



NORTHERN
Oklahoma College

TONKAWA | ENID | STILLWATER

2016 - 2017
Assessment
Plan

Institutional Mission Statement

Northern Oklahoma College, the State's oldest 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.

Institutional 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.

**NORTHERN OKLAHOMA COLLEGE
TOP STRATEGIC PRIORITIES FOR 2013-2018**

Goal 1A: Enhance the quality of life for students.

Strategy 1—Enhance the quality of life for students.

Goal 1B: Enhance recruitment efforts as well as retention and graduation rates.

Strategy 2—Use student engagement survey to guide development of high-impact educational strategies.

Strategy 3—Increase online and evening course offerings/assisting underrepresented populations.

Strategy 4—Improve academic advisement model.

Goal 2: Cultivate and maintain partnerships to inform and improve academic decisions, enrich student experiences, and support regional needs.

Strategy 5—Cultivate and maintain partnerships to inform and improve academic decisions, enrich student experiences, and support regional needs.

Goal 3: Upgrade facilities for quality and efficiency to enhance the student experience.

Strategy 6—Upgrade facilities for quality and efficiency to enhance the student experience.

Goal 4: Enhance professional development opportunities and quality working conditions for NOC employees.

Strategy 7—Improve new employee orientation.

Strategy 8—Enhance faculty development.

Strategy 9—Enhance staff development.

Strategy 10—Utilize an employee satisfaction survey.

Strategy 11—Conduct an annual performance and salary review.

Goal 5: Diversify and increase revenue streams.

Strategy 12—Diversify revenue internally and externally.

Strategy 13—Increase grant activities.

Principles for Assessment at Northern Oklahoma College

- All assessments will be guided by the institutional mission and institutional goals.
- Assessment will be the result of collaboration within and between departments, involving as many of the stakeholders as possible.
- Assessment results will be transparent, both for accountability and for feedback on how Northern can better serve its constituencies.
- Assessment will never be “finished” because students change, best practices change, and benchmarks met can be set higher.
- Assessment will not be used for the sake of assessment but for more effective decision making.
- Both quantitative and qualitative data will be reviewed, as well as direct and indirect measurement tools as needed, for assessment that looks not only at numbers but the impact of decisions on students and employees.

Assessment Terminology

Goals-broad, general statements of what you hope to be, accomplish

Objectives/Measured Outcomes-more targeted statements than goals to include what can be measured and observed and what will be specific criteria for success

Direct Measurement Tools may include the following:

- Scores, pass rates, or scores gained on standardized tests or locally-designed assessments
- Portfolios, writing samples, or capstone projects
- Case studies
- Team projects or presentations
- Internships, clinicals, service learning, etc.
- Number or rate of students graduating, transferring, employed, involved in research, job shadowing, internships, etc.
- Ratings in course evaluations, student satisfaction surveys, internship surveys, alumni surveys, employer surveys, etc.
- Audit results

Indirect Measurement Tools may include the following:

- Enrollment numbers, number of participants in student activities, recruitment events, alumni events, etc.
- Reputation of graduates at the next level of education
- Interviews or surveys of students on the curriculum and their perception of how much they are learning
- Honors, awards, scholarships, and other examples of public recognition earned by students and alumni

Note: Depending on how tools are used, the same tool may be both direct and indirect (e.g. a student satisfaction survey that asks about whether students feel safe would be a direct measure of a goal to “Create an environment in which students feel safe,” but may be an indirect measure of a goal to “Create a safe environment for students.”)

Assessment Plan for Academic Affairs

Academic Affairs Mission: The Office of Academic Affairs is committed to providing students high quality general education and programmatic coursework for associate degrees with degree options leading to successful transfer into a bachelor's program, as well as to employment upon graduation. The Office of Academic Affairs also strives to provide extracurricular learning opportunities and academic support services needed for all students to be more successful in their coursework.

Academic Affairs Goals:

1. Provide high quality general education coursework that develops graduates' competencies in critical thinking, communication skills, societal awareness, mathematical and scientific reasoning, and quality of life.
2. Provide a wide range of associate degree programs that meet workforce needs and prepare graduates for successful transfer to bachelor's degree programs.
3. Provide opportunities for students to enhance learning through avenues such as internships, practicums, service learning, and study abroad.
4. Promote student retention and degree completion through clear academic advisement and access to high quality learning support services, including computer labs, library research tools, and tutoring.
5. Support faculty's use of innovative and effective teaching strategies through access to current technology, a wide range of professional development offerings, and input from data analysis of student outcomes.

Goal 1: Provide high quality general education coursework that develops graduates' competencies in critical thinking, communication skills, societal awareness, mathematical and scientific reasoning, and quality of life.

Measured Outcome 1.1: Through embedded course assessments, 14 competencies will be measured annually and reported on the general education competency grid with results reviewed in the fall semester to determine necessary curriculum changes.

Assessment Results 2015-16: See Table One below for Fall 2015 data related to each competency.

Use of Assessment Results from 2015-16: See Table One below for recommendations made in 2015-2016, based on Fall 2015 data. Recommendations will be applied in 2016-2017 academic year.

Table One: General Education Competency Grid (updated February 2016 with Fall 2015 data analysis and 2016-2016 recommendations)

GENERAL EDUCATION COMPETENCY GRID
2015-2016 Data and Recommendations (updated 2-1-2016)

COMPETENCY	PRIMARY COURSE TO EVALUATE	ACTIVITIES	QUANTITATIVE OR QUALITATIVE MEASUREMENT	EVALUATION CRITERIA	TIMELINE FOR REVIEW
Critical Thinking					
1.Independent Learning Abilities	CS 1113	Students will complete individual projects on all computer applications including Word, Excel, Access, and PowerPoint, which involves reading and completing tutorials followed by completion of assigned projects in each area to demonstrate application of knowledge gained through independent study of the tutorials.	Projects will be evaluated quantitatively based on electronic grading rubric embedded in SAM projects.	Success rate for each unit's project is 75% of the total value based on a designated grading rubric.	Faculty from all 3 campuses will review fall results in spring meeting and make changes as needed in curriculum, instructional delivery, or assessment measures.
<p>2015-2016 Data: 299 students were assessed in Fall 2015, using electronic rubrics established with the SAM Project Assessment tool. The averages for each unit were Word-83.71%; Excel-84.95%, Access-77.83%, and PowerPoint-89.26%.</p> <p>Recommendation for 2016-2017: The faculty discussion centered around the change from Office 2013 to Office 2016, which will occur during the Fall 2016 semester. The measurement tool and score will remain at the 75% level until faculty assess the difficulty level of the software. Additionally, faculty discussed the relevance of the assessment measure to the general education competency of Independent Learning Abilities. Faculty suggested that this course and the measurement tool may need to be reviewed and revised to better measure what is intended as it certainly measures the students' ability to utilize the software, but may or may not have a direct correlation to independent learning abilities.</p>					
2.An Ability to Compare and Defend Differing Viewpoints	HIST 1483 or HIST 1493	Students will recognize differing viewpoints in historical events and correctly identify key differences.	Each section of the courses will be tested through a common final exam component. A set of specific questions has been identified on the exam that demonstrate the competency.	Average % of correct responses demonstrating competency should be greater than 70%.	Faculty from all 3 campuses will review fall results in spring meeting and make changes as needed in curriculum, instructional delivery, or assessment measures.
<p>2015-2016 Data: A total of 16 sections of Early and Late American History courses were evaluated. Data was collected from 399 students with an average of 81% demonstrating the competency</p> <p>Recommendation for 2016-2017: Discussion was held in the Spring 2016 division meeting that outlined the following recommendations:</p> <ol style="list-style-type: none"> 1. Full time faculty will meet and edit questions that were hyper-specific in phrasing and perhaps misleading to students. 2. Full time faculty will meet and replace questions that are based upon memorization rather than conceptualization of the historical periods. 3. Develop questions that more directly examine the general education competency. 4. Consider adopting a common assessment method that is project centered instead of test centered. 					

3.An Ability to Function Effectively in Interpersonal or Small Group	ENGL 1113	Students will rank themselves and group members on participation in peer review workshops for at least one essay each semester.	A standard rubric will be used in all sections of English 1113 to measure.	On a scale of 1-4, at least 70% of students will rank themselves and group partners as 3 (Accomplished) or 4 (Exemplary) in group/ interpersonal skills on each subtopic.	Faculty from all 3 campuses will review fall results in spring meeting and make changes as needed in curriculum, instructional delivery, or assessment measures.
<p>2015-2016 Data: On a scale of 1-4, 88% of 214 students ranked themselves and group partners as 3 (Accomplished) or 4 (Exemplary) in group/interpersonal skill on each topic.</p> <ul style="list-style-type: none"> • Group Cooperation – 3.51 (88%) • Distribution of group tasks – 3.66 (89%) • Group leadership – 3.54 (86%) • Communication among group members – 3.45 (81%) • Individual Participation – 3.44 (87%) • Listening to other points of view – 3.56 (90%) • Showing Respect – 3.45 (84%) • Self-evaluation – 3.68 (85%) <p>Recommendation for 2016-2017: No changes at this time – competency met</p>					
4.An Ability to Use Basic Research Skills to Examine Multiple Aspects of Problems and Issues	ENGL 1213	Instructors will use one of the following or a combination of the following activities: 1. Annotated bibliographies 2. Research papers 3. Pro/con position papers	Rubrics will be applied for basic research skills each paper should demonstrate.	Students should score at least 70% on assigned research-related work, with at least 25% of grade determined by the research rubric.	Faculty from all 3 campuses will meet annually in spring to discuss criteria and compare scoring techniques on rubrics.
<p>2015-2016 Data: Rubrics revealed that out of 175 students, 77% of the students scored 70% or better on assigned research-related work</p> <p>Topic selection criteria: 57% scored proficient; 27% scored competent; 15% scored weak; and 1% scored unacceptable.</p> <p>Bibliography/Information Sources: 57% scored proficient; 31% scored competent; 7% scored weak; and 5% scored unacceptable.</p> <p>Use of Sources: 37% scored proficient; 41% scored competent; 19% scored weak; and 3% scored unacceptable.</p> <p>Citations: 34% scored proficient; 34% scored competent; 27% scored weak; and 5% scored unacceptable.</p> <p>Recommendation for 2016-2017: Due to small number evaluated, the competency will be measured in the spring instead of the fall when more ENGL 1213 sections are offered.</p>					
Communication Skills					
5.Critical Reading and Textual Analysis Skills	HIST 1483 or HIST 1493	Instructors will choose from one or more of the following: 1. Questions not solved in classroom presentation 2. Class quizzes, open classroom discussion, and immediate response essays 3. Projects, essays, and research papers.	1. Exam questions - objective questions on major exams 2. Rubrics to evaluate the student's response. 3. Rubrics to evaluate the student's work.	Pass rate for each evaluation tool shall be 70% of the total value.	Faculty from all 3 campuses will review fall results in spring meeting and make changes as needed in curriculum, instructional delivery, or assessment measures.
<p>2015-2016 Data: A total of 10 sections of American Government courses were evaluated. Data was collected from 282 students with an average of 83% demonstrating the competency</p> <p>Recommendation for 2016-2017: Discussion was held in Spring 2016 Division Meeting and the following recommendations were made:</p> <ol style="list-style-type: none"> 1. Present concerns to General Education Competency committee concerning the social science role in assessing reading skills. 2. Request help from reading specialists to determine the best way to assess competency. 3. Follow recommendations agreed upon by General Education Competency committee. 					
6.Writing Skills	ENGL 1113	Instructors will use one or a combination of all of the following activities: • Essays • Journals	Rubrics will be applied for basic research skills and original thought each paper should demonstrate.	75% or more of students tested will be rated at "competent" (level 4 of 6) or above.	Faculty from all 3 campuses will meet annually in spring to discuss criteria and compare scoring

		<ul style="list-style-type: none"> In-class essay exams Reading responses Prewriting's/drafts 			techniques on rubrics.
<p>2015-2016 Data: Out of 111 students, 68% of the students tested at a “competent” (level 4 or 6) or above.</p> <p>Recommendation for 2016-2017: Decision was made to continue collecting data in the spring for a better comparison to previous data collection that included both fall and spring numbers.</p>					
7.Competency with Technological and Communication Tools	CS 1113	<ul style="list-style-type: none"> Instructors will give a comprehensive common final exam covering all computer application tools, including Microsoft Word, Excel, Access, PowerPoint. 	Exams and projects will be graded quantitatively with designated rubrics created for each tool.	Success rate for each unit's project is 75% of the total value based on a designated grading rubric.	Faculty from all 3 campuses will review fall results in spring meeting and make changes as needed in curriculum, instructional delivery, or assessment measures.
<p>2015-2016 Data: 311 students were assessed in Fall 2015 using the rubric established by Computer Concepts faculty. The average for the final exam was 82.35% for Fall 2015. When factoring out the 8 students who did not complete the final exam and were awarded zeros, the average for the final exam was 84.52%. 88.12% of students who completed the exam scored an 80% or better on the exam. On-site students scored an average of 84.55%; online students scored an average of 82.3%; and fast-track students scored an average of 87.61%. When comparing frequency distributions, 87.84% of on-site students scored an 80% or better on the exam; online – 85.42%; and fast-track – 93.94%. (zeros were factored out in the mode of delivery comparisons)</p> <p>Recommendation for 2016-2017: Marketing and reminders that the Digital and Financial Literacy course satisfies the general education requirements for computer literacy will increase. The faculty discussion centered around the change from Office 2013 to Office 2016, which will occur during the Fall 2016 semester. The measurement tool and score will remain at the 75% level until faculty assess the difficulty level of the software. The faculty also agreed that a grader reliability process should be utilized. As a result, four exams were selected and each instructor graded the exams based on the rubrics. The average standard deviation for all exams was 1.264, indicating that scoring is very consistent among instructors. Faculty agreed that this process should continue each fall.</p>					
Societal Awareness					
8.Historical and Political Knowledge	HIST 1483	<p>Course Objectives</p> <ol style="list-style-type: none"> Identify and describe the significance and results of the key historical events, populations of people, political influence and key figures for these periods of American History: Explain the causes, effects and significance of the Revolutionary War. Explain the causes, effects and significance of The Civil War and the process of reconstruction. Describe the development of the systems of education, economics, religion, and politics. Describe the key components of discovery, resources, and technology that have influence development in American History. 	Each section of the course will be tested through a common final exam component of 25 objective questions created by the history instructors in the social science division.	Each course objective will be measured through specific questions within the common final exam component. An average of a 70% correct response rate for all sections will demonstrate competency.	Faculty from all 3 campuses will review fall results in spring meeting and make changes as needed in curriculum, instructional delivery, or assessment measures.

8. Historical and Political Knowledge, cont.	HIST 1493	<p>Course Objectives</p> <ol style="list-style-type: none"> 1. Identify and describe the significance and results of the key historical events, populations of people, political influence and key figures for these periods of American History: 2. Describe development and issues of America as a world power. 3. Explain the causes, effects and significance of the Great World Wars. 4. Explain the causes, effects and significance of the Sixties and beyond. 5. Describe development of the systems of education, economics, religion, and politics. 6. Describe the key components of discovery, resources, and technology that have influence development in American History. 	Each section of the course will be tested through a common final exam component of 25 objective questions created by the history instructors in the social science division.	Each course objective will be measured through specific questions within the common final exam component. An average of a 70% correct response rate for all sections will demonstrate competency.	Faculty from all 3 campuses will review fall results in spring meeting and make changes as needed in curriculum, instructional delivery, or assessment measures.
8. Historical and Political Knowledge, cont.	POLI 1113	<p>Course Objectives</p> <ol style="list-style-type: none"> 1. Students will be able to identify the significance of the structure and function of the American Political system. 2. Students will be able to identify the electoral process, the "two party" system, campaigning techniques, election procedures, and voting behavior. 3. Students will be able to identify the significance of the major American documents; such as, the Preamble of the Constitution, the seven major articles, and the twenty seven amendments to the Constitution. 4. Students will be able to identify and describe civil rights and liberties. 5. Students will be able to identify the significance of the formulation of public policy, the influence of special 	Each section of the course will be tested through a common final exam component of 25 objective questions created by the political science instructors in the social science division.	Each course objective will be measured through specific questions within the common final exam component. An average of a 70% correct response rate for all sections will demonstrate competency	Faculty from all 3 campuses will review fall results in spring meeting and make changes as needed in curriculum, instructional delivery, or assessment measures.

		interest groups and the media.			
2015-2016 Data: <ul style="list-style-type: none"> • Early American History - 9 sections tested - 203 Students - Overall Average 76% • Late American History -14 sections tested - 267 Students - Overall Average 70% • American Government -12 sections tested - 291 Students - Overall Average 74% Recommendation for 2016-2017: Discussion was held in the Spring 2016 division meeting that outlined the following recommendations: <ol style="list-style-type: none"> 1. Full time faculty will meet and edit questions that were hyper-specific in phrasing and perhaps misleading to students. 2. Full time faculty will meet and replace questions that are not based upon memorization, but rather than conceptualization of the historical periods. 					
9.Awareness of the Needs of Various Communities, Beginning with the Local Level	ORNT 1101 (Orientation)	Students will be required to complete at least one community service project with 4 hours of volunteer work documented.	Work will be documented by supervisor with verification that student receives no compensation.	A minimum of 70% of students till enrolled will complete the community service project.	Orientation instructors will meet in the spring (through physical meeting or email) to discuss community service options.
2015-2016 Data: 89.6% of the 852 students taking the common final correctly answered the question pertaining to the purpose and benefit of community service for a college student. Recommendation for 2016-2017: Starting in Spring 2016 and finishing by Fall 2016, create a pre- and post survey. The data will be compiled via a scantron to make reports. The purpose is to show that after taking orientation, students are thinking about the importance of community service and will continue to be actively involved in community service after graduation.					
Mathematical and Scientific Reasoning					
10.Skill in Data Analysis and Interpretation	MATH 1483, MATH 1493, MATH 1513	-Students will interpret average rate of change or a solution to a word problem in terms of the situation. -Students will calculate statistical measures and interpret statistical graphs. -Students will create or identify a graph by the polynomial function given (using its characteristics)	-Selected items on the correlating exam. - Selected items on the correlating exam. - Selected items on the correlating exam.	Students in these math classes will have a 70% success rate on these selected problems or exam items.	Faculty from all 3 campuses will review fall results in spring meeting and make changes as needed in curriculum, instructional delivery, or assessment measures.
2015-2016 Data: <ul style="list-style-type: none"> • MATH 1483- 16 of 21 (76.02%) students met competency • MATH 1493- 56 or 73 (76.7%) students met competency • MATH 1513- 435 or 676 (64.3%) students met competency Recommendation for 2016-2017: Math Functions – instructor will incorporate more examples in the notes, adjust homework to include more practice, adjust group work problems for more guided practice and add more problems on the test review. Math Applications – data is not a true assessment as common questions were not used yet. These questions will be in place by Fall 2016. College Algebra - Question will be formatted differently as many did not feel it was similar to what students had seen before. Three graphs will be presented and students will state the sign of the leading coefficient and identify what the exponent would be.					
11.Problem-Solving Skills	MATH 1483, MATH 1493, MATH 1513	-Students will use a graphing calculator to create a graph and use the graph to find the solution. -Students will calculate simple and compound interest, effective rate, amortization, and saving formulas. -Students will solve quadratic equations by factoring, completing the square, and	-Selected items on the corresponding exam. - Selected items on the correlating exam. -Selected items on the corresponding exam.	Students in these math classes will have a 70% success rate on these selected problems or exam items.	Faculty from all 3 campuses will review fall results in spring meeting and make changes as needed in curriculum, instructional delivery, or assessment measures.

		using the square root property and the quadratic formula.			
<p>2015-2016 Data:</p> <ul style="list-style-type: none"> MATH 1483- 14 of 21 (66.7%) of students met competency MATH 1493- 59 of 75 (78.6%) of students met competency MATH 1513- 461 of 726 (63.4%) of students met competency <p>Recommendation for 2016-2017:</p> <p>Math Functions – instructor will incorporate more examples in the notes, adjust homework to include more practice, adjust group work problems for more guided practice and add more problems on the test review.</p> <p>Math Applications – the data is not a true reflection as they were not common questions. Instructors will create common assessment questions with rubrics.</p> <p>College Algebra – It was decided that we would focus more on quadratic formula and completing the square in classwork while still including factoring.</p>					
12.Environmental Awareness	BISI 1114, BISI 1214, BISI 1414, BISI 1314	Group Lab assignments—At least 1 labs in each course will be environmentally based.	Lab reports	Students in these classes will have a 75% success rate for this goal.	Faculty from all 3 campuses will review fall results in spring meeting and make changes as needed in curriculum, instructional delivery, or assessment measures.
<p>2015-2016 Data:</p> <p>BISI 1114: 514/524 = 98.1% pass rate</p> <p>BISI 1124: 104/104 = 100% pass rate</p> <p>BISI 1214: 16/18 = 88.9% pass rate</p> <p>BISI 1314: 11/11 = 100% pass rate</p> <p>Total = 645/657 = 96.75% pass rate</p> <p>Recommendation for 2016-2017: Data will continue to be collected on the same parameters with no change. The division will work to standardize and incorporate the same testing instrument within each class that is reporting data for the 2016 reporting period.</p>					
Quality of Life					
13.Personal Finance	CS 1113	Students will complete an Excel Budget Project	A departmentally-standardized grading rubric will be applied to all budget projects.	Project averages from the Computer Concepts students should exceed a target of 75% or higher.	Spring review of fall data by Computer Concepts instructors from all campuses will determine needed adjustments in curriculum.
<p>2015-2016 Data: 295 students were assessed in Fall 2015 using the rubric established by Computer Concepts faculty. The average for the budget project was 81.3% for Fall 2015. When factoring out the 23 students who did not complete the budget project and were awarded zeros, the average for the budget project was 88.18%. 84.56% of students who completed the project scored an 80% or better on the project. On-site students scored an average of 91.98%; online students scored an average of 72.33%; and fast-track students scored an average of 89.52%. When comparing frequency distributions, 91.24% of on-site students scored an 80% or better on the exam; online – 59.18%; and fast-track – 82.76%. (zeros were factored out in the mode of delivery comparisons)</p> <p>Recommendation for 2016-2017: Marketing and reminders that the Digital and Financial Literacy course satisfies the general education requirements for computer literacy will increase. Since the benchmark was not met in the online courses, additional tutorials will be provided regarding budgeting. Further, non-completion affected the scores, so instructors will reinforce the project's importance and relevance.</p>					
14.Knowledge of Wellness, Fitness, and Nutrition	HPEA 1221, 1251, 1281, 1361, 1371, 1401, 1411, 1441, 2021, 2031, 2281 HPET 1113, 1223, 2212	Students will be quizzed/tested over wellness, fitness, and nutrition topics	Embedded questions will be used on tests and quizzes for all students.	Students in these courses will have a 70% success rate on these embedded questions.	Faculty from all 3 campuses will review fall results in spring meeting and make changes as needed in curriculum, instructional delivery, or assessment measures.

2015-2016 Data: Theory classes – 196 students took exam with 90.5% pass rate; Activities classes – 195 students took exam with 93% pass rate

Recommendation for 2016-2017: Format for assessment will remain the same with a test bank of questions being created to diversify the tests from semester to semester.

Note: In addition to the competencies listed above, the General Education Committee has emphasized the importance of a knowledge of and exposure to the arts and humanities. Because of the diversity of humanities offerings, one standardized measure is not employed; however, students must complete six credit hours of humanities for general education requirements. Leadership was also recognized as a valued competency but will be developed throughout the curriculum rather than through a single course.

Source of Documentation: Embedded course assessments

Measured Outcome 1.2: A minimum of 75% of students responding to the annual NOC student satisfaction survey will indicate they either agree or strongly agree that “Faculty who teach provide helpful instruction,” “Course content is appropriately challenging for my program of study,” and “Faculty who teach are knowledgeable about their subject areas.”

Assessment Results 2015-2016: Standard met and improvements over 2015 survey were seen on question 5.1 and 4.3 and the percentage remained high for question 5.5 with an average score of 4.22 in 2014-2015 and an average of 4.21 in 2015-2016—see table 3 below for spring 2016 data.

Table 3: Spring 2016 Student Satisfaction Data

Question 5.1 Faculty provide helpful instruction.

	Percentage
Strongly Agree	48%
Agree	29%
Neither Agree nor Disagree	12%
Disagree	6%
Strongly Disagree	6%
Mean	4.04 out of 5 (3.95 in 2014-2015)

Question 4.3: Course content is appropriately challenging for my program of study.

	Percentage
Strongly Agree	48%
Agree	28%
Neither Agree nor Disagree	10%
Disagree	7%
Strongly Disagree	6%
Mean	4.05 out of 5 (3.99 in 2014-2015)

Question 5.5: Faculty are knowledgeable about their subject area.

	Percentage
Strongly Agree	56%
Agree	24%
Neither Agree nor Disagree	9%
Disagree	4%
Strongly Disagree	6%
Mean	4.21 out of 5 (4.22 in 2014-2015)

Use of Assessment Results from 2015-2016: Results of 2015-2016 survey will be shared with all faculty in Fall 2016 in-service meetings.

Measured Outcome 1.3: A minimum of 80% of students responding to course evaluations will indicate they either agree or strongly agree that “The instructor provides a positive learning environment that encourages me to communicate, discuss questions, and state my opinion without feeling intimidated or self-conscious,” “The instructor provides me with the opportunities to develop critical thinking skills relative to the course content,” “The instructor demonstrates knowledge of the course material being taught.”

Assessment Results 2015-2016: Through 2014-2015, faculty evaluation reports yielded summaries for individual instructors but not departmental summaries. Division chairs requested a breakdown by division, which began in Fall 2015 with the following results.

Fall 2015		Total			
Division	Response	#6	#7	#8	
Developmental	199	88%	84%	89%	
Ag, Science, & Eng	434	71%	74%	87%	
Business	173	76%	73%	82%	
Fine Arts	55	82%	85%	98%	
HPER	80	89%	83%	91%	
Language Arts	452	92%	90%	94%	
Math	300	83%	83%	93%	
Nursing	744	79%	80%	87%	
Social Science	532	90%	89%	96%	

#6: Positive learning environment that encourages me to communicate

#7: Instructor provides opportunities to develop critical thinking skills

#8: Instructor demonstrates knowledge of course material

Spring 2016

Division	Total Response	2.6	2.7	2.8	2.1
Academic Dev	57	95%	88%	99%	95%
Ag, Science, & Eng	1052	82%	89%	95%	83%
Business	380	85%	88%	91%	85%
Fine Arts	277	81%	81%	96%	88%
HPER	153	89%	89%	96%	95%
Language Arts	1110	93%	93%	97%	94%
Math	880	86%	90%	96%	88%
Nursing	920	78%	79%	82%	77%
Social Science	900	89%	92%	97%	91%

2.6 The instructor encourages me to communicate, discuss questions, and state my opinion.

2.7 The instructor challenges me to think.

2.8 The instructor demonstrates knowledge of the course material.

2.10 The instructor creates opportunities for me to apply the knowledge taught.

Use of Assessment Results from 2015-2016: Results were shared with division chairs in reports broken out by division for their individual assessment plans as noted in the following sections.

Goal 2: Provide a wide range of associate degree programs that meet workforce needs and prepare graduates for successful transfer to bachelor's degree programs.

Measured Outcome 2.1: All degree programs will be assessed on a 5-year cycle through the OSRHE degree program review cycle, OSRHE productivity reports, and/or individual program accreditation reporting requirements, and will report program data annually to complete a full evaluation of all program outcomes within each five-year cycle.

Assessment Results 2012-2016: OSRHE degree program reviews were submitted for the following degree programs and are available on the NOC website under the academic division pages with the exception of one suspended program (AAS in Aviation), which NOC will no longer market:

2013-2014 Program Reviews

- A.A. in Music

2012-2013 Program Reviews

- A.A. in Child Development
- A.A. in Communications
- A.A. in Criminal Justice Administration
- A.A. in Elementary Education
- A.A. in Social Science
- A.S. in Arts & Sciences
- A.S. in Biological Sciences
- A.S. in Health, Physical Education and Recreation
- A.A.S. in Aviation: Professional Pilot
- A.A.S. in Digital Media Animation and Design
- A.A.S. in Engineering and Industrial Technology
- A.A.S. in Respiratory Care

Accreditation quality assurance reports were submitted for the following programs:

- Feb. 2014—ACBSP Review of Business Program (found at <http://www.noc.edu/assurance-of-learning>)
- Feb. 2014—ACEN Review of Nursing Program (executive summary available on the NOC Nursing Division website page at <http://www.noc.edu/accreditations>)

Use of Assessment Results from 2012-2016: All degree program reviews were completed with input from faculty within the division and institutional research data. Results were communicated to the college community and the public through posting on the website. Program changes that were made as a

result of the reviews are listed in the divisional assessment pages that follow except for the one program updated below, reflecting a degree suspension:

- A.A.S. in Aviation: Professional Pilot—As a result of the 2013 program review, this degree was suspended due to low productivity.

Source of Documentation: OSHRE Program Reviews

Goal 3: Provide opportunities for students to enhance learning through avenues such as internships, practicums, service learning, and study abroad.

Measured Outcome 3.1: Students will have access to a minimum of one study abroad opportunity per year, as well as an internship, practicum, independent study, or service learning opportunity within each division.

Assessment Results 2015-16: Through creation of the 2014-2015 Assessment Plan, analysis determined that co-curricular learning opportunities have been offered but not effectively promoted and assessed across all disciplines. Measured outcome 3.1 was created to address that need. Through the addition of advisory boards, job shadowing opportunities in World of Work class, and other promotions, the following internships were added for 2015-2016:

- One Agriculture student interned with Tonkawa Chamber of Commerce.
- One Criminal Justice student interned with Tonkawa Police Department.
- Two Mass Communications students interned, one with NOC High School and College Relations and one with Vype magazine.
- Three students interned with GEAR UP at Camp NOCLIP during Summer 2016.

Use of Assessment Results from 2015-2016:

Photos and news stories of student interns will be used on the NOC website to promote future internships.

Measured Outcome 3.2: NOC will increase the number and type of grants applied for to expand program opportunities.

Assessment Results 2015-16: The following grant applications were completed or are pending:

<u>GRANTING FOUNDATION OR AGENCY</u>	<u>AMOUNT REQUESTED</u>	<u>PURPOSE</u>	<u>DUE DATE</u>
KUP FOUNDATION	\$ 1,259.00 -Denied	DRONE	
CENTER FOR ETHICS & EXCELLENCE IN JOURNALISM	\$ 75,000.00	MAC LABS	
NASNTI: PART F	\$ 1,175,000.00		5/2/16
DAVE MORGAN FOUNDATION	\$ 1,259.00	DRONE	
STATE FARM YAB- SERVICE LEARNING GRANT			4/29/16
STATE FARM YAB- SERVICE LEARNING GRANT	\$ 50,000.00		4/29/16
WEBASSIGN BENEFIT NOMINATION- NOT A GRANT	\$ 12,000.00	LAPTOPS FOR MATH	N/A
OK ARTS COUNCIL- SMALL GRANT	\$ 2,000.00	LITERARY FESTIVAL	

Use of Assessment Results from 2013-2016: From 2013-2015, the number of grant proposals submitted were 18 with 13 not funded. The Grant Coordinator position was vacant for the first half of 2015-2016 so the current number of applications in progress illustrates growth over the two-year average. Grant applications will continue to be reviewed in the Grant Committee and input sought from all academic divisions on programmatic needs for future grant applications.

Goal 4: Promote student success in degree completion through clear academic advisement and access to high-quality learning support services, including computer labs, library research tools, and tutoring.

Measured Outcome 4.1:

A minimum of 75% of students responding to the annual NOC student satisfaction survey will indicate they either agree or strongly agree with the following statements:

Computer Labs: “I am able to access a computer lab and writing lab when needed for research and homework assignments.”

Library Research Tools: “I have access to the electronic databases and other library tools I need to complete research assignments and coursework.”

Tutoring: “I have been able to access additional help with classes when needed, either from my instructor or tutoring services, on-site or online.”

Assessment Results 2015-2016 (from February 2016 Student Satisfaction Survey):

Computer Labs

Question 6.5: I am able to access computer labs/writing labs when needed for research and homework assignments.

	Percentage
Strongly Agree	56%
Agree	21%
Neither Agree nor Disagree	9%
Disagree	6%
Strongly Disagree	8%
Mean	4.13 out of 5 (3.94 in 2014-2015)

Library Research Tools

Question 6.3: I have access to the electronic databases (e.g. Gale, Ebsco) and other library tools I need to complete research assignments and coursework.

	Percentage
Strongly Agree	51%
Agree	24%
Neither Agree nor Disagree	12%
Disagree	4%
Strongly Disagree	9%
Mean	4.02 out of 5 (4.02 in 2014-2015)

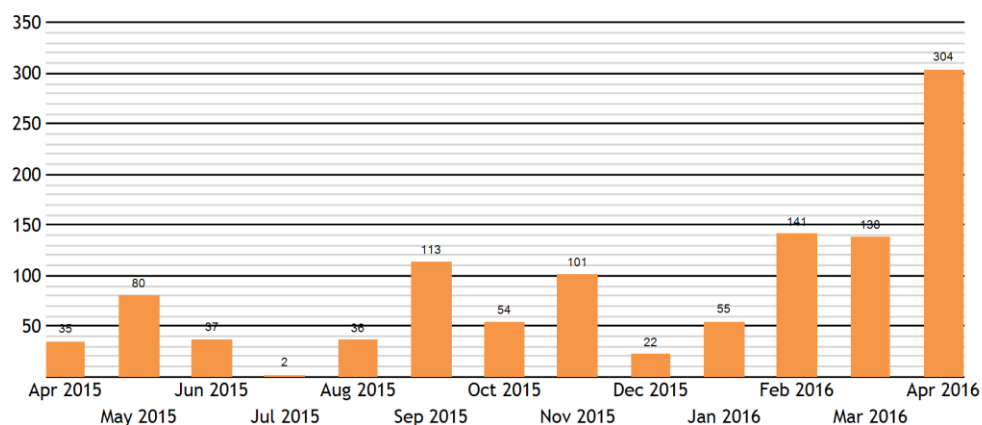
Tutoring

Question 6.1: I have been able to access additional help with classes when needed, either from my instructor or tutoring services, on-site or online.

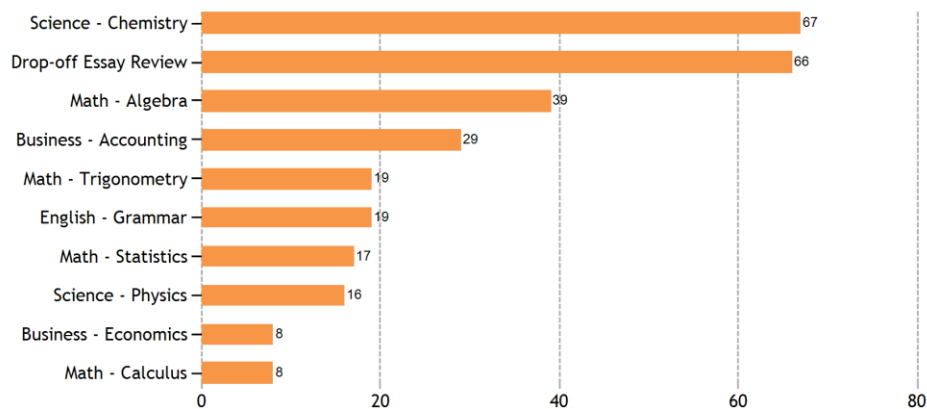
	Percentage
Strongly Agree	43%
Agree	27%
Neither Agree nor Disagree	19%
Disagree	4%
Strongly Disagree	8%
Mean	3.93 out of 5 (3.77 in 2014-2015)

Use of Assessment Results from 2015-2016: Standard was met in all areas. An additional 22% were neutral, potentially indicating that students did not feel they needed tutoring. Comments on the online tutoring were mixed with one student noting it was great and another student noting it was too confusing to use. In Spring 2016, the Dean of Academic Services began conducting academic integrity presentations to Orientation classes and discussed tutoring options. These sessions will be offered again in 2015-2016 to address questions about online tutoring.

Program Usage Summary (sessions)



Top Sessions by Subject



Measured Outcome 4.2: The use of library databases will be tracked annually to insure they continue to meet student needs.

Assessment Results 2015-16: May 2014 to April 2015 Usage Statistics are shown below.

Library Statistics

Visitors to Enid and Tonkawa Libraries	79,920
Database Instructions	47

<u>Electronic Databases Usage for 2015-2016</u>	<u>Sessions</u>
• EbscoHost	5,511
• Proquest	4,021
• Gale	1,301
Total	10,833

Total Full Text Retrieved

• EbscoHost	10,667
• Proquest	2,874
• Gale	1,298
Total	14,839

Abstracts Retrieved

• EbscoHost	9,624
• Proquest	420
• Gale	44
Total	10,088

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

Use of Assessment Results from 2015-2016: To insure student success, NOC libraries will remain proactive in maintaining and providing access to information in both electronic and print formats, teaching and guiding students in their use and availability. The use of these databases will be monitored annually to assure they are still being used regularly and that library instruction classes are meeting student needs, addressing both database literacy and academic integrity. Print resources will also be maintained and purchased for the circulation, reference and periodicals collection with input from the student satisfaction survey being used to determine if library collections as a whole meet student needs.

Measured Outcome 4.3: NOC's Advisor's Handbook will be updated annually and all new faculty will be trained in year one before beginning advising in year two.

Assessment Results 2015-16: Advisor's Handbook was updated in Spring 2016 with input gathered from faculty and staff advisors.

Use of Assessment Results from 2015-2016: All faculty met for updates on advisement issues in October 2015 before spring enrollment opened, and again met before fall enrollment opened (Feb. 19, 2016-Enid; Feb. 25-Stillwater; and March 2-Tonkawa) with a particular focus on changes in the co-requisite model. Emails were also sent to faculty and staff advisors to update on which sections were affected by the co-requisite models.

Goal 5: Support faculty's use of innovative and effective teaching strategies through access to current technology, a wide range of professional development offerings, and input from data analysis of student outcomes.

Measured Outcome 5.1: A minimum of 4 professional development opportunities will be offered in each academic year with topics to be determined with feedback from the Professional Development Committee (led by the Instructional Designer), the Institutional Research Director (guided by student outcome data), and from faculty participating in annual surveys of interest and post-training satisfaction surveys, and all full-time faculty will be expected to participate in a minimum of two professional development sessions per year.

Assessment Results 2015-16: The following summary reflects the attendance for faculty professional development offerings.

Fall Semester 2015

Blackboard Training—22 NOC employees

ITV Best Practices—16 NOC employees

Gilcrease Museum Tour—7 NOC employees

Effective Email with Outlook Functions—10 NOC employees

Helping Students Who Face a Medical Crisis—12 NOC employees

Spring 2016

Blackboard Training—8 NOC employees

ITV Best Practices—7 NOC employees

Making Courses More ADA Compliant—7 employees

National Weather Services Visit—4 employees

Dynamic Learning is in the Details—17 employees

Use of Assessment Results from 2015-2016: The professional development agenda was received well based on attendance. To encourage more participation in professional development activities, division chairs adopted the standard for outcome 5.1 to be applied in the 2015-2016 academic year. That standard will carry over to 2016-2017, and faculty will continue to be surveyed on professional development interests to offer the most helpful sessions.

Measured Outcome 5.2: All full-time faculty will have access to professional development funds each year for travel and conference registrations and will report annually on their participation in professional development in self-evaluation with supervisor.

Assessment Results 2015-2016: In May 2015 budget hearings, division chairs presented the request for ongoing support of funding for faculty professional development opportunities.

Use of Assessment Results from 2015-2016: \$900 per full-time faculty member was budgeted in professional development funds for the 2015-2016 academic year. Due to cuts in state budget appropriations for 2016-2017, this amount was reduced to \$855 per full-time faculty member. With a 15.9% cut in the budget, this figure represents a significant commitment to maintaining access for employee professional development.

Assessment Plan for Academic Affairs—Agriculture, Science, and Engineering Division

Agriculture, Science, and Engineering Division Mission: The Division of Agriculture, Science and Engineering's mission is to provide a fundamental science curriculum, in part through experiential learning, in the basic fields of biology, chemical, and physical sciences for students wishing to pursue career and degree opportunities in a wide variety of disciplines and related fields.

Agriculture, Science, and Engineering Division Goals:

1. Provide high quality general education coursework that develops graduates' competencies in critical thinking, communication skills, societal awareness, mathematical and scientific reasoning, and quality of life.
2. Provide a wide range of associate degree programs that meet workforce needs and prepare graduates for successful transfer to bachelor's degree programs.
3. Provide extracurricular learning opportunities for students to enhance learning through student conducted research projects, internships, service learning, study abroad programs, and participation in campus organizations.
4. Promote student success in degree completion through clear academic advisement and access to high-quality learning support services, including hands-on laboratory learning experience, research tools, and tutoring.
5. Support faculty's use of innovative and effective teaching strategies through access to current technology, a wide range of professional development offerings, and input from data analysis of student outcomes.

Goal 1: Provide high quality general education coursework that develops graduates' competencies in critical thinking, communication skills, societal awareness, mathematical and scientific reasoning, and quality of life.

Measured Outcome 1.1: See General Education Competency grid for Competency 12—measured for all students enrolled in biological science courses taken for general education requirement.

Data collected and use of assessment data—reflected on general education competency grid, updated in assessment report and posted on website at <http://www.noc.edu/academics>

Measured Outcome 1.2: A minimum of 80% of students responding to course evaluations for the Agriculture, Science, and Engineering Division will indicate they either agree or strongly agree that “The instructor provides a positive learning environment that encourages me to communicate, discuss questions, and state my opinion without feeling intimidated or self-conscious,” “The instructor provides me with the opportunities to develop critical thinking skills relative to the course content,” “The instructor demonstrates knowledge of the course material being taught.”

Assessment Results 2015-2016: Responses to the questions were broken out by division with the following results:

Fall 2015	Total			
Division	Response	#6	#7	#8
Developmental	199	88%	84%	89%
Ag, Science, & Eng	434	71%	74%	87%
Business	173	76%	73%	82%
Fine Arts	55	82%	85%	98%
HPER	80	89%	83%	91%
Language Arts	452	92%	90%	94%
Math	300	83%	83%	93%
Nursing	744	79%	80%	87%
Social Science	532	90%	89%	96%

#6: Positive learning environment that encourages me to communicate

#7: Instructor provides opportunities to develop critical thinking skills

#8: Instructor demonstrates knowledge of course material

Spring 2016

Division	Total Response	2.6	2.7	2.8	2.1
Academic Dev	57	95%	88%	99%	95%
Ag, Science, & Eng	1052	82%	89%	95%	83%
Business	380	85%	88%	91%	85%
Fine Arts	277	81%	81%	96%	88%
HPER	153	89%	89%	96%	95%
Language Arts	1110	93%	93%	97%	94%
Math	880	86%	90%	96%	88%
Nursing	920	78%	79%	82%	77%
Social Science	900	89%	92%	97%	91%

2.6 The instructor encourages me to communicate, discuss questions, and state my opinion.

2.7 The instructor challenges me to think.

2.8 The instructor demonstrates knowledge of the course material.

2.10 The instructor creates opportunities for me to apply the knowledge taught.

Use of Assessment Results from 2015-2016: Benchmarks were met; results will be shared with faculty in fall in-service meetings.

Goal 2: Provide a wide range of associate degree programs that meet workforce needs and prepare graduates for successful transfer to bachelor's degree programs.

Measured Outcome 2.1: All degree programs will be assessed on a 5-year cycle through the OSRHE degree program review cycle or OSHRE productivity reports

Assessment Results 2012-2016: OSHRE degree program reviews were submitted for the following degree programs and are available on the NOC website under the academic division pages:

- A.S. in Biological Sciences
- A.A.S. in Engineering and Industrial Technology

No program reviews were due for this division in 2013-2014, 2014-2015, or 2015-2016.

Use of Assessment Results from 2012-2016: All degree program reviews were completed with input from faculty within the division and institutional research data. Results were communicated to the college community and the public through posting on the website. Program changes that were made as a result of the reviews are listed below:

- A.S. in Agriculture Sciences
 - Adjusted degree program based on transfer matrix by adding an Agriculture Leadership course
- A.S. in Biological Sciences
 - Added a Majors Biology course
 - Modified General Biology labs to correspond to the applicable courses
- A.A.S. in Engineering and Industrial Technology
 - Added Technical Math to meet needs of workforce

Goal 3: Provide extracurricular learning opportunities for students to enhance learning through student-conducted research projects, internships, service learning, study abroad programs, and participation in campus organizations.

Measured Outcome 3.1: Extracurricular opportunities are available to students in different program areas within the division for example:

Agriculture:

- Northern Aggies campus organization activities
- Participation in Livestock Judging Team
- Internships at Farmer's Co-Op, Veterinary Clinics and Farming and Ranching operations

Biological Science:

- Participation in student conducted research
- Student involvement in hosting planetarium shows and community telescope viewings
- Study abroad opportunities in Costa Rica

Engineering and Industrial Technology (PTEC):

- Engineering Club campus organization activities
- Internships/Industrial interactions with local industrial partners.

Measure will be tracking of opportunities and participation in these external efforts.

Assessment Results 2015-2016: The following are sample extracurricular opportunities offered to

students in the Agriculture, Science, and Engineering Division:

January 18—NOC Livestock Judging Contest

January 21-25—Ft. Worth competition for Sheep Production and Management Course

January 27—Agriculture Interscholastic Contests

January 30—4th annual Tonkawa Livestock Booster Calf Fry and Trophy Auction

February 3—Livestock Judging Team assisted with NW District Contest

February 5—Students assisting in artificial insemination at Blubaugh Angus Ranches

March 4-7—Students in Sheep Production Management course participated in Houston Livestock Show and Rodeo

During Spring Break 2016, students had an opportunity for a study abroad in Costa Rica at the Maderas Rain Forest Conservancy.

Engineering students created cardboard chair designs and had an opportunity to present and defend their designs to NOC science faculty. Some students will be seeking copyrights for designs.

Ongoing:

Students as guest speakers at Tonkawa Elementary, presenting weekly science demonstrations

Biology students had opportunities for field observations of Bald Eagle nesting habitat and distribution of bird species using Kansas Christmas Bird Count data.

The Northern Aggies group met monthly during the school term and averaged approximately 18 students per meeting. Meeting minutes are on file with the office of Student Affairs.

Advisory boards for Agriculture and PTEC meet on Feb. 4th and Feb. 25th respectively.

Recommendations were given by industry partners, at both meetings, on types of businesses to contact for internship possibilities and suggested course additions/options for degree plans. Minutes of these meetings can be reviewed at www.noc.edu/ag-advisory-committee and www.noc.edu/ptech-advisory-board.

Use of Assessment Results from 2015-2016: Students in all areas noted in the measured outcome had multiple extracurricular learning opportunities. The activities above and fuller listings are available in the NOC Board of Regents monthly reports.

Goal 4: Promote student success in degree completion through clear academic advisement and access to high-quality learning support services, including hands-on laboratory learning experience, research tools, and tutoring.

Measured Outcome 4.1:

A minimum of 75% of students with declared majors in Ag, Science, and Engineering responding to the annual NOC student satisfaction survey will indicate they either agree or strongly agree with the following statements:

Computer Labs:

“I am able to access a computer lab and writing lab when needed for research and homework assignments.”

Library Research Tools:

“I have access to the electronic databases and other library tools I need to complete research assignments and coursework.”

Tutoring:

“I have been able to access additional help with classes when needed, either from my instructor or tutoring services, on-site or online.”

Assessment Results 2015-2016: 4 students identified themselves as **Agriculture** majors on the Spring 2016 Student Satisfaction Survey and responded to related questions as follows:

6.1 I have been able to access additional help with classes when needed, either from my instructor or tutoring services, on-site or online.

6.3 I have access to the electronic databases (e.g. Gale, Ebsco) and other library tools I need to complete research assignments and coursework.

6.5 I am able to access computer labs/writing labs when needed for research and homework assignments.

	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree	Average
AG MAJORS						
Question 6.1	0%	0	25	50	25	4
Question 6.3	0%	0	0	50	50	4.5
Question 6.5	25%	0	0	50	25	3.5

12 students identified themselves as **Biological Sciences** majors on the Spring 2016 Student Satisfaction Survey and responded to related questions as follows:

	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree	Average
BISI MAJORS						
Question 6.1	9%	9	18	36	27	3.64
Question 6.3	0%	0	25	33	42	4.17
Question 6.5	0%	0	18	18	64	4.45

3 students identified themselves as **Engineering and Industrial Technology (including PTEC option)** majors on the Spring 2016 Student Satisfaction Survey and responded to related questions as follows:

	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree	Average
ENG & IND TECH MAJORS						
Question 6.1	0%	0	0	67	33	4.33
Question 6.3	0%	0	0	33	67	4.67
Question 6.5	0%	0	0	33	67	4.47

Use of Assessment Results from 2015-2016: Benchmarks were met in all areas. Results will be reviewed with divisional faculty at fall in-service for possible recommendations.

Goal 5: Support faculty's use of innovative and effective teaching strategies through access to current technology, a wide range of professional development offerings, and input from data analysis of student outcomes.

Measured Outcome 5.1: All full-time faculty within the Agriculture, Science, and Engineering Division will be expected to complete a minimum of two professional development sessions, reported on the annual spring self-evaluation form, reviewed by division chairs.

Assessment Results 2015-2016: As reported on the annual spring self-evaluation forms, 89% of Ag, Science, and Engineering full-time faculty completed two professional development sessions, while 100% of faculty completed one professional development session and 28% of faculty completed additional graduate coursework.

Use of Assessment Results from 2015-2016: Results will be reviewed with divisional faculty at the fall in-service for recommendations to increase completions rate of two professional development sessions to 100% from 89%.

Assessment Plan for Academic Affairs—Business Division

Business Division Mission: Consistent with the institutional 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 to develop students as effective learners and innovative business leaders within their communicates in a connected and dynamic business world.

Business Division Goals:

1. Provide high quality general education coursework that develops graduates' competencies in critical thinking, communication skills, societal awareness, mathematical and scientific reasoning, and quality of life.
2. Provide a wide range of associate business related degree programs that meet workforce needs and/or prepare graduates for successful transfer to bachelor's degree programs.
3. Provide extracurricular learning opportunities for business students to enhance learning through internships, service learning, and study abroad.
4. Promote student success in degree completion through clear academic advisement and access to high-quality learning support services, including computer labs, library research tools, and tutoring.
5. Support faculty's use of innovative and effective teaching strategies through access to current technology, a wide range of professional development offerings, and input from data analysis of student outcomes.
6. Cultivate and maintain business partnerships to inform and improve business curriculum decision, enrich business student experiences and support regional workforce needs.
7. Diversify revenue streams externally through donations and grants to provide for new business programs, initiatives, degrees and scholarships.

Goal 1: Provide high quality general education coursework that develops graduates' competencies in critical thinking, communication skills, societal awareness, mathematical and scientific reasoning, and quality of life.

Measured Outcome 1.1: See General Education Competency grid for Competencies 1 and 7—measured in Computer Concepts class taken by students as general education requirement.

Data collected and use of assessment data—reflected on general education competency grid, updated in assessment report and posted on website at <http://www.noc.edu/academics>

Measured Outcome 1.2: A minimum of 80% of students responding to course evaluations for the Business Division will indicate they either agree or strongly agree that “The instructor provides a positive learning environment that encourages me to communicate, discuss questions, and state my opinion without feeling intimidated or self-conscious,” “The instructor provides me with the opportunities to develop critical thinking skills relative to the course content,” “The instructor demonstrates knowledge of the course material being taught.”

Assessment Results 2015-2016: Responses to the questions were broken out by division with the following results:

Fall 2015	Total			
Division	Response	#6	#7	#8
Developmental	199	88%	84%	89%
Ag, Science, & Eng	434	71%	74%	87%
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Math	300	83%	83%	93%
Nursing	744	79%	80%	87%
Social Science	532	90%	89%	96%

#6: Positive learning environment that encourages me to communicate

#7: Instructor provides opportunities to develop critical thinking skills

#8: Instructor demonstrates knowledge of course material

Spring 2016

Division	Total Response	Total			
		2.6	2.7	2.8	2.1
Academic Dev	57	95%	88%	99%	95%
Ag, Science, & Eng	1052	82%	89%	95%	83%
Business	380	85%	88%	91%	85%
Fine Arts	277	81%	81%	96%	88%
HPER	153	89%	89%	96%	95%
Language Arts	1110	93%	93%	97%	94%
Math	880	86%	90%	96%	88%
Nursing	920	78%	79%	82%	77%
Social Science	900	89%	92%	97%	91%

2.6 The instructor encourages me to communicate, discuss questions, and state my opinion.

2.7 The instructor challenges me to think.

2.8 The instructor demonstrates knowledge of the course material.

2.10 The instructor creates opportunities for me to apply the knowledge taught.

Use of Assessment Results from 2015-2016: Benchmarks were not met for all areas in Fall 2015, but were met in Spring 2016. In reviewing the response rates, the Business faculty identified that response rates were lower than expected and desired. The faculty will actively encourage students to respond via

email reminders and announcements in classes resulting in more accurate results. The lower area of critical thinking will be of focus for the coming year following the general education focus. Additionally, the Business Division will focus efforts on the program outcome of Ethical Reasoning, to reinforce the ideas of critical thinking.

Goal 2: Provide a wide range of associate degree programs that meet workforce needs and prepare graduates for successful transfer to bachelor's degree programs.

Measured Outcome 2.1: All degree programs will be assessed on a 2-year cycle through the ACBSP accreditation reporting requirements.

Assessment Results 2015-2016: The ACBSP Quality Assurance report was submitted for the Business Division and its degree programs. The report is available on the Business Division Webpage.

Use of Assessment Results from 2015-2016: The Quality Assurance report was completed with input from faculty within the division and institutional research data. Results were communicated to the college community and the public through posting on the website.

No program changes were made as a result of the report findings, but the following Opportunities for Improvement were identified. As stated in the Feedback Report, "Opportunities for improvement indicate that the Standard has been met, and are suggestions to help move your processes from good to great." The OFI placed on the business programs and progress on addressing the issues is as follows:

There is an opportunity for improvement (OFI) in standard #4: While detailed performance measures and data are provided showing strong analysis and improvement efforts, the measurements are not linked to a program to allow for analysis of program specific learning outcomes.

Throughout the following year, the Program Outcomes Matrix developed by the Business Division faculty will be reviewed in order to ensure that all performance measures are linked to a specific program and improve analysis of those outcomes on a programmatic level.

Source of Documentation: ACBSP Quality Assurance Report and ACBSP Quality Assurance Feedback Report

Measured Outcome 2.2: All degree programs will be reviewed by the Business Division Advisory Board on an annual basis.

Assessment Results 2015-2016: The Business Division Advisory Board met in December 2015 and completed a survey of programs in June 2016. The Advisory Board reviewed the degree programs. The minutes of the December Advisory Board meeting are available on the Business Division Webpage. Business advisory board members did not propose any changes to curriculum at this time. They suggested more emphasis on communication and soft skills. Additionally, the members suggested cyber-security as a growth field.

Use of Assessment Results from 2015-2016: As a result of the suggestions, targeted seminars on soft-skills have been planned for the 2016-2017 Academic Year. Further, a capstone course is being developed which will include information on employability / soft skills. The Business Division has identified a cyber-security grant for which it plans to apply in 2017. Research will occur throughout the 2016-2017 Academic Year to prepare for the submission in summer 2017.

Source of Documentation: Advisory Board minutes

Goal 3: Provide opportunities for students to enhance learning through internships, practicums, service learning, and study abroad.

Measured Outcome 3.1: Provide at least five internship opportunities per year, with a completion rate of 100% and a target performance on the Internship Portfolio of 80% or better.

Assessment Results 2015-2016: For the first time in many years, no students participated in the Business internship program during the 2015-2016 academic year. Therefore, the benchmarks were not met.

Use of Assessment Results from 2015-2016: Increased marketing of the internship program will ensue utilizing the efforts and resources of the Dean of Academic Services. Further, it was felt that the benchmark increase to 10 per year, should be decreased back to the original level of 5 until consistent results are achieved again.

Measured Outcome 3.2: Provide at least four service learning opportunities per year, through the AMBUCS auxiliary and Kappa Beta Delta business clubs.

Assessment Results 2015-2016: The AMBUCS Auxiliary club participated in service opportunities with local business and community leaders including placing flags flown downtown Enid and North Van Buren for Veteran's Day and President's Day, raising money for the Children's Heart Hospital, and providing Trykes to needy kids. Kappa Beta Delta students continued to participate on a smaller scale in community service activities such as the annual canned food drive, sponsoring a child at Christmas through the Salvation Army's Angel Tree Program and providing a booth for the NOC Trick-or-Treat fair. Further, they provided a seminar series as a campus service. The first was on Budgeting and the second on Resume Writing and Interview skills. The goal of organizing an AMBUCS Auxiliary chapter in Tonkawa was not achieved.

Use of Assessment Results from 2015-2016: The formation of an AMBUCS Auxiliary chapter for Tonkawa will be attempted during the 2016-17 school year. Additional areas of service on all three campus will be explored, with particular emphasis on the Stillwater campus.

Measured Outcome 3.3: At least one team will participate in the i2E Governor's Cup Competition each year.

Assessment Results 2015-2016: One team participated in the Governor's Cup Competition this year,

indicating that the benchmark was met. The goal of adding a team to the Enid campus in 2015-2016 was not achieved. Due to lack of faculty resources, it was determined to be unfeasible at this time.

Use of Assessment Results from 2015-2016: Though a team participated in the Governor's Cup Competition, they did not place this year. Continued marketing of the program and emphasis on student development through participation in the team will occur. In response to Advisory Board suggestions to increase Entrepreneurial thinking, team members will be encouraged to enroll in the Intro to Entrepreneurship course to further develop their entrepreneurial ideas.

Goal 4: Promote student success in degree completion through clear academic advisement and access to high-quality learning support services, including computer labs, library research tools, and tutoring.

Measured Outcome 4.1:

A minimum of 75% of students with declared majors in Business responding to the annual NOC student satisfaction survey will indicate they either agree or strongly agree with the following statements:

Computer Labs:

"I am able to access a computer lab and writing lab when needed for research and homework assignments."

Library Research Tools:

"I have access to the electronic databases and other library tools I need to complete research assignments and coursework."

Tutoring:

"I have been able to access additional help with classes when needed, either from my instructor or tutoring services, on-site or online."

Assessment Results 2015-2016:

26 students identified themselves as **Business Administration** majors on the Spring 2016 Student Satisfaction Survey and responded to related questions as follows:

6.1 I have been able to access additional help with classes when needed, either from my instructor or tutoring services, on-site or online.

6.3 I have access to the electronic databases (e.g. Gale, Ebsco) and other library tools I need to complete research assignments and coursework.

6.5 I am able to access computer labs/writing labs when needed for research and homework assignments.

	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree	Average
BUS ADM MAJORS						
Question 6.1	4%	4	15	31	46	4.12
Question 6.3	4%	0	0	38	58	4.46
Question 6.5	0%	4	8	35	54	4.38

3 students identified themselves as **Computer Science** majors on the Spring 2016 Student Satisfaction

Survey and responded to related questions as follows:

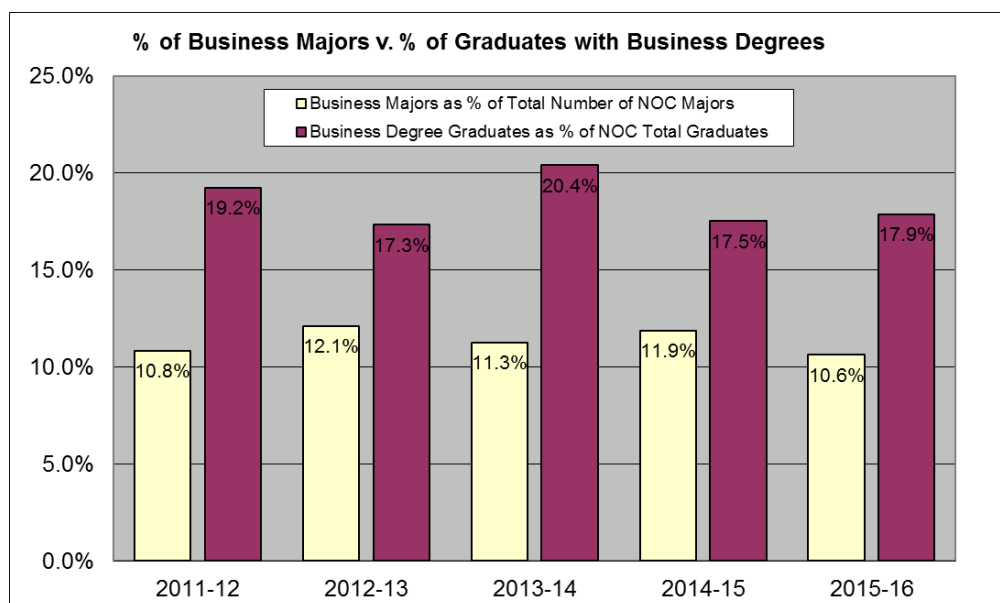
	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree	Average
COMP SCI MAJORS						
Question 6.1	0%	0	32	0	67	4.33
Question 6.3	0%	32	0	33	33	3.67
Question 6.5	0%	0	0	0	100	5

Use of Assessment Results from 2015-2016: The benchmarks were met for Business Administration for each area and Computer Science majors regarding access to help and tutoring and availability of computer labs. Access to research materials for Computer Science majors did not meet the benchmark. A survey of students will be distributed to Computer Science majors to determine what improvements can be made in this area. Though satisfaction with access to help / tutoring met the benchmark, that area is still of concern because of the number who did not have an opinion, indicating that they either did not feel they needed help or they were not aware of the resources available. Increased awareness of tutoring services will be marketed via the webpage, flyers and announcements.

Measured Outcome 4.2: The percent of NOC graduates receiving a degree in Business will exceed the percent of NOC majors declaring Business as their major, indicating that advisement and support services are advancing students toward degree completion.

Assessment Results 2015-2016: The percent of NOC graduates receiving degrees in Business (19.2%, 17.3%, 20.4%, 17.5% and 17.9%) exceeded the percent of NOC majors declaring business as the major (10.8%, 12.1%, 11.3%, 11.9% and 10.6%) in Academic Years 2011 thru 2015. Steady increases have been made in the percentage of business majors relative to all majors throughout the 5-year period.

Table 4.2.2



Use of Assessment Results from 2015-2016: We will continue to monitor and analyze the advisement process for possible improvement strategies. More effort has been made to make advisee load more equitable in order to increase advisor / advisee contact and to identify business students earlier and encourage them to declare a major rather than be listed as the default of Arts & Sciences. Further, the Registrar has developed reverse articulation agreements with three 4-year schools in Oklahoma in order to facilitate an increase in degree completion. Expansion to all Oklahoma colleges and universities is planned.

Goal 5: Support faculty's use of innovative and effective teaching strategies through access to current technology, a wide range of professional development offerings, and input from data analysis of student outcomes.

Measured Outcome 5.1: All full-time Business faculty will be expected to complete a minimum of two professional development sessions, reported on the annual spring self-evaluation form, reviewed by division chairs.

Assessment Results 2015-2016: All Business faculty completed the minimum of two professional development sessions throughout the year.

Use of Assessment Results from 2015-2016: Though all faculty met the benchmark, several completed the in-house professional development sessions, which were not discipline-specific. For continued improvement in courses taught, faculty will be encouraged to attend at least one discipline-specific session in addition to the in-house sessions.

Measured Outcome 5.2: The average score for all Business Division faculty members on the "Student Evaluation of Faculty Member" survey will be 4.0 or better.

Assessment Results 2015-2016: The average score for all Business Division faculty members on the "Student Evaluation of Faculty Member" was above 4.0 for the Spring 2016 semester at 4.47 for full-time faculty and 4.39 for adjunct faculty. Due to a change in the evaluation system, averages were not readily available for the semesters from spring 2014 – fall 2015, which has now been remedied.

Use of Assessment Results from 2015-2016: The process will continue. Based on the review, changes with individual instructors who do not meet the minimum 4.0 are counseled on strategies to improve. Additional analysis will be conducted comparing results across campuses and between instructors within specific disciplines.

Goal 6: Cultivate and maintain business partnerships to inform and improve business curriculum decision, enrich business student experiences and support regional workforce needs.

Measured Outcome 6.1: Business Advisory Board will meet at least twice annually.

Assessment Results 2015-2016: The Business Advisory Board met once during the 2015-2016 Academic Year.

Use of Assessment Results from 2015-2016: Since the benchmark of two meetings was not met, scheduling of meetings has been moved up to the summer of 2016 instead of waiting until the semesters begin, thus avoiding the scheduling conflicts that have occurred. The one meeting provided valuable recommendations and as a result of the suggestions, targeted seminars on soft-skills have been planned for the 2016-2017 academic year. Further, a capstone course is being developed which will include information on employability / soft skills. The Business Division has identified a cyber-security grant for which it plans to apply in 2017. Research will occur throughout the 2016-2017 academic year to prepare for the submission in summer 2017.

Goal 7: Diversify revenue streams externally through donations and grants to provide for new business programs, initiatives, degrees and scholarships.

Measured Outcome 7.1: At least one grant application will be submitted annually related to the Business Division.

Assessment Results 2015-2016: One grant application for approximately \$55,000 was submitted during the 2015-2016 school year focused on a Financial Literacy program to be provided to students middle school aged and college aged, as well as adult learners.

Use of Assessment Results from 2015-2016: The benchmark was met for the year. Results of the grant submission will not be known until September 2016. In applying for the grant, Business faculty became more comfortable with the process and enthused about searching out grant opportunities. A grant has been identified for the 2016-2017 academic year in the area of cyber-security. The benchmark will remain the same for the 2016-2017 academic year to increase the comfort level of the faculty in the grant writing process. Further, a grant writer has been identified within the division and will complete further training seminars regarding grant submissions.

Assessment Plan for Academic Affairs—Fine Arts Division

Fine Arts Division Mission: The Division of Fine Arts is committed to providing students with a high quality arts education in Art, Digital Media, Music, Musical Theatre, and Theatre coursework that will meet the needs for Associate of Arts degree leading to successful transfer into a bachelor's program. The Division also strives to provide academic support services needed to insure student success in their coursework, including tutoring, academic advisement, library support, and service learning.

Fine Arts Division Goals:

1. Provide high quality general education coursework that develops graduates' competencies in critical thinking, communication skills, societal awareness, mathematical and scientific reasoning, and quality of life.
2. Provide a range of associate degree programs that meet workforce needs and prepare graduates for successful transfer to bachelor's degree programs.
3. Provide opportunities for students to enhance learning through internships, musical ensembles, presentation, and stage performance.
4. Promote student success in degree completion through clear academic advisement and access to high-quality learning support services, including computer labs, library research tools, and tutoring.
5. Support faculty's use of innovative and effective teaching strategies through access to current technology, a wide range of professional development offerings, and input from data analysis of student outcomes.

Goal 1: Provide high quality general education coursework that develops graduates' competencies in critical thinking, communication skills, societal awareness, mathematical and scientific reasoning, and quality of life.

Measured Outcome 1.1: See General Education Competency grid for competencies reviewed for all graduates.

Data collected and use of assessment data—reflected on general education competency grid, updated in assessment report and posted on website at <http://www.noc.edu/academics>

Measured Outcome 1.2: A minimum of 80% of students responding to course evaluations for the Fine Arts Division will indicate they either agree or strongly agree that “The instructor provides a positive learning environment that encourages me to communicate, discuss questions, and state my opinion without feeling intimidated or self-conscious,” “The instructor provides me with the opportunities to develop critical thinking skills relative to the course content,” “The instructor demonstrates knowledge of the course material being taught.”

Assessment Results 2015-2016: Results were broken out by division on the questions above:

Fall 2015

Total

Division	Responses	#6	#7	#8
Developmental	199	88%	84%	89%
Ag, Science, & Eng	434	71%	74%	87%
Business	173	76%	73%	82%
Fine Arts	55	82%	85%	98%
HPER	80	89%	83%	91%
Language Arts	452	92%	90%	94%
Math	300	83%	83%	93%
Nursing	744	79%	80%	87%
Social Science	532	90%	89%	96%

#6: Positive learning environment that encourages me to communicate

#7: Instructor provides opportunities to develop critical thinking skills

#8: Instructor demonstrates knowledge of course material

Spring 2016

Division	Total Response	2.6	2.7	2.8	2.1
Academic Dev	57	95%	88%	99%	95%
Ag, Science, & Eng	1052	82%	89%	95%	83%
Business	380	85%	88%	91%	85%
Fine Arts	277	81%	81%	96%	88%
HPER	153	89%	89%	96%	95%
Language Arts	1110	93%	93%	97%	94%
Math	880	86%	90%	96%	88%
Nursing	920	78%	79%	82%	77%
Social Science	900	89%	92%	97%	91%

2.6 The instructor encourages me to communicate, discuss questions, and state my opinion.

2.7 The instructor challenges me to think.

2.8 The instructor demonstrates knowledge of the course material.

2.10 The instructor creates opportunities for me to apply the knowledge taught.

Use of Assessment Results 2015-2016: Divisional findings will be shared with Fine Arts faculty in Fall 2016 in-service meetings to discuss any changes needed, but benchmarks were met.

Goal 2: Provide a wide range of associate degree programs that meet workforce needs and prepare graduates for successful transfer to bachelor's degree programs.

Measured Outcome 2.1: All degree programs will be assessed on a 5-year cycle through the OSRHE degree program review cycle, OSHRE productivity reports, and/or individual program accreditation reporting requirements.

Assessment Results 2012-2016: OSHRE degree program reviews were submitted for the following

degree programs and are available on the NOC website under the academic division pages:

- AA in Art (2012 Review)
- AAS in Digital Media Animation and Design (2013 Review)
- AA in Music (2014 Review)

No program reviews were due for this division in the 2014-2015 or 2015-2016 academic years.

Use of Assessment Results from 2012-2016: All degree program reviews were completed with input from faculty within the division and institutional research data. Results were communicated to the college community and the public through posting on the website. Program changes that were made as a result of the reviews are listed below.

Degree program reviews were shared with all division faculty at the Fall 2013 in-service divisional meeting. While program area problems were identified in the review and addressed, ongoing discussions and new innovative solutions will be sought after to insure faculty involvement in future reviews. Two main program divisional weaknesses identified were retention, recruitment and graduation rates. All Fine Arts Division Departments agreed upon developing a Fine Arts Friday recruitment day. This day would feature all departments' programs for future students. The first Fine Arts Friday was held on February 20, 2013, with great success. In the Fall of 2014 the Music Department added another audition date to their recruitment plan. A date was added in the first semester to catch those students who may not yet have made a college choice. The first scheduled date was November 22, 2014.

Source of Documentation: OSHRE Program Reviews for 2013

Goal 3: Provide extracurricular learning opportunities for students to enhance learning through internships, musical ensembles, presentation, and stage performance.

Measured Outcome 3.1:

All degree programs will provide opportunities for student learning through:

- Art apprenticeships through the Eleanor Hays Art Gallery and Arts Adventure Foundation, Heart in the Park and Tonkawa Arts & Humanities.
- DMAD apprenticeships through Digital Tutors of OKC and EVW Media of Norman.
- Theatre Tech apprenticeships through The Bartlesville Community Center.
- Theatre and Musical Theatre apprenticeships through ReAct Community Theatre.
- Music apprenticeships and performance opportunities at local and regional functions as requested by the community.

Revised for 2016-2017:

3.1 All degree programs will provide opportunities for extracurricular student learning through community performances/projects, internships, job shadowing and/or service learning.

Assessment Results 2015-2016: Language for Outcome 3.1 will be changed for 2016-2017 to eliminate the term apprenticeship and refocus on the intent of the goal to give students varied opportunities for learning. The following Fine Arts activities addressed these opportunities in 2015-2016:

The Art Department provided the following student learning opportunities:

- Students participated in the “Hands in Clay” project held at the Tonkawa Elementary School, sponsored by the Heart in the Park Committee.
- Students participated in the “Earth Day” Arts activities held at the Centennial Park, sponsored by the Tonkawa Arts and Humanities Council.
- Art students assisted in the gallery handling of art for guest artists for the Eleanor Hays Art Gallery.
- Art students assisted in the hanging of 400 pieces of art works created by TES (Tonkawa Elementary School) and TPS students at the Heart in Park Feb. 2016 outdoor event.

The Music Department provided the following student learning opportunities:

- Students performed at the Kay County Fair, sponsored by the Blackwell Chamber.
- Students performed at the Kansas City Renaissance Fair, part of Madrigal performance ensemble growth curriculum.
- Students performed at a Chamber Banquet, sponsored by the Newkirk Chamber of Commerce.
- Students performed for a group of approximately 400 K-12 public school students, hosted by Frontier Public Schools.
- Students performed for a group of approximately 600 K-12 public school students, hosted by Kremlin-Hillsdale Public Schools.
- Students performed for a group of approximately 800 K-12 public school students, hosted by Kingston Public Schools.
- Students performed for an audience of approximately 500 people, hosted by the Poncan Theatre.
- Students performed for a group of approximately 600 9-12 public school students, hosted by Claremore Public Schools.
- Students performed for a group of approximately 700 8-12 public school students, hosted by Bristow Public Schools.
- Students performed for a group of approximately 400 K-12 public school students, hosted by Geary Public Schools.

The Theatre Department provided the following student learning opportunities:

- Theatre students assisted in the set-up, running of show and tear-down with professional Broadway traveling technicians on December 7, 2015, for the off-Broadway production of *Ragtime*, at the Bartlesville Community Center in Bartlesville, Oklahoma.
- Theatre students assisted in the set-up, running of show and tear-down with professional Broadway traveling technicians on February 4, 2016, for the off-Broadway production of *Million Dollar Quartet*, at the Bartlesville Community Center in Bartlesville, Oklahoma.

Use of Assessment Results from 2015-2016: Faculty will begin tracking activity in 2016-2017 through the Dean of Academic Services for internships and job shadowing; other performances and projects will be reported annually to verify students are continuing to have a variety of learning opportunities outside of the classroom.

Measured Outcome 3.2:

A minimum of 75% of Fine Arts students (Digital Media, Art, and Music majors) responding to a survey will indicate they either agree or strongly agree with the following:

“The availability of extracurricular activities were very helpful in aiding with expenses through scholarship throughout my education at NOC.”

“Apprenticeship opportunities available to me were very helpful in enhancing my learning experience.”

Revised for 3.2: A minimum of 75% of Fine Arts students (Digital Media, Art, and Music majors) responding to a survey will indicate they either agree or strongly agree with the following:

“The availability of extracurricular activities (performances, community projects, and/or service learning opportunities) were very helpful in aiding with expenses through scholarship throughout my education at NOC.”

Assessment Results 2015-2016: In line with the shift in 3.1, 3.2 will shift for 2016-2017. A new assessment tool for student evaluations will allow the addition of division-specific questions to be added.

Use of Assessment Results from 2015-2016: Measure will be revised in 2016-2017 as indicated above.

Goal 4: Promote student success in degree completion through clear academic advisement and access to high-quality learning support services, including computer labs, library research tools, and tutoring.

Measured Outcome 4.1:

A minimum of 75% of students with declared majors in Fine Arts responding to the annual NOC student satisfaction survey will indicate they either agree or strongly agree with the following statements:

Computer Labs:

“I am able to access a computer lab and writing lab when needed for research and homework assignments.”

Library Research Tools:

“I have access to the electronic databases and other library tools I need to complete research assignments and coursework.”

Tutoring:

“I have been able to access additional help with classes when needed, either from my instructor or tutoring services, on-site or online.”

Assessment Results 2015-2016:

8 students identified themselves as **Art** majors on the Spring 2016 Student Satisfaction Survey and

responded to related questions as follows:

6.1 I have been able to access additional help with classes when needed, either from my instructor or tutoring services, on-site or online.

6.3 I have access to the electronic databases (e.g. Gale, Ebsco) and other library tools I need to complete research assignments and coursework.

6.5 I am able to access computer labs/writing labs when needed for research and homework assignments.

	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree	Average
ART MAJORS						
Question 6.1	12%	0	0	38	50	4.13
Question 6.3	12%	0	0	38	50	4.13
Question 6.5	12%	0	0	38	50	4.13

1 student identified as a **DMI** major on the Spring 2016 Student Satisfaction Survey and responded to related questions as follows:

	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree	Average
DMI MAJORS						
Question 6.1	0%	0	100	0	0	3
Question 6.3	0%	0	0	100	0	4
Question 6.5	0%	0	0	0	100	5

2 students identified themselves as **Music (including Music Theatre option)** majors on the Spring 2016 Student Satisfaction Survey and responded to related questions as follows:

	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree	Average
MUSC MAJORS						
Question 6.1	0%	0	0	50	50	4.5
Question 6.3	0%	0	0	0	100	5
Question 6.5	0%	0	0	0	100	5

Use of Assessment Results from 2015-2016: Faculty will review findings in Fall 2016 and make recommendations for change as needed.

Goal 5: Support faculty's use of innovative and effective teaching strategies through access to current technology, a wide range of professional development offerings, and input from data analysis of student outcomes.

Measured Outcome 5.1: A minimum of 2 Professional development opportunities will be required for members of each academic department to participate. State, National, privately funded conventions, workshops and seminars are hosted by world-class artists, musicians and media professionals offering a great experience for faculty.

- OMEA – Oklahoma Music Educators Association
- CBDNA – College Band Directors National Association
- DaVinci – DaVinci Institute
- OAC – Oklahoma Arts Conference
- CWF – Creative World Forum
- OAMS – Oklahoma Association of Music Schools
- MENC – Music Educators National Conference
- NATS – National Association of Teachers of Singers
- OBA – Oklahoma Bandmasters Association
- NAB – National Association of Broadcasting
- Siggraph – Special Interest group for Advanced Graphics.
- AUGA – Autodesk Users Group of America

Feedback from faculty participating in annual surveys of interest and post-training satisfaction surveys will be used to make recommendations.

Assessment Results 2015-2016: The addition of an instructional designer in January 2015 allowed for the revision of the assessment plan in this area.

Use of Assessment Results from 2015-2016: 100% of Art, DMI, Music, and Theatre faculty participated in at least two professional development activities in 2015-2016, including Adclub Forum for Creative Content, Autodesk, DaVinci Forum, OAC, OMEA, and State and World Creativity Conferences.

Measured Outcome 5.2: A minimum of 75% of Fine Arts Faculty responding to the annual NOC employee satisfaction survey will indicate they are “Very Satisfied” or “Satisfied” that “NOC provides the professional development needed for my position.”

Assessment Results 2015-2016: Results from the April 2016 Employee Satisfaction Survey were provided by Noel-Levitz but could not be separated by division.

Use of Assessment Results from 2015-2016: Because NOC alternates each year in offering the Noel-Levitz survey or the internal employee survey, this measure will be evaluated in 2016-2017 when the internal survey is again used and can be divided by division.

Assessment Plan for Academic Affairs—HPER Division

HPER Mission: The Health, Physical Education and Recreation degree at Northern Oklahoma College will create various classroom and hands-on experiences in order for students to develop effective learning skills and gain valuable knowledge in the career field of physical education or athletic training.

HPER Goals:

1. Provide high quality general education coursework that develops graduates' competencies in critical thinking, communication skills, societal awareness, mathematical and scientific reasoning, and quality of life.
2. Provide a wide range of associate degree programs that meet workforce needs and prepare graduates for successful transfer to bachelor's degree programs.
3. Provide opportunities for students to enhance learning through internships, practicums, service learning, and study abroad.
4. Promote student success in degree completion through clear academic advisement and access to high-quality learning support services, including computer labs, library research tools, and tutoring.
5. Support faculty's use of innovative and effective teaching strategies through access to current technology, a wide range of professional development offerings, and input from data analysis of student outcomes.

Goal 1: Provide high quality general education coursework that develops graduates' competencies in critical thinking, communication skills, societal awareness, mathematical and scientific reasoning, and quality of life.

Measured Outcome 1.1: See General Education Competency grid for Competency 14, measured in the physical education theory and activity courses required for general education.

Data collected and use of assessment data—reflected on general education competency grid, updated in assessment report and posted on website at <http://www.noc.edu/academics>

Measured Outcome 1.2: A minimum of 80% of students responding to course evaluations for the HPER Division will indicate they either agree or strongly agree that “The instructor provides a positive learning environment that encourages me to communicate, discuss questions, and state my opinion without feeling intimidated or self-conscious,” “The instructor provides me with the opportunities to develop critical thinking skills relative to the course content,” “The instructor demonstrates knowledge of the course material being taught.”

Assessment Results 2015-2016: Responses to the question above were broken out by division with the following results:

Fall 2015	Total			
Division	Response	#6	#7	#8
Developmental	199	88%	84%	89%
Ag, Science, & Eng	434	71%	74%	87%
Business	173	76%	73%	82%
Fine Arts	55	82%	85%	98%
HPER	80	89%	83%	91%
Language Arts	452	92%	90%	94%
Math	300	83%	83%	93%
Nursing	744	79%	80%	87%
Social Science	532	90%	89%	96%

#6: Positive learning environment that encourages me to communicate

#7: Instructor provides opportunities to develop critical thinking skills

#8: Instructor demonstrates knowledge of course material

Spring 2016

Division	Total Response	2.6	2.7	2.8	2.1
Academic Dev	57	95%	88%	99%	95%
Ag, Science, & Eng	1052	82%	89%	95%	83%
Business	380	85%	88%	91%	85%
Fine Arts	277	81%	81%	96%	88%
HPER	153	89%	89%	96%	95%
Language Arts	1110	93%	93%	97%	94%
Math	880	86%	90%	96%	88%
Nursing	920	78%	79%	82%	77%
Social Science	900	89%	92%	97%	91%

2.6 The instructor encourages me to communicate, discuss questions, and state my opinion.

2.7 The instructor challenges me to think.

2.8 The instructor demonstrates knowledge of the course material.

2.10 The instructor creates opportunities for me to apply the knowledge taught.

Use of Assessment Results 2015-2016: Benchmark was met. The general education focus on critical thinking in 2016-2017 will allow opportunity for focus and professional development on question number 7, the lowest score for HPER. All faculty will receive individual results and chair will share divisional results in fall in-service meetings.

Goal 2: Provide a wide range of associate degree programs that meet workforce needs and prepare graduates for successful transfer to bachelor's degree programs.

Measured Outcome 2.1: All degree programs will be assessed on a 5-year cycle through the OSRHE degree program review cycle, OSHRE productivity reports, and/or individual program accreditation reporting requirements.

Assessment Results 2014-2016: A program review was submitted for the A.S. degree in Health, Physical Education, and Recreation in Spring 2013. The next program review cycle for this degree will be in Spring 2018.

Use of Assessment Results 2014-2016: Through the use of the 2013 assessment results, faculty reviewed the curriculum and identified the need for CPR certification in the First Aid course to start in the Fall of 2015.

Goal 3: Provide opportunities for students to enhance learning through internships, practicums, service learning, and study abroad.

Measured Outcome 3.1: Students will complete a minimum of 500 hours of hands-on experience upon completion of their degree for practicums.

Assessment Results 2015-2016: All students who graduated with the Athletic Training degree option completed the 500 hours of required hands-on training—1 student in Tonkawa (there were 2 Tonkawa students who only needed one class to graduate. Those students have been instructed on the process of reverse transfer) and 2 students in Enid.

Use of Assessment Results from 2015-2016: Suzi Brown and Summer McClure will continue to review student records to determine if this measurement has been met in Tonkawa; Suzi and Julie Baggett review the data in Enid to insure compliance with this requirement.

Measured Outcome 3.2: Students will have a minimum of 10 hours of observation of coaching styles for field experience.

Assessment Results 2015-2016: In Spring 2016, 21 of 21 students completed this assignment.

Use of Assessment Results from 2015-2016: Field experience instructors will continue to track this measure to insure students meet this requirement annually.

Goal 4: Promote student success in degree completion through clear academic advisement and access to high-quality learning support services, including computer labs, library research tools, and tutoring.

Measured Outcome 4.1:

A minimum of 75% of students with declared majors in HPER responding to the annual NOC student satisfaction survey will indicate they either agree or strongly agree with the following statements:

Computer Labs:

“I am able to access a computer lab and writing lab when needed for research and homework assignments.”

Library Research Tools:

“I have access to the electronic databases and other library tools I need to complete research assignments and coursework.”

Tutoring:

“I have been able to access additional help with classes when needed, either from my instructor or tutoring services, on-site or online.”

Assessment Results 2015-2016: Four students declaring HPER as a major completed the 2016 Student Satisfaction Survey.

For each of the following questions, the average score was 4.0 with 3 students responding they “strongly agree” and one student responding he/she “strongly disagree”:

6.1 I have been able to access additional help with classes when needed, either from my instructor or tutoring services, on-site or online.

6.3 I have access to the electronic databases (e.g. Gale, Ebsco) and other library tools I need to complete research assignments and coursework.

6.5 I am able to access computer labs/writing labs when needed for research and homework assignments.

	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree	Average
HPER MAJORS						
Question 6.1	25%	0	0	0	75	4
Question 6.3	25%	0	0	0	75	4
Question 6.5	25%	0	0	0	75	4

Use of Assessment Results from 2015-2016: Results will be shared with HPER faculty in Fall 2016 in-service meeting to determine if and how adjustments can be made with the low response rate.

Measured Outcome 4.2: A minimum of 40% of all HPE&R students will complete an associate degree in 150% time (3 years) from entering the program.

Assessment Results 2015-2016:

HPER

Year	First-Time Majors	Enrolled in HPER	Grads	Grad Rate
2013	17	15	6	40%
2012	17	14	9	64%

Athletic Training

Year	First-Time Majors	Enrolled in HPER	Grads	Grad Rate
2013	26	21	8	38%
2012	21	16	7	44%

Use of Assessment Results from 2015-2016: Adjustments were made in scheduling, particularly in when courses were offered for Athletic Training on the Enid campus, to assist in timely graduation.

Goal 5: Support faculty's use of innovative and effective teaching strategies through access to current technology, a wide range of professional development offerings, and input from data analysis of student outcomes.

Measured Outcome 5.1: All full-time HPER faculty will be expected to complete a minimum of two professional development sessions, reported on the annual spring self-evaluation form, reviewed by division chairs.

Assessment Results 2015-2016: Professional development was tracked on the annual faculty self-evaluation form, and benchmark was met with all HPER faculty meeting this goal as verified by annual self-evaluation/service report form.

Use of Assessment Results from 2015-2016: Professional development opportunities will be promoted again in 2016-2017 for ongoing improvement.

Measured Outcome 5.2: All athletic training faculty will complete a minimum of 50 hours of continuing education every 2 years.

Assessment Results 2015-2016:

50 hours of continuing education were completed in the two-year cycle by the following employees as verified by annual faculty self-evaluation and records of the National Athletic Trainers' Association:

Julie Baggett

Suzi Brown

Summer McClure

Use of Assessment Results from 2015-2016:

No changes needed—measurement met

Assessment Plan for Academic Affairs—Language Arts Division

Language Arts Division Mission: The Language Arts Division dedicates itself to creating lifelong learners by developing the reading, writing, critical thinking, and communication skills necessary for student success in academic and professional settings while fostering an appreciation for diverse cultures and a deeper understanding of themselves and others through literary and communicative pursuits.

Language Arts Division Goals:

1. Provide high quality general education coursework that develops graduates' competencies in critical thinking, communication skills, societal awareness, mathematical and scientific reasoning, and quality of life.
2. Provide a wide range of associate degree programs that meet workforce needs and prepare graduates for successful transfer to bachelor's degree programs.
3. Provide opportunities for students to enhance learning through internships, practicums, service learning, and study abroad.
4. Promote student success in degree completion through clear academic advisement and access to high-quality learning support services, including computer labs, library research tools, and tutoring.
5. Support faculty's use of innovative and effective teaching strategies through access to current technology, a wide range of professional development offerings, and input from data analysis of student outcomes.

Goal 1: Provide high quality general education coursework that develops graduates' competencies in critical thinking, communication skills, societal awareness, mathematical and scientific reasoning, and quality of life.

Measured Outcome 1.1: See General Education Competency grid for Competencies 3 and 4, measured through composition courses required for general education.

Data collected and use of assessment data—reflected on general education competency grid, updated in assessment report and posted on website at <http://www.noc.edu/academics>

Use of Assessment Results from 2015-2016:

Benchmarks were met and will remain the same for the 2016-2017 school year.

Measured Outcome 1.2: A minimum of 80% of students responding to course evaluations for the Language Arts Division will indicate they either agree or strongly agree that “The instructor provides a positive learning environment that encourages me to communicate, discuss questions, and state my opinion without feeling intimidated or self-conscious,” “The instructor provides me with the opportunities to develop critical thinking skills relative to the course content,” “The instructor demonstrates knowledge of the course material being taught.”

Assessment Results 2015-2016: Responses to the questions above were broken out by division with

the following results:

Fall 2015	Division	Total			
		Response	#6	#7	#8
	Developmental	199	88%	84%	89%
	Ag, Science, & Eng	434	71%	74%	87%
	Business	173	76%	73%	82%
	Fine Arts	55	82%	85%	98%
	HPER	80	89%	83%	91%
	Language Arts	452	92%	90%	94%
	Math	300	83%	83%	93%
	Nursing	744	79%	80%	87%
	Social Science	532	90%	89%	96%

#6: Positive learning environment that encourages me to communicate

#7: Instructor provides opportunities to develop critical thinking skills

#8: Instructor demonstrates knowledge of course material

Spring 2016

Division	Total Response	Total			
		2.6	2.7	2.8	2.1
Academic Dev	57	95%	88%	99%	95%
Ag, Science, & Eng	1052	82%	89%	95%	83%
Business	380	85%	88%	91%	85%
Fine Arts	277	81%	81%	96%	88%
HPER	153	89%	89%	96%	95%
Language Arts	1110	93%	93%	97%	94%
Math	880	86%	90%	96%	88%
Nursing	920	78%	79%	82%	77%
Social Science	900	89%	92%	97%	91%

2.6 The instructor encourages me to communicate, discuss questions, and state my opinion.

2.7 The instructor challenges me to think.

2.8 The instructor demonstrates knowledge of the course material.

2.10 The instructor creates opportunities for me to apply the knowledge taught.

Use of Assessment Results from 2015-2016:

Benchmarks were met and will remain the same for the 2016-2017 school year.

Goal 2: Provide a wide range of associate degree programs that meet workforce needs and prepare graduates for successful transfer to bachelor's degree programs.

Measured Outcome 2.1: All degree programs will be assessed on a 5-year cycle through the OSRHE degree program review cycle, OSHRE productivity reports, and/or individual program accreditation reporting requirements.

Assessment Results 2015-2016: Program reviews were submitted in Spring 2013 for the A.S. in Communications, the A.A. in Elementary Education, and the A.S. in Arts and Sciences. The next program review required for this division will be in 2017 for the A.A. in English degree.

Use of Assessment Results 2014-2015: One determination made after program review was that classes scheduled should more often be made available online and/or in the evening for the non-traditional students served.

Goal 3: Provide opportunities for students to enhance learning through internships, practicums, service learning, and study abroad.

Measured Outcome 3.1: In addition to institutional offerings, the Language Arts Division will offer one service learning opportunity per year.

Assessment Results 2015-2016:

The Service Learning opportunity for 2015-2016 occurred in connection with a composition course taught by Tammy Davis on the Stillwater campus. Tammy reported, “There were 10 NOC students and 22 Lincoln Academy students. The two groups of students met over the course of 4 weeks for 2 hours each week during Spring 2016. The NOC students worked with this group of students to write an anthology about the book *The Boy Who Carried Bricks* by Alton Carter, a local author and supporter of Foster care. Both groups of students attended NCT National African-American Read-in event. The project was completed with the publishing of the anthology which was shared with family and friends.”

Use of Assessment Results from 2015-2016: The Lincoln Academy project has been a successful partnership now for several years, with Tammy’s students producing an anthology of writings. Lincoln Academy has asked them to return for the 2016-2017 school year, and other schools are requesting to be included in the project, too.

Goal 4: Promote student success in degree completion through clear academic advisement and access to high-quality learning support services, including computer labs, library research tools, and tutoring.

Measured Outcome 4.1:

A minimum of 75% of students with declared majors in Language Arts degree programs responding to the annual NOC student satisfaction survey will indicate they either agree or strongly agree with the following statements:

Computer Labs:

“I am able to access a computer lab and writing lab when needed for research and homework assignments.”

Library Research Tools:

“I have access to the electronic databases and other library tools I need to complete research assignments and coursework.”

Tutoring:

“I have been able to access additional help with classes when needed, either from my instructor or tutoring services, on-site or online.”

Assessment Results 2015-2016:

4 students identified themselves as **Communication** majors on the Spring 2016 Student Satisfaction Survey and responded to related questions as follows:

6.1 I have been able to access additional help with classes when needed, either from my instructor or tutoring services, on-site or online.

6.3 I have access to the electronic databases (e.g. Gale, Ebsco) and other library tools I need to complete research assignments and coursework.

6.5 I am able to access computer labs/writing labs when needed for research and homework assignments.

	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree	Average
COMM MAJORS						
Question 6.1	0%	0	50	25	25	3.75
Question 6.3	25%	0	25	0	50	3.5
Question 6.5	25%	25	0	0	50	3.25

5 students identified themselves as **English (including Creative Writing option)** majors on the Spring 2016 Student Satisfaction Survey and responded to related questions as follows:

6.1 I have been able to access additional help with classes when needed, either from my instructor or tutoring services, on-site or online.

6.3 I have access to the electronic databases (e.g. Gale, Ebsco) and other library tools I need to complete research assignments and coursework.

6.5 I am able to access computer labs/writing labs when needed for research and homework assignments.

	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree	Average
ENGL MAJORS						
Question 6.1	0%	0	20	40	40	4.2
Question 6.3	0%	0	0	40	60	4.6
Question 6.5	0%	0	0	40	60	4.6

Use of Assessment Results from 2015-2016: Faculty will review findings in Fall 2016 and make recommendations for change as needed.

Goal 5: Support faculty's use of innovative and effective teaching strategies through access to current technology, a wide range of professional development offerings, and input from data analysis of student outcomes.

Measured Outcome 5.1: All full-time Language Arts faculty will be expected to complete a minimum of two professional development sessions, reported on the annual spring self-evaluation form, reviewed by division chairs.

Assessment Results 2015-2016: Each Language Arts faculty member attended a minimum of two professional development activities.

Use of Assessment Results from 2015-2016: Benchmark was met and will continue to be tracked in 2016-2017 to insure faculty have ongoing access to valuable professional development.

Assessment Plan for Academic Affairs—Math Division

Math Division Mission: The Mathematics Division at Northern Oklahoma College helps all students develop analytical and critical thinking skills through high quality instruction in both classroom and online settings so they may become effective lifelong learners.

Math Division Goals:

1. Provide high quality general education coursework that develops graduates' competencies in critical thinking, communication skills, societal awareness, mathematical and scientific reasoning, and quality of life.
2. Provide a wide range of associate degree programs that meet workforce needs and prepare graduates for successful transfer to bachelor's degree programs.
3. Provide opportunities for students to enhance learning through internships, practicums, service learning, and study abroad.
4. Promote student success in degree completion through clear academic advisement and access to high-quality learning support services, including computer labs, library research tools, and tutoring.
5. Support faculty's use of innovative and effective teaching strategies through access to current technology, a wide range of professional development offerings, and input from data analysis of student outcomes.
6. Provide options for students to move through remediation at a faster pace and improve students' retention into college-level courses.

Goal 1: Provide high quality general education coursework that develops graduates' competencies in critical thinking, communication skills, societal awareness, mathematical and scientific reasoning, and quality of life.

Measured Outcome 1.1: See General Education Competency grid for Competencies 11 and 12, measured through College Algebra, Math Applications, and Math Functions—math courses required for general education.

Data collected and use of assessment data—reflected on general education competency grid, updated in assessment report and posted on website at <http://www.noc.edu/academics>

Additional Use of Math Assessment: Since only part of the assessments met the criteria, common assessment questions were developed and used for the first time with a plan to reassess after another year of using common questions to determine what areas need most improvement. Instructors will also focus on clarifying terminology. Instructors will administer assessment questions using a quiz as much as possible so that students are more focused on one topic rather than a variety of topics on an exam. Rewording of a few problems—for instance, identifying graphs in College Algebra—will help students understand the question better and make it more relatable to textbook-type problems.

Measured Outcome 1.2: A minimum of 80% of students responding to course evaluations for the Math Division will indicate they either agree or strongly agree that “The instructor provides a positive learning environment that encourages me to communicate, discuss questions, and state my opinion without feeling intimidated or self-conscious,” “The instructor provides me with the opportunities to develop critical thinking skills relative to the course content,” “The instructor demonstrates knowledge of the course material being taught.”

Assessment Results 2015-2016: Responses to the questions above were broken out by division with the following results:

Fall 2015	Total			
Division	Responses	#6	#7	#8
Developmental	199	88%	84%	89%
Ag, Science, & Eng	434	71%	74%	87%
Business	173	76%	73%	82%
Fine Arts	55	82%	85%	98%
HPER	80	89%	83%	91%
Language Arts	452	92%	90%	94%
Math	300	83%	83%	93%
Nursing	744	79%	80%	87%
Social Science	532	90%	89%	96%

Of the math students responding,

-86% of students agreed or strongly agreed that “The instructor encourages me to communicate, discuss questions, and state my opinion.”

-90% of students agreed or strongly agreed that “The instructor challenges me to think.”

-88% of students agreed or strongly agreed that “The instructor creates opportunities for me to apply the knowledge taught.”

-96% of students agreed or strongly agreed that “The instructor demonstrates knowledge of the course material.”

Spring 2016

Division	Total Response	2.6	2.7	2.8	2.1
Academic Dev	57	95%	88%	99%	95%
Ag, Science, & Eng	1052	82%	89%	95%	83%
Business	380	85%	88%	91%	85%
Fine Arts	277	81%	81%	96%	88%
HPER	153	89%	89%	96%	95%
Language Arts	1110	93%	93%	97%	94%
Math	880	86%	90%	96%	88%
Nursing	920	78%	79%	82%	77%
Social Science	900	89%	92%	97%	91%

2.6 The instructor encourages me to communicate, discuss questions, and state my opinion.

2.7 The instructor challenges me to think.

2.8 The instructor demonstrates knowledge of the course material.

2.10 The instructor creates opportunities for me to apply the knowledge taught.

Use of Assessment Results from 2015-2016:

Instructors will continue to involve students in the learning process and encourage students to speak up in class. Instructors will provide opportunities for the students to explain and justify “why” or “why not.” Instructors will help students understand when an answer is incorrect and how to learn from the mistake. A change in the wording on the spring course evaluations helped students to better understand the questions being asked. The administration of the course evaluation helped to gain more feedback for a better representation of how the department is doing.

Goal 2: Provide a wide range of associate degree programs that meet workforce needs and prepare graduates for successful transfer to bachelor’s degree programs.

Measured Outcome 2.1: All degree programs will be assessed on a 5-year cycle through the OSRHE degree program review cycle, OSHRE productivity reports, and/or individual program accreditation reporting requirements.

Assessment Results 2012-2016: The next program review due for this division will be in 2017 for the A.S. in Mathematics and Physical Science, last reviewed in 2012.

Use of Assessment Results 2012-2016: As a follow-up to the 2012 review cycle, Math course offerings were adjusted on the Enid campus in 2014 to allow for students to complete the full math curriculum in 2 years for students to obtain the associates degree before transferring.

Goal 3: Provide opportunities for students to enhance learning through internships, practicums, service learning, and study abroad.

Measured Outcome 3.1: Students will have at least one opportunity per year for internships, service learning classes and/or projects or study abroad that builds on math skills.

Assessment Results 2015-2016: One student applied to the Community College Aerospace Scholars Program with NASA and participated in a summer program 2015 and a follow-up in the fall. Three students and one instructor were accepted for a Math Educator Institute with NASA for the summer of 2016.

Use of Assessment Results 2015-2016: Faculty will be asked to look for more opportunities to share with students. If same programs are offered, try to get more students to apply and share with other campuses.

Goal 4: Promote student success in degree completion through clear academic advisement and access to high-quality learning support services, including computer labs, library research tools, and tutoring.

Measured Outcome 4.1:

A minimum of 75% of students with declared majors in Math degree programs responding to the annual NOC student satisfaction survey will indicate they either agree or strongly agree with the following statements:

Computer Labs:

“I am able to access a computer lab and writing lab when needed for research and homework assignments.”

Library Research Tools:

“I have access to the electronic databases and other library tools I need to complete research assignments and coursework.”

Tutoring:

“I have been able to access additional help with classes when needed, either from my instructor or tutoring services, on-site or online.”

Assessment Results 2015-2016:

10 students identified themselves as **Math (including Math, Astronomy, Chemistry/Physics and Pre-Engineering options)** majors on the Spring 2016 Student Satisfaction Survey and responded to related questions as follows:

6.1 I have been able to access additional help with classes when needed, either from my instructor or tutoring services, on-site or online.

6.3 I have access to the electronic databases (e.g. Gale, Ebsco) and other library tools I need to complete research assignments and coursework.

6.5 I am able to access computer labs/writing labs when needed for research and homework assignments.

	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree	Average
MATH MAJORS						
Question 6.1	0%	0	30	20	50	4.2
Question 6.3	10%	10	10	30	40	3.8
Question 6.5	10%	10	10	20	50	3.9

Use of Assessment Results from 2015-2016: While we didn’t meet the 75% we would like to see, we are very close. We need to make sure to announce where all services are located, post signs around campus. We need to make sure the information is posted on Blackboard or WebAssign. We should get feedback from students about when they feel like they need tutoring available to see if we are missing a majority of the students based on the tutor times offered. We need to encourage the use of online tutoring for those for which onsite tutoring isn’t an option.

Goal 5: Support faculty’s use of innovative and effective teaching strategies through access to current technology, a wide range of professional development offerings, and input from data analysis of student outcomes.

Measured Outcome 5.1: All full-time Math faculty will be expected to complete a minimum of two professional development sessions, reported on the annual spring self-evaluation form, reviewed by division chairs. Information learned will be shared with colleagues. A faculty member attending ELA will meet the requirements for the year.

Assessment Results 2015-2016: 12 of 15 full-time faculty participated in professional development activities. Remaining faculty participated in at least one opportunity.

Use of Assessment Results from 2015-2016: Encourage faculty to participate in NOC-provided opportunities or webinars due to budget limitations, especially for those taking classes and using limited professional development money for those classes. Many instructors are taking graduate courses to fulfill the professional development requirement, as well as attending other opportunities when possible.

Goal 6: Provide options for students to move through remediation at a faster pace and improve students' retention into college-level courses.

Measured Outcome 6.1: Multiple fast track options offered as E8/L8 pairings will have 80% of students taking the fast track courses pass both courses in one semester and be successful in the following course.

Assessment Results 2014-2016: Some fast-track options were offered in 2013-2014; however, these offerings were standardized more in 2014-2015. The following data collection reflects pass rates with the fast-track model for the past two years.

Semester	# Students Enrolled E8	# Students Enrolled L8	% on track	# Passed next course the following semester	% Starting Fast track that passed next course
Fall 2014					
Pre-Algebra Fast Track	56	51	91%	17	30%
Concepts Fast Track	76	64	84%	33	43%
Spring 2015					
Pre-Algebra Fast Track	18	15	83%	10	56%
Concepts Fast Track	49	37	76%	13	27%
Fall 2015					
Pre-Algebra Fast Track	32	26	81%	14	44%
Concepts Fast Track	69	64	93%	31	45%
Intermediate Fast Track	26	22	85%	20 passed College Algebra	77%
Spring 2016					
Pre-Algebra Fast Track	17	15	88%	no data	
Concepts Fast Track	63	48	76%	no data	
Intermediate Fast Track	67	57	85%	51 passed College Algebra	76%

Source: IR Office—data pulled from POISE based on dept. field.

Use of Assessment Results from 2014-2016: As more fast track offerings have increased, advising

students has improved to place the proper students into the fast-track courses. Instructors have also tweaked how to make the transition smoother between classes. We are very successful having students get through the first of the paired courses, but we need to work on finding out why students are either not enrolling in the next course the following semester or where they are having issues and not passing the next course the following semester. In Fall 2016 semester classes, Intermediate and College Algebra instructors will attempt to determine who took the previous fast-track course and what areas they appear weakest in (and how that may compare with those that just took a single course prior). Having another year will help to understand what may be going right/wrong as we continue to improve the system.

Measured Outcome 6.2: Remedial Boot camps will have 70% of students move up at least one level.

Revised for 2016-2017: Co-requisite math courses will have a minimum of 70% of students completing the college-level credit with a "C" or better.

Assessment Results 2015-2016: 10/18 (55%) of the students among the three campuses that enrolled in Boot Camp moved up one or more levels. Two of the students chose not to test out and remain where they were placed.

Use of Assessment Results from 2015-2016: The boot camps do not get the number of students enrolled as we would have liked. The success rate is not where we would like it to be, so we have decided to discontinue running the boot camp. We have not been able to find a time that is conducive to attracting students to attempt the boot camp. Instead, we are going to focus on continuing to improve the fast track courses and the work with the implementation of co-req courses. Measured Outcome 6.2 will be revised for next year's assessment plan as indicated above.

Measured Outcome 6.3: 80% of students will enroll in and complete the next required math course successfully within one year.

Assessment Results 2013-2016: Tracking of success in individual classes has been developed this year while also creating the assessment plan. This program-level tracking began in Fall 2015 with a review of the past two years' success rate.

Semester		# Students Ready for next course	# Students Passed Next Course	% Success
Fall 2013				
	Pre-Algebra	119	86	72%
	Concepts	321	204	64%
	Intermediate	287	139	48%
Spring 2014				
	Pre-Algebra	68	39	57%
	Concepts	254	130	51%
	Intermediate	322	155	48%
Fall 2014				
	Pre-Algebra	170	124	73%

Concepts	484	337	70%
Intermediate	452	247	55%
Spring 2015			
Pre-Algebra	105	52	50%
Concepts	243	150	62%
Intermediate	<u>417</u>	<u>239</u>	<u>57%</u>

Data Source: IR Office—data pulled from POISE based on dept. field.

Use of Assessment Results from 2013-2016: We are not meeting our goal for any of our remedial classes. In fall divisional meetings instructors will review what we are missing in the previous course that students are not carrying over to the next course. We seem to have up and down trends between fall and spring (fall being better). Instructors will encourage students to take the next course the next semester to retain knowledge just learned. We have changed requirements moving into Math Functions, and we hope to see more success in the next course after Concepts of Algebra because they will not have to get through Intermediate Algebra. We have adjusted some content to make sure we are focusing on the content needed to be successful moving forward and less on reviewing so we can spend more time on the more difficult material.

Assessment Plan for Academic Affairs—Nursing Division

Assessment Plan for AAS-RN

Nursing Program 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.

Nursing Program Goals:

1. Provide high quality general education coursework that develops graduates' competencies in critical thinking, communication skills, societal awareness, mathematical and scientific reasoning, and quality of life.
2. Provide the communities we serve with safe, competent, and highly trained Registered Nurses. Projected growth rate of 19% for years 2012-2022 by the US Department of Labor.
3. Offer learning opportunities outside of the college or department through service learning, on the job training, professional organizations and study abroad.
4. Promote student success in the program with the use of academic advisement, college services, Students On to Success program and the programs open door policy.
5. Support faculty growth through institutional professional development offerings as well as offerings given specifically for nurse educators.

Goal 1: Provide high quality general education coursework that develops graduates' competencies in critical thinking, communication skills, societal awareness, mathematical and scientific reasoning, and quality of life.

Measured Outcome 1.1: Through embedded course assessments, 14 competencies will be measured annually and reported on the general education competency grid with results reviewed in the fall semester to determine necessary curriculum changes.

Data collected and use of assessment data—reflected on general education competency grid, updated in assessment report and posted on website at <http://www.noc.edu/academics>

Measured Outcome 1.2: A minimum of 80% of students responding to course evaluations for the Nursing Division will indicate they either agree or strongly agree that “The instructor provides a positive learning environment that encourages me to communicate, discuss questions, and state my opinion without feeling intimidated or self-conscious,” “The instructor provides me with the opportunities to develop critical thinking skills relative to the course content,” “The instructor demonstrates knowledge of the course material being taught.”

Assessment Results 2015-2016: Responses to questions were broken out by division with the following results:

Division	Total			
	Response	#6	#7	#8
Developmental	199	88%	84%	89%
Ag, Science, & Eng	434	71%	74%	87%
Business	173	76%	73%	82%
Fine Arts	55	82%	85%	98%
HPER	80	89%	83%	91%
Language Arts	452	92%	90%	94%
Math	300	83%	83%	93%
Nursing	744	79%	80%	87%
Social Science	532	90%	89%	96%

#6: Positive learning environment that encourages me to communicate

#7: Instructor provides opportunities to develop critical thinking skills

#8: Instructor demonstrates knowledge of course material

Spring 2016

Division	Total				
	Response	2.6	2.7	2.8	2.10
Academic Dev	57	95%	88%	99%	95%
Ag, Science, & Eng	1052	82%	89%	95%	83%
Business	380	85%	88%	91%	85%
Fine Arts	277	81%	81%	96%	88%
HPER	153	89%	89%	96%	95%
Language Arts	1110	93%	93%	97%	94%
Math	880	86%	90%	96%	88%
Nursing	920	78%	79%	82%	77%
Social Science	900	89%	92%	97%	91%

2.6 The instructor encourages me to communicate, discuss questions, and state my opinion.

2.7 The instructor challenges me to think.

2.8 The instructor demonstrates knowledge of the course material.

2.10 The instructor creates opportunities for me to apply the knowledge taught.

Use of Assessment Results from 2015-2016: Nursing faculty will review results in Fall 2016 faculty orientation and identify strategies for improving classroom delivery and participation in classroom discussion.

Goal 2: Provide the communities we serve with safe, competent, and highly trained Registered Nurses. Projected growth rate of 19% for years 2012-2022 by the US Department of Labor.

Measured Outcome 2.1: Performance on NCLEX- 90% of graduates will meet or exceed the national NCLEX-RN pass level.

Measured Outcome 2.2: Job Placement Rates- 90% of graduates will have jobs six (6) months after graduation.

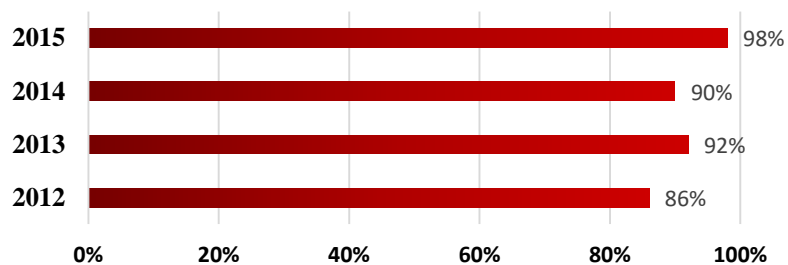
Measured Outcome 2.3: Employer Survey- 90% of Employers will hire/rehire Northern graduates.

(Outcomes determined by OBN reports and graduate/employer surveys.)

Assessment Results 2015-2016: Measure 2.1--NCLEX pass rates through 2015 are shown below:

Measure 2.2—Job Placement rates for 2012-2015 are shown below:

Job Placement Rates Within 6 Months of Graduation



Measure 2.3—Employer surveys are shown below, reflecting a 100% positive response to the question of whether NOC graduates would be rehired based on job performance through 2013. 49 surveys were sent in 2015 without any response from employers.

Employer Response



Use of Assessment Results 2015-2016: Benchmarks were met in all areas. As 2015-2016 data becomes available with all graduates eligible to test completing the NCLEX exam, faculty will continue to review the success of these initiatives. To expand employer satisfaction data, in 2016-2017, the Nursing Division will work to identify updated contacts for direct supervisors and will use a new survey tool as employers indicated in 2015 that their email servers blocked Survey Monkey.

Goal 3: Offer learning opportunities outside of the college or department through service learning, on the job training, professional organizations and study abroad.

Measured Outcome 3.1: 90% of students responding to the annual nursing student survey will “strongly agree” or “agree” that outside learning opportunities were provided.

Assessment Results 2015-2016: The Spring 2016 Nursing Student Satisfaction Survey asked students to rank their level of satisfaction with the statement, “I had various clinical experiences.” Of the 123 students responding, 38.2% indicated “Agreed” and 69.9% indicated “Strongly Agreed.” Only 1.6% indicated “Strongly Disagree.”

Use of Assessment Results 2015-2016: Benchmark was met and results of the nursing survey will be shared with all nursing faculty for ongoing evaluation and improvement.

Goal 4: Promote student success in the program with the use of academic advisement, college services. Students On to Success program and the programs’ open door policy.

Measured Outcome 4.1: 90% of students responding to the annual nursing student survey will “strongly agree” or “agree” that student services are helpful.

Measured Outcome 4.2: 90% of students responding to the annual nursing student survey will “strongly agree” or “agree” that physical resources are sufficient.

Measured Outcome 4.3: 90% of students responding to the annual nursing student survey will “strongly agree” or “agree” that the nursing skills lab and equipment are sufficient and learning resources are helpful.

Measured Outcome 4.4: 73% of students will complete the nursing program within 6 semesters (150% of program length).

Assessment Results 2015-2016: Responses to the Spring 2016 Nursing Student Satisfaction Survey, in relation to Outcomes 4.1-4.4 are listed below, with 123 students responding:

Outcome 4.1 as measured by question 1.11 “Ancillary student services (bookstore, registrar, financial aid) have been helpful to me.”

Outcome 4.2 as measured by question 1.6 “I am satisfied with the nursing facility (Renfro, Zollars, or Fountain Square).”

Outcome 4.3 as measured by question 1.10 “The nursing skill lab and equipment are sufficient for learning.”

	Strongly Disagree	Disagree	Agree	Strongly Agree	Average
NURSING MAJORS					
Question 1.11	4.1%	3.3	48	44.7	3.33

Question 1.6	2.5%	9.8	34.4	53.3	3.39
Question 1.10	2.5%	9	42.6	45.9	3.32

Outcome 4.4—Program Retention/Graduation Rate

Year	Tonkawa	Enid	Stillwater
2016	85.7	53.1	63.9
2015	60.4	66.6	73.4
2014	60	64	79
2013	81	83	76
2012	61	78	73
2011	74	55	80
2010	61	55	64

Use of Assessment Results from 2015-2016: Benchmarks were met for measures 1 and 3 but not for measures 2 and 4. Of particular concern is the lower retention/graduation rate for the Enid and Stillwater locations. Nursing faculty met and determined one necessary change for 2016-2017 was to develop a nursing boot camp that could help students identify prior to the semester the study and test-taking skills necessary to succeed in the program. This course was proposed to the Curriculum Committee in Spring 2016 and will be offered as a pilot at the Stillwater location in Fall 2016. At Fall 2016 in-service meetings, all nursing faculty will further review the data and make recommendations for change.

Goal 5: Support faculty growth through institutional professional development offerings as well as offerings given specifically for nurse educators.

Measured Outcome 5.1: All full-time Nursing faculty will be expected to complete a minimum of two professional development sessions, reported on the annual spring self-evaluation form, reviewed by division chairs.

Assessment Results 2015-2016: All faculty attended the three professional development activities listed below, and several faculty members attended additional professional development sessions as well:

- Test Writing Workshops-Conducted by Kim Webb
- HER (Electronic Health Record) Training Seminar-Shadow Health
- Evolve Book and Product In-Service-Elsevier

Use of Assessment Results 2015-2016: Benchmark was met with valuable sessions offered. Standard will remain in place for 2016-2017 for ongoing development.

Assessment Plan for Academic Affairs—Social Sciences Division

Social Sciences Division Mission: The Social Science Division of Northern Oklahoma will provide students with a high quality social science education and programmatic coursework that will lead to the Associate of Arts transferable degree and/or certificate programs to prepare students for service in the social science field.

Social Sciences Division Goals:

1. Provide high quality general education coursework that develops graduates' competencies in critical thinking, communication skills, societal awareness, scientific reasoning and quality of life.
2. Provide a wide range of associate degree programs that meet workforce needs and prepare graduates for successful transfer to bachelor's degree programs.
3. Provide opportunities for students to enhance learning through internships, practicums, service learning, and study abroad.
4. Promote student success in degree completion through clear academic advisement and access to high-quality learning support services, including computer labs, library research tools, and tutoring.
5. Support faculty's use of innovative and effective teaching strategies through access to current technology, a wide range of professional development offerings, and input from data analysis of student outcomes.

Goal 1: Provide high quality general education coursework that develops graduates' competencies in critical thinking, communication skills, societal awareness, mathematical and scientific reasoning, and quality of life.

Measured Outcome 1.1: Through embedded course assessments, competency numbers 2, 5, and 8 on the general education competency grid will be measured annually by the Social Science Division and reported with results reviewed in the fall semester to determine necessary curriculum changes.

Assessment Results 2015-2016: Data collected for all competencies and use of assessment data—reflected on general education competency grid, updated in assessment report and posted on website at <http://www.noc.edu/academics>

Use of Assessment Results from 2015-2016: For Social Science competencies, beginning in Fall 2015, all sections of American History and Political Science administered a comprehensive common final exam component. Selected questions on each common final exam were correlated with the common course objectives for HIST 1483, 1493 and POLI 1113. Results are reflected in the general education competency grid as noted above.

Measured Outcome 1.2: A minimum of 80% of students responding to course evaluations for the Social Sciences Division will indicate they either agree or strongly agree that “The instructor provides a positive learning environment that encourages me to communicate, discuss questions, and state my opinion without feeling intimidated or self-conscious,” “The instructor provides me with the opportunities to develop critical thinking skills relative to the course content,” “The instructor demonstrates knowledge of the course material being taught.”

Assessment Results 2015-2016: Responses to the questions above were broken out by division with the following results:

Fall 2015	Total			
Division	Response	#6	#7	#8
Developmental	199	88%	84%	89%
Ag, Science, & Eng	434	71%	74%	87%
Business	173	76%	73%	82%
Fine Arts	55	82%	85%	98%
HPER	80	89%	83%	91%
Language Arts	452	92%	90%	94%
Math	300	83%	83%	93%
Nursing	744	79%	80%	87%
Social Science	532	90%	89%	96%

#6: Positive learning environment that encourages me to communicate

#7: Instructor provides opportunities to develop critical thinking skills

#8: Instructor demonstrates knowledge of course material

Spring 2016

Division	Total Response	2.6	2.7	2.8	2.1
Academic Dev	57	95%	88%	99%	95%
Ag, Science, & Eng	1052	82%	89%	95%	83%
Business	380	85%	88%	91%	85%
Fine Arts	277	81%	81%	96%	88%
HPER	153	89%	89%	96%	95%
Language Arts	1110	93%	93%	97%	94%
Math	880	86%	90%	96%	88%
Nursing	920	78%	79%	82%	77%
Social Science	900	89%	92%	97%	91%

2.6 The instructor encourages me to communicate, discuss questions, and state my opinion.

2.7 The instructor challenges me to think.

2.8 The instructor demonstrates knowledge of the course material.

2.10 The instructor creates opportunities for me to apply the knowledge taught.

Use of Assessment Results 2015-2016: Benchmarks were met. Divisional assessment reports will be shared with all faculty in division meetings for Fall 2016 in-service.

Goal 2: Provide a wide range of associate degree programs that meet workforce needs and prepare graduates for successful transfer to bachelor's degree programs.

Measured Outcome 2.1: All degree programs will be assessed on a 5-year cycle through the OSRHE degree program review cycle, OSHRE productivity reports, and/or individual program accreditation reporting requirements.

Assessment Results 2012-16:

No program reviews were due in 2015-2016.

2012-2013 data:

OSHRE degree program reviews were submitted for the following degree programs and are available on the NOC website under the academic division pages:

A.A. in Social Science

A.A. in Criminal Justice

AA in Child Development

Use of Assessment Results from 2012-2016: All degree program reviews were completed with input from faculty within the division and institutional research data. Results were communicated to the college community and the public through posting on the website. Program changes that were made as a result of the reviews are listed below:

- A.A. in Social Science--The general Social Science program's required courses were determined to be in line with area institutions and therefore were not adjusted. Within the course curriculum for HIST 1483 and 1493, Social Science faculty determined that a shift from American History through 1865 and after 1865 should be adjusted to the year 1877. Behavioral Science faculty adjusted the course schedule offerings to make better use of available faculty and provide an on-campus course for the program's capstone course in Social Psychology.
- A.A. in Criminal Justice--The Criminal Justice Program Director has connected with area law enforcement agencies in order to re-establish an internship program. This program will be promoted among degree-seeking students.
- AA in Child Development—After completing the program review, the Social Sciences Division Chair and Program Director for Child Development determined that an embedded certificate would be a viable option for many students in the degree program who need more immediate employment. The certificate is now in development with input being gathered from transfer institutions and business partners.

Source of Documentation: OSHRE Program Reviews for 2013

Goal 3: Provide opportunities for students to enhance learning through internships, practicums, service learning, field trips, and study abroad.

Measured Outcome 3.1: Students will be provided opportunities each year for field experiences and/or internships in Social Science, Behavioral Science, and Criminal Justice, as well as curriculum and courses for cultural, social, historical and humanities credit in a defined study abroad program.

Assessment Results 2015-2016: The following activities were sponsored in 2015-2016 in support of Goal 3:

- CRMJ travelled to Edmond to tour the OSBI facility. Eight students were able to travel and attend a thorough introduction to criminal justice forensics.
- One CRMJ student was chosen to serve with the Oklahoma Department of Wildlife as a ranger in the Kaw Lake patrol group as a summer employee.
- Two Behavioral Science students from the Enid campus were chosen to serve with the GEAR UP organization this summer as mentors for two weeks of summer camp. In addition they attended a forty hour week long training session to prepare them in relational and leadership tactics in preparation for their internships.

Use of Assessment Results from 2015-2016: A Criminal Justice Advisory Board meeting has been set for 2016-2017 to continue promoting internship opportunities and community partners for curriculum enhancement. Additional internship opportunities in Social Sciences and Behavioral Sciences will be promoted on the website. Job shadowing experiences will be developed through the World of Work courses (see section under Counseling) and study abroad programs will be offered through Global Studies (see section under Global Studies).

Goal 4: Promote student success in degree completion through clear academic advisement, faculty availability through 10 office hours per week, and access to high-quality learning support services, including computer labs, library research tools, and tutoring.

Measured Outcome 4.1: A minimum of 75% of students with declared majors in Social Sciences responding to the annual NOC student satisfaction survey will indicate they either agree or strongly agree with the following statements:

Computer Labs:

“I am able to access a computer lab and writing lab when needed for research and homework assignments.”

Library Research Tools:

“I have access to the electronic databases and other library tools I need to complete research assignments and coursework.”

Tutoring:

“I have been able to access additional help with classes when needed, either from my instructor or tutoring services, on-site or online.”

Assessment Results 2015-2016:

8 students identified themselves as **Child Development** majors on the Spring 2016 Student Satisfaction Survey and responded to related questions as follows:

6.1 I have been able to access additional help with classes when needed, either from my instructor or tutoring services, on-site or online.

6.3 I have access to the electronic databases (e.g. Gale, Ebsco) and other library tools I need to complete research assignments and coursework.

6.5 I am able to access computer labs/writing labs when needed for research and homework assignments.

	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree	Average
CD MAJORS						
Question 6.1	12%	0	25	0	62	4
Question 6.3	25%	0	12	12	50	3.63
Question 6.5	12%	12	12	12	50	3.75

5 students identified themselves as **Criminal Justice** majors on the Spring 2016 Student Satisfaction Survey and responded to related questions as follows:

	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree	Average
CRMJ MAJORS						
Question 6.1	20%	0	0	40	40	3.8
Question 6.3	20%	0	0	0	80	4.2
Question 6.5	20%	20	0	0	60	3.6

13 students identified themselves as **Social Science (including Behavioral Science option)** majors on the Spring 2016 Student Satisfaction Survey and responded to related questions as follows:

	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree	Average
SOC SCI MAJORS						
Question 6.1	15%	0	15	15	54	3.92
Question 6.3	23%	0	8	8	62	3.85
Question 6.5	15%	15	8	8	54	3.69

Use of Assessment Results from 2015-2016: Faculty will review findings in Fall 2016 and make recommendations for change as needed.

Measured Outcome 4.2: Social Science graduate advisors are mentored and supervised by an experienced graduate advisor prior to being assigned advisees.

Assessment Results 2015-2016:

- All social science faculty participated in advisement training during in-service meetings with administration
- All social science faculty have received the updated Advisor's Handbook for 2015-2016.

Use of Assessment Results from 2015-2016: All new faculty were mentored according to assessment goals; no changes are needed at this time.

Goal 5: Support faculty's use of innovative and effective teaching strategies through access to current technology, a wide range of professional development offerings, and input from data analysis of student outcomes.

Measured Outcome 5.1: All faculty will be expected to complete a minimum of two professional development sessions, reported on the annual spring self-evaluation form, reviewed by division chairs. Social science faculty will be expected to attend a minimum of one professional development opportunity that addresses the improvement of teaching and one that addresses the use of technology per each academic year.

Assessment Results 2015-2016: All Social Science faculty attended the in-service session from Barbara Colorosa on ethics in teaching. In addition, they reported the professional development activities below: Ryan Bay-6 hours of grad work, Jeremy Cook-6 hours of grad work, Darrell Frost-numerous webinars, Gerald Konkler-MindTap training, Greg Krause-12 hours of grad work, Tiffany Meacham-Woolaroc trip and Quality Matters training, Ty Shreck-15 hours of grad work, and Mark Silkey-workshop on Quality Matters

Use of Assessment Results from 2015-2016: Practice of requiring two professional development sessions will continue in 2016-2017 with reminders for all faculty of sessions available to promote 100% compliance with requirement.

Assessment Plan for Academic Affairs—Global Education Program

Global Education Program Mission: The Global Education program in support of the institutional mission provides students with affordable, academically sound, and enjoyable global educational opportunities in order to foster personal, social, and intellectual growth and increase global awareness and preparedness as students further their higher education and/or seek employment in the 21st century global marketplace.

Global Education Program Goals:

1. Articulate to the NOC community (and beyond) the need for and benefits of experiencing the world through global education programs;
2. Develop and sustain global programs that are educational, experiential, affordable, varied, and attractive to students, providing assistance to students in identifying programs best suited to their needs and interests;
3. Expand scholarship and funding opportunities for students to participate on a study abroad program;
4. Identify potential new global programs and opportunities for NOC students, including reciprocal/exchange programs, direct placement at other institutions, internships/work abroad experiences, and the possibility of a sustainable, semester-long Global NOC ‘campus’ that would allow a greater number of students to gain an affordable, meaningful (life-changing), international experience early in their academic career.

Goal 1: Articulate to the NOC community (and beyond) the need for and benefits of experiencing the world through global education programs.

Measured Outcome 1.1: Presentations on global education will be made to faculty at least one time a year, highlighting website information and recruiting potential faculty leaders for future programming.

Assessment Results 2015-2016: Continued to update Global Ed website throughout the 2015-2016 year. It was one of NOC's most visited pages on the NOC website. Dean of Global Education met with many NOC faculty to discuss NOC programs and opportunities. New study abroad faculty leaders were recruited to teach on our Dublin Summer Program 2016.

Use of Assessment Results 2015-2016: The Dean of Global Education will continue to promote programs and website throughout NOC and community and will assess new faculty leaders upon conclusion of Summer 2016 Dublin program.

Measured Outcome 1.2: Public exposure of NOC’s global education programs will increase with additional presentations added when possible.

Assessment Results 2015-16: During the 2015-2016 academic year, NOC Global Education programs were promoted at: Freshmen Welcome/Orientation events on all three campuses, Lights on Stillwater, OSU Study Abroad Fair, OACC, and through OLLI (Osher Lifelong Learning Institute) events and marketing. A 20+% participant increase was recognized.

Use of Assessment Results 2015-16: The 2015-2016 events worked well, with participant numbers at an all-time high. NOC has started offering at least one program per year as an “NOC Global Community Program,” which is specifically marketed to non-student members of the community (2015: Cuba; 2016: Argentina/Antarctica and Australia; 2017: Peru; 2018: China). In addition, the Dean of Global Education will seek new opportunities, such as advertising on high school and college campuses, to promote programs.

Goal 2: Develop and sustain global programs that are educational, experiential, affordable, varied, and attractive to students, providing assistance to students in identifying programs best suited to their needs and interests.

Measured Outcome 2.1: A minimum of 75% of students responding to a satisfaction survey about their global education experience will indicate programs were “beneficial” or “highly beneficial.”

Assessment Results 2015-2016: Dean of Global Education is working with Oklahoma Global Education Consortium to develop a brief paper survey that can be used to assess programs on-site.

Use of Assessment Results 2015-2016: Survey planned for Summer 2015 was delayed but should be complete by Fall 2016

Goal 3: Expand scholarship and funding opportunities for students to participate on a study abroad program.

Measured Outcome 3.1: Scholarship funds for global education participants will increase by 5% by Fall 2017.

Assessment Results 2015-2016: Fundraising increased more than 50% during the 2015-2016 year (from \$13,400 to \$21,370). This provided 8-9 new scholarships for students to study abroad on NOC programs.

Use of Assessment Results 2015-2016: Attempt to continue fundraising efforts from 2015-2016 year and potentially seek new private donations from individuals and companies.

Goal 4: Identify potential new global programs and opportunities for NOC students, including reciprocal/exchange programs, direct placement at other institutions, internships/work abroad experiences, and the possibility of a sustainable, semester-long Global NOC ‘campus’ that would allow a greater number of students to gain an affordable, meaningful (life-changing), international experience early in their academic career.

Measured Outcome 4.1: Participation in global education programs will increase 5% by Fall 2017.

Assessment Results 2015-2016: Last year The Dean of Global Education targeted an increase of 5% and the program actually had an increase of 20+% for the 2015-2016 year. This was due to increased enrollment and the addition of one additional trip.

Use of Assessment Results 2015-2016: The Dean does not expect the increased number to be sustained for the future, but has set a goal to keep levels the same or grow 5% or so per year.

Measured Outcome 4.2: Global education internships will be developed and two interns placed annually.

Assessment Results for 2015-2016: Only two interns were placed for 2015-2016 year with Help X (Czech Republic) and NOC Global Ed Office.

Use of Assessment Results 2015-2016: Dean of Global Education will continue to look for internationally-focused internship opportunities for NOC students.

Measured Outcome 4.3: New programs for global education will be identified for NOC students.

Assessment Results for 2015-2016: Outcome 4.3 was added in Spring 2016.

Use of Assessment Results 2015-2016: New outcome will be assessed in 2016-2017.

Assessment Plan for Student Affairs

Student Affairs Mission: The mission of the Office of Student Affairs is to support the institution's mission and vision by promoting student learning and personal growth through a focus on student development and collaborative partnerships to provide an outstanding learning community that advances student success, including retention and completion of academic goals.

Student Affairs Goals:

1. Continue to maintain a caring, safe, and healthy learning environment that supports and protects all Northern stakeholders.
2. Promote student engagement through participation in clubs, organizations, and hosted events.
3. Encourage students to respect and appreciate racial, ethnic, cultural, physical and other differences.
4. Support the interpersonal and social development of students.
5. Establish and maintain a highly-functioning residential life program.

Goal 1: Continue to maintain a caring, safe, and healthy learning environment that supports and protects all Northern stakeholders.

Measured Outcome 1.1: At least 75% of surveyed students and employees will answer satisfied or highly satisfied when surveyed about campus environment.

Assessment Results 2015-2016: In the February 2016 Student Satisfaction Survey, Goal 1 was measured with two questions as indicated in the overall rankings below:

Question 7.1: Classrooms and general facilities are safe.

	Percentage
Strongly Agree	68%
Agree	21%
Neither Agree nor Disagree	6%
Disagree	1%
Strongly Disagree	4%
Mean	4.47 out of 5 (4.21 in 2014-2015)

Question 7.3: Classrooms and general facilities are clean and conducive to learning.

	Percentage
Strongly Agree	63%
Agree	19%
Neither Agree nor Disagree	11%
Disagree	1%

Strongly Disagree	5%
Mean	4.34 out of 5 (4.18 in 2014-2015)

To identify specific areas where change was needed, comments were also separated by campus as indicated by the excerpts below (unedited except for removing names):

Tonkawa Campus:

7.1

-I feel like its generally safe but there is nothing stopping someone from bringing a gun to school and using it on people. i keep an look at my classroom doors and outside them frequently to identify and potential threats to our safety.

-I have never felt in danger in my classroom.

-Never had a problem.

7.3

-Could use a little bit more work.

-I have not been in a room that is unsanitary or uncleanly.

-I know this is not considered a general facility, but the dorm bathrooms were not very well kept clean

*-*** does a great job in the Renfro center. Always looks nice. supplies stocked.*

-The janitor in the nursing building is great.

-The restrooms are generally clean but they need to be equipped with toilet seat covers, it seems to me a basic right to hygienic facilities.

Enid Campus:

7.1

-I am very confident in my safety in the classrooms and school.

-They always felt safe and there seemed to be no trouble at all.

-They are however the security does not enforce parking passes in cars so it makes unmarked cars harder to identify in dangerous situations

7.3

-Room is in need of serious vacuuming

-They are very clean.

-They were always clean and tidy.

-Yes most of the time however the floor is almost always extremely dirty.

Stillwater Campus:

7.1

-I feel safe there.

-Right

-The social environment can be, on occasion, somewhat hostile to marginalized minorities.

-Yes

7.3

-Ok man

-Pretty clean building.

-The main hall is far to hot ALL THE TIME

-The restrooms at the NOC nursing campus need attention and their locks fixed

-The bathrooms at the NOC nursing Stillwater campus need attention and their locks fixed

-Yes

In addition to the February 2016 Student Satisfaction Survey, the April 2016 Noel-Levitz Employee Satisfaction Survey was used to identify perceptions about campus safety and satisfaction with work environment. Responses are indicated below:

RATE IMPORTANCE (1 = "Not important at all" / 5 = "Very important")	IMPORTANCE		
	Mean	Standard Deviation	Valid Respondents
The institution provides a safe work environment	4.54	0.63	187
The institution provides an overall quality work environment	4.53	0.55	186

RATE SATISFACTION (1 = "Not satisfied at all" / 5 = "Very satisfied")	SATISFACTION		
	Mean	Standard Deviation	Valid Respondents
The institution provides a safe work environment	4.08	0.88	187
The institution provides an overall quality work environment	3.96	0.89	187

Tonkawa responses—101

Enid responses—49

Stillwater responses—24

Skipped campus identification—13

Survey comments noting physical work condition are listed below:

Please provide any additional feedback about the work environment at Northern Oklahoma College.
Faculty that work in Science and Central are discriminated against by not being allowed to park in fully functional parking spots on the circle. BTW this is not ***.
Heating and cooling of the buildings is ALWAYS an issue. The money spent on the upgrade has been wasted and poorly utilized. beautification of the buildings fall 15 was POORLY managed and disrupted our daily workplace and classroom for far too many wees! It was an issue for students and faculty/staff.
I feel NOC has a comfortable, and safe work environment.
I feel that the work environment is good overall.
It appears that to no fault of maintenance crew on the Enid Campus the grounds are terrible. They do a great job keeping up with mowing and edging and so forth. We can use some beautification on the grounds. Compared to Tonkawa Campus, we look terrible. Funding I'm sure plays a roll in beautification of our grounds. The only time this campus looks good is right before Graduation! Flowers are planted and the weeds are mowed. Although, I must share our new sign are wonderful!
It is often difficult to regulate the building, classroom, and office temperatures effectively - both hot and cold.
NOC is a nice, clean, safe place to work. The people are pleasant, and respectful of each other.
Some buildings are not handicap assessable. Unsafe

The facilities are well maintained. Progress is being made on renovations across the institution. I regularly hear positive feedback about how attractive our campus buildings and grounds look. The new way finding signage is a great addition for student, employees, and visitors.
The work environment Northern Oklahoma College provides is a safe and rewarding place to work. The only complaint is the salary to workload ratio is way off. I think an employee's salary should be based on evaluations and work productivity and not just yur position.
This is a nice place to work -- everyone is helpful. Sometimes the load becomes overwhelming since we are so small.
We have a professional work environment, we need to make our environment more tailored to our students than to our staff.
We need to continue to upgrade facilities (and not just those in high-profile programs such as business and nursing). We need to find ways to pay people in faculty and staff positions more.

Use of Assessment Results from 2015-2016: Numerical rankings indicate a fairly high level of satisfaction with the physical work environment. Comments related to the physical work environment were pulled out but were not separated by campus in the Noel-Levitz survey, making some issues more difficult to resolve. The Office of Student Affairs will continue to collaborate with the Physical Plant to insure all maintenance situations brought to our attention have been reported and responded to in a timely manner when possible to identify the specific renovation needed.

Measured Outcome 1.2: Crime incidents will be tracked each year through the Cleary Report.

Assessment Results 2015-2016: The latest Cleary Report (available from the October 2015 reporting/posting deadline) is found at the following US Department of Education link: <http://ope.ed.gov/campusafety/#/institution/list>. The Cleary Report is also posted annually on the NOC website at <http://northok.publishpath.com/campus-security6>.

Use of Assessment Results from 2015-2016: Each year, Student Affairs will identify any needed recommendations after reporting/reviewing the Cleary data. With minimal crime reported, Northern campuses have been viewed as safe.

Measured Outcome 1.3: Students participating in a focus group will report satisfaction that health facilities are meeting their needs.

Assessment Results 2015-2016: Student focus groups were identified and surveyed on health facilities. The following were suggestions that were a common theme:

- The pool is enjoyable when the heater works.
- Pool hours are frustrating.
- Need new or updated equipment.
- Would be nice to have a trainer for non-athletes

Use of Assessment Results from 2015-2016: The Physical Plant personnel fixed the pool heater in the spring of 2016 and Student Affairs personnel are going to adjust pool hours for the 2016-2017 academic year and will update equipment annually in the Wellness Centers as funds allow.

Measured Outcome 1.4: At least 2 community wellness classes will be offered each semester.

Assessment Results 2015-2016: The Office of Student Affairs offered a racquetball tournament, 5k training, biggest loser weight loss challenge, 6-week walkathon, water aerobics, yoga, and circuit training.

Use of Assessment Results from 2015-2016: Students and employees will be surveyed regularly to determine what new wellness classes would be of interest.

Goal 2: Promote student engagement through participation in clubs, organizations, and hosted events.

Measured Outcome 2.1: At least one student activity will be offered each week through student clubs, organizations, and/or other hosted events.

Assessment Results 2015-2016: We had a total of 115 student activities, 13 volunteer activities, and 7 leadership activities in 2015-2016. Some of the activities offered were bubble soccer, a hypnotist act, the Spring Fling, NOC Olympics, and Bingo for Food. We also had volleyball, bowling, kickball, dodge ball, basketball, and softball intramurals.

Use of Assessment Results from 2015-2016: The measured outcome was met with an expansion of the number and type of student activities offered. Student surveys will be reviewed annually as an ongoing measure of the type of activities to offer, taking also into consideration the cost, cultural enrichment, or other benefit of the activities.

Measured Outcome 2.2: At least 70% of students surveyed will report that student activities are enjoyable and enhance campus life.

Assessment Results 2015-2016: The February 2016 Student Satisfaction Survey utilized two questions to address satisfaction with campus activities as indicated by responses below:

Question 7.14: Clubs and Organization offer positive experiences to enhance campus culture.

	Percentage
Strongly Agree	41%
Agree	25%
Neither Agree nor Disagree	21%
Disagree	5%
Strongly Disagree	8%
Mean	3.86 out of 5 (3.67 in 2014-2015)

Question 7.16: Special events and student activities (e.g. homecoming activities, mental health fair, intramurals, commuter's luncheons) offer positive experiences to enhance campus culture.

	Percentage
Strongly Agree	49%
Agree	26%
Neither Agree nor Disagree	15%

Disagree	5%
Strongly Disagree	6%
Mean	4.06 out of 5 (4.13 in 2014-2015)

Use of Assessment Results from 2015-2016: In 2016-2017, a separate survey will be developed and administered in Freshmen Orientation to identify the activities students are most interested in participating in.

Note: Not applicable was removed as an option for these two questions on the Spring 2016 survey, which might have shifted percentages. In 2015, 38% of students responded to second question with not applicable.

Goal 3: Encourage students to respect and appreciate racial, ethnic, cultural, physical and other differences.

Measured Outcome 3.1: Respect Diversity lectures will be offered every semester for students, faculty and staff.

Assessment Results 2015-2016: Cultural awareness and diversity acceptance lectures were provided. On November 10, 2015, Northern Management offered free authentic Native American food tasting. On November 17, 2015, Curtis Washington spoke on Native American Heritage and his pet buffalo Miss Kittie. On February 22, 2016, Dr. Donnie Nero spoke about Black History month and 105 attended.

Use of Assessment Results from 2015-2016: The Office of Student Affairs will review the time of the speakers to try to increase attendance. Also, Student Affairs staff will speak with instructors prior to the lecture and see if they would allow their classes to attend when the topic will enhance curriculum.

Goal 4: Support the interpersonal and social development of students.

Measured Outcome 4.1: Students will be offered at least one seminar per semester in each of the following categories: leadership, time management, and study skills.

Assessment Results 2015-2016: The Office of Student Affairs offered the following seminars and training in the 2015-2016 academic year: Sexual assault and awareness, alcohol and drug awareness, time management, study skills, stress and anxiety management, and suicide prevention.

Use of Assessment Results from 2015-2016: The benchmark was met and we will continue our current practices.

Goal 5: Establish and maintain residential life program that meets student needs.

Measured Outcome 5.1: Students will report they are “Satisfied” or “Very Satisfied” with Residence Life on Student Satisfaction Surveys.

Assessment Results 2015-2016: Students were given an exit survey in May 2016 and asked about food service, residence hall director availability, laundry facilities, student activities, wi-fi, and cleanliness of restrooms. 272 students responded.

The surveys showed they were satisfied overall with the following responses:

1. How satisfied are you with food services on campus?
Very Dissatisfied-16
Somewhat Dissatisfied-29
Neutral-57
Somewhat Satisfied-86
Very Satisfied-64
2. How satisfied are you with the laundry facilities in your residence hall?
Very Dissatisfied-27
Somewhat Dissatisfied-39
Neutral-80
Somewhat Satisfied-61
Very Satisfied-50
3. How satisfied are you with the wireless internet (Wi Fi) connection in your residence hall?
Very Dissatisfied-57
Somewhat Dissatisfied-43
Neutral-56
Somewhat Satisfied-57
Very Satisfied-50
4. How satisfied are you with the cleanliness of the bathroom in your residence hall?
Very Dissatisfied-49
Somewhat Dissatisfied-42
Neutral-65
Somewhat Satisfied-58
Very Satisfied-49
5. How easy is it to contact your dorm parent?
No Need to-2 (Left Blank)-2
Easy/Satisfied-268

Use of Assessment Results from 2015-2016: The Office of Student Affairs is doing the following as a result of the reviewing the survey findings:

- Northern Management services are being presented suggestions listed for food service changes.
- Training is being implemented for residence hall directors.
- Wi-fi is being installed in Easterling Hall.

Assessment Plan for Student Affairs—Counseling

Counseling Mission: The mission of the Counseling Department (encompassing mental health counseling, academic advisement and career counseling, and ADA compliance) attends to the personal, emotional, social, academic and relational concerns of students by providing academic support services that facilitate independence and academic progress and ensure equal educational access and opportunity for all students. Counselors aim to help students and alumni integrate educational experiences into a lifetime of career achievement and satisfaction, as well as assisting students to live, learn, work, and compete in a global economy.

Counseling Goals:

1. Provide guidance to assist students in identifying career goals.
2. Create and integrate Sexual Assault Awareness program for students/faculty/staff to complete in order to increase awareness, as well as remain Title IX compliant for the institution.
3. Create and integrate Drug and Alcohol prevention program for students/faculty/staff to complete in order to increase awareness as well as remain Title IX compliant for the institution.
4. Provide services and accommodations to self-identified students who meet ADA/504 criteria under federal guidelines.
5. Meet accommodation requirements for any/all students who have self-identified for services and utilize those services.

Goal 1: Provide guidance to assist students in identifying career goals.

Measured Outcome 1.1: A minimum of 90% of students successfully completing the World of Work course with a “C” or better will have declared a major at the end of that semester.

Assessment Results 2015-2016: 100% of students who completed World of Work with a grade of “C” or higher declared a major.

Use of Assessment Results from 2015-2016: The benchmark was met and we will continue our current practices.

Goal 2: Create and integrate Sexual Assault Awareness program for students/faculty/staff to complete in order to increase awareness, as well as, remain Title IX compliant for the institution.

Measured Outcome 2.1: A minimum of 80% of all students, 80% of all current faculty, and 100% of new faculty and staff will annually complete Sexual Assault Awareness training.

Assessment Results 2015-2016: In the summer of 2015, HAVEN was purchased to facilitate online Sexual Assault Awareness training for students. The online training was implemented in Freshman Orientation classes. There were 754 students who finished the online course. This represents 40% of the student body.

At the faculty in-service meeting, faculty received training presented by Northern Counseling Services. Also, the same online training provided by HAVEN was obtained in the spring of 2016 and partial faculty and staff implementation was started. 46 employees completed the training.

Use of Assessment Results from 2015-2016: In 2016-2017, we will continue to offer Sexual Assault and Awareness training to all freshmen and look at ways of expanding awareness. Full implementation of HAVEN for faculty and staff will occur the week before the 2016-2017 academic year.

Goal 3: Create and integrate Drug and Alcohol prevention program for students/faculty/staff to complete in order to increase awareness as well as remain Title IX compliant for the institution.

Measured Outcome 3.1: Reduce alcohol and drug violations by 10 %.

Assessment Results 2015-2016: There were 69 alcohol violations in 2015. There were 35 alcohol violations in 2016. This represents a 50% reduction in violations.

Use of Assessment Results from 2015-2016: The benchmark was met and we will continue to use Alcohol EDU and drug/alcohol seminars to educate students.

Goal 4: Provide services and accommodations to self-identified students who meet ADA/504 criteria under federal guidelines.

Measured Outcome 4.1: Records will reflect all students who have self-identified as needing Accommodations (and have not declined services) were tracked with accommodations provided and number of contacts made by the Disability Department, and follow up services needed as they transition to another institution.

Assessment Results 2015-2016: The following data was gathered for the Tonkawa campus and University Center location in Fall 2015 and Spring 2016:
45 students were provided accommodations.

This total of 45 compares to 55 students in the 2014-2015 academic year, so the need has remained fairly consistent.

Of the 45 accommodations provided, the four primary areas of need were

1. Extended test time
2. Testing in a quiet/distraction free location
3. Note taker/Interpreter
4. Tests given orally

Use of Assessment Results from 2015-2016: The Counseling Department will continue to offer all current services and add testing for LD dx in the Summer of 2016.

Measured Outcome 4.2: Zero complaints will be received from the Office of Civil Rights yearly as a result of a student filing a complaint against the institution for not providing accommodations as required.

Assessment Results 2015-2016: Zero complaints have been filed in 2015-2016.

Use of Assessment Results from 2015-2016: The benchmark was met and we will continue to use current practices.

Assessment Plan for Student Affairs—Athletic Department

Athletic Department Mission: The mission of the Athletic Department is to recruit and develop student-athletes who will perform successfully in their academic endeavors and compete at the highest level in every sport in compliance with the letter and spirit of all NJCAA and OCAC rules.

Athletic Department Goals:

1. Develop the entire athlete by encouraging participation in activities and programs outside of athletics.
2. Attain and maintain competitive excellence.
3. Maintain focus of making progress toward degree completion through careful monitoring of athletes' GPA and graduation rates.

Goal 1: Develop the entire athlete by encouraging participation in activities and programs outside of athletics.

Measured Outcome 1.1: Student-Athletes will attend a minimum of four activities outside the area of athletic participation and two community service projects annually.

Assessment Results 2015-2016:

All teams were required to attend Dr. Nero Lecture and Willie Spears Experience. Individual student-athletes also attended two activities of their choice provided by Student Services throughout the academic year.

The following community service projects were completed in the 2015-2016 academic year:

- | | |
|------------------------------|--|
| - Enid Men's Basketball | Sept. 2015 Forgotten Ministries |
| - Enid Cheer | Oct. 2015 4RKids |
| - Enid Cheer | Oct. 2015 SPCA Adopt a Pet Campaign |
| - Enid Women's Basketball | Oct. 2015 Clean up at NOC Cove |
| - Enid Baseball | Oct. 2015 American Kite fliers Association Convention |
| - Tonkawa Men's Basketball | Oct. 2015 Tonkawa Elem School Mentoring Program (Monthly for academic year) |
| - Tonkawa Cheer | Oct. 2015 National Guard and Homecoming Parade |
| - Tonkawa Cheer | Oct. 2015 Tonkawa Elementary Fall Carnival and PTO Fundraiser |
| - Tonkawa Cheer | Oct. 2015 Tonkawa Elementary "Read to Buddies" program |
| - Tonkawa Women's Basketball | Nov. 2015 PreK – 3 rd Grade Free Basketball Clinic at Ponca City YMCA |
| - Enid Baseball | Nov. 2015 SPCA Concession Stand Fundraiser and Clean-Up Crew |
| - Tonkawa Cheer | Nov. 2015 Tonkawa Elementary Morning Welcome Crew |
| - Tonkawa Baseball | Dec. 2015 Blinn Park Clean-Up Day |
| - Tonkawa Men's Soccer | Dec. 2015 McCord Schools Painting Soccer Goals and Monkey |

	Bars
- Enid Women's Basketball	Jan. 2016 Painted at the Baptist Collegiate Ministries
- Enid Softball	Feb. 2016 Nursing Home Visitation
- Enid Baseball	Mar. 2016 Free Little League Coaches Clinic
- Enid Softball	Apr. 2016 Free Little League Coaches and Players Clinic
- Tonkawa Women's Basketball	May 2016 Heart in the Park Clean-Up
- Tonkawa Cheer	May 2016 Tonkawa Elementary Play Set Up and Production
- Tonkawa Baseball & Softball	May 2016 Cancer Awareness and Fundraiser (Justin Jackson)
- Tonkawa Men's Soccer	May 2016 Free Youth Soccer Clinic
- Tonkawa Men's Basketball	May 2016 Tonkawa Elem School Scavenger Hunt (Concluded Mentoring Prog)
- Enid Softball	May 2016 "No More" Event in assoc. w/ YWCA & Sexual Assault Awareness Month

Use of Assessment Results from 2015-2016: All athletic teams met their activity involvement and community service goals and will follow the same requirement for 2016-2017.

Measured Outcome 1.2: Student-Athletes will pass their sport specific physical fitness test as conducted by their coach at a 95% or higher rate.

Assessment Results 2015-2016: Three student-athletes did not pass their sport specific physical fitness test. 2 were due to injury and 1 did not participate as he never passed his physical fitness test. (99% pass rate.)

Use of Assessment Results from 2015-2016: With the individual sport test implemented, it is anticipated that the pass rate will remain close to 100% each year. Coaches and the Athletic Director will continue to track this measure annually to insure athletes are fit enough to participate. For athletes who fail to pass due to injury, appropriate follow-up care will be provided. For other athletes who do not pass on the first attempt, workout regimes will be adjusted as needed and results will be used to determine which athletes are actively playing.

Goal 2: Attain and maintain competitive excellence.

Measured Outcome 2.1: A minimum of 70% of student athletes will indicate that facilities met or exceeded their needs for a quality athletic facility.

Assessment Results 2015-2016: Information on this outcome will be available after July 5 when survey responses are all in and analyzed.

Use of Assessment Results from 2015-2016: Pending

Measured Outcome 2.2: Each athletic team will win a minimum of 60% of their games.

Assessment Results 2015-2016:

• Enid Women's Basketball	27-7	79.4%
• Enid Men's Basketball	19-11	63.3%
• Enid Softball	37-19-1	64.9%
• Enid Baseball	43-16	72.8%
• Tonkawa Women's Soccer	17-2-1	85.0%
• Tonkawa Men's Soccer	7-11-2	35.0%
• Tonkawa Women's Basketball	11-21	34.3%
• Tonkawa Men's Basketball	26-7	78.7%
• Tonkawa Softball	29-28	50.8%
• Tonkawa Baseball	43-19	69.3%

Use of Assessment Results from 2015-2016: Records will be used to outline coaching plans for 2016-2017.

Goal 3: Maintain focus of making progress toward degree completion through careful monitoring of athletes' GPA and graduation rates.

Measured Outcome 3.1: Student-Athletes will complete a minimum of 12 hours of academic coursework each semester with a minimum team GPA of 3.0 or better and a minimum individual GPA of 2.0.

Assessment Results 2015-2016: Coaches are required to check grades a minimum of three times per semester. 2015-2016 Team GPA's are listed below:

Fall 2015					Spring 2016					2015-2016 Academic Year				
TONKAWA	HRS Att	HRS Earned	Pts Earned	GPA	TONKAWA	HRS Att	HRS Earned	Pts Earned	GPA	TONKAWA	HRS Att	HRS Earned	Pts Earned	GPA
Women's Soccer	374	374	1229	3.286096257	Women's Soccer	339	338	1081	3.18879	Women's Soccer	713	712	2310	3.239832
Men's Soccer	333	333	1056	3.171171171	Men's Soccer	301	298	923	3.06645	Men's Soccer	634	631	1979	3.121451
Women's Basketball	238	225	701	2.945378151	Women's Basketball	228	223	659	2.89035	Women's Basketball	466	448	1360	2.918455
Men's Basketball	197	197	666	3.38071066	Men's Basketball	205	212	616	3.00488	Men's Basketball	402	409	1282	3.189055
Softball	311	311	1036	3.331189711	Softball	260	264	844	3.24615	Softball	571	575	1880	3.292469
Baseball	484	478	1388	2.867768595	Baseball	452	453	1306	2.88938	Baseball	936	931	2694	2.878205
Cheer	233	224	691	2.965665236	Cheer	213	208	647	3.03756	Cheer	446	432	1338	3
Tonkawa Campus	2170	2142	6767	3.11843318	Tonkawa Campus	1998	1996	6076	3.04104	Tonkawa Campus	4168	4138	12843	3.081334
ENID					ENID					ENID				
Women's Basketball	219	219	768	3.506849315	Women's Basketball	215	216	756	3.51628	Women's Basketball	434	435	1524	3.511521
Men's Basketball	240	237	726	3.025	Men's Basketball	205	211	583	2.8439	Men's Basketball	445	448	1309	2.941573
Softball	303	303	1009	3.330033003	Softball	304	305	954	3.13816	Softball	607	608	1963	3.233937
Baseball	520	514	1623	3.121153846	Baseball	541	541	1688	3.12015	Baseball	1061	1055	3311	3.120641
Cheer	312	308	861	2.759615385	Cheer	298	288	796	2.67114	Cheer	610	596	1657	2.716393
Enid Campus	1594	1581	4987	3.128607277	Enid Campus	1563	1561	4777	3.0563	Enid Campus	3157	3142	9764	3.09281
NOC Athletic Dept.	3764	3723	11754	3.122741764	NOC Athletic Dept.	3561	3557	10853	3.04774	NOC Athletic Dept.	7325	7280	22607	3.08628

Student-Athlete GPA 2.00 or Better (Semesters 2.00/Semesters Attempted)

- Enid Women's Basketball 28/28 100%
- Enid Men's Basketball 26/29 89.6%
- Enid Softball 40/41 97.5%
- Enid Baseball 70/72 97.2%
- Enid Cheer 37/44 84.0%
- Tonkawa Women's Soccer 45/47 95.7%
- Tonkawa Men's Soccer 40/42 95.2%
- Tonkawa Women's Basketball 26/31 83.8%
- Tonkawa Men's Basketball 24/24 100%
- Tonkawa Softball 42/42 100%
- Tonkawa Baseball 57/65 87.6%
- Tonkawa Cheer 30/35 85.7%

Measured Outcome 3.3: The average graduation rate for student-athletes will be higher than the institutional average of graduation for Northern.

Assessment Results 2015-2016: Graduation rates for athletes have been tracked but not compared to institutional averages in past years.

- Institutional overall student graduation rate for 2014: 20%
- Institutional overall student graduation rate for 2015: 25%
- Institutional overall student-athlete graduation rate for 2014: 61%
- Institutional overall student-athlete graduation rate for 2015: 36%

Use of Assessment Results from 2015-2016: In Summer 2016, graduation rates will be compared to identify effectiveness of retention measures for athletes and make changes as needed.

Assessment Plan for Office of Development and Community Relations

Development and Community Relations Mission: The Office of Development and Community Relations works to strengthen the relationships and to build a compelling case for choice and support of Northern Oklahoma College among its alumni, donors, friends, students and prospective students, faculty, staff, and other key individual and institutional constituencies, thus securing commitments and resources required to advance the institution's mission and strategic priorities.

The Office of Development and Community Relations strives to achieve these goals through a rigorous fund development, stewardship, and alumni and friends relations, scholarship program, economic development and outreach, government relations, as well as implementation of an institution-wide marketing communications program focusing on consistent messages and identity, public relations, publications, advertising, and web online communication.

Office of Development and Community Relations Goals:

1. Secure and strengthen the relationship between alumni, community, and Northern Oklahoma College through social programs, services and benefits that meet the diverse interest of our members and our college. *[Alumni and Community Relations]*
2. Promote partnerships and quality growth in communities across the state to benefit area businesses, community leaders, and residents. *[Economic Development]*
3. Assist students in meeting their educational goals through effective utilization of scholarships and dissemination of scholarship retention information. *[Scholarship]*
4. Evaluate the organization's capacity and develop a structure which allows the Foundation to achieve goals. *[NOC Foundation]*
5. Establish and enforce communication and media relation policies to ensure that all official NOC publications, both print and online, and external communications project a consistent editorial and graphic identity that upholds the image of the college and communicates a clear message. *[Communications]*
6. Provide quality graphic design, printing, mailing, copying, bindery and photographic services in a timely and cost effective manner. *[Printing]*

Goal 1: Secure and strengthen the relationship between alumni, community, and Northern Oklahoma College through social programs, services and benefits that meet the diverse interest of our members and our college.

Measured Outcome 1.1: Evaluate the number of events and grow the number of attendees at each event hosted by the NOC Alumni and Friends Association.

Assessment Results 2015-2016: The following schedule reflects the 2015-2016 events hosted and, when available, attendance at each event.

2015 - 2016 Alumni Events

June 12-13, 2015 – Phillips University Alumni and Friends Reunion

Enid, OK – NOC was host to the annual reunion. PU alumni enjoyed a campus tour, the use of the planetarium and vespers in Bivins Chapels/Marshall Hall.

Saturday, September 12, 2015 – NOC/OSU Tailgate Event

Stillwater, OK

Tailgate Dinner – 3 pm: 80 Attendees

Football Game – 6 pm: 65 Attendees (did not sell out ticket block; therefore, utilized tickets for NOC marketing via social media)

Saturday, September 26, 2015 – Mavericks All Sports Alumni Celebration

Tonkawa, OK

12 Alumni Attendees

Lunch – 1:00 pm: 280 Attendees (Combined with Meet the Mavs)

Friday, October 23, 2015 – NOJC Mavericks Alumni Football Reunion

Tulsa, OK – event organized and hosted by former alumni

40 Alumni and Guests (34 former Maverick athletes from the 1960s)

Saturday, February 6, 2016 – Maverick Cheer Reunion

Tonkawa, OK

Lunch – 2 pm: 25 Alumni Attendees

Monday, February 8, 2016 – Eleanor Hays Art Gallery Reception with artist Charlene Wallace, 1974 NOC Alumna

Tonkawa, OK

50 attendees

Saturday, April 9, 2016 – NOC Alumni and Friends Reunion and Hall of Fame Induction Ceremony, Roustabouts Benefit Show

Tonkawa, OK

Dinner/Ceremony – 5:30 pm: 90 Attendees

Saturday, April 23, 2016 – Alumni and Friends Day at the Ballpark

Enid, OK – double header bedlam softball and baseball, alumni event

BBQ Dinner: Approximately 95 Attendees

Wednesday, April 26, 2016 – Enid Commencement Practice

Enid, OK, 3 pm – students registered for a surface tablet and 1-year free membership to the NOC Alumni Association (eliminated reception)

95 Attendees

Thursday, April 28, 2016 – Tonkawa/Stillwater Commencement Practice

Tonkawa, OK, 3 pm – Students registered for a surface tablet and 1-year free member to the NOC Alumni Association (eliminated reception) 97 Attendees

Use of Assessment Results from 2015-2016: The success of the 2015-2016 alumni event schedule will be reviewed in Summer 2016 as the 2016-2017 schedule is planned.

Measured Outcome 1.2: A minimum of 80% of alumni responding to annual survey will indicate they are “Very Satisfied” or “Satisfied” with the events hosted by the NOC Alumni and Friends Association.

Assessment Results 2015-2016: Development software is still in transition.

Use of Assessment Results from 2015-2016: Survey options will be explored in Summer and Fall 2016.

Goal 2: Promote partnerships and quality growth in communities across the state to benefit area businesses, community leaders, and residents.

Measured Outcome 2.1: Number of partnerships developed and/or for which NOC has representation will be tracked each year.

Assessment Results 2015-2016: A summarized list is reviewed and updated in the annual NOC Fact Book under Partnerships. (See NOC Fact Book 2013, 2014, 2015.)

Use of Assessment Results from 2015-2016: The NOC Fact Book is reviewed annually by Administrative Council and shared with all employees to update partnership list and determine if campus regions are well covered with representation.

Goal 3: Assist students in meeting their educational goals through effective utilization of scholarships and dissemination of scholarship retention information as well as prompt and courteous service.

Measured Outcome 3.1: 3.5 % of NOC’s budget will be committed to scholarship dollars—based on state budget formula.

Assessment Results 2015-2016: Prior year budget: \$2.6 million in scholarship support - \$1.8 million in waivers, \$775,500 scholarship cash outlay. FY 2016 budget: \$2.7 million in scholarship support (represents 10.1% of overall institutional budget) - \$1.9 million in waivers, \$775,000 in scholarship cash outlay. We expensed \$1.4 million in scholarship support for Fall 2015. Due to additional reductions in state appropriations in Spring 2016 of 3%, the institutional scholarship program was decreased by \$30,578 in January 2016. FY 2017 budget: Adjustments had to be made to the institutional scholarship program based on estimated budget reductions of 5-10%.

Use of Assessment Results from 2015-2016: The Institutional Scholarship Program – Task Force Committee met on November 13, 2015, and January 8, 2016, with the goal of refining and improving the institutional scholarship program within the constraints of our current and future resources. The task force was charged with reviewing existing policies and awards, providing input, and making recommendations for the Institutional Scholarship Program to be implemented for summer 2016 and the 2016-2017 academic year.

OUTCOME: With reduced revenue due to the state’s economic environment, difficult decisions had to be made that would reduce dollar amounts dedicated from the college budget to the institutional scholarship program. Efforts were made to continue providing support to students and to help activities within the college to attract outstanding participants. It was necessary to combine options and suggestions to arrive at needed cost savings.

1. FY 2014 budget: \$2.2 million in scholarship support - \$1.2 million in waivers, \$1.1 million scholarship cash outlay. (*Students were over awarded \$238,000 which was then funded from auxiliary – student activity.*)
2. FY 2015 budget: \$2.6 million in scholarship support (represents 10% of overall institutional budget) - \$1.8 million in waivers, \$775,500 in scholarship cash outlay. We expensed \$2.5 million in scholarship support in 2014-2015.
3. FY 2016 budget: \$2.7 million in scholarship support (represents 10.1% of overall institutional budget) - \$1.9 million in waivers, \$775,500 in scholarship cash outlay. We have expensed \$1.4 million in scholarship support for fall 2015. Due to the additional reductions in state appropriations this spring of 3%, the institutional scholarship program was decreased by \$30,578 in January 2016.
4. FY 2017 budget: Adjustments had to be made to the institutional scholarship program based on an estimated budget reduction of 5-10% while taking into consideration input from task force members and other program coordinators.

Measured Outcome 3.2: At least 80% of respondents on the NOC Student Satisfaction Survey who were recipients of an NOC scholarship will indicate they “Strongly Agree” or “Agree” that they were satisfied that scholarship employees were courteous and helpful in the scholarship process

Assessment Results 2015-2016: The Spring 2016 Student Satisfaction Survey responses related to 3.2 follow.

Question 26: Employees are courteous and helpful in assisting with procedures in Scholarships:

	Percentage
Strongly Agree	45%
Agree	21%
Neither Agree nor Disagree	17%
Disagree	7%
Strongly Disagree	9%
Mean	3.85 out of 5

Use of Assessment Results from 2015-2016: Data was collected beginning in Spring 2015 through the administration of the NOC Student Satisfaction Survey (question received a 3.72 of 5 in Spring 2015).

A “not applicable” option was deleted, and students were given option not to respond. The Scholarship Director will continue to review the benefit of adding a new scholarship questionnaire connected with Academic Works online scholarship program as funding allows with purchase of retention module in 2016-2017.

Goal 4: Evaluate the organization’s capacity and develop a structure which allows the Foundation to achieve goals.

Measured Outcome 4.1: Continuous growth in Foundation net assets will be reflected in yearly audits with an average increase of \$1 million per year through 2018.

Assessment Results 2015-2016: Total net assets as of June 30, 2015, audit were \$8,350,814, which reflects a slight decrease (from \$8,214,117 in June of last year), due partly to market decline with investments.

Use of Assessment Results from 2015-2016: The NOC Foundation continues to follow its strategic goals established, which includes evaluating the organization’s capacity and developing a structure that allows the Foundation to achieve these goals. The Development office will continue to maintain the donor wish list and develop new scholarships endowments. Board of Trustees meetings were held on October 20, February 5, and May 17. During the May meeting, the strategic goals were discussed with the Board’s recommendation to have a strategic planning retreat late summer 2016.

Measured Outcome 4.2: YTD totals for the Foundation will be compared through the new Raisers Edge Reporting Software to determine effectiveness of solicitation campaigns.

Assessment Results 2015-2016: Benchmarking data is still needed for this measurement but cannot yet be gathered as software conversion is not completed.

Use of Assessment Results from 2015-2016: A new development database software system through Blackbaud was purchased through the NOC Foundation in June 2014. Implementation of the Raisers Edge software was completed in December 2014. Estimated completion date for the Financial Edge software is Summer 2016. Once both systems are converted, we will be able to assess the reporting and management tools to effectively evaluate our solicitation campaigns.

Measured Outcome 4.3: At least 80% of employees will report on the NOC Employee Satisfaction Survey that they are “Very Satisfied” or “Satisfied” with the support provided to them and their programs from the NOC Foundation.

Assessment Results 2015-2016: In the Spring 2016 Employee Satisfaction Survey, conducted by Noel-Levitz, the following questions were asked in relation to the NOC Foundation:

How important is it to you that NOC pursue the following goals?

RATE: IMPORTANCE (1 = "Not important at all / 5 = "Very important")	Mean
[A] Increase the enrollment of new students	4.74
[B] Retain more of its current students to graduation	4.75
[C] Improve the academic ability of entering student classes	4.46
[D] Recruit students from new geographic markets	4.00
[E] Increase the diversity of racial and ethnic groups represented among the student body	3.77
[F] Develop new academic programs	4.00
[G] Improve the quality of existing academic programs	4.51
[H] Improve the appearance of campus buildings and grounds	3.97
[I] Improve employee morale	4.60
[J] Increase assets of the institution's Foundation	3.92
[K] Increase use of degree program Advisory Committees	3.71
[L] time employees	3.87
[M] Some other goal	2.98

Rank the top three goals that you believe should be this institution's top priorities.

TOTAL "VOTES" FOR EACH GOAL	First Priority	Second Priority	Third Priority
[A] Increase the enrollment of new students	60	49	36
[B] Retain more of its current students to graduation	57	65	26
[C] Improve the academic ability of entering student classes	8	14	11
[D] Recruit students from new geographic markets	3	6	12
[E] Increase the diversity of racial and ethnic groups represented among the student body	3	4	10
[F] Develop new academic programs	8	11	22
[G] Improve the quality of existing academic programs	18	13	23
[H] Improve the appearance of campus buildings and grounds	3	2	6
[I] Improve employee morale	28	19	24
[J] Increase assets of the institution's Foundation	0	3	3
[K] Increase use of degree program Advisory Committees	0	1	4
[L] Increase number of full-time employees	6	6	14
[M] Some other goal	0	1	1
All responses	194	194	192

Involvement in planning and decision-making

RATE: INVOLVEMENT (1 = "Not enough involvement" / 3 = "Just the right involvement" / 5 = "Too much involvement")	Mean
How involved are: Faculty	2.55
How involved are: Staff	2.33
How involved are: Deans or directors of administrative units	3.44
How involved are: Deans or chairs of academic units	3.27
How involved are: Senior administrators (VP, Provost level or above)	3.83

How involved are: Students	2.31
How involved are: Trustees	3.17
How involved are: Alumni	2.87
Community members	2.77

Use of Assessment Results from 2015-2016: Continue to review/implement direct communication strategies with employees about the Foundation, its trustees and support to the institution. The NOC Foundation Board of Trustees will also review their roles and responsibilities during their strategic planning retreat this fall. Additionally, the Foundation will implement a new trustee orientation, update policies and procedures, and formalize a planned giving program.

Goal 5: Establish and enforce communication and media relation policies to ensure that all official NOC publications, both print and online, and external communications project a consistent editorial and graphic identity that upholds the image of the college and communicates clear and accessible information.

Measured Outcome 5.1: 80% of students responding to the Student Satisfaction Survey will indicate they “Strongly Agree” or “Agree” to the following statement:
“I am able to navigate the NOC website to find information needed for enrollment, financial aid, scholarships, and/or billing.”

Assessment Results 2015-2016: Spring 2016 Student Satisfaction Survey Responses are listed below.

Question 6.7: I am able to navigate the NOC website to find information needed for enrollment, financial aid, scholarships, and/or billing.

	Percentage
Strongly Agree	59%
Agree	22%
Neither Agree nor Disagree	8%
Disagree	6%
Strongly Disagree	6%
Mean	4.22 out of 5 (4.09 in 2014-2015)

Use of Assessment Results from 2015-2016: Survey results indicated that students were able to navigate the website well overall; however, strategies for more effective navigation tools will be monitored on an ongoing basis.

Measured Outcome 5.2: Online accessibility will be improved each year in adherence to state and federal standards.

Assessment Results 2015-2016: Working with the Oklahoma ABLE Tech Accessibility Coordinator over these past three years, we have been updating our primary website to break down accessibility

barriers and to meet the compliance deadline by the end of the year 2016. In the first WAHEP Accessibility Games, Northern Oklahoma College placed first among Oklahoma colleges and universities in breaking down 88% of our accessibility barriers from our mid-October compliance report.

Use of Assessment Results from 2015-2016: NOC signed another three-year agreement with Oklahoma ABLE tech to continue to use their support and educational tools through webinars and individual department training to meet and maintain federal and state accessibility compliance guidelines. The results of this report will be shared across the campus as we continue to monitor and update our webpages to meet state and federal compliance in accessibility.

Goal 6: Provide quality graphic design, printing, mailing, copying, bindery and photographic services in a timely and cost effective manner.

Measured Outcome 6.1: At least 80% of employees responding to the Employee Satisfaction Survey will indicate they are “Very Satisfied” or “Satisfied” with the services provided in the Printing Services Department to include graphic design, printing, mailing, copying and photographic Services.

Assessment Results 2015-2016: Benchmarking data is needed for this measure.

Use of Assessment Results from 2015-2016: A question measuring outcome 6.1 will be added to the April 2017 administration of the Employee Satisfaction Survey.

Measured Outcome 6.2: A minimum of 80% of printing services job tickets will support that the Department meets deadlines on design, photography, copy, mail and print resources to administrators, faculty, and staff.

Assessment Results 2015-2016: The printing report does not currently have a column for “requested date” or “impressions.” “Requested date” has been on the job tickets but has not been recorded. Director has been tracking “received date” and “quantity,” which are important but less applicable to assessment or equipment need evaluations. An informal tracking tool was created using a spreadsheet of reports with received date and adding 14 days to get a date due (amount of lead time required for a job). This tracking suggested a higher percentage of missed deadlines as some jobs are turned in months before requested due date; however, the department was still within the goal with a yearly average of 87% of deadlines met. In one month (October 2015), the tracking showed 80% of deadlines met when the 901 was broken and no duplex cardstock jobs could be completed. In that month there were several business card orders, requiring duplex cardstock.

Use of Assessment Results from 2015-2016: To further evaluate effectiveness of processes, a new tracking tool will be employed in 2016-2017 to better assess the quality and quantity of print jobs, including “requested date” and “impressions,” beginning in June 2016.

Measured Outcome 6.3: NOC will be recognized annually with local, state, and national awards for design, photography, and printed products.

Assessment Results 2015-2016: 2015 Awards from the Oklahoma Colleges Public Relations Association (OCPRA) included the following:

Amie Berryman-Traditional Sports Photo-“Soccer on the Run”-3rd place

Jamie Haney-Events/Promotion-“NOC Residence Hall Groundbreaking”-Honorable Mention

Jennifer Smith-Sports Writing-“Tate Commands Field Though Deaf”-2nd place

Jennifer Smith-Sports Writing-“Smith Excels behind the Plate and in the Classroom”-3rd place

Jennifer Smith-Sports Writing-“NOC’s Noel Shines as Freshman Point Guard”-Honorable Mention

Use of Assessment Results from 2015-2016: Goal was met for 2014-2015. 2015-2016 submissions have been submitted and winners will be announced in July 2016.

Assessment Plan for Office of Enrollment Management

Office of Enrollment Management Mission:

The Office of Enrollment Management will develop, facilitate, and provide ongoing analysis and leadership of enrollment management related activities. In support of the Institution's mission, the Office of Enrollment Management will work collaboratively with academic and administrative departments to provide excellent enrollment services for prospective and current students, alumni, faculty and staff.

Office of Enrollment Management Goals:

- Increase enrollment annually through recruiting services.
- Provide efficient and courteous student services in enrollment processes and advisement.
- Continuously improve retention and graduation rates through clear advisement and intervention strategies.

Goal 1: Increase enrollment annually through recruiting services.

Measured Outcome 1.1: Enrollment will increase on each campus 2% annually.

Assessment Results 2015-2016:

	Enid Enrollment	Stillwater Enrollment	Tonkawa Enrollment
2013	1266	1351	1399
2014	1206	1336	1287
2015	1273	1320	1275

Numbers are based on duplicated head counts (counting enrollment for the same student on more than one campus when there is enrollment at more than one site to better gauge each location's needs) and enrollment is counted for the entire academic year, beginning summer of that academic year (e.g. 141s to 143s). Stillwater Enrollment includes NOC-only students, not OSU students taking part-time coursework.

Use of Assessment Results from 2015-2016: An institutional retention committee was established and Northern was visited by two AACRAO representatives who assisted in identifying enrollment and retention strategies that will be incorporated into a retention plan in 2016-2017.

Measured Outcome 1.2: With recruiters targeting high schools in a 75-mile radius to each campus, Northern will recruit and admit at least 1% of their graduating class each year.

Assessment Results 2015-2016: Data has not been gathered on this measurement in the absence of a complete enrollment management plan but enrollment representatives from AACRAO were brought in

to advance this and other outcomes within the plan.

Use of Assessment Results from 2015-2016: AACRAO representatives recommended a more strategic approach to recruitment with a close look at what high school and other recruiting events were attended, based on what enrollment is garnered from each event rather than what events have been traditionally attended. This analysis will continue in 2016-2017.

Goal 2: Provide effective and courteous student services in testing, enrollment processes and advisement.

Measured Outcome 2.1 (new for 2016-2017): Course GPA for students who were placed in developmental courses based on COMPASS scores will be as high as or higher than the course GPA for those students placed based on ACT scores.

Assessment Results 2015-2016: Current cut scores for secondary placement measures are listed below. These scores are reviewed annually by the Assessment Committee.

ACT SCORE	COMPASS SCORE	COURSE NUMBER AND CONTENT AREA	<p>ACT score of 19 in Math, Reading, & English, but below 19 in Science requires Science placement test only.</p> <p>ACT score below 19 in Reading & Science requires the Reading placement test only.</p> <p>ACT score of 19 in Reading & English, but below 19 in Science w/ Math score 17-18 Science placement test required and the Math placement test is optional.</p> <p>ACT score below 19 in Science, & below 16 in Math, requires Reading & Math</p>
READING:			
19+	81+	College level work	
0-18	0-80	READ 0123	
ENGLISH:			
0-18	0-7	ENGL 0123 Basic Composition	
19+	8+	ENGL 1113 Freshman Composition I	
MATH:			
0-14	0-40 PreAlg Domain	MATH 0003 Pre-Algebra	
15-17	41+ PreAlg Domain	MATH 0023 Concepts of Algebra	
18	42-72 Alg Domain	MATH 0123 Intermediate Algebra	
19+	73+ Alg Domain	MATH 1513 College Algebra	
26-27	n/a	MATH 1613 Trigonometry	
28-36	n/a	MATH 2145 Calculus I	
SCIENCE:			
0-18	Read=0-80	BSCI 0123 Basic Science (prerequisite pre-algebra)	
19+	Read=81	College level work	

Use of Assessment Results from 2015-2016: A new measure will be assessed beginning in 2016-2017 to re-evaluate the validity of current cut scores in relation to primary placement of ACT with standard predictability that student will earn a “C” or better in corresponding course with a given cut score

Measured Outcome 2.2: A minimum of 80% of students will indicate they “Strongly Agree” or “Agree” that they are satisfied with enrollment processes and advisement and that employees assisting with both these processes are courteous.

Assessment Results 2015-2016: The following questions from the Spring 2016 Student Satisfaction Survey were used to address student satisfaction with enrollment processes and advisement:

Question 2.1: The communication I received from the school about the overall enrollment process was clear.

	Percentage
Strongly Agree	44%
Agree	23%
Neither Agree nor Disagree	21%
Disagree	7%
Strongly Disagree	5%
Mean	3.95 out of 5 (3.9 in 2014-2015)

Question 2.3: An advisor worked with me to identify an academic program that met my goals.

	Percentage	
Strongly Agree	51%	2.5: An advisor was help me questions
Agree	18%	
Neither Agree nor Disagree	12%	
Disagree	10%	
Strongly Disagree	9%	
Mean	3.91 out of 5 (3.81 in 2014-2015)	

Question 2.5: An advisor was help me questions

about my course of study (courses for my major).

	Percentage
Strongly Agree	57%
Agree	13%
Neither Agree nor Disagree	15%
Disagree	6%
Strongly Disagree	9%
Mean	4.04 out of 5 (4.03 in 2014-2015)

Question 2.7: I was placed at the appropriate course level that matched my academic preparation.

	Percentage
Strongly Agree	56%
Agree	23%
Neither Agree nor Disagree	11%
Disagree	4%
Strongly Disagree	6%
Mean	4.2 out of 5 (4.13 in 2014-2015)

Question 3.1: Prior to enrollment, clear information was made available on how much my education

would cost (e.g. website cost calculator).

	Percentage
Strongly Agree	39%
Agree	22%
Neither Agree nor Disagree	19%
Disagree	9%
Strongly Disagree	11%
Mean	3.68 out of 5 (3.65 in 2014-2015)

Question 3.3: Prior to enrollment, a school financial aid officer provided financial aid counseling to help me understand the responsibilities of borrowing money to finance my education.

	Percentage
Strongly Agree	25%
Agree	16%
Neither Agree nor Disagree	25%
Disagree	14%
Strongly Disagree	20%
Not Applicable	10%
Mean	3.11 out of 5 (3.12 in 2014-2015)

Note: in 2014-2015: an N/A option was available with 10% responding.

Question 26: Employees are courteous and helpful in assisting with procedures in Enrollment:

	Percentage
Strongly Agree	64%
Agree	19%
Neither Agree nor Disagree	8%
Disagree	3%
Strongly Disagree	6%
Mean	4.32 out of 5 [compared to 4.16 in 2015]

Academic Advising:

	Percentage
Strongly Agree	55%
Agree	23%
Neither Agree nor Disagree	13%
Disagree	4%
Strongly Disagree	6%
Mean	4.16 out of 5 [3.93 in 2015]

Use of Assessment Results from 2015-2016: Additional training was provided on advising through faculty in-service training and results above show an improvement; however, students continue to report issues with poor advisement at times. Training will be ongoing with a goal in 2016-2017 to more often bring faculty and staff advisors together to create consistent training.

Goal 3: Continuously improve retention and graduation rates through clear advisement and intervention strategies in academic success courses and in advisor contacts.

Measured Outcome 3.1: A minimum of 80% of employees will recognize retention as an important goal for the success of the institution and the students served.

Assessment Results 2015-2016: With a switch from the internal employee satisfaction survey to the Noel-Levitz survey, the ranking scale on this question changed from last year's measure; however, the scores below show that the items were still ranked above 80% on the scale of importance with a "5" being the top score possible.

How important is it to you that NOC pursue the following goals?

RATE: IMPORTANCE (1 = "Not important at all / 5 = "Very important")	Mean
[A] Increase the enrollment of new students	4.74
[B] Retain more of its current students to graduation	4.75
[C] Improve the academic ability of entering student classes	4.46
[D] Recruit students from new geographic markets	4.00
[E] Increase the diversity of racial and ethnic groups represented among the student body	3.77
[F] Develop new academic programs	4.00
[G] Improve the quality of existing academic programs	4.51
[H] Improve the appearance of campus buildings and grounds	3.97
[I] Improve employee morale	4.60
[J] Increase assets of the institution's Foundation	3.92
[K] Increase use of degree program Advisory Committees	3.71
[L] time employees	3.87
[M] Some other goal	2.98

(Choose three goals that you believe should be this institution's top priorities) First priority goal:	Count
[A] Increase the enrollment of new students	60
[B] Retain more of its current students to graduation	57
[C] Improve the academic ability of entering student classes	8
[D] Recruit students from new geographic markets	3
[E] Increase the diversity of racial and ethnic groups represented among the student body	3
[F] Develop new academic programs	8
[G] Improve the quality of existing academic programs	18
[H] Improve the appearance of campus buildings and grounds	3
[I] Improve employee morale	28
[J] Increase assets of the institution's Foundation	0

[K] Increase use of degree program Advisory Committees	0
[L] Increase number of full-time employees	6
[M] Some other goal	0
All responses	194

Use of Assessment Results from 2015-2016: A retention committee was developed in 2015-2016 to address this priority and identified the need for further advisor contacts, implemented in 2015-2016 with no shows being reported after day one of attendance and contacted through the Office of Registration. In 2016-2017, the Retention Committee will target high-risk populations with specific strategies, including a review of the needs of first-generation students.

Measured Outcome 3.2: Retention rate for first-time, full-time students will increase a minimum of 1% annually through continuous review and improvement of such strategies as degree plan mapping, prompt transcribing of transfer credits, and intervention strategies.

Assessment Results 2015-2016: Retention rate for first-time, full-time students, as reported in the July 2016 Institutional Fact Book, follows:

	2010	2011	2012	2013	2014
Full-time	52%	52%	51%	55%	60%

Use of Assessment Results from 2015-2016: 2014 data shows a sizable increase. To continue this trend, the Retention Committee will continue to review data and make recommendations to faculty and staff for appropriate interventions.

Measured Outcome 3.3: A minimum of 65% of entering, first time, full-time students will graduate with an associate degree within three years.

Assessment Results 2015-2016: Graduation rate, as reported in the July 2016 Institutional Fact Book, follows:

	2010	2011	2012	2013	2014
Overall Grad Rate	20%	23%	19%	20%	25%

Use of Assessment Results from 2015-2016: Again, there was a sizable increase from 2013 to 2014. This period of time coincided with a stronger emphasis on reverse transfer and the use of reallocated positions for retention specialists. Those efforts will continue as well as taking into account recommendations from the Retention Committee and the AACRAO representatives.

Assessment Plan for NOC/OSU Gateway Program

NOC/OSU Gateway Program Mission: The NOC/OSU Gateway Program provides open access to higher education for students in Stillwater and equips them to be academically prepared through individualized services that support students both in and out of the classroom to help them successfully transfer and complete a four year degree at Oklahoma State University.

NOC/OSU Gateway Program Goals:

1. Recruit students who have been denied admission to Oklahoma State University.
2. Support institutional goals for student retention and degree completion through individualized academic advisement and counseling services created to address the needs of Gateway populations.
3. Offer a variety of remediation models and tutoring services that address the needs of students' varied learning styles.
4. Maintain strong lines of communication and shared resources with Oklahoma State University to insure seamless transfer and student success for transfer and readmitted students.

Goal 1 (new for 2016-2017): Recruit students who have been denied admission to Oklahoma State University.

Measured Outcome 1.1: A minimum of __% (to be determined by benchmark data) of students who have applied and been denied to OSU or who have received communication from OSU that redirected them to NOC-OSU Gateway Program will enroll for the next semester.

Assessment Results 2015-2016: New goal for 2016-2017

Use of Assessment Results from 2015-2016: Benchmark data will be gathered for the following:

- Students who have applied and been denied admission to Oklahoma State University but have applied for admission to NOC/OSU Gateway and who have enrolled at NOC/OSU Gateway

Data gathered in 2016-2017 will be used to identify appropriate increases for 2016-2017.

Goal 2: Support institutional goals for student retention and degree completion through individualized academic advisement and counseling services created to address the needs of Gateway populations.

Measured Outcome 2.1: Students who have been placed on probation and assigned retention specialist as advisor will be retained at ____% or higher.

Assessment Results 2015-2016: Benchmark data is needed.

Use of Assessment Results from 2015-2016: Data will be used to identify appropriate increases for 2015-2016.

Measured Outcome 2.2 Average GPA for NOC-Stillwater will be equal to or exceed that of NOC students institution-wide.

Assessment Results 2015-2016: Benchmark data is needed.

Use of Assessment Results from 2015-2016: Data will be used to identify effectiveness of retention strategies for 2015-2016 and make recommendations for change in measurements as well as target goals for retention.

Measured Outcome 2.3: A minimum of 80% of students will report they “Strongly Agree” or “Agree” that they are satisfied with the advisement and enrollment processes based on common questions on annual student satisfaction survey.

Assessment Results 2015-2016: Advisement measures institution wide are addressed in the Enrollment Management assessment plan while campus-specific information related to advisement on the Stillwater campus has been listed below, based on responses from the February 2016 Student Satisfaction Survey:

Survey Results for Student Satisfaction Survey Spring 2016 *Stillwater Campus*

Overall Results

Total respondents: 62

Demographics: Male – 30% Females – 70%

Delivery mode of classes:

Classroom/campus only	95.2%
Distance (ITV)	16.1%
Online	14.5%

Question 2.1: The communication I received from the school about the overall enrollment process was clear.

	Percentage
Strongly Agree	50%
Agree	18%
Neither Agree nor Disagree	18%
Disagree	11%
Strongly Disagree	3%

Mean	4 out of 5
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Question 2.3: An advisor worked with me to identify an academic degree program (major) that met my goals.

	Percentage
Strongly Agree	55%
Agree	18%
Neither Agree nor Disagree	11%
Disagree	11%
Strongly Disagree	5%
Mean	4.06 out of 5

Question 2.5: An academic advisor was available to help me with questions about my course of study (courses for my major).

	Percentage
Strongly Agree	57%
Agree	11%
Neither Agree nor Disagree	18%
Disagree	8%
Strongly Disagree	5%
Mean	4.08 out of 5

Question 2.7: I was placed at the appropriate course level that matched my academic preparation.

	Percentage
Strongly Agree	48%
Agree	25%
Neither Agree nor Disagree	20%
Disagree	5%
Strongly Disagree	3%
Mean	4.08 out of 5

Question 3.1: Prior to enrollment, clear information was made available on how much my education would cost (e.g. website cost calculator).

	Percentage
Strongly Agree	48%
Agree	22%
Neither Agree nor Disagree	18%
Disagree	5%
Strongly Disagree	7%
Mean	4 out of 5

Question 3.3: Prior to enrollment, a school financial aid officer provided financial aid counseling to help me understand the responsibilities of borrowing money to finance my education.

	Percentage
Strongly Agree	34%

Agree	20%
Neither Agree nor Disagree	20%
Disagree	9%
Strongly Disagree	16%
Mean	3.48 out of 5

Question 4.1: I am satisfied with the progress I am making toward completing my degree.

	Percentage
Strongly Agree	52%
Agree	21%
Neither Agree nor Disagree	15%
Disagree	3%
Strongly Disagree	8%
Mean	4.07 out of 5

Use of Assessment Results from 2015-2016: Results will be reviewed by all Stillwater faculty in fall meeting by location.

Goal 3: Offer a variety of remediation models and tutoring services that address the needs of students' varied learning styles.

Measured Outcome 3.1: Pass rates for remedial courses (in traditional instruction, boot camp models, and fast-track models) will increase annually with changes in curriculum as needed until pass rates exceed 80%.

Assessment Results 2015-2016: Data has been gathered divisionally but not broken out by location and new models in 2015-2016 (i.e. boot camp) have not yet been tracked to subsequent college-credit courses. Analysis will continue in Summer 2016.

Use of Assessment Results from 2015-2016: Data results will be provided to division chairs and faculty liaisons in Fall 2016 in-service meetings and then shared through divisional meetings so that faculty can determine any needed curriculum changes.

Measured Outcome 3.2: Student satisfaction surveys will indicate a minimum of 70% of students "Agree" or "Strongly Agree" that tutoring services are accessible and helpful in addressing class needs.

Assessment Results 2015-2016: Information sorted by campus indicated the following for the 59 Stillwater students who responded to the question on the Spring 2016 Student Satisfaction Survey:

Question 6.1 I have been able to access additional help with classes when needed, either from my instructor or tutoring services, on-site or online.

Percentage

Strongly Agree	44%
Agree	29%
Neither Agree nor Disagree	12%
Disagree	5%
Strongly Disagree	10%
Mean	3.92 out of 5

Use of Assessment Results from 2015-2016: Student responses will be shared with tutoring supervisors and faculty in Fall 2016 to identify strategies for further communicating availability of services.

Goal 4: Maintain strong lines of communication and shared resources with Oklahoma State University to insure seamless transfer and student success for transfer and readmitted students.

Measured Outcome 4.1: NOC-OSU transfer students will have first semester GPAs, one year GPAs, and graduation rates at or above those of other transfer institutions.

Assessment Results 2015-2016: Benchmark data will be gathered and analyzed in 2016-2017 to compare success rates for NOC-OSU transfer students to those of other transfer institutions.

Use of Assessment Results from 2015-2016: With benchmark data gathered, more specific outcomes will be identified for 2016-2017.

Measured Outcome 4.2: Students in Academic Success Strategies course who complete required study hall attendance will have higher GPAs than those who do not.

Assessment Results 2015-2016: Benchmark data will be gathered and analyzed by discipline in 2016-2017 to determine the effect of retention strategies employed in Academic Success Strategies.

Use of Assessment Results from 2015-2016: With benchmark data gathered, more specific outcomes will be identified for 2016-2017.