



2020-2021 FactBook



Life changing.

Introduction

The Northern Oklahoma College Fact Book is a collection of institutional data put together to provide information to those who make decisions, write grants, need institutional data for accreditation purposes, and to the general public interested in the institution. The Fact Book is intended to be a snapshot of the collective institution, including data from all three of Northern's locations with data and information updated in July of the year reported. The Fact Book, now in its ninth year, is an annual publication that is intended to grow into a longitudinal study of the institution which gives the reader a history of Northern in previous years.

The data presented in the Fact Book was obtained either from certified data sources, such as IPEDs, or from campus databases. All years, unless otherwise indicated, follow the IPEDS reporting schedule of summer, fall, and spring for that academic year. Thus any year containing data for AY – 2020 includes summer 2020, fall of 2020 and spring of 2021. If the data is collected from a source other than those previously indicated, the source will be reported with the data. Realizing there may be gaps in information, it is requested that Fact Book readers provide feedback so that the future publications may include that information. If any questions arise, please contact the Office of Institutional Research.

Prepared by
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Director of Institutional Research and Assessment
July 2021

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This institution in compliance with Title VI of the Civil Rights Act of 1964, Executive Order 11246 as amended, Title IX of the Education Amendments of 1972 and other Federal laws and regulations, does not discriminate on the basis of race, color, national origin, sex, age, religion, handicap or status as a veteran in any of its policies, practices or procedures. This includes, but is not limited to, admission, employment, financial aid and educational services.

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About NOC

History of NOC



Through the efforts of the Honorable James H. Wilkin, on March 1, 1901, the Oklahoma Territorial Legislature passed an act appropriating money to establish University Preparatory School at Tonkawa. Wilkin also obtained an endowment of land for the school. Consequently, Central Hall was constructed, a faculty employed, and other essentials of an educational institution provided. In September 1902, the doors of the new school swung open to prospective students. Two hundred and twenty-seven young men and women enrolled; thus opened the colorful history of one of Oklahoma's most important and picturesque educational institutions.

As the curriculum expanded and the enrollment increased, new equipment and other facilities became necessary. An act of Congress dated June 2, 1906, provided for the donation to the school of a section of land adjoining the city of Tonkawa. Proceeds from the sale of this land were to be used to provide additional buildings. A similar act of 1909 granted another tract of land for the same purpose. Harold Hall and Foster-Piper Fieldhouse were erected and paid for with the funds secured from the sale of these lands.

The college department was established in 1921, and the institution became a fully-accredited junior college. By an act of legislature in 1941, the name was changed to Northern Oklahoma Junior College. Further changes were made by the state legislature in 1965 with the passage of the Higher Education Code. This new statement of law changed the institution's official name to Northern Oklahoma College. Its three-man Board of Regents was expanded to five and given added authority and freedom in conducting institutional affairs.

In June 1999, Northern purchased the grounds and buildings of the Phillips University campus in Enid. Phillips University, a private institution established in 1907 by the Disciples of Christ, had closed its doors in August 1998. The purchase of the campus allowed Northern to expand its services to its Enid students and to provide for growth of its academic, student and community programs.

In 2001, Northern Oklahoma College celebrated the centennial anniversary of its founding, and, with the beginning of the fall 2002 semester, entered its second hundred years of providing quality education to students. The history of the institution is unique in the annals of higher education.

In August 2003, Northern joined in a partnership with Oklahoma State University to expand educational opportunities for college bound students in Oklahoma. The partnership allowed Northern to expand its services to its Stillwater students.





Tonkawa

The Tonkawa campus, established in 1901, serves as the administrative center for Northern. All program oversight in academic, financial, student service, personnel, development, physical plant, and information technology is housed in Tonkawa. Over 1,500 students attend class on site, by ITV, or via online. Offering over 20 distinct degree paths with over 40 degree options and an array of courses, Northern distinguishes itself as a leading community college in Oklahoma.

Enid

The Enid site was established in 1999 in conjunction with the Oklahoma State Regents for Higher Education (OSRHE) and the City of Enid. This site has grown in offering multiple two-year liberal arts degree programs to some 800 students each semester. The Enid site continues to expand its faculty, curriculum, and numerous clubs and activities.



Stillwater

The Stillwater site, established in 2003, serves multiple missions to area students. Primarily a Gateway Program, the Stillwater site serves students who would otherwise not be admitted to Oklahoma State University. The site, however, also admits students seeking general education courses that transfer to other comprehensive colleges and universities. Northern Stillwater admits approximately 300 new students each fall and spring semester, serving some 1,700 students. March 2017, ground was broken for a New Classroom Building completed in August 2018.



NOC Carnegie Classification

Associate's College with High Transfer-High Traditional - Disciplinary focus is on transfer degrees with fewer than 30% of degrees/certificates in career & technical programs with a dominant student type of traditional students (recent high school graduates).

Mission Statement

Northern Oklahoma College, the State's first public community college, is a multi-campus, land-grant institution that provides high quality, accessible, and affordable educational opportunities and services which create life-changing experiences and develop students as effective learners and leaders within their communities in a connected, ever-changing world.

Vision Statement

Northern Oklahoma College will be recognized as a model institution and leader in academic quality and cultural enrichment, promoting student success, collaborative learning, creative and forward thinking, and community responsiveness.

Core Values

Personalized Education:

We believe in providing individualized services that lead our students to achieving their academic goals in a welcoming and safe environment.

We believe in providing support to students in and out of the classroom so that they receive a full college experience with diverse opportunities.

Community and Civic Engagement:

We believe that educated citizens are necessary for a healthy, democratic society, and that free and open expression and an appreciation for diversity are cornerstones of higher education.

We believe in economic and environmental sustainability and the importance of enriching the intellectual, artistic, economic, and social resources of our communities.

Continuous Improvement:

We believe in the inherent value of intellectual pursuit for both personal and professional growth, as well as in the need to prepare students for 21st century professions.

We believe that a knowledge-centered institution is vital to a knowledge-based economy, and we measure our success against national models and standards of excellence.

2019-2025 Strategic Plan

Goal 1-Student Quality of Life

Goal 2-Recruitment/Retention/Graduation

Goal 3-Employee Quality of Life/Professional Development

Goal 4-Increased Revenue Streams

Honors/Awards

Aspen - Aspen names Northern Oklahoma College as a Top 150 U.S. Community College, eligible for 2021 Aspen Prize



WASHINGTON, D.C., — The Aspen Institute College Excellence Program today named Northern Oklahoma College as one of 150 community colleges eligible to compete for the \$1 million Aspen Prize for Community College Excellence, the nation's signature recognition of high achievement and performance among America's community colleges. Based on strong and improving in student outcomes—including in learning, completion rates, employment rates and earnings, and equity—15 percent of community colleges nationwide have been invited to apply for the Aspen Prize.

“NOC is honored to once again be recognized by the Aspen Institute as one of the best community colleges in the country,” said NOC President Dr. Cheryl Evans. “I’m especially proud of our employees’ efforts to create life changing experiences to help Northern students achieve their academic goals to complete a college degree in order to join Oklahoma’s workforce or transfer to one of our partner institutions to complete their next post-secondary goal.”

This is the 4th time NOC has been recognized by the Aspen Institute College Excellence Program. The 150 community colleges named today as eligible to compete for the 2021 Aspen Prize were selected from a pool of nearly 1,000 public two-year colleges nationwide using publicly available data on student outcomes. Located in 39 states in urban, rural, and suburban areas, serving as few as 500 students and as many as 75,000 students, these colleges represent the diversity and depth of the community college sector.

Data show that over the last two years, student retention, graduation rates, and degree completion have improved at the top tier of 150 Aspen Prize-eligible colleges.

“Community colleges play a vital role in developing talent and enabling social mobility across the country, and it’s critical for them to get better at what they do,” said Josh Wyner, executive director of the Aspen Institute College Excellence Program. “We’re pleased to see evidence that these institutions are improving, that more are delivering on their promise. We’re also pleased to play a role in honoring outstanding community colleges and sharing what works to ensure great outcomes for students—through graduation and beyond.”

For more information, visit <http://highered.aspeninstitute.org/>

Diverse: Issues In Higher Education - Top 100 Minority Associate Degree Produce

The data, compiled exclusively for Diverse by Rhonda V. Sharpe, Ph.D., used the most recent data from the U.S. Department of Education (2017-18 academic year). Using these statistics, Dr. Sharpe has created rankings in the total number of associate degrees awarded at every American institution of higher education as well as specific figures in major fields of study and disciplines.

- NOC ranked #6 in Native American graduates in all disciplines combined
- NOC ranked in the top ten for Native American graduates in the fields of Nursing, Management Information Systems, Agriculture, Engineering Related Fields, Social Science, Visual and Performing Arts, Physical Science, Education and Biological Sciences

For more information, visit <http://diverseeducation.com/top100>

SmartAssets - SmartAssets looked at close to seven hundred public community colleges across the country in order to find the best of the best, and Northern Oklahoma College came in at #3! The college ranked high in the list according to the following factors: the cost to attend the college, the ratio of starting salary to the cost of education, the percentage of students who enroll at the community college, graduate and then go on to transfer to a four-year institution. The chart below posted in the 2014 article from SmartAssets website shows Northern Oklahoma College's rank compared to the other top ten community colleges.

According to SmartAssets 2016 review of NOC, "In the past year, the rate of students who have earned degrees or transferred to four-year schools has increased by 11.6%. The starting salary for the average graduate is 1.9 times the schools total cost of attendance."



WalletHub – 2017s Best & Worst Community Colleges

- NOC ranked #8 as one of the best community colleges in the nation based on independent study.
- NOC ranked #1 in the nation for the Highest Return on Educational Investment
- In order to determine the best community college in the U.S., WalletHub's analysis compared 728 such institutions across three key dimensions including
 1. Cost & Financing
 2. Educational Outcomes
 3. Career Outcomes

| Overall Rank (1 = Best) | Community College | Total Score | 'Cost & Financing' Rank | 'Education Outcomes' Rank | 'Career Outcomes' Rank |
|----------------------------|--------------------------------|-------------|-------------------------|---------------------------|------------------------|
| 8 | Northern Oklahoma College (OK) | 60.08 | 309 | 130 | 5 |

Link to SmartAssets article: <https://smartasset.com/student-loans/best-community-colleges-2016>

Economic Impacts

NORTHERN OKLAHOMA COLLEGE

Economic Impacts

Northern Oklahoma College generated expenditures of \$57.2 million in FY2016 and supported approximately \$92.5 million in total economic output. With a ratio of economic output to appropriations of 10.3, Northern Oklahoma College produced \$10.30 in economic output per dollar of state appropriations.

There are direct, indirect, and induced economic benefits generated in the state and local regional economies through the operational expenditures of the faculty, staff and students of Northern Oklahoma College. The following table details the FY2016 expenditures used to calculate the institution's local regional economic impacts.

Expenditure Impacts (FY2016)

| Expenditure | Amount (\$ millions) |
|---|----------------------|
| Employee Compensation | \$19.4 |
| General Education & Administrative Expenditures | \$31.1 |
| Sponsored Research & Programs | \$0.2 |
| Intercollegiate Athletics | \$0.2 |
| Teaching Hospitals | \$0.0 |
| Capital Expenditures | \$0.0 |
| Nonresident Student Spending | \$6.2 |
| Total Direct Expenditures | \$57.2 |

The table below quantifies the broad economic impacts generated within the local region through the operations and functions of Northern Oklahoma College.

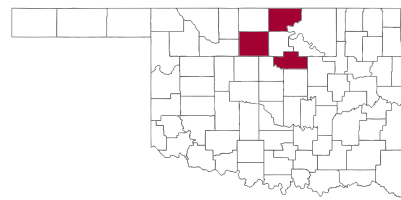
Operational Expenditure Spillover Effects

| Impact Type | Employment | Employee Compensation (\$ millions) | Output (\$ millions) |
|---------------------|------------|-------------------------------------|----------------------|
| Direct Effect | 694 | \$20.4 | \$56.1 |
| Indirect Effect | 42 | \$1.6 | \$4.5 |
| Induced Effect | 201 | \$4.5 | \$32.0 |
| Total Effect | 937 | \$26.5 | \$92.5 |
| Multiplier | 1.35 | 1.30 | 1.65 |

A useful policy measure of the state's financial contribution to higher education is the ratio of the gross economic output of the System relative to the amount of state appropriations used to fund its operations. The table below provides an estimate of the ratio of output to appropriations for Northern Oklahoma College.

Ratio of Economic Output to Appropriations

| Gross Economic Output (\$ millions) | Final Revised FY16 Appropriations (\$ millions) | Ratio of Economic Output to Appropriations |
|-------------------------------------|---|--|
| \$92.5 | \$9.0 | 10.3 |



Impact Types

Direct Effect: The specific impact of the employment and operational expenditures related to the higher education institution.

Indirect Effect: The impact of expenditures by higher education-related suppliers.

Induced Effect: The additional impact of the spending of employees and suppliers' employees in the overall economy that can be attributed to the higher education-related expenditures.

The three types—direct, indirect, and induced—together, are considered the **total effect**. The **multiplier** is the ratio of total impacts to direct effects.

Definition of Impact Variables

Employment: The number of workers (full or part-time) whose employment is due, totally or in part, to the economic effects of the higher education-related expenditures.

Employee Compensation: The wages and fringe benefits received by individuals in the economy.

Output: The dollar value of expenditures.



Prepared by the State Chamber Research Foundation with data from RegionTrack's *The Economic Role of Oklahoma's Public Colleges and Universities* 2018 report

Board of Regents for the AY 2021



MICHAEL P. MARTIN (Stillwater, OK), Chair, is an attorney at Martin, Jean, Jackson Attorneys at Law in Stillwater. Michael attended Oklahoma State University, graduating magna cum laude with a Bachelor of Science in Business Administration in 2005. He received his Juris Doctorate degree from the University of Oklahoma College of Law in 2008 and was admitted to practice in the State of Oklahoma that same year. Michael is a member of the advisory board for the Oklahoma Association for Justice. He also holds membership in the American Bar Association, Oklahoma Bar Association, Kay County Bar Association, Payne County Bar Association, American Association for Justice, and Oklahoma Association for Justice. Regent Martin was appointed by Gov. Kevin Stitt in 2019 to a five-year term as a member of Northern Oklahoma College Board of Regents. His term expires in June 2024.



JAMI GROENDYKE (Enid, OK), Vice-Chair, is a real estate appraiser in Northwest Oklahoma. She is an alumna of Northern Oklahoma College - Enid with an Associate Degree in Science and was a member of the first NOC Enid women's basketball team in 2001-2003. Jami went on to obtain a Bachelor's Degree in science from the University of Oklahoma. She has worked in youth athletics and health promotion in the Enid area since 2006. Regent Groendyke was appointed by Gov. Stitt in 2020 to a one-year unexpired term and reappointed to a five-year term in 2021. Her term expires in June 2026.



STAN BROWNLEE (Enid, OK), Member, is a retired Enid businessman. After earning an accounting degree from University of Central Oklahoma, Stan Brownlee started his career as a public accountant in 1968. He worked over three decades in public accounting as a partner in Randall, Brownlee, Donehue and Company, then with BKD after a merger in 1996. After retiring in 2002, he was a personal asset manager for Harold Hamm until 2011. Stan works with many area nonprofit organizations, serving as a mentor for local children since 1987. Regent Brownlee was appointed by Gov. Mary Fallin in 2015 to five-year term as a member of the Northern Oklahoma College Board of Regents. His term expires in June 2025.



JODI R. CLINE (Ponca City, OK), Member, is a financial advisor and limited partner with Edward Jones Investments in Ponca City where she has served her community the past fifteen years. Jodi has a passion for community service and continues to serve in various capacities on several state and local boards, including Leadership Oklahoma and the Oklahoma Center for Non-Profits. She was appointed by Gov. Mary Fallin in 2018 to a five-year term as a member of the Northern Oklahoma College Board of Regents. Her term expires in June 2023.



DALE DEWITT (Braman, OK), Member, is a retired educator and former Oklahoma State Representative, District 38. Dale continues his farming and ranching operation in the Braman area. He attended Northern Oklahoma College receiving an Associate degree in Science and Oklahoma State University receiving a Bachelor of Science degree in Agriculture Education. Regent DeWitt was appointed by Gov. Mary Fallin in 2017 to a five-year term as a member of the Northern Oklahoma Board of Regents. His term expires in June 2022.

Updated on June 2021

President of NOC



On behalf of the faculty and staff, I welcome you to Northern Oklahoma College. You are commended on taking charge of your future and choosing NOC. At NOC we are here because of you, and we are committed to assisting you on your educational path by providing individualized services to help you achieve your academic goals. We value your intellectual pursuit for your personal and professional growth and will provide life-changing experiences. Choosing Northern Oklahoma College on your educational journey is a decision that will serve you well. The faculty have earned a reputation for creating a caring and engaging learning environment, and it is an honor for us to be here to serve you.

One of NOC's goals is to improve the quality of life for students at all NOC locations. We encourage you to become a dedicated learner and to be active in campus life by participating in student organizations, attending athletics and the performing arts, and participating in campus events. Your success is dependent on being fully engaged in your college experience.

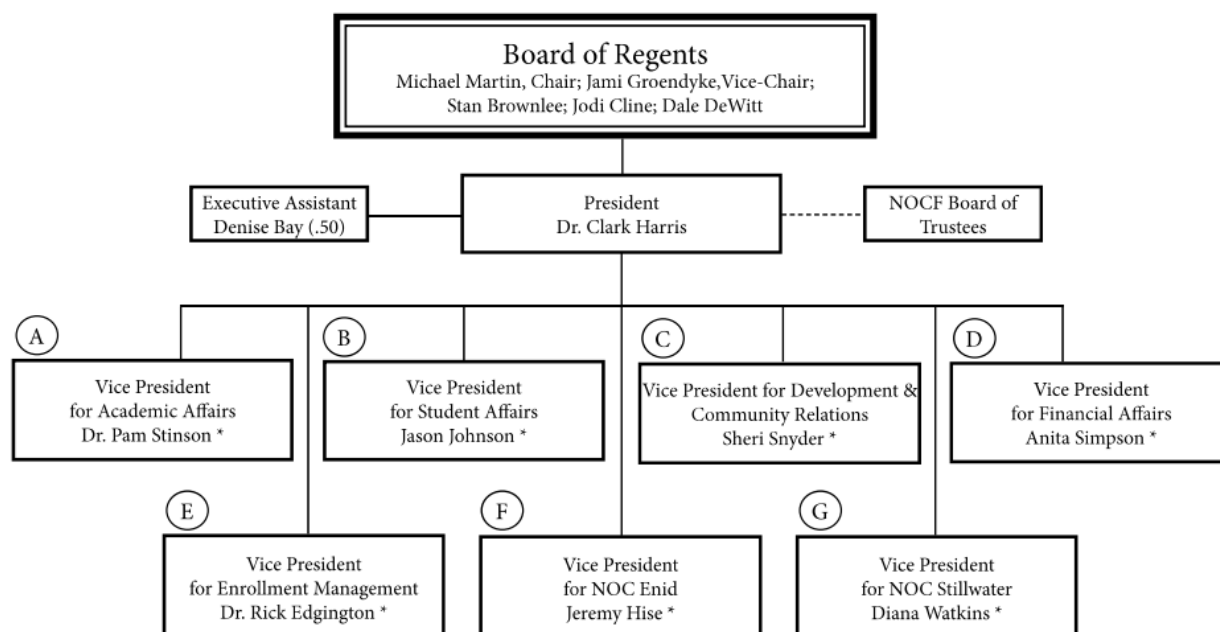
As you progress through your educational journey and develop as leaders you will grow as competent professionals. We strive to give you the skills to compete at a high level in today's global workplace. As you enter your professional life our communities will grow and prosper.

Best wishes on a productive year. I look forward to interacting with you on campus or at one of the many college activities.



Clark Harris, Ph.D.
President

Organizational Chart - AY 2021



Executive Council - AY 2021



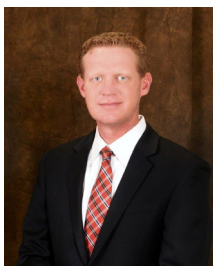
Dr. Clark Harris, President of Northern Oklahoma College, attended Johnson County Community College, transferring to Kansas State University, earning his B.S. in Agricultural Education and an M.S. in Adult and Occupational Education. He earned a Ph.D. in Career and Technical Education at the University of Missouri. Dr. Clark Harris has been an educator for more than 30 years, bringing a passion and commitment for student success. Harris has been at Northern Oklahoma College since July 2021.



Dr. Rick Edgington, Vice President for Enrollment Management, received an Associate of Arts degree from Northern Oklahoma College in 1984, a Bachelor of Arts degree in Music Education from Wichita State University in 1986, a Master of Education degree in Music Education from Wichita State University in 1988, and a Doctorate in Education degree in Higher Education Administration from Oklahoma State University in 2005. Dr. Edgington has been at Northern Oklahoma College since 1997.



Mr. Jeremy Hise, Vice President for NOC Enid, received an Associate of Arts degree from Northern Oklahoma College in 1998, a Bachelor of Arts in Education from the University of Central Oklahoma in 1999, and a Masters of Education from Northwestern Oklahoma State University in 2002. Mr. Hise has been at Northern Oklahoma College since 2000.



Mr. Jason Johnson, Vice President for Student Affairs, received an Associate of Arts Degree from Northern Oklahoma College in 1994, a Bachelor of Science Degree from the University of Central Oklahoma in 1996, and a Master of Education in Adult Education Management and Administration from Northwestern Oklahoma State University in 2003. Mr. Johnson has been at Northern Oklahoma College since 1997.



Mrs. Sheri Snyder, Vice President for Development & Community Relations, received an Associate of Arts in Social Science from Northern Oklahoma College in 1991, a Bachelor of Science in Sociology from Oklahoma State University in 1993, and a Master of Education in Adult Education Management and Administration from Northwestern Oklahoma State University in 2003. Mrs. Snyder has been at Northern Oklahoma College since 1993.



Mrs. Anita Simpson, Vice President for Financial Affairs, received an Associate of Science in Business Administration from Northern Oklahoma College in 1986, a Bachelor of Science in Business Administration from Oklahoma State University in 1988, and passed the Certified Public Accountant exam in August 1999. Mrs. Simpson has been at Northern Oklahoma College since 1994.



Dr. Pam Stinson, Vice President for Academic Affairs, earned a Bachelor of Arts in English Education from Northeastern State University in 1987, a Master of Arts in Communications from Northeastern State University in 1989, and a Doctor of Philosophy in Composition/Rhetoric and Renaissance Literature from Oklahoma State University in 1997. She taught English at Northern from 1996-1999 and 2001-2008, and she served as chair of the Language Arts Division from 2006-2008. Dr. Stinson has been at Northern Oklahoma College since 1996.



Mrs. Diana Watkins, Vice President for NOC Stillwater, earned a Bachelor of Science in Secondary English Education from Oklahoma State University in 1998 and a Master of Science in Teaching, Learning, and Leadership from Oklahoma State University in 2007. She started teaching part-time in Language Arts at Northern Oklahoma College in 2005 and has been full-time since 2007.

Grants - FY 2021

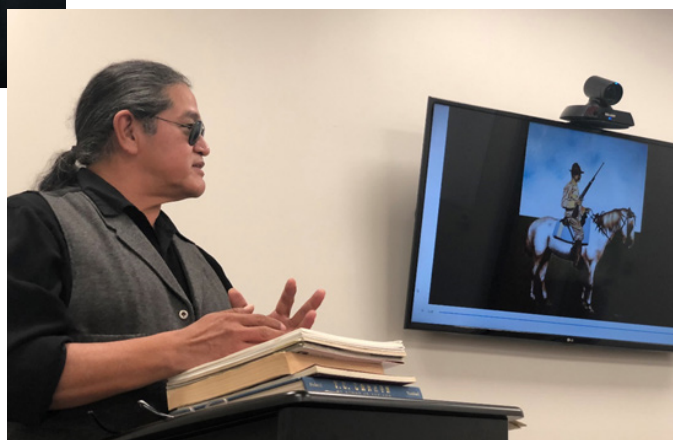
| Federal Grants | Expenditures |
|--|------------------------|
| U.S. Department of Education | |
| <i>Student Financial Aid Cluster</i> | |
| Office of Postsecondary Education | |
| Federal Pell Grant Program | \$4,936,844.13 |
| Federal Direct Loan Program | \$5,306,032.92 |
| Federal Supplemental Education Opportunity | \$164,089.80 |
| Federal Work Study Program | \$66,071.52 |
| Total Student Financial Aid | \$10,473,038.37 |
| CARES Act Cluster | |
| CARES Act - Student Aid | \$977,820.00 |
| CARES Act - Institutional | \$1,270,771.67 |
| CARES Act - Minority Serving Institution | \$148,703.00 |
| Total Cares Act | \$2,397,294.67 |
| Office of Postsecondary Education | |
| TRIO Upward Bound | \$197,412.85 |
| Native American-Serving Non-Tribal Institutions (NASNTI) | \$396,886.85 |
| Vocational Education National Centers for Career and Technical Education (NWOSPC) | \$65,136.46 |
| Total Office of Postsecondary Education | \$659,436.28 |
| Total U.S. Department of Education | \$11,132,474.65 |
| U.S. Department of Health and Human Services | |
| Oklahoma State Regents for Higher Education Temporary Assistance for Needy Families (TANF) | \$124,173.08 |
| Child Care Development Block Grant Refugee & Entrant Assistance (SECC) | \$125,587.86 |
| Total U.S. Department of Health and Human Services | \$249,760.94 |
| Corporation for National and Community Service | |
| AmeriCorps | \$1,395.27 |
| Total Expenditures of Federal Awards | \$11,383,630.86 |

| State Grants | Expenditures |
|---|-----------------------|
| Oklahoma's Promise (previously known as OHLAP) | \$692,939.09 |
| State Regents Academic Scholarships | \$35,458.10 |
| Oklahoma Tuition Grant Program (OTAG) | \$276,746.77 |
| Quality Initiative Grant, Institute for Tribal Leadership | \$101,390.91 |
| Teacher Compensation and Helps (TEACH) | \$66,546.30 |
| Total State Expenditures | \$1,173,081.17 |
| Private Awards | |
| CELANX | \$10,355.32 |
| WICHE | \$20,615.20 |
| SMART | \$587.00 |
| Total Private Awards | \$31,557.52 |

Tentative figures collected at the end of May 2021 for FY 2021.



Walter Echo-Hawk from Pawnee Nation signed copies of his book *Sea of Grass: A Family Tale from the American Heartland*. November 2019



Pawnee artist, Sonny Howell gives a lecture about his artwork. November 2019

NASNTI Title III Grant

September 2020 Year 4 Update

Northern Oklahoma College was awarded a Title III NASNTI grant in 2016 for \$1,749,975 to develop programs and services to support Native American and low-income student needs. The NASNTI project titled “Merging Traditions and Technology: Engaging Native American and Low Income Students to Complete College” has three initiatives: expanding access to high-demand, high-quality courses; developing and improving online services; and developing support for Native American Student success. Year 4 of the NASNTI grant tested the creativity and flexibility of NOC and grant staff/faculty due to the pandemic; but no matter the challenges, major milestones for each of the three initiatives were reached during the reporting period.

To respond to student needs for flexible access to high-demand, high-quality courses (Initiative 1), the project has revised a total of 6 high-demand/low success online courses for the reporting period and 26 overall since the project's inception. The increase in student success during Years 1-4 is significant. The success rate for these courses was 67% in 2015. The success rate in these same, but revised, courses has increased by 14% to 81% in 2020. NOC purchased the Jenzabar One Enterprise Response Planning and Student Information System to improve online services (Initiative 2). The platform's suite of products and services improve both institutional and student success by providing high quality online services for distance learners and on-campus students. Although the staff met challenges with the timeline and the "go-live" date, development work toward the degree mapping service and advising applications by NOC staff continued throughout the project year through trainings and team meetings. J1 went live on November 2020. To support success for Native American students (Initiative 3), 219 mentees were assigned a mentor for the fall and spring semesters. Each of the 10 mentors reached out to their mentees with specific information that was shared via the NOC/NASNTI Mentor Site and monthly newsletters sent by the Native American Student Success Specialist. To further support NA and low-income students, 100% of faculty and staff advisors participated in one at least one of multiple professional development sessions on culturally-responsive advising. For instance, all advisors attended Fall 2019 and Spring 2020 employee in-service days and participated in culturally-responsive sessions. (Example: Tesia Zientek, Education Director at Citizen Potawatomi Nation. Presented two, 50-minute sessions during the August 2020 In-service on Preparing for the Next Seven Generations: Indigenous Student Academic Success Strategies.) The project has provided for multiple educational events which address diversity and cultural awareness. During the project year, three artists (Choctaw, Pawnee, and Osage) showcased their artwork in the Cultural Engagement Center (CEC), verbally connecting the exhibit in a come-and-go artist's reception to cultural preservation efforts for their respective tribes. Cultural and linguistic resources, such as Walter Echo-Hawk's book "Sea of Grass: A Family Tale from the American Heartland," were added to the CEC Resource Library.



Students Group photo with Osage artist Yatika Fields. February 2020

Academic Advisory Board Members - AY 2021

Agriculture

| | |
|--|---|
| Scott Blubaugh, Insurance Agent & Ranch Owner | Jeremy Johns, P&K Equipment |
| Calvin Crumrine, Crumrine Auctioneers & Rancher | Allen Miller, OK Dept. of Career Tech. Ed. Ag. Program Specialist |
| Dale DeWitt, Former State Representative & Rancher | Francie Tolle, USDA Risk Management Agency |
| Keith James, JKJ Auctioneers & Farmer | |

Alumni

| | |
|--|---|
| Emily Berry, stay-at-home mom | Cale Minx, BKD Tax Associate - Enid |
| Natalie Rapp Beurlet, Main Street Enid Executive Director - Enid | Ryan Paul, NOC Dean of Students - Tonkawa |
| Clayton Hammock, Collins, Butler & Co. Staff Accountant - Stillwater | Brittany Zerr Seabridge, OSU Foundation Scholarship Associate - Tonkawa |
| Garrett Johns, FNB Bank Loan Officer - Tonkawa | Reece Simpson, Hembree and Hodgson - Tonkawa |
| Miranda Martinez, Integris Cancer Center Enid | Wendy Terrazas, Pioneer Tech Center Director of Adult Education - Tonkawa |
| Kelli Mason, Chisolm Elementary School | Kirby Tickel-Hill, Tickel Crop Insurance - Tonkawa |
| Brad Matson, NOC Instructor - Tonkawa | |

Behavior Sciences

| | |
|---|---|
| Randy Barnett, SWOSU Psychology Dept., Chair | Thomas Hancock, University of Central Oklahoma, Chair |
| Jody Burch, Edwin Fair | Maggi Hutchason, Dearing House |
| Suzanne Burks, Former Dir University Counseling Services at OSU | Tamara Mix, OSU Sociology, Chair |
| Tiffanie Cox, DHS Human Resources Management Specialist | Juanita Ortiz, Rose State College, Social Sciences, Chair |
| Karol Daniel, Kay County DHS County Director | April Phillips, Northeastern Oklahoma State University, Chair |
| Susan Ellis, Outpatient Dir for NW Center of Behavioral Health | Jennifer Pribble, NWOSU Asst. Professor in Social Work |
| Jayne Evans, Tonkawa Elementary School Counselor | Kat Shahan, Northeastern Oklahoma State University |
| | Nina Vincent, Dearing House |

Business

| | |
|--|--|
| Rich Cantillion, Ponca City Chamber of Commerce | Bob Palmer, On Cue |
| Grady Conrad, Klingenberg & Associates, Attorneys, and Counselors at Law | Brad Purdy, First National Bank of Oklahoma |
| Molly Kyler, Pioneer Technology | Randee Sloan, Soar Energy Solutions |
| | John Stockmyer, Northwestern Oklahoma State University |

Criminal Justice

| | |
|---------------------------------|--|
| Charles Blair, Newkirk PD | Beth Miles, OSBI |
| Chief Don Bohon, Ponca City PD | Sheriff Jerry Nile, Garfield County Sheriff Dept |
| Capt. Colt Chandler, OSU Police | Chief Brian O'Rourke, Enid PD |

Director Bob Cook, OK Bureau of Narcotics
 Chief David Dallagher, Newkirk PD
 Sheriff Steve Kelley, Kay County Sheriff Dept
 Mjr. Russ Maples, OHP
 Cpt. Bruce McDougal, Stillwater PD

Teena Stone Office of Juvenile Authority Asst. District Sup
 Supervisor
 Chief Brian Thomas. Perry PD
 Chief John Whitham, Tonkawa PD
 Chief Dewayne Wood, Blackwell PD

Digital Media Animation and Design

J.T. Burg, Ackerman and McQueen
 Jimmy Haines, Teamwork Services
 Kevin Hanley, Creative Video Works, Inc.
 Bryan Murphy, Linear AMS

Piyush Patel, Founder of Digital-Tutors
 Kyle Terry, Boiling Point Media
 Craig Woods, OSU Ag. Comm. Services

Health, Physical Education and Recreation

Todd Christensen, OSU Asst. Director of Student Fitness
 Joanna Crow, Glencoe Public Schools
 Kayla Dickson, Enid Public Schools

Stacie Hobbs, Ponca City RecPlex
 Khrystal Humble, Khrystal's Personal Training
 David Riesen, Pioneer High School

Mass Communication

Sean Anderson, Team Radio
 Shelby Cargill, KOKH Fox 25 News
 Scott Cloud, NOC Public Information
 Rob Collins, Enid News & Eagle
 Jeff Couch, Cumulus Radio
 Jeff Funk, Enid News-Eagle

Charles Gerain, Blackwell Journal-Tribune
 Lyman James, Sterling Broadcasting, LLC
 Todd Miller, OBU Sports Play-By-Play
 Marcus Powell, KFOR
 Ricky Roggow, Chisholm Trail Broadcasting
 Sharon Rowen, kaynewscow.com

NASNTI

Ken Bellmard, Tribal Attorney
 Mary Bighorse-Wildcat, Osage Nation Education Director
 Coley Streater, Osage Nation Academic Advisor
 Jacque Canady, Osage County Interlocal Cooperative
 Exec. Director
 Reagan Cole, Ponca Tribe Education Assistant
 Dani DeRoin, Ote-Missouria Education Assistant
 Kristy Favela, Tonkawa Public Schools Title VI Coordinator
 Jessica Harjo, Ph.D. Student

Karen Howe, Kaw Nation Education Director
 Sarah Nelsen, Ponca Tribe Education Director
 Lisa Norman, Tonkawa Tribe Education Director
 Trevor Piercy, Osage Nation
 Dorna Riding In Battese, Pawnee Nation Director of Education
 Gloree Tah, Otoe-Missouria Education Director
 Russell Tallchief, Oklahoma City University Director of
 Student Engagement
 Ponka We Victors, Kansas State House of Representatives

Nursing

Alliance Health Ponca City
 Arden Health
 Ascension Medical Group Via Christi
 Autry Technology Center

OU Children's Hospital
 OU Medical Center
 Pioneer Technology Center
 Ponca City Nursing Home and Rehab

Nursing Continued

| | |
|--|---|
| Elara Caring | Renaissance of Ponca City |
| Fresenius Kidney Care | St. Anthony's Hospital |
| Hillcrest Manor | Stillwater Medical Center |
| Hospice of North Central Oklahoma Inc. | Stillwater Medical Center Blackwell |
| Image Health Care | Stillwater Medical Center Perry |
| Integrus Bass Baptist Hospital | The Children's Center Rehabilitation Hospital |
| Landmark Cancer Center | United Methodist Home of Enid, Inc. DBA The Commons |
| Meridian Technology Center | Univest Health Services, Inc. |
| NWOSU | |
| OSU | |

Pre-Engineering

| | |
|--|---|
| Joe Greenlee, Ditch Witch | Trisha Williams, Enel Green Power North America, Inc. |
| Justin Landers, Phillips 66 | Doug Worley, Kay Electric |
| Andrea Simmons, OK Municipal Power Authority | |

Process Technology

| | |
|--|---|
| Mark Goddard, NOC Process Tech Adjunct Faculty | Austin Jones, Enel Green Power North American, Inc. |
| Ty Goodwin, Superior Pipeline | Liz Leaming, Ponca City Development Authority |
| David Huff, Oklahoma Municipal Power Authority | Janet Schwabe, OK Manufacturing Alliance |
| Bret Hunter, Enable Midstream Partners | Stephen Scott, NOC Process Tech Adjunct Faculty |

Community Supporters/Partnerships - AY 2021

Academic Partners

- Enid Higher Education Council
- Enid Public Schools University Center
- Institute for Tribal Government
- NOC/NWOSU Bridge Program
- NOC/OSU Gateway Program
- University Center at Ponca City

Articulation Agreements

- Northeastern State University
- Northwestern Oklahoma State University
- Oklahoma State University
- University of Central Oklahoma

Career Technology Partners

- Autry Technology Center - Enid
- Chisholm Trail Technology Center - Omega
- High Plains Technology Center - Woodward
- Meridian Technology Center - Stillwater
- Northwest Technology Center - Alva and Fairview
- Pioneer Technology Center - Ponca City

Sponsored Programs

- Northwest Post-Secondary Consortium
- Reach Higher
- Scholars for Excellence in Childcare
- TAACT - Oklahoma Works
- TANF - Temporary Assistance for Needy Families
- Upward Bound
- NASNTI

Student Internships AY - 2021

| Student | Business |
|---------------------|----------------------------------|
| Aerin Rhea | Ponca City Police Department |
| Alexis Pack | Enid Police Department |
| Blayne Douglass | Ditch Witch |
| Chase Manly | Tonkawa Tribal Police Department |
| Daylen Rivers | Garfield County Detention Center |
| Jaime Sparks | Tulsa Count DA's Office SVU |
| Kennedy Harmon | Ponca City Police Department |
| Maria Lopez | Autry Technology Center |
| Tatyana Torres | Casey's |
| Tristan McCoullough | Del City Police Department |



Foundation Board Members

**Northern Oklahoma College Foundation, Inc.
2021-2022 Board of Trustees**

Executive Committee

Chair: Linda Brown
Vice Chair: Mark Detten
Past Chair: Mike Loftis
Chief Executive Officer: Dr. Clark Harris
Executive Director: Sheri Snyder
Development Director: Jill Green
Treasurer: Anita Simpson
Secretary: Candy Oller

Group 1 Trustee (Northern Oklahoma College Regents)

Regent Michael Martin (*Term ends 6-30-2022*)
Regent Jami Groendyke (*Term ends 6-30-2022*)

Group 2 Trustee (NOC Leadership)

Dr. Clark Harris, NOC President
Mrs. Sheri Snyder, Executive Director
Mrs. Anita Simpson, Treasurer
Mrs. Jill Green, Director of Development and Donor Relations
Mrs. Kayla Wooderson, Director of Alumni and Community Relations*

Group 3 Trustee (Community Leaders)

Mrs. Linda Brown - Tonkawa Area (*Term ends 6-30-2022*)
Mrs. LynnDe Funk - Enid Area (*Term ends 6-30-2022*)
Mr. Tom Poole - Tonkawa Area (*Term ends 6-30-2022*)
Mr. David Cummings - Tonkawa Area (*Term ends 6-30-2023*)
Mr. Mike Loftis - Stillwater Area (*Term ends 6-30-2023*)
Mr. Bert Mackie - Enid Area (*Term ends 6-30-2023*)
Mr. Mark Detten - Tonkawa Area (*Term ends 6-30-2024*)
Dr. Gordon Laird - Stillwater Area (*Term ends 6-30-2024*)
Mrs. Misty Diemer Thurman - Tonkawa Area (*Term ends 6-30-2024*)

Approved by NOCF BOT 5-19-2021
Approved by NOC Regents 6-16-2021
*Revised (Group Two Trustees) 7-19-2021

Academics



Life changing.

Academics

Website: www.noc.edu

Contact Information



Tonkawa

1220 East Grand Ave., P.O. Box 310
Tonkawa, Oklahoma 74653-0310
Main Number 580.628.6200
Main Fax 580.628.6209



Enid

100 S. University Ave., P.O. Box 2300
Enid, Oklahoma 73702-2300
Main Number 580.242.6300
Main Fax 580.548.2216



NOC/OSU Gateway Program

615 North Monroe P.O. Box 1869
Stillwater, Oklahoma 74076-1869
Main Number 580.628.6901
Nursing Number 580.628.6940
Main Fax 405.744.7965

Child Development

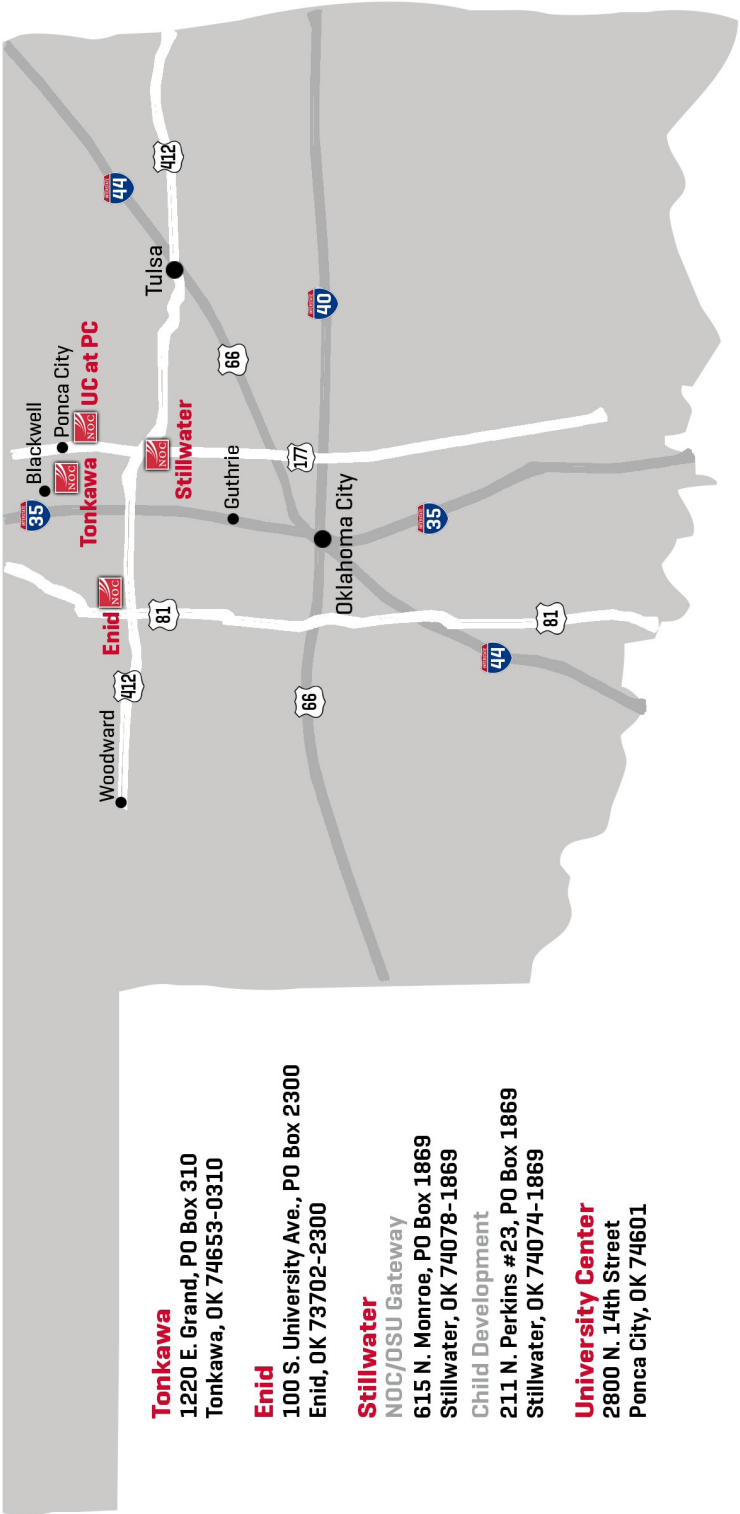
211 N. Perkins #23
Stillwater, Oklahoma 74074
Main Number 405.372.2487
Main Fax 405.533.4038
Scholars for Excellence in Child Care
Main Number 405.372.2404



University Center at Ponca City

2800 North 14th Street
Ponca City, Oklahoma 74601
Main Number 580.718.5600
Main Fax 580.762.2315

Maps
State



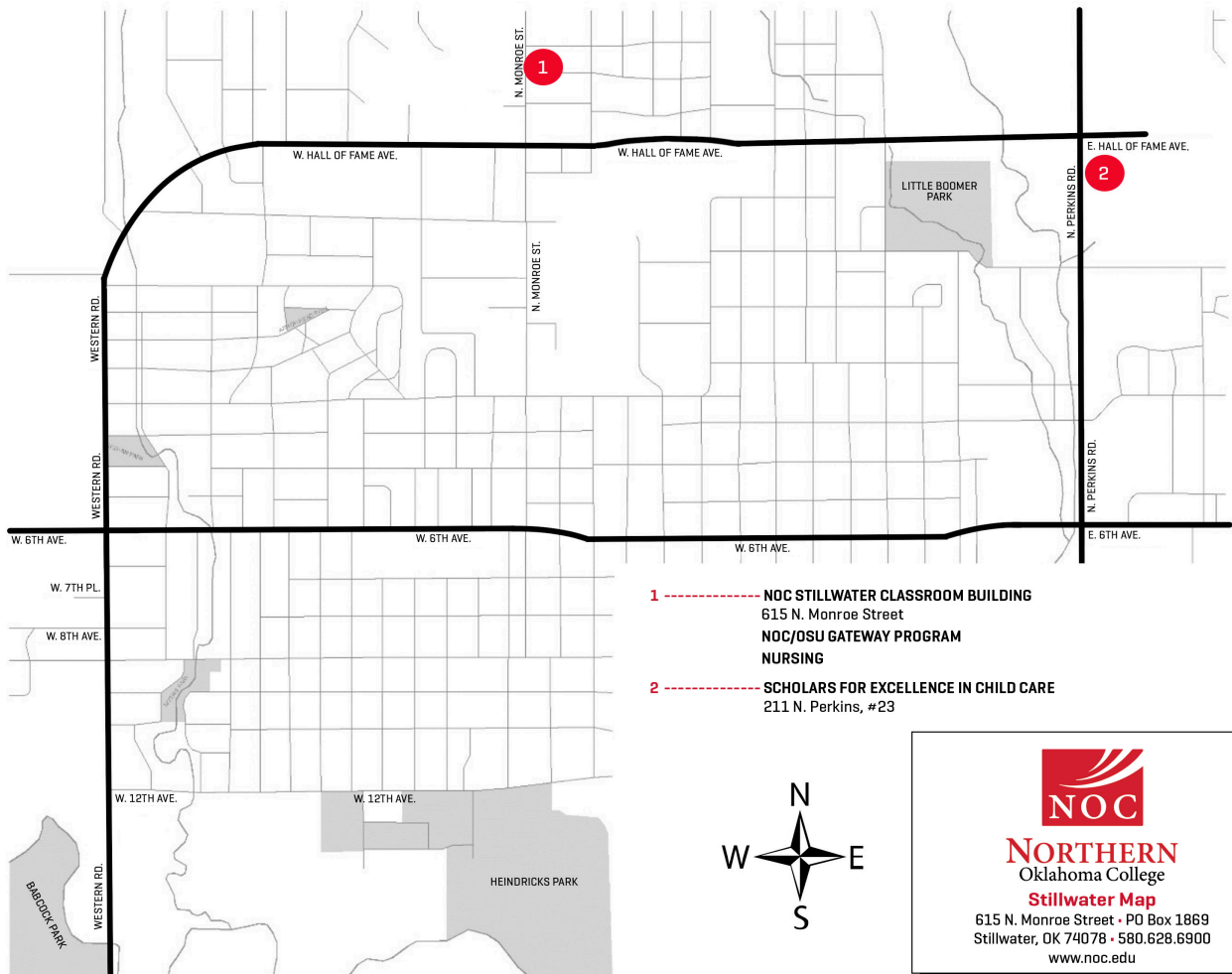
Tonkawa



Enid



Stillwater



Programs of Study

Associate in Arts

| | |
|--|--|
| Art | English |
| Child Development | English-Creative Writing Option |
| Child Development-Administration and Management of Child Care Program Certificate | Music |
| Communications-Mass Communications Option | Music-Theatre Option |
| Criminal Justice Administration | Social Science |
| Education-Elementary Option | Social Science-Behavioral Science Option |

Associate in Science

| | |
|---|---|
| Agricultural Sciences | Enterprise Development-General Studies Option (Statewide Consortium) |
| Agricultural Science-Agriculture Business Option | Health, Physical Education, & Recreation |
| Agricultural Science-Agricultural Communication Option | Health, Physical Education, & Recreation-Athletic Training Option |
| Agricultural Science-Plant and Soil Sciences Option | Health, Physical Education, & Recreation-Personal Trainer Option |
| Agricultural Science-Pre-Vet Option | Mathematics & Physical Sciences |
| Arts and Sciences-General Studies | Mathematics & Physical Science-Astronomy Option |
| Arts and Sciences-International Studies Option | Mathematics & Physical Science-Chemistry/Physics Option |
| Biological Sciences | Mathematics & Physical Science-Mathematics Option |
| Biological Science-Pre-Medicine Option | Mathematics & Physical Science-Mathematics Technology Option |
| Biological Science-Pre-Pharmacy Option | Mathematics & Physical Science - Meteorology Option |
| Business Administration | Mathematics & Physical Science-Pre-Engineering Option |
| Business Administration-International Business Option | Nursing, Pre-Professional, Pre-Baccalaureate |
| Business Administration-Management Information Systems Option | |
| Computer Science, Pre-Professional | |
| Enterprise Development-Business Administration Option (Statewide Consortium) | |

Associate in Applied Science

| | |
|---|--|
| Applied Technology-Military Services Option | Engineering and Industrial Technology-Power Generation Option |
| Business Management | Engineering and Industrial Technology-Process Technology Option |
| Business Management-Accounting Area of Emphasis | Nursing-Registered Nurse (RN) Option |
| Business Management-Entrepreneurship Option | Nursing-Practical Nurse Eligibility Certificate |
| Business Management-Hospitality Option | Respiratory Care |
| Digital Media Animation and Design (DMAD) | |
| Electronics Technology - Wind Energy Technician | |

Accreditations

Higher Learning Commission-North Central Association of Colleges and Schools

Year of Last Comprehensive Evaluation 2017-2018

Date for Next Comprehensive Evaluation 2027-2028

Accreditation Council for Business Schools and Programs

Year of Last Comprehensive Evaluation 2017-2018

Date for Next Comprehensive Evaluation 2027-2028

Nursing Accreditation

Accreditation Commission for Education and Nursing (ACEN)-Formerly known as the National League for Nursing Accrediting Commission

Year of Last Comprehensive Evaluation 2013-2014

Date for Next Comprehensive Evaluation 2022-2023

Oklahoma Board of Nursing

Year of Last Comprehensive Evaluation 2015-2016

Date for Next Comprehensive Evaluation Not required if ACEN Accredited

Honor Societies

Kappa Beta Delta (Business)

Phi Theta Kappa (International Honor Society)

Delta Psi Omega (Drama)

High-Impact Strategies

NOC participates in Oklahoma and national initiatives in alignment with Complete College America goals for student retention and completion of degrees, including the following:

- Offering co-requisite models in English composition and math that allow students to begin earning college credit with the support of concurrent remedial support sections.
- Designing degree sheets with math courses aligned with the program of study.
- Providing a semester-by-semester recommended course sequence for all degrees.
- Tracking program-specific learning outcomes for all degrees and for general education competencies.
- Offering students applied learning experiences through internships and job shadowing.
- Evaluating key performance indicators to determine which courses and programs have the highest success rates.
- Utilizing an Early Alert System to identify students who are struggling and help them access needed resources.
- Creating articulation agreements with partner institutions for 2 + 2 degree plans and smoother transfer.
- Working with partner institutions to aid students who transfer without a credential in earning that degree through reverse transfer.

Students



Life changing.

Students

Student Profiles by Fall

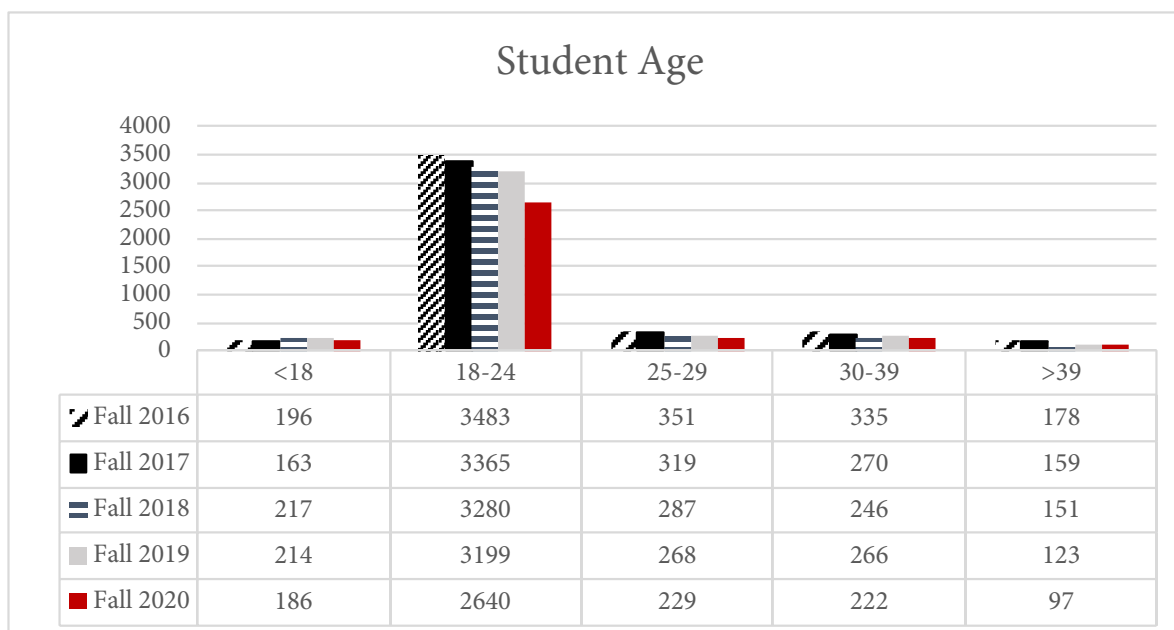
All data in this section are for fall unless otherwise indicated

Student Gender

| | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
|------------------------|--------------|--------------|--------------|--------------|--------------|
| Men Full-time | 956 | 841 | 742 | 716 | 587 |
| Men Part-time | 951 | 894 | 895 | 840 | 688 |
| Total | 1,907 | 1,735 | 1,637 | 1,556 | 1,275 |
| Women Full-time | 1,132 | 1,041 | 951 | 882 | 794 |
| Women Part-time | 1,504 | 1,500 | 1,593 | 1,632 | 1,305 |
| Total | 2,636 | 2,541 | 2,544 | 2,514 | 2,099 |

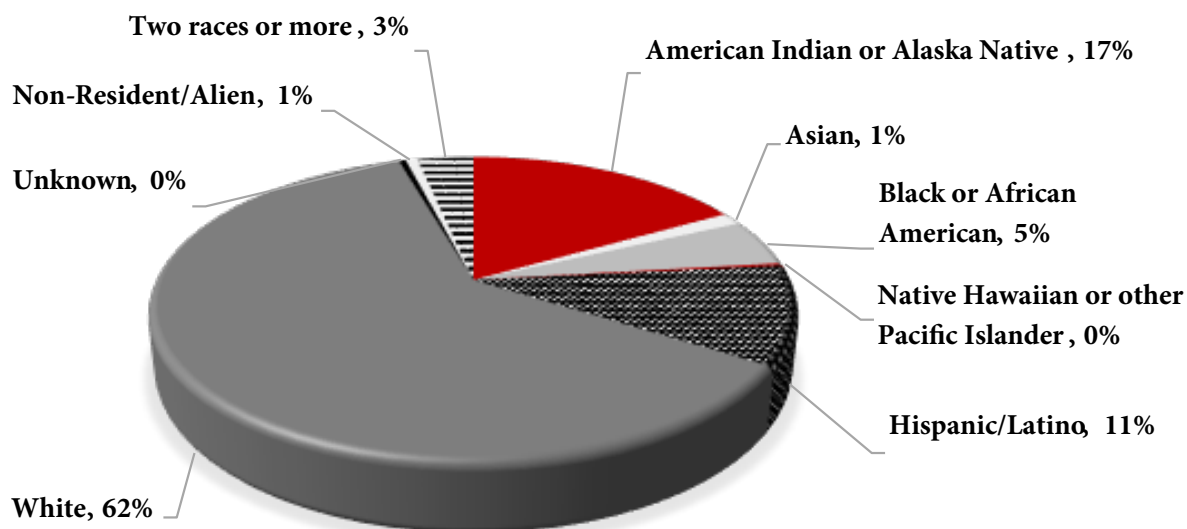
Student Age

| | Men | | | | | Women | | | | |
|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| | Fall 16 | Fall 17 | Fall 18 | Fall 19 | Fall 20 | Fall 16 | Fall 17 | Fall 18 | Fall 19 | Fall 20 |
| <18 | 69 | 56 | 65 | 69 | 69 | 127 | 107 | 152 | 145 | 117 |
| 18-24 | 1,599 | 1,457 | 1,392 | 1,344 | 1,081 | 1,884 | 1,908 | 1,888 | 1,855 | 1,559 |
| 25-29 | 121 | 115 | 97 | 66 | 52 | 230 | 204 | 190 | 202 | 177 |
| 30-39 | 83 | 66 | 54 | 59 | 55 | 252 | 204 | 192 | 207 | 167 |
| >39 | 35 | 41 | 29 | 18 | 18 | 143 | 118 | 122 | 105 | 79 |
| Total | 1,907 | 1,735 | 1,637 | 1,556 | 1,275 | 2,636 | 2,541 | 2,544 | 2,514 | 2,099 |



Student Race/Ethnicity

| | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
|---|-----------|-----------|-----------|-----------|-----------|
| American Indian or Alaska Native | 591 | 828 | 718 | 697 | 568 |
| Asian | 29 | 27 | 50 | 42 | 44 |
| Black or African American | 193 | 187 | 226 | 231 | 169 |
| Native Hawaiian or other Pacific Islander | 16 | 10 | 16 | 12 | 8 |
| Hispanic/Latino | 371 | 390 | 410 | 397 | 355 |
| White | 2,523 | 2,481 | 2,591 | 2,517 | 2,078 |
| Unknown | 27 | 0 | 23 | 17 | 14 |
| Non-Resident/Alien | 19 | 80 | 35 | 28 | 24 |
| Two races or more | 774 | 273 | 112 | 129 | 114 |

Student Race/Ethnicity Fall 2020**Student Oklahoma Promise**

| | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
|-------------------------------------|-----------|-----------|-----------|-----------|-----------|
| Students Receiving Oklahoma Promise | 395 | 352 | 276 | 268 | 270 |
| Percentage | 8.7% | 8.2% | 6.6% | 6.6% | 8.0% |

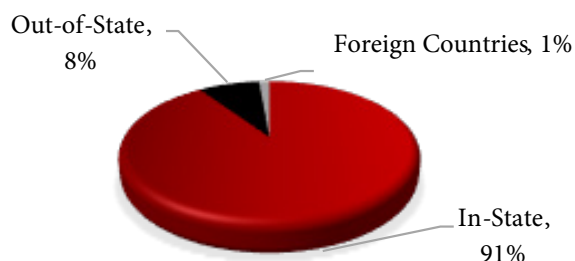
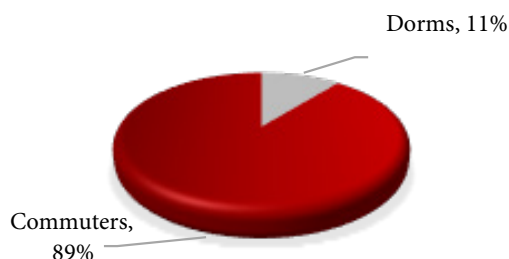
Student Residence - First-Time Students

| | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
|-------------------|-----------|-----------|-----------|-----------|-----------|
| Alaska | - | - | 1 | - | 1 |
| Arkansas | 1 | 4 | 3 | 2 | 2 |
| California | 2 | 4 | 2 | 3 | 1 |
| Colorado | - | 1 | 4 | - | - |
| Florida | 2 | 5 | - | 2 | - |
| Georgia | 1 | 5 | 2 | 6 | 2 |
| Idaho | - | - | - | - | - |
| Illinois | - | 1 | - | 2 | 1 |
| Indiana | - | 1 | - | 2 | 1 |
| Iowa | - | - | - | - | - |
| Louisiana | - | - | - | - | - |
| Kansas | 4 | 3 | 5 | 6 | 6 |
| Kentucky | - | - | 1 | 1 | - |
| Maryland | - | - | 1 | - | - |
| Massachusetts | - | 1 | - | - | - |
| Michigan | - | 1 | 2 | - | - |
| Missouri | 1 | 2 | 1 | 3 | 2 |
| Montana | - | - | 1 | - | 1 |
| Nebraska | 1 | - | - | - | - |
| New Jersey | 3 | - | - | - | 1 |
| New Mexico | 2 | - | - | - | - |
| New York | 2 | 1 | - | - | - |
| North Carolina | - | 3 | - | - | - |
| Ohio | - | - | 1 | - | - |
| Oklahoma | 790 | 795 | 753 | 696 | 524 |
| Pennsylvania | - | - | 1 | - | - |
| Rhode Island | - | - | - | - | - |
| South Carolina | - | - | - | - | - |
| Tennessee | 1 | - | - | - | - |
| Texas | 18 | 23 | 20 | 18 | 20 |
| Virginia | - | 1 | - | 2 | 1 |
| Washington | - | - | 1 | - | - |
| Wisconsin | - | - | 1 | - | - |
| Puerto Rico | - | - | - | - | - |
| Foreign Countries | 27 | 17 | 13 | 14 | 8 |

Student Housing

| Campus Living | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
|-----------------|------------|------------|------------|------------|------------|
| Men - Enid | 93 | 101 | 80 | 80 | 73 |
| Men - Tonkawa | 176 | 165 | 169 | 179 | 124 |
| Women - Enid | 80 | 75 | 66 | 84 | 55 |
| Women - Tonkawa | 166 | 173 | 138 | 172 | 113 |
| Total | 515 | 514 | 453 | 515 | 365 |

Data obtained from Student Affairs Office.

**Residence of First-time Students
Fall 2020****Campus Living Fall 2020****Enrollment
Student Enrollment**

| | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
|-------------------------|--------------|--------------|--------------|--------------|--------------|
| Full-Time Students | 2,088 | 1,882 | 1,693 | 1,598 | 1,381 |
| Part-Time Students | 2,455 | 2,394 | 2,488 | 2,472 | 1,993 |
| Total Enrollment | 4,543 | 4,276 | 4,181 | 4,070 | 3,374 |

Student Enrollment in Developmental Courses

| | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
|----------------------------|--------------|--------------|--------------|--------------|--------------|
| 1 Remedial Course | 902 | 744 | 688 | 660 | 510 |
| 2 Remedial Courses | 216 | 234 | 182 | 219 | 174 |
| 3 Remedial Courses | 155 | 159 | 116 | 124 | 121 |
| 4 or more Remedial Courses | 14 | 12 | 0 | 0 | 1 |
| Total Students | 1,287 | 1,149 | 986 | 1003 | 806 |
| Total Seats | 1,855 | 1,737 | 1,400 | 1,470 | 1,225 |

Data retrieved from Student Information System.

Student Enrollment in Distance Education

| | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
|-------------------------|-----------|-----------|-----------|-----------|-----------|
| Only Distance Education | 500 | 530 | 577 | 605 | 759 |
| Some Distance Education | 1,334 | 1,261 | 1,343 | 1,388 | 956 |
| No Distance Education | 2,709 | 2,485 | 2,261 | 2,077 | 1,659 |

Courses

Number of Online and Fast-Track Courses for the Academic Year

| | AY-2016 | AY-2017 | AY-2018 | AY-2019 | AY-2020 |
|--|---------|---------|---------|---------|---------|
| Online Course Selections (number of different courses) | 55 | 55 | 62 | 73 | 86 |
| Total Online Sections | 127 | 138 | 168 | 189 | 243 |
| 8 Week Course Selections (number of different courses) | 35 | 34 | 38 | 31 | 24 |
| Total 8 Week Sections Offered | 78 | 69 | 64 | 47 | 35 |
| ITV Course Selections (number of different courses) | 72 | 83 | 86 | 87 | 83 |
| Total ITV Course Sections Offered | 389 | 450 | 433 | 487 | 284 |
| Virtual Sections (number of different courses) | - | - | - | - | 126 |
| Total Virtual Sections | - | - | - | - | 443 |

Data retrieved from Student Information System (does not include summer courses for that academic year).

Student Graduation/Completion

Degrees Awarded

| | AY-2015 | AY-2016 | AY-2017 | AY-2018 | AY-2019 |
|---------------------------|---------|---------|---------|---------|---------|
| Associate Degrees Awarded | 798 | 963 | 819 | 851 | 905 |

Data corrected to view all degrees awarded for all years shown.

Student Retention

| | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 |
|-------------------------------------|-----------|-----------|-----------|-----------|-----------|
| Retention First-Time Student | | | | | |
| Full-time | 61% | 57% | 57% | 62% | 56% |
| Part-time | 33% | 42% | 54% | 39% | 47% |

Student Graduation Rates

| | AY-2015 | AY-2016 | AY-2017 | AY-2018 | AY-2019 |
|---------------------------|----------------|----------------|----------------|----------------|----------------|
| Overall Graduation Rate | 29% | 29% | 33% | 35% | 38% |
| Transfer-out Rate | 23% | 21% | 20% | 16% | 16% |
| Graduation Rate for Men | 29% | 28% | 28% | 30% | 33% |
| Graduation Rate for Women | 29% | 30% | 38% | 40% | 43% |

Student Reverse Transfer

| | AY-2015 | AY-2016 | AY-2017 | AY-2018 | AY-2019 |
|--|----------------|----------------|----------------|----------------|----------------|
| Degrees Awarded through Reverse Transfer | 314 | 163 | 152 | 139 | 242 |

Degrees Awarded (CIP Code)

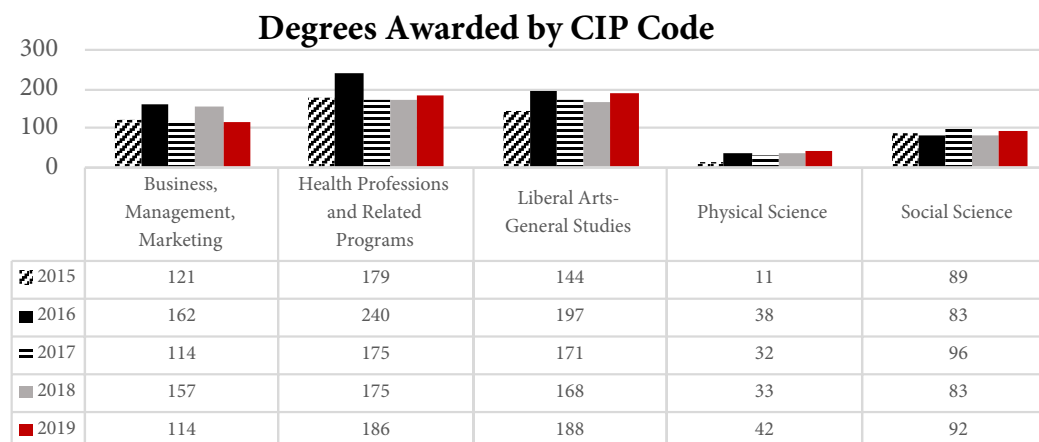
| | AY-2015 | AY-2016 | AY-2017 | AY-2018 | AY-2019 |
|--|----------------|----------------|----------------|----------------|----------------|
| Agriculture | 22 | 20 | 24 | 31 | 46 |
| Biology | 22 | 23 | 17 | 14 | 29 |
| Business, Management, Administrative Assistant, Technology | 121 | 162 | 114 | 157 | 114 |
| Information Technology | 9 | 15 | 8 | 6 | 1 |
| Communication, Journalism | 0 | 0 | 0 | 0 | 0 |
| Computer and Information Science | 7 | 8 | 7 | 3 | 3 |
| Education | 40 | 38 | 33 | 32 | 41 |
| Engineering and Related Fields | 27 | 25 | 28 | 21 | 23 |
| English Language and Literature | 11 | 9 | 12 | 13 | 11 |
| Child Development | 19 | 20 | 20 | 22 | 18 |
| Health and Physical Education/Fitness | 31 | 31 | 26 | 31 | 30 |
| Health Professions and Related Programs | 179 | 240 | 175 | 175 | 186 |
| Criminal Justice/Police Sciences | 20 | 15 | 20 | 28 | 34 |
| Liberal Arts - General Studies | 144 | 197 | 171 | 168 | 188 |
| Physical Science & Mathematics | 11 | 38 | 32 | 33 | 42 |
| Military Applied Sciences | 9 | 9 | 11 | 7 | 8 |
| Social Sciences | 89 | 83 | 96 | 83 | 92 |
| Visual and Performing Arts | 37 | 30 | 25 | 27 | 39 |
| Total | 798 | 963 | 819 | 851 | 905 |

Multiple degrees in each classification according to CIP (Classification of Instrumental Program) Code.

Tuition and Fees by Location In-State (per credit hour)

| | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 |
|------------------------|-----------|-----------|-----------|-----------|-----------|
| Tonkawa | | | | | |
| Tuition | \$83.00 | \$88.00 | \$95.00 | \$101.00 | \$107.50 |
| Fees | 39.50 | 40.85 | 44.00 | 44.50 | 44.50 |
| Total | \$122.50 | \$128.85 | \$139.00 | \$145.50 | \$152.00 |
| Enid | | | | | |
| Tuition | \$83.00 | \$88.00 | \$95.00 | \$101.00 | \$107.50 |
| Fees | 52.50 | 53.85 | 57.00 | 57.50 | 57.50 |
| Total | \$135.50 | \$141.85 | \$152.00 | \$158.50 | \$165.00 |
| NOC/OSU Gateway | | | | | |
| Tuition | \$83.00 | \$88.00 | \$95.00 | \$130.55 | \$130.55 |
| Fees | 229.75 | 261.15 | 297.60 | 290.05 | 295.55 |
| Total | \$312.75 | \$349.15 | \$392.60 | \$420.60 | \$426.10 |
| UC-Ponca City | | | | | |
| Tuition | \$83.00 | \$88.00 | \$95.00 | \$101.00 | \$107.50 |
| Fees | 81.50 | 87.83 | 87.83 | 87.83 | 87.83 |
| Total | \$164.50 | \$175.83 | \$182.83 | \$188.83 | \$195.33 |
| Other Locations | | | | | |
| Tuition | \$83.00 | \$88.00 | \$95.00 | \$101.00 | \$107.50 |
| Fees | 55.00 | 60.00 | 60.00 | 60.00 | 60.00 |
| Total | \$138.00 | \$148.00 | \$155.00 | \$161.00 | \$167.50 |
| Online | | | | | |
| Tuition | \$83.00 | \$88.00 | \$95.00 | \$101.00 | \$107.50 |
| Fees | 100.20 | 105.20 | 105.20 | 105.20 | 105.20 |
| Total | \$183.20 | \$193.20 | \$200.20 | \$206.20 | \$212.70 |

For current tuition rates and fees go to NOC website, www.noc.edu and choose the Future Student tab.



Tuition and Fees by Location Out-of-State (per credit hour)

| | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 |
|------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| Tonkawa | | | | | |
| Tuition | \$270.50 | \$292.00 | \$314.50 | \$326.50 | \$333.00 |
| Fees | 39.50 | 40.85 | 44.00 | 44.50 | 44.50 |
| Total | \$310.00 | \$332.85 | \$358.50 | \$371.00 | \$377.50 |
| Enid | | | | | |
| Tuition | \$270.50 | \$292.00 | \$314.50 | \$326.50 | \$333.00 |
| Fees | 52.50 | 53.85 | 57.00 | 57.50 | 57.50 |
| Total | \$323.00 | \$345.85 | \$371.50 | \$384.00 | \$390.50 |
| NOC/OSU Gateway | | | | | |
| Tuition | \$270.50 | \$292.00 | \$314.50 | \$317.90 | \$317.90 |
| Fees | 513.00 | 558.40 | 595.45 | 620.05 | 625.55 |
| Total | \$783.50 | \$850.40 | \$909.95 | \$937.95 | \$943.45 |
| UC-Ponca City | | | | | |
| Tuition | \$270.50 | \$292.00 | \$314.50 | \$326.50 | \$333.00 |
| Fees | 81.50 | 87.83 | 87.83 | 87.83 | 87.83 |
| Total | \$352.00 | \$379.83 | \$402.33 | \$414.33 | \$420.83 |
| Other Locations | | | | | |
| Tuition | \$270.50 | \$292.00 | \$314.50 | \$326.50 | \$333.00 |
| Fees | 55.00 | 60.00 | 60.00 | 60.00 | 60.00 |
| Total | \$325.50 | \$352.00 | \$374.50 | \$386.50 | \$393.00 |
| Online | | | | | |
| Tuition | \$270.50 | \$292.00 | \$314.50 | \$326.50 | \$333.00 |
| Fees | 100.20 | 105.20 | | 105.20 | 105.20 |
| Total | \$370.70 | \$397.20 | \$419.70 | \$431.70 | \$438.20 |

For current tuition rates and fees go to NOC website, www.noc.edu and choose the Future Student tab.

Room and Board by Location per Semester

Private rooms when available have additional costs.

| | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 |
|---|-------------|-------------|-------------|-------------|-------------|
| | Double Room | Double Room | Double Room | Double Room | Double Room |
| Enid | | | | | |
| Lankard | | | | | |
| 200 Block Meal | | \$3,380 | \$3,380 | \$3,380 | \$3,380 |
| 250 Block Meal | | | | \$3,540 | \$3,540 |
| 5-day Meal Plan | \$3,050 | \$3,500 | | | |
| 7-day Meal Plan | \$3,400 | \$3,740 | | | |
| Earl Butts | | | | | |
| 200 Block Meal | | \$2,980 | \$2,980 | \$2,980 | \$2,980 |
| 250 Block Meal | | | | \$3,140 | \$3,140 |
| 5-day Meal Plan | \$2,650 | \$3,100 | | | |
| 7-day Meal Plan | \$3,000 | \$3,340 | | | |
| Jets | | | | | |
| 200 Block Meal | | \$4,190 | \$4,190 | \$4,190 | \$4,190 |
| 250 Block Meal | | | | \$4,350 | \$4,350 |
| 5-day Meal Plan | \$4,100 | \$4,550 | | | |
| 7-day Meal Plan | \$4,450 | | | | |
| Tonkawa | | | | | |
| Boehme and Threlkeld | | | | | |
| 200 Block Meal | | \$3,180 | \$3,180 | \$3,180 | \$3,180 |
| 250 Block Meal | | | | \$3,340 | \$3,340 |
| 5-day Meal Plan | \$2,650 | \$3,300 | | | |
| 7-day Meal Plan | \$3,000 | \$3,540 | | | |
| Bush-Duvall, Easterling and Markley Hall | | | | | |
| 200 Block Meal | | \$2,980 | \$2,980 | \$2,980 | \$2,980 |
| 250 Block Meal | | | | \$3,140 | \$3,140 |
| 5-day Meal Plan | \$2,650 | \$3,100 | | | |
| 7-day Meal Plan | \$3,000 | \$3,340 | | | |
| Mavericks Hall | | | | | |
| 200 Block Meal | | \$4,190 | \$4,190 | \$4,190 | \$4,190 |
| 250 Block Meal | | | | \$4,350 | \$4,350 |
| 5-day Meal Plan | \$4,100 | \$4,310 | | | |
| 7-day Meal Plan | \$4,450 | \$4,550 | | | |

For current room and board rates and fees go to NOC website, www.noc.edu and choose the Future Student tab.

Library Services**Library Statistics**

| | AY-2016 | AY-2017 | AY-2018 | AY-2019 | AY-2020 |
|---|----------------|----------------|----------------|----------------|----------------|
| Visitors to Enid and Tonkawa Libraries* | 90,393 | 67,293 | 54,845 | 26,641 | 14,245 |
| Database Instructions | 41 | 26 | 33 | 38 | 14 |

Data collected from Student Check In system.

Electronic Databases for 2017-2018

| | AY-2016 | AY-2017 | AY-2018 | AY-2019 | AY-2020 |
|----------------|----------------|----------------|----------------|----------------|----------------|
| Session | | | | | |
| EbscoHost | 5,962 | 5,128 | 5,729 | 4,428 | 4,529 |
| ProQuest | 4,212 | 4,102 | 3,865 | 3,002 | 2,826 |
| Gale | 1,096 | 1,611 | 1,818 | 1,218 | 715 |
| Total | 11,270 | 10,841 | 11,412 | 8,648 | 7,370 |

| | | | | | |
|-----------------------------------|---------------|---------------|---------------|---------------|---------------|
| Total Full Texts Retrieved | | | | | |
| EbscoHost | 10,012 | 10,762 | 11,031 | 10,128 | 8,101 |
| ProQuest | 3,202 | 2,012 | 3,169 | 4,078 | 3,998 |
| Gale | 1,369 | 2,128 | 1,875 | 1,102 | 1,021 |
| Total | 14,583 | 14,902 | 16,075 | 15,308 | 13,120 |

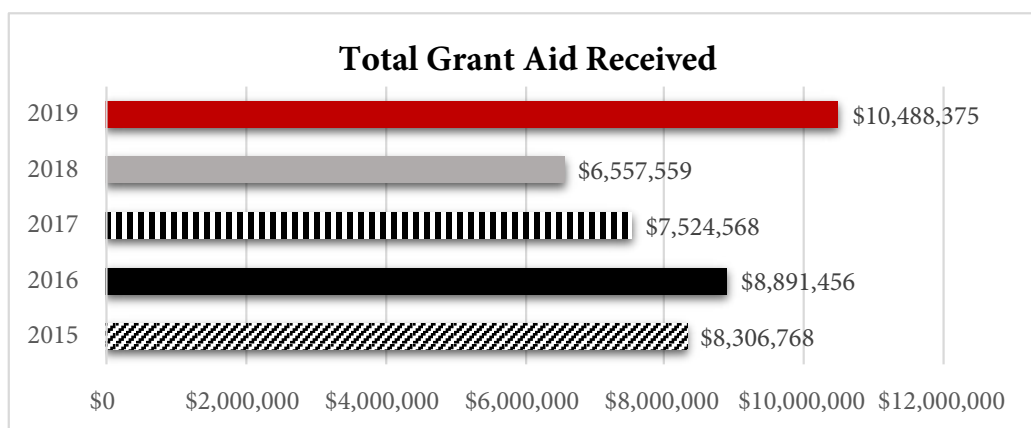
| | | | | | |
|---------------------------|---------------|---------------|---------------|--------------|--------------|
| Abstract Retrieved | | | | | |
| EbscoHost | 12,126 | 11,358 | 9,012 | 7,513 | 4,010 |
| ProQuest | 1,002 | 758 | 1,352 | 936 | 1,116 |
| Gale | 52 | 216 | 317 | 192 | 214 |
| Total | 13,180 | 12,332 | 10,681 | 8,641 | 5,340 |

Data was collected from May of previous year to April of most current year from Library Services.

Financial Aid

Financial Aid Profiles

| | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 |
|---|-------------|-------------|-------------|-------------|--------------|
| Total Grant Aid Received | \$8,306,768 | \$8,891,456 | \$7,524,568 | \$6,557,559 | \$10,488,375 |
| Number of Students Who Received Pell Grant | 1,079 | 1,112 | 1,001 | 825 | 1,462 |
| Percent of First-time, Full-time Students Receiving any Financial Aid | 60% | 65% | 60% | 56% | 56% |



Grant Aid

| | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 |
|--------------------------------|-----------|-----------|-----------|-----------|-----------|
| First-time, Full-time Students | 872 | 742 | 789 | 711 | 692 |

| | 2016-2017 | | 2017-2018 | | 2018-2019 | | 2019-2020 | |
|-------------------------------------|--------------|---------------------|--------------|---------------------|--------------|---------------------|--------------|---------------------|
| | Dist. of Aid | Avg Amount Received | Dist. of Aid | Avg Amount Received | Dist. of Aid | Avg Amount Received | Dist. of Aid | Avg Amount Received |
| Total Students Receiving Grant Aid* | 55% | \$5,198 | 49% | \$5,344 | 45% | \$5,002 | 51% | \$4,507 |
| Federal Grant Aid | 35% | \$4,472 | 32% | \$4,752 | 28% | \$4,532 | 35% | \$4,172 |
| Pell | 33% | \$4,555 | 31% | \$4,769 | 27% | \$4,606 | 34% | \$4,229 |
| Other Federal | 5% | \$1,509 | 3% | \$2,203 | 7% | \$508 | 10% | \$418 |
| State/Local Grant Aid | 21% | \$2,322 | 20% | \$2,560 | 20% | \$2,282 | 27% | \$2,051 |
| Institutional Grant aid | 20% | \$3,925 | 15% | \$3,978 | 14% | \$3,597 | 8% | \$3,307 |

* Full-time, First-time students

Loans

| | 2016-2017 | | 2017-2018 | | 2018-2019 | | 2019-2020 | |
|---------------|--------------|---------------------|--------------|---------------------|--------------|---------------------|--------------|---------------------|
| | Dist. of Aid | Avg Amount Received | Dist. of Aid | Avg Amount Received | Dist. of Aid | Avg Amount Received | Dist. of Aid | Avg Amount Received |
| Total* | 28% | \$5,543 | 24% | \$5,423 | 19% | \$5,868 | 12% | \$4,992 |
| Federal | 27% | \$4,608 | 23% | \$4,410 | 18% | \$4,474 | 12% | \$4,695 |
| Non-federal | 3% | \$9,133 | 3% | \$10,426 | 3% | \$10,246 | 1% | \$9,740 |

*First-time, Full-time students

Average Net Price (out-of-pocket expense) for Students Who Receive Title IV Federal Aid by Income*

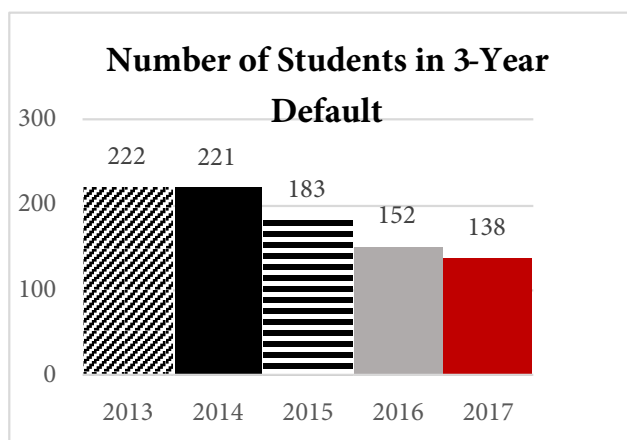
| | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 |
|--------------------|-----------|-----------|-----------|-----------|-----------|
| \$0 - 30,000 | \$5,225 | \$5,426 | \$5,646 | \$6,155 | \$5,443 |
| 30,001- 48,000 | 6,057 | 6,395 | 4,956 | 6,798 | \$6,083 |
| 48,001 - 75,000 | 8,177 | 8,172 | 8,856 | 8,969 | \$8,731 |
| 75,001 - 110,000 | 10,,505 | 10,390 | 10,463 | 9,987 | \$10,670 |
| 110,001 - and more | 10699 | 10,339 | 10,851 | 11,333 | \$11,091 |

*First-time, Full-time students

Default Rates

| 3-Year Cohort Default Rate | Cohort Yr 2013 | Cohort Yr 2014 | Cohort Yr 2015 | Cohort Yr 2016 | Cohort Yr 2017 |
|----------------------------|----------------|----------------|----------------|----------------|----------------|
| Default Rate | 16.3% | 17.5% | 17.3% | 16.2% | 14.6% |
| Students in Default | 222 | 221 | 183 | 152 | 138 |
| Students in Repay | 1,360 | 1,259 | 1,057 | 933 | 939 |

Data updated on September 26, 2016, from Federal Student Aid – Default Management website, https://nslds.ed.gov/nslds/nslds_SA/defaultmanagement/search2017_cohortCy.cfm.



Faculty and Staff



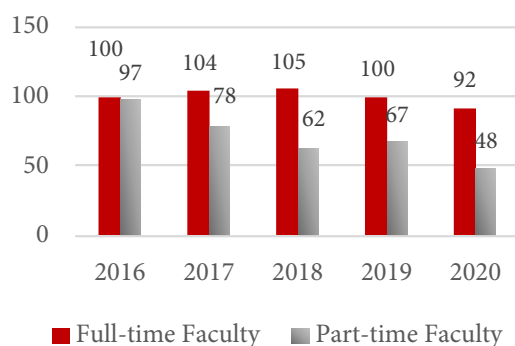
Life changing.

Faculty/Staff

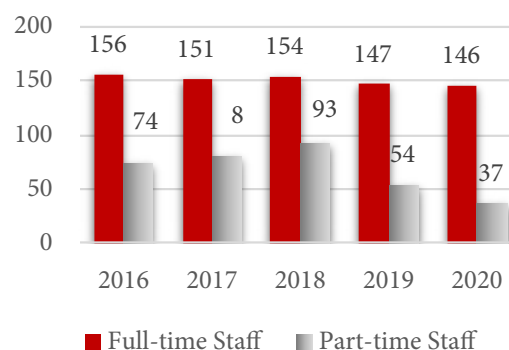
Profiles

| | AY-2016 | AY-2017 | AY-2018 | AY-2019 | AY-2020 |
|-----------------------|---------|---------|---------|---------|---------|
| Full-time Faculty | 100 | 104 | 105 | 100 | 92 |
| Part-time Faculty | 97 | 78 | 62 | 67 | 48 |
| Full-time Staff | 156 | 151 | 154 | 147 | 146 |
| Part-time Staff | 74 | 80 | 93 | 54 | 37 |
| Student-Faculty Ratio | 17:1 | 17:1 | 17:1 | 17:1 | 17:1 |

Number of Faculty



Number of Staff



Faculty/Staff Demographics

Full-time Faculty

| | AY-2016 | AY-2017 | AY-2018 | AY-2019 | AY-2020 |
|----------------------------------|------------|------------|------------|------------|-----------|
| Men | 43 | 43 | 45 | 44 | 36 |
| Women | 57 | 61 | 60 | 56 | 56 |
| Total | 100 | 104 | 105 | 100 | 92 |
| American Indian or Alaska Native | 1 | 1 | 2 | 0 | 0 |
| Asian | 2 | 0 | 0 | 1 | 1 |
| Black or African American | 2 | 2 | 0 | 4 | 3 |
| Hispanic/Latino | 0 | 0 | 0 | 1 | 0 |
| White | 97 | 101 | 103 | 94 | 88 |
| Two or more races | 0 | 0 | 0 | 0 | 0 |
| Unknown | 0 | 0 | 0 | 0 | 0 |

Demographics had not been accurately collected to this point, and IPEDS did not report demographics in 2012 and 2014.

Full-time Staff

| | AY-2016 | AY-2017 | AY-2018 | AY-2019 | AY-2020 |
|----------------------------------|------------|------------|------------|------------|------------|
| Men | 62 | 62 | 60 | 57 | 52 |
| Women | 94 | 89 | 94 | 90 | 94 |
| Total | 156 | 151 | 154 | 147 | 146 |
| American Indian or Alaska Native | 4 | 6 | 6 | 5 | 4 |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | 4 | 4 | 3 | 4 | 4 |
| Hispanic/Latino | 6 | 4 | 4 | 5 | 9 |
| White | 142 | 137 | 140 | 133 | 128 |
| Two or more races | 0 | 0 | 1 | 0 | 1 |
| Unknown | 0 | 0 | 0 | 0 | 0 |

Part-time Faculty

| | AY-2016 | AY-2017 | AY-2018 | AY-2019 | AY-2020 |
|----------------------------------|-----------|-----------|-----------|-----------|-----------|
| Men | 46 | 39 | 28 | 27 | 24 |
| Women | 51 | 39 | 34 | 40 | 24 |
| Total | 97 | 78 | 62 | 67 | 48 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Hispanic/Latino | 0 | 0 | 0 | 0 | 0 |
| White | 97 | 78 | 62 | 67 | 48 |
| Two or more races | 0 | 0 | 0 | 0 | 0 |

Part-time Staff

| | AY-2016 | AY-2017 | AY-2018 | AY-2019 | AY-2020 |
|----------------------------------|-----------|-----------|-----------|-----------|-----------|
| Men | 45 | 41 | 37 | 27 | 16 |
| Women | 29 | 39 | 56 | 27 | 21 |
| Total | 74 | 80 | 93 | 54 | 37 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | 0 | 1 | 0 | 0 | 0 |
| Hispanic/Latino | 0 | 0 | 0 | 1 | 0 |
| White | 74 | 79 | 93 | 53 | 37 |
| Two or more races | 0 | 0 | 0 | 0 | 0 |

Finances



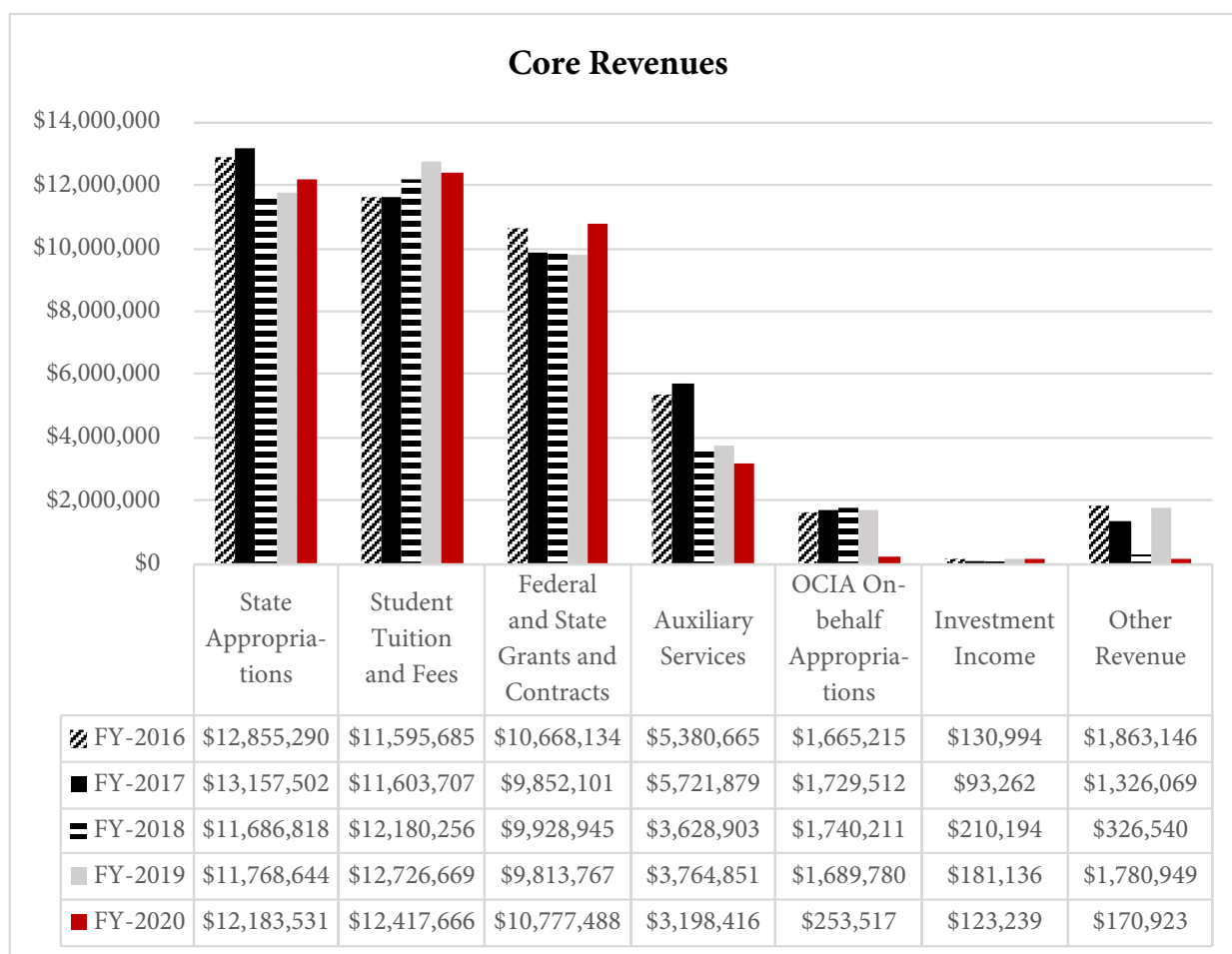
Life changing.

Finances

Core Revenues - FY - 2020

| | Total | Percent |
|---|---------------------|---------|
| State Appropriations | \$12,183,531 | 31% |
| Student Tuition and Fees (net of scholarship allowance) | 12,417,666 | 32% |
| Federal and State Grants and Contracts | 10,777,488 | 28% |
| Auxiliary Services | 3,198,416 | 8% |
| OCIA On-behalf Appropriations | 253,517 | 1% |
| Investment Income | 123,239 | 0% |
| Other Revenues | 170,923 | 0% |
| Total Revenue | \$39,124,780 | |

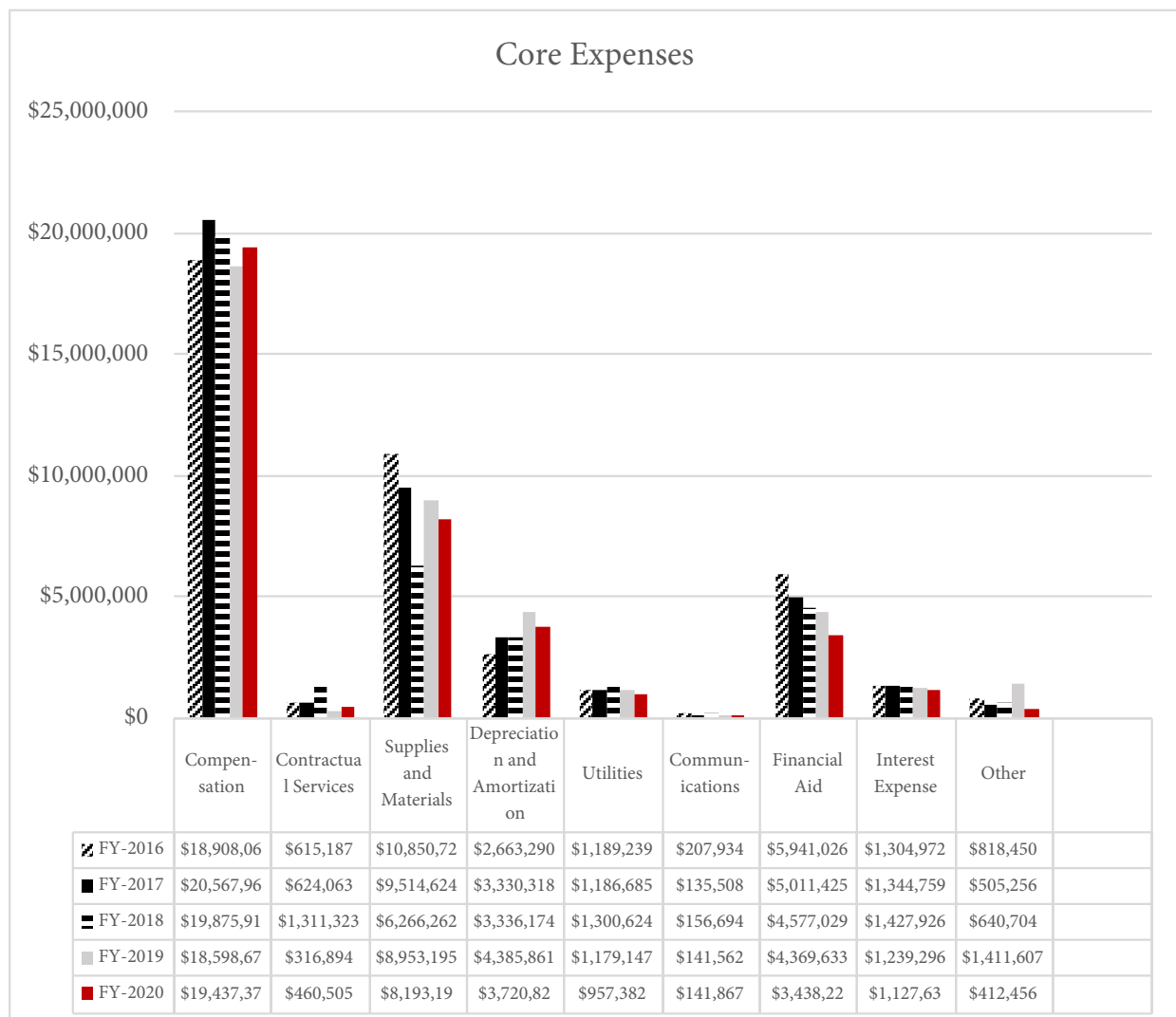
For Fiscal Year ending on June 30, 2020. Data obtained from Office of Financial Affairs.



Core Expenses - FY - 2020

| | Total | Percent |
|-------------------------------|---------------------|---------|
| Compensation | \$19,437,371 | 51% |
| Contractual Services | 460,505 | 1% |
| Supplies and Materials | 8,193,196 | 22% |
| Depreciation and Amortization | 3,720,822 | 10% |
| Utilities | 957,382 | 3% |
| Communications | 141,867 | 0% |
| Financial Aid | 3,438,226 | 9% |
| Interest Expense | 1,127,639 | 3% |
| Other | 412,456 | 1% |
| Total Expense | \$37,889,464 | |

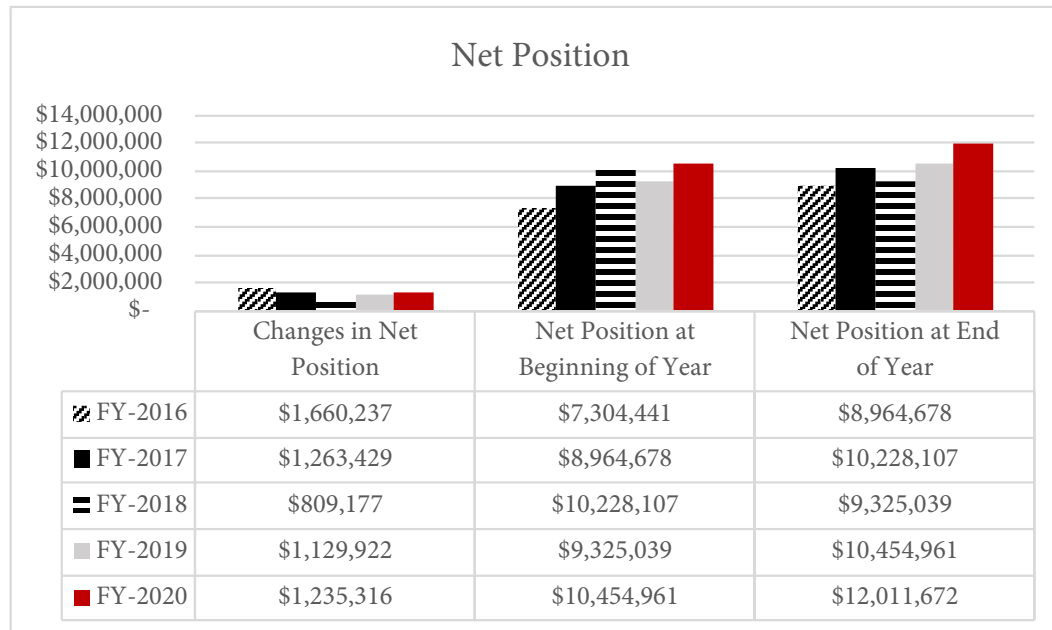
For Fiscal Year ending on June 30, 2020. Data obtained from Office of Financial Affairs.



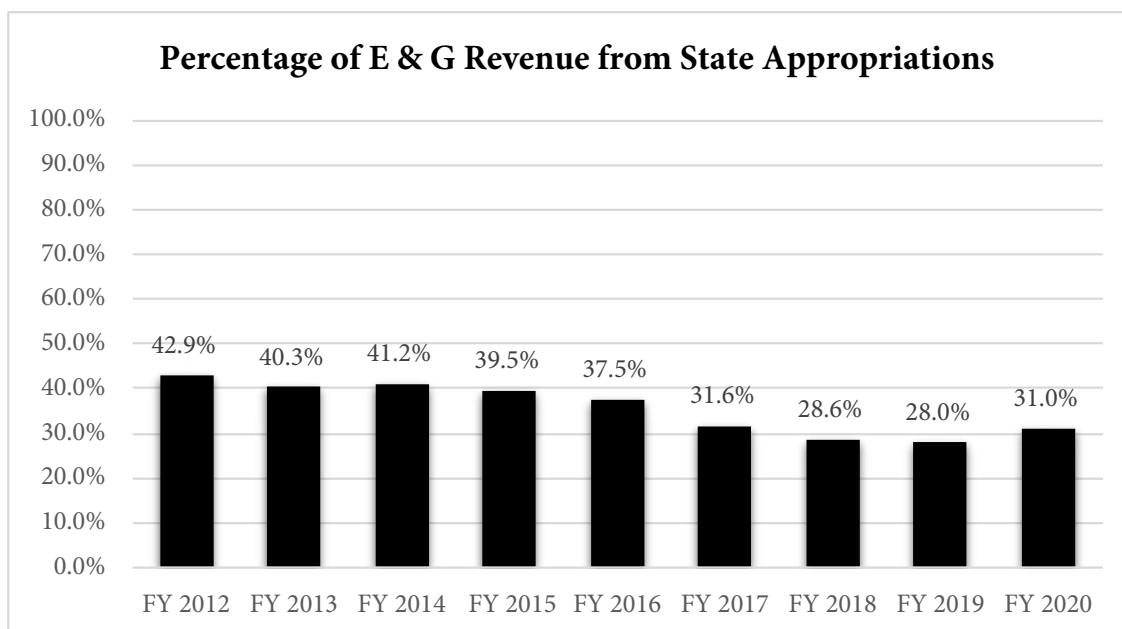
Assets - FY - 2020

| | |
|-----------------------------------|--------------|
| Changes in Net Position | \$1,235,316 |
| Net Position at Beginning of Year | \$10,454,961 |
| Adjustment to Net Position | \$321,395 |
| Net Position at End of Year | \$12,011,672 |

For Fiscal Year ending on June 30, 2019. Data obtained from Office of Financial Affairs.



Adjustment to net position for adoption of GASB68 Pension Obligation in FY 2015 & 2016.





Campus Safety



Life changing.

Campus Safety and Security

Criminal Offenses

| | 2016-2017 | | 2017-2018 | | 2018-2019 | | 2019-2020 | |
|------------------------------------|-----------|------|-----------|------|-----------|------|-----------|------|
| | Tonkawa | Enid | Tonkawa | Enid | Tonkawa | Enid | Tonkawa | Enid |
| On Campus | | | | | | | | |
| Murder | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Negligent Manslaughter | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Rape | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Fondling | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Incest | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Statutory Rape | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Robbery | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Aggravated Assault | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Burglary | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 |
| Motor Vehicle Theft | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Arson | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| On-Campus - Student Housing | | | | | | | | |
| Murder | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Negligent Manslaughter | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Rape | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Fondling | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Incest | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Statutory Rape | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Robbery | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Aggravated Assault | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Burglary | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 |
| Motor Vehicle Theft | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Arson | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Fire Statistics

| | 2016-2017 | | 2017-2018 | | 2018-2019 | | 2019-2020 | |
|----------|-----------|------|-----------|------|-----------|------|-----------|------|
| | Tonkawa | Enid | Tonkawa | Enid | Tonkawa | Enid | Tonkawa | Enid |
| Fires | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Injuries | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Deaths | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Information obtained from <http://ope.ed.gov/campusafety/#/> as submitted in Clery Report by NOC updated in October for previous year.

Disciplinary Actions

| | 2016-2017 | | 2017-2018 | | 2018-2019 | | 2019-2020 | |
|------------------------------------|-----------|------|-----------|------|-----------|------|-----------|------|
| | Tonkawa | Enid | Tonkawa | Enid | Tonkawa | Enid | Tonkawa | Enid |
| On Campus | | | | | | | | |
| Weapons: Carrying, Possessing, etc | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Drug Abuse Violations | 1 | 4 | 0 | 0 | 4 | 0 | 4 | 0 |
| Liquor Law Violations | 23 | 20 | 24 | 14 | 15 | 42 | 20 | 9 |
| On-Campus - Student Housing | | | | | | | | |
| Weapons: Carrying, Possessing, etc | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Drug Abuse Violations | 1 | 4 | 0 | 0 | 4 | 0 | 4 | 0 |
| Liquor Law Violations | 23 | 20 | 24 | 14 | 15 | 42 | 20 | 9 |

Arrests

| | 2016-2017 | | 2017-2018 | | 2018-2019 | | 2019-2020 | |
|------------------------------------|-----------|------|-----------|------|-----------|------|-----------|------|
| | Tonkawa | Enid | Tonkawa | Enid | Tonkawa | Enid | Tonkawa | Enid |
| On Campus | | | | | | | | |
| Weapons: Carrying, Possessing, etc | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Drug Abuse Violations | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Liquor Law Violations | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| On-Campus - Student Housing | | | | | | | | |
| Weapons: Carrying, Possessing, etc | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Drug Abuse Violations | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Liquor Law Violations | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

VAWA Offenses

| | 2016-2017 | | 2017-2018 | | 2018-2019 | | 2019-2020 | |
|------------------------------------|-----------|------|-----------|------|-----------|------|-----------|------|
| | Tonkawa | Enid | Tonkawa | Enid | Tonkawa | Enid | Tonkawa | Enid |
| On Campus | | | | | | | | |
| Domestic Violence | - | - | 0 | 0 | 0 | 0 | 0 | 0 |
| Dating Violence | - | - | 0 | 0 | 0 | 0 | 0 | 0 |
| Stalking | - | - | 0 | 0 | 0 | 0 | 0 | 0 |
| On-Campus - Student Housing | | | | | | | | |
| Domestic Violence | - | - | 0 | 0 | 0 | 0 | 0 | 0 |
| Dating Violence | - | - | 0 | 0 | 0 | 0 | 0 | 0 |
| Stalking | - | - | 0 | 0 | 0 | 0 | 0 | 0 |

Hate Crimes

| | 2016-2017 | | 2017-2018 | | 2018-2019 | | 2019-2020 | |
|------------------------------------|-----------|------|-----------|------|-----------|------|-----------|------|
| | Tonkawa | Enid | Tonkawa | Enid | Tonkawa | Enid | Tonkawa | Enid |
| On Campus | | | | | | | | |
| Murder | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Sex Offenses | 0 | 0 | | | | | | |
| Rape | | | 0 | 0 | 0 | 0 | 0 | 0 |
| Fondling | | | 0 | 0 | 0 | 0 | 0 | 0 |
| Incest | | | 0 | 0 | 0 | 0 | 0 | 0 |
| Statutory Rape | | | 0 | 0 | 0 | 0 | 0 | 0 |
| Robbery | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Aggravated Assault | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Burglary | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Motor Vehicle Theft | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Arson | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Simple Assault | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Larceny-theft | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Intimidation | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Destruction/damage/ vandalism | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| On-Campus - Student Housing | | | | | | | | |
| Murder | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Sex Offenses | 0 | 0 | | | | | | |
| Rape | | | 0 | 0 | 0 | 0 | 0 | 0 |
| Fondling | | | 0 | 0 | 0 | 0 | 0 | 0 |
| Incest | | | 0 | 0 | 0 | 0 | 0 | 0 |
| Statutory Rape | | | 0 | 0 | 0 | 0 | 0 | 0 |
| Robbery | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Aggravated Assault | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Burglary | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Motor Vehicle Theft | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Arson | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Simple Assault | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Larceny-theft | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Intimidation | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Destruction/damage/ vandalism | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |



Location Information



Life changing.

NOC Location Information

Tonkawa

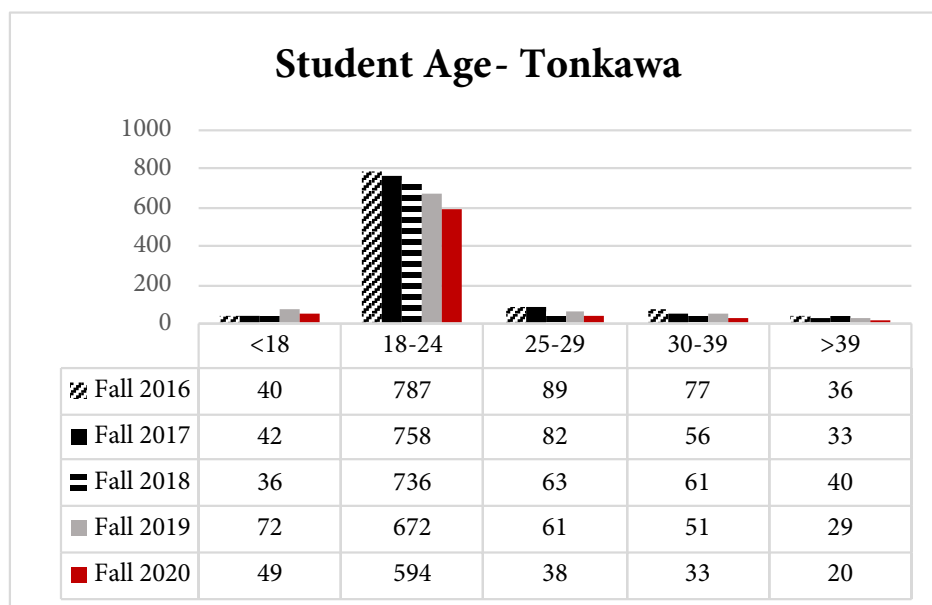
Data collected from Student Information system for the fall semester of the year reported. Data includes only information for students physically located on site (excludes online and high school sites if reported separately).

Student Gender - Tonkawa

| | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
|-----------------|------------|------------|------------|------------|------------|
| Men Full-time | 344 | 323 | 324 | 322 | 265 |
| Men Part-time | 100 | 103 | 74 | 66 | 51 |
| Total | 444 | 426 | 398 | 388 | 316 |
| | | | | | |
| Women Full-time | 408 | 395 | 382 | 341 | 302 |
| Women Part-time | 177 | 154 | 156 | 156 | 116 |
| Total | 585 | 549 | 538 | 497 | 418 |

Student Age - Tonkawa

| | Men | | | | | Women | | | | |
|--------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
| <18 | 15 | 10 | 11 | 23 | 19 | 25 | 32 | 25 | 49 | 30 |
| 18-24 | 368 | 363 | 339 | 325 | 269 | 419 | 395 | 397 | 347 | 325 |
| 25-29 | 34 | 27 | 17 | 18 | 13 | 55 | 55 | 46 | 43 | 25 |
| 30-39 | 18 | 16 | 23 | 18 | 11 | 59 | 40 | 38 | 33 | 22 |
| >39 | 9 | 10 | 8 | 4 | 4 | 27 | 23 | 32 | 25 | 16 |
| Total | 444 | 426 | 398 | 388 | 316 | 585 | 545 | 538 | 497 | 418 |

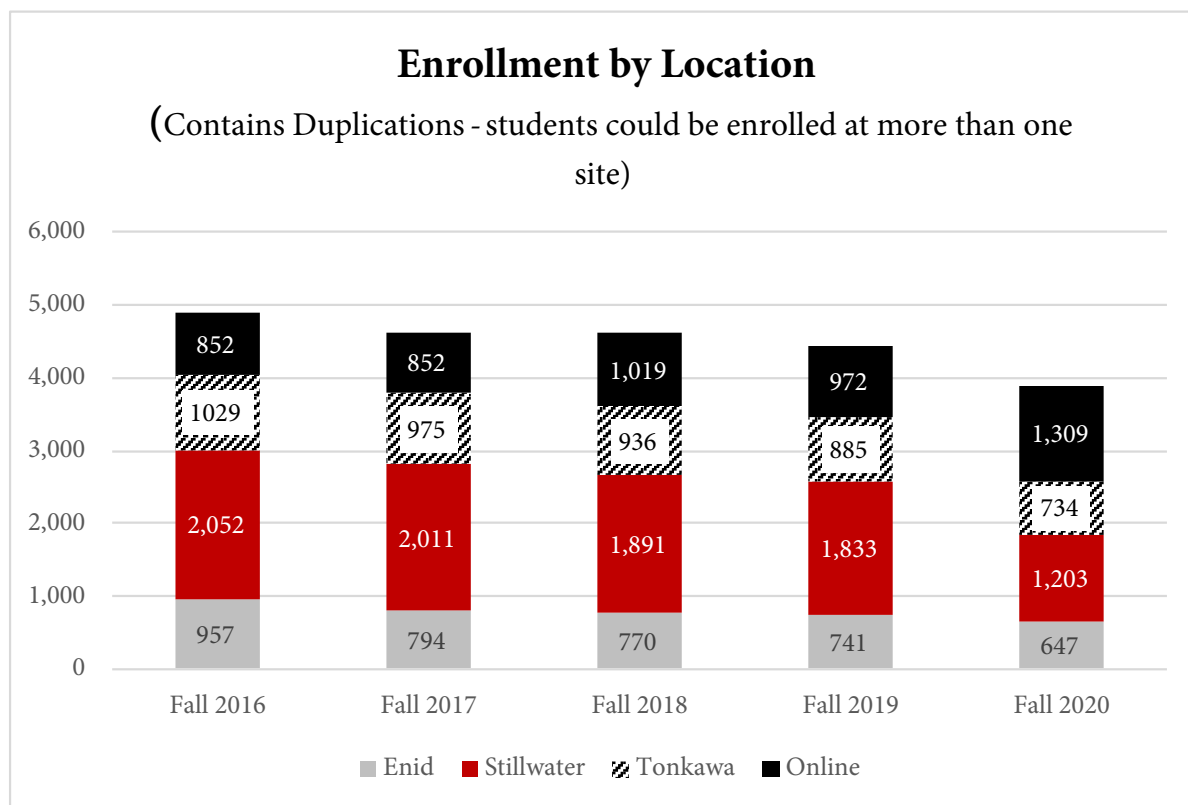


Student Race/Ethnicity - Tonkawa

| | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
|---|-----------|-----------|-----------|-----------|-----------|
| American Indian or Alaska Native | 162 | 171 | 183 | 164 | 140 |
| Asian | 7 | 7 | 11 | 7 | 11 |
| Black or African American | 47 | 28 | 35 | 29 | 24 |
| Native Hawaiian or other Pacific Islander | 2 | 0 | 0 | 0 | 0 |
| Hispanic/Latino | 88 | 109 | 88 | 88 | 86 |
| White | 673 | 617 | 588 | 558 | 442 |
| Unknown | 6 | 1 | 3 | 6 | 5 |
| Non-Resident/Alien | 28 | 23 | 15 | 15 | 11 |
| Two races or more | 16 | 19 | 13 | 18 | 15 |

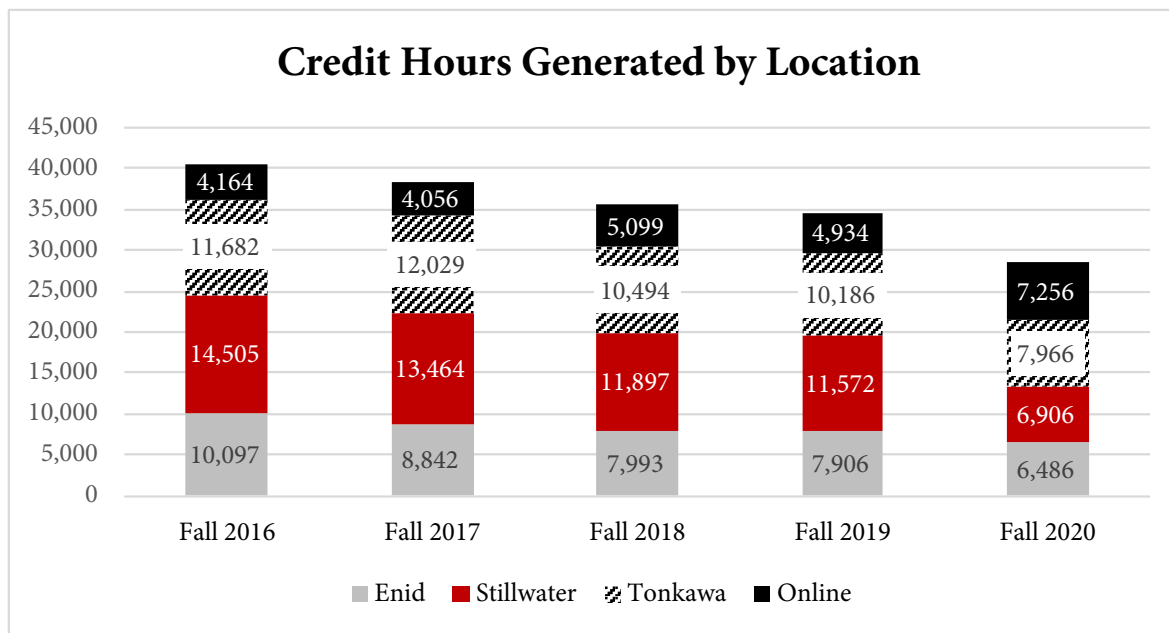
Student Enrollment - Tonkawa

| | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
|--------------------|--------------|------------|------------|------------|------------|
| Full-time Students | 752 | 718 | 706 | 663 | 567 |
| Part-time Students | 277 | 257 | 230 | 222 | 167 |
| Total | 1,029 | 975 | 936 | 885 | 734 |



Courses - Tonkawa

| | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
|--------------------------------|-----------|-----------|-----------|-----------|-----------|
| Total Course Section Offerings | 272 | 272 | 254 | 262 | 218 |
| Total Credit Hours Generated | 11,682 | 12,029 | 10,494 | 10,186 | 7,966 |



Degrees Awarded - Tonkawa

| | AY-2015 | AY-2016 | AY-2017 | AY-2018 | AY-2019 |
|--|------------|------------|------------|------------|------------|
| Total Graduates | 369 | 303 | 262 | 316 | 311 |
| Agriculture & Biological Sciences* | 69 | 73 | 62 | 43 | 57 |
| Business | 67 | 46 | 28 | 61 | 41 |
| Physical Science, Engineering, & Process Technology* | | | | 27 | 36 |
| Fine Arts | 17 | 13 | 13 | 17 | 21 |
| Health, Physical Ed, & Recreation | 18 | 15 | 13 | 18 | 13 |
| Language Arts | 36 | 21 | 20 | 26 | 20 |
| Math | 3 | 4 | 1 | 5 | 4 |
| Nursing | 48 | 58 | 41 | 40 | 54 |
| Social Science | 75 | 52 | 51 | 55 | 56 |
| Arts and Sciences | 64 | 47 | 37 | 51 | 35 |
| Other | 0 | 0 | 19 | 5 | 2 |
| Total Degrees Awarded | 397 | 329 | 285 | 348 | 339 |

*The former division of Agriculture, Sciences, and Engineering was split for AY-2018 into Agriculture and Biological Sciences and Physical Science, Engineering, and Process Technology.

Enid

Data collected from Student Information system for the fall semester of the year reported. Data includes only information for students physically located on site (excludes online and high school sites if reported separately).

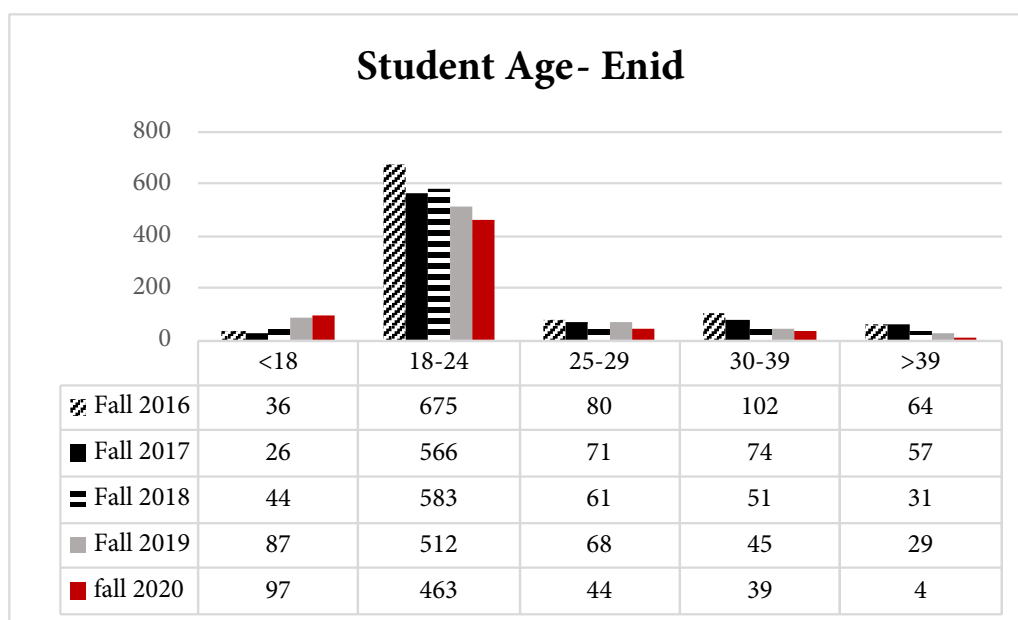
Student Gender - Enid

| | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
|---------------|------------|------------|------------|------------|------------|
| Men Full-time | 251 | 221 | 194 | 192 | 76 |
| Men Part-time | 106 | 69 | 89 | 60 | 170 |
| Total | 357 | 290 | 283 | 252 | 246 |

| | | | | | |
|-----------------|------------|------------|------------|------------|------------|
| Women Full-time | 352 | 309 | 285 | 288 | 255 |
| Women Part-time | 248 | 195 | 202 | 201 | 146 |
| Total | 600 | 504 | 487 | 489 | 401 |

Student Age - Enid

| | Men | | | | | Women | | | | |
|--------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
| <18 | 13 | 11 | 12 | 26 | 43 | 23 | 15 | 32 | 61 | 54 |
| 18-24 | 286 | 226 | 229 | 197 | 181 | 289 | 340 | 354 | 315 | 282 |
| 25-29 | 22 | 22 | 22 | 13 | 11 | 58 | 49 | 39 | 55 | 33 |
| 30-39 | 24 | 15 | 12 | 12 | 10 | 78 | 59 | 39 | 33 | 29 |
| >39 | 12 | 16 | 8 | 4 | 1 | 52 | 41 | 23 | 25 | 3 |
| Total | 357 | 290 | 283 | 252 | 246 | 600 | 504 | 487 | 489 | 401 |



Student Race/Ethnicity - Enid

| | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
|---|-----------|-----------|-----------|-----------|-----------|
| American Indian or Alaska Native | 62 | 62 | 66 | 75 | 67 |
| Asian | 9 | 8 | 7 | 11 | 7 |
| Black or African American | 53 | 34 | 26 | 32 | 20 |
| Native Hawaiian or other Pacific Islander | 10 | 9 | 12 | 11 | 0 |
| Hispanic/Latino | 122 | 122 | 132 | 131 | 123 |
| White | 662 | 529 | 491 | 450 | 389 |
| Unknown | 7 | 3 | 3 | 4 | 5 |
| Non-Resident/Alien | 18 | 3 | 6 | 2 | 2 |
| Two races or more | 14 | 24 | 27 | 25 | 34 |

Student Enrollment - Enid

| | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
|--------------------|------------|------------|------------|------------|------------|
| Full-time Students | 603 | 530 | 479 | 480 | 425 |
| Part-time Students | 354 | 264 | 291 | 261 | 222 |
| Total | 957 | 794 | 770 | 741 | 647 |

Courses - Enid

| | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
|--------------------------------|-----------|-----------|-----------|-----------|-----------|
| Total Course Section Offerings | 194 | 186 | 175 | 176 | 161 |
| Total Credit Hours Generated | 10,097 | 8,842 | 7,993 | 7,906 | 6,486 |

Degrees Awarded - Enid

| | AY-2015 | AY-2016 | AY-2017 | AY-2018 | AY-2019 |
|--|------------|------------|------------|------------|------------|
| Total Graduates | 138 | 290 | 181 | 223 | 199 |
| Agriculture & Biological Sciences* | 14 | 38 | 15 | 28 | 22 |
| Business | 26 | 62 | 27 | 48 | 20 |
| Physical Science, Engineering, & Process Technology* | - | - | - | 5 | 2 |
| Fine Arts | 0 | 0 | 1 | 0 | 0 |
| Health, Physical Ed, & Recreation | 6 | 7 | 9 | 8 | 14 |
| Language Arts | 16 | 26 | 13 | 17 | 23 |
| Math | 3 | 15 | 2 | 2 | 2 |
| Nursing | 39 | 81 | 36 | 47 | 54 |
| Social Science | 30 | 35 | 42 | 38 | 36 |
| Arts and Sciences | 19 | 56 | 41 | 43 | 33 |
| Other | 0 | 0 | 15 | 4 | 3 |
| Total Degrees Awarded | 153 | 320 | 201 | 240 | 209 |

Stillwater

Data collected from Student Information system for the fall semester of the year reported. Data includes only information for students physically located on site (excludes online and high school sites if reported separately).

Note: Several students were coded as both NOC and OSU every semester.

Student Gender - Stillwater

| | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
|-----------------|-----------|-----------|-----------|-----------|-----------|
| Men - Full-time | | | | | |
| NOC | 355 | 276 | 211 | 187 | 115 |

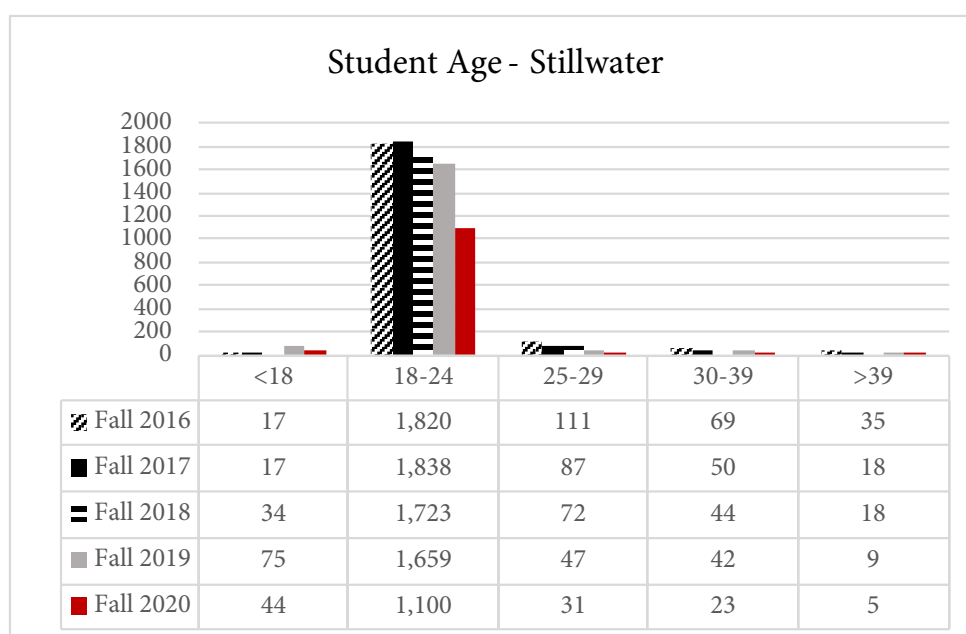
| | | | | | |
|-----------------|------------|------------|------------|------------|------------|
| Men - Part-time | | | | | |
| NOC | 182 | 149 | 133 | 122 | 83 |
| OSU | 438 | 462 | 469 | 468 | 302 |
| Total | 620 | 611 | 602 | 590 | 385 |

| | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
|------------------|------------|------------|------------|------------|------------|
| Total Men | 975 | 887 | 813 | 776 | 500 |

| | | | | | |
|-------------------|-----|-----|-----|-----|-----|
| Women - Full-time | | | | | |
| NOC | 318 | 273 | 213 | 199 | 149 |

| | | | | | |
|-------------------|------------|------------|------------|------------|------------|
| Women - Part-time | | | | | |
| NOC | 222 | 181 | 195 | 160 | 109 |
| OSU | 536 | 669 | 667 | 697 | 445 |
| Total | 758 | 850 | 862 | 857 | 554 |

| | | | | | |
|--------------------|--------------|--------------|--------------|--------------|------------|
| Total Women | 1,076 | 1,123 | 1,075 | 1,056 | 703 |
|--------------------|--------------|--------------|--------------|--------------|------------|



Student Age - Stillwater

| Women | | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
|--------------|--------------|------------------|------------------|------------------|------------------|------------------|
| <18 | NOC | 10 | 7 | 24 | 23 | 10 |
| | OSU | 2 | 4 | 3 | 33 | 20 |
| | Total | 12 | 11 | 27 | 56 | 30 |
| 18-24 | NOC | 410 | 365 | 308 | 278 | 207 |
| | OSU | 525 | 660 | 661 | 658 | 423 |
| | Total | 935 | 1,025 | 969 | 936 | 630 |
| 25-29 | NOC | 51 | 38 | 31 | 25 | 22 |
| | OSU | 4 | 3 | 2 | 5 | 1 |
| | Total | 55 | 41 | 33 | 30 | 23 |
| 30-39 | NOC | 45 | 30 | 30 | 23 | 15 |
| | OSU | 4 | 2 | 3 | 4 | 1 |
| | Total | 49 | 32 | 33 | 27 | 16 |
| >39 | NOC | 24 | 13 | 14 | 7 | 4 |
| | OSU | 1 | 1 | 1 | 0 | 0 |
| | Total | 25 | 14 | 15 | 7 | 4 |
| Total | | 1,076 | 1,123 | 1,077 | 1,056 | 703 |

| Men | | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
|--------------|--------------|------------------|------------------|------------------|------------------|------------------|
| <18 | NOC | 5 | 6 | 7 | 13 | 8 |
| | OSU | 0 | 0 | 0 | 6 | 6 |
| | Total | 5 | 6 | 7 | 19 | 14 |
| 18-24 | NOC | 464 | 361 | 294 | 268 | 177 |
| | OSU | 421 | 452 | 460 | 455 | 293 |
| | Total | 885 | 813 | 754 | 723 | 470 |
| 25-29 | NOC | 44 | 40 | 30 | 11 | 8 |
| | OSU | 12 | 6 | 9 | 6 | 0 |
| | Total | 56 | 46 | 39 | 17 | 8 |
| 30-39 | NOC | 16 | 15 | 10 | 14 | 4 |
| | OSU | 4 | 3 | 1 | 1 | 3 |
| | Total | 20 | 18 | 11 | 15 | 7 |
| >39 | NOC | 7 | 3 | 3 | 1 | 1 |
| | OSU | 3 | 1 | 0 | 1 | 0 |
| | Total | 10 | 4 | 3 | 2 | 1 |
| Total | | 976 | 887 | 814 | 776 | 500 |

Student Race/Ethnicity - Stillwater

| | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
|---|-----------|-----------|-----------|-----------|-----------|
| American Indian or Alaska Native | 496 | 667 | 344 | 303 | 195 |
| Asian | 21 | 16 | 25 | 27 | 12 |
| Black or African American | 125 | 114 | 148 | 156 | 97 |
| Native Hawaiian or other Pacific Islander | 3 | 0 | 1 | 1 | 0 |
| Hispanic/Latino | 96 | 141 | 177 | 172 | 123 |
| White | 978 | 957 | 1,125 | 1,101 | 722 |
| Unknown | 8 | 13 | 4 | 5 | 2 |
| Non-Resident/Alien | 111 | 55 | 18 | 9 | 11 |
| Two races or more | 210 | 47 | 49 | 60 | 41 |

Student Enrollment - Stillwater

| | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
|-------------------------|--------------|--------------|--------------|--------------|--------------|
| Full-time | | | | | |
| NOC | 672 | 548 | 424 | 382 | 264 |
| OSU | 2 | 2 | 4 | 4 | 0 |
| Total | 674 | 550 | 428 | 386 | 264 |
| Part-time | | | | | |
| NOC | 404 | 330 | 327 | 282 | 192 |
| OSU | 974 | 1,131 | 1,136 | 1,165 | 747 |
| Total | 1,378 | 1,461 | 1,463 | 1,447 | 939 |
| Total Enrollment | 2,052 | 2,011 | 1,891 | 1,833 | 1,203 |

**Students Enrollment Fall
2020 - NOC/OSU**



**Total Credit Hours
Generated Fall 2020 -
NOC/OSU**



Courses - Stillwater

| | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
|--------------------------------|-----------|-----------|-----------|-----------|-----------|
| Total Course Section Offerings | 220 | 216 | 187 | 193 | 149 |
| Total Credit Hours Generated | 14,505 | 13,464 | 11,897 | 11,572 | 6,906 |
| NOC | 10,938 | 8,551 | 7,265 | 6,643 | 4,002 |
| OSU | 3,567 | 4,343 | 4,632 | 4,929 | 2,904 |

Degrees Awarded - Stillwater

| | AY-2015 | AY-2016 | AY-2017 | AY-2018 | AY-2019 |
|------------------------------|-----------|------------|-----------|------------|-----------|
| Business | 35 | 46 | 19 | 22 | 13 |
| Child Development | 3 | 4 | 4 | 8 | 8 |
| Nursing | 12 | 21 | 10 | 32 | 27 |
| Social Science | 13 | 34 | 10 | 15 | 14 |
| Arts and Sciences | 14 | 37 | 10 | 26 | 29 |
| Other | 2 | 8 | 10 | 8 | 8 |
| Total Degrees Awarded | 79 | 150 | 63 | 111 | 99 |

University Center Ponca City

Data collected from Student Information Systems for the fall semester of the year reported. Data includes only information for students physically located at University Center (excludes online and high school sites if reported separately).

Student Gender - University Center Ponca City

| | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
|-----------------|------------|------------|------------|------------|-----------|
| Men Full-time | 16 | 21 | 17 | 17 | 15 |
| Men Part-time | 38 | 26 | 33 | 25 | 30 |
| Total | 54 | 47 | 50 | 42 | 45 |
| Women Full-time | 64 | 52 | 50 | 42 | 30 |
| Women Part-time | 101 | 94 | 102 | 92 | 65 |
| Total | 165 | 146 | 152 | 134 | 95 |

Student Age - University Center Ponca City

| | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
|--------------|------------|------------|------------|------------|------------|
| <18 | 23 | 20 | 30 | 42 | 33 |
| 18-24 | 90 | 78 | 76 | 60 | 57 |
| 25-29 | 40 | 26 | 29 | 25 | 14 |
| 30-39 | 43 | 42 | 41 | 31 | 23 |
| >39 | 23 | 27 | 26 | 18 | 13 |
| Total | 219 | 193 | 202 | 176 | 140 |

Student Race/Ethnicity - University Center Ponca City

| | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
|---|-----------|-----------|-----------|-----------|-----------|
| American Indian or Alaska Native | 45 | 32 | 38 | 44 | 32 |
| Asian | 2 | 1 | 2 | 1 | 1 |
| Black or African American | 7 | 10 | 7 | 6 | 4 |
| Native Hawaiian or other Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Hispanic/Latino | 13 | 22 | 18 | 19 | 9 |
| White | 145 | 125 | 128 | 102 | 90 |
| Unknown | 4 | 0 | 0 | 1 | 0 |
| Non-Resident/Alien | 0 | 0 | 0 | 0 | 0 |
| Two races or more | 3 | 3 | 9 | 3 | 4 |

Student Enrollment - University Center Ponca City

| | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
|--------------------|------------|------------|------------|------------|------------|
| Full-time Students | 80 | 73 | 67 | 59 | 45 |
| Part-time Students | 139 | 120 | 135 | 117 | 95 |
| Total | 219 | 193 | 202 | 176 | 140 |

Courses - University Center Ponca City

| | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
|--------------------------------|-----------|-----------|-----------|-----------|-----------|
| Total Course Section Offerings | 68 | 67 | 71 | 74 | 68 |
| Total Credit Hours Generated | 1,384 | 1,231 | 1,360 | 1,215 | 858 |

Education Centers

Data collected from Student Information Systems for the fall semester of the year reported. Data includes only information for students physically located at Enid University Center or high school sites different from Tonkawa, Enid, Stillwater, and University Center Ponca City locations.

Student Gender - Education Centers

| | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
|-----------------|-----------|-----------|-----------|-----------|-----------|
| Men Full-time | 0 | 0 | 0 | 0 | 0 |
| Men Part-time | 45 | 35 | 37 | 50 | 30 |
| Total | 45 | 35 | 37 | 50 | 30 |
| Women Full-time | 0 | 0 | 0 | 0 | 0 |
| Women Part-time | 85 | 60 | 63 | 57 | 45 |
| Total | 85 | 60 | 63 | 57 | 75 |

Student Age - Education Centers

| | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
|--------------|------------|-----------|------------|------------|-----------|
| <18 | 77 | 58 | 56 | 98 | 43 |
| 18-24 | 53 | 37 | 44 | 9 | 2 |
| 25-29 | 0 | 0 | 0 | 0 | 0 |
| 30-39 | 0 | 0 | 0 | 0 | 0 |
| >39 | 0 | 0 | 0 | 0 | 0 |
| Total | 130 | 95 | 100 | 107 | 45 |

Student Race/Ethnicity - Education Centers

| | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
|---|-----------|-----------|-----------|-----------|-----------|
| American Indian or Alaska Native | 9 | 10 | 8 | 12 | 8 |
| Asian | 5 | 0 | 7 | 2 | 5 |
| Black or African American | 4 | 0 | 3 | 0 | 0 |
| Native Hawaiian or other Pacific Islander | 3 | 0 | 2 | 0 | 0 |
| Hispanic/Latino | 9 | 7 | 16 | 14 | 6 |
| White | 99 | 76 | 61 | 77 | 54 |
| Unknown | 1 | 0 | 0 | 0 | 0 |
| Non-Resident/Alien | 0 | 0 | 0 | 0 | 0 |
| Two races or more | 0 | 2 | 3 | 2 | 2 |

Student Enrollment - Education Center

| | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
|--------------------|------------|-----------|------------|------------|-----------|
| Full-time Students | 0 | 0 | 0 | 0 | 0 |
| Part-time Students | 130 | 95 | 100 | 107 | 75 |
| Total | 130 | 95 | 100 | 107 | 75 |

Courses - Education Center

| | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
|--------------------------------|-----------|-----------|-----------|-----------|-----------|
| Total Course Section Offerings | 23 | 22 | 16 | 19 | 14 |
| Total Credit Hours Generated | 531 | 408 | 429 | 489 | 339 |

Enid University Center

| | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
|-------------------------------------|------------|------------|------------|------------|------------|
| Number of Students | 53 | 57 | 63 | 65 | 54 |
| Number of Seats | 64 | 85 | 71 | 94 | 54 |
| Total Credit Hours Generated | 192 | 255 | 213 | 282 | 162 |

Enid University Center is part of the Enid Public School System.

Online

Data collected from Student Information Systems for the fall semester of the year reported. Data includes information on students taking online courses. Students may be taking classes other than online.

Student Gender - Online

| | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
|-----------------|------------|------------|------------|------------|------------|
| Men Full-time | 140 | 120 | 147 | 158 | 238 |
| Men Part-time | 93 | 110 | 117 | 97 | 156 |
| Total | 233 | 230 | 264 | 255 | 394 |
| Women Full-time | 318 | 307 | 387 | 313 | 475 |
| Women Part-time | 301 | 315 | 368 | 404 | 440 |
| Total | 619 | 622 | 755 | 717 | 915 |

Student Age - Online

| | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
|--------------|------------|------------|--------------|------------|--------------|
| <18 | 12 | 16 | 24 | 46 | 66 |
| 18-24 | 502 | 494 | 634 | 609 | 891 |
| 25-29 | 130 | 144 | 150 | 114 | 144 |
| 30-39 | 138 | 130 | 130 | 143 | 137 |
| >39 | 70 | 68 | 81 | 60 | 71 |
| Total | 852 | 852 | 1,019 | 972 | 1,309 |

Student Race/Ethnicity - Online

| | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
|---|-----------|-----------|-----------|-----------|-----------|
| American Indian or Alaska Native | 115 | 143 | 156 | 179 | 239 |
| Asian | 8 | 1 | 6 | 7 | 15 |
| Black or African American | 33 | 20 | 31 | 35 | 45 |
| Native Hawaiian or other Pacific Islander | 3 | 3 | 1 | 2 | 0 |
| Hispanic/Latino | 65 | 63 | 85 | 83 | 120 |
| White | 605 | 592 | 706 | 637 | 815 |
| Unknown | 1 | 6 | 4 | 6 | 7 |
| Non-Resident/Alien | 3 | 8 | 7 | 4 | 9 |
| Two races or more | 19 | 16 | 23 | 19 | 59 |

Student Enrollment - Online

| | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
|--------------------|------------|------------|--------------|------------|--------------|
| Full-time Students | 458 | 427 | 534 | 471 | 713 |
| Part-time Students | 394 | 425 | 485 | 501 | 596 |
| Total | 852 | 852 | 1,019 | 972 | 1,309 |

Courses - Online

| | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
|--------------------------------|-----------|-----------|-----------|-----------|-----------|
| Total Course Section Offerings | 60 | 66 | 83 | 92 | 117 |
| Total Credit Hours Generated | 4,164 | 4,056 | 5,099 | 4,934 | 7,256 |

Virtual

Data collected from Student Information Systems for the fall semester of the year reported. Data includes information on students taking classes through a virtual format. Students may be taking classes other than virtual.

Student Gender - Virtual

| | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
|-----------------|-----------|-----------|-----------|-----------|------------|
| Men Full-time | - | - | - | - | 69 |
| Men Part-time | - | - | - | - | 32 |
| Total | - | - | - | - | 101 |
| Women Full-time | - | - | - | - | 88 |
| Women Part-time | - | - | - | - | 70 |
| Total | - | - | - | - | 158 |

Student Age - Virtual

| | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
|--------------|-----------|-----------|-----------|-----------|------------|
| <18 | - | - | - | - | 14 |
| 18-24 | - | - | - | - | 203 |
| 25-29 | - | - | - | - | 23 |
| 30-39 | - | - | - | - | 15 |
| >39 | - | - | - | - | 4 |
| Total | - | - | - | - | 259 |

Student Race/Ethnicity - Virtual

| | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
|---|-----------|-----------|-----------|-----------|-----------|
| American Indian or Alaska Native | - | - | - | - | 46 |
| Asian | - | - | - | - | 5 |
| Black or African American | - | - | - | - | 12 |
| Native Hawaiian or other Pacific Islander | - | - | - | - | 0 |
| Hispanic/Latino | - | - | - | - | 30 |
| White | - | - | - | - | 146 |
| Unknown | - | - | - | - | 5 |
| Non-Resident/Alien | - | - | - | - | 1 |
| Two races or more | - | - | - | - | 14 |

Student Enrollment - Virtual

| | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
|--------------------|-----------|-----------|-----------|-----------|------------|
| Full-time Students | - | - | - | - | 157 |
| Part-time Students | - | - | - | - | 102 |
| Total | - | - | - | - | 259 |

Courses - Virtual

| | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
|--------------------------------|-----------|-----------|-----------|-----------|-----------|
| Total Course Section Offerings | - | - | - | - | 85 |
| Total Credit Hours Generated | - | - | - | - | 1,210 |

Accredited Programs



Life changing.

Our Mission

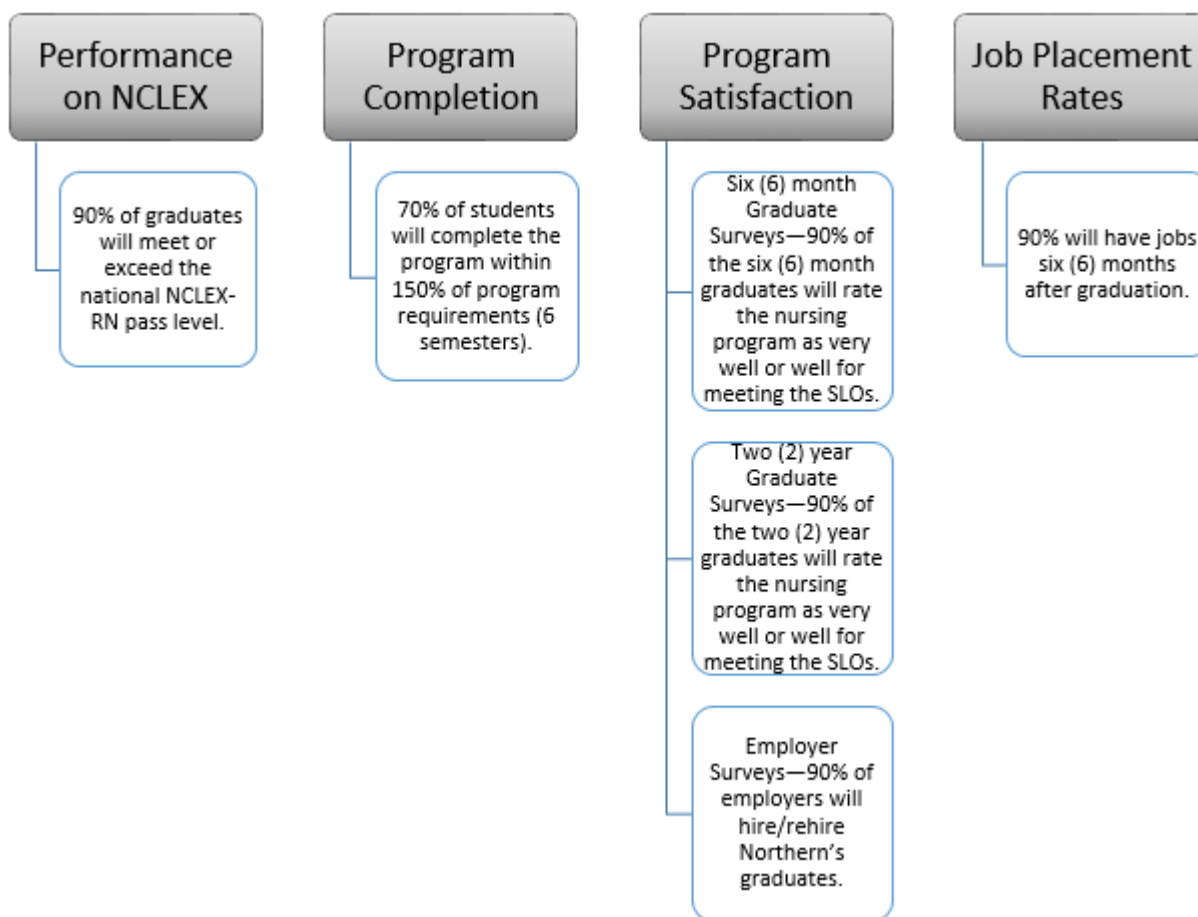
With an understanding that all individuals have worth and potential, we are committed to student learning and success. Using personal interaction, rigorous instruction and innovative technologies, we strive to provide high quality, accessible nursing education that prepares a safe, competent nurse who is committed to compassion, critical thinking and lifelong learning.

Our Philosophy

The nursing faculty views a client as a holistic being in a continuous state of development. The client may be the individual, family, or groups with a common purpose. Each client possesses intrinsic worth, unique needs, abilities, rights, and is entitled to be treated with dignity and respect. It is the right of the client to make decisions to achieve an optimal level of health.

The mission/philosophy and program outcomes of the nursing education unit are congruent with the core values and mission/goals of the governing organization.

Program Outcomes



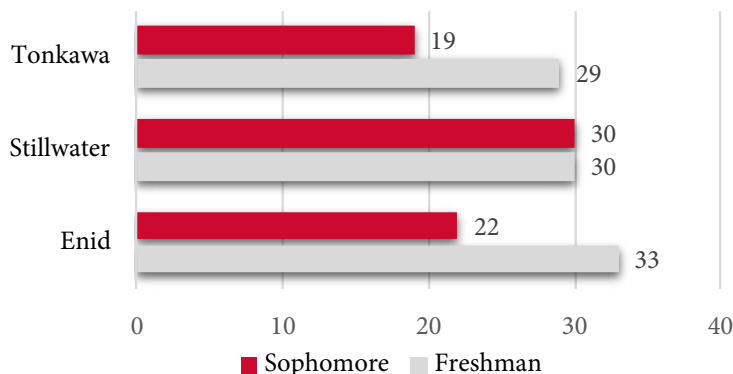
Introduction

The Northern Oklahoma College Nursing Fact Book is a collection of Nursing Division data collected to provide information to those who make decisions, write grants, and to the public interested in the Nursing Division. The Nursing Fact Book is a snapshot of the collective department including data from all three locations. Data and information is updated in August of the year reported.

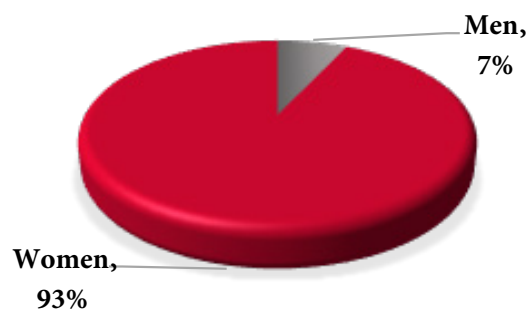
Demographics 2019-2020

| | Male | Female |
|------------|------|--------|
| Tonkawa | 1 | 59 |
| Enid | 5 | 43 |
| Stillwater | 5 | 49 |
| Total | 11 | 151 |

Nursing Student Count 2019-2020



Gender Count 2019-2020



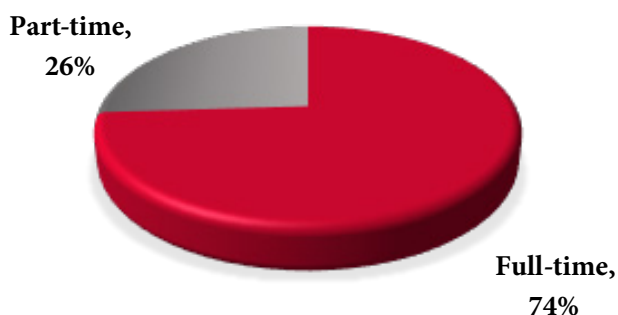
Race/Ethnicity 2019-2020

| | Tonkawa | Enid | Stillwater |
|---|---------|------|------------|
| American Indian or Alaska Native | 2 | 0 | 2 |
| Asian | 0 | 1 | 1 |
| Black or African American | 1 | 3 | 0 |
| Native Hawaiian or other Pacific Islander | 0 | 1 | 0 |
| Hispanic/Latino | 4 | 6 | 0 |
| White | 52 | 36 | 47 |
| Unknown | 1 | 0 | 0 |
| Two races or more | 0 | 1 | 3 |
| Non-Resident/Alien | 0 | 0 | 0 |

Faculty/Staff 2019-2020

| | Full-time Faculty | Part-time Faculty | Full-time Staff | Part-time Staff |
|------------|-------------------|-------------------|-----------------|-----------------|
| Tonkawa | 3.5 | 1.5 | 1 | 0 |
| Enid | 4 | 2 | 0 | 0 |
| Stillwater | 4 | 0.5 | 0 | 0 |
| Total | 11.5 | 4 | 1 | 0 |

Faculty Ratio 2019-2020



NOC Classroom Ratio/

Student to Faculty

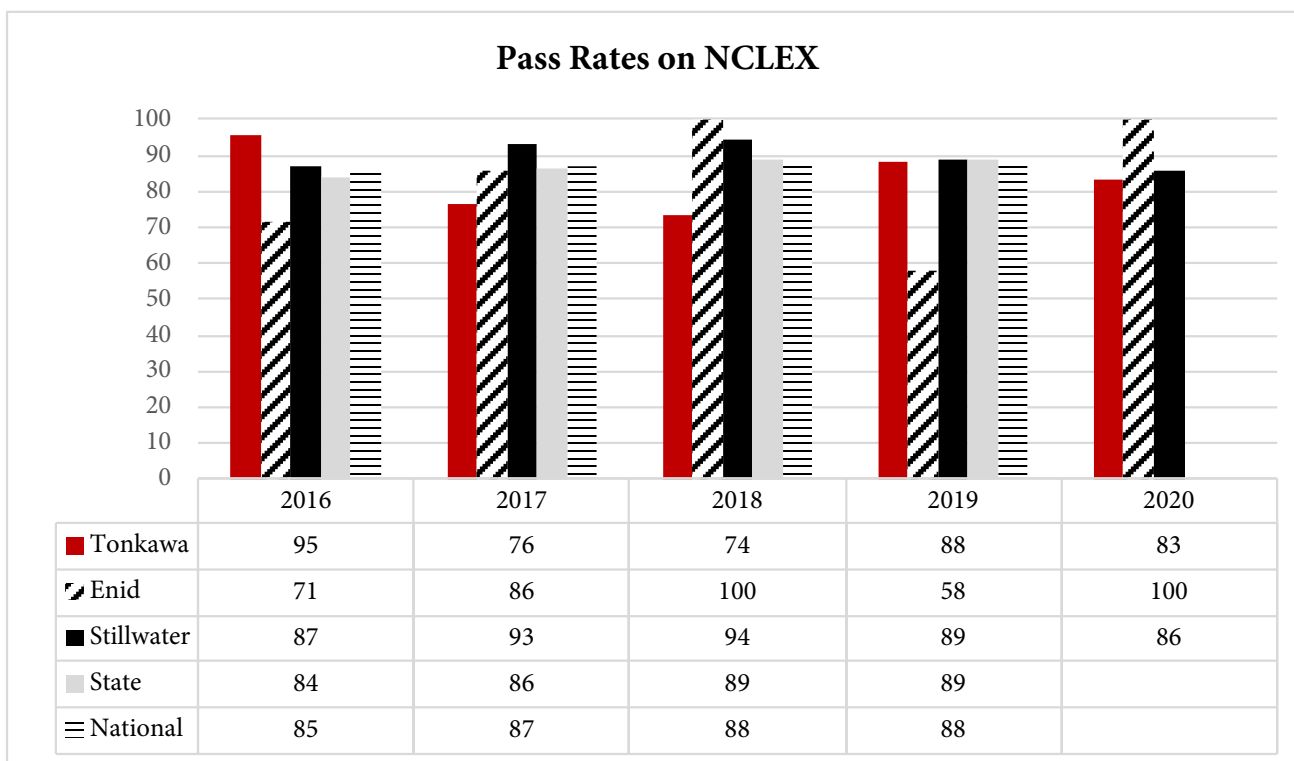
11:1

State Ratio

22:1

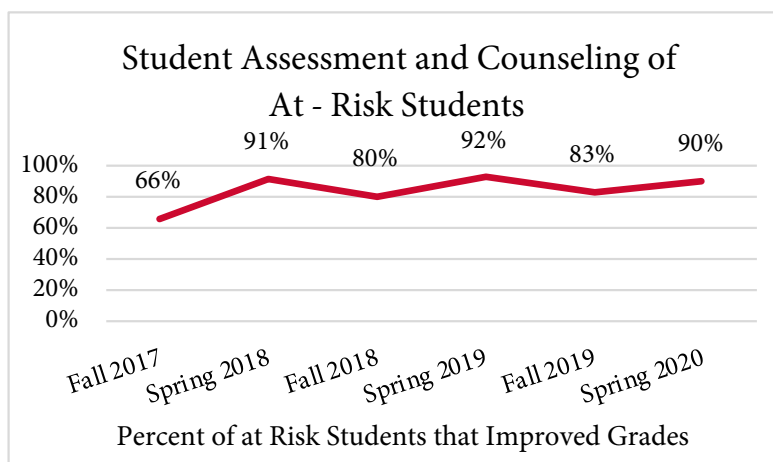
Data for 2018-2019 academic year

Pass Rates on NCLEX



State and National data are reported two years post Institutional data.

All students regardless of academic capability may find themselves distracted, challenged, or overwhelmed by the demands of a rigorous nursing program. Rather than allow such students to be lost from the program due to academic failure, NOC nursing faculty will make any reasonable effort to identify, counsel, and support these students.

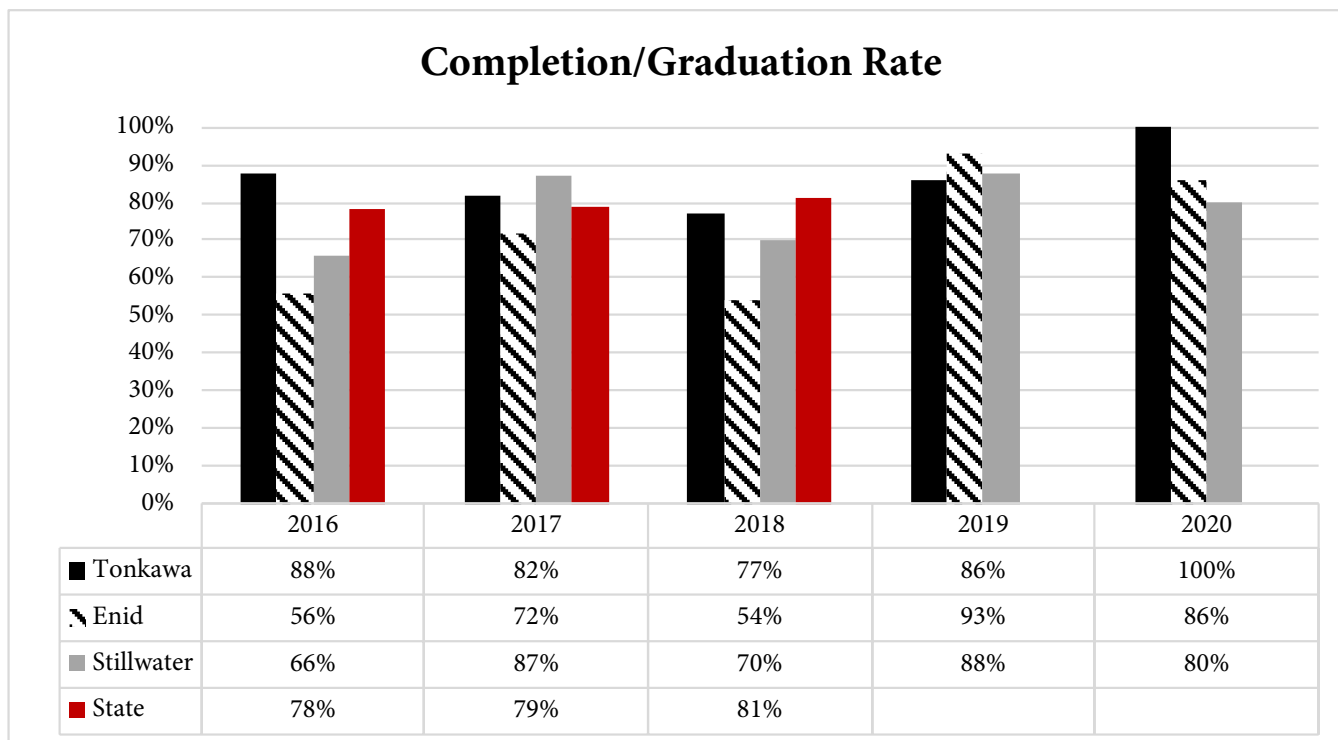
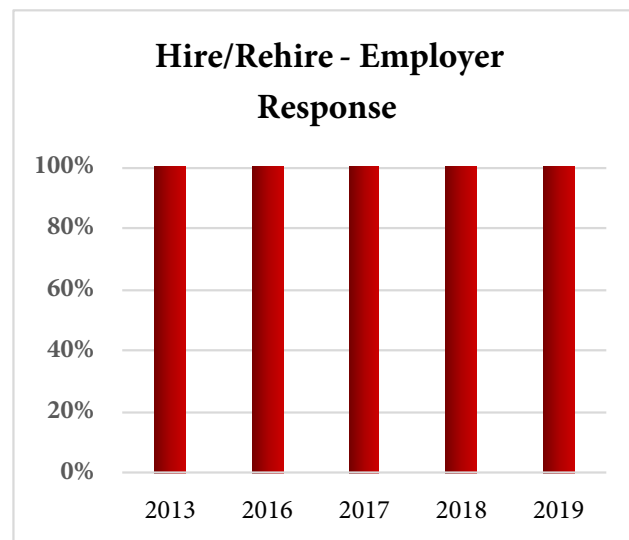
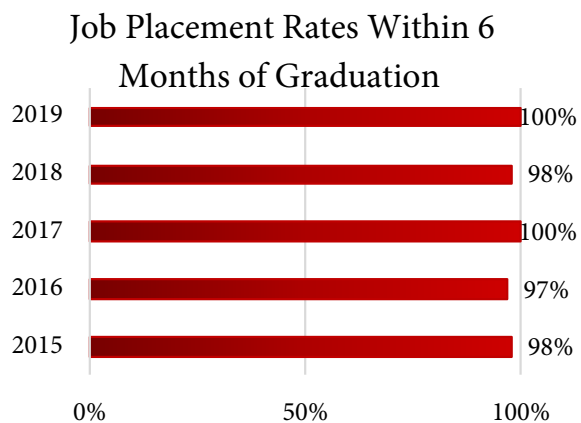


Program Satisfaction by Graduates/6 Months

| Student Learning Outcomes | 2015 | 2016 | 2017 | 2018 | 2019 |
|------------------------------------|------|------|------|------|------|
| Nursing Role | 83% | 100% | 94% | 94% | 95% |
| Clinical Reasoning/Nursing Process | 83% | 100% | 100% | 88% | 100% |
| Therapeutic Communication | 75% | 100% | 100% | 88% | 95% |
| Management Care | 82% | 100% | 100% | 88% | 100% |
| Assuming Accountability | 83% | 100% | 100% | 94% | 100% |
| Multidisciplinary Communication | 83% | 100% | 94% | 94% | 100% |
| Holistic Health | 83% | 100% | 94% | 94% | 100% |
| Global Perspectivce | 83% | 79% | 81% | 82% | 95% |

Program Satisfaction by Graduates/2 Year

| Student Learning Outcomes | 2015 | 2016 | 2017 | 2018 | 2019 |
|------------------------------------|------|------|------|------|------|
| Nursing Role | 89% | 100% | 80% | 89% | 83% |
| Clinical Reasoning/Nursing Process | 95% | 100% | 93% | 89% | 100% |
| Therapeutic Communication | 95% | 100% | 73% | 89% | 100% |
| Management Care | 89% | 100% | 100% | 89% | 92% |
| Assuming Accountability | 100% | 100% | 93% | 89% | 100% |
| Multidisciplinary Communication | 100% | 100% | 93% | 89% | 100% |
| Holistic Health | 100% | 100% | 87% | 89% | 100% |
| Global Perspectivce | 89% | 93% | 73% | 89% | 92% |

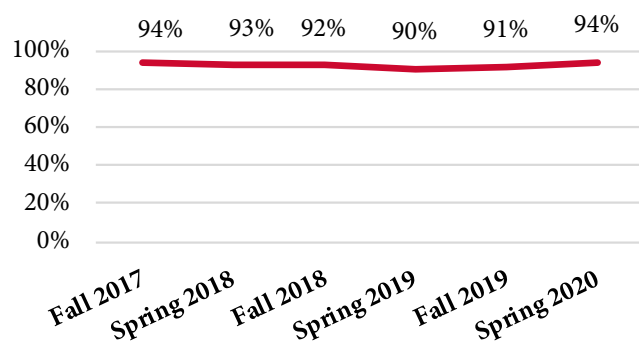


The graph year indicates the calendar year of graduation.
State and National data are reported two years post Institutional data.

Student Program Assessment 2019-2020

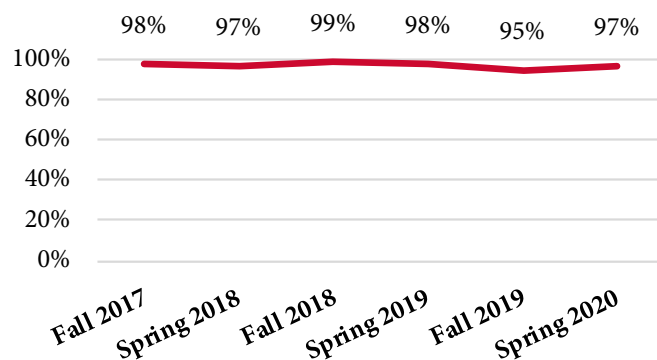
Evaluation Skills Lab and Equipment

The nursing skills lab and equipment are sufficient for learning.



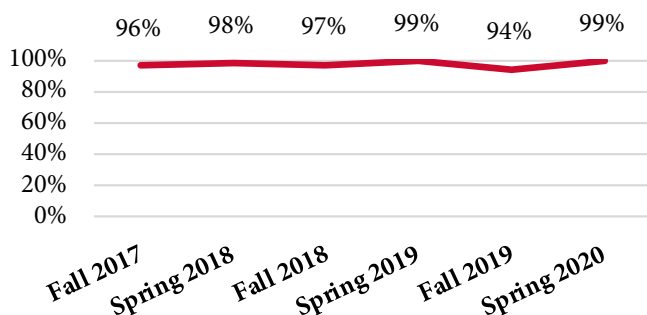
Clinical Experiences

I had various clinical experiences.



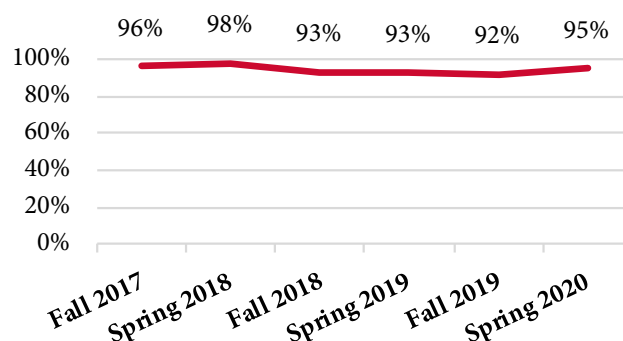
Critical Thinking Skills

My critical thinking skills have been put to use in the practicum experience.



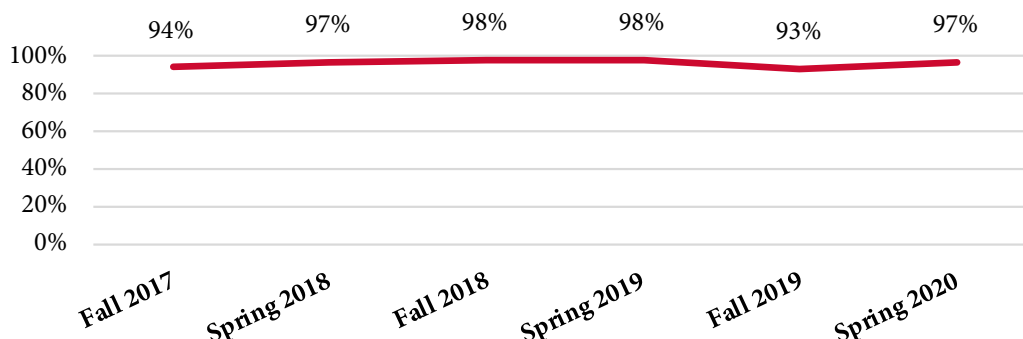
Nursing Facility

I am satisfied with the nursing facility.



Learning Resources

The resources available to me (Blackboard, simulations, textbook, online, ATI) are accessible and helpful to my learning.



Business

Data collected from Student Information Systems for the fall semester of the year reported. Data collected for the students declaring one of the majors offered in the Business Division. Students enrolled in a cooperative program were not included.

Mission

The Business Division of Northern Oklahoma College provides high quality, accessible, and affordable business educational opportunities to expand relevant professional and technical skills for rapidly-changing workforce needs and develop students as effective learners that are team oriented business leaders within their communities in a connected and dynamic business world.

Vision

The Business Division of Northern Oklahoma College will be recognized as the premier provider of two-year business programs, promoting student success, collaborative learning, creative and critical thinking, and partnership with workforce for industry responsiveness.

Core Values

Personalized Education:

- We believe in providing individualized instruction that lead our business students to achieving their academic goals in a welcoming and safe environment, utilizing the state of the art models of instructional delivery, up to date equipment, and the resources of skilled and innovative faculty.
- We believe in providing support to business students in and out of the classroom so that they receive a full college experience with diverse opportunities.

Community and Civic Engagement:

- We believe that educated citizens are necessary for a healthy and growing economy and that strong technical, analytical, communication, entrepreneurial and critical thinking skills and an appreciation for global business are cornerstones of business education.
- We believe in economic and environmental sustainability and the importance of enriching the intellectual, economic, technical and entrepreneurial resources of our communities.

Continuous Improvement:

- We believe in the inherent value of intellectual pursuit for both personal and professional growth, as well as in the need to prepare business students for 21st century professions.
- We believe that a knowledge-centered division is vital to a knowledge-based economy, and we measure our success against national models and standards of excellence, and by maintaining international accreditation through the Accreditation Council for Business Schools and Programs (ACBSP).

Associate in Science Degree (AS)

- Business Administration
- Business Administration - International Studies Option
- Business Administration - Management Information Systems Option

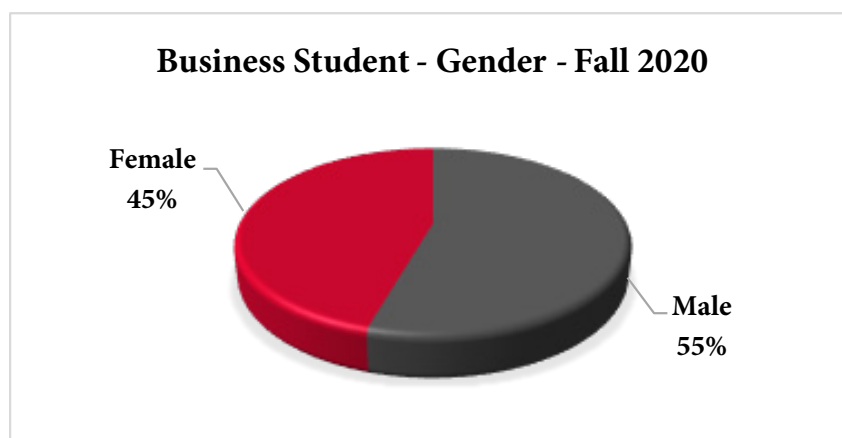
Associate in Applied Science Degree (AAS)

- Business Management
- Business Management - Accounting Option
- Business Management - Entrepreneurship Option
- Business Management - Hospitality Option

The degree programs are accredited by the Accreditation Council of Business Schools and Programs (ACBSP). Degree programs that are not accredited by ACBSP are noted with an asterisk ().*

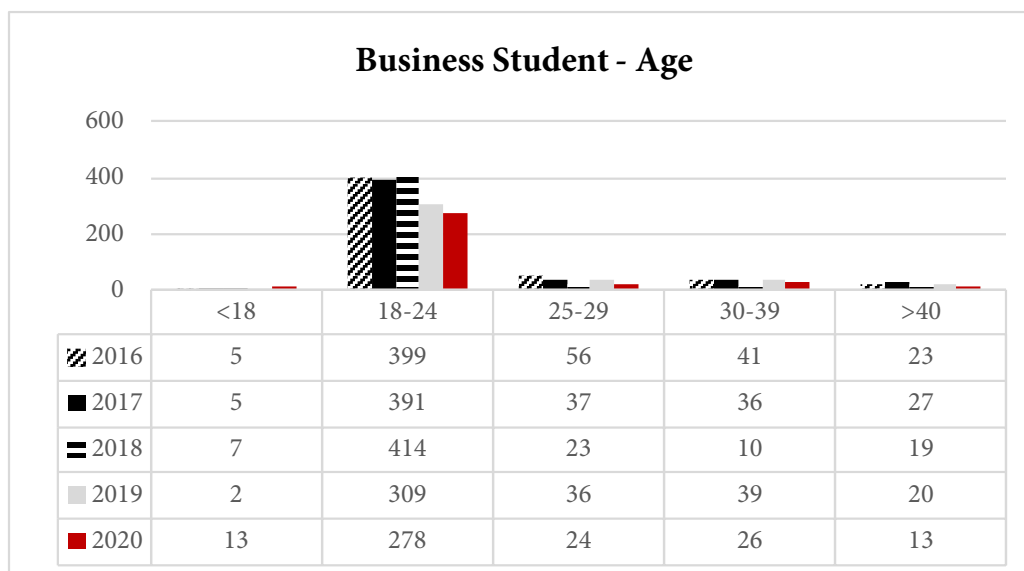
Student Gender

| | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
|-----------------|------------|------------|------------|------------|------------|
| Men Full-time | 216 | 203 | 205 | 151 | 142 |
| Men Part-time | 87 | 76 | 73 | 83 | 51 |
| Total | 303 | 279 | 278 | 244 | 193 |
| Women Full-time | 135 | 148 | 133 | 93 | 103 |
| Women Part-time | 86 | 69 | 62 | 71 | 58 |
| Total | 221 | 217 | 195 | 164 | 161 |



Student Age

| | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
|--------------|------------|------------|------------|------------|------------|
| <18 | 5 | 5 | 7 | 2 | 13 |
| 18-24 | 399 | 391 | 414 | 309 | 278 |
| 25-29 | 56 | 37 | 23 | 36 | 24 |
| 30-39 | 41 | 36 | 10 | 39 | 26 |
| >40 | 23 | 27 | 19 | 20 | 13 |
| Total | 524 | 496 | 473 | 406 | 354 |



Student Race/Ethnicity

| | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
|---|-----------|-----------|-----------|-----------|-----------|
| American Indian or Alaska Native | 77 | 76 | 96 | 72 | 68 |
| Asian | 7 | 4 | 4 | 2 | 6 |
| Black or African American | 35 | 32 | 37 | 22 | 18 |
| Native Hawaiian or other Pacific Islander | 1 | 2 | 1 | 2 | 1 |
| Hispanic/Latino | 52 | 55 | 67 | 58 | 42 |
| White | 310 | 298 | 245 | 226 | 202 |
| Unknown | 3 | 5 | 2 | 4 | 2 |
| Non-resident/Alien | 31 | 13 | 9 | 7 | 4 |
| Two races or more | 8 | 11 | 12 | 13 | 11 |

| Majors | | | | | |
|--|-----------|-----------|-----------|-----------|-----------|
| | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
| Associate in Science Degree | | | | | |
| • Business Administration | 422 | 416 | 367 | 315 | 342 |
| • Business Adm-International Option | 3 | 5 | 5 | 4 | 3 |
| • Business Adm-MIS Option | 4 | 5 | 3 | 3 | 2 |
| • Computer Science | 37 | 41 | 48 | 46 | - |
| • Enterprise Development | - | - | - | - | - |
| Associate in Applied Science | | | | | |
| • Business Management | 47 | 20 | 32 | 24 | 4 |
| • Business Mgmt-Accounting Option | 8 | 6 | 12 | 8 | 1 |
| • Business Mgmt-Entrepreneurship Options | 3 | 3 | 6 | 6 | 2 |
| • Business Mgmt-Hospitality Option | - | - | - | - | - |
| Total | 524 | 496 | 473 | 406 | 354 |

| Degrees Awarded | | | | | |
|--|---------|---------|---------|---------|---------|
| | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
| Associate in Science Degree | | | | | |
| • Business Administration | 96 | 151 | 105 | 144 | 109 |
| • Business Adm-International Option | 0 | 1 | 0 | 1 | 0 |
| • Business Adm-MIS Option | 2 | 1 | 0 | 4 | 0 |
| • Computer Science | 13 | 8 | 7 | 3 | 3 |
| • Enterprise Development | - | - | - | - | - |
| Associate in Applied Science | | | | | |
| • Business Management | 6 | 2 | 1 | 2 | 4 |
| • Business Mgmt-Accounting Option | 0 | 1 | 0 | 0 | 0 |
| • Business Mgmt-Entrepreneurship Options | 1 | 1 | 0 | 0 | 1 |
| • Business Mgmt-Hospitality Option | - | - | - | - | - |
| Total | 118 | 165 | 113 | 154 | 117 |

| Credit Hours Generated | | | | | |
|--------------------------------|-----------|-----------|-----------|-----------|-----------|
| | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
| Sections of Eight Week | 4 | 4 | 4 | 4 | 3 |
| Sections of Online | 15 | 16 | 18 | 17 | 19 |
| Total Course Section Offerings | 99 | 96 | 88 | 65 | 78 |
| Total Credit Hours Generated | 4,758 | 4,182 | 4,416 | 3,246 | 3,471 |



Studies of Other Student Populations



Life changing.

Studies of Other Student Populations

Concurrent Students

Data collected from Student Information System for fall semester of the year reported.

Student Gender - Concurrent

| | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
|--------------|------------|------------|------------|------------|------------|
| Men | 130 | 110 | 137 | 140 | 109 |
| Women | 186 | 172 | 221 | 208 | 148 |
| Total | 316 | 282 | 358 | 348 | 257 |

Student Race/Ethnicity - Concurrent

| | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
|---|-----------|-----------|-----------|-----------|-----------|
| American Indian or Alaska Native | 23 | 35 | 38 | 46 | 26 |
| Asian | 9 | 1 | 9 | 4 | 8 |
| Black or African American | 5 | 1 | 5 | 2 | 2 |
| Native Hawaiian or other Pacific Islander | 3 | 0 | 2 | 0 | 0 |
| Hispanic/Latino | 19 | 16 | 31 | 22 | 12 |
| White | 248 | 219 | 258 | 260 | 200 |
| Unknown | 7 | 2 | 2 | 2 | 0 |
| Non-resident/Alien | 0 | 0 | 0 | 0 | 0 |
| Two races or more | 2 | 8 | 13 | 12 | 9 |

Student Enrollment - Concurrent

| | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
|------------------------------|-----------|-----------|-----------|-----------|-----------|
| Number of Students | 316 | 282 | 358 | 348 | 257 |
| Number of Seats | 517 | 478 | 605 | 633 | 447 |
| Total Credit Hours Generated | 1,555 | 1,441 | 1,829 | 1,921 | 1,374 |

Student Location - Concurrent

| | Fall 2016 | Fall 2017* | Fall 2018* | Fall 2019* | Fall 2020 |
|-----------------|-----------|------------|------------|------------|-----------|
| Tonkawa | 76 23% | 97 32% | 100 26% | 110 29% | 31 14% |
| Enid | 55 17% | 48 16% | 82 22% | 84 22% | 78 36% |
| Stillwater | 32 10% | 32 10% | 51 13% | 30 8% | 16 7% |
| UC - Ponca City | 36 11% | 34 11% | 47 12% | 45 12% | 26 12% |
| Ed Centers | 130 40% | 95 31% | 100 26% | 107 28% | 66 30% |

*Students attended multiple locations.

Courses - Concurrent

Top Enrolled Courses

| | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
|-------------------------------------|-----------|-----------|-----------|-----------|-----------|
| BIOL 1114 - General Biology | 7 | 11 | 4 | 13 | 9 |
| CMSC 1113 - Computer Science | 6 | 9 | 11 | 3 | 1 |
| ENGL 1113 - English Composition I | 140 | 153 | 212 | 205 | 108 |
| ENGL 1213 - English Composition II | - | - | - | 20 | 8 |
| HIST 1483 - American History Early | 21 | 22 | 23 | 30 | 20 |
| HIST 1493 - American History Late | 53 | 41 | 41 | 55 | 20 |
| MATH 1513 - Algebra for STEM | 102 | 106 | 140 | 143 | 43 |
| POLI 1113 - Am Natl Government | 62 | 45 | 69 | 61 | 19 |
| PSYC 1113 - General Psychology | 32 | 12 | 24 | 28 | 13 |
| SOCI 1113 - Principles of Sociology | 17 | 5 | 9 | 8 | 4 |
| COMM 1713 - Oral Communication | 24 | 16 | 21 | 27 | 5 |

Native American Students

Data collected from Student Information System for fall semester of the year reported. Data includes only students declaring Oklahoma tribal status.

Student Gender - Native American

| | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
|--------------|------------|------------|------------|------------|------------|
| Men | 239 | 251 | 237 | 194 | 158 |
| Women | 354 | 366 | 350 | 402 | 322 |
| Total | 593 | 617 | 587 | 596 | 480 |

Student Age - Native American

| | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
|-------|-----------|-----------|-----------|-----------|-----------|
| <18 | 10 | 21 | 19 | 34 | 39 |
| 18-24 | 485 | 500 | 481 | 476 | 372 |
| 25-29 | 53 | 39 | 35 | 35 | 26 |
| 30-39 | 35 | 36 | 33 | 34 | 29 |
| >39 | 10 | 21 | 19 | 17 | 14 |

Student Enrollment - Native American

| | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
|--------------------|------------|------------|------------|------------|------------|
| Full-time Students | 315 | 281 | 282 | 260 | 224 |
| Part-time Students | 278 | 336 | 305 | 336 | 256 |
| Total | 593 | 617 | 587 | 596 | 480 |

Student Location - Native American

| | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
|------------|-----------|-----------|-----------|-----------|-----------|
| Tonkawa | 201 34% | 196 32% | 209 36% | 270 41% | 128 32% |
| Enid | 62 10% | 61 10% | 63 11% | 69 10% | 63 16% |
| Stillwater | 300 51% | 333 54% | 272 46% | 268 40% | 172 44% |
| Ed Centers | 30 5% | 27 4% | 43 7% | 57 9% | 31 8% |

Courses - Native American

| | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
|------------------------|-----------|-----------|-----------|-----------|-----------|
| Online Enrollment | | | | | |
| Students | 112 | 127 | 141 | 150 | 219 |
| Seats | 174 | 189 | 242 | 265 | 424 |
| ITV Enrollment | | | | | |
| Students | 157 | 151 | 174 | 200 | 75 |
| Seats | 234 | 231 | 273 | 337 | 130 |
| Traditional Enrollment | | | | | |
| Students | 538 | 557 | 508 | 502 | 361 |
| Seats | 1,592 | 1,617 | 1,460 | 1,553 | 1,043 |
| Virtual Enrollment | | | | | |
| Students | - | - | - | - | 42 |
| Seats | - | - | - | - | 84 |

Enid Athletes



Enid GPA - Athletes

| | AY-2016 | AY-2017 | AY-2018 | AY-2019 | AY-2020 |
|--------------------------|---------|---------|---------|---------|---------|
| Enid Athletic Department | 3.06 | 3.07 | 3.21 | 3.09 | 3.01 |
| Women's Basketball | 3.68 | 3.30 | 3.24 | 3.40 | 3.26 |
| Men's Basketball | 2.91 | 2.73 | 2.90 | 2.57 | 2.50 |
| Softball | 3.17 | 3.29 | 3.22 | 3.27 | 3.09 |
| Baseball | 2.85 | 3.03 | 3.28 | 3.23 | 3.05 |
| Cheer | 3.02 | 2.61 | 3.25 | 2.92 | |

Enid Cohort Graduation Rates at 150% - Athletes

| | Cohort-2013 Grad Yr-2015 | Cohort-2014 Grad Yr-2016 | Cohort-2015 Grad Yr-2017 | Cohort-2016 Grad Yr-2018 | Cohort-2017 Grad Yr-2019 |
|--------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| Enid Athletic Department | 47% | 39% | 48% | 37% | 76% |
| Women's Basketball | 83% | 55% | 63% | 50% | 83% |
| Men's Basketball | 40% | 25% | 40% | 18% | 50% |
| Softball | 40% | 40% | 43% | 50% | 93% |
| Baseball | 39% | 35% | 44% | 38% | 83% |

Enid Athletic Department Records

| | AY-2016 Wins/Losses /Ties | AY-2017 Wins/Losses /Ties | AY-2018 Wins/Losses /Ties | AY-2019 Wins/Losses /Ties | AY-2020 Wins/Losses /Ties |
|--------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|
| Women's Basketball | 24-7 | 27-6 | 28-4 | 21-9 | 9-9 |
| Men's Basketball | 21-10 | 16-12 | 12-19 | 17-15 | 17-5 |
| Softball | 35-26 | 32-34 | 19-34 | 3-15 | 18-24 |
| Baseball | 31-26 | 48-16 | 42-18 | 8-10 | 32-24 |

Tonkawa Athletes**Tonkawa GPA - Athletes**

| | AY-2016 | AY-2017 | AY-2018 | AY-2019 | AY-2020 |
|-----------------------------|----------------|----------------|----------------|----------------|----------------|
| Tonkawa Athletic Department | 3.17 | 3.08 | 3.02 | 3.30 | 3.07 |
| Women's Soccer | 3.54 | 3.24 | 3.32 | 3.59 | 3.51 |
| Men's Soccer | 3.21 | 2.91 | 2.91 | 3.06 | 2.84 |
| Women's Basketball | 3.43 | 3.25 | 3.12 | 3.24 | 2.79 |
| Men's Basketball | 2.68 | 2.90 | 2.71 | 3.10 | 2.64 |
| Softball | 3.42 | 3.31 | 3.05 | 3.32 | 2.96 |
| Baseball | 3.04 | 3.03 | 3.44 | 3.60 | 3.28 |
| Cheer | 2.83 | 2.80 | 2.94 | 2.79 | |

Tonkawa Cohort Graduation Rates at 150% - Athletes

| | Cohort-2013 Grad Yr-2015 | Cohort-2014 Grad Yr-2016 | Cohort-2015 Grad Yr-2017 | Cohort-2016 Grad Yr-2018 | Cohort-2017 Grad Yr-2019 |
|-----------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| Tonkawa Athletic Department | 41% | 57% | 56% | 51% | 54% |
| Women's Soccer | 31% | 41% | 44% | 82% | 54% |
| Men's Soccer | 54% | 50% | 55% | 33% | 33% |
| Women's Basketball | 100% | 63% | 76% | 50% | 75% |
| Men's Basketball | 20% | 63% | 72% | 40% | 60% |
| Softball | 42% | 63% | 63% | 33% | 73% |
| Baseball | 11% | 60% | 38% | 48% | 57% |

Tonkawa Athletic Department Records

| | AY-2016 Wins/Losses /Ties | AY-2017 Wins/Losses /Ties | AY-2018 Wins/Losses /Ties | AY-2019 Wins/Losses /Ties | AY-2020 Wins/Losses /Ties |
|--------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|
| Women's Soccer | 19-2-1 | 16-2-1 | 8-7-1 | 8-8-2 | 10-5 |
| Men's Soccer | 11-6-2 | 12-5-1 | 10-6-2 | 5-10-3 | 9-2 |
| Women's Basketball | 11-18 | 13-16 | 10-17 | 3-26 | 7-15 |
| Men's Basketball | 23-10 | 24-8 | 20-12 | 28-4 | 15-1 |
| Softball | 24-27 | 25-29 | 42-21-1 | 6-16 | 30-28 |
| Baseball | 32-25 | 42-15-1 | 41-16 | 23-4 | 32-27 |

Special Recognition - Athletes

Tonkawa Men's Basketball

- NJCAA Region 2 Champions
- Ranked as high as 7th in the Nation by the NJCAA
- Made Elite Eight at National Tournament
- Tyrel Morgan named NJCAA 1st Team All-American
- Tyrel Morgan named NJCAA All-Academic First Team
- Tyrel Morgan named NJCAA Region 2 Player of the Year- All-Region 1st Team
- JD Ray named NJCAA Region 2 All-Region 2nd Team
- Avante Lederer named NJCAA Region 2 All- Region 3rd Team
- Nate Goodlow named NJCAA Region 2 All-Freshman Team
- Coach Donnie Jackson was NJCAA Region 2 Men's Basketball Coach of the Year

Tonkawa Women's Softball

- Shaylee Cushenbery named NJCAA All-Academic Third Team
- Morgan Fowble named named NJCAA All-Academic First Team
- Megan Hart named NJCAA All-Academic Third Team
- Aubrey Meyers named NJCAA All-Academic Third Team
- Lynsey Ailey named NJCAA Region 2 All-Region 1st Team
- Megan Bellar named NJCAA Region 2 All-Region 2nd Team

Baseball Tonkawa

- Bryant Bailey NJCAA All-Academic Third Team
- David Carr named NJCAA All-Academic Second Team
- Eli Cartwright NJCAA All-Academic Third Team
- Bowen Charboneau named NJCAA All-Academic First Team
- Jacob Conner NJCAA All-Academic Third Team
- Chase Defilippo named NJCAA All-Academic First Team
- Gatlin Goodson NJCAA All-Academic Third Team
- Dylan Hamilton NJCAA All-Academic Third Team
- James Haueter NJCAA All-Academic Third Team
- Joshua Major named NJCAA All-Academic First Team
- Barrett Rose NJCAA All-Academic Third Team
- Samuel Shank named NJCAA All-Academic First Team
- Zachary Stephenson named NJCAA All-Academic Second Team
- Brysen Willams named NJCAA All-Academic First Team
- Malik Wilson NJCAA All-Academic Third Team
- Recongnized for academic excellence by the NJCAA with a team GPA of 3.276

- Coach Ryan Bay collected his 600th career win

Tonkawa Women's Basketball

- Chloe Brinlee named NJCAA All-Academic First Team
- Morgan Livesay named NJCAA All-Academic First Team
- Delaney Reimer named NJCAA All-Academic First Team
- Mia Brown named NJCAA Region 2 All-Region 2nd Team
- Coach Greg Krause collected his 600th career win

Tonkawa Men's Soccer

- Ivan Delgadillo named NJCAA All-Academic First Team
- Fernando Marrufo Prospero NJCAA All-Academic Third Team
- George Robinson NJCAA All-Academic Third Team
- Gio Herrera named NJCAA Region 2 Player of the Year- 1st Team
- Won OCAC Conference Championship
- Kareem Williams named NJCAA Region 2 All Region 1st Team
- Damorney Hutchinson named NJCAA Region 2 All Region 1st Team
- Jesus Aleman named NJCAA Region 2 All-Region 1st team
- Brooks Rogers named NJCAA Region 2 All-Region 2nd Team
- Kia Lewis named NJCAA Region 2 All-Region 2nd Team
- Coach Michael Duroy named NJCAA Region 2 Men's Coach of the Year

Tonkawa Women's Soccer

- Milica Bulatovic named NJCAA All-Academic First Team
- Rachael Chatterji named NJCAA All-Academic First Team
- Nancy Herr NJCAA All-Academic Third Team
- Sofie Joergensen named NJCAA All-Academic First Team
- Marissa Neil NJCAA All-Academic Third Team
- Jaime Rowlands NJCAA All-Academic Third Team
- Jordan Webster named NJCAA All-Academic First Team
- Tilly Wills named NJCAA All-Academic First Team
- Skylar Yocham named NJCAA All-Academic First Team
- Recognized for academic excellence by the NJCAA with a team GPA of 3.50
- Milica Bulatovic named NJCAA Player of the Year- Region 2 1st Team
- **Janet** Moreno named NJCAA Region 2 All-Region 1st team
- Rachael Chatterji named NJCAA Region 2 All-Region 2nd Team

Enid Softball

- Dru Bryant NJCAA All-Academic Third Team

- Reagan Detrick named NJCAA All-Academic First Team
- Slater Eck NJCAA All-Academic Third Team
- Ashleigh McCause named NJCAA All-Academic Second Team
- Ariana Potter named NJCAA All-Academic Second Team
- Macy Stockton named NJCAA All-Academic Second Team
- Recognized for academic excellence by the NJCAA with a team GPA of 3.09

Enid Baseball

- Allen Taggart NJCAA All-Academic Third Team
- Calyn Halvorson named NJCAA All-Academic First Team
- Tanner Holliman named NJCAA All-Academic Second Team
- Piercen McElyea NJCAA All-Academic Third Team
- Connor Thaxton named NJCAA All-Academic First Team
- Alexander Walton NJCAA All-Academic Third Team
- Recognized for academic excellence by the NJCAA with a team GPA of 3.04
- Calyn Halvorson named NJCAA All-American 1st Team
- Ambren Voitek named NJCAA All-American 1st Team

Enid Men's Basketball

- Kolten Childers NJCAA All-Academic Third Team
- Jalen Stamps named NJCAA Region 2 All-Region 1st Team
- Ikenna Okeke named NJCAA Region 2 All-Region 2nd Team
- Noah Jordan named NJCAA Region 2 All-Region 3rd Team

Enid Women's Basketball

- Madelyn Hankins named NJCAA All-Academic First Team
- Devan Hawk named NJCAA All-Academic First Team
- Emily Long named NJCAA All-Academic First Team
- Sydnee Vanderburg named NJCAA All-Academic Second Team
- Lauren Wade named NJCAA All-Academic First Team
- Hollie Wood NJCAA All-Academic Third Team
- Recognized for academic excellence by the NJCAA with a team GPA of 3.25
- Lauren Wade named NJCAA Region 2 All-Region 2nd Team

Year-End Highlights



Life changing.

Year-End Highlights 2020-2021

Special Recognitions

- NOC's faculty were recognized for their impact through the annual survey of "Best NOC Faculty." Over 200 students responded with votes for faculty and comments on what the teacher did to make a difference. The top three faculty based on the votes were the following:
 - Brian Baird, Stillwater Nursing Instructor
 - Cathy Ballard, Tonkawa Math Instructor
 - Scott Harmon, Tonkawa Biological Sciences Instructor
- Kathy Jackson, Tonkawa instructor in Wind Energy, was named Outstanding Adjunct for 2021.
- Retiring employees were honored in a May 7, 2021, celebration. Because the pandemic limited events in 2020, retirees for both 2020 and 2021 were honored this year, including Dianna Ditmore, Thomas Ellis, Amy Foss, Jeff Foss, Deborah Garoutte, Raydon Leaton, Renee Lee, Rick Lowe, Laura Marshall, Cathy Moore, Fritz Osell, Mary Skidmore, and Cindy Warburton. A commemorative picture of Central Hall was presented to each retiree.
- Tammy Davis was named as the new Division Chair for Language Arts in January 2021, replacing retiree Dr. Cathy Moore.
- Jeremy Hise was named the new Vice President for NOC Enid and began his position in May of 2021, replacing retiring Vice President Raydon Leaton.
- President Cheryl Evans also retired in June of 2021 after a decade of service to Northern Oklahoma College. Dr. Evans was recognized for her outstanding service at 2021 commencement ceremonies, at which she gave the commencement address, and at separate campus events in Enid, Stillwater, and Tonkawa. Through the years, Dr. Evans guided the institution through numerous renovations as well as construction of new residence halls in Enid and Tonkawa and a new classroom building in Stillwater. NOC would like to thank Dr. Evans and her husband, Tom, for the many ways in which they helped to improve NOC during their time here.
- After an extensive search process, NOC welcomed its 114th president, Dr. Clark Harris, and his wife, Paula, on July 1, 2021. Dr. Harris brings with him years of service to higher education, building new programs and strengthening institutional processes. NOC welcomes him to the family.
- NOC selected Enel Green Power North America, Inc. as our business partner for the Oklahoma State Regents for Higher Education – 2021 Regents Business Partnership Excellence Award. The Regents Business Partnership Excellence Award (RBPEA) is designed to highlight successful partnerships between higher education institutions and businesses and to further cultivate the higher education learning environment through State Regents' Economic Development Grants. Enel was a key partner in developing the Wind Energy Program through scholarship support and funding for bringing in industry-trained experts as adjuncts.
- Biological Science instructor Mary Ann McCoy successfully completed her Ed.D degree in Higher Education Administration from Northcentral University.
- Todd Ging, Business instructor, completed all requirements for graduation from Wesley Seminary with a Master of Arts in Ministry, awarded in February 2021.
- In November 2020, Dr. Frankie Wood-Black, Division Chair of Engineering, Physical Science, and Process Technology, was named a Fellow of the American Association for the Advancement of Science (AAAS). Election as a 2020 AAAS Fellow is an honor bestowed upon AAAS members by their peers. Frankie was elected as an AAAS Fellow for her work in the areas of sustainability, chemical health and safety and science

communication to the general public.

- Cara Beth Johnson, Chair of the Business Division, was chosen for the Region 6 2021 Accreditation Council for Business Schools and Programs (ACBSP) Teaching Excellence Award for Associate Degree Awards.
- NOC announced in Nov. 2020 three Northern Oklahoma College employees receiving Oklahoma Association of Community College (OACC) awards for 2020.

Receiving awards were Sandy Jensen for Outstanding Support Staff, Jamie Haney for Outstanding Professional Employee, and Tammy Davis for Outstanding Faculty Member. Sandy is an academic advisor/retention specialist at NOC Enid, and Tammy is the Division Chair for Language Arts. Jamie Haney was the Director of Printing Services at NOC Tonkawa; the NOC community joined her family in mourning her passing in 2021.

- Seventy-seven individuals attended this year's NOC Alumni and Friends Reunion and Hall of Fame Induction Ceremony. At the ceremony 2020 Hall of Fame recipients, Ms. Risha Grant of Tulsa, OK, Mr. Jon Kissinger of Tulsa, OK, and Ms. Marta Sullivan of Ponca City, OK, were inducted, and 2021 Hall of Fame recipients, Ms. Evelyn Coyle of Tonkawa, OK, and Dr. Justin Funk of Enid, OK, were inducted. Mr. Jon Kissinger is the first Enid Alumni to be inducted into the NOC Hall of Fame, which now has 50 members. Highlights of the evening included the presentation of the NOC Alumni Legacy Scholarship.

Student Special Recognitions

- The following students were recognized in the 2021 commencement ceremony for graduating with a 4.0 GPA:
 - Zeya Bartlett, Mathematics Major
 - Phoenix Bishop, English Major
 - Ricky Carlile, Arts and Sciences Major
 - Slater Eck, Child Development Major
 - Claire Gentry, Behavioral Science Major
 - Calyn Halvorson, Business Administration Major
 - Taylor Johnston, Business Management Major
 - James Jolly, Computer Science Major
 - Grace Kim, Behavioral Science Major
 - Megan Lewis, Behavioral Science Major
 - Emily Long, Business Administration Major
 - Joshua Major, Pre-Medicine Major
 - Dalton Mitchell, Pre-Medicine Major
 - Nathaniel Nakvinda, Business Administration Major
 - Jaden Severin, Pre-Veterinary Major
 - Samuel Shank-Pre-Engineering Major
 - Shelby Smith, Nursing, Pre-BSN Major
 - Carley Tatum, Arts and Sciences Major
 - Connor Thaxton, Business Administration Major
- Two NOC students were named to the 2020-2021 All-USA Academic Team: Debra Rateliff and Taylor Downs. These students were chosen for their excellence in scholarship, leadership, and service.
- Phillip Prairie Chief, Pre-Engineering Student, received a national American Indian Science and Engineering Society (AISES) Energy scholarship <https://www.aises.org/scholarships/aises-energy-scholarship-mentorship-and-workforce-development-cohort-program>

- The NOC Livestock Judging team competed in the 2020 American Royal Livestock Judging Contest on Oct. 19. They were named the 2nd High Team in Sheep and Cattle and the 3rd High Team Overall. Receiving individual awards were Kylar Lee (Burlington, KS), High Individual Overall, 3rd in Cattle, 3rd in Reasons and 7th in Sheep & Goats, Jett Smith (Perry, OK), 4th High Individual Overall and 3rd in Cattle, and Garret Wellden (Guthrie, OK), 7th in Swine.
- The NOC Livestock Judging team competed in the 2020 NAILE Livestock Judging Contest on Nov. 17. The team was awarded the National Champion Team in Sheep and Goats and the fourth high team overall.
- The NOC Sheep Center Show Flock exhibited sheep at NAILE Open Sheep Show in Louisville, KY, in November. NOC was awarded the National Champion and Res. Champion Dorset Wether Sire and had another class winner with a Spring Dorset Wether Dam.
- Art work by NOC Art Majors Kelsey Grigg, Enid, and Zoe Oxford, Tonkawa, was selected for exhibit in Graceful Arts Gallery in Alva in November. The Regional Biennial Juried Show is competitive and open to both professional and student artists.
- In Summer 2020, the graduating class in the nursing program from the Enid campus all passed their licensure exam – a 100% first-time pass rate!
- The criminal justice club reestablished membership in the American Criminal Justice Association.
- 51 students were invited to membership in Kappa Beta Delta honor society. Kappa Beta Delta is the international honor society for associate degree business schools accredited by ACBSP.
- Student Athlete Accomplishments from 2020-2021:
 - OCAC Regular Season Champs 24-2 (15-1)—Maverick Basketball
 - Region 2 Tournament Champs—Maverick Basketball
 - Elite 8 appearance at the National Tournament—Maverick Basketball
 - Region 2 Player of the Year - Tyrel Moran—Maverick Basketball
 - 1st Team All-Region - Tyrel Morgan, JD Ray—Maverick Basketball
 - 3rd Team All-Conference - Avante Lederer—Maverick Basketball
 - All-Freshman Team - Nate Goodlow—Maverick Basketball
 - Region 2 Tournament MVP - JD Ray—Maverick Basketball
 - NJCAA All-Tournament Team - JD Ray—Maverick Basketball
 - Blake Allen, Tonkawa athletic training student accepted to PTA school
 - Mayra Vega, former Tonkawa athletic training student accepted into PTA school
 - Savannah Nelson, former Tonkawa athletic training student applying for med school
 - Ashlie Green, former Tonkawa softball is pursuing a master's of athletic training in South Carolina
 - Cumulative GPA (all hours completed to date) for all students seeking HPER AT degree is 3.51 for Enid athletic training
 - All Enid athletic training sophomores made honor roll with 3 having 4.0 GPA in the Fall. All 4 sophomores are graduating.
 - Alexis Booth has been accepted to our Nursing program for the fall—Enid Athletic Training
 - Abraham Rodriguez signed a scholarship to play basketball with Southwestern College in Kansas—Jet Basketball
 - Nick Akin is headed to UCO and plans to go on to PT school after completing his bachelor's—Enid
 - Former HPER AT student Hannah Hedges accepted the head AT position for Chisholm High School this year and former HPER AT student VeShawn Blackshire is wrapping up his first year in the UCO Athletic Training master's program—Enid

- Cumulative GPA of 3.4 (fall 2020) for Tonkawa athletic training students

Advisory Boards, Internships, and Job Shadowing

- Ten NOC students completed internships during the 2020-2021 academic year:

Fall 2020

- Maria Lopez, Mass Communications
- Aerin Rhea, Criminal Justice
- Daylen Rivers, Criminal Justice

Spring 2021

- Blayne Douglass, Business
- Kennedy Harmon, Criminal Justice
- Chase Manly, Criminal Justice
- Tristan McCoullough, Criminal Justice
- Alexis Pack, Criminal Justice
- Jaime Sparks, Criminal Justice
- Tatyana Torres, Business.

- 133 students participated in mock interviews during the 2020-2021 academic year. * No students participated in job shadowing this year due to COVID.
- Under the direction of the Coordinator for Student Academic Success, Kathleen Swain, ten advisory boards met for a combined virtual meeting on October 20, 2021. Over 80 people attended, representing businesses and higher education partners, all volunteering their time to improve degree programs for NOC students.

Competitions and Conferences Hosted by NOC

- Many of the annual competitions normally hosted by NOC had to be suspended in 2020-2021 due to the pandemic; however, a new tradition was begun in Summer 2021. The Livestock Judging Team hosted a Livestock Judging Camp June 7-12. The camp was held in two different sessions. Session I was for kids 8-13 years old. There were 28 participants in Session I. Session II was for kids 14—18 years old and had 35 participants. In addition to Coach Jennifer Bedwell, members of the Livestock Judging Team assisted with the camp.

Community Service, Civic Involvement, and Service Learning

- The NOC family went in a different direction on Giving Tuesday to celebrate a global day of Philanthropy. Throughout the day on December 1, 2020, we showed our gratitude to those who support NOC through Philanthropy with the new “Thankful Tuesday” initiative. Instead of joining the thousands of other nonprofits soliciting donations on that day, we featured Thank You messages from NOC students who have received Foundation Scholarships as well as Donor stories and Endowed Scholarship funds through social media. Ongoing posts and a video were used to highlight students, projects, and events that have benefited from donor giving throughout the year.
- PLC Sponsors Dr. Cathy Moore (Language Arts Division Chair), Suzi Brown (HPER Division Chair), and the Tonkawa PLC assisted with an OBI Blood drive in Tonkawa.
- Cassie Firth, Math Division Chair, ran a marathon for the virtual OKC Memorial Marathon on Oct 4.
- Math instructors Courtney Miller, Tim Kruse, and Cassie Firth (along with others on the Stillwater campus)

took part in Walktober, a community health initiative. Courtney and Tim were part of the team that won the overall competition.

- The Nursing Division faculty and students worked with the County Health Departments in Kay, Payne, and Garfield counties to provide volunteer staffing for COVID vaccine immunization clinics. Not only were these clinics excellent experience for our students in vaccine preparation and administration, but they allowed them to learn about how to coordinate and staff these clinics to meet community needs during a national emergency and world-wide pandemic. In addition, these experiences provided students with wonderful opportunities to engage with members of our community outside of a healthcare setting to which they might not otherwise have access. Students and faculty were also able to receive COVID vaccination as a benefit of students volunteering in these clinics.
- Tammy Davis ended a six-year rotation on the Stillwater Mobile Meals Board. She also worked on the service learning initiative, the yearly Lincoln Project. While it was affected by the pandemic this year, Tammy put together a class of 15 elementary students who took virtual coursework. The group focused its project on gratitude and wrote letters to each other and to those they appreciated. Tammy also judged a high school writing competition for the Technology Student Association State Conference on April 15.
- The Chautauqua Seminar and Teachers' Institute, under the leadership of Dr. DeLisa Ging, Language Arts instructor and the Coordinator of Professional Development, took place in a virtual format June 7-11.
- The Alumni and Community Relations Office hosted/participated in leadership tours on the NOC campus and Leadership Enid.
- A contingency group of 29 from NOC attended Virtual Higher Education Day via Zoom on March 9.
- In addition to Higher Ed Day, Northern Oklahoma College participated in and/or hosted the following economic development/legislative activities:
 - Attended the Special Meeting of the Oklahoma State Regents for Higher Education via Zoom on November 5. The Chancellor presented for approval the FY 2022 Systemwide Budget Request, State Regents' 2021 Public Agenda and State Regents' 2021 Legislative Agenda.
 - Attended the virtual 2020 OSRHE Fall Legislative Forum – November 17.
 - Received notification in February that the Chancellor's office was going to share the NOC Pandemic Response Plan with the Council of Presidents as a model/example resource <http://www.noc.edu/emergency/>
 - Participated in the Northwest Oklahoma Alliance legislative panel 2021 via Zoom on March 26.

Performances, Presentations, and Publications

- Art faculty Jena Kodesh presented an art exhibit titled "Found in Oklahoma" in Enid at the Cherokee Strip Regional Heritage Center from mid-July through August. She also gave two Art History presentations for OSU's Osher Life Long Learning Institute (ZOOM) in November and led scarf marbling workshops in Alva and Stillwater. As a member of the DAR, she lectured on Art History for Stillwater's DAR over Leutze's Washington Crossing the Delaware.
- Music faculty Chad Anderson and Edward Dixon presented The Sound of Music at the Ponca Playhouse in Ponca City on Sept. 10-13 & 17-20, 2020. The show included multiple NOC performing arts majors and alumni as actors and technical workers and other faculty as pit musicians.
- The NOC Madrigals performed an outdoor concert of Renaissance style Madrigals in costume on October 11, 2020, outside Crowder Science Building. The Ponca City Recorder Consort were guest performers.

- The NOC Music Department presented a recital in the KPAC auditorium on October 12, 2020.
- The NOC Jazz Band and Concert Band prepared a concert to perform on October 29, 2020, which featured guest performances by the Roustabouts and solo singers from the Musical Theatre Department.
- Dr. Don Stinson's new poetry collection, *Hunger*, was published in Fall 2020. The publisher, Turning Plow Press, is in Ringwood, OK, and is owned by Dr. Paul Bowers. Both Dr. Stinson and Dr. Bower are Language Arts faculty.
- The Spring Musical, *I Love You, You're Perfect, Now Change*, ran from Jan 14-24 with social distancing guidelines used to provide safe audience access and live-streaming available for viewing as well.
- Dr. Stephanie Bundy, Language Arts faculty, presented at an international conference on technology and education called AECT. It is a competitive conference and she was chosen to present with a scholarship. She discussed the use of simulation games as an activity for study abroad courses.
- Dr. Pam Stinson served as a panelist for the Chief Academic Officer presentation on Resiliency in the Pandemic for Community Colleges at the annual American Council of Education (ACE) Conference on March 22.
- Meg Riddle, Language Arts faculty, presented at Southwest Popular/American Culture Association Conference. The title of her presentation was "The Rise of Shakespeare during COVID Lockdown."
- Eric Riddle, Language Arts faculty, presented at Southwest Popular/American Culture Association Conference. His presentation was titled "Teaching Propaganda: A Unit for Teaching Rhetorical Analysis to FYC Classes."
- Sheri Snyder, Vice President for Development and Community Relations, and President Cheryl Evans presented a campus case study regarding the possible bomb threat/active shooter incident on March 1 during the May Oklahoma State Regents for Higher Education (OSRHE) Campus Safety and Security Task Force Meeting.
- Wade Watkins, Dean of Global Education, was a participant in the Study Abroad Association's virtual "Global Learning Fest" June 17-30, which featured workshops and online tours and presentations for students, faculty, and staff.
- Dr. Frankie Wood-Black, Chair of Engineering, Physical Science, and Process Technology, contributed to the following publications, podcasts, and presentations and worked with NAPTA (North American Process Technology Association) on a book chapter for an updated systems book. She also served as co-editor for the January issue of the Journal of Chemical Education.
 - <https://www.findinggeniuspodcast.com/podcasts/chemical-conversations-with-frankie-wood-black-phd/>
 - ACS Journal of Chemical Health and Safety Highlights were made open Access – see attached.
 - 8/13/2020 <https://www.acs.org/content/acs/en/industry/industry-matters/on-the-safe-side/safety-not-about-us.html>
 - 9/10/2020 <https://www.acs.org/content/acs/en/industry/industry-matters/on-the-safe-side/slips-trips-falls.html>
 - Division of Chemical Health and Safety CHAS Chat <https://dchas.org/2020/07/17/july-23-chas-chat/>
 - ACS Webinar 8/13/2020

Professional Development

- Under Dr. DeLisa Ging's leadership as Coordinator of Professional Development, the following professional

development offerings were made available for faculty and staff in 2020-2021:

- Sept. 8—"The Power of Hope in the College Environment," Scott Geddis
- Sept. 15—"Clearing the Desk: Ways to Accomplish Tasks in a Productive Manner," Krista Scammahorn
- Sept. 22—"Personality in Living Color," Alicia Sharp, NOC Language Arts instructor

Additional fall sessions scheduled include the following:

- Sept. 24—"Using Team Progression Models to Your Benefit: The Steps Needed for Successful Teamwork in the Workplace and the Classroom," Todd Ging, NOC Business instructor
- Sept. 29—"Dodging the Flames: Ways to Avoid Employee Burnout," Dr. David Gooblar, University of Iowa professor and national expert on employee burnout
- Oct. 6—"Helping Students Overcome Challenges," Alton Carter, author of *The Boy Who Carried Bricks*
- Oct. 21—NISOD 4th Annual Virtual Conference
- Oct. 27—"Preparing for the Storms: The Steps to Take During Severe Weather," Mike Bennett
- Feb. 11—"Adobe 101 Training," creating professional documents, Cara Jane Evans
- Feb. 23—"Creating Transparent Assignments for Diverse Learners," Dr. Tammy Barbe
- Feb. 25—"Emotional Intelligence and Hardiness in Challenging Times," Steven Stein
- March 2, "Driving the Data: Using Excel to Compile Report Information," Cara Jane Evans, Autry Technology instructor
- March 9, "Learning Your Communication Style: How to Get Along with (Almost) Anyone" (webinar), Peggy Greenberg, organizational development speaker
- March 11, "Teaching Equity with Empathy," Dr. Jessica Calarco, Professor at Indiana University Bloomington
- April 1, "Critical Thinking Skills: A Process for Better Problem Solving and Decision Making," Rick Lepsinger, President of OnPoint Consulting
- April 6, "Using Virtual Games to Enhance the Classroom Experience," Dr. Stephanie Bundy, NOC Language Arts Faculty
- Sponsored by the Cultural Engagement Center and NASNTI grant, Dr. Ian Thompson gave a virtual presentation titled "Choctaw Nation Pottery Revitalization."
- The Diversity Committee sponsored a professional development session with Enid City Commissioner Jonathan Waddell presented for Black History Month on February 25, sharing a message entitled "Black Family: Representation, Identity and Diversity." He emphasized the importance of inclusivity and caring for others as family. Throughout March, the Diversity Committee highlighted Women's History Month by featuring pieces written by NOC employees on influential women in their lives.
- Student Affairs staff attended a 4-day class on the new Title IX regulations in December.
- Train-the-trainer advisor sessions for representatives from each academic division were hosted for the new Student Information System on October 15-16. The new system launched in November 2020. NOC staff participated in hundreds of hours of training for the new Student Information System both in departmental areas and in InfoMaker, a cross-institutional tool for pulling data.
- NOC continues to work with Oklahoma ABLE Tech in breaking down accessibility barriers and meeting compliance guidelines on our website. NOC eliminates web issues, by continuing education through webinars and on-site meetings with Oklahoma ABLE Tech. Group campus training sessions are held 2-3 times a year, on each campus, and one-on-one training is always given to new employees that will be updating the web as part of their position. One-on-one training is also ongoing for staff/faculty, by request. These sessions are led by the NOC's Webmaster.

Memberships / Affiliations

- President Evans served on the Oklahoma State Regents for Higher Education (OSRHE) Council of Presidents (25 Public University and College Members). She was also a board member of the Oklahoma Hall of Fame, the Oklahoma Historical Society, Oklahoma Education Television Authority (OETA), and the Oklahoma Foundation for Excellence. In addition, Dr. Evans is a member of the following organizations: Tonkawa Lions Club, Enid Executive Leadership Council, JIF Board Enid, Council of Oklahoma Community College Presidents, Enid Higher Education Council, Stillwater Educators Group, Tonkawa Development Association, Standing Bear Park and Museum Board, and Enid Professional Women. She has been involved in the OSRHE Campus and Safety and Security Task Force, the OSRHE Concurrent Enrollment Task Force, and the OSRHE Higher Education Network, and she is a lifetime member of Leadership Oklahoma.
- Vice President for Financial Affairs, Anita Simpson, served on the Council of Business Officers. She is the treasurer for the NOC Foundation and treasurer for the Enid Higher Education Council.
- Vice President for Academic Affairs, Pam Stinson, served on the OSRHE Council of Instruction and as a peer reviewer, team chair, and member of the Institutional Action Council (IAC) for the Higher Learning Commission. She also serves on the Tonkawa Chamber of Commerce Board, and she is a board member on the Association of Chief Academic Officers (ACAO).
- Vice President for Student Affairs, Jason Johnson, served on the OSRHE Council of Student Affairs.
- Vice President for Development and Community Relations, Sheri Snyder, served as NOC's representative on the OSRHE Economic Development Council. She also served as legislative liaison for the college with the Oklahoma Ethics Commission. She served as the executive director for the NOC Foundation and secretary for the Enid Higher Education Council.
- Vice President for Enrollment Management, Rick Edgington, was a member of OACRAO (Oklahoma Association of College Registrars and Admission Officers) and as a peer reviewer for the Higher Learning Commission.
- Vice President for NOC Enid, Raydon Leaton (retiring Spring 2021), served as an ex-officio member of the Greater Enid Chamber of Commerce Board and as the college representative on the Enid Entrepreneurship Leadership Life changing. He also served as a board member for the Denny Price YMCA and for the Enid Regional Development Alliance. He was a committee member for Enid Regional Development Alliance Education Vision and the NOC representative to the Northwest Oklahoma Alliance organization.
- Vice President for NOC Stillwater, Diana Watkins, served on the Council of Extended Campus Administrators, on the Payne County Live Well Coalition, as a Mentor for Students in the Oklahoma State University Honors College, on the Stillwater Chamber of Commerce as an Ex-Officio member, and on the Board of Trustees for the Stillwater Public Education Foundation.
- Peggy Emde served as the President of the Payne County Early Childhood Coalition this past year. The purpose of the program is to educate the community on the importance of early brain development and the effects on various aspects, such as, school readiness, workforce development, etc.
- Cara Beth Johnson served on the ACBSP nominating committees for both the Associate Degree Board of Commissioners (served as Chair) and the Accreditation Governance Board.
- Scott Cloud served as Tonkawa Lions Club Vice-President, a member of the Communicator's Council Executive Committee (Oklahoma State Regents For Higher Education), Deacon at First Baptist Church Tonkawa, and a coach for Tonkawa Middle School's Character Counts Program.
- Jill Green served on Tonkawa Chamber of Commerce Board of Directors.

- Candy Oller served as a North Central Oklahoma Arts Council Member, Billings Chamber of Commerce Executive Committee Member, Billings Chamber of Commerce “Billings Pride” Award Recipient in 2020, member of the Tonkawa Chamber of Commerce Old Tyme Christmas Committee, and Kay Electric KUP Foundation Board Member.
- Kim Ochoa was a coach for Tonkawa Middle School’s Character Counts Program and a Tonkawa Pride and Beautification Committee Member
- Kayla Wooderson served in Blackwell Youth Center Board Meetings.
- The Development office continues acknowledgment of gift receipts and correspondence for the Enid Higher Education Council (EHEC) as well as the Enid Entrepreneur Leadership Series (EELS). The EHEC board met virtually August 26. Fourth year pledge reminder letters were mailed in September for the EHEC scholarship campaign. The annual donor appreciation luncheon was not held in November after the EHEC Board of Directors Meeting due to COVID-19 restrictions.

Institutional Highlights

- The Oklahoma State Regents for Higher Education approved the Associate in Applied Science in Electronics Technology in Wind Energy. The degree includes a partnership with Enel Energy, who has sponsored student scholarships as well as supplementing adjunct salary to provide industry-trained instructors.
- Jet and Mav Pride Days and Get Going with Gateway were revamped for Fall 2020 as virtual experiences due to the pandemic. Numerous departments and academic divisions created videos that were posted online on the NOC website and in ORNT 1101 Blackboard pages so that students in ORNT 1101 could view them prior to their classes starting.
- The following new faculty were welcomed to Northern for the Fall 2020 semester
 - Kelli Jennings, Enid HPER, faculty position added to her Enid women’s basketball coaching position.
 - Jenifer Lancaster, Tonkawa Nursing
 - Eric Riddle, Tonkawa Language Arts
 - Randee Sloan, Tonkawa Business
 - Brandon Haynes, Tonkawa Fine Arts
- Tonkawa math faculty Karri Morrill had a baby boy, Harris, on Sept 17, 2020.
- As a result of the September 2020 Presidential Partners campaign mailing, NOC received \$57,076 in contributions and matching pledges from various donors supporting the program for the 2020-2021 academic year.
- The annual greater gifts drive (direct mailing campaign) was mailed out to over 12,500 constituents in NOC’s alumni/donor database the week of November 9. Additionally, the annual employee campaign was sent out to solicit program, departmental and scholarship support. As result, the Foundation has received \$153,905 in contributions and pledges, which included \$10,525 in matching contributions. Northern employees pledged \$32,752, including 32 employees via employee payroll deduction.
- Honoring all who served, NOC promoted Veteran’s Day on Nov. 11 through social media. NOC solicited stories of NOC alumni for Veteran’s day.
- World Kindness Day Bingo was promoted on Nov. 13. Bingo cards were posted to social media and NOC “swag bags” were distributed as prizes.
- The NOC Foundation and Alumni strengthened its social media presences with the following campaigns:

- “Life Changing Love Stories” (4 Alumni participants)
- “Mother’s Day giveaway” (31 participants)
- “Women’s History Month” Tributes (17 Faculty and Staff participants)
- “Class room Champions” (25 participants)
- NOC promoted International Day of Veterinary Medicine on Dec. 9 through social media. NOC recognized NOC alumni and current veterinary students, Cole Burchett, Katherine Davis, Kariss Dunson, and Brittany McBrain.
- A continuing project, Faces of NOC highlighted alumni from NOC Gateway, NOC Enid, and NOC Tonkawa. The pictures and stories from these individuals are displayed at our campus locations as well as featured on our website, social media outlets, and in a marketing booklet.
- NOC continued its work with the PACE (Pedagogy, Advising, and Curriculum Excellence) Grant. Team members (Rick Edgington, Cassie Firth, Kathleen Otto, Kathleen Swain, Pam Stinson, and Diana Watkins) met throughout the year with representatives from the Gardner Institute and the other 5 cohort schools nationwide as well as the Oklahoma cohort of 3 institutions (NOC, Eastern, and OSU). Due to the pandemic, the 3 1/2 half year grant has been extended by the Gardner Institute for 6 months at no additional cost to NOC to allow full benefit from these equity-based initiatives. NOC selected 4 courses for study in this project—Algebra for STEM, American National Government, General Biology, and General Chemistry I. Division chairs Tricia Moore, Frankie Wood-Black, and Darrell Frost joined with Cassie Firth in September as task force subject area experts.
- Through the NASNTI Grant funding, NOC was able to submit numerous classes for Quality Matters review. Passing certification in 2020-2021 were Audrey Schmitz’s ARTS 1113 Art Appreciation, Dr. Mary Ann Harris’ BIOL 2124 Microbiology, Sherrie Martin’s BIOL 2214 Anatomy and Physiology, Dr. Jack Cnossen’s CHEM 1315 General Chemistry I, Brenda Pennington’s GEOG 2253 World Regional Geography, Dr. Pam Stinson’s HUMN 2113 Ancient Arts and Culture, Dr. Paul Bowers’ LIT 2413 Introduction to Literature, Kelly Russell’s PHIL 2213 Ethics, and Dr. Marsh Howard’s PSYC 1113 Introduction to Psychology.
- Weekend classes were made available in 2020-2021 at the University Center and via online live, including Math Applications, Intro to Psychology, Late American History, and Introduction to Oral Communications.
- In early December NOC was asked to partner with OSU on a grant application for an Equity Transfer Initiative (ETI). The two-year grant was approved and \$14,000 each was awarded to NOC and OSU through funding provided by the American Association of Community Colleges (AACC), the American Association of State Colleges and Universities (AASCU), and the Association of Public and Land-grant Universities (APLU). The partnership grant will focus on providing additional coaching and other student service support for students transferring in high-impact programs with a special focus on assisting students in traditionally under-represented populations, including Native American, Hispanic, First-Generation, and adult students. Kathleen Swain was named NOC lead in the grant, and Kathleen Otto provided extensive data reports in the application. Pam Stinson and Diana Watkins contributed to the narrative application and review of new articulation agreements. Joining the NOC team post-award were Rick Edgington and Sheri Snyder, who are overseeing changes to NOC recruiting and marketing strategies related to the grant.
- Through the NOC Foundation, the NOC Presidential Partners Program allocated \$25,000 for mini-grants of up to \$2,500 each for proposals that could be feasibly implemented to attract and/or retain students to NOC. The deadline for submission was Jan. 20, 2021. Twenty-three proposals totaling just over \$44,000 were received by the deadline. After the deadline, each proposal was sent to the members of the institutional

Recruitment and Retention Committees as well as the Executive Council. Those individuals were asked to score each proposal with a rubric grading system as well as rank in order of preference from 1-23. Using the feedback and scoresheets received back, the Foundation reviewed each proposal and recently announced that the majority of proposals submitted received some funding with a total expenditure of \$25,000. Approved proposals are listed below:

- NOC Podcast Series – T/E/S
- NOC Vehicle Magnet/Decals – T/E/S
- Expanding NOC Recruiting Booth – Purchase 14 branded mobile recruiting carts (9 divisions, 3 campus & 2 athletics) – T/E/S
- #NOC Social Media – T/E/S
- Expand Humans of NOC Series – T/E/S
- CEC Awareness and Engagement – Tonkawa
- NOC Alumni/Student Referral Program – T/E/S
- “Life Changing” Alumni Baby Onesies – T/E/S
- Early Enrollment Incentive Program – T/E/S
- Livestock Judging Camp – Tonkawa
- Agricultural Leadership Council – Tonkawa
- Additional Institution Marketing budget for promotional items – T/E/S
- NOC Student Casting Call/Photo Contest – T/E/S
- Expand Faces of NOC Series – T/E/S
- Equipment for additional in-house produced recruitment and campus/department/division showcase videos – T/E/S
- The NOC Foundation Donor Banquet was held virtually on February 25. 210 donor recognition packets with a small gift were mailed in March 2021.
- The Foundation received numerous Gift-in-Kind contributions in 2020-2021, including the following:
 - Allen Three Manual George Wright Model 319 Three Manual Organ complete with 7 channel audio, including 6 HR 100 Speaker Enclosures and 1 SR5 Bass Speaker Enclosure Manufactured in 1999. – valued at \$40,000
 - Geil Gas Kiln - 8 cu.ft. Serial #8493256F – valued at \$5,000
 - 44 pair of Oakley Flak Jacket 20 sunglasses to NOC Enid Baseball Team – valued at \$4,938.56
- In 2020-2021, 27 fundraisers totaling \$123,648 between the three NOC locations were filed through the Development office, of which 26 fundraisers were processed through the NOC Foundation Office.
- Northern Oklahoma College returned to a modified in-person commencement for 2021 with 2 ceremonies in Tonkawa and 2 ceremonies in Enid to allow for social distancing. Approximately 225 students participated in the ceremonies.
- Additional degrees will be conferred for 2021 as students complete summer sessions and through reverse transfer, but as of the date of commencement 525 students were scheduled to receive 535 degrees.
- The Alumni office held a contest through social media for 2021 graduates, asking them to post their #Lifechanging statements daily to be entered to win a \$25 Amazon Gift Card. 20 gift cards totaling \$500 were funded through a Presidential Partners Grant through the NOC Foundation. In all, 76 new Lifechanging statements were received. These statements will be added to our website and used for future marketing and recruiting materials. To view all statements - <https://www.facebook.com/northernoklahomacollege/>
- In Fall 2021, NOC entered into an initial two-year agreement for selected displays of artwork with Doctor Pickens Museum, Inc. on the Tonkawa campus. This collection of art, primarily native art, will be on loan and

will be installed over four phases. Doctor Pickens also generously supported a commissioned work by Yatika Starr Fields, a mural housed in the Cultural Engagement Center. In May and June 2021, the artist was in residence, completing the mural and a reception was scheduled on June 16 to reveal the finished work.

In Memoriam



Jamie Haney, Director of Printing Services, passed away on May 19, 2021. She graduated with an associate degree from Northern Oklahoma College before moving on to American InterContinental University, where she earned a bachelor's degree in media production and a Master of Education (M.Ed.) Degree with a Specialization in Curriculum and Instruction for Educators. She was very creative and had a special gift for Graphic Design which led to an extensive graphic design career. She started with a Printing press in her garage where she ran the Pawhuska newspaper with her first husband Robert, before moving on to work for the magazine, Emu Today & Tomorrow. Jamie owned her own printshop business, Ponca Print & Copy, before going on to work at Oklahoma State University. She eventually returned to her roots at Northern Oklahoma College where she started as a printing apprentice, working her way up to the position of Director of Printing Services. Jamie worked at NOC for 17 years in total. Jamie loved her job and dedicated countless hours to ensure she produced exceptional products for students, staff, and faculty. While at NOC, Jamie was an active member of OCPRA, the Oklahoma College Public Relations Association. Jamie won awards every year she competed at the OCPRA competition and would plan material up to a year in advance to produce at a competing level against colleges around the state, including OSU and OU. Jamie took great pride in her awards from this competition and all her work. In July 2021, Jamie's family accepted a posthumous award she won during the 2020/2021 OCPRA Awards Ceremony (see photo below). In addition to the numerous awards she won over the years for her work, Jamie Haney was selected as one of three Northern Oklahoma College employees receiving Oklahoma Association of Community College (OACC) awards for 2020 (Haney was the Outstanding Professional Employee), which was presented during the OACC Virtual Annual Conference on January 29, 2021. Jamie's colleagues often commented on her amazing work ethic, her passion for creating the best productions possible, and her dedication, kindness, and selflessness. Jamie's creative talent and dedicated leadership made an impact on so many individuals over the years and she will be missed!



Colleagues and family of Jamie Haney accept her award during the OCPRA Awards Reception. From left to right, Scott Cloud, Kim Ochoa, Jeana Fowler (Jamie's twin sister), Candy Oller, Amy Pickard (Jamie's niece), John Pickard and Sheri Snyder.

Institutional Dictionary

To offer additions, corrections, or suggestions on definitions, please submit changes in writing to the Vice-President of Academic Affairs.

| Term | Definition |
|------------------------------|---|
| ACT | IPEDS definition: ACT, previously known as the American College Testing program, measures educational development and readiness to pursue college-level coursework in English, mathematics, natural science, and social studies. Student performance does not reflect innate ability and is influenced by a student's educational preparedness. |
| Academic Program | IPEDS definition: An instructional program leading toward an associate, bachelor, master, doctoral, or first-professional degree or resulting in credits that can be applied to one of these degrees. |
| Academic Year (AY) | The period from May of one calendar year to May of the following year during which students attend an educational institution. It includes a summer, fall, and spring term or semester. |
| Accrediting Agencies | IPEDS definition: Organizations (or bodies) that establish operating standards for educational or professional institutions and programs, determine the extent to which the standards are met, and publicly announce their findings. |
| Alumni | A graduate or former student of a college. |
| Associate Degree | An award that normally requires at least 2 but fewer than 4 years of full-time equivalent college work. |
| Associate in Arts | A two-year degree preparing students for transfer to a four-year institution with a foundational education in liberal arts. |
| Associate in Science | A two-year degree preparing students for transfer to a four-year institution with a foundation in science, engineering and mathematics. |
| Associate in Applied Science | A two-year degree designed for students who intend on entering the workforce immediately following graduation. |
| Board of Regents | The Northern Oklahoma College Board of Regents has a cooperative relationship with the State Regents for Higher Education. The State Regents act as a coordinating board for members of the state system in such areas as program approval and fund allocations. The Northern Oklahoma College Board is empowered with statutory authority for governance of its own institution. |
| Catalog | The Catalog offers information about the academic programs and support services of the College. Website: http://northok.publishpath.com/catalog2 |
| CIP Code | Classification of Instructional Program Code organized by the National Center for Education Statistics. A six-digit code in the form xx.xxxx that identifies instructional program specialties within educational institutions. |

| Term | Definition |
|------------------------------|--|
| Cohort | A specific group of students established for tracking purposes. |
| Credit Hours | IPEDS definition: A unit of measure representing the equivalent of an hour (50 minutes) of instruction per week over the entire term. It is applied toward the total number of credit hours needed for completing the requirements of a degree, diploma, certificate, or other formal award. |
| Default Rates | The rate at which debt holders default on the amount of money that they owe. |
| Cohort Default Period | The phrase “cohort default period” refers to the three-year period that begins on October 1 of the fiscal year when the borrower enters repayment and ends on September 30 of the second fiscal year following the fiscal year in which the borrower entered repayment. Students who enter repayment in 2009 and default in 2009, 2010, or 2011 are reported in 2012. |
| Degree | IPEDS definition: An award conferred by a college, university, or other postsecondary education institution as official recognition for the successful completion of a program of studies. |
| Degree Award Date | The date at which a student finishes the coursework necessary to obtain a degree and the educational institution awards the degree. |
| Developmental Courses | Courses offered to aid students in obtaining the educational information needed to proceed into a college level course. |
| Distance Learning | <p>The use of technology to offer course instruction to students not necessarily present with the instructor.</p> <p>Traditional: A class is considered “traditional” when instruction relies solely upon face-to-face instruction with 800 minutes of seat time per credit hour issued.</p> <p>Web-enhanced: A web-enhanced class is one in which a Learning Management System (e.g. Blackboard) is used for posting notes and/or homework assignments as a supplement to traditional class meetings.</p> <p>Hybrid: A hybrid class represents a mixture of traditional and online elements with a minimum of 65% face-to-face instructional time and the use of a Learning Management System (e.g. Blackboard) as a supplement for either synchronous or asynchronous learning with the expectation of student interaction with other students and the teacher.</p> <p>Online: An online class is one in which 75% or more of the instruction occurs through the use of a Learning Management System such as Blackboard.</p> <p>ITV: Interactive television courses—delivery might be traditional, web-enhanced, or hybrid.</p> |

| Term | Definition |
|---|---|
| Employees | |
| Full-time Staff | Persons employed for non-instructional duties for 40 hours a week. |
| Part-time Staff | Persons employed for non-instructional duties for fewer than 30 hours a week. |
| Full-time Faculty | Persons employed for instruction of students that teach 15 or more credit hours of course work a semester. |
| Part-time Faculty/ Adjunct | Persons employed for instruction of students that teach between 1-10 credit hours of course work a semester. |
| Enrollment | |
| Full-time | Students enrolled in 12 or more credit hours for the semester. |
| Part-time | Students enrolled in 1-11 credit hours for the semester. |
| Sophomore | Students with 31-60 credit hours of course work completed. |
| Freshman | Students with 0-30 credit hours of course work completed. |
| Executive Council | The Executive Council serves as an advisory group to the President. Composed of the Vice President for Academic Affairs, Vice President for Financial Affairs, Vice President for Development and Community Relations, Vice President for Student Affairs, Vice President for Enrollment Management, Vice President for Enid, and Vice President for Stillwater, The Council's primary function is to provide open discussion of institutional matters on which the President seeks advice and counsel. On most matters, a consensus rather than a formal action may be sought. |
| Fall Cohort | IPEDS: The group of students entering in the fall term established for tracking purposes. For the Graduation Rates component, this includes all students who enter an institution as full-time, first-time degree or certificate-seeking undergraduate students during the fall term of a given year. |
| High School Diploma or Recognized Equivalent | IPEDS: A document certifying the successful completion of a prescribed secondary school program of studies, or the attainment of satisfactory scores on the GED or another state specified examination. |
| Financial Aid | IPEDS: Federal Work Study, grants, loans to students (government and/or private), assistantships, scholarships, fellowships, tuition waivers, tuition discounts, employer aid (tuition reimbursement) and other monies (other than from relatives/friends) provided to students to meet expenses. This excludes loans to parents. Website: www.studentaid.gov |
| Federal Grants | IPEDS: Transfers of money or property from the Federal government to the education institution without a requirement to receive anything in return. These grants may take the form of grants to the institutions to undertake research or they may be in the form of student financial aid. (Used for reporting on the Finance component) |

| Term | Definition |
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| Pell | (Higher Education Act of 1965, Title IV, Part A, Subpart I, as amended.) Provides grant assistance to eligible undergraduate postsecondary students with demonstrated financial need to help meet education expenses. Website: www.studentaid.gov |
| Pell Eligible | Students eligible for Pell assistance. |
| Loans | Any monies that must be repaid to the lending institution for which the student is the designated borrower. Includes all Title IV subsidized and unsubsidized loans and all institutionally- and privately-sponsored loans. Does not include PLUS and other loans made directly to parents. Website: www.studentaid.gov |
| Financial Year (FY) | A 12-month period over which a company budgets its spending. The fiscal year is referred to by the date at which it ends. Northern Oklahoma College begins its fiscal year on July 1 and concludes on June 30 in line with the State Regents' and the State of Oklahoma's fiscal year. |
| Foundation | An institutionally related 501 (c)(3) foundation created to enhance the educational opportunities and environment of the institution. The principal function of the Northern Oklahoma College Foundation is to promote Northern Oklahoma College and the welfare of its programs and students by providing scholarships, loans and other awards as deemed appropriate. |
| Foundation Grants | Financial support from any external agency which is handled through the Northern Oklahoma College Foundation. |
| Gender | The sex of the individual. |
| GPA | Grade point average of a student is a calculation based off of a student's credit hours taken and grades received for those credit hours. |
| Graduation Rate | IPEDS: The rate required for disclosure and/or reporting purposes under Student Right-to-Know Act. This rate is calculated as the total number of completers within 150% of normal time divided by the revised adjusted cohort. |
| Grants | Non-repayable funds or products (an award) disbursed to a grantee (recipient). |
| Headcount | The total number of individuals enrolled in the educational institution or program. |
| High School GPA | A student's weighted or unweighted GPA from his/her high school transcript. |
| High School Rank | A student's placement in high school compared to peers in the same grade based on GPA. |
| Higher Learning Commission | The Higher Learning Commission (HLC) is an independent corporation that was founded in 1895 as one of six regional institutional accreditors in the United States. HLC accredits degree-granting post-secondary educational institutions in the North Central region. |

| Term | Definition |
|---|---|
| Institution of Higher Education | A term formerly used in IPEDS and HEGIS to define an institution that was accredited at the college level by an agency or association recognized by the Secretary, U.S. Department of Education. These schools offered at least a one-year program of study creditable toward a degree and they were eligible for participation in Title IV Federal financial aid programs. |
| IPEDs | The Integrated Postsecondary Education Data System. A system used by the U.S. Department's National Center for Educational Statistics (NCES) that annually gathers information from educational institutions of higher education and vocational institutions that participate in federal student financial aid programs. |
| Major | A field of study that a student chooses to receive a degree in. |
| Race/Ethnicity | IPEDS definition: Categories developed in 1997 by the Office of Management and Budget (OMB) that are used to describe groups to which individuals belong, identify with, or belong in the eyes of the community. The categories do not denote scientific definitions of anthropological origins. The designations are used to categorize U.S. citizens, resident aliens, and other eligible non-citizens. |
| American Indian or Alaska Native | IPEDS definition: A person having origins in any of the original peoples of North and South America (including Central America) who maintains cultural identification through tribal affiliation or community attachment. |
| Asian | IPEDS definition: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam. |
| Black or African American | IPEDS definition: A person having origins in any of the black racial groups of Africa. |
| Hispanic/Latino | A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. |
| Native Hawaiian or Other Pacific Islander | A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands. |
| White | A person having origins in any of the original peoples of Europe, the Middle East, or North Africa. |
| Race and Ethnicity Unknown | The category used to report students or employees whose race and ethnicity are not known. |
| Non-resident/Alien | A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely. |
| Residence | Location at which a student is living. |

| Term | Definition |
|------------------------------|--|
| Retention | IPEDS definition: A measure of the rate at which students persist in their educational program at an institution, expressed as a percentage. For four-year institutions, this is the percentage of first-time bachelor's (or equivalent) degree-seeking undergraduates from the previous fall who are again enrolled in the current fall. For all other institutions this is the percentage of first-time degree/certificate-seeking students from the previous fall who either re-enrolled or successfully completed their program by the current fall. |
| SIS | Student Information System - a data warehouse that contains all the data related to the institution. |
| State Grants | A financial award given by the state government to a grantee (recipient residing in the corresponding U.S. state). |
| Strategic Plan | A systematic process of envisioning a desired future and translating this vision into broadly defined goals or strategies and a sequence of steps to achieve them. |
| Student | |
| Concurrent | Student enrolled in high school and taking college coursework at the same time. |
| First-time Full-time student | Student enrolled in 15 or more credit hours of course work for the first time at any educational institution. |
| First-time Student | IPEDS: A student who has no prior postsecondary experience (except as noted below) attending any institution for the first time at the undergraduate level. This includes students enrolled in academic or occupational programs. It also includes students enrolled in the fall term who attended college for the first time in the prior summer term and students who entered with advanced standing (college credits earned before graduation from high school). |
| Full-time Student | Student enrolled in 12 or more credit hours a semester. |
| Part-time Student | Student enrolled in between 1-11 credit hours a semester. |
| Student Handbook | Handbook containing policies and procedures for students at Northern Oklahoma College. Website: http://northok.publishpath.com/student-handbook |
| Time to Degree | Time a student takes to finish a degree. For a two-year institution 100% of time to degree would be two years. For 150% time to degree, time to degree would be three years. |

| Term | Definition |
|-------------------------------|---|
| Title IV Aid | IPEDS: Title IV aid to students includes grant aid, work study aid, and loan aid. These include Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), Academic Competitiveness Grant (ACG), National Science and Mathematics Access to Retain Talent Grant (National SMART Grant), Teacher Education Assistance for College and Higher Education (TEACH) Grant, Federal Work-Study, Federal Perkins Loan, Subsidized Direct or FFEL Stafford Loan, and Unsubsidized Direct or FFEL Stafford Loan. |
| Title IV Institution | IPEDS: An institution that has a written agreement with the Secretary of Education that allows the institution to participate in any of the Title IV federal student financial assistance programs (other than the State Student Incentive Grant [SSIG] and the National Early Intervention Scholarship and Partnership [NEISP] programs). |
| Transcript | An official record of student performance showing all schoolwork completed at a given school and the final mark or other evaluation received in each portion of the instruction. Transcripts often include an explanation of the marking scale used by the school. |
| Transfer of Credit | IPEDS: The policies and procedures used to determine the extent to which educational experiences or courses undertaken by a student while attending another institution may be counted for credit at the current institution. |
| Transfer-out Rate | Total number of students who are known to have transferred out of the reporting institution within 150% of normal time to completion divided by the adjusted cohort. |
| Tuition | The amount of money charged to students for instructional services. Tuition may be charged per term, per course, or per credit (NOC charges per credit hour). |
| In-state Tuition | The tuition charged by institutions to those students who meet the state's or institution's residency requirements. |
| Out-of-state Tuition | The tuition charged by institutions to those students who do not meet the institution's or state's residency requirements. |
| Two-year Institution | IPEDS: A postsecondary institution that offers programs of at least 2 but fewer than 4 years duration. Includes occupational and vocational schools with programs of at least 1800 hours and academic institutions with programs of fewer than 4 years. Does not include bachelor's degree-granting institutions where the baccalaureate program can be completed in 3 years. |
| Unduplicated Headcount | IPEDS: The sum of students enrolled for credit with each student counted only once during the reporting period, regardless of when the student enrolled. |

Additional Resources

| <u>Site</u> | <u>Weblocation</u> |
|---|---|
| American Fact Finder – U.S. Census Bureau | http://factfinder2.census.gov |
| Aspen | http://www.aspeninstitute.org/policy-work/college-excellence |
| City of Ponca City | http://goponca.com |
| City of Stillwater | http://www.stillwater.org/ |
| City of Tonkawa | http://cityoftonkawa.net/ |
| Enid Regional Development Alliance | www.growenid.com |
| Federal Statistics | http://fedstats.sites.usa.gov/ |
| Federal Student Aid – Default Management | http://ifap.ed.gov/DefaultManagement/finalcdrg.html |
| Higher Learning Commission | www.ncahlc.org |
| National Agricultural Statistics Service | www.nass.usda.gov |
| National Center for Educational Statistics | http://nces.ed.gov/ipeds/datacenter/ |
| NOC Business Division Website | http://www.noc.edu/business-division1 |
| NOC Nursing Division Website | http://northok.publishpath.com/nursing-division1 |
| NOC Website | www.noc.edu |
| Oklahoma Department of Commerce | http://okcommerce.gov |
| Oklahoma Employment Security Commission | www.ok.gov |
| Oklahoma State Regents for Higher Education | www.okhighered.org |
| SmartAssets | https://smartasset.com/student-loans/the-top-ten-community-colleges-in-the-country |
| Southern Regional Education Board | www.sreb.org |
| University Center Ponca City | http://ucponcacity.com |