAR). Funding was provided to continue the test for all students in our capstone courses (accounting and business administration) beginning fall 2011. Furthermore, the item analysis package was purchased so that program content and sub-content area results can be further analyzed. The MFT is now part of the long-term strategy within the Business department to identify opportunities for improvement in learning and then to ensure improvement actions are worked into meaningful curriculum changes.

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

In 2011-2012, performance measures were in need of development. Since then, the Kehoe Business Plan has been continuously improved to contain specific deliverables and timelines. The actions in the plan are reviewed with appropriate faculty and staff. Using this approach, highlights of actions completed include the conversion from quarters to semesters made at the institutional and state level, the department has physically moved, and a new Chair hired.

Opportunities for refinement exist as the department documents results of retention activities, use of the Major Fields Test, accreditation assessments used at the departmental level, and this accreditation process with ACBSP, which we hope will, along with the planning document, become anchors of our planning and assessment work.

In 2012-2013, work includes assessing alignment of program outcomes with course objectives throughout the division.

Criterion 2.3 Finances

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

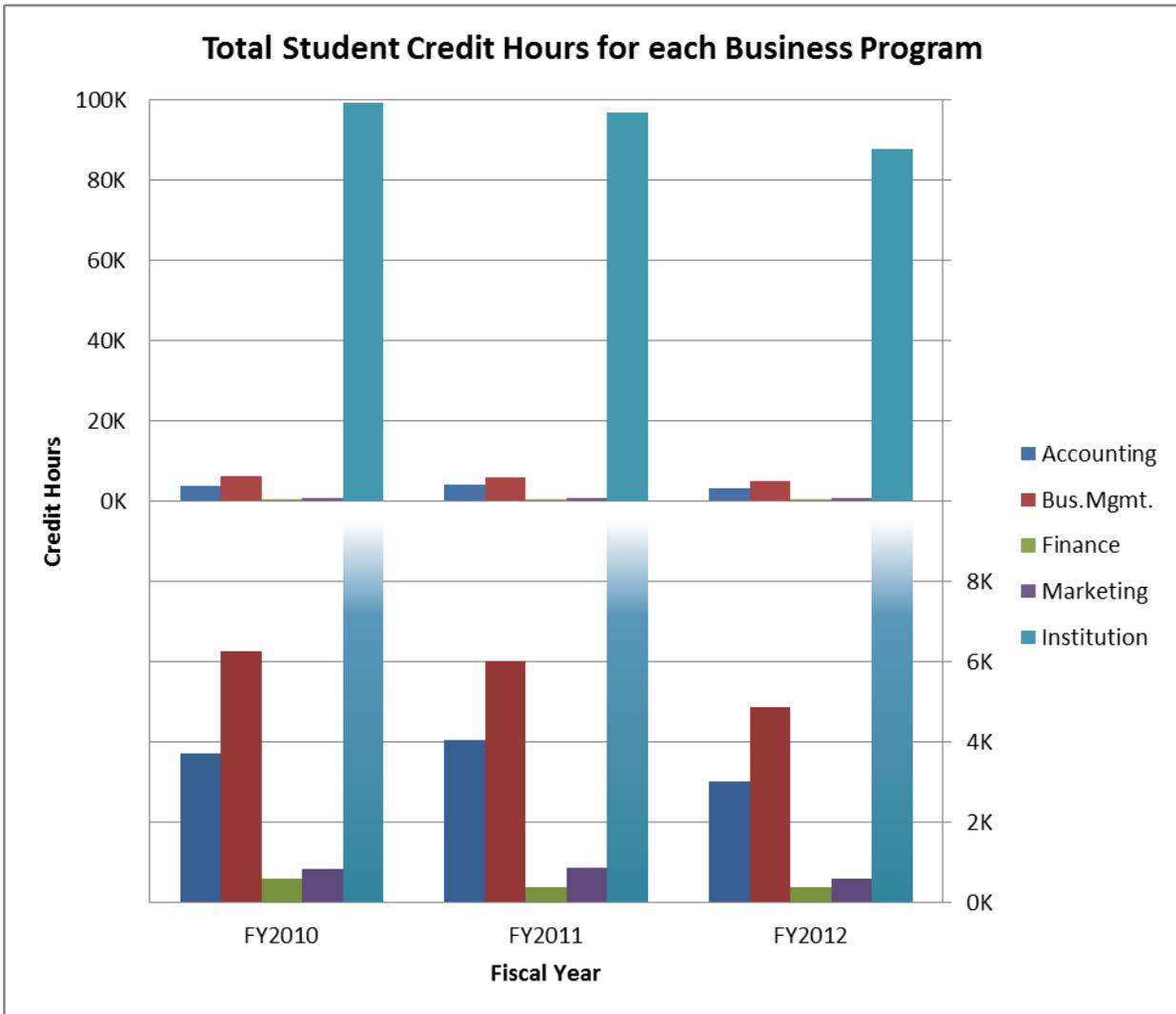
The college has hired a new Chief Financial Officer in the past year, and this is changing the budgeting process in significant ways. We implemented a zero-based budget process in 2011. The department's plan and enrollment will be critical factors in securing budget support in future years. This coming year's budget (7/1/12-6/30/13) was a transitional budget wherein items were carried forward from one year to the next without a clear link to performance or planning. Next year, the Dean anticipates that this process will be tightened up, and we will need to be showing continuous improvement and getting planning data to the budget decision makers. The transition to semesters resulted in an anticipated enrollment spike and then decrease. The budget is reacting to this volatility.

B. Report and graph the following financial information for the past three years (two years plus the self-study year):

1. The total student credit hours (SCHs) generated for the institution and each business unit program being considered for accreditation.

Total Student Credit Hours for each Business Program (3 academic years, quarter based)

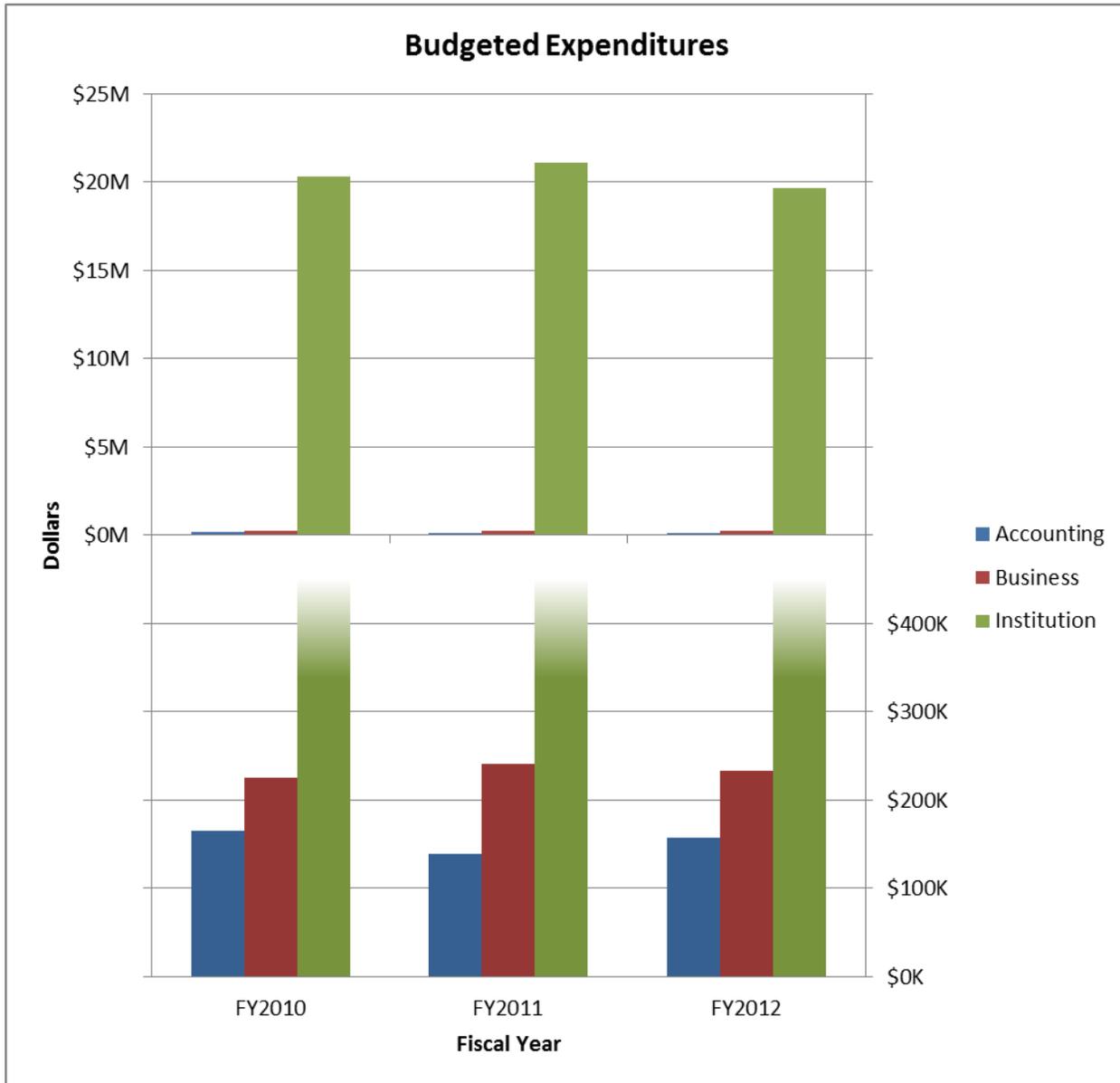
	<u>2009-2010</u>	<u>2010-2011</u>	<u>2011-2012</u>
Accounting	3,721	4,036	3,015
Business Management	6,244	6,013	4,867
Finance	582	381	385
Marketing Major	822	872	589
Institution Credit Hours	99,341	96,762	87,748



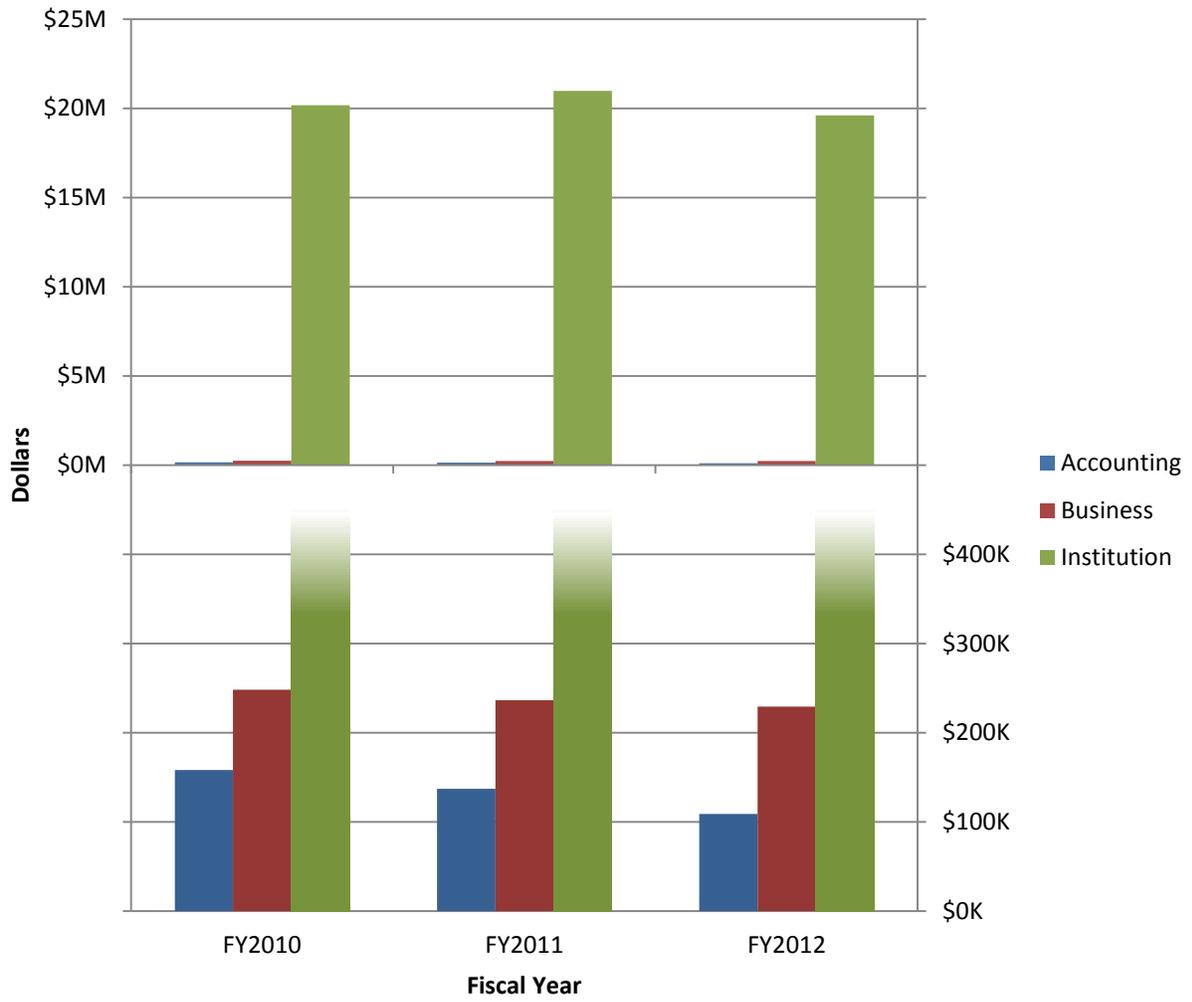
2. The business unit budget and actual expenditures.

	FY 2010		FY 2011		FY 2012	
	Budget	Actual	Budget	Actual	Budget	Actual
Accounting	\$165,231.00	\$158,018.01	\$138,461.00	\$136,943.40	\$157,746.00	\$108,898.75
Business Management	\$224,987.00	\$248,164.72	\$240,780.00	\$236,320.16	\$233,507.00	\$228,990.58
Total Business Programs	\$390,218.00	\$406,182.73	\$379,241.00	\$373,263.56	\$391,253.00	\$337,889.33
College Unrestricted	\$20,323,985.00	\$20,177,452.22	\$21,100,790.00	\$20,972,370.11	\$19,690,545.00	\$19,601,102.65

** Business Management includes Finance and Marketing Majors

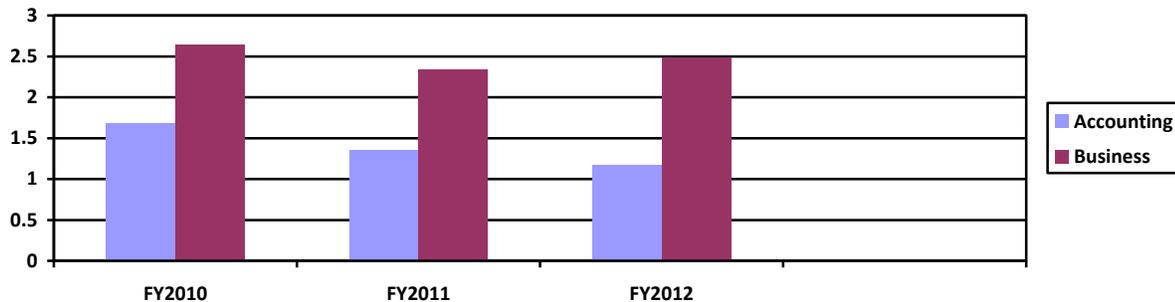


Actual Expenditures



3. The business unit budget and actual expenditures as a percent of the institution’s academic budget and actual expenditures.

	FY 2010		FY 2011		FY 2012	
	Budget	Actual	Budget	Actual	Budget	Actual
Accounting	\$165,231.00	\$158,018.01	\$138,461.00	\$136,943.40	\$157,746.00	\$108,898.75
Business Management	\$224,987.00	\$248,164.72	\$240,780.00	\$236,320.16	\$233,507.00	\$228,990.58
Total Business Programs	\$390,218.00	\$406,182.73	\$379,241.00	\$373,263.56	\$391,253.00	\$337,889.33
Academic Budget		\$9,351,898.00		\$10,097,903.00		\$9,199,901.00
ACC % of College Academic Budget		1.69%		1.36%		1.18%
BUS % of College Academic Budget		2.65%		2.34%		2.49%
Program% of College Academic Budget		4.34%		3.70%		3.67%



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

The budget remains capable of supporting changing technology, program improvement, and professional development of faculty despite being stressed. The college administration received approval from the state to institute a technology fee beginning 2012-2013, which will support technology upgrades. The Business department has not identified any programmatic changes that would require additional investment in technology, faculty, or facility. The collective bargaining agreement assures availability of professional development funds using a formula with \$1,200 per faculty member per year available at the departmental level along with a carryover portion.

Criterion 2.4 Facilities

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

The business department uses the “Kehoe Business Plan Outline” to link divisional planning to the College Master Strategic Plan. “The Kehoe Business Plan Outline” is referred to throughout this report.

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

The classrooms and computer labs utilized by the business area meet the needs of our students and faculty. With the physical move, classrooms were basically designed around the needs of business students. Business classes are typically taught in three different classrooms. These rooms have adequate seating; all have instructor computers with LCD projectors, white boards, and adequate space to move about.

Office space for faculty are all new. Offices are located in a suite adjacent to heavily utilized classrooms, so students can easily locate faculty. This allows for collaboration and engagement, both for faculty with students and faculty with faculty.

Criterion 2.5 Equipment

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

At this point, this has not been an issue, but the adoption of the Kehoe Business Plan Outline is the vehicle which could be used to include planning around equipment needs. For instance, this is happening in the Engineering area around robotics.

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

At this time, planning around IT does not have a mature collaboration process in place primarily because IT is under new leadership with a relatively new CFO.

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

Current equipment meets the needs for students and faculty, but there is certainly a need for upgrading. Computers, however, are several years old both in labs and in offices. The implementation of the technology fee, which the College was given permission to collect in 2012, will help with this. The increased cash flow specifically directed to upgrading technology will allow the College to upgrade and overhaul its computers.

Summary of Standard 2 - Strategic Planning

Strengths for the business unit:

- Adoption of the Major Fields Test for benchmarking and assessment
- The division has a strong beginning for a divisional strategic plan
- Addition of the technology fee

Opportunities for improvement for the business unit:

- Development of an overall Academic Plan within which our division plan can be purposefully aligned. Progress is being made in this area by our Chief Academic Officer.
- Refining the divisional planning process and linking it to the College's budgeting process.
- Development of an overall IT plan at the College level which encourages input from all areas. Progress is being made in this area by our Chief Financial Officer.

STANDARD 3: STUDENT, STAKEHOLDER, AND MARKET FOCUS

Criterion 3.1 Stakeholders

A. List the business unit's key stakeholders.

- Current students (full and part-time)
- Prospective students in career and tech centers and high schools
- Prospective students in the workforce, displaced workers, or anyone who is returning to college
- Members of the business community and citizens in the broader multi-county operating area
- North Central State College's Board of Trustees
- Faculty (full time and adjunct)
- Four year institutions who receive our students as transfers into their program
- ACBSP
- Ohio Board of Regents
- Higher Learning Commission
- Advisory Committees

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

The Business department uses a variety of sources and methods to determine key stakeholder requirements and expectations. Some of these requirements such as curriculum standards as established by the Ohio Board of Regents and our Board of Trustees Ends policies are explicitly stated. Other requirements and expectations, such as new programs, are determined from advisory committees, student surveys and industry trends. We subscribe to services from Economic Modeling Specialists International (EMSI) to provide regional employment data and economic impact analysis. We also rely on industry and community relationships to determine key stakeholder requirements. Division and department meetings are used to both understand faculty requirements and expectations, and to review input data for consensus decision-making.

Criterion 3.2 Stakeholder Satisfaction

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

The business unit separates the tasks of attracting and retaining students.

Attracting students is primarily the responsibility of the College's Admissions department. The Admissions department attracts prospective students using a variety of means. These include relationships with career counselors and administrators in secondary schools, promotional events such as career days, and use of advertising media such as billboards, radio spots, and social media. The College has close connections with area news agencies that regularly highlight the College's contributions to the community and our students. This enhances the College's overall positive reputation within the community. The College uses mailings and other targeted approaches to attract segmented groups such as veterans, or displaced workers.

Retention is a key responsibility of each academic department. The primary way the Business department builds relationships to retain students is through student advising. Instructors are assigned students as their advisors and meet regularly with these students to encourage them in their academic careers. The department compiles lists every term of students "at risk" who have not graduated but

also have not registered for the following term. Faculty call these students to ensure the students stay in the program through completion. The department also relies on one-on-one relationships established in the classroom between students and faculty as a way to ensure retention and degree completion. The department's small student-to-faculty ratio makes these relationships possible.

Student Services also helps to both attract and retain students. Relationships are built, for instance, with students through our Career Counseling Services. As students progress through initial enrollment, relationships are formed with college personnel in areas such as Financial Aid, the Student Success Center, Specialized Supportive Services, TRIO Student Support Services, the Tutoring Center, the Urban Center and many others. Students with children, for instance, may make use of the campus Child Development Center and will form relationships with staff, teachers and other parents there. The Student Success Center staff call new students after the term is underway in order to welcome them and ensure they are connecting with needed resources.

All students who test into developmental mathematics, reading or writing are required to take an intensive First Year Experience course designed to connect them very closely with the College and its resources. Through an intrusive advising service called "Directions," all students in developmental education classes are required to meet with an advisor in the Student Success Center each term until they successfully complete the gateway freshman English and mathematics courses.

The College also uses electronic means to maintain student relationships. The web portal gives students access to their academic records, scheduling, course catalog, course content, policy and procedures, and the Blackboard course management system. Social media such as Facebook and Twitter are used to issue updates and announcements and to ask for or provide feedback as appropriate. Student FYIs, an electronic newsletter, is sent to students monthly. Electronic monitors in every building share information about upcoming events and activities. An NCStudent.net email account is provided to every student. The Business department regularly uses these e-mail lists to communicate with students about various subjects.

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

The primary services delivered by the Business department are instruction and advising. Standards for curriculum are established by the Ohio Board of Regents and administered through our Curriculum Committee. The Curriculum Committee consists of recognized faculty and administration that provide support and assistance to faculty members who have perceived a need to alter the content of their curriculum or who have determined that the changes are appropriate as a result of past experience, advisory committee recommendation, or other controlling factors. The committee does not make content oriented decisions unless the content of a course represents a deviation from the mission of the College or a duplication of content found in courses that already exist at the College. The committee oversees the following types of curriculum changes:

- the creation of new courses
- the deletion of courses from the curriculum
- changes in course prerequisites
- alterations in core requirements within programs
- the development of new degree programs
- the creation of certificate programs
- alterations in course content, including significant changes to course outcomes

Every Business department master syllabus contains Core Learning Outcomes and Assessments and Course Outcomes and Assessments. Although the Business department encourages faculty to utilize their own unique experiences and knowledge to deliver a course, every course must meet the Core Learning and Course Outcomes. Both full-time and adjunct faculty are periodically evaluated by students and by administrators to ensure quality delivery of course material according to the master syllabus.

Courses are delivered through face-to-face, online, video, and hybrid formats. Scheduling of classes is designed to accommodate the needs of day students, night students, online students, and students who utilize the outreach centers.

Advising was described in Section 3.2.A. All other student services will be described in Section 3.3.A.

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

The changing needs of prospective students, enrolled students, and alumni are important factors in the decision-making process of the Business department and the College. The Ends Policies are demonstrating needs for students. National instruments administered to stakeholders include the College Survey of Student Engagement (CCSSE), the Survey of Entering Student Engagement (SENSE), ACT's COMPASS, the Noel-Levitz CSI Survey, the annual Student Flashlight Surveys and Performance Horizon's Campus Quality Survey. Locally developed surveys include the Graduate Survey, Employers Surveys, Student Evaluation of Instruction Survey, Library Satisfaction Survey, the Student Evaluation of Scheduling and Orientation Survey, and the Distance Learning Student Satisfaction Survey. Data from these surveys are used by the Business department directly to understand and act on student needs. Other means include informal methods such as direct contact with faculty, advisors, and other staff, and through student focus groups and organizations. The Dean of Business, Industry, and Technology, for instance, convened a student focus group to assist with understanding student service needs at the Kehoe Center. Other means also include industry hiring trend analyses and various demographic studies of the region.

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

The Ends policies and Kehoe Plan formulate stakeholder feedback into action plans that impact the development of Business department programs. Many Business faculty and staff are on Ends policy subcommittees. Stakeholder feedback also is used directly by the Business unit to develop and enhance programming. These processes come together in the division and department meetings where data is reviewed and discussion takes place. Ultimately the feedback is distilled into initiatives that are captured in the Kehoe Plan. This is a living document that represents the direction and status of Business department objectives

Criterion 3.3 Student Support

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

The College provides admissions, placement testing, financial aid, career exploration, academic advising, registration, student records, orientation services, child care services, disability services, tutoring, writing labs, math lab, distance learning services, IT services, library services, security services, articulation and transfer assistance, student activities, student organizations, and athletics and recreation. (Library services, student activities, student organizations, and athletics and recreation are shared services with The Ohio State University- Mansfield). Bookstore services and food services are outsourced. Student mental health assessment and counseling is outsourced. Campus housing and residence life is available through a partnership with The Ohio State University Housing Office.

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

All policies governing student relationships are found in the College's Policies and Procedures Manual, which is available on-line at the college website. The Policies and Procedures Manual includes procedures used to resolve student concerns. Policy No. 3357:13-15-02 categorizes student grievances and appeals into three areas: Student Affairs, Business Affairs, and Instructional Affairs. Clear procedures are provided in the manual for each type of grievance/appeal. These procedures are also described in the Student Handbook, which is available on-line at the College website. In addition to the procedures, the College maintains an open door policy for any student to discuss issues with any faculty or administrative person. Training is provided to all faculty and administrative persons to ensure everyone is knowledgeable of proper procedures and resources available to the students.

Criterion 3.4 Stakeholder Results

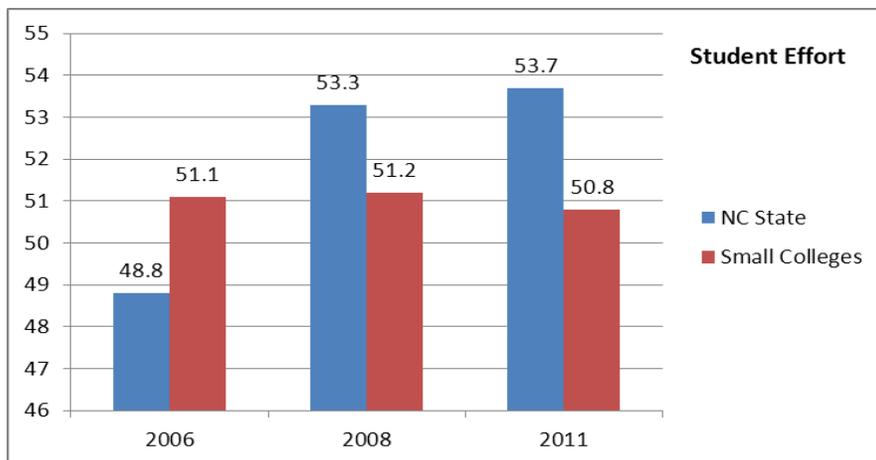
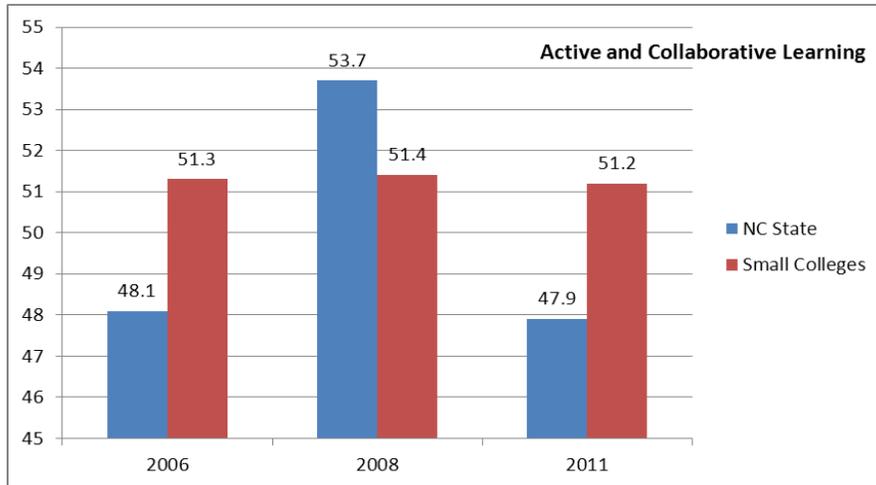
- A. Describe how the business unit measures student utilization of offerings and services.

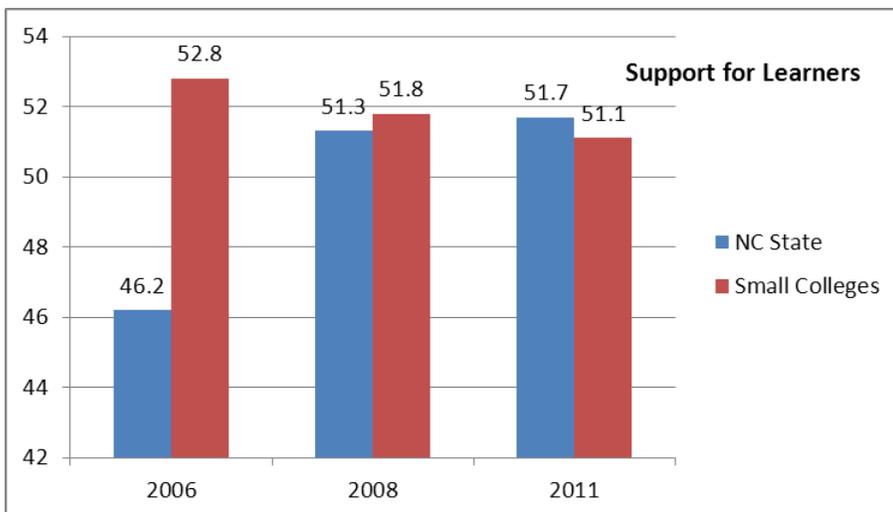
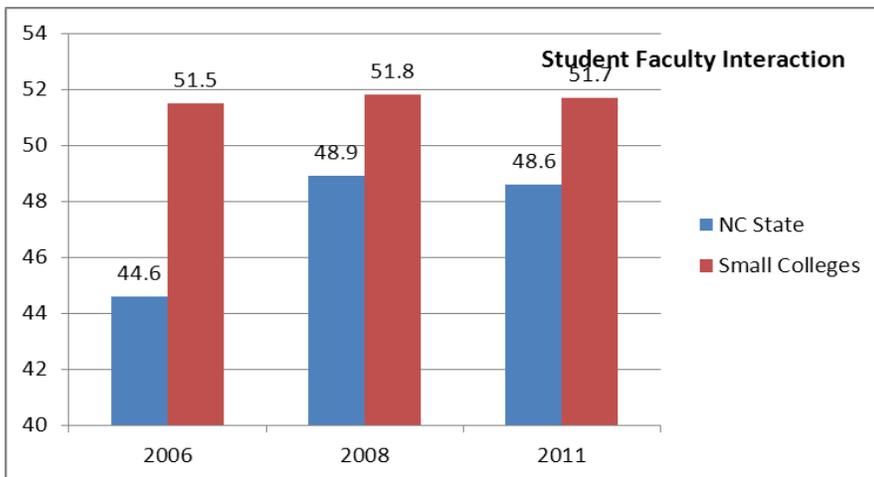
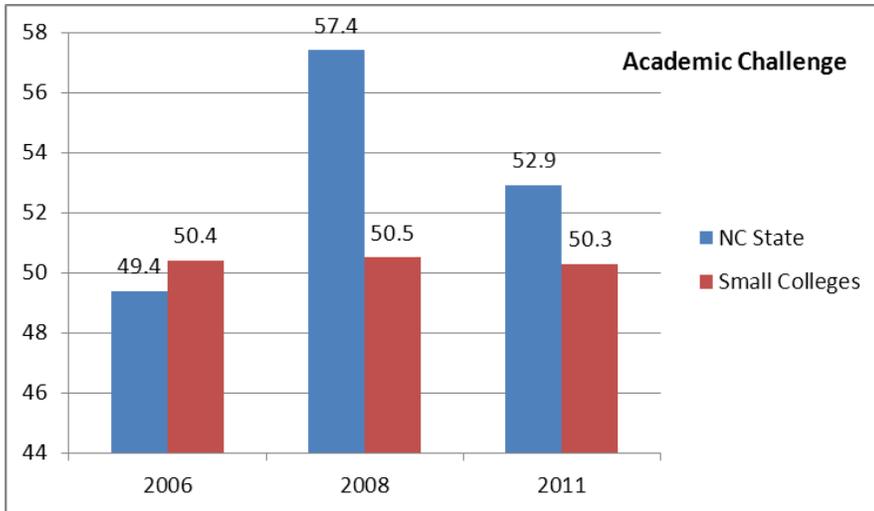
The primary means of measuring utilization of offerings and services is the Community College Survey of Student Engagement (CCSSE)

CCSSE is a national survey providing benchmark norms. In addition, departmental data is collected to guide continuous improvement activities. For instance, the IT department routinely monitors network use and performance, the Career Services department conducts an ongoing Career Development Satisfaction Survey, and the Financial Aid Office tracks the number of FAFSA reports received, the number of missing information letters sent to students, the number of students awarded financial aid, the number of students awarded aid who do not enroll, and the amount of expenditures for each type of aid awarded. The College also subscribes to the National Community College Benchmark Project, which provides best practices among community colleges.

B. Report and graph the following student and stakeholder satisfaction results for the past three years (two years plus the self-study year):

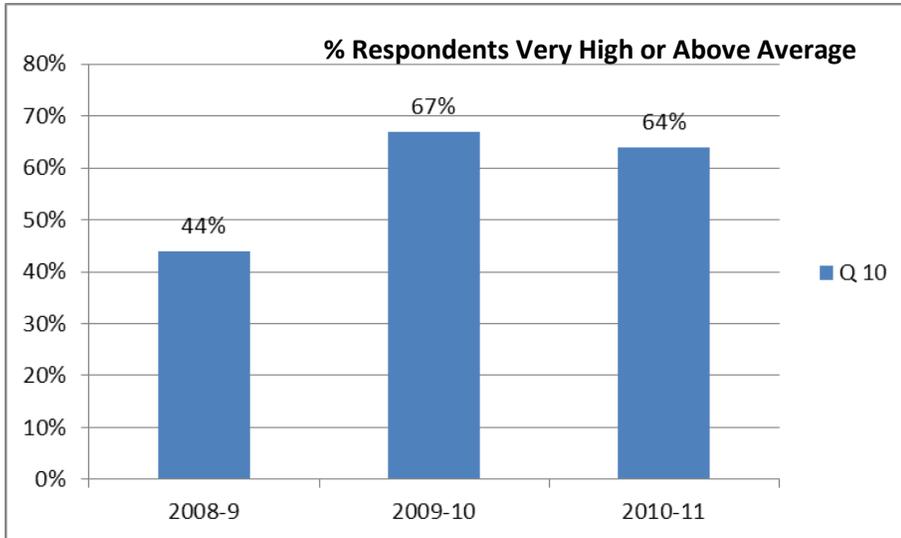
- Course evaluations
Student evaluation surveys are conducted every term for adjuncts and on a three year rotating basis for full-time faculty. The data is used on an individual basis to strengthen instructor skills and to assist in adjunct instructor class assignments; however, no roll-up statistics are prepared.
- Student satisfaction surveys (CCSSE results are for all students)



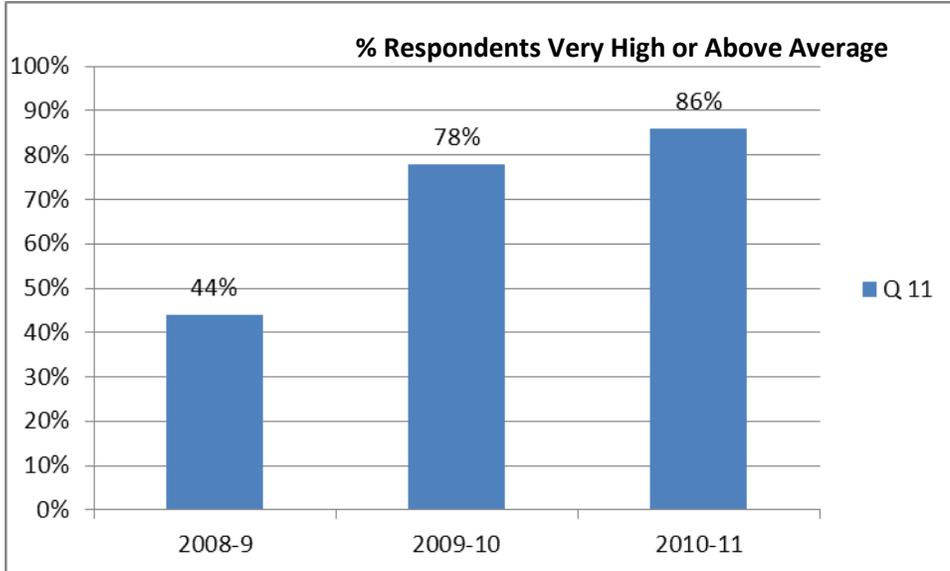


- Alumni satisfaction surveys (from Graduate Business Student Survey)

Questions #10: What is your overall rating of the education you received as it relates to the requirements of your job?

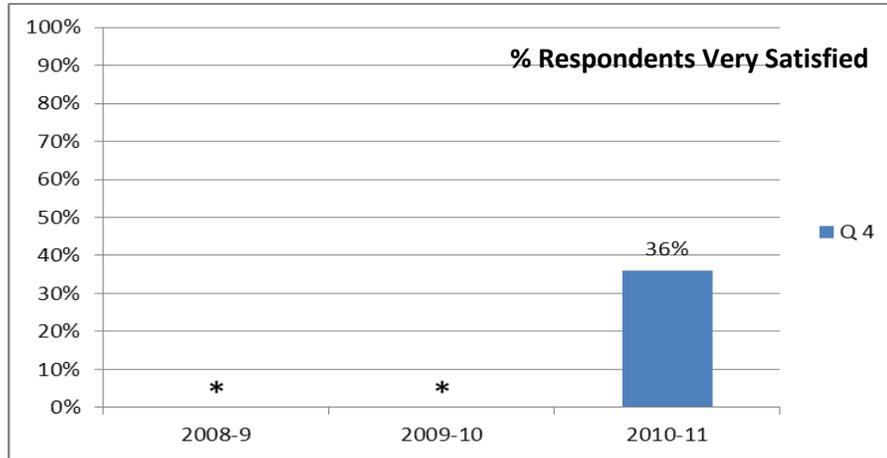


Questions #11: Rate your OVERALL satisfaction with your preparedness to be a capable contributing employee for your company.



- Employer satisfaction surveys

Question #4: How satisfied are you with employee(s) education at NC State in terms of your business expectations?



* Ownership of survey was transferred to Career Services department during this time period and format changed significantly.

- Other student/stakeholder measures

See Table 1 – Student and Stakeholder-Focused Results

Criterion 3.5 BUSINESS/INDUSTRY RELATIONS

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

The Business department is heavily engaged with the Richland Community Development Group (RCDG), which is focused on economic development for the region. Former College President, Don Plotts, is a board member. On May 9, 2012, the Kehoe Center hosted a workforce summit, sponsored by the RCDG, which was attended by approximately 400 community members and spawned numerous working committees. The Kehoe Center hosts numerous RCDG sponsored events.

The College’s incubator is linked to the Braintree incubator in downtown Mansfield. Braintree personnel are on the College’s Incubator Steering Committee and Braintree personnel also teach some of our business classes as adjuncts. To strengthen our entrepreneur program, the Small Business Development Center recently relocated their offices to the Kehoe Center. This is a close partnership to promote new businesses in the region and specifically, to counsel our entrepreneur students.

The Business department is heavily engaged with the local Association for Operations Management (APICS). APICS meetings are attended by local businesses. The local APICS organization has provided scholarships for our students to become APICS certified. The department aspires to create a vibrant APICS club, which will meet concurrently with the local APICS organization.

The Business department's Advisory committees, faculty (full time and adjunct Faculty), the College's Workforce Development organization and numerous other connections enable the Business department to establish informal partnerships with regional businesses. For instance, our classes may feature outside speakers or field trips, which create linkages between students/faculty and businesses. Members of the business unit serve on community organizations. For instance, Dean Timberlake is a member of the Shelby Rotary Club and the Shelby Community Improvement Corporation.

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

Linkages with business and industry provide continuing input to our programs and initiatives. The Business department has modified curriculum, launched new programs, and formulated our strategic planning largely as a result of input from students and from regional business linkages.

Summary of Standard 3 - Student, Stakeholder, and Market Focus

Strengths

- The Business department is delivering quality education to students that is aligned to the needs of the community. The evidence for this can be found in our graduate survey, our employer survey, and the MFT results. Approximately 95% of the department's faculty have a Master's Degree or qualify as a Professional.
- The framework for advising is in place and functioning.
- The department has existing linkages with industry and the community.
- The overall College support services are aligned to enable the Business department to be successful.

Opportunities for Improvement

- Plans for improvement within the Business department are found in our Kehoe Plan. The Business department intends to strengthen the program by more clearly articulating and focusing on three student pathways to success:
 - transfer to 4-year schools,
 - join the workforce
 - create your own business.
- Accelerate our development of online courses in order to be competitive and better serve the needs of students.

Details of the three pathways are as follows:

Transfer to 4-year schools

- Create AA business transfer major [Done]
- Reinstate and clarify articulation agreements [Ongoing]
- Create special partnerships such as Franklin 3+1 [Done]

Join the workforce

- Create more specialized course offerings with many of these tied to industry recognized certificates:
 - Health Management

- Real Estate (Real Estate Certificate)
- Project Management (PMP)
- Operations (APICS)
- Hospitality
- Office Technology

Create your own business

- Streamline certificate [Done]
- Strengthen special advisory group- formalize “shark tank” group
- Re-constitute incubator services available to student entrepreneurs
- Broaden the base of student awareness of and participation in the Entrepreneur Club and the overall entrepreneur program

STANDARD 4: MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

Criterion 4.1 Student Learning Outcomes Assessment

A. Describe the current student learning outcomes assessment plan.

Both Accounting and Business Administration, the transcriptable areas, have Program Assessment Reports (PARs) that must be completed each year. These PARs have two areas, core learning assessment and program-level assessment.

The process of formalized assessment has changed over the last several years at the College. While the type of information being gathered is not different, the format has changed. All programs were required to complete assessment reports, formally known as 5-column reports, but the Business Administration area did not keep adequate records prior to 2010-2011. During this period, assessment in the Business Administration was done informally. Assessment in Accounting used the PAR process.

The Business department has a new Chair and Program Director who believe that assessment of student learning is vital to the success and growth of any program. Therefore, the Business department has implemented a new assessment process for itself. This is considered the “rebirth” of assessment for the Business department. The new assessment process is based on the MFT exam that has already been mentioned in this report. This will assess program level assessment, and along with the College’s assessment of core learning outcomes, the Business department feels it is a great place to start. The Business department does recognize that formalized course-level assessment is needed also, so one course level assessment will be included in the PAR for one ACC course and one BUS course starting next academic year as a starting point.

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

It was decided by faculty, the Chair, and the Dean to use the Major Fields Test, which BUS had already piloted. The Accounting faculty decided to implement it also into that program’s assessment. All graduates in Spring of 2011 were required to take the exam. The results were used as the starting point for each program’s PAR report. Core learning outcomes followed the College’s plan to choose to focus on two core learning outcomes as part of a rotating schedule.

BUS assessed the following College-level core learning outcomes for the 2011-2012 academic year:

- Written communication—assessed using graduate’s grades in their 200-level English course
- Speech – assessed using graduate’s grades in their Speech course

ACC assessed the following core learning and programmatic outcome data for the 2011-2012 academic year:

- Written communication—assessed by graduate’s scores on the “Writing across the Curriculum” rubric and using graduate’s grades in their 200-level English course
- Speech – assessed also by graduate’s scores on the “Speech across the Curriculum” rubric and using graduate’s grades in their Speech course
- Information literacy – assessed by graduate’s scores on “Information Literacy” rubric
- Critical thinking – assessed by graduate’s scores on “Critical Thinking” rubric

Copies of these rubrics will be available for review during the site visit.

This data was collected to provide evidence of core learning outcomes achievement, to identify areas in need of improvement, and to provide evidence of changes made to these areas.

While the ACC area has 5+ years of data for assessment purposes, it was decided by both ACC and BUS that the MFT test was needed to add an independent program-level assessment tool to the mix. ACC graduates were assessed on only the accounting component. BUS graduates were assessed on the management, marketing, and economics components. Data is being used to improve the quality of education in programs. The faculty who oversees Economics courses is particularly interested in these results. Students did not do well on these questions on the exam. Various items are being examined to see if a reason can be pinpointed: review of other college's economics syllabi, review of TAG requirements, ETS exam expectations, etc.

One additional specific program-level outcome was assessed for ACC -- students, in the capstone course, will be able to complete a basic bookkeeping problem covering an entire accounting cycle. This was assessed by graduate's ability to complete a computerized practice set. The amount of time graduates took was tracked for this year, and in previous years. While no time is considered "bad" by faculty, time is tracked to see just how long it takes to complete a practice set that should take approximately 5-6 hours according to the publishers. The time increased dramatically from previous years. In previous years, students took approximately 6-8 hours to complete the practice set. Students this most recent year were informed the instructor would not be answering basic questions; they had to rely on their peers (to be viewed as their coworkers). This was determined to be the reason for the large increase.

As the Business department is experiencing a "rebirth" in the assessment area, there are not a lot of examples of ways this data has been used to revise the programs. In the next Quality Assurance Report that will be written in two years, it is our hope that the revisions will be evident.

In the past, outcomes were reviewed by advisory committees, but this has not happened in a few years prior to 2011-2012. This will restart as advisory committees are redesigned and reinstated.

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

College-wide core-learning outcomes are:

- Written communication and speech
- Computation
- Computer literacy
- Intercultural knowledge and competency

Specific accounting program-level outcomes include:

- Students, in the capstone course, will be able to complete a basic bookkeeping problem covering an entire accounting cycle.
- Graduates will show competency with basic accounting knowledge.

Specific business program-level outcomes include:

- Graduates will show competency with basic management knowledge.
- Graduates will show competency with basic marketing knowledge.
- Graduates will show competency with basic economic knowledge.

As was mentioned in Standard 4.1.B, specific course level outcomes are being implemented for the 2012-2013 academic year as we continue to grow our assessment in the Business department. These course-level assessments will be:

For ACCT--

80% of students completing ACCT1010 will score at least 85% or better on the standardized final exam. This will be monitored Fall and Spring semesters. (Please note the new semester numbering system)

For BUSM –

75% of students completing BUSM1010 will score at least an 80% on the Business News Activity. This will be monitored Fall and Spring semesters. (Please note the new semester numbering system)

D. See Table 2 – Student Learning Results

- E. Provide a comparison of the achievement of students receiving instruction through traditional delivery compared with those who receive instruction through the use of alternative methods of instructional delivery.

An independent-samples t-test was conducted to compare final grades for all students enrolled in accounting and business courses offered between spring 2003 and fall 2012 inclusive (22,319 sample size). The results indicate a small but statistically significant difference between the mean scores of students in “face-to-face” courses and those students in alternative delivery courses (on-line and hybrid). The study found both delivery methods produced a C+ average grade. On a 4.0 scale, however, “face-to-face” averaged 2.6067 and alternative delivery averaged 2.2260. The calculated difference in means is .03237. Due to the large sample size, the study concluded that the true difference in means ranges between .44419 and .31726 with 95% confidence. Results of alternative delivery courses are reviewed periodically to ensure academic standards are maintained. Although alternative delivery methods are being updated, the results of this study indicate a small but acceptable difference in student achievement between “face-to-face” and alternative delivery methods.

The Business department ensures that courses taught through alternative methods are comparable in quality and consistency by providing all faculty with a standard master syllabus for each course. All objectives and outcomes are listed on this document, and full-time and adjunct faculty are required to adhere to the master syllabus for each course being taught. Faculty are evaluated according to college policy to guarantee this is.

Criterion 4.2 Program Evaluation

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

According to the Program/Services Performance Review manual, the process is designed to foster improvement. The review is intended to nurture innovation and viability. It is to ensure the continuation of high quality programs and services at North Central State College.

Each program will go through the review process every 3 years. The plan has been revised to have every program start their review in one semester and present it the next semester. The process includes a list of questions that need to be answered and data to support the answers. The committee reads the report before it is presented. During the presentation the committee uses a scoring rubric to evaluate the results. The report, scoring rubric and appendixes of data will be stored on the Institutional Review Website.

The Business department went through its first review in January 2013. The review highlighted strengths and areas for improvement in the Business program. Results will be available at the time of the site visit.

B. Describe faculty involvement in the program evaluation process.

Program/Services Performance Review is primarily written by the program director. The chair and program director involves the faculty regularly in departmental meetings to discuss program evaluation issues including assessment, PAR report, alignment of objectives, retention, adjunct quality, etc.

C. Describe what data is collected to assess the effectiveness of courses and programs to meet educational objectives of graduates (i.e., periodic surveys of graduates, transfer institutions, and/or employers of graduates).

Examples of data collected include, but are not limited to:

Enrollment or usage data

- Degrees and certificates awarded
- Cost / revenue
- Results from student surveys
- Results from assessments of student learning outcomes
- Labor market data
- Advisory committee rosters, meeting agenda and minutes
- Informational and marketing literature
- Descriptions of innovative projects or activities
- Student use of services
- Delivery of services essential for operating the college
- Other relevant materials

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

The College plans to have a page on the website that can be accessed by the public that will house this information. The college also intends to have all data stored in its electronic archives.

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

Unfortunately, the Business programs have just undergone this process, so no improvements have been implemented as a result. The development of this reaffirmation report aided in the development of the Program/Services Performance Review for Business department.

Criterion 4.3 Student Assessment

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

After applying to North Central State College, new students meet with a Success Coach who reviews the process for becoming a student. One of the first things on the list is talking to students about any placements tests (ACT, etc.) they may have taken in the past. If a student has ACT scores, those results are compared against the cut-off scores for reading, writing, and math classes. If students do not place into college level classes, they will be given the opportunity to take the COMPASS test provided by NCSC. Those scores are then also evaluated against the cut-off scores and a final placement is made for the student. They may place entirely in college level classes or place in pre-college level classes in reading, writing, or math. If students are placed in a pre-college level class, they are also placed in the Directions program, an intensive advising program designed to help them complete their gatekeeper English and Math classes.

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

If students place into a math class that is higher than entry level for college, they can start with that class if the pre-requisites for that class are not also required for their major. Students can also receive advanced placement based on their score in an AP class in high school. The Registrar handles this advanced placement on a case-by-case basis.

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

If students place into pre-college level classes in reading, writing and/or math and become part of Directions, they will be required to meet with their Success Coach prior to registering for each semester. They are advised to take Navigating College their first semester along with as many of the remedial classes they can fit into their schedule. Once students have completed Navigating College, all the remedial classes they are required to take, English Composition I and the math class required for their major, they are promoted from Directions and are no longer required to meet with their Success Coach each semester.

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

See Appendix E – Enhanced Case Management/Strategic Direction Three

- E. Complete **Table 3 – Organizational Performance Results**.

Table 3 appears at the end of this document. It was developed using new performance methods that the College's former President has been instrumental in developing – Ends Policies. The College is in its second year gathering data for these Ends Policies. The charted data shows how the Business department stacks up against the College's set standards.

- F. Describe how you routinely provide reliable information to the public on your performance, including student achievement.

All data regarding Student Success is available on the college's webpage and is accessible by the public.

Summary of Standard 4 - Measurement, Analysis, and Knowledge Management

Strengths for the business unit:

- Adoption of the Major Fields Test for benchmarking and assessment.
- Internal Program Review recently completed.
- Business Department is committed to the PAR process.

Opportunities for improvement for the business unit:

- Better alignment of division plan and Academic Plan.
- Refining the divisional planning process and linking it to the College's budgeting process.
- Complete improvement cycles with PAR (for business), Major Field Test, Program Review, and ACBSP re-certification.
- Overall opportunities for improvement include assessment, collection and analysis of data, and improvement process.

STANDARD 5: FACULTY AND STAFF FOCUS

Criterion 5.1 Human Resource Planning

- A. Describe the business unit's criteria for recruiting and selecting business faculty, including consideration of academic credentials, workforce diversity, and related professional experience.

When selecting faculty, both full-time and adjunct, the business unit searches for faculty who have a relevant Master's degree with appropriate work experience. In the absence of a Master's qualified faculty, the Business department looks at potential faculty with bachelor's degrees with appropriate work experience. These practices follow the Higher Learning Commission's and Ohio Board of Regent's requirements. The business unit also complies with faculty qualifications in the ACBSP requirements.

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

Since the College's last reaffirmation, the faculty have unionized, and this helps with many of these areas under question. The union allows faculty to have a united voice with regards to compensation at the college and improved work environment, among many other things. Even though compensation is viewed by faculty as typically below comparative institutions, the union has made some advances in this area. So with the improved work environment, the recruitment of qualified faculty has been easier.

- C. Describe how the business unit's work environment supports a climate that contributes to the well-being, satisfaction, and motivation of business unit faculty and staff.

The leadership of the Business department allows faculty to move in different directions to fulfill goals for personal development. The union has been instrumental in getting administration to approve professional-development dollars for each full-time faculty member. Administration sets aside a pool of dollars each year for use in development, and a portion of this carries over to the next year if not used. This has allowed faculty to plan on development that otherwise might not be funded.

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

See Appendix F Campus Quality Survey Results. This table reports how faculty have felt with regards to a satisfactory work environment for an 8 year time span.

Criterion 5.2 Faculty Qualifications

See Table 4- Faculty Qualifications

Criterion 5.3 Faculty Composition

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

Full-Time Equivalency for the academic year under review is based on a quarter academic calendar. 45 quarter hours = 1 FTE. There was a total of 501 credit hours taught in the Business area last academic year ($501/45 = 11.14$ FTE). See Table 5.

- B. See **Table 5 – FTE and Faculty Composition**.

- C. Report the following:
- | | |
|--------|-----------------------------|
| 85.37% | Masters/Doctorate qualified |
| 9.61% | Professionally Qualified |
| 5.03% | Exceptions |

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

Exception percentage is below the maximum. However, the Business department is always looking to make the percentage zero. The Chair is always looking for master/doctorate or professionally qualified adjuncts.

Criterion 5.4 Faculty Deployment

- A. For the self-study year, report how each program deploys full-time faculty resources among the disciplines, units, courses, departments, and major fields in such a way that every student attending classes regardless of delivery method (on- or off-campus, day or night, online, etc.) has an opportunity to receive instruction from full-time faculty.

When classes are assigned, full-time faculty receive first choice. Although it is not required by the CBA, full-time faculty in the Business department have always taught day, night and online sections of classes. Schedules are available to document this. This allows day, night, and online sections of classes to be taught in a uniform fashion, and it gives nontraditional students the opportunity to have instruction from full-time faculty.

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

The Business Department strives to guarantee all students receive the majority of their education from full-time faculty. This has been a challenge in the management area more than in others. With the budget freeze and the movement of one faculty to the Chair position, the management area is left with one faculty devoted entirely to business. The Chair is required to teach a small number of classes per quarter to help, and one accounting faculty has historically taught management classes. However, an opportunity for improvement exists when budgetary resources allow it.

Criterion 5.5 Faculty Load

- A. Describe the business unit's faculty load management policy for full-time and part-time faculty; include policies related to teaching load (credit/semester/quarter hour), released time, class size, number of preparations, delivery mode, and other related factors.

Per the CBA, the faculty of NCSC meet their load requirements in the following manner:

- 15 credit or 18 contact hours of direct facilitation of learning
- 18-21 hours of classroom support and institutional support with active faculty participation in each support area. Areas are outlined in the CBA.
- 4 office hours

Per the CBA, if a faculty has more than 6 preps in an academic year, they will be compensated one load hour per course above the six. Release time is covered by the CBA. The CBA does not have a policy governing class size, however, class sizes average approximately 15 students per section in the Business department.

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

No full-time faculty exceeded the maximum teaching load.

Criterion 5.6 Faculty Evaluation

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

As laid out in the CBA, for the first three years of employment, faculty are probationary. All probationary faculty are evaluated by students every quarter in every class for the first year and at least one quarter per year for the remainder of the probationary status. Faculty are granted 3-year contracts once the probation period is over if they are found to be satisfactory. For non-probationary faculty, student evaluations are conducted at least one term per 3-year contract. In the year before recommendation for renewal on contract, the Dean will conduct at least one classroom observation.

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

Per the CBA, after all student evaluations are completed, the results are shared with the faculty member in a composite format to be used as necessary for the improvement of teaching. The Dean or academic administrator has the responsibility to meet with faculty to discuss the results.

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

Per the CBA, both classroom and student observations, are used to find ways to improve teaching, create professional development plans, set goals, and facilitate in making decisions regarding continued employment.

Criterion 5.7 Faculty and Staff Professional Development and Scholarly Activities

A. Describe the business unit’s faculty and staff development policies and processes for activities such as sabbaticals, leaves of absence, grants, provision for student assistants, travel, clerical and research support, and other activities that contribute to continuous performance improvement of faculty and staff.

The CBA requires that \$1,200 be allocated annually to each full-time faculty member. There is a formula in the CBA, which outlines a portion of carry-over funds available from unspent dollars to the next year. At this time, faculty have tremendous control over how these dollars are used. They must complete the appropriate paper work requesting the dollars be allocated and present that to their Dean. This usually involves a discussion regarding how the activity either fits into the individual’s professional development agenda or into the department’s strategic directions. Departments generally have the ability, though this has not been tested widely during the budget tightening, to pool allocations and collaboratively determine strategic development activities which might result in a faculty member being able to spend a great portion of the available funds than might otherwise be available.

B. Report the participation of business unit faculty and staff in professional development and scholarly activities. Provide three years of data —two years plus self-study year.

Adkins	<ul style="list-style-type: none"> • June 2011 -- Attended ACBSP annual conference, Indianapolis, IN • 2009-2012 Continuing education for American Institute of Professional Bookkeepers (AIPB) monthly quizzes and completed financial analysis, tax for proprietorships and tax for partnerships courses • All College provided professional development opportunities • Member of the Strategic Initiatives Committee • Co-chair of the Semester Conversion Calendar committee • Member of the Semester Conversion Steering committee • May 2010 Seminar on MyAccountingLab Westerville, OH • Member Teachers of Accounting at Two Year Colleges • Completed safety training/hazard material testing through HR
Dicke	<ul style="list-style-type: none"> • April 2009 – Attended a 16 hour two-day seminar sponsored by the Institute of Management Accountants (IMA) entitled Latest Financial Reporting Developments presented by the heads of the SEC, FASB, and an expert panel. Topics also included ethics and fraud (presented by a convicted CFO). • August 2009 – Completed an 8 hour self-study course on Engagement Administration for Compilations and Reviews. • December 2009 – Attended an 8 hour federal and Ohio income tax seminar. • April 2010 – Attended a 16 hour two-day seminar sponsored by the IMA similar to the one in April 2009 which included several speakers on diverse topics • August 2012 - Completed a 7 hour self-study course on Engagement Administration for Compilations and Reviews as updated by recent pronouncements by FASB. • August 2012 - Completed a 5 hour self-study course on Form and Presentation of Financial Statements. • All college provided professional development opportunities

Hays	<ul style="list-style-type: none"> • 2010- SHRM-ORG-PROGRAM-65105 • The SHRM 2010 Annual Conference & Exposition • 2011- SHRM E-Learning-ORG-PROGRAM-82612 • 2008-2011- First Time Work Experience: Member of labor-management committee that actively administered the College's 1st CBA (collective bargaining agreement). Work included numerous MOUs covering compensation, special exceptions, clarification on sick leave/personal time utilization, etc. Also worked with grievances and communication efforts to prevent grievances. Far exceeded the 20 hours. • 2011- First Time Work Experience: Member of insurance committee that responded to a 25% increase by the service provider by undergoing a search for a new provider. Worked with insurance broker to bring in 2 competitors and reviewed the competitors and selected a new provider resulting in only a 9% overall increase. Worked to get employee support and union support of the new provider. • 2009-2011- SHRM National Membership: SHRM • 2010-2011- National HR-related Association: American Society of Training and Development
Jones	<ul style="list-style-type: none"> • All College provided professional development opportunities • Attended "Maintenance of ACBSP Accreditation" seminar on October 5, 2011 in Dayton, OH • Member of the College Assessment Committee and Academic Council, NC State Urban Center new business incubator subcommittee • Active with Small Business Development Center and Braintree and Regional Workforce Summit
Justice	<ul style="list-style-type: none"> • Attended a two day Entrepreneur Conference in Chicago in 2009 • Gave a presentation in Mansfield, OH at the Business Start-up Seminar in 2009 (sponsored by SBDC, SCORE and NC State College) • All College provided professional development opportunities
Miller	<ul style="list-style-type: none"> • Co-chair Semester Conversion Budget committee • Member Semester Conversion Steering committee • Member of the College Budget committee (two years) • Member of the Faculty Workload committee (one year) • All College professional development opportunities • Completed safety training/hazard material testing • Attended the annual Ohio income tax return school • Completed Continuing Education for IRS enrolled agent • Attended 2012 annual meeting Teachers of Accounting at Two Year Colleges (TATYC). • Member American Accounting Association and TATYC

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

Business faculty use professional development opportunities to stay current in their fields. For example, two faculty attended the annual Ohio income tax school in order to remain current in the income tax field. Another faculty attended an SHRM conference to remain current in the human resource field. Also, faculty took advantage of ACBSP conferences to gain knowledge on the process of accreditation and the standards. Faculty are members of organizations in the local community in order to keep contact with local employers. Most faculty are members of professional organizations to maintain credentials.

Criterion 5.8 Faculty Instructional Development

- A. Describe the instructional developmental opportunities for business unit faculty to:
1. Improve teaching skills which may include mentoring, orientations, in-service programs, and other activities.

At this time there is both a spring and a fall professional development day during which approximately four hours are dedicated to faculty instructional matters. This agenda is led by faculty members and is collaborative across the campus. For instance, this Fall, 2012, faculty were introduced to replacement software programs being considered as the College terminates its relationship with Blackboard. Last spring the speaker focused on teaching as it related to both diversity in the classroom and the changing reality that leads students to be more like consumers of education, with multiple choices in providers, than ever before.

Faculty members are encouraged to mentor new adjuncts and reimbursement through the CBA is provided for this. Within the Business department, it is quite evident that sharing, mentoring, and collaboration among faculty is strong. The Chair has helped improve relations between faculty and adjuncts by encouraging and requesting that adjuncts reach out to the full-time faculty who are readily available to collaborate.

2. Acquire skills in the use of alternative methods of instructional delivery.

There is one member of the unit who teaches regularly online courses, and one person in the division who is quite skilled with online, as well as, programs such as Elluminate which provide other opportunities. There is currently a project to move two management courses to an alternative delivery method to supplement the traditional offerings of these courses. To accomplish this development, a team has been created which brings the technical skills and curricular skills into the same conversation. While this is one way of sharing skills and a very good one, there are also trainers available at the shared library/resource center on main campus as well as experts available in other divisions who are willing to help.

- B. Describe the instructional development opportunities for business unit faculty to improve knowledge of curriculum development. Provide examples of how instructional development activities of the business unit have supported the achievement of the business unit's mission, including building faculty knowledge, skills, and capabilities that contribute to high performance.

There are a number of factors supporting innovation via curriculum development. First, the faculty, Chair and Dean are all solid professionals and recognize the need and obligation to innovate. Secondly, our recent work converting courses from quarter to semester has increased our awareness, both institutionally and within the department, of the importance of sound learning objectives. Thirdly, the

recent introduction of the Entrepreneur certificate required the development of a project management course, and the addition of health management major all point to significant accomplishments and recognition of the department's need to change.

The stressors noted in 6.1 impede synergy and creativity.

Criterion 5.9 Faculty Operational Policies, Procedures, and Practices

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

All manuals are available directly on the web or through the College's internal drives. Most areas of concern are addressed in the CBA.

B. Provide a copy of the faculty operational policies and procedures manual to the peer review evaluation team in the resource room. (Do not include in the self-study.)

Summary of Standard 5 – Faculty and Staff Focus

Strengths for the business unit:

- CBA agreement setting aside money for professional development activities
- Clarifications of policies/procedures for evaluations/hiring/firing
- Exceptionally qualified faculty, full-time and adjunct

Opportunities for Improvement for the business unit:

- Input from faculty on hiring of adjuncts
- Better system to track faculty satisfaction and development of ways to strengthen satisfaction
- Hiring of additional full-time faculty, especially in the management area

STANDARD 6: PROCESS MANAGEMENT

Criterion 6.1 Curriculum

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

Ideas for new programs come from a multitude of sources including faculty, staff, students, business trends, benchmarks, professional associations, etc. New programs, courses, and changes to existing courses and programs are reviewed through the Chair, the Dean, and the faculty. New educational programs may also be reviewed by the Business Department Advisory Committee, which is composed of members of the community who have interest in the college and professional expertise.

Descriptive material for new educational programs is prepared and reviewed by the Curriculum Committee to ensure adherence to internal and external standards. Depending on the scope of the initiative, the Ohio Board of Regents may also be required for approval. After all approvals are complete, the approved new educational program (new major, course, course change, etc.) is approved and entered into the catalog.

During the year under review, the college and department underwent considerable stress and change that challenged the management and delivery of educational programs. These challenges included:

- Ratification of union representation for the full-time faculty (American Association of University Professors), which went into effect December 2008
- Implementation of the “Chair model”, which is in effect now.
- A new Chair (2011), Dean (2010) and Chief Academic Officer (2009)
- The department was moved from the main campus to the Kehoe Center, six miles north, in the summer of 2011
- A false start to launch Entrepreneurship in 2010
- Quarter to semester conversion (planned during study period and implemented Fall 2012)
- Declining enrollment and budget constraints

Despite these challenges, three notable successes positively impacted the process management of curriculum and programming:

1. The selection of a chair who has established positive relations with the departmental faculty and higher administrative levels, thus increasing collaboration within the department.
2. The faculty have initiated a number of quality enhancements: adoption of the Major Fields Test, adoption of a college-wide process to support retention through student contact, the successful conversion from quarters to semesters, and a revision of the entrepreneur certificate that is helping with traction in that area.
3. The adoption of the Kehoe Business Plan as an evolving document that allows for input from any divisional stakeholder and tracks development of that input over time.

New programming in the business department can currently be characterized as being quality driven at the operational level by the faculty (see #2 above), with the ideas for new programs moving into the planning arena either from administration or community stakeholders, e.g. AA business, new Majors under development in Health Management and Hospitality.

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

The business unit ensures that courses taught by full-time and adjunct faculty are comparable in quality and consistency by providing all faculty with a standard master syllabus for each course. All objectives

and outcomes are listed on this document. Faculty are also evaluated according to college policy (full-time faculty on a 3-year cycle and adjunct each term).

In addition to this, and largely coming from insightful faculty input, the Dean and Chair have worked hard to develop clear processes that ensure higher quality or more consistent higher quality from adjuncts. There now exist both observations by either the Dean or Chair and student reviews of every course taught by an adjunct every term. There is greater dialogue around adjunct quality and differences between adjuncts and full-time faculty. This dialogue tends to help us refine the processes in positive ways. The faculty and College have also implemented a good mentoring system for adjuncts. And our faculty within the unit have an excellent record of being open, willing and even eager to dialogue with adjuncts regarding curriculum and teaching.

The department benefits from the fact that qualified adjuncts in all areas within this department are more readily available than are qualified adjuncts in some other areas of the college.

Criterion 6.2 Professional Component

See Table 6 for each degree.

All degrees meet the minimum 25% threshold for the professional component. However, all degrees are being closely scrutinized for the college's switch to semesters next academic year to guarantee compliance with OBR standards.

Criterion 6.3 - General Education Component

See Table 6 for each degree.

All degrees meet the minimum 25% threshold for the general education component. However, all degrees are being closely scrutinized for the college's switch to semesters next academic year to guarantee compliance with OBR standards.

Criterion 6.4 - Business Major Component

See Table 6 for each degree.

All degrees meet the minimum 25% threshold for the business major component. However, all degrees are being closely scrutinized for the college's switch to semesters next academic year to guarantee compliance with OBR standards.

Criterion 6.5 Off-Campus Operations and Unique Items

A. Provide the number of business student credit hours produced along with the total number of student credit hours generated for each campus.

Total student credit hours for each Business program are reflected under Criterion 2.3 Finances on page 16. All credit hours were generated on the main campus for the academic year under review.

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

There are no branch campuses at which a student can earn a complete degree from this department – however, the Kehoe Center can be described as a branch campus, in some respects. The Higher Learning Commission (HLC) accreditation recently approved the Kehoe Center as an “additional location” and the Kehoe Center is the only place within NCSC that the business degrees can be earned.

It is possible to earn our entrepreneurship certificate at the Urban Center which is located in downtown Mansfield about ten miles from the Kehoe Center and just a couple of miles from the main campus.

- C. Explain other unique situations, if any, present at the institution requiring special understanding during the accreditation process (i.e., grading, credit hours of courses, etc.).

During this self-study period we have been transitioning from quarters to semesters. This creates some difficulty in describing our situation in this report as units in one section or sentence such as credit hours do not always mean the same in another sentence or section.

Additionally, from when the report was started until when it was completed, the College hired a new president. The new President took office on February 18, 2013. The previous president had been in office for approximately the last 5 years.

Criterion 6.6 Minimum Grade Requirement

- A. Provide evidence that business students from an associate degree program have a minimum grade average of “C”, such as a letter of certification from the registrar or a catalog statement.

The following was taken, by registrar Mr. Mark Monnes, from page 28 in the 2012-13 college catalog and sent for this report via email:

GRADUATION

Graduation ceremonies are held at the end of Spring semester. A student may take part in these ceremonies upon a satisfactory review of the student’s academic file to determine eligibility for graduation. This procedure is initiated by the completion of a Petition to Graduate form with the Office of Student Records. This Petition is approved if the student has successfully completed (or is presently enrolled in) all courses required for his/her program, is in good standing academically (not on probation), and has fulfilled all financial obligations to the College. **A student must earn at least a 2.00 cumulative grade-point average to graduate.**

- B. Describe how the institution ensures compliance regarding minimum grade requirements.

The registrar also wrote for this report:

Graduate petition files are reviewed by the registrar and appropriate department chair to ensure that the student is meeting minimum grade requirements. Our degree audit system also checks for a minimum 2.0 accumulative GPA before indicating that the degree requirements have been completed.

Criterion 6.7 Learning and Academic Resources

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

Twice each year the Chief Academic Officer puts out a call to all faculty requesting input and ideas for library resources to be purchased. It is noteworthy to state that the College is on a shared campus with The Ohio State University – Mansfield and consequently share library facilities with them.

- B. Describe how off-campus students have access to the same research and reading assignments as on-campus students. This may include evidence of library resources at other locations in the community or by electronic access or inter-library loans.

All of the College's students are "off-campus" in the sense that the College does not have residence halls; additionally, at this time it is not possible for a student to take all of one's classes on-line for any of the programs involved in this accreditation process, consequently all students related to this study come to campus for classes and therefore have access to the library. Having written that, it is quite true that most of the research processes for students involve electronic research and in that case all students have access to the library resources as well as other resources to which faculty may point them.

The following describes our shared library services:

MISSION

Bromfield Library actively supports and extends The Ohio State University Libraries' "Vision of Excellence" by providing outstanding resources and services to the faculty, staff, and students of The Ohio State University at Mansfield, North Central State College, and MedCentral College of Nursing. The Library also supports the University's mission of excellence in teaching, research, and service by providing quality human and material resources uniquely tailored to meet the needs of the Mansfield region.

By upholding the values of the Mansfield Campus, faculty, students, and staff can expect:

- Professional and knowledgeable staff dedicated to providing quality service
- A friendly environment
- An atmosphere that recognizes the value of diversity
- Broad and open access to information
- A viable resource for the campus and surrounding communities

The following services are offered by the Bromfield Library.

- Closed Reserve
- Interlibrary Loan
- Circulation Policies
- Library Instruction Form (Faculty)
- Group Study Rooms
- Media Equipment

HOURS OF OPERATION

Monday-Thursday: 8 a.m. - 8 p.m.

Friday: 8 a.m. - 5 p.m.

Saturday: 10 a.m. - 2 p.m.

Sunday: closed

Breaks

Monday-Friday: 8 a.m. - 5 p.m.

Saturday: closed

Sunday: closed

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

While the College support services at the Kehoe Center are not as robust as on Main Campus, tutoring hours are offered Monday – Thursday from 10am – 3pm, an open lab – open whenever the building itself is open, Monday-Friday 6am-11pm, and access to IT support.

Criterion 6.8 Support Services

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

At this time the business department has full access to all institutional support . The division has a full-time administrative assistant; the CAO has a part time administrative assistant. IT services are generally adequate for teaching needs with classrooms that offer both online and pc access as well as traditional seating arrangements. Our online capacity is adequate, if not utilized widely.

Support for retention activities through advising is being centered in the business unit. More demands are being placed on faculty to help with retention through advising. The department is likely to have to revise processes and procedures in this area in order to recognize the value of faculty advising in a more systematic way. For instance, the number of full-time faculty has been reduced by one over the past two years in management, and the Chair, who currently has an advising load did not traditionally have such a load. Additionally, the Accounting program has a scheduled retirement coming up in December 2012 with no assurance that this position will be filled. This situation is demanding that the department reconfigure/rethink its advising in this area or insure that additional faculty are hired in order to support retention.

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

In response to the dip in enrollment and the budget constraints caused by that and by state funding cuts, there is greater collaboration and interaction across college functions, though still at a fairly new level. For instance, the department is more involved in admissions and retention discussions and activities. The faculty have been instrumental in shaping retention activities for the College revolving around reaching out to students between terms in order to be available for advising and problem solving. A management faculty member has volunteered to be at each “flash Friday” during the summer; these are admissions days marketed as opportunities for prospective students to meet faculty and enroll all in one day. Other examples of retention activities within the Business department include – personally contacting all advisees each term, contacting students who have not enrolled in the next

term to answer questions and encourage the student, and making announcements in class about registration and answering questions.

The institution is re-designing the recruitment and admissions functions, and this is clarifying how advising will be managed in the future. At this point there is some confusion with advising as that is a term the College uses for both advising as an enrollment function and advising as a faculty function including retention in our programs. The Dean is stressing retention in this light.

The department is just beginning discussions at the departmental level and within the division regarding support for students who are dropping out of individual classes and how the department might support them.

Criterion 6.9 Educational Innovation

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

The College encourages innovation and creativity through faculty professional development, in-service sessions, conferences, seminars, and continuing education. Alternative methods of delivery and continuing focus on quality are important areas of innovation and creativity through-out the institution. The College recognizes faculty and staff innovation and creativity in a variety of ways as presented in the following table:

<u>Award</u>	<u>Frequency</u>	<u>Candidate Pool</u>	<u>Nominations</u>	<u>Selection</u>	<u>Presentation</u>
Annual Performance Awards ¹	Annually	All Full-Time Employees	President's Staff	President's Staff	Employee Appreciation Event ²
Outstanding Faculty	Annually	All Full-Time Faculty	All College Employees and Students	Panel of past five recipients (All Faculty)	Commencement
Outstanding Adjunct Faculty	Annually	All Adjunct Faculty	Deans/Department Chairs/Program Directors	VP of Learning	Commencement
Outstanding Staff Member	Annually	All Full-Time Staff (excluding President's Staff)	All College Employees and Students	Panel of past five recipients (All Staff)	Employee Appreciation Event ²
Tribute to Women in Industry (TWIN)	Annually	All Full-Time Women Employees (1) Faculty & (1) Staff	President's Staff/Deans	President's Staff	Annual TWIN Awards Dinner – usually in May
Service Longevity Awards ³	Annually	All Employees	Human Resources Office	Years of Service in 5-year Intervals	Employee Appreciation Event ²
College Personnel Professional Growth Recognition ⁴	Per Occurrence	All Full-Time Employees	Human Resources	Board of Trustees	Upon Achievement of 60% completion and 100% completion

¹ Annual Performance Awards include such awards as: Commitment to Excellence in Service to Students; Commitment to Excellence in Service to the College; Pushing the Envelope, On the Cutting Edge.

² The Annual Employee Appreciation Event is conducted by the Office of the President to Recognize and show his Appreciation for the efforts of all full-time employees of the College over the past year.

³ All Employees both Full-Time and Part-Time are recognized for their years of service to the College at five-year intervals with varying longevity awards presented to the individual at each level as well as placing their name on a plaque displayed in the College signifying the level of service to the College they have attained.

⁴ All Full-Time Employees are awarded a pay increase based on a formula developed as either Faculty or Staff, upon the candidate supplying the Human Resources Office with documentation that they have achieved 60% completion and/or 100% completion of their next higher education level. This recognition policy was adopted under BOT resolution 1991-30 for Professional Growth Recognition. Each award approved by Board of Trustees.

Longevity Awards: 5-Year = College Logo Key Chain; 10-Year = Pen and Pencil Set; 15-Year = Leather Portfolio; 20-Year = Standard Chair of Gardner Desk Lamp; 25-Year = Standard Chair of Gardner Boston Rocker; 30-Year = Bio Plaque and Gold Watch; 35-Year = Gift Certificate (still under review). Retirement = Gold Mantle Clock; Death while Employee = Memorial Tree.

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

Innovations that have moved forward include the adoption of the Entrepreneur Certificate and then it's recent (12.12) change from a four course certificate to a two course certificate. In addition to this, the movement of the entrepreneur focus to the Urban Center and the College's connections to the alternative high school and downtown residents is really a remarkable accomplishment.

Another innovation just completed (12.12) is the submission, to the department's Curriculum Committee of a new Associate of Arts Degree in Business, which is designed for transfer out to four year partners, and the transfer in of high school partners seeking a combined college/high school program associated with the area Career Centers.

A significant innovation occurring in the division is the partnership with Franklin University, which brings to the department's management students the opportunity to earn a bachelor's degree from Franklin University based on the current associate's degree plus one more year of NCSC classes at NCSC tuition plus a final year of Franklin's classes.

Within the department's assessment work the adoption by faculty of the MFT metric. The Major Field Test for our management students is a big step in benchmarking/assessing.

Criterion 6.10 Articulation and Transfer Relationships

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

- Franklin University
- Ashland University
- Mt. Vernon University
- Ohio University

B. Provide a copy of all articulation and/or course transfer agreements in effect, or evidence of attempts to establish such agreements for the peer review evaluation team in the resource room. (Do not include in the self-study.)

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

The Ohio Board of Regents has established a system of credit transfer among Ohio higher education institutions. The Transfer Assurance Guides (TAGs courses) are guaranteed to transfer and apply directly to the major. In its totality, the TAGs become a guaranteed pathway for students and is a very powerful advising tool for faculty and other advisors. In Ohio, there are 39 TAGs in 8 specific discipline areas presently involving 3,500 plus approved matches. The TAGs are developed, approved, and monitored by Ohio's public institutions for higher education. TAG courses have been matched to a set of learning outcomes in a specific academic subject area. Approved TAG courses carry the guarantee that the courses and their credits will transfer and apply toward the major at any of Ohio's public institutions of higher education, provided the course was taken when the courses were equivalent. NC State has 103 TAG approved courses. All appropriate business courses have successfully been accepted into the TAG system.

The College must re-create transfer/articulation agreements going forward to catch up to the conversion to semesters. For instance, the department's articulation agreement with Ashland University, where many of graduates go on to pursue further study in the accounting area, needs to be revised.

The Chairs also review transcripts of new students seeking entrance to the programs and are able to use considerable independent judgment to award credit and to substitute courses as guided by their professional experience.

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

Students coming into the College begin in admissions and meet with an "advisor" at that time that helps them get enrolled into the program of their choice and moves their transcript forward to the appropriate division where a transcript review takes place. The Business Chair, in this case, reviews the transcripts and awards credit; this work is reviewed by the Dean; and the registrar serves as an advisor to the process.

Regarding transfer out either before or after graduation, the College does provide limited guidance to students. In almost all situations, we encourage students who plan to transfer credit out of the College to work directly with the receiving institution to ensure successful transfer. The College advises students on the transferability of TAGs courses and often contacts receiving institutions to work individual student situations. In addition, the College relies on the website <http://www.transfer.org> as a reference for course credit transfer. This process is being improved during the 2012-13 term.

The department is just embarking upon a 3+1 arrangement with Franklin University for business students, who will be able to earn a dual bachelor's degree (BS) from Franklin University in Administration and Management at the Kehoe Center. This is creating a very affordable and exciting pathway for NCSC students.

Summary of Standard 6 – Process Management

Strengths for the business unit:

- The response to entrepreneurial issues has been innovative with the Urban Center and reaching out to a whole new group of students. The Entrepreneur Class has had "shark night" where they presented to outside business people. And early signs with the incubator are positive including the lease of the College's kitchen to one student entrepreneur.
- The department has tightened up the hiring and review of adjuncts so that they are more closely aligned with the intentions of the full time faculty and our course syllabi. This work is not done, but it is improved.
- The programs have a good supply of qualified adjuncts.
- The department has successfully transitioned to semester.
- Adoption of the Major Fields Test is an important part of our internal assessment.
- Faculty have fully participated in retention work and management faculty have fully supported admissions work for the unit.
- The colocation with OSU is a strength in terms of access to an excellent library and resource center as well as physical education facilities.
- The new 3+1 program with Franklin University should be very important for our students in the coming years and for the community.
- The division has a good start on an open and organic planning process for the unit which is manifested in the Kehoe strategy plan.

Opportunities for improvement for the business unit:

- Finances institutionally are an issue and negatively impact day to day performance and morale issues.
- The college and the division are striving to build trust and move the environment to a higher level of collaboration.
- The advising system within the college is under review for improvement.

SELF-STUDY SUMMARY

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

Strengths for the business unit:

- Full-time faculty with expertise in economics, accounting, and management
- Adoption of the Major Fields Test for benchmarking and assessment
- A new chair, completing his first year, who is respected by faculty, administration, and regional stakeholders. This person is new to Ohio and higher education, but after one year, has learned a great deal about the state's requirements and other legal/bureaucratic parameters influencing the department's success.
- A dean, completing his second year, and like the chair had not worked in the Ohio higher education system, although he has extensive education experience.
- A former president who is also the Chairman for the Board for the county Chamber of Commerce.
- A department that has successfully transitioned its curriculum and programs from quarters to semesters.
- The division has a good start on an open and organic planning process for the unit which is manifested in the Kehoe strategy plan.
- The recent realignment of the business department with the engineering department which should provide synergy in years to come.
- The development of the Kehoe Center, which houses the department, into a conference center supporting workforce training events. This should position the department for the future and enhance our regional brand in supporting small business and entrepreneurs. The fact that four student businesses are in our incubator this year is evidence of this area beginning to gain traction.
- Addition of the technology fee
- CBA agreement setting aside money for professional development activities
- Clarifications of policies/procedures for evaluations/hiring/firing
- Exceptionally qualified faculty, full-time and adjunct
- The response to entrepreneurial issues has been innovative with the Urban Center and reaching out to a whole new group of students. The Entrepreneur Class has had "shark night" where they presented to outside business people. And early signs with the incubator are positive including the lease of our kitchen to one student entrepreneur.
- The department has tightened up hiring and review of adjuncts so that they are more closely aligned with the intentions of the full time faculty and our course syllabi. This work is not done, but it is improved.
- The programs have a good supply of qualified adjuncts.
- Faculty have fully participated in retention work and management faculty have fully supported admissions work for the unit.
- The colocation with OSU is a strength in terms of access to an excellent library and resource center as well as physical education facilities.
- The new 3+1 program with Franklin University should be very important for our students in the coming years and for the community.
- Internal Program Review recently completed.
- Business Department is committed to the PAR process.
- The Business department is delivering quality education to students that is aligned to the needs of the community. The evidence for this can be found in our graduate survey, our employer survey, and the MFT results. Approximately 95% of the department's faculty have a Master's Degree or qualify as a Professional.

- The framework for advising is in place and functioning.
- The department has existing linkages with industry and the community.
- The overall College support services are aligned to enable the Business department to be successful.

Opportunities for improvement for the business unit:

- Enrollment has declined over the past year
- The institution is currently under budget stress
- With a hiring freeze and the move of one faculty member to the chair position, the department has been left with only one full-time faculty member in the management area
- Institutionalizing with the division planning processes and clarifying new direction for the department
- Development of an overall Academic Plan within which our division plan can be purposefully aligned. Progress is being made in this area by our Chief Academic Officer.
- Refining the divisional planning process and linking it to the College's budgeting process.
- Development of an overall IT plan at the College level which encourages input from all areas. Progress is being made in this area by our Chief Financial Officer.
- Input from faculty on hiring of adjuncts
- Better system to track faculty satisfaction and development of ways to strengthen satisfaction
- Hiring of additional full-time faculty, especially in the management area
- Finances institutionally are an issue and negatively impact day to day performance and morale issues.
- The College and division are striving to build trust and move the environment to a higher level of collaboration.
- Our advising system within the college is in need of some work to insure that faculty have the resources and time to effectively impact retention through advising strategies.
- More faculty develop alternative delivery options for students
- Complete improvement cycles with PAR (for business), Major Field Test, Program Review, and ACBSP re-certification.
- Overall opportunities for improvement include assessment, collection and analysis of data, and improvement process.

2. Explain circumstances that prevent compliance with any standard such as state or local laws or bargaining agreements. Include a request for an exception or waiver of compliance with an appropriate justification.

Not applicable as far as we can ascertain.

3. Explain how student achievement will be made public.

The department would like to announce its accreditation with ACBSP through the media as a potential way to boost public understanding of the programs in the unit. The web page and "The Leader", a regular publication of the college, are all ways the department can make student achievement public.

Table 1 - Student and Stakeholder-Focused Results

1. Student and stakeholder-focused results examine how well your organization satisfies key needs and expectations of students and other stakeholders. *Key indicators may include: satisfaction and dissatisfaction of current and past students and key stakeholders, perceived value, loyalty, persistence, or other aspects of relationship building, end of course surveys, alumni surveys, Internship feedback, etc.*
2. Periodic surveys should be collected from graduates, transfer institutions, and/or employers of graduates to obtain data on the success of business programs in preparing students to compete successfully for entry-level positions. *Key indicators may include: satisfaction and dissatisfaction of graduates, retention and/or average grades of transfer students, job performance of graduates, etc.*

Analysis of Results

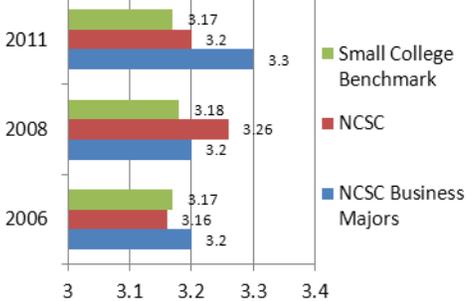
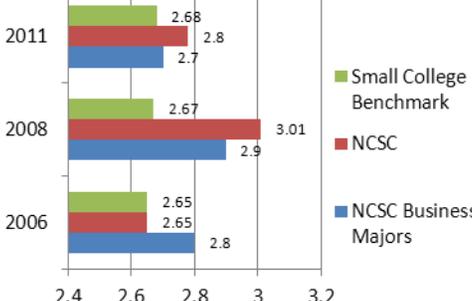
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Actions Taken (during the following year)	Insert Graph or Chart of Resulting Trends (graph up to five years of data)																
Current enrolled students will evaluate their entire educational experience on average as Good or Excellent (3+ on a five point scale)	Community College Survey of Student Engagement (CCSSE)	Mean greater than 3.0 for all periods for business students	Gatekeeper study conducted in 2007	Curriculum change to add "gatekeeper" courses	 <table border="1"> <caption>Chart Data for Gatekeeper Courses</caption> <thead> <tr> <th>Year</th> <th>Small College Benchmark</th> <th>NCSC</th> <th>NCSC Business Majors</th> </tr> </thead> <tbody> <tr> <td>2011</td> <td>3.17</td> <td>3.2</td> <td>3.3</td> </tr> <tr> <td>2008</td> <td>3.18</td> <td>3.26</td> <td>3.2</td> </tr> <tr> <td>2006</td> <td>3.17</td> <td>3.16</td> <td>3.2</td> </tr> </tbody> </table>	Year	Small College Benchmark	NCSC	NCSC Business Majors	2011	3.17	3.2	3.3	2008	3.18	3.26	3.2	2006	3.17	3.16	3.2
Year	Small College Benchmark	NCSC	NCSC Business Majors																		
2011	3.17	3.2	3.3																		
2008	3.18	3.26	3.2																		
2006	3.17	3.16	3.2																		
Current enrolled students will evaluate their experience at the college to acquire job or work-related knowledge and skills on average as Good or Excellent (3+ on a five point scale)	Community College Survey of Student Engagement (CCSSE)	Results above benchmark, but below college expectations. Employer satisfaction survey correlates with these results	Developing more specialized course offerings	Health Management program to be offered Fall 2013. Project Management course added to curriculum	 <table border="1"> <caption>Chart Data for Specialized Courses</caption> <thead> <tr> <th>Year</th> <th>Small College Benchmark</th> <th>NCSC</th> <th>NCSC Business Majors</th> </tr> </thead> <tbody> <tr> <td>2011</td> <td>2.68</td> <td>2.8</td> <td>2.7</td> </tr> <tr> <td>2008</td> <td>2.67</td> <td>3.01</td> <td>2.9</td> </tr> <tr> <td>2006</td> <td>2.65</td> <td>2.65</td> <td>2.8</td> </tr> </tbody> </table>	Year	Small College Benchmark	NCSC	NCSC Business Majors	2011	2.68	2.8	2.7	2008	2.67	3.01	2.9	2006	2.65	2.65	2.8
Year	Small College Benchmark	NCSC	NCSC Business Majors																		
2011	2.68	2.8	2.7																		
2008	2.67	3.01	2.9																		
2006	2.65	2.65	2.8																		

Table 2 Student Learning Results

Analysis of Results – Business Administration											
Performance Measure (Competency)	Description of Measurement Instrument to include Formative or Summative, Internal or External, and Descriptive or Comparative	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graph of Resulting Trends for 3-5 Years (please graph all available data up to five years)						
Graduates will show competency with basic management knowledge.	ETS Major Fields Exam Summative, External, Comparative	Using the ETS Major Fields Test, graduates will score in the top 50% of other community college students in the Management area. This will be completed yearly in BUS 280.	According to the independent data provided on the report from ETS, graduates were above the benchmark. 87% of students nationally, scored at or below graduate's scores in 2012	Benchmark has been established and achieved for year.	<p style="text-align: center;">Management</p> <p style="text-align: center;">National Mean % of Students scoring below NCSC</p> <table border="1"> <caption>Management Data</caption> <thead> <tr> <th>Year</th> <th>% of Students scoring below NCSC</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>78%</td> </tr> <tr> <td>2011*</td> <td>70%</td> </tr> </tbody> </table> <p style="text-align: right;">* small sample</p>	Year	% of Students scoring below NCSC	2012	78%	2011*	70%
Year	% of Students scoring below NCSC										
2012	78%										
2011*	70%										
Graduates will show competency with basic marketing knowledge.	ETS Major Fields Exam Summative, External, Comparative	Using the ETS Major Fields Test, graduates will score in the top 50% of other community college students in the Marketing area. This will be completed yearly in BUS 280.	According to the independent data provided on the report from ETS, graduates were slightly above the benchmark. 52% of students nationally, scored at or below graduate's scores in 2012.	Benchmark has been established and achieved for year.	<p style="text-align: center;">Marketing</p> <p style="text-align: center;">National Mean % of Students scoring below NCSC</p> <table border="1"> <caption>Marketing Data</caption> <thead> <tr> <th>Year</th> <th>% of Students scoring below NCSC</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>52%</td> </tr> <tr> <td>2011*</td> <td>16%</td> </tr> </tbody> </table> <p style="text-align: right;">* small sample</p>	Year	% of Students scoring below NCSC	2012	52%	2011*	16%
Year	% of Students scoring below NCSC										
2012	52%										
2011*	16%										
Graduates will show competency with basic economic knowledge.	ETS Major Fields Exam Summative, External, Comparative	Using the ETS Major Fields Test, graduates will score in the top 50% of other community college students in the Economics area. This will be completed yearly in BUS 280.	According to the independent data provided on the report from ETS, graduates were above the benchmark. 70% of students nationally, scored at or below graduate's scores in 2012.	Benchmark established. Results were not what were expected. Will watch next year closely to see trends.	<p style="text-align: center;">Economics</p> <p style="text-align: center;">National Mean % of Students scoring below NCSC</p> <table border="1"> <caption>Economics Data</caption> <thead> <tr> <th>Year</th> <th>% of Students scoring below NCSC</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>70%</td> </tr> <tr> <td>2011*</td> <td>5%</td> </tr> </tbody> </table> <p style="text-align: right;">* small sample</p>	Year	% of Students scoring below NCSC	2012	70%	2011*	5%
Year	% of Students scoring below NCSC										
2012	70%										
2011*	5%										

Table 2 Student Learning Results

Analysis of Results – Accounting															
Performance Measure (Competency)	Description of Measurement Instrument to include Formative or Summative, Internal or External, and Descriptive or Comparative	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graph of Resulting Trends for 3-5 Years (please graph all available data up to five years)										
<p>Students, in the capstone course, will be able to complete a basic bookkeeping problem covering an entire accounting cycle.</p>	<p>Graduates, in the capstone course, will be able to complete without any errors a basic bookkeeping problem. This was completed utilizing the computer only. Completed yearly in ACC 260. Summative, Internal, Descriptive</p>	<p>Analysis of transactions, journal entries</p>	<p>Graduates completed each assignment in approximately 11-12 hours. Students were not advised the instructor could reset their work if they found mistakes (as they had been in the past) and students acted as each other's peer tutors.</p> <p>Data to support this is filed with ACC260 course materials.</p> <p>Time records were lost for the years not listed.</p>	<p>This was a <u>dramatic</u> increase in the time spent from previous years. Students were not given "help" by the instructor as they had been in the past. They relied on their peers. Students struggled most with adjusting entries. Will continue to stress along with financial statement preparation.</p>	<p style="text-align: center;">Hours</p> <table border="1"> <caption>Hours Spent on Assignments</caption> <thead> <tr> <th>Year</th> <th>Hours</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>12</td> </tr> <tr> <td>2011</td> <td>6</td> </tr> <tr> <td>2006</td> <td>5</td> </tr> <tr> <td>2005</td> <td>5</td> </tr> </tbody> </table>	Year	Hours	2012	12	2011	6	2006	5	2005	5
Year	Hours														
2012	12														
2011	6														
2006	5														
2005	5														
<p>Graduates will show competency with basic accounting knowledge.</p>	<p>ETS Major Fields Exam Summative, External, Comparative</p>	<p>Using the ETS Major Fields Test, graduates will score in the top 50% of other community college students in the Accounting area. This will be completed yearly in ACC 260.</p>	<p>According to the independent data provided on the report from ETS, graduates were above the benchmark. 87% of students nationally, scored at or below graduate's scores in 2012.</p>	<p>Benchmark has been established and achieved for year.</p>	<p style="text-align: center;">Accounting</p> <p style="text-align: center;">National Mean % of Students scoring below NCSC</p> <table border="1"> <caption>National Mean % of Students scoring below NCSC</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>87%</td> </tr> <tr> <td>2011*</td> <td>10%</td> </tr> </tbody> </table> <p>* small sample</p>	Year	Percentage	2012	87%	2011*	10%				
Year	Percentage														
2012	87%														
2011*	10%														

Table 3 – Organization Performance Results

<p>Organizational effectiveness results examine attainment of organizational goals. Each business unit must have a systematic reporting mechanism for each business program that charts enrollment patterns, student retention, student academic success, and other characteristics reflecting student performance. Key indicators may include: improvement in safety, hiring equity, increased use of web-based technologies, use of facilities by community organizations, contributions to the community, partnerships, graduating and retention rates by program, etc.</p>					
<p>Analysis of Results</p>					
<p>Performance Measure (Competency)</p>	<p>College-wide Benchmark Goal reflecting AY 2011 or 2012¹</p>	<p>Areas of Success</p>	<p>Analysis and Action Taken</p>	<p>Results of Actions Taken (during the following year)</p>	<p>Insert Graph or Chart of Resulting Trends (graph up to five years of data)</p>
<p>This chart is being viewed as a starting point for data collection. North Central State College has started using an Ends Policy approach to communicate data to the community and to stakeholders. This type of data was modified to show Business program results as compared to the entire college. In the future, this chart will simply be updated and Results of Actions Taken will be able to be determined.</p>					
<p>Using the NCSC Ends Policy Metrics¹ as a guide for this table:</p>					
<p>3-year Completion Percentage: First-time, fall cohort students who completed degrees, certificates of at least one year or otherwise directly aligned with industry credential within three years of initial enrollment.</p>	<p>(AY 2012) Green light - >=12.4% Yellow light – 11.8%-12.4% Red light - <11.8%</p>	<p>Business programs percentage was 14.8% (green light). Overall college percentage was 12.7% (green light).</p>	<p>The Business programs were better than the college with regards to graduating students within three years.</p>	<p>The benchmark was established for the 2009 cohort. Historical data was researched to show the trend over 5 years. Historically the rate has stayed consistent with an increase in 2008. The Business programs have historically been in the “green” for the college.</p>	<p>2005 cohort – 18.5% 2006 cohort – 13.5% 2007 cohort – 15.8% 2008 cohort-- 20.6% 2009 cohort - 14.8%</p>
<p>3-year Continuing Percentage: First-time, fall cohort students that had not graduated within three years, but were enrolled at NC State at least one term of the third year.</p>	<p>(AY 2012) Green light - >=31.8% Yellow light – 30.8%-31.8% Red light - <30.8%</p>	<p>Business programs percentage was 24.7% (red light). Overall college percentage was 22.2% (red light).</p>	<p>The Business program was below the minimum threshold with regards to continuing students, though above the college-wide outcome.</p>	<p>The benchmark was established for the 2009 cohort. Historical data was researched to show the trend over 5 years. Historically the rate has dropped, but has shown an increase over the past few cohorts. The switch to semesters could have attributed to the increase. Business programs have historically been below the College’s “red” zone.</p>	<p>2005 cohort – 23.9% 2006 cohort – 15.5% 2007 cohort – 11.6% 2008 cohort-- 18.4% 2009 cohort – 24.7%</p>

Table 3 – Organization Performance Results

Organizational effectiveness results examine attainment of organizational goals. Each business unit must have a systematic reporting mechanism for each business program that charts enrollment patterns, student retention, student academic success, and other characteristics reflecting student performance. Key indicators may include: improvement in safety, hiring equity, increased use of web-based technologies, use of facilities by community organizations, contributions to the community, partnerships, graduating and retention rates by program, etc.					
Analysis of Results					
Performance Measure (Competency)	College-wide Benchmark Goal reflecting AY 2011 or 2012 ¹	Areas of Success	Analysis and Action Taken	Results of Actions Taken (during the following year)	Insert Graph or Chart of Resulting Trends (graph up to five years of data)
3-year Transfer Percentage: First-time, fall cohort students that neither graduated by nor persisted within three years, but had earned 18 college-level credits and transferred to a 4-year institution within the third year.	(AY 2012) Green light – >=6.2% Yellow light – 5.2% - 6.2% Red light - <5.2%	Business programs percentage was 12.3% (green light). Overall college percentage was 5.4% (yellow light).	The Business programs were better than the college with regards to transferring non-graduate students onto a 4-year institution.	The benchmark was established for the 2009 cohort. Historical data was researched to show the trend over 5 years. Historically the rate showed a decrease and is now growing. The Business programs are consistently in the “green” zone for the college and much higher than the college as a whole.	2005 cohort – 14.1% 2006 cohort – 13.3% 2007 cohort – 2.2% 2008 cohort-- 10.3% 2009 cohort – 12.3%
Graduate Transfer Percentage: Reflects associate degree graduates in the spring term who then enroll within a year at a four-year institution.	(AY 2011) Criteria for 2011 grads: Green light - >=22% Yellow light – 18.4%-22% Red light - <18.4%	Business programs percentage was 21.1% (yellow light). Overall college percentage was 17.0% (red light).	The Business program was not to the standard with regards to graduates who transfer to a 4-year institution, but were above the college.	The benchmark was established for the 2009 cohort. Historical data was researched to show the trend over 5 years. Historically the rate has decrease, but is showing an increase now. Business program graduates transfer at a rate higher than the college as a whole, but are below the college’s approved “green” light percentage.	2008 grads – 21.2% 2009 grads – 34.9% 2010 grads – -21.0% 2011 grads-- 21.1% 2012 grads – 28.8%
The number of courses offered via alternative delivery methods will increase each year.	The number of alternative delivery courses will continue to grow each academic year by at least one course.	FY 2010 – 35 total sections FY 2011 – 32 total sections FY 2012 – 33 total sections	While the number of courses is holding steady, it is not growing. This is due in large part, to the switch to semesters and the drop in enrollment experienced.	This statistic will need to be completely redone for the next academic year because of the switch to semesters. Course equivalencies were not always one-for-one, so an even comparison will be impossible. The Business department has put an emphasis on increasing alternative delivery courses.	2010—35 2011 – 32 2012 – 33
1. The first three measures reflect performance in AY 2011-2012. The fourth measure on transfer of spring associate degree graduates reflects performance of spring 2011 graduates to allow for an entire year of transfer. However, early results through December 2012 were provided for spring 2012 graduates for informational purposes. Note the transfer rate through only one term has already exceeded the prior two years.02/26/2013					

Table 4 – Faculty Qualification

1. List all faculty members (full-time and part-time) who taught during the self-study year in alphabetical order.
2. Identify the major teaching fields for each faculty member (full-time and part-time).
3. List all courses taught during the self-study year.
4. State each degree as printed on the transcript, including the major.
5. List professional certifications and other supporting activities (if applicable).
6. State the ACBSP qualification status.

Analysis of Results

Name	Major Teaching Field	Courses Taught	All Earned Degrees	Professional Certifications and Supporting Activities	ACBSP Qualifications
Adkins, J.	Accounting	ACC 111 Accounting I ACC 112 Accounting II ACC 260 Special Prob. In Acct FIN 210 Business Finance FIN 262 Understanding Fin. Statements	MBA, Executive Management BSBA, Finance AAB, Accounting	Certified Bookkeeper (CB)	Master's/Doctorate Degree
Bowen, M.	Economics	BUS 110 Introduction to Business ECN 101 Economics ECN 161 Microeconomics ECN 162 Macroeconomics	MBA, Executive Management BS, Elementary Education	Teaching Excellence Award Business Management 02-03 6/6/03	Master's/Doctorate Degree
Briley, P.	Business	BUS 148 Marketing BUS 244 Promotion and Advertising	MBA, Executive Management BS, Sociology		Master's/Doctorate Degree
Carmack, C.	Finance	BUS 110 Introduction to Business BUS 115 Supervision FIN 150 Institutional & Financial Markets FIN 187 Personal Finance I FIN 188 Personal Finance II FIN 220 Lending Institutions FIN 290 Financial Seminar	MBA, Executive Management AB, Econ. & Adm. Secondary: Math, Comp. Science, Agriculture	Teaching Excellence Award Accounting 02-03 6/6/03	Master's/Doctorate Degree
Dicke, D.	Accounting	ACC 131 Intermediate Accounting I ACC 132 Intermediate Account II ACC 140 Managerial Accounting ACC 202 Computer Applications in Accounting ACC 225 Accounting Information Systems ACC 230 Governmental Accounting	MS, Physics BSBA, Accounting BS, Sci-Physics	Certified Public Accountant (CPA)	Professional
Flood, W.	Business	BUS 123 E-Commerce BUS 126 Customer Service BUS 148 Marketing BUS 226 Entrepreneurship and Small Business BUS 270 Introduction to International Trade BUS 271 International Business Culture BUS 276 Global Competition	MA, Entrepreneurship M.Ed., Education with concentration in College Counseling BS, Social Studies Education	Completed NASDTEC/NCATE approved teacher Ed. Program	Master's/Doctorate Degree
Gilbert, M.	Business	BUS 110 Introduction to Business	MPA, Public Policy and Management BSCJ, Criminal Justice Minor: Business Management BSBA, Business Management AAS, Peace Officer's Option	Bachelor's Plus Program	Master's/Doctorate Degree

Table 4 – Faculty Qualification

1. List all faculty members (full-time and part-time) who taught during the self-study year in alphabetical order.
2. Identify the major teaching fields for each faculty member (full-time and part-time).
3. List all courses taught during the self-study year.
4. State each degree as printed on the transcript, including the major.
5. List professional certifications and other supporting activities (if applicable).
6. State the ACBSP qualification status.

Analysis of Results

Name	Major Teaching Field	Courses Taught	All Earned Degrees	Professional Certifications and Supporting Activities	ACBSP Qualifications
Hays, B.	Business	BUS 110 Introduction to Business BUS 115 Supervision BUS 121 Management BUS 140 Principles of Selling BUS 148 Marketing BUS 224 Human Resource Management BUS 280 Case Studies in Business BUS 285 Business Ethics	MS, Administration-General BS, International Relations, Labor Studies	Society for Human Resource Management (SHRM) certified	Master's/Doctorate Degree
Jacquet, J.	Accounting	ACC 111 Accounting I ACC 112 Accounting II BUS 285 Business Ethics	MBA, Administration BB, Education BBA, Administration	Public Accountant (PA) Authored: "The Accounting Cycle" and "Business by the Numbers"	Master's/Doctorate Degree
Jones, L.	Business	BUS 121 Management BUS 230 Quality	MBA, General BS, Industrial Engineering		Master's/Doctorate Degree
Justice, J.	Economics	ECN 101 Economics ECN 161 Microeconomics ECN 162 Macroeconomics	MBA, Business Marketing BS, Marketing Management AS, Industrial Technology		Master's/Doctorate Degree
Kubu, S.	Business	BUS 110 Introduction to Business BUS 121 Management BUS 224 Human Resource Management BUS 226 Entrepreneurship and Small Business BUS 230 Quality BUS 242 Logistics BUS 280 Case Studies in Business BUS 285 Business Ethics	MBA, Executive Management BSBA, Marketing and Business Management with Minor: International Business AAB, Business Management		Master's/Doctorate Degree
McFarlin, K.	Business	BUS 244 Promotion and Advertising	MBA, Management BS, Business Administration AAB, Business Management		Master's/Doctorate Degree
Miller, W.	Accounting	ACC 111 Accounting I ACC 112 Accounting II ACC 140 Managerial Accounting ACC 211 Taxation I ACC 212 Taxation II ACC 250 Auditing BUS 285 Business Ethics	MBA, Executive Management BS, History	Enrolled Agent (EA)	Master's/Doctorate Degree
Myers, M.	Accounting	ACC 111 Accounting I ACC 140 Managerial Accounting	MBA, Executive Management BS, Business Administration		Master's/Doctorate Degree
Rawls, L.	Business	BUS 115 Supervision BUS 285 Business Ethics	M Christian Edu. B Theology BSBA, Marketing		Exception

Table 4 – Faculty Qualification

1. List all faculty members (full-time and part-time) who taught during the self-study year in alphabetical order.
2. Identify the major teaching fields for each faculty member (full-time and part-time).
3. List all courses taught during the self-study year.
4. State each degree as printed on the transcript, including the major.
5. List professional certifications and other supporting activities (if applicable).
6. State the ACBSP qualification status.

Analysis of Results

Name	Major Teaching Field	Courses Taught	All Earned Degrees	Professional Certifications and Supporting Activities	ACBSP Qualifications
Skaluba, J.	Business	BUS 134 Business Law	JD, Law BA, English		Master's/Doctorate Degree
Smith, J.	Business	BUS 110 Introduction to Business BUS 115 Supervision BUS 140 Principles of Selling ECN 162 Macroeconomics	MA, Industrial Organizational Psychology BS, Psychology		Exception
Smith, T.	Economics	ECN 162 Macroeconomics	MBA, Executive Management BBA, Business Adm.		Master's/Doctorate Degree
Sturgill, J.	Business	BUS 134 Business Law	JD, Law BS in Edu., English	Certified Paralegal	Master's/Doctorate Degree
Sukys, P.	Business	BUS 134 Business Law	JD, Law AB, English		Master's/Doctorate Degree
Thomas, B.	Accounting Economics	ACC 111 Accounting I ECN 101 Economics	MBA, Business Administration BS, Business Admin/Systems	Certified Business Advisor	Master's/Doctorate Degree
Tsavaris, H.	Business	BUS 226 Entrepreneurship and Small Business BUS 240 Refining the Business Plan	MBA, Entrepreneurship, Strategy, Marketing MA, International Affairs/International Security Studies BA, History BA, English		Master's/Doctorate Degree
Vaughn, T.	Business	BUS 110 Introduction to Business BUS 115 Supervision	MBA, Executive Mgmt MA, Education BSBA, Marketing		Master's/Doctorate Degree
Vogel, W.	Accounting	ACC 111 Accounting I ACC 112 Accounting II	MS, Accountancy BBA, Management		Master's/Doctorate Degree
William, I.	Business	BUS 115 Supervision	MBA, Executive Management BSEE, Telecommunication Computer Science		Master's/Doctorate Degree
Zhu, A.	Business	BUS 242 Logistics	MA, Management-General BA, Business Management	18 credit hours – math courses	Master's/Doctorate Degree

Table 5 – FTE and Faculty Composition

1. List all faculty (full-time and part time) who taught during the self-study year in alphabetic order. 2. Identify the ACBSP qualification status for each faculty member. 3. Identify the number of credit hours taught during the self-study year. 4. Calculate the FTE (Full-Time Equivalent) faculty load (such as 36 hours/30 semester hours of full-time load = 1.20 FTE) 5. Calculate the total FTE for credit hours and each column of ACBSP Qualifications (Master's/Doctorate, Professional, and Exceptions). 6. Calculate the percent of total hours taught for each ACBSP Qualification.					
Analysis of Results					
Name	ACBSP Qualifications	Credit Hours Taught	Master's/Doctorate FTE	Professional FTE	Exceptions FTE
Adkins, J.	Master/Doctorate	42	.93		
Bowen, M.	Master/Doctorate	20	.44		
Briley, P.	Master/Doctorate	12	.27		
Carmack, C.	Master/Doctorate	31	.69		
Dicke, D.	Professional	48		1.07	
Flood, W.	Master/Doctorate	30	.67		
Gilbert, M.	Master/Doctorate	8	.18		
Hays, B.	Master/Doctorate	48	1.07		
Jacquet, J.	Master/Doctorate	11	.24		
Jones, L.	Master/Doctorate	12	.27		
Justice, J.	Master/Doctorate	48	1.07		
Kubu, S.	Master/Doctorate	34	.76		
McFarlin, K.	Master/Doctorate	4	.09		
Miller, W.	Master/Doctorate	43	.96		
Myers, M.	Master/Doctorate	8	.18		
Rawls, L.	Exception	6			.13
Smith, J.	Exception	19			.42
Smith, T.	Master/Doctorate	4	.09		
Sturgill, J.	Master/Doctorate	4	.09		
Sukys, P.	Master/Doctorate	12	.27		
Thomas, B.	Master/Doctorate	8	.18		
Tsavaris, H.	Master/Doctorate	16	.36		
Vaughn, T.	Master/Doctorate	7	.16		
Vogel, W.	Master/Doctorate	16	.36		
William, I.	Master/Doctorate	6	.13		
Zhu, A.	Master/Doctorate	4	.09		
Totals		501	9.51	1.07	.56
Qualification	Total hours taught during self-study year	FTE Teaching load (based on 45 Qtr hours)	% of total hours taught		
Master/Doctorate	428	9.51	85.37%		
Professional	48	1.07	9.61%		
Exception	25	.56	5.03%		
Totals	501	11.14	100.00%		

Skaluba, J. – only taught one independent study for the academic year. Excluded from this table.

TABLE 6 - CURRICULUM SUMMARY

Name of Major/Program: AAB in Accounting
 Total Number of Hours for Degree: 101 quarter hours
 List courses appropriate for each area in a chart below:

A) Professional Component:

Course Number and Course Title	Areas of Study	Qtr Hours
ACC111	Accounting I	4
ACC112	Accounting II	4
ACC140	Managerial Accounting	4
BUS110	Introduction to Business	4
ECN161	Microeconomics	4
CIS121	Microsoft Word	2
CIS122	Microsoft Excel	2
CIS125	Microsoft Powerpoint	2
CIS123	Microsoft Access	2
BUS134	Business Law	4
FIN210	Business Finance	4
Total credit hours		36
<u>35.6%</u>		of total program hours

B) General Education Component:

Course Title	Educational Goal Area	Qtr Hours
ENG101	Basic Composition	3
ENG114	Composition and Literature	3
ENG201	Advanced Composition	3
	Humanities Elective	3
	Social Science Elective	3
	Hum or SS Elective	3
BUS285	Business Ethics	3
MTH110	Business Math	4
SPE101	Speech	3
FYE101	Orientation to College	1
Total credit hours		29
<u>28.7%</u>		of total program hours

C) Business Major Component:

Course Title	Qtr Hours	
ACC131	4	
ACC132	4	
ACC211	4	
ACC211	4	
ACC202	4	
ACC225	4	
ACC230	4	
ACC250	4	
ACC260	4	
Total credit hours		36
<u>35.6%</u>		of total program hours

Total Program Hours 101

TABLE 6 - CURRICULUM SUMMARY

Name of Major/Program:

AAB in Business Administration: Management major

Total Number of Hours for Degree:

102 quarter hours

List courses appropriate for each area in a chart below:

A) Professional Component:

Course Number and Course Title	Areas of Study	Qtr Hours
ACC111 Accounting I	A	4
ACC112 Accounting II	A	4
ACC140 Managerial Accounting	A	4
ECN161 Microeconomics	D	4
ECN162 Macroeconomics	D	4
CIS121 Microsoft Word	B	2
CIS122 Microsoft Excel	B	2
CIS128 Microsoft Excel Advanced	B	2
BUS110 Introduction to Business	I	4
BUS148 Marketing	F	4
BUS134 Business Law	E	4
Total credit hours		38
<u>37.3%</u> of total program hours		

B) General Education Component:

Course Title	Educational Goal Area	Qtr Hours
ENG101 Basic Composition	1	3
ENG114 Composition and Literature	1	3
ENG201 Advanced Composition	1	3
HUM150 Leadership and the Classics	3	3
Social Science Elective	8	3
Hum or SS Elective	3 or 8	3
BUS285 Business Ethics	4	3
MTH110 Business Math	6	4
SPE101 Speech	1	3
FYE101 Orientation to College		1
Total credit hours		29
<u>28.4%</u> of total program hours		

C) Business Major Component:

Course Title	Qtr Hours	
BUS115 Supervision	3	
BUS121 Management	4	
BUS230 Quality	4	
BUS226 Entrep. & Small Business	4	
BUS242 Logistics	4	
BUS224 Human Resource Management	4	
BUS280 Case Studies in Business	4	
Technical Electives	8	
Total credit hours		35
<u>34.3%</u> of total program hours		
Total Program Hours		102

TABLE 6 - CURRICULUM SUMMARY

Name of Major/Program:

AAB in Business Administration: Marketing major

Total Number of Hours for Degree:

106 quarter hours

List courses appropriate for each area in a chart below:

A) Professional Component:

Course Number and Course Title	Areas of Study	Qtr Hours
ACC111 Accounting I	A	4
ACC112 Accounting II	A	4
ACC140 Managerial Accounting	A	4
ECN161 Microeconomics	D	4
ECN162 Macroeconomics	D	4
CIS121 Microsoft Word	B	2
CIS122 Microsoft Excel	B	2
CIS128 Microsoft Excel Advanced	B	2
BUS110 Introduction to Business	I	4
BUS148 Marketing	F	4
BUS134 Business Law	E	4
Total credit hours		38
<u>35.8%</u> of total program hours		

B) General Education Component:

Course Title	Educational Goal Area	Qtr Hours
ENG101 Basic Composition	1	3
ENG114 Composition and Literature	1	3
ENG201 Advanced Composition	1	3
HUM150 Leadership and the Classics	3	3
Hum or SS Elective	3 or 8	3
Social Science Elective	8	3
BUS285 Business Ethics	4	3
MTH110 Business Math	6	4
SPE101 Speech	1	3
FYE101 Orientation to College		1
Total credit hours		29
<u>27.4%</u> of total program hours		

C) Business Major Component:

Course Title	Qtr Hours	
BUS115 Supervision	3	
BUS121 Management	4	
BUS140 Principles of Selling	4	
BUS123 E-Commerce	2	
BUS162 Customer Service	2	
BUS224 Human Resource Management	4	
BUS226 Entrepreneurship & Small Business	4	
BUS230 Quality	4	
BUS242 Logistics	4	
BUS244 Promotion & Advertising	4	
BUS280 Case Studies in Business	4	
Total credit hours		39
<u>36.8%</u> of total program hours		
Total Program Hours		106

TABLE 6 - CURRICULUM SUMMARY

Name of Major/Program:

AAB in Business Administration: Finance major

Total Number of Hours for Degree:

95 quarter hours

List courses appropriate for each area in a chart below:

A) Professional Component:

Course Number and Course Title	Areas of Study	Qtr Hours
ACC111 Accounting I	A	4
ACC112 Accounting II	A	4
ACC140 Managerial Accounting	A	4
ECN161 Microeconomics OR	D	4
ECN162 Macroeconomics	D	4
CIS121 Microsoft Word	B	2
CIS122 Microsoft Excel	B	2
CIS123 Microsoft Access	B	2
CIS125 Microsoft Powerpoint	B	2
BUS110 Introduction to Business	I	4
BUS148 Marketing	F	4
BUS134 Business Law	E	4
Total credit hours		36
<u>37.9%</u> of total program hours		

B) General Education Component:

Course Title	Educational Goal Area	Qtr Hours
ENG101 Basic Composition	1	3
ENG114 Composition and Literature	1	3
ENG201 Advanced Composition	1	3
Humanities Elective	3	3
Social Science Elective	8	3
Hum or SS Elective	3 or 8	3
BUS285 Business Ethics	4	3
MTH110 Business Math	6	4
STA110 Probability & Statistics	6	4
SPE101 Speech	1	3
FYE101 Orientation to College		1
Total credit hours		33
<u>34.7%</u> of total program hours		

C) Business Major Component:

Course Title	Qtr Hours	
FIN187 Personal Finance I	1	
FIN188 Personal Finance	3	
FIN150 Institutions & Financial Markets	4	
FIN220 Lending Institutions	4	
ACC211 Taxation I	4	
ACC212 Taxation II	4	
FIN2903 Finance Seminar	4	
FIN262 Understanding Financial Statements	2	
Total credit hours		26
<u>27.4%</u> of total program hours		

Total Program Hours 95

Appendix A

Higher Learning Commission Letter



230 South LaSalle Street, Suite 7-500 | Chicago, IL 60604-1411
312-263-0456 | 800-621-7440 | Fax: 312-263-7462 | ncahlc.org

March 27, 2012

President Donald L. Plotts
North Central State College
P.O. Box 698 2441 Kenwood Circle
Mansfield, OH 44901-0698

Dear President Plotts:

This letter is formal notification of the action taken concerning North Central State College by the Higher Learning Commission. At its meeting on March 19, 2012, the Institutional Actions Council (IAC) voted on the items below. This letter serves as the official record of this action, and the date of this action constitutes the effective date of your new status with the Commission.

Action. The IAC voted to continue the accreditation of North Central State College through the AQIP process with the next reaffirmation in 2018-19.

Action. The IAC voted to approve the contractual arrangement between North Central State College and EHOVE Career Center in Milan Ohio for the purposes of offering the Associate Degree in Health Services Technology (Surgical Technologist Option).

Action with Required Confirmation Visits. The IAC voted to approve the College's request for two additional locations:

EHOVE Career Center
316 West Mason Road
Milan, Ohio, 44846

NCSC Urban Center
134 North Main Street
Mansfield, Ohio 44902

Per policy, the Commission will conduct the required **Additional Location Confirmation Visits** to these locations within six months of matriculation of students and initiation of instruction.

If the current Commission action includes changes to your institution's *Statement of Affiliation Status (SAS)* or *Organizational Profile (OP)*, the changes will appear in these documents on the Commission's Web site by April 16, 2012. The *SAS* is a summary of your institution's ongoing relationship with the Commission. The *OP* is generated from data you provided in your most recent Institutional Update. No other institutional information was changed.

If you have questions about these documents after viewing them, please contact Stephen D. Spangehl, your staff liaison. Information about notifying the public of this action is found in Chapter 8.3-3 and 8.3-4 of the *Handbook of Accreditation, Third Edition*.

Please be aware of Commission policy on planned or proposed institutional changes that require Commission action before their initiation. You will find the Commission's change policy at ncahlc.org/information-for-institutions/institutional-change.html. If you have questions about how planned institutional changes might affect your relationship with the Commission, please write or call Stephen D. Spangehl.

On behalf of the Board of Trustees, I thank you and your associates for your cooperation.

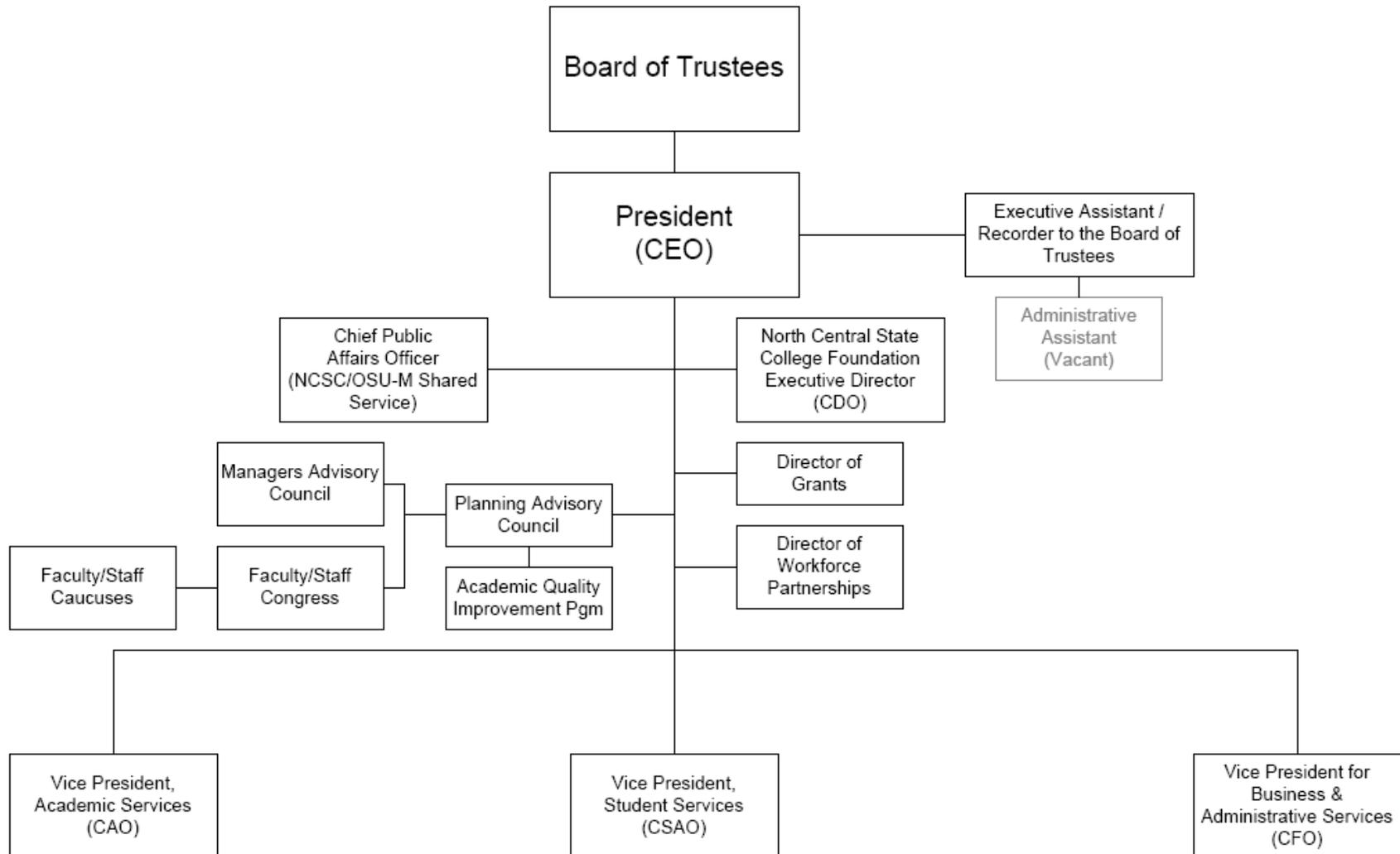
Sincerely,


Sylvia Manning
President

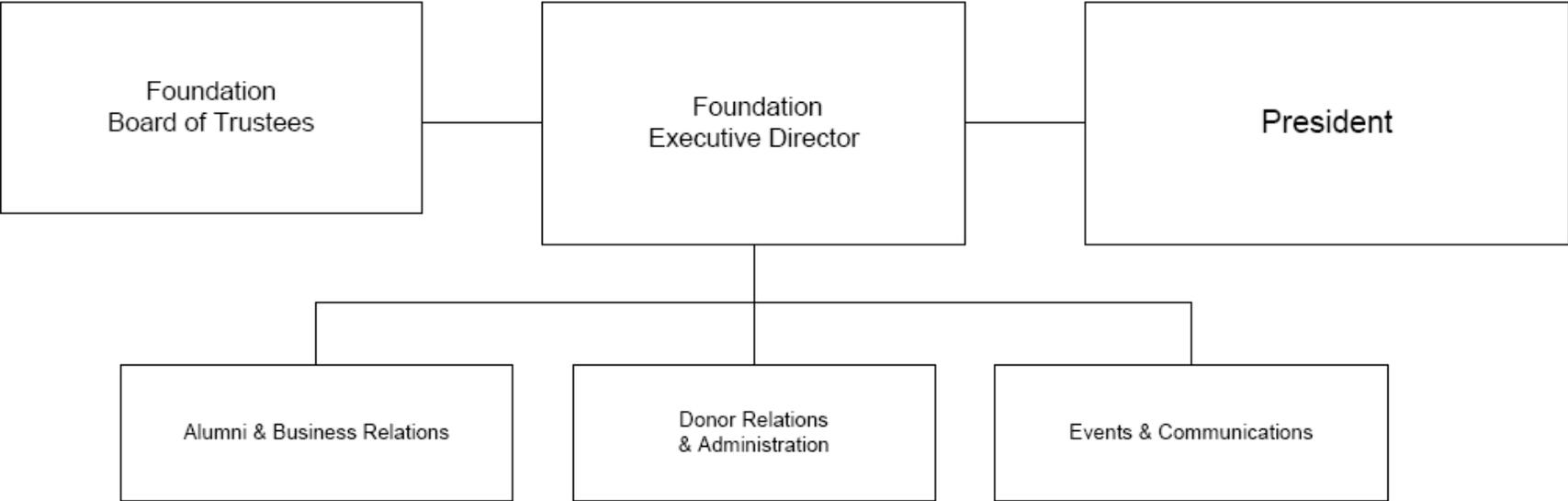
cc: Chair of the Board

Appendix B
Organizational Charts for North Central State College

North Central State College
Organizational Structure

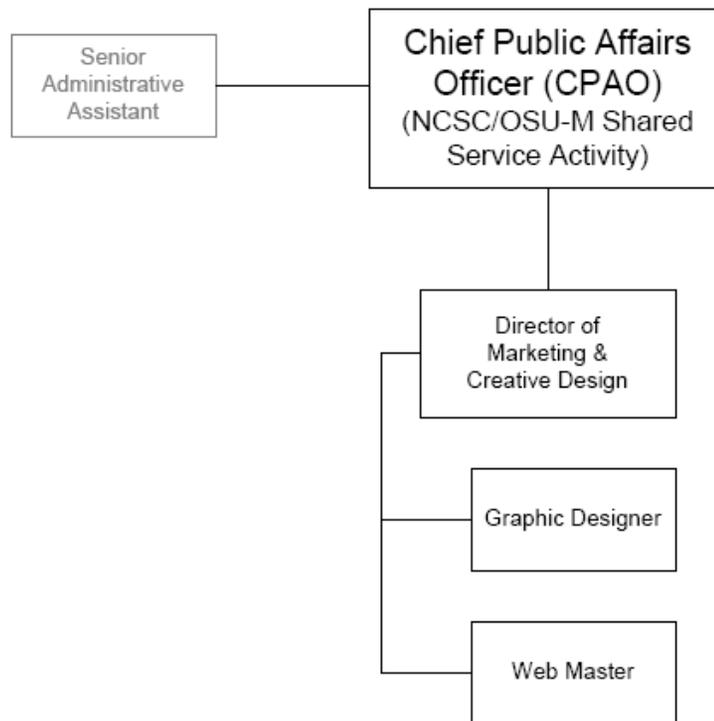


**North Central State College
Foundation**
Organizational Structure



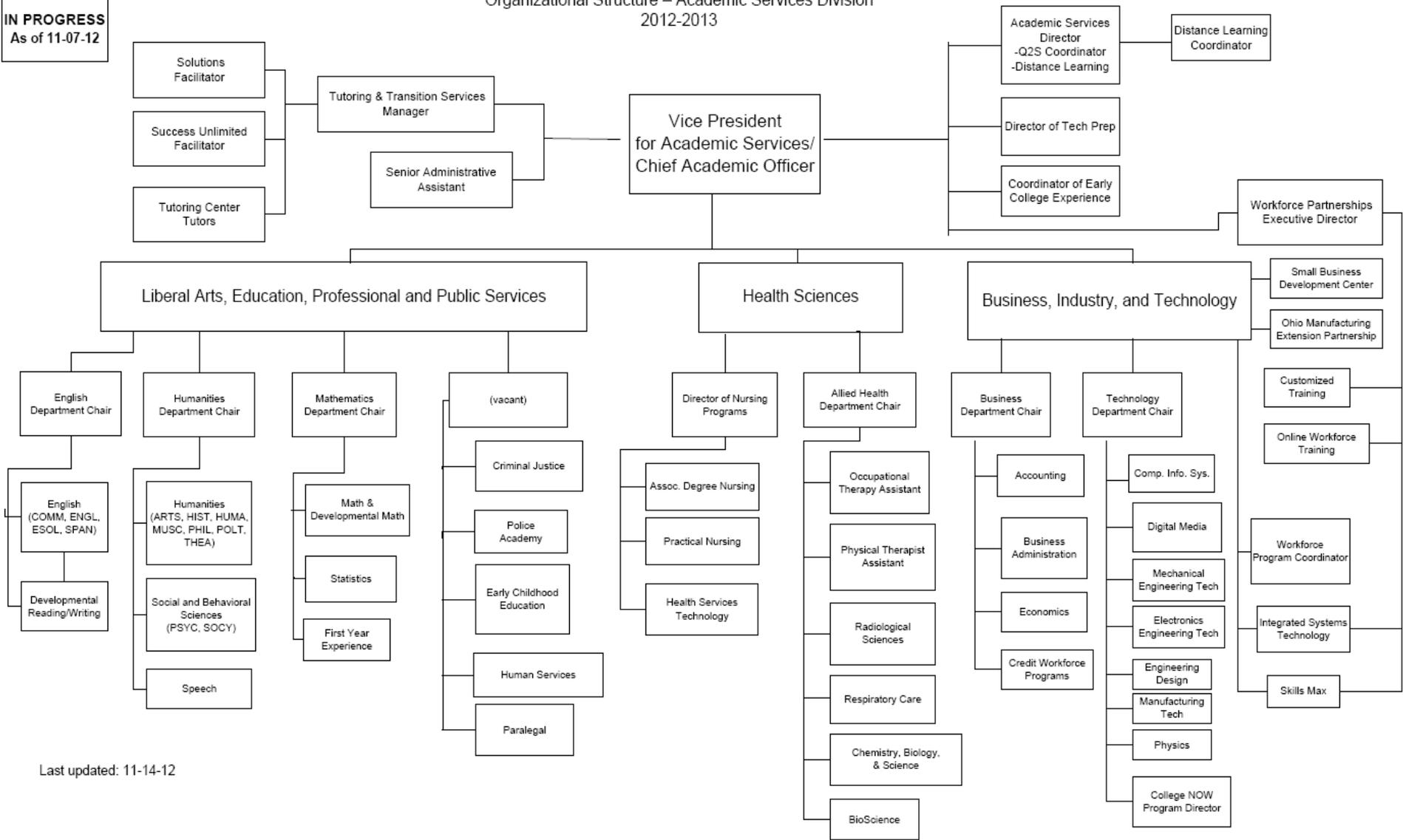
North Central State College

Organizational Structure



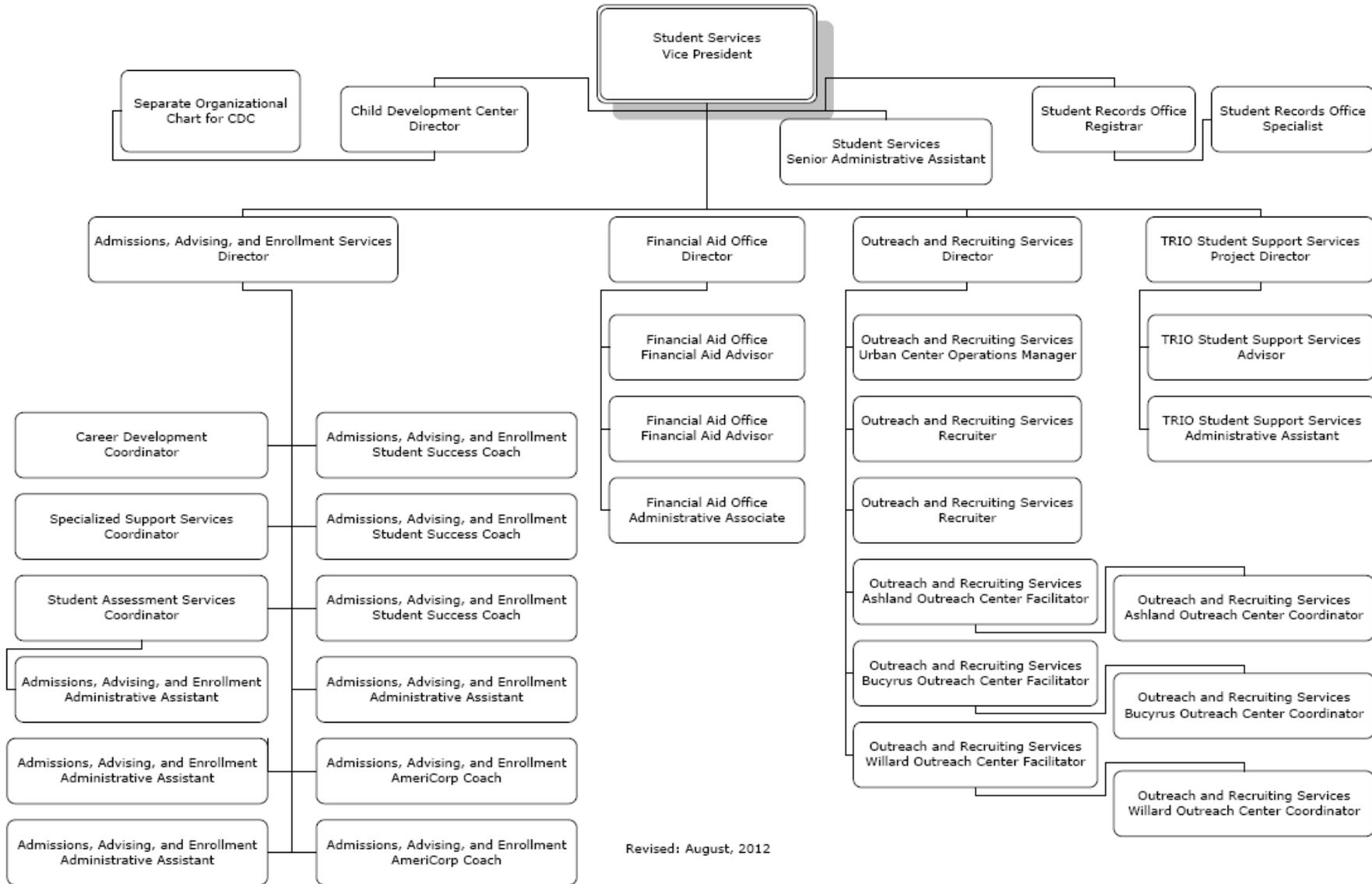
North Central State College
 Organizational Structure – Academic Services Division
 2012-2013

IN PROGRESS
 As of 11-07-12



Last updated: 11-14-12

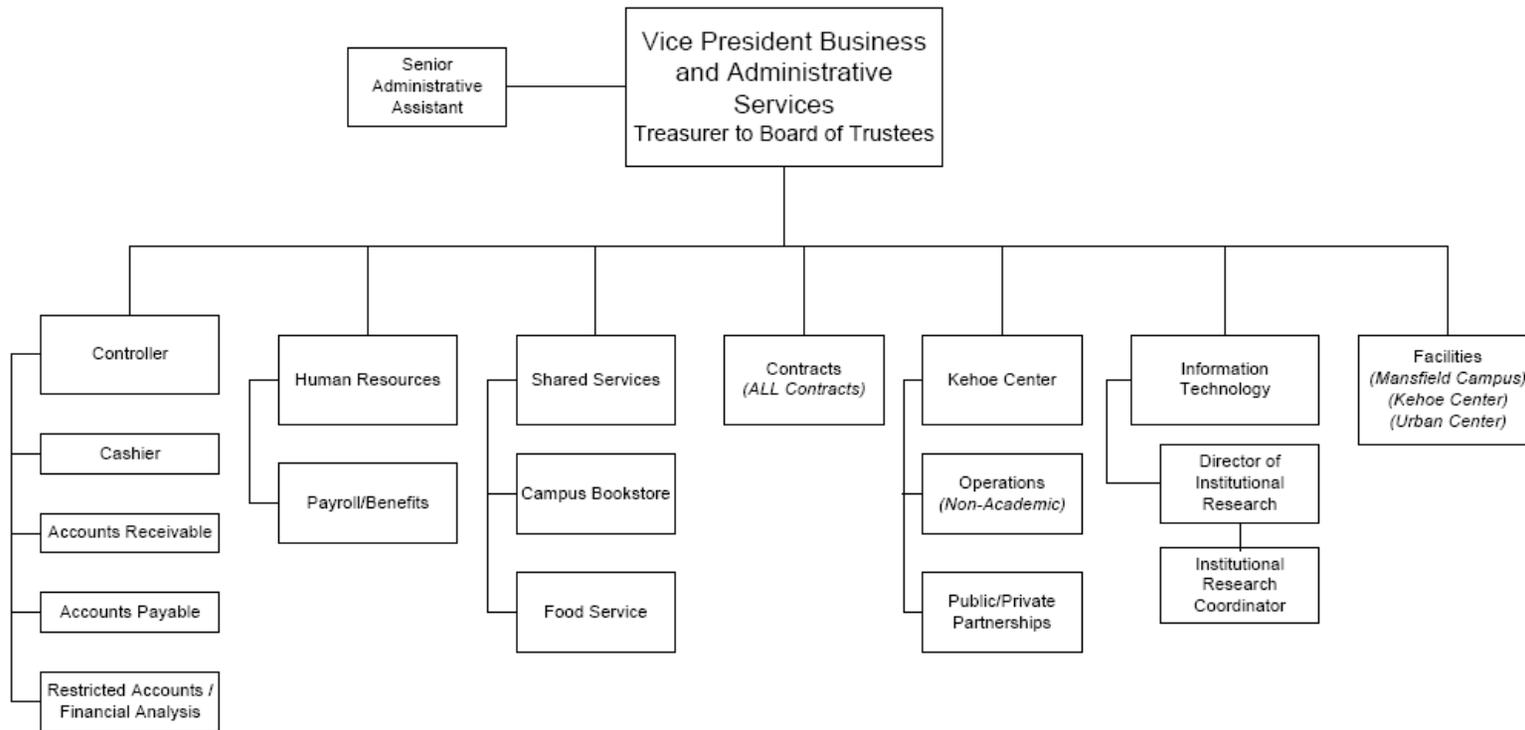
North Central State College
 Organizational Structure – Student Services Division
 2012-2013



Revised: August, 2012

North Central State College

Organizational Structure



Revised 12/12

Appendix C
Board of Trustees Members
2011-2012 Academic Year

BOARD OF TRUSTEES

*MICHAEL A. CARROLL, Mansfield, 2010
Benefits Representative, United Steel Workers Local 169

EDITH B. HUMPHREY, R.N., Mansfield, 1991
Nurse (Retired)

DWIGHT L. MCELFRISH, Ed.D, Ashland, 2010
Dean, Founders School of Continuing Education, Ashland University

*LYDIA J. REID, Mansfield, 2010
Past Mayor of Mansfield, OH

M. M. RESSALLAT, M.D., Galion, 1976
Physician (Retired)

KIMBERLY SINGLETON, Mansfield, 2010
Director of Network Engineering, Century Link

MATTHEW P. SMITH, Mansfield, 2003
Director, PECO II

STEVEN G. STONE, Ashland, 2008
Executive Director, Mental Health & Recovery Board
*Appointed by the Governor.

*Governor appointed

Appendix D

Board of Trustees

Meeting Dates 2011-2012

2011-2012 Meeting dates

- July 30, 2011
- August 24 – Cancelled
- September 14, 2011
- October 26, 2011
- December 7, 2011
- January 18, 2012
- March 28, 2012
- April 25, 2012
- May 23, 2012
- June 27, 2012

Appendix E

Enhanced Case Management/Strategic Direction Three

Original Goal: Building on “intrusive advising” practices, the college staff advising center will shift to an assigned case manager model for advising. It will invest in comprehensive student engagement software connecting various support offices and interfacing with the student information system to support the new model. As a result, cohort students will more quickly progress through AtD success milestones.

Action: During AY 2012, the College continued to update and refine this strategy based on new data and connection with other DEI initiatives. For example:

- Based on a study from the Institutional Research & Math departments, beginning in fall 2012 the college students testing ONLY into the highest developmental math will no longer be mandated into the advising program
- The advising department increased its level of referrals to the ABL/Solutions program, especially for students going into pre-health programs for semester conversion. This was done to help students more efficiently meet new health science gateway prerequisites for completion of all developmental coursework. The department also increased referrals of existing developmental students to ABL/Solutions who were midway through their sequence.

Summary progress results: Since fall 2011 was the first cohort to extensively receive this intervention, their performance outcomes are tracked against prior cohorts using the key AtD measures for Year 1.

Writing and Gateway English Outcomes for Developmental Students - Year One

Cohort Year	# Students Referred WRT	# Attempted Any Dev English	% Attempted Any Dev English	# Completed Any Dev English	% Completed Any Dev English	# Completed Dev English I	% Completed Dev English I	# Completed Gateway English	% Completed Gateway English
2002	300	261	87%	206	69%	196	65%	109	36%
2003	263	219	83%	164	62%	152	58%	85	32%
2004	242	208	86%	159	66%	142	59%	71	29%
2005	216	190	88%	140	65%	122	56%	70	32%
2006	213	184	86%	127	60%	119	56%	62	29%
2007	232	206	89%	161	69%	150	65%	74	32%
2008	231	196	85%	145	63%	129	56%	55	24%
2009	326	264	81%	208	64%	187	57%	82	25%
2010	306	250	82%	180	59%	169	55%	88	29%
2011	179	129	72%	97	54%	88	49%	34	19%

Developmental Math Outcomes - Year 1

Cohort Year	# Referred Students	# Attempted Any Dev Math	% Attempted Any Dev Math	# Completed Any Dev Math	% Completed Any Dev Math	# Completed Dev Math I	% Completed Dev Math I
2002	577	168	29%	117	20%	60	10%
2003	538	132	25%	88	16%	47	9%
2004	514	119	23%	85	17%	50	10%
2005	404	69	17%	46	11%	30	7%
2006	401	146	36%	98	24%	44	11%
2007	401	237	59%	165	41%	74	18%
2008	339	242	71%	160	47%	77	23%
2009	426	333	78%	226	53%	122	29%
2010	407	333	82%	216	53%	129	32%
2011	335	258	77%	186	56%	107	32%

The 2011 cohort continued to show strong performance in developmental math outcomes. Note gateway outcomes are not tracked because most students at NC State did not require college-level math until semester conversion in fall 2012. Writing outcomes did fall, but that may be partially attributed to the new placement policy which moved nearly 200 previously developmental students to the college-level.

Reading Outcomes for Developmental Students - Year 1

Cohort Year	# Students Referred to Reading	# Attempted Any Dev Reading	% Attempted Any Dev Reading	# Completed Any Dev Reading	% Completed Any Dev Reading	# Completed Dev Reading I	% Completed Dev Reading I	# Completed Gateway English	% Completed Gateway English
2002	139	121	87%	96	69%	93	67%	48	35%
2003	159	122	77%	84	53%	79	50%	39	25%
2004	134	109	81%	83	62%	79	59%	32	24%
2005	133	108	81%	86	65%	79	59%	33	25%
2006	119	94	79%	70	59%	70	59%	31	26%
2007	156	128	82%	106	68%	106	68%	42	27%
2008	121	99	82%	69	57%	69	57%	21	17%
2009	195	151	77%	96	49%	96	49%	37	19%
2010	165	121	73%	70	42%	70	42%	36	22%
2011	117	80	68%	51	44%	51	44%	14	12%

Reading outcomes also declined, though the college implemented a placement change in 2011 diverting all students testing below 60 on COMPASS to ABLE Solutions. Despite having fewer students with predicted reading difficulty, the attempt and completion rates remained stagnant.

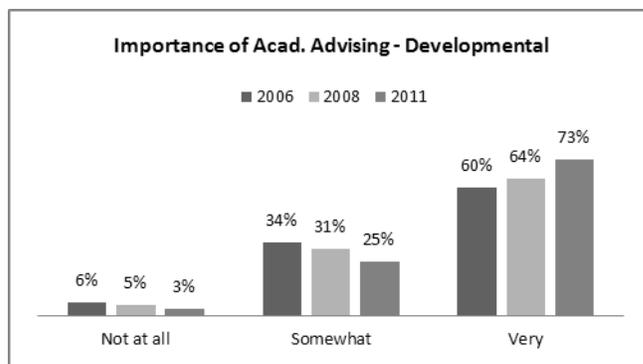
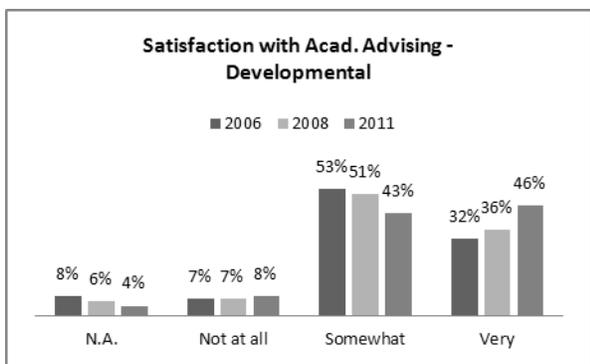
Developmental Retention

Cohort Year	# Students	# Fall to Next Major Term Retention	% Fall to Next Major Term Retention	# Fall to Fall Retention	% Fall to Fall Retention
2002	599	447	75%	271	45%
2003	558	401	72%	227	41%
2004	536	400	75%	225	42%
2005	427	298	70%	191	45%
2006	429	314	73%	195	45%
2007	457	353	77%	234	51%
2008	386	280	73%	162	42%
2009	503	393	78%	231	46%
2010	487	351	72%	205	42%
2011	382	285	75%	162	42%

Credits Completed - Year 1

Cohort Year	# DEV Students	# of Credits Attempted	# of Credits Completed	% of Credits Completed
2002	599	25.1	20.1	80%
2003	558	25.8	20.3	79%
2004	536	26.2	20.7	79%
2005	427	25.5	19.9	78%
2006	429	26.2	20.1	77%
2007	457	27.5	21.6	79%
2008	386	27.5	21.1	77%
2009	503	28.7	21.6	75%
2010	487	27.5	20.6	75%
2011	382	27.2	20.7	76%

Term-to-term retention increased slightly, while fall-to-fall remained constant and kept pace with the whole cohort. The 2011 cohort also completed a higher ratio of credits than past cohorts. Also, developmental students with less than 30 credit hours have reported increasing positive perspectives on advising through the CCSSE survey – the most recent covering partial implementation of the model.



Post-DEI plans: In summer 2012, the college merged its admissions intake and staff advising departments after an extensive internal operational study. Based on this consolidation, it will have increased capacity to service students in the developmental advising program. Moreover, the conversion to semesters decreases by one term the number of mandatory meetings for continuing students, which will also add to program advising capacity. The college will also investigate the best means for the college is balancing this developmental intake/advising strategy with consumer demand for rapid registration. Finally, the college has completely moved away from RetentionZen software originally purchased through DEI funds, and this year will implement a new early alert module.

Appendix F

Campus Quality Survey Results

Campus Quality Survey Results by NC State Faculty
1 (strongly disagree) - 5 (strongly agree)

Quality Category Averages	How It Should Be			Trendline
	Year of Survey			
	2003	2005	2011	
Employee Training and Recognition	4.44	4.41	4.45	
Top Management Leadership/Support	4.45	4.42	4.54	
Customer Focus	4.30	4.32	4.41	
Empowerment and Teamwork	4.42	4.40	4.50	
Strategic Quality Planning	4.37	4.40	4.47	
Quality Assurance	4.29	4.35	4.42	
Quality Productivity/Improvement Results	4.33	4.38	4.44	
Measurement and Analysis	4.35	4.39	4.45	

Quality Category Averages	How It Is Now			Trendline
	Year of Survey			
	2003	2005	2011	
Employee Training and Recognition	2.53	2.81	3.73	
Top Management Leadership/Support	2.82	3.06	3.89	
Customer Focus	2.98	3.30	3.89	
Empowerment and Teamwork	2.66	3.01	3.89	
Strategic Quality Planning	2.66	2.95	3.94	
Quality Assurance	2.87	3.11	3.75	
Quality Productivity/Improvement Results	2.75	2.98	3.78	
Measurement and Analysis	2.64	2.97	3.75	

Quality Category Averages	Performance Gap			Trendline
	Year of Survey			
	2003	2005	2011	
Employee Training and Recognition	1.91	1.60	0.72	
Top Management Leadership/Support	1.63	1.36	0.65	
Customer Focus	1.32	1.02	0.52	
Empowerment and Teamwork	1.76	1.39	0.61	
Strategic Quality Planning	1.71	1.45	0.53	
Quality Assurance	1.42	1.24	0.67	
Quality Productivity/Improvement Results	1.58	1.40	0.66	
Measurement and Analysis	1.71	1.42	0.70	