Assurance Argument

Northeastern Oklahoma A & M College - OK

2/6/2017

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Argument

College Mission Statement

Northeastern Oklahoma Agricultural and Mechanical College is dedicated to providing opportunities that promote excellence in learning, service and leadership in a global society.

College Vision Statement

Northeastern Oklahoma Agricultural and Mechanical College seeks to become a national leader in rural, residential community college education by developing nationally competitive programs in academics, intercollegiate activities, student development and campus facilities.

College Purpose Statement

Northeastern Oklahoma Agricultural and Mechanical College is organized as a state supported comprehensive college offering associate degrees and/or certificates while remaining sensitive to the specialized educational needs of the local community. The basic curricula contain freshman and sophomore courses for students who intend to pursue a baccalaureate degree after leaving Northeastern Oklahoma A&M College (NEO). Occupational programs provide opportunities for those who plan to enter the workforce upon graduation. Other educational programs provide for furthering the cultural, occupational, recreational and enrichment opportunities for those in the community desiring to study, with or without credit, in specific areas of their interest.

NEO specifically identifies what we do to accomplish the mission and purpose of the College. The NEO purpose statement is consistent with the purpose of Oklahoma two-year colleges as stated in the Oklahoma State Regents for Higher Education (OSRHE) policy manual. The OSRHE is the state's coordinating board for higher education.

As stated in the College's Strategic Plan Vision 2020, the mission and the vision of NEO focus on learning, service and leadership. NEO College is a residential, two-year college with a myriad of

student co-curricular activities, student organizations, and intercollegiate athletics that enhance learning outside of the classroom. Emphasis is placed on opportunities to develop leadership skills and to participate in service on campus and in the community.

Response to 1.A.1.

In 2015, NEO began the development of a new strategic plan. As part of the strategic planning process, the mission statement was reviewed by administration, faculty, staff, students and other stakeholders. The consensus was that the mission statement continues to represent the purpose and goals of NEO College. To further express the College's goals, NEO administration, faculty and staff developed the vision statement.

The mission statement was adopted by the Board of Regents for Oklahoma Agricultural and Mechanical Colleges (A&M Board), the College's governing board, in 2006. The mission statement was reaffirmed by the governing board on September 9, 2016 along with the approval of the Strategic Plan Vision 2020.

The mission statement and the vision statement are shared with the faculty, staff, students, community members, alumni and other stakeholders through multiple forms of media, which include the website, the college catalog, other publications and presentations to groups on campus and off campus.

Response to 1.A.2.

NEO is a two-year college with open-door admission. The College provides access to students regardless of their academic preparation for college, at a more affordable cost than universities and private institutions. As shown in the Student Profile, NEO serves students from 52 Oklahoma counties, 32 states and territories, and 16 countries. Nearly, 44% of the students identify as minority. The College is recognized by the U.S. Department of Education as a Native American Serving Nontribal Institution, with 22% of the students self-reporting their race as American Indian. The diversity of the student population creates a rich cultural experience for NEO students.

Academic programs at NEO College are consistent with the mission of the institution. The College offers 28 associate degree programs and 10 certificate programs. These programs prepare students for transfer to a bachelor's program and/or entry into the workforce. More than 65% of NEO students enter college unprepared for college-level coursework in reading, math, and/or English. NEO provides developmental courses in each area. NEO faculty and administration recognize that too many students do not successfully matriculate through the developmental program and subsequent college courses. NEO faculty and academic administration are redesigning academic programming for students who need additional support to successfully complete gateway courses. A detailed discussion about the redesign of NEO's developmental education program is included in the NEO Academic Assessment Summary 2017.

NEO offers students support services and activities that enhance learning, provide leadership opportunities and promote service to the College and their communities. Student support services include, but are not limited to, tutoring,; academic, financial aid and career advisement; professional counseling; disability services; health services; and technology services. The Center for Academic Success and Advisement (CASA) provides academic and career advisement for entering students, entry-level assessment. The American Indian Center for Excellence (AICE) provides culturally aligned programming, including but not limited to, advisement, assistance with acquisition of tribal scholarships, and cultural activities and events. The TRIO Student Support Services grant funded program provides eligible students with advisement, tutoring, cultural experiences, career exploration,

transfer advisement and general support for completing an associate degree for transfer. The Tutoring Center employs two full-time staff and student tutors. The Center focuses on tutoring math and writing, but assists students in other subject areas as well. Additionally, students can get assistance with tutoring 24/7 through Tutor.com online tutoring services. Students can get assistance with writing assignments in the writing lab, staffed by a paraprofessional. The College also administers a grant-funded Adult Literacy Program, which prepares participants for obtaining high school equivalency and/or developing English proficiency skills.

NEO provides students with numerous opportunities to develop their leadership skills, such as student organizations, intercollegiate athletics, agriculture teams, student ambassadors, residential assistants, student body government, Top Ten Freshman, and Governor's Cup Competition business plan competition. Students are encouraged to participate in service projects on campus, in the community, and abroad. NEO students assist with many college-sponsored events and competitions for high school and middle school students, such as Academic Quiz Bowl, Music Days and the NEO High School Basketball Tournament.

Response to 1.A.3.

Detailed discussion is included in the response to 5.C.1.

Sources

- Board Meeting Minutes 2016-09-09
- Board Meeting Minutes 2016-09-09 (page number 30)
- NEO Academic Assessment Summary 2017
- NEO Academic Assessment Summary 2017 (page number 19)
- NEO Academic Support Services_webpage image
- NEO Agriculture Teams
- NEO American Indian Center for Excellence_webpage image
- NEO College Catalog 2016_2018
- NEO College Catalog 2016_2018 (page number 10)
- NEO College Catalog 2016_2018 (page number 42)
- NEO College Catalog 2016_2018 (page number 44)
- NEO College Catalog 2016_2018 (page number 45)
- NEO College Catalog 2016_2018 (page number 57)
- NEO Community Service Projects Examples
- NEO Institutional Student Snapshot_Fall 2015
- NEO Intercollegiate Athletics Teams
- NEO Strategic Plan Vision 2020
- NEO Strategic Plan Vision 2020 (page number 4)
- NEO Strategic Plan Vision 2020 (page number 5)
- NEO_Oklahoma Study Abroad Project May 2015
- OSRHE Policy Manual Chapter 3 Academic Affairs
- OSRHE Policy Manual Chapter 3 Academic Affairs (page number 14)

1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Argument

Response to 1.B.1.

NEO College clearly articulates its mission and purpose through various public documents, including but not limited to, the College Catalog, the College Website, NEO Strategic Plan Vision 2020 document, and Faculty Handbook, as well as in presentation to the campus community, local community groups, the Governing Board, the Foundation Board, and other stakeholders. The College President presents the mission statement and vision statement to faculty and staff forums in departmental meetings, open forums, and the annual State of the College address. The mission statement is included on employee business cards and is posted in buildings throughout the campus.

Response to 1.B.2. and 1.B.3.

NEO's mission documents are current and explain the extent to the institution's emphasis on the various aspects of its mission and identify the nature, scope, and intended constituents of its programs and services. The mission statement and purpose statement were reviewed for currency, and the vision statement was developed as part of the recent development of the NEO Strategic Plan Vision 2020. The Purpose Statement describes the areas of commitment, including general education, job readiness, leadership development opportunities, academic readiness courses, tutoring, student services, community service opportunities, support for learning, and student activities.

Sources

- NEO About NEO_Mission_Purpose_webpage
- NEO College Catalog 2016_2018
- NEO College Catalog 2016_2018 (page number 10)
- NEO Faculty-Handbook
- NEO Faculty-Handbook (page number 9)
- NEO Strategic Plan Vision 2020
- NEO Strategic Plan Vision 2020 (page number 5)

1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Argument

Response to 1.C.1 and 1.C.2.

NEO College's tri-county service area is diverse and rich in American Indian culture. Ottawa County is home to nine federally recognized American Indian tribes: Eastern Shawnee, Miami, Modoc, Ottawa, Peoria, Quapaw, Seneca-Cayuga, Shawnee and Wyandotte. A portion of the County lies within the Cherokee Nation. According to the 2014 U.S. Census QuickFacts, nearly 20% of the population identifies as American Indian and another 8% identifies as two or more races, primarily American Indian. An additional 7% identify as Hispanic (5.3%), Asian (0.7%) or African American (1.2%). The race and ethnic background of the student population is more diverse than the community in which the College is located. While the American Indian population is similar, the College has a greater population of African American students (8%) compared to Ottawa County (1.2%), home of NEO. The College also hosts international students from an average of 13 countries a year. The international students add to the diverse cultural, racial, and ethnic background of NEO student body.

NEO sponsors numerous activities and events, focused on diversity for students, employees and the community. As stated in 1.A.2., the American Indian Center for Excellence (AICE) provides students services for all students, with a focus on meeting the specific needs of American Indian students. AICE hosts events for students, NEO employees, and the community, promoting understanding of the American Indian experience and honoring the culture. The Center staff also provides professional development for faculty to introduce instructional strategies and learning activities that address American Indian ways of knowing and learning and methods to document personal stories/histories through digital storytelling.

While a number of events are focused on the rich American Indian culture of our community, NEO experiences are inclusive of multiple cultures. The College hosts cultural events and speakers, and offers students organizations recognizing the diversity of the student body. Diversity is further enriched by the diversity of the student population.

Sources

- NEO American Indian Center for Excellence Overview of Activities
- NEO Institutional Snapshot_Fall 2015
- NEO Student Clubs and Organizations
- NEO Student Events, Campus Events, and Presentations

1.D - Core Component 1.D

The institution's mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Argument

Response to 1.D.1.

NEO College's actions and decisions reflect a public obligation in addition to serving the institution's core educational mission. NEO has a long standing history of responding to the needs of the community and surrounding region. The College prepares graduates for high demand jobs in the region, including nursing, medical laboratory technician, and physical therapist assistant.

NEO College works closely with the city of Miami, local American Indian tribal leaders, and the Miami Regional Chamber of Commerce to support the community and to partner on projects that not only benefit the students of NEO College, but also benefit the community at-large. Community members have access to facilities on campus, such as the library, computer laboratory, Wellness Center, and indoor swimming pool. The College also provides conference and meeting facilities (at no or low cost) for area agencies, civic groups, and schools. Community groups may also rent the Equine Arena, the Fine Arts Auditorium/theatrical stage, and the Commons Hall auditorium and stage.

NEO students and employees support the community through [volunteer work and fund-raising activities](). They are involved with the Boys and Girls Club of Ottawa County, the Angel Tree (Christmas project for needy children), Community Crisis and Domestic Shelter, the Christian Help Center (in Delaware County), local K-12 schools, Ottawa County Health Department, local law enforcement agencies, the LEAD (environmental action) Agency, and local nursing centers. Students and employees have participated in fund raising activities for organizations and causes such as breast cancer, Heifer International, Nothing But Nets, March of Dimes, and KONY 2012. The College hosts nationally recognized authors, poets, and performers. The public is invited to these events free-of-charge.

NEO College works with area high schools to provide concurrent courses to eligible high school seniors and juniors at a reduced cost. Tuition for up to six (6) hours per semester is waived. Students pay for the fees associated with the course or courses. A portion (approximately 60% of waived tuition for seniors) is refunded to the College through state appropriations. The remainder of the waived tuition for seniors and all of the waived tuition cost for high school juniors is funded by the College.

Response to 1.D.2.

NEO College's primary focus is on its educational responsibility. The College is a state-supported, public institution. Forty percent (40%) of the FY17 Educational and General (E&G) Budget is for instruction. An additional 6.9% is allocated for academic support and another 14.8% is allocated for scholarships. Student services comprise 7.6% of the budget.

The Strategic Plan Vision 2020 includes two key areas important for student learning and academic success: (1) improving the technology infrastructure and (2) redesigning the developmental education program for College readiness. Students and faculty are using technology for learning activities at a growing rate. The College is planning to install new fiber optics across the campus over the next year to provide better access to technology for students and faculty. The governing board has approved the project. Work is scheduled to begin summer of 2017.

NEO academics is working on remodeling the developmental education program for math and English (composition). The faculty are designing a co-requisite model in which students would take the college-level gateway course concurrently with a two-hour non-credit course in which the instructor would provide supplemental instruction for students identified as needing additional assistance. The plan is to begin the new model fall of 2017. The need for improving the developmental education program is based on data analysis of attrition of students who are required to take remedial courses prior to the gateway courses. A detailed discussion about the developmental education redesign is included in response to NEO Academic Assessment Summary 2017.

Response to 1.D.3.

NEO has a long history of engaging with identified external constituencies and communities to assess and respond to their needs. The College develops and/or expands academic programs to support needs in the region. In 2012, NEO developed the Process Technology (AAS) Program in partnership with Ceradyn (now 3M) to prepare graduates for their workforce as well as other companies in the region needing similar skills. In 2011, NEO initiated the Construction Management (AAS) Program in response to the growing needs of Crossland Construction, a major construction company in the mid-west, with headquarters 30 miles from the campus. Fall of 2016, NEO added a program option in Network Security to meet the growing demand for trained personnel in this field.

In 2016, NEO College entered into a partnership with the Grand River Dam Authority (GRDA) to lease land (at a minimal cost) with pecan groves and livestock grazing land. NEO has the rights to use the land for laboratory experiences for the NEO agriculture, natural resource, and science programs, and to sublease the land to area pecan producers and livestock producers. Funds from the sublease program are targeted for agriculture scholarships and funds to maintain the agriculture facilities. This partnership benefits the NEO agricultural educational activities, the area pecan and livestock producers, and the GRDA.

To support the Grove community, located approximately 35 miles south of the Miami campus, NEO operates the NEO Grove Center. Students can take a selection of general education courses, business courses, and psychology courses at this location as well as receive assistance with enrollment. The site is maintained at the request of the Grove community leaders and citizens of the community.

Sources

- Board Meeting Minutes 2016-09-09

- Board Meeting Minutes 2016-09-09 (page number 33)
- NEO Academic Assessment Summary 2017
- NEO Academic Assessment Summary 2017 (page number 19)
- NEO College Catalog 2016_2018
- NEO College Catalog 2016_2018 (page number 98)
- NEO College Catalog 2016_2018 (page number 99)
- NEO College Catalog 2016_2018 (page number 114)
- NEO Community Service Projects Examples
- NEO FY17 Budget Summary
- NEO Grove Center_webpage

1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Summary

NEO College has a long history of providing programs and activities that support the objectives of Criterion 1. NEO's mission, vision and purpose guide the develop of these programs and activities. The College's administration, faculty and staff are committed to providing quality learning opportunities in the classroom and through a myriad of co-curricular, extra-curricular, and team activities. NEO focuses on activities and opportunities that develop leadership skills and a commitment to service that extends beyond college and the local community. Activities also reflect the diversity of the students and community and promote appreciation and understanding of human culture and diversity.

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Argument

The College operates with integrity and ethical behavior. The College has established fair and ethical practices and processes for its governing board, administration, faculty, and staff. Policies are articulated through the governing board's policies and rules, the Faculty Handbook, and the Staff Handbook.

Governing Board Policies and Practices

A detailed discussion of the governing board's membership and responsibilities is included in response to 2.C.

The College's governing board, the Board of Regents for the Oklahoma Agricultural and Mechanical Colleges (A&M Board), approve all general policies affecting NEO College and prescribes rules and regulations to enact policies. The Board delegates the executive power to the College President and authorized administrators in most instances.

The A&M Board operates the office of internal audits, which carries out internal audit operations through scope of work as prescribed by the Board. Audit reports are provided to the Board and the institutions involved. Administrators from NEO College a provide written response to all internal audit reports to the A&M Board, in accordance with Board rules.

The A&M Board meets seven times per year to review the general operations of the College and approve any necessary items related to policy and operational procedures; personnel action requiring board approval; instructional programs; budgetary actions; and other business and financial items requiring Board approval.

The A&M Board has established policies regarding the governance, organization and administration of the College; finance and operations; and human resources. The Board specifically addresses an ethics policy that governs official conduct performed by or on behalf of the Oklahoma A&M System. The Board's ethics policy is applicable to all Board members; Board of Regents staff members; and individuals employed by, or acting on behalf of, member institutions, including NEO College, and volunteers.

NEO College abides by the A&M Board finance and operations policies, including the Finance and Management policy as well as applicable state and federal laws and regulations. All transactions and

decisions in the Board Finance Office are processed within the framework of accuracy and proper accounting practices.

Internal audits are periodically conducted throughout the year by the A&M System Office of Internal Audit. This office is solely responsible to the A&M Board of Regents in the manner it prescribes.The Board prescribes and approves the programs and scope of work conducted by internal auditors. All internal audit reports are reviewed by the Board, the NEO President, and the College's Vice President for Financial Affairs.

In addition to internal audits, an independent financial audit is conducted annually at the close of the fiscal year. The independent financial audit report is presented to the governing board by the College President and the College's Vice President for Fiscal Affairs, including a discussion with the Board regarding the report. The audit reports for 2016, 2015, and 2014 are presented for review.

Academic Policies

NEO publishes the Academic Misconduct Policy in the Student Handbook. A discussion of how the students are informed of the policy is included in the response to 3.D.5. The Copyright policy is posted on the Learning Resource Center/Library website.

Employee Training

All new employees are required to complete an online training created by Oklahoma State University regarding the Federal Education Rights and Privacy Act. The Human Resources Office provides new employees with the information about completing the training.

Faculty participate in copyright training through an online copyright course created by NEO staff.

Student Training

NEO College provides online sexual assault prevention training for all incoming students. HAVEN, the training program, is provided through Everfi. Information regarding the training is sent to students via their student email during their first month of classes. The training information is also provided in the resource material for the first-year experience course (FYE).

Financial Disclosure

All of the NEO administrators are required to file financial disclosure statements annually through the Oklahoma Ethics Commission.

EthicsPoint Reporting System

To maintain ethical standards, the A&M Board provides all Oklahoma A&M colleges, including NEO College, with EthicsPoint, a portal for anonymously and confidentially reporting activities that may be of concern, misconduct or violations of law or institutional policies and procedures. Anyone can report a concern by clicking on EthicsPoint at the bottom of any page of the College's website. When a report is made, a message is sent to the assigned institutional investigator based on the area selected by the reporter. Types of reports include financial, research, human resources, athletics, risk and safety matters, medical, information technology, academic and student affairs, and other. NEO administrators are trained to investigate and follow-up with the report, in accordance with the A&M Board policy and standards established by the governing board. Administrators cannot investigate reports in their own area of supervision.

Sources

- Board of Regents Ethics Policy
- Board of Regents EthicsPoint
- Board of Regents Finance & Operations Table of Contents Policy Manual
- Board of Regents Finance and Management policy
- Board of Regents Policy Manual TOC
- NEO 2014 Financial Report Final
- NEO 2015 Audit Financial Report_Final
- NEO 2016 Audited Financial Statements Final
- NEO Copyright Policy
- NEO Student Handbook 2016-2017
- NEO Student Handbook 2016-2017 (page number 48)

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Argument

NEO College presents itself clearly and completely to prospective students, current students, and the public through various forms of media and other communication. Information about academic programs is available on the website, in the College Catalog and other forms, such as brochures. Admission, progression and graduation requirements are available in the College Catalog, which is accessible from the College's website. Cost of attendance is stated in the College Catalog along with the Net Price Calculator, which estimates tuition, fees, housing, meal plans and other educational cost information. Links to Consumer Information is available on the NEO website.

The Higher Learning Commission Mark of Affiliation is displayed on the College's website. It is linked to the HLC website, where details about NEO College's accreditation status can be viewed. Information about specialized accreditation for the nursing program, the medical laboratory technician program and the physical therapist assistant program is included in the College Catalog, the College website, on each program's webpage, and in the description of the programs in the Catalog (Nursing, MLT, and PTA). The information includes contact information for the accrediting bodies. Information about the College's governing board and the College's relationship with the Oklahoma State Regents for Higher Education, higher education's coordinating board, is included on the College's website.

Faculty and staff credentials are published in the College Catalog, which is available on the NEO website. The list of academic program faculty and contact information is stated on each academic department's webpage.

Sources

- NEO Academic Department Flyer_Electronic
- NEO Academic Programs_Business_website
- NEO Boards_A&M_OSRHE_About NEO webpage
- NEO College Catalog 2016_2018
- NEO College Catalog 2016_2018 (page number 12)
- NEO College Catalog 2016_2018 (page number 17)
- NEO College Catalog 2016_2018 (page number 23)
- NEO College Catalog 2016_2018 (page number 49)
- NEO College Catalog 2016_2018 (page number 50)
- NEO College Catalog 2016_2018 (page number 61)
- NEO College Catalog 2016_2018 (page number 105)
- NEO College Catalog 2016_2018 (page number 110)
- NEO College Catalog 2016_2018 (page number 111)
- NEO College Catalog 2016_2018 (page number 164)
- NEO Consumer Information_About NEO webpage
- NEO Faculty_Program webpage

- NEO HLC & Specialized Accreditation
- NEO Net Price Calculator_website

2.C - Core Component 2.C

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Argument

The Board of Regents for Oklahoma Agricultural and Mechanical Colleges (A&M Board) governs Northeastern Oklahoma Agricultural and Mechanical College. The Board was created on July 11, 1944, by Section 31a, Article 6, of the Oklahoma Constitution. The A&M Board is sufficiently autonomous to make decisions that are int he best interests of the college and students, and to assure the integrity of institutional operations. The Board's powers to govern are constitutional and include, but are not limited to, those enumerated in Title 70, Oklahoma Statues, Section 3412, and other laws and judicial decisions of the State of Oklahoma. The Board has the supervision, management and control of five institutions, including Connors State College, Langston University, Northeastern Oklahoma Agricultural and Mechanical College, Oklahoma Panhandle State University and Oklahoma State University and its constituent agencies.

The Board's functions are legislative in the establishing of all general policies affecting the institutions it governs, their relation one to another, and the prescribing of such rules and regulations as may bring these policies into effect. Its judicial functions are limited to acting as a court of final settlement for matters that cannot be satisfactorily adjusted by the presidents of the colleges. Its executive power is delegated in most instances to the presidents of the institutions and their authorized administrators.

The A&M Board consists of nine members, one of whom is the President of the State Board of Agriculture. The remaining eight members are appointed by the Governor, by and with the advice and consent of the Senate. Except for the President of the State Board of Agriculture, Board members are appointed for eight-year terms to be numbered positions on the Board representing Congressional Districts One through Five and three at-large appointments.

To support Board members in the discharge of their responsibilities and support institutions in the A&M System, an administrative office is staffed with a Chief Executive Officer and additional support staff. Additionally, the A&M System is supported by the shared services of the Office of Legal Counsel and the Office of Internal Audit.

Response to 2.C.1.

The A&M Board has established policies and practices that clearly delineate the Board's expectations, responsibilities and accountability. The Board is responsible for approving the College's strategic

plan, mission and vision; annual budget; expenditure of major financial expenditures; annual external audit; hiring of contractors for major projects; tuition and fees; institutional policies; and academic programs. While the day-to-day operations are delegated to the President and the administrative team, the President consults with the Board members as determined appropriate.

The Board uses the institution's approved strategic plan and annual budget to guide decisions that preserve and enhance the institution. Meeting minutes reflect the Board's deliberations and priorities in decision making.

Response to 2.C.2.

The A&M Board has established practices and policies that provide opportunities for external constituencies to actively engage with the Board and to present their interests and needs to the Board.

In accordance with the Open Meeting laws of the State of Oklahoma, Board meetings agendas are published prior to the meetings and the meetings are open to the public, with the exception of those portions of the meetings dealing with personnel issues and active legal actions. Each meeting of the Board includes open sessions for comments from the public, and members of the public are allowed to comment on all agenda items. Meeting minutes and reports are presented for public viewing on the Board's website. Public comment opportunities are provided during every scheduled meeting.

To provide a thorough discussion and consideration of agenda items, the A&M Board has four standing committees to review select items prior to the Board meeting. The college president and/or college representatives meet with the committees to present the relevant agenda items and answer questions. The committees present their recommendations during the full Board meeting. Board members discuss the agenda items and engage in further discussion with the college president prior to voting on items requiring approval.The committees include Academic Affairs, Policy and Personnel; Fiscal Affairs and Plant Facilities, Audit, Risk Management and Compliance Review; and Planning and Budgets.

Special committees may be appointed as directed by the Board Chair. Special committees cease to exist when discharged by the Board Chair from further consideration of the subject. The Board Chair and the A&M System Chief Executive Officer shall serve as non-voting, ex officio members of all standing and special committees.

Response to 2.C.3.

The A&M Board has established policies and practices that support its continued independence and autonomy from undue influences. As independent audit of the College's finances and operations is conducted annually. Audit reports for 2016, 2015, and 2014 are provided.

Monetary and in-kind gifts are accepted through the independent NEO Foundation, which has separate policies and a self-governing Board of Directors with full authority to accept or reject gifts. The Foundation also has an independent audit annually.

Response to 2.C.4.

The A&M Board delegates day-to-day management of the institution to the College President and the executive team.The Executive Council is composed of the President, the Vice President for Academic Affairs, the Vice President for Fiscal Affairs and the Vice President for Student Affairs and Enrollment Management. The vice presidents are responsible for the day-to-day management of the

departments and programs they supervise, as delegated by the President. The Executive Council meets weekly to discuss issues, communicate information, and make administrative decisions as a team. Additional communications between the President and the Vice President occur throughout the week as needed.

The Vice President for Academic Affairs and the Academic Department Chairs are responsible for the day-to-day management of academic matters. The NEO Faculty Association is represented by the Faculty Association President, the Faculty Association Vice President and Faculty Senators, representing the academic departments. The Faculty Association President and Vice President report directly to the College President and, as such, meet with the College President at least monthly. The Faculty Association President also represents the faculty on the President's Advisory Council. The Faculty Association officers also communicate with the Vice President for Academic Affairs on matters related to faculty and academic concerns. Faculty plays an important role in oversight of academic matters by participation in institutional councils, including the Academic Advisory Council, the Curriculum and Articulation Council, the Textbook Council, the Technology Council, and the Library Advisory Council.

Sources

- Board Meeting Minutes 2016-09-09
- Board Meeting Minutes 2016-09-09 (page number 30)
- Board of Regents for Oklahoma A&M Colleges 2016-2017
- Board of Regents Policy Manual TOC
- Board of Regents Shared Services_Legal_Financial
- Faculty Association Constitution
- NEO 2014 Financial Report Final
- NEO 2015 Audit Financial Report_Final
- NEO 2016 Audited Financial Statements Final
- NEO Faculty-Handbook
- NEO Faculty-Handbook (page number 14)

2.D - Core Component 2.D

The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

Argument

NEO College is committed to freedom of expression and the pursuit of truth in teaching and learning. The principles of academic freedom and freedom of expression are documented in the Faculty Handbook and are fully embraced by all leaders and employees of NEO. The College maintains formal grievance processes for faculty, staff and students. The rights of faculty are documented in the Faculty Handbook and student rights are documented in the Student Handbook.

Sources

- NEO Faculty-Handbook
- NEO Faculty-Handbook (page number 26)
- NEO Student Handbook 2016-2017
- NEO Student Handbook 2016-2017 (page number 47)

2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Argument

Response to 2.E.1.

The Vice President for Academic Affairs (VPAA) serves in the dual role of Vice President and Institutional Researcher. The VPAA is responsible for oversight of on-campus research activities. Request for research using faculty, staff, employees or students, or protected records requires prior approval from the Executive Council composed of the President and Vice Presidents. Any research or scholarly endeavor is to follow ethical research practices and standards to protect the rights of participants and confidentiality of information. The VPAA provides guidance to those conducting approved research or external use of institutional data, not published publicly.

Response to 2.E.2.

Students are offered guidance in the ethical use of information resources. ENGL0133 Basic Composition, ENGL1113 Freshman Composition I, and ENGL1213 Freshman Composition II include instruction on responsible use of resources, source citation and plagiarism. These principles are reinforced in other general education and program courses. NEO faculty has access to *Turnitin* plagiarism software, integrated into the Brightspace D2L learning management system. Students can receive assistance on-campus Tutoring Center; the writing laboratory for basic composition; and the online tutoring service, *Tutor.com*, which includes a feature for students to upload writing assignments for review and feedback.

Response to 2.E.3.

NEO College maintains and enforces policies for academic honesty and integrity. The policy for student Academic Misconduct is included in the NEO Student Handbook, available on the NEO website. The policy addresses forms of misconduct and disciplinary action and sanctions for misconduct. The Handbook also includes the procedure for the faculty member to report academic misconduct and the sanctions taken for the misconduct. The policy and procedure includes the process for a student who disagrees with the decision regarding academic misconduct to appeal the decision.

NEO maintains and enforces a copyright policy. The Copyright Policy is maintained on the Learning Resource Center/Library webpage. Faculty members complete an institutionally developed copyright training in the learning management system. This training was updated in 2016 and faculty, full-time and adjunct, participate in the training.

Sources

- NEO Copyright Policy
- NEO Student Handbook 2016-2017
- NEO Student Handbook 2016-2017 (page number 48)

2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Summary

NEO College strives to conduct all operations in an ethical manner and to act with integrity in all actions. There are policies and procedures at the Board and College level to ensure ethical procedures in financial, academic, and personnel functions. The documentation and evidence presented demonstrates NEO's commitment to ethical and responsible conduct. The College protects its integrity through transparent policies and procedures. The A&M Board provides institutional oversight while delegating day-to-day operations to the President and administrative officers at NEO College.

Sources

There are no sources.

3 - Teaching and Learning: Quality, Resources, and Support

The institution provides high quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Argument

Response to 3.A.1-3

NEO College awards the Associate in Arts (AA) degree, Associate in Science (AS) degree, Associate in Applied Science (AAS) degree, the Less Than Two Year Certificate (TCR) and the Less Than One Year Certificate (OCR). All degree and certificate programs are approved by the Board of Regents for Oklahoma Agricultural and Mechanical Colleges (A&M Board), NEO's governing board, and the Oklahoma State Regents for Higher Education (OSRHE), the state's coordinating board for higher education.

The AA degrees and AS degrees prepare students for transfer to a four-year college or university. Program faculty review and modify plans of study to ensure that the programs meet the transfer needs of students. NEO faculty participates in a state-wide project to review courses in multiple disciplines for guaranteed course transfer to other colleges and universities in Oklahoma, known as the Course Equivalency Program (CEP). The project is facilitated by the staff of the OSRHE and the Council on Instruction, the council of academic officers at Oklahoma's public colleges and universities. NEO courses include din the CEP are approved by faculty representatives from the disciplines at participating colleges and universities.

The AAS degree programs and certificate programs prepare students for entry into the workforce. The curricula for the workforce programs are based on industry standards, input from the occupational advisory councils, and specialized accreditation criteria, when applicable. All certificates programs are embedded within one of the associate degree programs so students can apply courses completed in the certificate program to the corresponding degree program.

Program requirements for all degree and certificate programs are set forth in the College Catalog. Some academic programs also offer Options within the program. Each option within a degree program shares at least 50% of the core program courses and is approved by the governing board and the state coordinating board. Program requirements for programs options are included in the College

Catalog.

The academic unit also provides non-credit courses designed to prepare students for college-level courses in composition, reading and math. The readiness courses do not count towards degree requirements. The College also provides courses to assist with transition to college and a College Life and Success course for students on academic probation.

NEO College offers 11 AA degree program, 10 AS degree program, 8 AAS degree programs, 10 certificate programs.In accordance with OSRHE policy, all associate degrees require a minimum of 60 credit hours. The AA and AS degree programs require a minimum of 37 credit hours of general education in English composition, social sciences, laboratory sciences, humanities, college math, general education electives and computer literacy. The additional credit hours are specific to the program of study (core program requirements). In accordance with OSRHE policy, the first 60 credit hours of an associate degree are exclusive of physical education courses, unless the student is seeking a degree in physical education.

The AAS degree programs require a minimum of 18 credit hours of general education, a minimum of 27 credit hours of specialty courses, and additional support courses. The general education requirements for the AAS degree include written and/or oral communication, social sciences, and additional general education courses as determined by program faculty. The program requirements for the AAS degree range from 60 credit hours to 72 credit hours.

Certificate programs are designed to provide students with skills for entry into the workforce in specific areas. The certificate program requirements range from 18 credit hours to 49 credit hours.

NEO College offers select courses online, by interactive video (ITV), and on-site at the NEO Grove Center and three area high schools. Student learning outcomes are consistent regardless of the mode of delivery and/or location of course offering. Faculty who teach adjunct, including at distant sites, are provided with the student learning outcomes for the course as well as the course descriptions. An orientation/update meeting is provided for adjunct faculty members at the beginning of the fall and spring semesters. The department chair or assigned faculty mentor meet with adjunct faculty, including those teaching at a distance, to reinforce the expectations for the course and the expected student learning outcomes.

Sources

- 2015 Accounting Program Advisory Council Minutes
- NEO College Catalog 2016_2018
- NEO College Catalog 2016_2018 (page number 54)
- NEO College Catalog 2016_2018 (page number 61)
- OSRHE Course Equivalency Project

3.B - Core Component 3.B

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Argument

Response to 3.B.1

For context, academic polices adopted by the OSRHE coordinating board are developed and approved by the Oklahoma Council on Instruction, composed of the academic officers from Oklahoma's public institutions of higher education. The policies are approved by the Council of Presidents and the OSRHE have final approval.

The NEO general education program is designed for students seeking an associate degree. General education requirements for associate degree programs and certificate programs are detailed in Criterion 3.A.1-3. As discussed, the transfer degree programs require a minimum of 37 credit hours of general education and applied science degree programs require a minimum of 18 credit hours. In accordance with NEO's mission as a two-year college, the general education curriculum is focused on lower division courses and student learning outcomes consistent with lower division courses.

Certificate programs include general education courses determined appropriate for the expected skills and learning outcomes.

NEO's general education requirements meet the OSRHE "Standards of Education for Completion of the AA and AS Degrees" (OSRHE Policy 3.14.3) and "Standards of Education for Completion of the Associate Degree in Programs of Technical-Occupational Education (AAS)" (OSRHE 3.14.4).

Response to 3.B.2

NEO articulates the content of its general education course requirements for each degree program and certificate program in the college catalog and online under the department webpages. Student learning outcomes are included in the course syllabi.

NEO's general education requirements impart broad knowledge and intellectual concepts while developing skills and attitudes the College believes every college-educated person should possess. NEO's general education program is founded in the OSRHE definition, which states, "general education curriculum provides broad exposure to multiple disciplines and emphasizes the learning of facts, values, understandings, skills, attitudes, and appreciations believed to be meaningful concerns that area common to all students" (OSRHE Policy 3.14.2). The framework for NEO's general education program is based on the OSRHE General Education Framework, composed of Communication and Symbols; Social, Political, and Economic Institutions; Understanding Relationships in Nature and Science; Understanding of Human Heritage ad Culture; and Values and Beliefs (OSRHE Policy 3.14.6).

In 2014, NEO elected to participate in the Higher Learning Commission's Assessment Academy. Much of NEO's focus includes establishing, mapping, and assessing general education learning outcomes beyond the aforementioned general education framework and exit assessment practices already in place. NEO faculty identified four key domains in which NEO students near program completion should be able to do, know, and value. The four key domains are communication, quantitative reasoning, critical thinking, and information literacy *(SLOs)*. Faculty used the Association of American Colleges & Universities' *Valid Assessment of Learning in Undergraduates Education* (VALUE) Rubric Development Project as the primary resource for the development of student learning outcomes and creation of rubrics for assessing the outcomes. Further discussion of General Education Assessment is included in the NEO Academic Assessment Summary 2017.

Response to 3.B.3

NEO is committed to developing the knowledge and skills that prepare students for transferring and/or entering the workforce upon graduation. Incorporation of the general education key domains into the academic program outcomes engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry of creative work; and in developing skills adaptable to changing environments. These skills are further developed through core program courses. Programs designed for transfer (i.e., science, behavioral sciences, social sciences, fine arts, agriculture) incorporate learning assignments that promote the skills, relating the skills to the field of study. Learning assignments, clinical experiences, internships, and/or capstone experiences further support the development of these skills in the applied science programs.

Response to 3.B.4

NEO recognizes human and cultural diversity in which students live and work now and in the future. As demonstrated in the general education framework delineated in Criterion 3.B.2, the College academic programs promote understanding of human and cultural diversity through the general education program. Understanding of human and cultural diversity is further promoted in core program courses within the context of the field of study. The recognition of human and cultural diversity is also promoted through other college activities, such as events, speakers, presentation, field trips, study abroad, and interaction with the diverse student body.

Response to 3.B.5

Faculty and students are encouraged to engage in scholarship, creative work, and discovery of knowledge where appropriate. Students and faculty present at conferences. Some examples of presentations include a presentation on Clara Barton by an NEO student at the 4th annual Texas A&M History Conference, and a presentation on e-learning by two computer science instructors at the

US [Distance Learning Association International Forum for Women](#) in Bonita Springs, Florida.

Students and faculty are encouraged to submit original works for publication or display. Recent works published or displayed include:

- an article, Dee-Don-na-weski, authored by a NEO student was published in the Goingsnake Messenger, a Cherokee publication,
- a collection of students' works were published in Portmanteau, an electronic journal created by a NEO English faculty member,
- a collection of student artwork was displayed at the Peoria Show Place Art Show, and
- an original story, Barn Stripping, authored by a NEO English faculty member was published in Emerge Literacy Journal & L'Allure des Mots.

Students have the opportunity to engage in scholarship and discovery of knowledge through competitions and recognition programs. Business students participate in the annual Governor's Cup Competition for the development and presentation of a business plan. The NEO team placed 3rd out of 14 two-year and four-year college teams in 2014 and in 2015. The team placed in the top six in 2016. Each year students advance to the national Phi Beta Lambda (Business) competition. Mu Chapter of Phi Theta Kappa International Honor Society of Two-Year Colleges is a five-star chapter, the highest level recognized. Phi Theta Kappa members win regional awards for their scholarship and leadership activities and periodically receive recognition at the international level.

Eleven faculty participated in a digital storytelling workshop, sponsored by the American Indian Center for Excellence, to learn about incorporating storytelling activities into their classes. Faculty and students create personal stories in a digital format, to explore and share about their experiences, culture and heritage.

Faculty are encouraged to pursue additional education. The College increases the salary of a full-time faculty member when they complete 30 hours post master's degree and again when they earn a doctorate degree. Three full-time faculty are currently pursuing a doctorate degree.

Sources

- NEO Academic Assessment Summary 2017
- NEO Academic Assessment Summary 2017 (page number 2)
- NEO College Catalog 2016_2018
- NEO College Catalog 2016_2018 (page number 55)
- NEO College Catalog 2016_2018 (page number 61)
- NEO Course Syllabus Template
- NEO Courses Integrating Diversity and Culture
- NEO ENVR 1114 Syllabus Fall 2016
- NEO Faculty Presentation IFWE 2012_Bauer_Hackwell
- NEO Natural Sciences Plan of Study_webpage
- NEO PHTA2534 Clinical Experience III Summer 2015
- NEO Student Events, Campus Events, and Presentations
- OSRHE Policy Manual Chapter 3 Academic Affairs
- OSRHE Policy Manual Chapter 3 Academic Affairs (page number 121)
- OSRHE Policy Manual Chapter 3 Academic Affairs (page number 123)
- OSRHE Policy Manual Chapter 3 Academic Affairs (page number 129)

3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Argument

Response to 3.C.1

At the time of this writing, the IPEDS Human Resources report submitted spring of 2016 was the most recent report available. Since the time of this report, the number of faculty has decreased due to retirements and lay-offs. Three of the faculty who did not return full-time fall of 2016 continue to teach part-time.

Currently, NEO College employs fifty-seven (57) full-time faculty members and an average of sixty (60) adjunct faculty members. Nearly 70% of course sections are delivered by full-time faculty. As sated in the Faculty Handbook, p. 33, "Instructional faculty [full-time] members should teach 14-16 credit hours per week, which may include prorated laboratory hours with a total number of contact hours not to exceed 24. The maximum number of credit hours per year should be 30." Full-time faculty maintain 10 scheduled office hours per week for student consultation. When not consulting with a student, this time may be used for other responsibilities such as class preparation, grading, and assessment activities. Additional time is available for full-time faculty to meet other responsibilities, such as program evaluation, academic and institutional council work, departmental activities, student organization sponsorship, and recruitment. Faculty may choose to teach overload; however, it is voluntary and faculty are financially compensated for the additional responsibility. If a faculty member chooses to teach additional course sections, he or she is expected to meet the needs of the students and to participate in other activities within the job description.

Class sizes range from 10 students to 35 students per class, depending on the discipline. The 2015-2016 student-to-faculty ratio was 20:1. Turnover in full-time faculty is low with an average of 11 years of service and 7 full-time faculty with at least 25 years of teaching experience at NEO College. The faculty are committed to learning at NEO and the continuity in faculty contributes to ongoing faculty involvement in academic endeavors and programming.

Response to 3.C.2

At the time of this writing, full-time faculty are required to hold a master's degree or be making satisfactory progress towards completing a master's degree as stated in the Faculty Handbook (3.19 Continuing Employment). Adjunct faculty must hold a minimum of a bachelor's degree. Faculty are required to submit official transcripts documenting their academic credentials.

The College is in the process of revising faculty qualifications for all faculty (full-time and adjunct) to be congruent with the HLC assumed practices. The proposed policy revision is under review by the College's legal counsel and will be presented to the governing board for approval in March of 2017. The faculty qualifications will apply to all faculty -- full-time, adjunct,and staff who teach -- beginning fall of 2017. The revised faculty qualifications are being communicated to faculty, department chairs, and human resources.

To ensure that all faculty are qualified, the Academic Affairs unit has modified the review process for determining faculty qualifications, including a form that is to be signed by the department chair and the Vice President for Academic Affairs prior to employing faculty to teach. This form will be maintained in the faculty record and will be updated with any new credentials.

NEO does not have any contractual or consortia agreements for instruction.

Faculty who deliver online and/or hybrid courses must be adequately prepared to teach in an online environment as well as meet the faculty qualifications. The Coordinator of Online Learning, assisted by the Vice President for Academic Affairs, is developing an Orientation for Online Instructors. The Orientation focuses on best practices in online instruction, training for use of the learning management system Brightspace (D2L), and NEO policies and guidelines for online instruction. All faculty currently teaching an online course and/or hybrid course will be required to complete specific modules of the Orientation. All instructors new to teaching online at NEO College will be required to complete the Orientation prior to teaching in the online environment.

Response to 3.C.3

Faculty members are evaluated in accordance with the policy in the Faculty Handbook. The evaluation process includes classroom observance of one of the faculty member's classroom instruction, student feedback (survey) focused on the course and instruction, instructor self-evaluation, and the supervisor evaluation. Classroom observation is conducted one time per year for full-time faculty and every semester for adjunct instructors. Student feedback is conducted in every course taught for the first three years and in one course each semester for faculty who have taught three or more years. An online version of student feedback is administered in the online courses.

Faculty who teach online and/or hybrid courses are expected to use the Quality Matters Essential Standards in the development of their courses. Faculty trained as QM peer reviewers are in the process of reviewing the online courses with the goal to have all courses reviewed within the next year. If the course does not meet the the minimum requirements, using the Essentials Standards, the peer reviewers work with the instructor to modify the course to meet the standards. Courses that are not in compliance within one semester of the review will no longer be offered online or as a hybrid until the minimum standard is met. Currently, the peer reviewers are reviewing one course from each instructor who teaches online. Once this review is completed, the peer reviewers will review the remaining courses. NEO is also submitting select courses for external review by Quality Matters certified peer reviewers. CRJU 1113 Introduction to Criminal Justice has received certification as a

Quality Matter course.

Response to 3.C.4

NEO College provides inservice opportunities for professional development and encourages faculty to participate in professional development provided by external organizations. At the beginning of each semester, all full-time faculty participates in inservice the week before classes begin. The inservice sessions are designed to address current topics, requests by faculty, and recognized needs. An inservice training session is provided specifically for adjunct faculty. Adjunct faculty can choose between one of two evening sessions to meet their scheduling needs. Adjunct faculty are also invited to participate in the day time inservice activities in which full-time faculty attend.

NEO College supports and encourages faculty to participate in regional, state, and national professional development opportunities to maintain currency in their fields. Institutional funding is limited due to declining state appropriations; however, the NEO Foundation Board set aside funds to support professional development. Faculty are encouraged to apply to the Foundation for financial support for professional development. The Foundation has fund to provide guest presenters on campus as well.

For the spring of 2016, the OSRHE Coordinator for the Co-Requisite to Scale project and Math Pathways project made a presentation at faculty inservice. In January of 2017, Dr. Mark Taylor, a national speaker made a presentation on the NeXt Generation of students. Dr. Taylor is scheduled to return for faculty inservice fall of 2017 at faculty request. He is going to engage faculty in a "flipped classroom" experience.

Dr. Marguerite Weber, a consultant, is currently working with a group of developmental education faculty, general education faculty, and support staff on supplemental instruction and creating a "freshman year experience". Dr. Weber is conversing with the faculty and staff through video conferencing. Dr. Weber plans to hold face-to-face workshop for faculty in spring of 2017.

NEO adopted Quality Matters (QM) Standards for design of online courses. QM is a nationally recognized program of faculty-centered, peer review processes. NEO faculty participates in QM professional development courses for online course design and peer review on online courses. All faculty members who teach online and hybrid courses are required to complete a QM certification course. Faculty members new to teaching in the online environment complete the QM *Designing Your Online Course*. Faculty members who have taught online previously are required to complete the QM *Improving Your Online Course*.

NEO also develops training courses, using the College's learning management system. Current training courses include Copyright and FERPA. Faculty participated in the Copyright training three years ago. A review of the internally prepared course for copyright revealed that the training course did not include all elements considered to be important, particularly relevant to copyright of digital sources. A new copyright training course was developed in 2016. All faculty, full-time and adjunct, were expected to take the training available in the learning management system.

Response to 3.C.5

All faculty members are required to be available for students' inquiry outside of the classroom. Full-time faculty members are required to maintain a minimum of 10 office hours per week designated for student conferences. The office hours are posted outside the instructor's office door and submitted to the academic department chair for reference. Office hours and contact information is to be posted in

each [course syllabus](#). Students may also make an appointment to meet with the instructor at other times as well as send inquiries via email.

Adjunct faculty members are expected to provide times in which a student can meet with the instructor. Adjunct generally provide time before or after class time to meet with students. Adjunct faculty are to include contact information in the syllabus, to include his or her email address at a minimum. The learning management system provides additional contact tools, including discussion boards and direct links to the faculty and student email accounts.

The College provides adjunct faculty with office space to meet with students outside of class. All faculty members are expected to respond to students within a reasonable amount of time whether the faculty is full-time or adjunct, teaching face-to-face or online.

Response to 3.C.6

NEO professional and support staff who provide student services are appropriately qualified and participate in ongoing professional development and training opportunities to remain current in their fields. Qualifications of staff is dependent on job responsibilities. For example, the Center for Academic Success and Advising have a minimum of a bachelor's degree. Grant directors have a master's degree. Administrative assistants (secretarial) have an associate degree and/or experience in the field.

Staff participate in on-campus training and regional, state, and national professional development, in person or through webinars for topics, such as FERPA, Title IX, Financial Aid, Veteran's services, admissions policy [state regents] OACRO, and customer service.

Tutoring services are provided by two professional staff tutors. One tutor has a bachelor's degree in liberal arts and tutors composition and lower level developmental math. The second full-time tutor has a master's degree in math. He is able to tutor all level of math taught at NEO. The Tutoring Center also employs student tutors.

Counseling services are provided by a licensed professional mental health counselor. Health care services are provided by a registered nurse.

The [Coordinator of Online Learning is certified in QM](#) and the [Instructional Designer is certified in QM](#). Both staff members participate in the state-wide Quality Workshop for Online Instruction and the Coordinator of Online Learning participated in the National QM seminar fall of 2015. Staff also keep abreast of universal design and accessibility in the online and web environment. The Coordinator of Online Learning also serves on the state-wide Council of Online Learning Education (COLE).

Sources

- IPEDS_Fall_Enrollment_Data_2015
- IPEDS_Fall_Enrollment_Data_2015 (page number 17)
- IPEDS_Human_Resources_Data_2016
- IPEDS_Human_Resources_Data_2016 (page number 4)
- NEO Classroom Observation
- NEO Course-Syllabus-Template-rev-8.16.16
- NEO Faculty Evaluation Form

- NEO Faculty Qualificaitons policy revision draft_Faculty Handbook 08232016
- NEO Faculty-Handbook
- NEO Faculty-Handbook (page number 22)
- NEO Faculty-Handbook (page number 27)
- NEO Faculty-Handbook (page number 39)
- NEO Quality Matters CRJU 1113 Official Review Certificate_2016
- NEO Student Feedback Survey
- NEO_Quality Matters Peer Reviewers Training Certifications

3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

Argument

Response to 3.D.1

NEO provides support for student learning and effective teaching. Student support services focus on supporting the individual needs of current students and work to remove student barriers in an effort to increase persistence and success. Information concerning the many student resources is available to students through a variety of sources, such as, the College Catalog, the NEO website, the NEO Student Handbook (on-line), advisers, instructors, the counselor, the Freshman Year Experience course, Camp Row student orientation, D2L learning management system, social media, the NEO app, and postings on campus bulletin boards.

NEO provides a student taking classes from a distance with online resources and instructions for accessing the services on the NEO website. These resources include tutorials for student resources to include, but not limited to, the College application, enrollment, financial aid application and information, NEO email, technical support, library services, the Banner Self Service for students, purchasing textbooks, online tutoring, and online advisement. While the resources are developed for students at a distance, the tutorials may also be beneficial to on-campus students.

Response to 3.D.2

As stated in the OSRHE 3.19.3, "…the community college tier is officially designated as responsible for developmental education" (p. 185). The policy further identifies assessment measures to determine which students need remediation. In accordance with OSRHE policy 3.19, NEO uses the ACT as the primary assessment for placement in college-level courses. Students who achieve an ACT of 19 or higher in the subject areas are placed in the corresponding college-level course. Students who do not achieve the cut-score of 19 take the Accuplacer Computerized Placement Test (CPT) for placement. Adult students 21 years of age may forgo the ACT and be assessed using the CPT only. Students who do not achieve the ACT and/or CPT minimum cut-score must satisfactorily complete the developmental course or courses in the subject area prior to enrolling the subject area college-level course.

In 2016, the OSRHE approved a revision to the policy 3.19 Student Assessment and Remediation. ACT remains the primary measure, but institutions now can use other measures, such as high school GPA, for placement in college-level courses. The institution must submit an Assessment Plan to the OSRHE for approval and provide an annual report on remediation activities. NEO has a taskforce composed of representatives from faculty who teach developmental courses, department chairs, student services, the advisement center, and the Admissions Office;the Assistant Athletic Director; the Vice President for Academic Affairs; and the Vice President for Student Affairs and Enrollment Management. The goal of the taskforce is to analyze data and information available and modify the measures for placement in college-level courses as determined appropriate. Student outcomes will be evaluated annually to determine effectiveness of the placement plan. Once alternative assessments are determined, NEO will submit a revision to the Assessment Plan to the OSRHE.

Additionally, the OSRHE staff is facilitating a state-wide a Co-Requisite to Scale project supported by Complete College America (CCA) and local foundations. NEO's Vice President for Academic Affairs, serves on the state-wide taskforce to assist Oklahoma colleges in implementing one or more co-requisite models for remediation in English and/or math. NEO math and English faculty participated in a workshop for co-requisite to scale in March of 2016 and a one-day planning meeting in November of 2016. CCA experts were available to assist NEO faculty draft a plan for implementing a co-requisite model. The co-requisite project is discussed further in the NEO Academic Assessment Summary 2017.

NEO was awarded a U.S. Department of Education Title III, Part A grant for Native American Serving, Non-tribal Institutions. One of the goals of the grant is to develop supplemental instruction materials and modules. With funding from the grant, a consultant with expertise in developmental education and supplemental instruction has been hired to assist faculty in the redesign of developmental education at NEO. The focus of the project is on a co-requisite model to assist students in successfully completing college-level courses in a timelier manner and with less required developmental courses. The consultant's initial report includes a thorough analysis of NEO data and a proposed model for developmental education. The faculty and support staff are participating in video conference meetings to discuss the proposed plan and what is the best fit for NEO College. The next stage will be for the consultant to meet with faculty and staff on the NEO campus early during the spring of 2017 semester. Efforts from the Complete College America initiative are being coordinated with the expertise provided by the consultant to develop, implement, and assess redesign of developmental education at NEO College with a focus on supplemental instruction to support students through developmental education and the corresponding college-level course/s. The goal is to improve student learning outcomes, improve retention and persistence for students who are placed in developmental education, and reduce to time to graduation.

NEO academics initiated projects to address the low completion rates of students in developmental math. In the summer of 2014, a math faculty with the assistance of the Coordinator of Online Learning, developed a Math Bootcamp program in the learning management system. The Bootcamp is offered two hours per day, three days a week during the month of July. Students work through the modules, which are composed of assessments to determine the student's math competencies and of instructional materials to develop student math competencies. A math faculty facilitates the Bootcamp with the assistance of a student tutor. The Bootcamp is offered at no cost to the participants. The Math Bootcamp was offered summer of 2014, 2015, and 2016. Students were assessment for placement in math prior to beginning the Bootcamp and at the completion of the Bootcamp. Data regarding students' progression in future math course was analyzed. While over 50% of the participants were able to advance to a higher level math course based on placed, overall the percent that persisted and completed a college-level math course was not significantly greater than the comparison group. NEO student services plans to continue to offer the Math Bootcamp, but

students will receive supplemental instruction in the math classes with the implementation of the co-requisite model planned to begin fall of 2017.

In the spring of 2016, NEO piloted an Intermediate Algebra with Review course and a College Algebra with Review course. Both courses are designed to allow students who place in one course level below to take the next level math course, which is taught over five days a week, allowing more time per topic and more assistance from the instructor. Data will be analyzed for student outcomes.

Response 3.D.3

Academic advisement is provided by two groups of advisers. The Center for Academic Success and Advisement (CASA) employs full-time advisers that focus on advising new students. CASA staff advises and enrolls new students entering NEO for the first-time. Students who declare a specific major are then referred to a faculty adviser in the student's field of study for advisement after the first semester. Students who are pursuing a General Studies degree continue to be advised by a CASA adviser at least one more semester.

There is an exception to this process. Several academic department chairs prefer to advise or have faculty advise all students majoring in their programs from the point the student enters NEO College. These programs include Agriculture, Business Administration, Business Administration Technology, Computer Science, Medical Laboratory Technician, Nursing, and Physical Therapist Assistant. Students choosing one of these majors are referred directly to a faculty adviser in the field. CASA advisers meet with these students if the department chair and/or faculty adviser is not available, such as when department chairs are on annual leave (vacation) in the summer. The CASA advisers sends the student's enrollment folder and schedule to the assigned faculty adviser, and directs the student to meet with his or her faculty adviser prior to or at the beginning of the semester to review the student's schedule and discuss the program specifics.

Athletes are advised by a designated adviser or a CASA adviser to ensure the athlete meets the eligibility requirements and transfer requirements. Athletes also have a faculty co-adviser in their specific field of study to ensure students are enrolling in the appropriate courses to meet the degree requirements in a timely manner.

Advisement includes, but is not limited to, career exploration, selection of a major, enrollment, transfer guidance, job search assistance, and referral to services, such as financial aid, counseling, tutoring, and disability services.

NEO provides resources to help advisers guide students appropriately. These resources include the Program Plan of Study with a recommended four semester plan of study, available online and additional instructions specific to a given program also available online, such as admission requirements for health science programs. The Adviser Handbook also provides processes, guidelines and resources to assist in the advisement process. Additional resources are available on the NEO website and in the Advising Syllabus.

NEO recently implemented the Banner information system. NEO will be adding the Degree Works academic advising and degree audit software feature in the fall of 2017. Degree Works will provide advisers and students with real-time access to how the student's courses fit with the selected degree or certificate course requirements. The Degree Works features include:

- a progress bar that shows the percentage of the program the student has completed,
- clear graphics that show whether a course requirement is met, in progress, or outstanding,

- what-if audits that illustrate a student's progress if they change their major,
- advisor notation capability that follows students from one advisor to another, and
- a display of approved course substitutions.

Full-time faculty members maintain a minimum of 10 regularly scheduled office hours each week for student consultation, including advisement. The office hours are posted outside the instructor's door and are also maintained in the departmental secretary's office and the Office of the Vice President for Academic Affairs. Students may also schedule appointments at other times when the faculty adviser is available.

Department chairs also advise students in the major fields within their department. Department chairs teach, but have release time for other duties including advisement. Department chairs work through the calendar year and are available during summer months for advisement.

Several specific days each spring and summer are established as open enrollment days. Staff and faculty are scheduled to assist with admission, enrollment, financial aid advisement, and testing in a streamlined process to reduce wait times. New students are encouraged to participate in open enrollment days. The Recruitment Office promotes these days through mailings, press releases, and postings on the website.

NEO advisement processes are being analyzed with the assistance of the consultant discussed in Response to Criterion 3.D.2. The project is focused on the Freshman Year and strategies for improving student engagement, persistence, retention, and completion. Advisement is important, particularly in the Freshman Year; therefore, strategies to improve advisement will be addressed as the overall plan is developed and implemented.

Response to 3.D.4

Infrastructure/Facilities

NEO College has up-to-date infrastructure and resources to support effective teaching and learning. A portion of the NEO campus flooded in July of 2007. The health science programs, the Art program, the Physical Education program, and the athletic programs were temporarily displaced. A portion of student housing was destroyed. NEO has completely recovered from the flood with remodeled facilities and new construction.

Renovation of the health science building was completed in 2008 and now serves nursing only. It has two classrooms that seat 60 and 90 students, two skills laboratories, and two simulation suites with high-fidelity mannequins. Classrooms and labs are outfitted with Smart technology and faculty members have digital devices to support teaching and learning activities.

Cunningham Hall that houses the science laboratory courses was remodeled in 2010, unrelated to the flood. The rooms accommodate theory and laboratory classes for biological sciences and physical sciences. A new Physical Therapist Assistant classroom/laboratory is housed in Cunningham Hall. Equipment and models for the PTA program and science laboratory courses are replaced on a rotational basis to keep up-to-date equipment for learning activities.

A new science laboratory building was constructed in 2010 to accommodate the additional needs for science classes. The facility has two chemistry laboratories; a microbiology classroom/laboratory room; and a laboratory, office space, and storage for the Medical Laboratory Technician program equipped with analyzers, teaching microscopes and Smart technology.

In 2012, Kah-Ne-You-Ah (Kah-Ne) Hall was remodeled. The former residence hall houses two classrooms, an art studio, a pottery/sculpture room for instruction, the Charles Banks Wilson Art Gallery and the American Indian Center for Excellence (AICE). Kah-Ne Hall also houses the Child Development Laboratory. Preschool children ages 3 and 4 attend the laboratory two or three times each week during the regular semester. The Child Development Center is staffed by a professional staff member and an assistant. Students enrolled in early childhood education classes receive hands-on and observational experiences in the Center as part of their learning activities.

The College's oldest building, Shipley Hall, houses the majority of general education classes. Each classroom has a projection system and connections for laptop computers. Shipley also has a reading and writing computer lab with 40 available computers used for supplemental instruction, staffed by a paraprofessional.

Ables Hall houses the Agriculture classes, the Construction Management classes, and the Process Technology (PTEC) laboratory. The PTEC laboratory is equipped with simulation equipment for hands-on experience. Ables Hall also houses the Student Support Services TRIO program and the Allied JOBS grant program.

The Fine Arts Center has three standard classrooms with projection systems and a music classroom/laboratory with keyboards and computers for faculty to teach music theory classes using computer software. The Center also houses an 800 seat auditorium with a theatrical stage, used for student performances as well as other College and community events.

Commons Hall was remodeled in 2008. The facility is used for chorus classes, performances, and individual instrumental and voice lessons. Commons also has a 120 seat auditorium with a small stage for student performances and other events.

Copen Hall has five standard classrooms with projection systems. One classroom was converted to an ITV room in 2015 with new send/receive interactive video equipment. Copen Hall has four computer laboratories for computer classes (software and programming) and computer aided drafting classes, for a total of 52 computers. All computers were replaced in 2014. Copen Hall also has a Band room, remodeled in 2012.

Fall of 2016, a network security simulation laboratory was set up in the classroom in the newly remodeled Public Safety Building. The laboratory has 12 computer workstations with network security simulation software and an instructor computer. The classroom is also equipped with a projection system.

NEO has a 200-acre farm that is used for hands-on learning activities. The farm has a large arena used for hands-on experience with livestock, equine judging and livestock judging practice, equestrian practice, student rodeo practice and events, as well as other College and community events. The farm also has facilities for sheep and hogs, used for hands-on learning activities. At the time of this writing, a new animal science laboratory facility is under construction on the farm. The farm includes an additional 40 acres adjacent to the campus, used for cattle operations. The farm has the capacity for boarding 100 student horses.

The gymnasium building includes an Olympic size swimming pool. This facility is used for the lifeguarding and water safety instruction classes. Open swim hours are available for students, employees, and community members. The facility was renovated after the 2007 flood.

The Library Administration Building has two send/receive interactive video classrooms. The

equipment was updated in 2014. The building also houses the two-story library, which has approximately 88,000 printed books, 150 printed journals, and access to many more resources through the EBSCO database with select full-text resources and interlibrary loan service. The library uses ALMA PRIMO for cataloging and circulation services. These services are supported administratively by Oklahoma State University through shared services within the Oklahoma Agricultural and Mechanical Colleges and Universities System.

The library has an open access computer laboratory with 40 computers and houses the Tutoring Center. The library also archives a collection of documents, photographs, artwork, videos, NEO yearbooks, the former NEO newspaper and other documents in a designated space. A portion of the archived holdings have been digitalized.

The Nursing, Medical Laboratory Technician, and Physical Therapist Assistant programs hold clinical experiences at a variety of medical facilities in the region and across the state of Oklahoma (MLT). The Nursing program currently has clinical agreements with 22 facilities, the MLT program has agreements with 19 facilities, and the PTA program has agreements with 30 facilities. Clinical supervision varies by the requirements of the program and the clinical facilities. The Nursing program has an average of 135 students (first-year, second-year, and fast track). The MLT program has 19 students and the PTA program admits 15 students annually.

NEO Grove Center

NEO College has an off-campus site in Grove, Oklahoma, approximately 30 miles from the main campus. The facility opened in 1998. It has five classrooms, three of which are equipped with new send/receive Polycom interactive video systems. The Center also has a 24 seat computer laboratory and a small open access computer laboratory. Students may use the regular computer lab anytime there is not a class scheduled. Class offerings at Grove are primarily general education courses with some core psychology classes and some business classes available face-to-face or by ITV.

Additional Technology Support

NEO provides all full-time faculty with a laptop computer. Adjunct faculty can check out available laptop computers. Classrooms are equipped with a projection system. Several lecture capture systems are available for faculty to capture their class presentations to create instructional videos. The Information Technology Department records video for all ITV classes and make the videos available to the students. Faculty also have access to carts with IPADS and tablets, which can be checked out for classroom learning activities.

NEO uses Brightspace (D2L) for its learning management system. NEO's D2L is supported administratively by Oklahoma State University through shared services within the Oklahoma Agricultural and Mechanical Colleges and Universities System. The Oklahoma A&M System converted to the Ellucian Banner information system over the past two years. The Banner Enrollment component went live in 2016. NEO experienced some issues with the D2L integration, but has been able to address the issues in a timely manner with the support of Oklahoma State University Information Technology staff and Brightspace technical support.

In June 2016, the A&M System, including NEO, upgraded to the cloud instance of D2L. Summer of 2017, the A&M System will roll D2L to Brightspace Daylight. Daylight transforms the look of D2L, which allows D2L to adapt to different device sizes and provides more engaging experiences in the learning management system.

In September of 2016, NEO adopted Zoom video conferencing and web conferencing to be used by faculty in the online environment as determined appropriate. Zoom replaces Blackboard Collaborate previously used by faculty for video/web conferencing. TurnItIn plagiarism software is integrated into D2L for faculty use. While D2L is used primarily for online and hybrid courses, faculty in all classes are expected to post their syllabi in D2L for student access. Faculty in traditional classrooms also use D2L for uploading classroom assignments, quizzes, supplemental instruction materials, other instructional resources, communication with students, posting grades, and attendance.

Through a state-wide Master Lease program, NEO is able to replace instructional computer hardware and standard software on a four-year rotation. IT services evaluate software for upgrades and new offerings. Upgrades and/or new software are purchased as deemed appropriate. Consideration is given to the needs for instruction, support services, and institutional operations, and for security.

Response 3.D.5

NEO faculty and staff guide students in the effective and ethical use of research and information. Students are provided instruction on the avoidance of plagiarism, location of appropriate and relevant information, evaluation of information, effective use of information, and proper documentation of information sources. Instruction is specifically addressed in ENGL1113 Freshman Composition I and reinforced in ENGL1213 Freshman Composition II and other general education courses and program courses related to class assignments. Plagiarism and strategies to avoid plagiarism are included in the Freshman Year Experience course.

Appropriate use of information is reinforced in tutoring sessions and review of writing assignments. Tutoring is provided by the Tutoring Center, Student Support Services grant program, and tutor.com online tutoring services. Students receive feedback on assignments reviewed. Guides to effective and appropriate use of information resources are also included on the Library's webpages and the Distance Education webpages, accessible through the general search.

Faculty uses the software TurnItIn to evaluate written assignments for potential misuse of information resources (plagiarism).

NEO is participating in the HLC Assessment Academy. The Academy project is focused on assessment of general education outcomes. NEO faculty identified information literacy of one of the four key domains for assessment. Assessment of information literacy is under development. The following is the description of information literacy and student learning outcomes at NEO College.

Information Literacy: Information Literacy will be characterized by the students' ability to recognize when there is a need for information, to be able to identify, locate, evaluate, share and use the information for the problem at hand.

Students will be able to:

1. Define specific information needed to solve the problem or answer the question.
2. Locate appropriate and relevant information to match informational needs.
3. Identify and use appropriate print and/or electronic information sources.
4. Evaluate information for currency, relevancy, and reliability.
5. Use information effectively.

Sources

- Dr. Weber Consultant_deliverables
- NEO Academic Assessment Summary 2017
- NEO Academic Assessment Summary 2017 (page number 17)
- NEO Academic Assessment Summary 2017 (page number 19)
- NEO Academic Support Services_webpage image
- NEO College Catalog 2016_2018
- NEO College Catalog 2016_2018 (page number 42)
- NEO Co-Requisite Project Initial Report_Nov 2016-1
- NEO Natural Sciences Plan of Study_webpage
- NEO Student Guide to Online Learning
- OSRHE Policy Manual Chapter 3 Academic Affairs
- OSRHE Policy Manual Chapter 3 Academic Affairs (page number 170)
- OSRHE Policy Manual Chapter 3 Academic Affairs (page number 171)

3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Argument

Response to 3.E.1-2

As stated in its mission, Northeastern Oklahoma A&M College is dedicated to providing opportunities that promote excellence in learning, service and leadership in a global society. The College offers a variety of co-curricular and extra-curricular activities that promote scholarship, leadership, service, and an appreciation for the diversity and needs in a global society.

NEO offers 42 student clubs and organizations. These organizations provide students with opportunities to develop leadership skills, participate in community service, and build relationships. Students gain leadership skills as club officers and leaders of organizational projects. Student organizations associated with regional, state, or international organizations, such as Phi Theta Kappa and the Nursing Student Association, provide additional opportunities for leadership development through leadership conferences and leadership offices. For example, Phi Beta Lambda and Phi Theta Kappa members attend state/regional leadership conferences and NEO chapter members have held state/regional offices in recent years. In the past five years, four NEO PTK members held an Oklahoma/Arkansas Regional Office. Their leadership continues after graduation. Four former NEO students held offices with the Oklahoma/Arkansas PTK Alumni Association in the past three years. Additionally, Student Body Government participates in an annual leadership retreat.

Each year, a NEO committee selects 10 sophomores as the Top Ten Freshmen, based on their scholarship, leadership, and service activities during their freshman year. In addition to the recognition, these students represent NEO at a number of events, attend a leadership retreat, and assist with student leadership activities.

Student organizations not only provide leadership opportunities, but the groups also participate in community service activities and fundraisers for community organizations. In addition to the service projects of individual student organizations, the NEO Activity Coordinator oversees the organization of The Big Event, a student-led community service project. This event is an opportunity for students to give back to the community. Through various forms of media, local residents are invited to apply for assistance with yard work, painting, housework and other common household tasks. NEO students schedule times on The Big Event day to assist the community members with their projects.

NEO offers eight intercollegiate athletic teams as well as cheerleading, dance, an equestrian team, a rodeo team, a livestock judging team, and an equine judging team. These activities promote the development of leadership skills in a team environment. Team members also participate in

community service activities, such as the Big Event, roadside clean up, and fundraisers for community organizations, such as the Ronald McDonald House.

NEO administrators identify and support service and leadership development through state and national experiences. In 2015 and in 2016, two NEO students each year traveled with a state-wide group to the Dominican Republic for a service-learning project. NEO College administrators recruited participants and assisted in funding the majority of the trip. In the inaugural year of the project (2015), NEO administration funded travel for history instructor, Dr. David Loving, to accompany students from across Oklahoma.

NEO administration nominates students for leadership opportunities.

- Lauren Krudup spoke to the Oklahoma State Legislators at the State Capitol, representing students from across Oklahoma at the Higher Education Day at the Capitol in 2014,
- Tracy Maddux and Clarrisa Davis, were chosen to attend the N.E.W. Leadership Conference at the University of Oklahoma, and
- Abby Hendrickson was chosen to attend the George & Donna Nigh Leadership Scholarship Academy in Oklahoma City.

In 2014, NEO student Kelsey Williams was one of 51 recipients of the national New Century Scholars award. Kelsey was selected for her outstanding scholarship, leadership, and service. Ms. Williams was recognized at the American Association of Community Colleges annual meeting in Washington, D.C.

Discussion of events and student activities to promote understanding and appreciation of diversity and culture is included in the response to Criterion 1.C.1. and 1.C.2. Diversity, culture, and global understanding also are promoted through general education and core program courses. The Nursing program organized travel to Great Britain in 2012 and Ireland in 2014 for nursing students to learn about health care in other countries. In May of 2017, the Social Science department is offering an opportunity for students to travel to Italy and Greece as part of a study abroad course in Western Civilization.

Sources

- NEO 2014 New Century Scholar Recipient Kelsey Williams
- NEO Community Service Projects Examples
- NEO OSAP Study Abroad_Service Learning 2015
- NEO Student Clubs and Organizations
- NEO Student Events, Campus Events, and Presentations
- NEO Top Ten Freshmen_Leadership Event

3.S - Criterion 3 - Summary

The institution provides high quality education, wherever and however its offerings are delivered.

Summary

All degree and certificate programs at NEO College meet the rigors and expectations of higher learning and are consistent with industry standards and expectations. Degree programs include general education curriculum designed to develop a student's broad, integrative knowledge as well as specific skill sets for the area of study. NEO faculty and staff have credentials that meet or exceed the education and training necessary for successful completion of their duties. NEO Academics is revising policies and implementing processes to meet the HLC expectations for faculty credentials by September 2017.

All faculty and staff have access to professional development opportunities. Student services provide support for all aspects of instruction and student life on campus. In addition, NEO faculty, staff, and administrators are focused on strategies to improve the freshman year experience, to include readiness for college-level course, student engagement, and support resources.

Sources

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Argument

Response to 4.A.1

In accordance with the OSRHE policy, academic programs are reviewed at least every five years on a rotational cycle. Programs with low productivity (majors or graduation rate) may be reviewed on a more frequent cycle. The program review process requires program faculty to conduct a self-study of the program, using the criteria and template provided. An ad hoc program review committee composed of a full-time faculty member from each academic department reviews the self-study and then meets with the department chair and program faculty to discuss the program. The committee makes recommendations to the Vice President for Academic Affairs and the program faculty. A summary of the program review and recommendations are presented to the governing board. The program self-study and recommendations are submitted to the OSRHE, coordinating board, for approval. Programs with specialized accreditation (nursing, medical laboratory technician, and physical therapist assistant) submit the most recent self-study and the accrediting board's decision to the OSRHE, in lieu of the institutional program review.

Response to 4.A.2 and 4.A.3

Transfer credit evaluation in the Registrar's Office determines acceptable transfer credit on a course-by-course basis for college-level credit earned at institutions who are fully accredited by the Higher Learning Commission or other regional accrediting body. The evaluation is based on course content, as described in the catalogs of those institutions and/or the course syllabus, and in consultation with NEO faculty who teach in the relevant field. College courses from institutions not accredited by a regional accrediting body may be accepted in transfer when the Registrar's Office has had an opportunity to validate the courses or programs and the status of the college as a degree-granting institution. Transfer courses need to be applicable to a academic program offered by NEO. Courses completed at an institution located outside the United States are evaluated by the World Evaluation Service to determine equivalent college credit at NEO College. All transferred courses are recorded on the student's academic record.

The transfer of credit evaluation policy is available in the College Catalog and on the NEO website.

The Registrar's Office uses additional resources to assist in transfer of credit decisions. The OSRHE Course Equivalency Project identifies courses that transfer without further evaluation among colleges and universities in Oklahoma. Courses on the Course Equivalency Matrix have been reviewed and approved by faculty representatives from each of the colleges and universities in the specific discipline. The Course Equivalency Matrix is maintained on the OSRHE website and is available to students, advisers, and institutional staff. The Registrar's Office also maintains a database of course equivalencies with other colleges in the region and state.

Students with prior learning experience outside the formal classroom may be eligible for advanced standing credit. Students interested in earning such credit must be able to validate their prior knowledge through: a) successful completion of an advanced standing examination, b) documentation of military training, or c) career experiences that have been validated by a review process approved by the Oklahoma State Regents for Higher Education. For example, students may receive equivalent college credit through industry certification exams, such as the National Center for Construction Education and Research (NCCER) or through national assessments such as the College Level Examination Program (CLEP) subject tests, the Advanced Placement (AP) Program of the College Entrance Examination Board tests, and the Assessment Technologies Institute (ATI) for nursing. NEO academic departments may develop institutional advanced standing examinations as well. Credit for military training will be determined by review of official documents or completion certificates in accordance with the Guide for the Evaluation of Educational Experiences in the Armed Services published by the American Council on Education. Credit awarded by advanced standing will be granted for equivalent courses offered in the NEO curricula.

Response to 4.A.4

Curriculum and Academic Standards

The Curriculum Council, academic department chairs, and the Vice President for Academic Affairs are responsible for oversight of curriculum and academic standards for courses and programs. The Curriculum Council is a faculty-led committee that reviews and makes recommendations for curricular and program requests, including prerequisites, program requirements, new courses, deletion of courses, and substantive modifications of courses and academic programs. Any changes must be recommended by the Academic department chairs and approved by the Vice President for Academic Affairs. Substantive changes must be approved by the governing board and the State Regents coordinating board. Non-substantive changes are reported to both boards. Academic department

chairs are responsible for ensuring that curriculum academic standards are being met. Requests for new courses require submission of the proposed syllabi, including student learning outcomes and requests for new programs require submission of a completed new program request form, including student learning outcomes. New program request are expected to document a need for the program, financial resources to support the program, and alignment with the mission of the College.

OSRHE various forms for curricular change request, which include, but are not limited, new program request, program modification form, program deletion form, low productivity report, new option request,and option deletion.

Faculty Qualifications

NEO ensures that all faculty members, full or part time, have education and/or professional credentials that meet or exceed requirements for the courses they are teaching. Details in Core Component 3.C.2 outline NEO credentialing policy for faculty.

Ensuring Academic Standards for Dual Credit Courses

Students may receive dual credit for college courses taken while the student is in high school. Students take classes at the main campus, the NEO Grove Center, through interactive video (ITV) at their high schools (transmitted from NEO), and/or online. Currently, courses are taught at three high schools by high school teachers during regular class hours. All students, including high school students, are held to the same standards and student learning outcomes and are taught using the same curriculum and course materials. The Department Chair and/or an assigned faculty mentor meet with the faculty to provide the syllabi, textbooks, and other learning materials, and to discuss the expectations for the course. Dual Enrollment Faculty is also expected to attend the Adjunct Faculty Orientation held on the main campus and at the Grove Center.

Learning Resources

NEO ensures that students have access to a variety of learning resources and support to students and faculty. The Learning Resource Center/Library has a collection of 88,000 printed books, 150 print journals, and access to many more resources through the EBSCO database with select full-text resources and interlibrary loan service. The professional librarian provides an orientation to the library services for the Freshman Year Experience classes and the composition classes. The Library staff assists students with searches for books, journal articles, and other resources. The Library staff purchase books and journal subscriptions at the request of faculty to support student learning and faculty resources.

The NEO Tutoring Center (located in the Library facility) is staffed by two full-time tutors and student tutors. The Center is open during regular Library hours. Tutoring focuses on math and writing, but tutors assist students with other subjects as well. Students can also get assistance with writing assignments in the writing lab, staffed by a paraprofessional. The Student Services Support grant staff and student tutors provide individual tutoring for program participants. Online tutoring services are available to all students 24/7 using the *tutor.com* services. Additionally, faculty tutor students during open office hours and by appointment. NEO has offered tutoring on-site at the NEO Grove Center and through ITV to students at the Center. Students requested the services, but participation was rare. Faculty are available to assist students at the Grove Center via ITV if requested. Students are informed of the tutor.com online tutoring services.

NEO provides classroom computer laboratories and open access computer laboratories for students,

faculty and staff. Open access computer laboratories are housed in the Library (40 Dell computers), American Indian Center for Excellence (18 Macintosh computers) and the Information Technology Center (16 computers) for student and faculty use. The NEO Grove Center has an open access lab (6 computers) and a computer lab (24 computers) available for student use when no classes are meeting in the lab, which is the greatest majority of times.

NEO provides students with other support resources, such as videos for using the D2L learning management system; an online guide for students at a distance; online student resources, such as Connecting Learning to Life and Developing Successful Study Skills; and access to free software for students through institutional licensing agreements.

Response 4.A.5

Three NEO associate in applied science degree programs hold specialized accreditation: Medical Laboratory Technician (MLT), Nursing, and Physical Therapist Assistant (PTA). In 2013 the MLT program received seven (7) years of continued accreditation by the National Accrediting Agency for Clinical Laboratory Sciences. The Physical Therapist Assistant (PTA) is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) of the American Physical Therapy Association. The PTA Program was re-accredited in 2012 with a follow-up written report accepted by the accrediting body in 2014. The next accreditation visit will be 2022. The Nursing program is accredited by the Accrediting Commission for Nursing Education (ACEN). In 2014, the nursing program received continued accreditation with a warning and a follow up visit for Standard 2 (Faculty and Staff), Standard 4 (Curriculum), and Standard 6 (Outcomes). The ACEN follow up visit was conducted September 28-30, 2016. The team report states that the Nursing Program is in compliance with the three standards. The ACEN Board is scheduled to make a decision on the continued accreditation of the nursing program at the March of 2017 meeting of the Board of Commissioners.

Response 4.A.6

NEO evaluates the success of its students and graduates with available data. In years past, the universities shared data about transfer students such as grade point average, but the universities no longer provide this data unless the student signs a release for the university to provide the data to NEO, limiting access to data. The applied science program faculty contact graduates to track job placement and/or transfer. The health science programs also collect survey data from graduates about their preparation for employment in their fields and survey data from employers about the preparation of graduates.

Sources

- NEO College Catalog 2016_2018
- NEO College Catalog 2016_2018 (page number 51)
- NEO College Catalog 2016_2018 (page number 52)
- NEO Curricular Change Request form
- NEO HLC & Specialized Accreditation
- NEO Student Guide to Online Learning

- OSRHE Course Equivalency Project
- OSRHE New Program Request Form
- OSRHE Policy Manual Chapter 3 Academic Affairs
- OSRHE Policy Manual Chapter 3 Academic Affairs (page number 35)
- OSRHE Policy Manual Chapter 3 Academic Affairs (page number 63)
- OSRHE Program Review Template
- OSRHE_NEO College ECE Low Productivity Report Sept 2015 (1)
- OSRHE_NEO College Program Change_Social Sciences

4.B - Core Component 4.B

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Argument

Response to 4.B.1.

NEO is committed to improving student learning through a process of assessing student learning. The assessment process focuses on (1) the collection and analysis of evidence to determine how students are meeting student learning outcomes, (2) the formulation of strategies to improve student learning outcomes as determined appropriate, (3) the implementation of the strategies, and (4) the reassessment of evidence. The assessment process for developmental education and general education outcomes is established. Program and course assessment is in need of improvement. The Vice President for Academic Affairs and the part-time Assessment Coordinator are working with faculty by department to continue the development of a comprehensive program assessment process for each program.

During the last comprehensive HLC visit in 2007, faculty were conducting course level assessment, and documenting assessment, data, and strategies planned in response to the analysis. With the exception of the health science programs, course level and program assessment is not currently being conducted consistently. The assessment coordinator position is a part-time position held by a faculty member who is paid a stipend for additional responsibilities. Over the last 10 years, NEO has had five different assessment coordinators, creating challenges for consistent facilitation of the assessment process. NEO administration is committed to quality academic programs and courses and has made assessment of student learning across all programs a priority.

NEO's Assessment Committee, composed of faculty, is chaired by the Assessment Coordinator. The General Education Assessment team members, who are working on the HLC Assessment Academy project, are members of the broader academic Assessment Committee as well. The Assessment Academy team members share their knowledge and experience with assessment as well as assist the Committee in developing an assessment process that incorporates general education goals into academic program assessment. The Assessment Coordinator communicates the progress and assessment results to the Vice President for Academic Affairs.

The Vice President for Academic Affairs and the Assessment Committee developed a timeline for re-establishing a comprehensive assessment program for academic programs, including assessment in academic courses.

In 2014, the current Assessment Coordinator and the Early Childhood Education faculty facilitated a

workshop to assist full-time faculty. The discipline faculty worked together to review and revise the student learning outcomes (SLOs) in measurable terms. As indicated in the timeline, faculty will continue revising SLOs for leveling and progression of SLOs, as determined appropriate.

Response to 4.B.1

General Education Assessment

NEO joined the HLC Assessment Academy in 2014. NEO's project is focused on improving assessment of General Education student learning outcomes. NEO's general education goals are *effective communication*, *quantitative reasoning*, *critical thinking*, and *information literacy*. These goals are consistent with the College's general education program based on the Oklahoma State Regents for Higher Education General Education Framework (OSRHE Policy 3.14.6).

Effective Communication

Students should be able to:

1. Choose language, style, and organization appropriate to particular purposes and audiences.
2. Express a main idea as a thesis, hypothesis, or other appropriate statement.
3. Develop a main idea clearly and concisely with appropriate content.
4. Develop a personal voice in written or oral communication.
5. Gather, select, organize, evaluate, and document information appropriately.
6. Written: Demonstrate mastery of the conventions of writing, including grammar, spelling, and mechanics.

6b. Oral: Speak clearly and confidently, using the voice, volume, tone, and articulation appropriate to the audience and occasion.

Quantitative Reasoning

Students should be able to:

1. Explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words).
2. Convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words).
3. Solve problems successfully using calculations.
4. Make judgments and draw appropriate conclusions based on the quantitative analysis of information.
5. Make and evaluate important assumptions in estimation and modeling, and identify illogical answers.
6. Express quantitative evidence in support of the argument or purpose of the work (in terms of what evidence is used and how it is formatted.

Critical Thinking

Students should be able to:

1. Identify and clearly explain the issue/problem
2. Isolate facts or relevant information to develop a coherent analysis or synthesis
3. Identifies own or others' assumptions and treats information in context

4. Use evidence or sound reasoning to justify a position
5. Draw conclusion based on evidence and sound reasoning

Information Literacy

Students should be able to:

1. Define specific information needed to solve the problem or answer the question.
2. Locate appropriate and relevant information to match informational needs.
3. Identify and use appropriate print and/or electronic information sources.
4. Evaluate information for currency, relevancy, and reliability.
5. Use information effectively.

The process and responsibilities for assessment of student learning are described in the NEO Assessment Academic Assessment Report.

Developmental Education Assessment

NEO has an open door admission policy. The greatest majority of students (at least 65%) need remediation in at least one subject area before progression to the corresponding college-level course. Academics, the College administration, and student services staff use the assessment process to continuously improve the remediation program at NEO College. The goals for developmental education are to:

1. Increase the percentage of students who successfully progress to college-level courses in each discipline: composition, mathematics, science, and/or reading (for other disciplines).
2. Decrease time to graduation by reducing time students spend in remedial (developmental education) classes.

As a result of the analysis of data for developmental education and exploration of national models for improving outcomes in developmental education, NEO is implementing strategies for improving SLOs, persistence, and completion. Faculty members are currently working on developing a co-requisite model for remediation in mathematics and composition, with a target of implementation fall of 2017. A more in depth discussion of the assessment process applied to developmental education (remediation) is included in the NEO Academic Assessment Report.

Response to 4.B.2.

As stated in the introduction to Criterion 4.B, NEO is consistently assessing student learning outcomes in general education and developmental education. A discussion of the assessment of SLOs is included in the NEO Academic Assessment Report.

The health science programs (Nursing, Medical Laboratory Technician, and Physical Therapist Assistant) also consistently assess student learning outcomes, as reported to each program's specialized accreditation body. The Agriculture programs and the Computer Science program require that students complete a capstone course. The music and art programs include an end of program performance or exhibition of the students' work. The academic program projects (capstone course, performance, and exhibition) are assessed for individual student performance. The faculty members who teach Basic Composition use the same rubric for assessing student's final essay in the course and the faculty members who teach College Algebra have created a common final exam, used in all college algebra course sections. The Assessment Coordinator is working with the faculty to aggregate

the data from these assignments and projects to assess students learning outcomes for continuous improvement.

NEO has co-curricular programs that have not been included in any kind of formal assessment of effectiveness. The Vice President for Academic Affairs has recognized the need to develop specialized assessment processes for co-curricular activities and will be working with the Assessment Coordinator, the Academic Assessment Committee, faculty and student services staff to create meaningful assessment of these programs.

Response to 4.B.3.

NEO uses data to improve student learning and outcomes. For example, strategies are being implemented to improve student outcomes for students placed in developmental education as a result of analysis of outcomes in developmental education courses. As discussed in the NEO Academic Assessment Report, a co-requisite model is being implemented for composition and mathematics. The co-requisite model is based on experiences of college's in other states. At two state-wide meetings in 2016, experts in co-requisite models shared their experiences as a group and individually with NEO math and composition faculty. NEO mathematics and composition faculty members are currently working on the co-requisite design and plans for implementing the model fall of 2017. The reading instructor is joining in on the discussion and planning with consideration for future redesign of the reading program.

The Nursing Program is a model for the use of assessment data to improve student learning. Beginning in 2014, the associate degree nursing faculty and director conducted an extensive review of program outcome data. This data included, but was not limited to, the National Council of State Boards of Nursing (NCSBN) National Council Licensure Exam for Registered Nurses (NCLEX-RN) Program Reports and the Assessment Technologies Institute (ATI) testing results. This data, along with other data, was used to identify areas in which NEO students/graduates were not performing at the expected level. For example, both assessments indicated that NEO students/graduates were not prepared in pharmacology. The data analysis was used as part of the process to create a *NEW* nursing curriculum. Previously, pharmacology was integrated throughout the nursing courses. In the new curriculum, pharmacology is a specific course taken the first semester of the program and additional pharmacology SLOs are integrated throughout the program. Pharmacology is only one example of how assessment results were used in the development of the new curriculum, which was implemented with the nursing students entering fall of 2016.

The faculty will continue to develop assessment methodologies to improve student learning through a comprehensive assessment program. The Administration supports the improvement of the assessment process and provide faculty with resources. This is evidenced by the administration's commitment to the Higher Learning Commission Assessment Academy project and the consultant to assist faculty with redesign of the developmental education program.

Response to 4.B.4.

NEO's processes and methodologies to assess student learning reflect good practice in gathering data, analyzing data, formulating and implementing strategies for improvement, and reassessing for effectiveness of strategies.These processes and methodologies are evidenced in the assessment of general education student learning outcomes, developmental education student learning outcomes, and program and course assessment in a portion of the academic programs. The processes and methodologies need to be extended to all academic programs. A timeline and process for applying assessment of student learning outcomes to all programs has been developed. The Vice President for

Academic Affairs (VPAA), the Assessment Coordinator, and the Assessment Committee continue to work with faculty in developing and implementing assessment plans in all academic programs.

Discipline faculty members are responsible for determining course-level and program-level student learning outcomes. In 2014, full-time faculty participated in a workshop on developing measurable student learning outcomes (SLOs), presented by the Assessment Coordinator and the Early Childhood Education instructor. Faculty worked together by discipline to review and revise course-level student learning outcomes. The faculty uploaded the revised SLOs by department and by course into Excel spreadsheets, stored in the Academics OneDrive cloud storage for access as needed. Updating course SLOs is an ongoing process for faculty.

Faculty members are responsible for developing the assessment methodologies that best fit the course and program needs. The Assessment Committee, composed of faculty representing the various academic departments, are developing tools to help faculty with the assessment process and developing a reporting process for program and course level assessment. The VPAA serves in a consultant role in helping faculty understand assessment from a course and program level perspective and in providing resources to help faculty to conduct assessment and implement strategies for improvement.

Faculty members have created courses and assessment tools that serve as the foundation of assessment. For example, the Agriculture Department has capstone courses in Agriculture, Equine and Ranch Management, and Natural Resource Ecology and Management. The Computer Science program also has a capstone course. The English faculty use rubrics for assessing student's written assignments and the math faculty created a final examination to be used in all College Algebra sections. The health science programs incorporate external data from the licensure exam reports and/or other assessment tools as part of the assessment of student learning outcomes.

Sources

- NEO Academic Assessment Summary 2017
- NEO Academic Assessment Summary 2017 (page number 6)
- NEO Academic Assessment Summary 2017 (page number 19)
- NEO Co-Requisite Project Initial Report_Nov 2016-1
- NEO NURS 1011 Pharmacology syllabus
- OSRHE Policy Manual Chapter 3 Academic Affairs
- OSRHE Policy Manual Chapter 3 Academic Affairs (page number 129)

4.C - Core Component 4.C

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Argument

Response to 4.C.1.

The goals for retention, persistence, and completion are ambitious and attainable. The majority of first-time freshman enter NEO with one or more academic deficiencies as assessed using the ACT and/or the Accuplacer Computerized Placement Test. Additionally, a majority of NEO students are first-generation, based on available data. In establishing the goals, NEO's data over a 4-5 year period was analyzed and the NEO retention rates and graduation rates were compared to peer institutions. Institutional goals for student retention and completion were established to be attainable, considering NEO's at-risk student population. Data presented in the Institutional Effectiveness Report was analyzed to determine a baseline for establishing the goals.

Retention Goal

Goal: Increase fall-to-fall retention of full-time, first-time degree/certificate-seeking undergraduates

Benchmark:

- 3-year average fall-fall retention – 55.9%

Goal:

- Increase 3-year average fall-fall retention rate to at least 59% by fall 2020

Graduation/Completion Goal

Goal: Increase degree/certificate completion rate for full-time, first-time degree/certificate-seeking undergraduates

Benchmark:

- 3-year average graduation rate for 150% of degree/certificate completion – 22.5%

Goal:

- Increase 3-year average of the 150% graduation rate to at least 24% by fall of 2020

Response to 4.C.2.

NEO collects and reports enrollment, retention, and completion/graduation data to the Oklahoma State Regents for Higher Education, the coordinating board for higher education, through the Unitized Data System. This data is reported in Integrated Postsecondary Education Data System by the State Regent's UDS staff and reviewed and approved by NEO's IPEDS Keyholder.   Data is also used by the OSRHE staff for the state and institutional participation in the "Complete College America" initiative.

Each semester, institutional data is retrieved internally and analyzed by the Executive Council as well as institutional committees and taskforces. The institution regularly examines fall-to-spring and fall-to-fall retention rates, and completion rates. Internal reports and completion data by academic program is shared with the Executive Council (the President and Vice Presidents) and with the academic department chairs.

All academic programs are reviewed every five years at a minimum. This review includes enrollment data and completion data for the individual program. The Program Review is prepared by the discipline faculty and department chair. Individual programs' retention rates are evaluated in conjunction with the program review process. Program review committees, composed of faculty representatives from each academic department, review the Program Review and meet with the department chair and faculty. The committee makes recommendations about the program to the department chair, discipline faculty, and the Vice President for Academic Affairs. The final report is presented to the College President. The governing board receives a summary of the Program Review and recommendations. The final report is submitted to the Oklahoma State Regents for Higher Education for approval.

Response to 4.C.3.

NEO College regularly reviews and uses data on student retention, persistence, and completion of programs to improve academic programs, student services, and other support services. As discussed in 4.3.B, data analysis has shown evidence that student retention is impacted by students with academic deficiencies not progressing to college-level courses or not being successful in college-level courses, if they pass the developmental courses. This data is being used to redesign the developmental education program, with an overall goal of student persistence and degree completion.

Revisions to the OSRHE Assessment policy now allow colleges to uses other multiple measures to determine placement in college-level courses. A taskforce composed of faculty and student services staff are analyzing data to identify measures appropriate for students at NEO College. The goal is to more effectively place students in college-level classes and thus, improve student outcomes and persistence.

NEO administration analyzes information about students who do not return the following semester. Items considered include academic standing (probation or suspension), bursar balances, not

completing all steps of the financial aid process, and other non-academic factors. Data analysis revealed that students are beginning the financial aid process, but there are multiple points in which the students do not complete the process, such as not submitting requested documents. In response to this finding, the Vice President for Student Affairs and Enrollment Management is working the Financial Aid Director to implement strategies for improving student completion of the financial aid process, if the student desires financial aid.

Data analysis also revealed students who leave NEO College with at least 40 credit hours completed, but no degree earned. The Registrar, the Center for Academic Success and Advisement (CASA), and academics continue to develop strategies to improve advisement for degree completion, including helping students with the Reverse Transfer process, and advising students of the benefit to completing an associate degree, such as the state-wide articulation for students with an associate in arts degree or associate in science degree. Also, the CASA staff contact students who are near degree completion to assist them to provide assistance as deemed appropriate.

In 2016, NEO hired a consultant to assist with improving retention, persistence, and completion. The consultant did an independent analysis of NEO data. She has shared her analysis and recommendations for improving student learning outcomes for at-risk students and to create a "first year experience," not limited to an orientation class. A group of faculty, support staff, and administrators conversed with the consultant through web meetings. The consultant plans to visit campus during the spring semester to provide additional assistance.

NEO administration recognizes that student satisfaction is an important component in retention, persistence and completion. NEO used data from the ACT Student Satisfaction Survey and student focus groups to identify what was important to the students. Students had three concerns: student parking, student housing, and dining services.

In 2012, NEO contracted with Sodexo to provide food services on campus. Simultaneously, NEO remodeled the Student Union building, including the dining room and the café. NEO also build a new Student Housing Complex with suite-style living. Another new housing facility is under construction. The newest facility has fewer amenities than the suites, but it allows students to control the heat and air in their rooms and offers improved bathroom facilities, while maintaining affordable housing. Finally, additional parking has been added at three locations on the west side of the campus and a parking lot designed to fit the needs of larger trucks was added near the residence halls.

NEO continues to collect and analyze data to improve student retention, persistence and completion, focusing on academic and non-academic factors.

Response to 4.C.4.

NEO uses several sources for collecting information about student retention, persistence, and completion of programs. One source is institutionally extracted data from the College's student information system. In the past, NEO used SCT Plus, a DOS based system. Computer programmers extracted data, allowing for breakdown data by multiple variables, such as race, class (freshman, sophomore), ACT scores, GPA, etc. The Oklahoma Agricultural and Mechanical Colleges System converted to Banner by Ellucian. The conversion process has taken several years. The college application for new students and course enrollment went live in Banner fall of 2016. As reports are developed and employees receive additional training, NEO will be able to access data for analysis in a timely manner. Currently, the employees are learning how to use the reporting and data extraction, and the programmer is working on implementing the Cognos software to provide greater data access.

The Oklahoma State Regents for Higher Education (OSRHE), the state coordinating system for higher education, requires Oklahoma's public colleges and universities to submit data through secure file upload throughout the year. The data includes, but is not limited to, student enrollment, demographics, degree and certificate completions, course section information, and human resource data. The OSRHE staff produces reports, accessible to the colleges, comparing select data by institution, such as the number of degrees granted, persistence rates, etc. This data is beneficial for peer institutional analysis.

NEO administration also analyzes the annual IPEDS Data Feedback Report, which provides institutional data as well as a comparison to peer institution data, for colleges selected by NEO. College administration selected the peer institutions similar in enrollment size, rural, residential, and located in Oklahoma and/or the tri-state region. In addition to analyzing the data for areas of improvement, the College President also shares the data with department chairs, directors, and other stakeholders.

Data is reviewed and analyzed by the College President, the Vice Presidents, Department Chairs, Directors, and institutional committees and task forces (composed of faculty and staff). An illustration of sources of data and data analysis is available in the Institutional Effectiveness Report.

Sources

- Dr. Weber Consultant_deliverables
- Institutional Effectiveness Report 2016
- IPEDS Data Feedback Report 2015
- OSRHE 2015-16 Persistence Rates Within the Institution
- OSRHE Program Review Template

4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Summary

Sources

There are no sources.

5 - Resources, Planning, and Institutional Effectiveness

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

5.A - Core Component 5.A

The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Argument

Response to 5.A.1

Fiscal Resources

NEO has the fiscal resources necessary to support and sustain effective operations of the College. The primary sources for revenue to support the Educational and General (E & G) operations are state appropriations (48%) and tuition and fees (52%). NEO College does not receive any revenue from local property taxes.

Grant funding ($1.4 million in FY2016) provides additional support for educational functions, based on the goals and objectives of each grant. Examples of grant funding includes U.S. Department of Education Title III, Part A grant for Non-Tribal Native American Serving Intuitions, the federal Title III, Part F grant for Non-Tribal Native American Serving Institutions, the U.S. Department of Education TRIO Student Support Services grant, and Carl Perkins grant for technical programs (pass through the Oklahoma Career Technology system), Adult Literacy grant for adult basic education and English as a second language (pass through from the Oklahoma Career Technology system), the federal TRIO Upward Bound program for high school students, and the ALLIED Jobs grant for the Department of Human Services clients.

The College also has auxiliary enterprises, such as housing and the bookstore, which are funded and operate separately from the educational functions. Funding for auxiliary functions are generated through auxiliary operations, such as the campus bookstore and housing revenue.

NEO receives additional annual state appropriations specifically for capital projects. In recent years, these appropriations have been approximately $450,000 per year.

State Appropriations

The state of Oklahoma has a coordinating board for higher education, the Oklahoma State Regents for Higher Education. In accordance with Article XIII-A, Section 2, of the Oklahoma Constitution, the OSRHE recommends the budget allocations to each public institution of higher education to the State Legislature. The OSRHE have established guiding principles and factors in determining these recommendations (OSRHE policy 4.1). Constitutional and Statutory Provision Article XIII-A, Section 3, of the Oklahoma Constitution specifies that the appropriations are made by the Legislature for all higher education institutions and shall be made in consolidated form without reference to any particular institution. The State Regents shall allocate to each institution according to its needs and functions.

Once the OSRHE determine NEO's appropriations for the next fiscal year, the College finalizes its budget proposal for approval by the College's governing board and by the OSRHE coordinating board. State appropriation funds may be used to support educational functions and related operations. The categories include salaries and wages benefits; professional services; travel; utilities; supplies and other operating expenses, such as property, furniture, equipment, library resources; and scholarships and fellowships.

State appropriations for higher education has been on the decline. From a peak of nearly $9.6 million in fiscal year 2009, state support for NEO College has fallen to less than $7.3 million in fiscal year 2017. In 2009, more than 67% of the College's Education and General budgeted revenue was derived from state support. In FY2017, that percentage has fallen to 48%. As state support wanes and mandatory costs increase, the College has had to turn to others sources of revenue, primarily an increase in tuition and fees.

Tuition and Fees

The total tuition and mandatory fees for Oklahoma residents has increased nearly 96% from $70.95 in FY2007 to $139.25 in FY2017. In spite of this increase, the College's tuition and fees have remained competitive with other two-year colleges in Oklahoma.

As a percentage of the total Education and General revenue budget, tuition and fees have grown from 30% in FY2008 to 52% in FY2017. This added reliance on tuition and fees subjects the College to significant swings in revenue due to changes in enrollment. The College has seen credit hour enrollment as low as 47,000 in academic year 2007-08 and as high as 63,500 in academic year 2011-12. Following this growth of more than 30%, credit hour enrollment has retracted to 52,797 in academic year 2015-16. In spite of the volatility in state appropriations and enrollment, NEO College has maintained sound budget planning and fiscal decisions. Currently, NEO College's reserve for Educational and General is $2.4 million.

The College continues to respond to the decrease in state appropriations and the swings in enrollment by scrutinizing expenses and seeking new revenue streams. In the last four years, the College has reduced operating expenses by $1.2 million, nearly 5%. These reductions have been made primarily in the areas of compensation, utilities, and reduction in staff and faculty. More than 35 positions have been cut by not refilling vacated positions, layoffs, and contracting out certain support services. Additionally, the College has improved it financial position by outsourcing food services (2011), grounds care (2016), and janitorial services (2016).

Auxiliary Enterprises

Auxiliary revenues and reserves continue to allow the College to fund various projects and activities on campus. The three primary activities are housing, the bookstore, and food service.

The College houses between 700 and 800 students in traditional residence halls and additional 70 to 80 in suite-style apartments. The housing enterprise generates a surplus of approximately $400,000 per year. An additional housing facility, which will provide capacity for 80 additional students, is under construction at the time of this writing.

The College operates an on-campus bookstore. In addition to textbooks, the bookstore sells supplies, sundries, clothing and spirit gear. The bookstore enterprise generates a surplus of approximately $200,000 per year.

The College has contracted with Sodexo to provide food service. Sodexo serves approximately 6,000 meals per week when school is in session. In addition, Sodexo caters numerous school, community and private events, provides food service for various summer camps, and concessions for athletic events. The College receives an override on student meal plans and commissions on all sales. Each year the College receives approximately $125,000 from the food service operation.

The funds generated by the auxiliary enterprises on campus support various student programs including student clubs and organizations, student government, intramurals, co-curricular activities and intercollegiate athletics.

The College maintains healthy reserves to support its auxiliary activities. Currently, these reserves are approximately $1.6 million.

NEO Development Foundation

The Northeastern Oklahoma Agricultural and Mechanical College Development Foundation works to enhance the College's ability to fulfill its mission, particularly in the area of student success. The Foundation is an independent, 501(c)3 nonprofit corporation governed by a Board of Directors. One of the primary functions of the Foundation is to provide student scholarships. The Foundation also holds fundraising campaigns for construction of campus facilities and discretionary funds to support student activities, faculty professional development, classroom needs, recognition programs, and urgent financial needs of students (such as the purchase of a textbook). During FY 2016, the Foundation awarded approximately $80,000 in scholarships. Currently, the Foundation manages a $3.3 million investment portfolio, including endowed, restricted, and unrestricted gifts, and is preparing for a major gifts campaign surrounding the College's centennial in 2019. The Foundation initiated a Centennial Campaign in 2017 with the goal of raising $10 million in celebration of the College's 100th anniversary.

Human Resources

The College has a highly qualified and committed workforce of approximately 245 people. The workforce is comprised of 57 full-time faculty, an average of 60 adjunct faculty, 70 administration and professional staff, and 60 classified personnel. The administration works hard to attract and retain the best talent possible. The College also utilizes student work-study when possible. Although the College has reduced its workforce in the past several years, NEO has sufficient human capital (resources) to support and sustain educational programs and support for student success. The College organizational chart delineates the structure of educational services, students support services, and

other nonacademic infrastructure.

Faculty

NEO has decreased the number of full-time faculty over the past five years; however, the College continues to maintain one of the highest percentages of full-time faculty in rural, public, two-year colleges in Oklahoma. NEO administration and faculty believe that one of the greatest strengths of the College is full-time faculty who not only teach, but also advise, tutor, recruit, and actively engage in professional activities, such as committee work, curriculum development, and new initiatives to support student learning. Any decision to cut a full-time faculty position has been made after thorough consideration of the impact the decision will have on classroom instruction, student needs, and student outcomes. Reduction of full-time faculty positions was primarily due to enrollment shifts and to the discontinuation of low producing academic programs and program options. Program reviews for all academic programs are conducted every five (5) years in compliance with the OSRHE Program Review policy and process. A discussion of Program Review is included in 4.A.1. Additionally, low producing programs (based on headcount and degrees or certificates awarded) are reviewed more frequently. Decisions about discontinuing any academic program is based on long-term trends in productivity, the need for the program to meet workforce needs in the community and region, previous efforts to grow the program, and the potential for growth based on program improvements, recruitment, and industry support.

Administration and Professional

The College's administration and professional staff provide the expertise to implement and achieve the college's mission and strategic plan. The Executive Council, comprised of the President and three Vice Presidents, meets weekly to ensure that the College is moving consistently forward.

Classified Staff

The Classified staff are essential to the functions of student services, campus safety, admissions/records, bursar, accounting, information technology, residential life, office support, and facility maintenance. Their contribution to student success is immeasurable.

Physical Resources

The College's main campus sits on 80 acres. It features the administrative/library building, 10 academic/laboratory buildings, a student union/cafeteria, five residential buildings, two gymnasiums, an Olympic size pool and workout facilities, maintenance facilities, and athletic facilities.

The College has two agricultural properties. One sits adjacent to the main campus. This 40-acre property consists of a "wet-lands project," a cattle working facility and pasture. The 200-acre Synar Farm is approximately one mile from campus. The farm features an indoor arena, a horse stalling barn for student horses, livestock working facilities, pasture land, and two houses. It is often referred to as "our largest laboratory." A new animal science laboratory building is under construction at the time of this writing. The facility is funded through the Foundation fundraising campaign and student fees. Additional improvements are planned through the ongoing fundraising campaign.

The NEO Grove Center is located in Grove, Oklahoma, approximately 35 miles from the main campus. The facility was developed as a joint project between the City of Grove and NEO College, with funding support from the Oklahoma legislature, in 1998. The facility and property is owned by the City of Grove, and operated by NEO College. The Grove Center has five classrooms, three of

which have interactive video send and receive capabilities; one 24- seat computer lab/classroom; one open access computer lab; a conference room; two faculty offices; and office space for Center administrative staff.

Technology Resources

NEO Information Technology (IT) supports student learning, student services, faculty and staff services, and college operations. The IT center is staffed by a director, a HelpDesk Manager/Administrative Assistant, Network Administrator, System Administrator, two technicians, and one programmer. IT is also supported through shared services with Oklahoma State University as part of the Board of Regents shared services project and IT is also supported through the statewide internet service OneNet.

Classrooms are equipped with projection systems. The nursing classrooms and laboratories are equipped with Smart Technology. NEO provides all full-time faculty with laptops computers and offers laptop computers for adjunct faculty checkout on a first-come, first-served basis. Five instructional computer laboratories are available. Students have access to three open access computer laboratories on campus. The Nursing Program has computers for student use in the Nursing laboratory. Student participants in the TRIO Student Support Services program have access to the program computers for student use as well. The Grove Center (off-campus site) has one computer lab (24 seat) for classes and one open access laboratory. Students may use the instructional computer laboratory when no classes are meeting in the room. Through the Oklahoma Master Lease program, NEO is able to replace instructional computers every four years.

NEO uses the Brightspace (D2L) learning management system, which was upgraded to the cloud based instance in June of 2014. NEO IT staff is preparing to move to Brightspace Daylight in the summer of 2017, which will provide better access and usage for mobile devices. TurnItIn plagiarism software is integrated with the D2L.

Students, staff, and faculty access online services through Banner Self Service. NEO provides a single sign-in access for Banner, email, and D2L. NEO also offers additional software for instruction, such as Zoom for lecture capture and synchronous sessions with students, Snagit and Camtasia for video creation, Articulate 360, and discipline specific software products. NEO provides a limited selection of free software downloads for students through a system-wide license agreement. Students and employees may download free Microsoft Office products for educational purposes. The software downloads are available through the NEO website and require login using the GoldKey credentials, provided to all students and employees. Faculty may create and store videos for instructional purposes on secure servers maintained by the NEO IT department.

NEO has the capacity to deliver interactive video classes to the NEO Grove Center (off-campus site) and eight high schools in the designated service area. The NEO Grove Center has three ITV classrooms with send and receive capability. New Polycom equipment was installed in 2015-2016 at the distant sites. The main campus also has three ITV classrooms with send and receive capability. The equipment on-campus is two years old. All ITV classes are recorded and are available to students through on-demand streaming. With the exception of two on-campus classrooms, all Polycom equipment was purchased through grant funds. The Polycom systems may also be used for lecture capture in other classes as well. IT staff work with Academic Affairs to schedule classrooms and provide support for the ITV classes, including faculty training.

Wireless access is available across campus, including housing and athletic facilities. Current fiber optic lines were installed over 20 years ago and do not meet current capacity needs. NEO plans to

begin installation of new fiber optic cable in the summer of 2017 (Strategic Goal – Information Technology 2), to meet current needs and to allow for expansion in the future. The bandwidth backbone will be increased to 10 gbps. Firewalls will be upgraded, which will allow additional bandwidth provided by the statewide OneNet Internet. The project will also allow for fiber optics to be ran to the College Farm instructional facilities, approximately one mile from the main campus. The Board of Regents approved the project. The Project will be funded through a combination of U.S. Department of Education, Title III grant funds, and the Oklahoma master lease program. NEO hired consultants (Chickasaw Telecom and TeleCo) to assess NEO's needs and made recommendations for upgrades. Oklahoma State University network engineers also assessed the needs for equipment and ongoing upgrades.

Chickasaw Telecom also assessed NEO access points throughout campus. One of the challenges of NEO's wireless access is the construction of the walls in the older buildings on-campus impede wireless access to rooms in the older residence halls and in some of the classrooms. Wireless access is available in the hallways and common areas, but not consistently available inside in some of the residence hall rooms and some of the classrooms. The recommendation is to add access points in the rooms that do not have consistent wireless access. Funding for all the recommended access points is not included in the current project; however, additional access points remain a priority for improving technology.

Safety is a priority identified through the strategic planning process. One of the strategic goals is to increase the use of cameras across campus. In 2017, NEO hired a consulting firm to analyze the campuses needs and to make recommendations for the installation of additional cameras across campus and upgraded equipment and software.

Shared Services

In addition to services provided by NEO employees and contracted services, NEO also receives support for its operations through shared services with other colleges and universities in the Oklahoma Agricultural and Mechanical Colleges System. One of the primary services shared is technology support. Oklahoma State University Information Technology department is responsible for the Banner information system for all colleges and universities in the system. NEO IT and staff work with OSU IT personnel to set up, manage, update, and trouble-shoot issues with Banner functions and integrated software, such as the Brightspace D2L learning management system, the Cognos reporting system, and the Degree Works degree audit system. All System colleges and universities share legal services and financial audit services, provided by the governing board through the Board operations office.

In 2016, Oklahoma State University Human Resources Department assumed primary responsibility for Human Resources functions at NEO College. The NEO Vice President for Fiscal Affairs oversees the on-campus HR functions and a NEO staff member is responsible for those functions assigned to the individual campuses, such as verification of new employees, posting job positions, scheduling benefit sign up on campus, coordinating time sheet and leave report submission and approval, and the Family Medical Leave Act process.

The governing board is evaluating the need and benefits of adding more shared services for the System colleges and universities.

Response to 5.A.2

Educational programming and academic support are a priority for NEO administration. In an era of

decreasing financial support from the state, the College has focused on maintaining and adding academic programs that best fit the needs of the students and the regional workforce.

The College's budget in 2007-08 allocated 53.1% ($7,468,716) of all Educational and General (E&G) funds to instruction and academic support. Despite a reduction in state support in excess of $2,000,000, the 2016-17 budget allocated 47.1% ($7,273,154) of all E&G funds to instruction and academic support. See Chart 5.A.2. for historical comparison. A strict "wall of separation" is maintained between the academic funds and auxiliary funds of the College.

Response to 5.A.3

NEO goals and mission are realistic in light of the institution's capabilities and available resources. The current Strategic Plan Vision 2020 identifies the priority goals of the College:

Campus Facilities
The goals for improving campus facilities fits the mission by continuing to provide on-campus housing. There is also a need for preserving existing buildings, which house the instructional classrooms. NEO has shown experience in funding raising for capital improvements as evidenced by the funds raised for the construction of the new Animal Science Laboratory Building and the Multipurpose Athletic Center.

GOALS
1. Enhance student living with modern amenities and construct new residential housing.
2. Preserve and renovate historic campus buildings.
3. Increase fundraising to renew capital funds.

Enrollment Management
The goals for enrollment management are realistic and support NEO's mission. Tulsa, Oklahoma is the nearest major metropolitan area in Oklahoma. Enrollment from Tulsa declined as public higher education opportunities increased in the Tulsa area. However, recent efforts demonstrated that enrollment of Tulsa students could realistically be increased with a designated recruiter in the Tulsa area who was able to make connections with students and counselors. However, turnovers in the Tulsa recruiter position have presented challenges.

Implementation of the new Banner system for student enrollment will help streamline the enrollment process.

GOALS
1. Increase market share in the Tulsa-metro area.
2. Streamline enrollment procedures.
3. Strengthen college branding to improve enrollment and retention.

Information Technology
The goals for information technology are attainable. NEO Coordinator for Online Learning and faculty who teach online have established standards, policies and procedures for maintaining quality online courses through implementation of Quality Matters Essential Standards. NEO is accredited to offer online courses. NEO Academics is preparing to seek accreditation to offer distance programs (50% or more of a program requirement). NEO has submitted the initial documents to HLC for the substantive change request. The goal is to complete the request process by March of 2017.

NEO has identified funding for the upgrade of the fiber optic network and has received governing

board approval to begin the upgrade.

The Vice President for Academic Affairs and department chairs work with the Director of IT to identify technology appropriate for classroom instruction at NEO. At the time of this writing, an online survey is being conducted to get feedback from faculty about their use of technology, their interest in additional technology, and professional development with the use of technology.

GOALS
1. Expand online course availability.
2. Update fiber-optic network.
3. Increase on-campus classroom technology

Student Success
These goals are achievable. The faculty in composition and math are working on a co-requisite model for remediation. The addition of graduation and transfer coaches and proactive advisement will require funding sources. The governing board and the OSRHE have approved a student fee that will help offset the cost of the services, but the College administration decided to wait before implementation because of recent tuition increases due to reductions in state appropriations. The College continues to seek grant funding to support pilot projects related to these goals.

GOALS
1. Provide proactive and mandatory academic advising.
2. Create an accelerated remediation process.
3. Establish graduation and transfer coaches.

Campus Safety

These goals are attainable. The Public Safety Department (campus safety) provides training. NEO plans to hire a consultant to provide an evaluation of the security processes and equipment on campus.

GOALS
1. Conduct a nonpartisan security evaluation.
2. Train staff, faculty, and students in critical safety processes and response protocols.
3. Enhance mental health services.

Response to 5.A.4

The College strives to match potential employees' skill sets to the job description for which they are hired. When appropriate, newly hired employees are sent to the OSU campus in Stillwater, Oklahoma for training and job shadowing. Occasionally, staff from Oklahoma State University conduct training on the NEO campus.

Safety training is required for all employees at least semi-annually. The College utilizes a professional from the office of the Oklahoma State Regents for Higher Education. In addition, employees in the maintenance and physical plant receive safety training quarterly.

Staff members who seek additional work related training (independent seminars, conferences, etc.) are encouraged to pursue such training. Depending on the nature of the training, financial assistance may be made available.

Professional staff are encouraged to maintain professional certifications and are allowed time off to meet continuing education requirements.

The College requires all full-time employees to complete National Incident Management System (NIMS) training through the Federal Emergency Management Agency. The campus Public Safety Department monitors compliance.

Response to 5.A.5

The College prepares an annual budget for each fiscal year. The process is directed by the Vice President for Fiscal Affairs (VPFA). Others included in the process include the Executive Council, department chairs, and budget directors.

Early in the third quarter, the President and Vice President for Fiscal Affairs meet to discuss guiding principles for developing the upcoming budget. During this discussion, short term (less than one year) aspects of the strategic plan are identified. These aspects lead to the guiding principles. For example, one of the College's strategic plan initiatives is to "enhance the student experience and support academic excellence by providing innovative and secure information technology services." Throughout the budget development process, the College will identify the resources necessary to accomplish any short-term projects associated with that initiative as well as for other initiatives in the strategic plan.

Department chairs and budget directors are asked to submit the needs in their respective areas of responsibility. Based on these requests, the VPFA prioritizes to the needs and assigns budget resources appropriately.

The College maintains a campus master plan with the State of Oklahoma. Projects are entered into the states Capital Budgeting Software and include information such as source of funding, impact on employment, impact on operating expenses, revenue generation, etc.

The completed budget and campus master plan are presented to the College's governing board no later than the June Board meeting and submitted to the Oklahoma State Regents for Higher Education in mid-June.

The College's utilizes Banner by Ellucian as its Enterprise Resource Planning system (ERP). Banner has a robust budget checking process to prevent expenditures from exceeding budgets without appropriate approval. Budget directors and department chairs have query access to their respective budgets in Banner. Budget transfers within a department require department chair or budget director approval. All budget increases require VPFA approval. Significant increases in the overall budget require approval from the governing board.

The Assistant Vice President for Fiscal Affairs/Controller prepares quarterly internal financial statements. These cash basis statements are reviewed by the President, VPFA, and internal audit department.

Sources

- Board of Regents Shared Services_Legal_Financial
- NEO FY17 Budget Summary
- NEO Organizational Chart April 2016
- NEO State Appropriations_Tuition & Fees 2008-2016
- NEO Strategic Plan Vision 2020
- OSRHE Program Review Template

5.B - Core Component 5.B

The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies— including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Argument

Response to 5.B.1

The College's governing board, the Board of Regents for Oklahoma Agricultural and Mechanical Colleges, is knowledgeable about NEO College and its operations, and provides effective oversight of NEO finances, operations, and academic practices. The Board meets seven times per year in open session. All Board members receive a meeting agenda and the committee agendas with supporting documents prior to each meeting. Between meetings, Board members and the Executive Director of Board Operations are kept informed of key issues and communicate with the College President regularly. Further discussion of the Board's responsibilities, meetings, etc. is included in Criterion 2.A.

The Board meets its legal and fiduciary responsibilities through the Board policies and procedures that guide and govern the operation of the A&M Colleges [NEO] and delegation of responsibilities to the NEO President. Policies adopted for the Board, by the Board, are maintained in the Board Policy Manual, available on the Board website.

The College President is held accountable for the operation of the College and communication with the Board of Regents. The President is evaluated by the Board annually. The responsibilities are supported by the Office of Internal Audit and Office of Legal Counsel.

Details about the governing board's review of NEO's finances are provided in Core Components 5.A.5 and 5.C.3. The Vice President for Fiscal Affairs updates the governing board on financial concerns, requests the expenditure of funds in accordance with Board policies, and presents audit reports and findings to the Board and actions being taken in response to any findings. The President and/or academic officer present academic related information and items for Board approval. The President presents other items, such as request for approval of contractual agreements, hiring of new employees (in positions requiring board approval), and updates on institutional retention and graduation outcomes.

Response to 5.B.2

NEO has policies and practices that engage all internal constituencies in institutional oversight and

governance. The College has institutional councils that serve in an advisory capacity, including the development of policies and procedures. Council membership reflects representation from departments across campus. Administrators serve as ex-officio members of the Councils. The purpose of the Councils is outlined in the Faculty Handbook. The Strategic Planning Taskforce is comprised of representatives from departments across campus, including faculty and staff.

NEO faculty participate in instructional governance and institutional oversight through the Faculty Association as well as the institutional councils and the Strategic Planning taskforce. Membership in the Faculty Association is voluntary. The Faculty Senate, composed of the President, Vice President and department representatives, meet regularly. Examples of Faculty Senate meeting agendas are attached. The Faculty Senate President and Vice President meet with the College President at least monthly. Sample Faculty Senate agendas are attached.

NEO staff participate in institutional governance through the Staff Association as well as the institutional councils and the Strategic Planning taskforce. The Staff Association President meets with the College President regularly after the Staff Association meetings.

Students participate in institutional governance through the Student Body Government. SBG meets two times a month with representatives from all recognized student organizations and student elected SBG officers. The SBG reports to the Vice President for Student Affairs and Enrollment Management and meets with the College President to discuss issues and concerns important to the student body. Students also have the opportunity to express concerns through student focus groups and periodic surveys.

The President holds a bi-monthly meeting with the Vice Presidents, directors, and representatives from faculty, staff and students. The President updates the attendees on important issues, such as the state appropriations, but the primary purpose of the meetings is to engage campus leaders, faculty, staff and students in discussion about what are key issues at NEO and strategies for addressing key concerns.

The President also appoints ad hoc committees to address current issues. For example, in the fall of 2016, the President asked for volunteers to serve on an ad hoc committee to analyze the current benefits provided by the College and present recommendations for modification of the benefits. The need for this ad hoc committee was in response to the continuing decline in state appropriations, forcing leadership to consider areas to reduce costs. Beginning calendar year 2017, NEO no longer pays for full-time employees' long-term disability, dental insurance, and vision insurance. This decision was made as a recommendation of the benefits ad hoc committee. Full-time employees may purchase these benefits through the Human Resources if desired.

Board of Regents engagement is detailed and supported by evidence in Criterion 5.B.1.

Response to 5.B.3

Administration, faculty, staff, and students are actively engaged in reviewing and setting academic requirements, operating policies, and in evaluation of operating processes. Detailed examples of the various methods of engagement such as committee participation, focus groups, and surveys are detailed in responses to Core Components 5.B.1 and 5.B.2.

Additionally, faculty engages in academic policy development through participation in the Curriculum Committee and the Academic Advisory Council. For example, the Curriculum Committee, composed of faculty, make recommendations as to what should be accepted as a

humanities course or social sciences course. The Committee makes these decisions in accordance with OSRHE policy. The Academic Advisory Council, composed of faculty and academic support staff, review and revise academic policies, such as the Academic Integrity policy. The Council presents the recommendations to the Vice President for Academic Affairs. The Faculty Senate reviews and make recommendations on new policies and policy revisions. Legal counsel reviews the new policy or policy revision. Finally, the Executive Council reviews and approves the policy revision. The governing board approves policies either on an individual basis or as part of the review and approval for revisions to the faculty, student, and/or staff handbooks.

Sources

- Board of Regents Policy Manual TOC
- Faculty Association Constitution
- NEO Faculty Senate agenda_examples
- NEO Faculty-Handbook
- NEO Faculty-Handbook (page number 14)
- NEO Student Handbook 2016-2017
- NEO Student Handbook 2016-2017 (page number 4)

5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Argument

Response to 5.C.1

The allocation of resources – funds, human, and times – are aligned with the programs and activities that support the College mission and the NEO priorities. The Strategic Plan Vision 2020 goals are key to the annual budget process. Even at a time when state funding for public institutions is on a steady decline in Oklahoma, NEO continues to support academic programs, support services, and faculty. Efficient management and planning has allowed NEO to maintain one the highest percentages of full-time faculty in rural, public institutions in Oklahoma (nearly 50%). In fall of 2016, 79% of the course sections were taught by full-time faculty. NEO values the contributions of full-time faculty members. In addition to teaching, full-time faculty assess student learning outcomes, review and revise curricula, provide academic advisement, serve on state-wide taskforces, contribute to the state-wide course equivalency project, sponsor student organizations, serve on departmental and institutional committees and councils, and recruit for the academic program.

NEO allocates its resources in all areas in alignment with the mission and strategic goals. The following provide examples of how allocations of resources are aligned with NEO priorities as stated in the Strategic Plan Vision 2020.

Strategic Plan - Campus Facilities Plan

Goal 1. Enhance student living with modern amenities and construct new residential housing

Construction on the newest student residence facility began December of 2016. The facility will house two students per room, except for room designed for a student with physical disabilities. Two rooms will share bathroom facilities. Students will be able to control heat and air in the individual rooms and each room will have its own sink. The facility will have laundry facilities and storm shelters.

The College funded the construction of the facility through the Oklahoma Master Lease program. The College will service the debt through room fees paid by students living in the facility.

Strategic Plan - Information Technology

Goal 2.Update fiber optic network

NEO plans to begin the replacement of the campus's outdated fiber optics and related equipment summer of 2017. The governing board approved the project. The College used Chickasaw Telecom, TeleCo, and the Oklahoma State University network engineers to assess the campus needs and to make recommendations for upgrades to the network, including new fiber optics. The project will be funded through funds from a U.S. Department of Education, Title III, Part A grant and institutional funds. NEO will use the Oklahoma Master Lease program to fund the College's portion of the project. The debt will be serviced over multiple years.

Further discussion regarding the fiber optic project is discussed in Criterion 5.A.3.

Strategic Plan - Student Success

Goal 2. Create an accelerated remediation process

Academics proposed a co-requisite model for remediation for composition and mathematics, based on the experiences of other colleges and universities. NEO administration has committed to support the co-requisite model. The administration understands that initiation of this project may require additional faculty, particularly for the composition course. The plan is to offer co-requisite courses fall of 2017. Further discussion regarding the co-requisite project for remediation is includes in NEO Academic Assessment Report.

As evidenced in Criterion 5.D.2, NEO has prioritized its goals as stated in the Strategic Plan Vision 2020. NEO continues to implement new initiatives and new strategies to continuously improvement academic outcomes (student learning outcomes, retention, persistence, and completion). A more thorough discussion of strategies is included in the Institutional Effectiveness Report. NEO plans for resource allocations for these initiatives and strategies.

Response to 5.C.2

NEO's budget and planning processes are all data driven. College leadership, faculty and staff analyze data that includes, but is not limited to, assessment of student learning outcomes; enrollment patterns; retention and completion rates (disaggregated by multiple elements); persistence by semester and in specific course sequences, such as development courses through college-level courses by discipline; academic program reviews; OSRHE Unitized Data System peer data; IPEDS Feedback Report Data; IPEDS Peer Analysis Systems data; Survey of Entering Student Entering Student Engagement (SENSE) results; ACT Student Satisfaction Survey results, and focus group responses. The President shares information about priority goals based on the data analysis at the annual State of the College Address. The President also discusses findings and planned strategies at various meetings throughout the year, including Executive Council, department meetings, campus wide employee meetings, and strategic planning meetings.

Various personnel and groups analyze the data. Who does the analysis depends on the purpose and function of the group. Data is analyzed by the College's Executive Council (president and vice presidents), institutional standing committees, strategic planning taskforce and goal teams, department chairs, the academic program review committee, program faculty, and departmental directors. Strategies and priorities are established based on the data analysis. These findings and proposed recommendations are presented to the Executive Council for approval and funding consideration. For

example, the creation of an academic Honors Program for qualified students was an outcome of strategic planning. The academic department chairs drafted a proposal for the program. Following a review by the Faculty Senate, the Vice President for Academic Affairs presented the proposal to the Executive Council. The Council approved the proposal and provided direction for the next steps for development of the program, including the formation of an Honors Program committee and the hiring of a program coordinator. The Executive Council committed to providing funding for a stipend for the program coordinator; programming activities, such as a leadership class; scholarships for at least a portion of the program participants; cost for guest speakers; and other incidental expenses. At the time of this writing, the Honors Committee interviewed candidates for the program coordinator. The College President, the Vice President for Academic Affairs, and the Honors Committee chair meet periodically to discuss the progress of program development and to provide the Committee guidance.

Another example is the co-requisite model for remediation. The former Assistant Vice President for Academic Affairs (position has been eliminated following the resignation of the employee) prepared a report, showing analysis of the persistence rates of students who take remedial math courses and a subsequent college-level math, and the overall completion of remedial courses. The AVPAA presented the findings to the academic department chairs, the Executive Council, and faculty. Each semester the student enrolled in a remedial math course decreased the likelihood for completion. Students who enrolled in a remedial course at least three semesters had less than a 20% probability of completing a college-level course. Initially a summer Math Bootcamp was developed to help students move through the remedial math courses at a better rate. A majority of the participants advanced at least one level in math (to the next remedial math course or to a college-level math course). However, overall completion of college-level math was not significantly greater than for students who did not participate in the Math Bootcamp. The academic department chairs and faculty participated in statewide meetings to explore strategies for improving persistence and completion outcomes for students in remediation. The group drafted a proposal for adopting a co-requisite model for math and composition. The Vice President for Academic Affairs presented the proposal to the Executive Council in November of 2016. The Executive Council approved the proposal and committed funding to support the initiation of the project fall of 2017 so that detailed planning and curriculum could be developed. Math faculty and composition faculty, with the assistance of the respective department chairs and the Vice President for Academic Affairs, are drafting class schedules, designing the supplemental instruction class, and identifying resources to support student learning.

Response to 5.C.3.

NEO engages in regular, comprehensive strategic planning. The previous planning process occurred in 2009. In 2014, a new strategic planning initiative was started, under the leadership of the College President. The planning process involved administrators, faculty, staff, and external stakeholders. The current strategic plan was approved by the Board of Regents in September of 2016.

The annual budget process begins with a review of the Strategic Plan and the Campus Master Plan to identify current and future priorities. The Vice President for Fiscal Affairs meets with the Vice President for Academics, the Vice President for Student Affairs and Enrollment Management, the Academic Department Chairs, and directors and coordinators of the various departments across campus. The leadership team is responsible for meeting with faculty and staff in their respective areas to determine priority budgetary needs for the coming year. The information is shared with the VPFA who drafts a budget for the coming fiscal year based on anticipated state appropriations and projected student enrollment. The President and Vice Presidents work together throughout the budgeting planning process to finalize a budget, considering the needs and strategic goals.

State appropriations to public institutions of higher education have been on a steady decline over the

past five years. (See additional discussion in Criterion 5.A.5) The Fiscal Year 2016 budget was based on anticipated state appropriations projected by the state legislators; however, state revenue fell short so the College experienced four reductions in state appropriations in the second half of the fiscal year. The College was able to maintain financial stability through effective planning and responsible spending. This downturn in state funding was followed by the greatest cuts to the state appropriations for fiscal year 2017. As the Executive Council worked through the challenges of meeting NEO's goals and maintaining financial stability, the College President regularly communicated with the Vice Presidents, department leaders, Faculty Senate leaders, Staff Association leaders, Student Body Government leaders and external stakeholders as well as communicating with all employees through email communications and a campus-wide meeting. Input was sought regarding areas proposed for reduction of funding, such as employee benefits, outsourcing services, and reduction in positions.

The College administration was able to develop a budget for FY17 with plans to implement goals included in the strategic plan such as new housing and replacement of fiber optics across the campus.

Response to 5.C.4

The College administration is very sensitive to fluctuations in revenue. NEO does not receive any funding from local property taxes so the primary sources of funding for educational operations are state appropriations, and tuition and fees. Oklahoma state revenues are closely tied to the oil and gas industry so state appropriations have been in a state of decline the past several years. The administration has demonstrated its ability to make sound financial decisions during this volatile funding environment as evidenced by the College's ability to maintain reserve funds that exceed the percentage recommended by the Oklahoma State Regents for Higher Education. Currently, the reserve funds are equivalent to approximately 14% of the budget. The OSRHE recommend a reserve of at least 12% of the annual budget.

Throughout the spring Oklahoma legislative session, the Chancellor for the Oklahoma State Regents for Higher Education keeps the college presidents informed of legislative discussions about funding for higher education and projected funding for the colleges. This information along with trends in student enrollment and high school graduation rates are used to draft a budget. The budget is finalized once the state legislators approve the annual budget, designating appropriations for higher education.

The State of Oklahoma experienced multiple mid-year cuts in state appropriations in fiscal year 2016. NEO College experienced a total of four mid-year cuts. The Chancellor maintains close contact with the College Presidents to keep them apprised of any anticipated mid-year cuts in state appropriations. The College Presidents meet with the Chancellor at least once per month and additional information is shared through emails, conference calls, and telephone conversations. The President keeps the NEO vice presidents, academic department chairs, and directors informed of any developments so that necessary adjustments to spending can be made in a timely manner. Through proper planning, prioritization of expenditures, and cooperation of the budget directors, NEO College was able to respond to the mid-year cuts in a responsible manner.

Response 5.C.5

NEO's planning takes into account changes in technology, shifting demographics, and globalization. On campus, the College's fiber optic upgrade is an example of planning for the future in technology. The fiber optic upgrade not only addresses immediate needs, but NEO IT is making deliberate decisions to install fiber optics with capacity to meet future demands for speed and the ever growing use of multiple mobile devices. The new fiber optics is expected to meets the College's needs for

years to come.

NEO is upgrading to Brightspace Daylight (D2L) learning management system in the summer of 2017. This upgrade is in response to students' use of multiple forms of mobile devices. Daylight is designed to be more engaging and responsive when using a variety of mobile devices.

NEO also considers how academic programs can meet the changing needs of workforce preparation. 3M Ceradyn is one of only two boron plants in the world. NEO created a partnership with 3M to prepare employees and prospective employees in process technology. NEO created a new program and acquired training simulators through several grant resources. While the program is designed to meet the needs of 3M, the job skills are transferable to other fields, particularly in the gas and oil industry.

NEO has a long-standing computer science program, with an emphasis in programming. Through the analysis of workforce data for Northeast Oklahoma and the state of Oklahoma, along with predictions for high demand jobs in the upcoming years and feedback from local employers, NEO faculty and administrators recognized the growing needs for graduates with training in network security. The computer science program already offered several elective networking courses. The Computer Science faculty proposed a new option in network security for computer science majors. The Option proposal was approved by the NEO Curriculum Committee, the College administration, the governing board, and the Oklahoma State Regents for Higher Education. Faculty began teaching the new courses in the fall of 2016 in a new computer laboratory with network security simulation software. NEO administration and faculty understand that technology, particularly related to network capabilities, will continue to emerge. NEO have discussed hiring additional faculty with specialty in the field as a priority for funding.

Sources

- Institutional Effectiveness Report 2016
- Institutional Effectiveness Report 2016 (page number 9)
- NEO Academic Assessment Summary 2017
- NEO Academic Assessment Summary 2017 (page number 17)
- NEO College Catalog 2016_2018
- NEO College Catalog 2016_2018 (page number 98)
- NEO College Catalog 2016_2018 (page number 114)
- NEO Honors Program Proposal

5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Argument

Response to 5.D.1

In its analysis of data, the College compares its performance to peer institutions within the state and within the region. The annual IPEDS Data Feedback Report is used to compare cost of attendance, enrollment, and graduation rates in the region. NEO also compares its outcome results to peer institutions through the IPEDS peer analysis system (PAS). The OSRHE Unitized Data System reports provide comparative data for public institutions in Oklahoma. The reports provide data in enrollment trends, retention rates, and graduations rates. OSRHE staff provides additional data periodically related to state-wide initiatives, such as Complete College America, Co-Requisite to Scale, Math Pathways, and 15 to Finish. Specific disaggregated data may be requested from the OSRHE. NEO also analyzes institutional data internally.

NEO documents its performance. This information is shared internally at meetings and at the President's annual State of the College address. The President shares the information with the governing board and external stakeholders through meetings with community groups, the Foundation Board of Directors, and local legislators.

As an institution in the Oklahoma Agricultural and Mechanical System, NEO College is in the final stages of a conversion from a DOS based information system to Banner by Ellucian. The application for admission and the course enrollment component went live for the fall of 2016 semester. Banner includes a robust data reporting system. NEO employees are learning how to extract the reports. Additionally, the College's programmer is creating additional reports in the Cognos system, with the assistance of Oklahoma State University's IT staff. NEO has been able generate reports in the past, but the new system will make the reports more readily accessible and provide more employees with access to reports in a timely manner.

NEO does not have a central office for institutional effectiveness. As the number of positions has decreased, responsibilities, such as data analysis and reporting have been redistributed to the remaining positions. Various departments (personnel) obtain data and share the data with groups and individuals based on their functions/responsibilities and/or by request, such as the Faculty Senate. The Vice President for Fiscal Affairs/Director of Human Resources and the Assistant Vice President for Financial Affairs are responsible for financial data and human resources data. The Director of Recruitment maintains reports on recruitment. The Vice President for Academic Affairs prepares reports on instructional related data and serves as the IPEDS Keyholder. The Vice President for Student Affairs and Enrollment Management and the Vice President for Academic Affairs share in reporting enrollment data. The computer programmer extracts data for internal and external reports, and transmits data through a secure portal to the Oklahoma State Regents for Higher Education.

The conversion to Banner creates an opportunity to develop an improved process for documenting data, analyzing data, and establishing benchmarks and goals. As the assurance arguments were prepared and evidence was identified, the need to improve data acquisition, distribution of data, and documentation was identified. Personnel responsible for reports and data management are working together to identify areas for improvement and creating strategies for improvement.

Response to 5.D.2

The Strategic Planning Model provides a clear chain of information and responsibility for faculty and staff members, via involvement on institutional committees, through the NEO Strategic Planning Taskforce to the College President and ultimately to the Board of Regents. This process ensures that operational experiences are discussed. Strategies are planned and implemented to improve each of the institution's component parts' effectiveness and capabilities, which ultimately improves the institution's overall sustainability.

The following are examples of improvements and initiatives that are outcomes of strategic planning and operational experience over the past eight years.

NEO used results from the ACT Student Satisfaction Survey and student focus groups to analyze students' satisfaction with campus facilities. Consistently, two areas were identified as in need of improvement: student housing and the cafeteria. In 2011, the Student Union facility, where the dining room is located, underwent major renovation. A group of students served on an advisory committee for the design of the facility, particularly the dining facilities. In addition to modernizing the facility, NEO outsourced food service to Sodexo.

The residence halls are nearly 50 years old. Students share a common bathroom on each floor. The temperature is difficult to control due to the age of the heating and air systems. NEO maintenance made general improvements to the facilities, but students wanted other options for housing. In 2011, NEO opened a new apartment-style housing complex. The complex offers a number of amenities, including a main lobby entrance featuring a gas fireplace, elevator, Internet bar, and community room with kitchen facilities. The complex accommodates 80 students. The facility remains at capacity with a waiting list.

NEO started construction of another housing facility in December of 2016. The new facility will house two students per room, with two rooms sharing a bathroom. Each room will have a sink and will allow students to control heat and air in the individual rooms. The new facility will not have common areas, like the Student Housing Complex, but storm shelters and laundry will be available.

The Student Satisfaction Surveys also identified parking as an issue. Students want to be able to park closer to the classroom buildings, rather than walking three blocks to the far end of campus. In response to the student request, NEO has added three new parking lots closer to the classroom buildings and a new parking lot for oversize trucks near the housing facilities.

In 2009, NEO included a retreat as part of the strategic planning process. Departments had an opportunity to present proposals for new programs or projects. The departments presented their analysis of data to support their projects and a proposed budget. The participants of the retreat had an opportunity to provide input as to what they thought should be priority projects for funding. The creation of the Center for Academic Success and Advisement is an outcome of the strategic planning retreat. CASA provides academic advisement to incoming students, career advisement, placement testing, administration of assessment surveys, and test proctoring.

Approximately 22% of NEO students identify as American Indian. Additional students identify as having two or more races. At least one of the two races is usually American Indian. CASA staff analyzed retention and completion data for American Indians compared to the non-American Indian population. The staff also analyzed specific outcomes measures. The findings revealed a need to provide services specifically designed for the American Indian student population. Based on the data, NEO received a Title III, Part A grant for Non-tribal Native American Serving Institutions. With grant funds, NEO established the American Indian Center for Excellence. The Center has been maintained after the end of the grant funding. Data analysis showed increases in completion by American Indian students. The greatest improvement in outcomes was the number of students who sought and obtained tribal scholarships.

The Student Success strategic planning goal team analyzed retention data and completion data and compared NEO's rates to peer institutions. The team identified goals related to increasing student retention rates and increasing graduation/completion rates. NEO adopted initiatives to help meet these goals including the development of a comprehensive freshman year experience, redesign of remedial education using a co-requisite model, a Math Bootcamp bridge project, the development of processes to promote reverse transfer of credits, the implementation of the Degree Works degree audit program, and choices in college-level math congruent with the state-wide math pathways project.

Sources

- IPEDS Data Feedback Report 2015
- NEO Strategic Plan Vision 2020

5.S - Criterion 5 - Summary

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Summary

There is no argument.

Sources

There are no sources.