



NORTHERN
Oklahoma College

TONKAWA | ENID | STILLWATER

2018 - 2019
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, cultural and societal awareness, mathematical and scientific reasoning, and consumer and personal wellness.

Measured Outcome 1.1: Through embedded course assessments, 5 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 2017-2018: See <http://www.noc.edu/general-education> for posting of all general education competency grids, including 2017-2018 data.

Use of Assessment Results from 2017-2018: General Education competencies were restructured in 2015-2016 to develop a more comprehensive assessment process. Rather than having each general education competency tested in only one course (required in gen ed core), the Assessment Committee

voted to limit the number of competencies and evaluate them in a rotation so that each competency could be tested across the curriculum to ensure that the competencies were reinforced throughout the time students were at NOC. The timeline for general education assessment is also available at the website link above. The cycle of review began with data collected on critical thinking in Fall 2016; in 2017-2018, data was collected on communication skills in the fall semester, and rubrics were developed for cultural and societal awareness in Spring 2018. In 2018-2019, general education assessments will focus on gathering data for cultural and societal awareness. Faculty review data in the spring semester for whichever competency is being evaluated and make recommendations for the following fall. 2017-2018 results and recommendations are reported at the website link above.

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 2017-2018: Standard met and improvements over 2017 survey were seen on all of the following questions—see table 3 below for spring 2018 data.

Table 3: Spring 2018 Student Satisfaction Data

Question 5.1 Faculty provide helpful instruction.
(566 responses in 2018)

	Percentage
Strongly Agree	38%
Agree	52%
Neither Agree nor Disagree	7%
Disagree	2%
Strongly Disagree	1%
Mean	4.25 out of 5 (4.18 in 2016-2017)

Question 4.3: Course content is appropriately challenging for my program of study.
(567 responses in 2018)

	Percentage
Strongly Agree	34%
Agree	51%
Neither Agree nor Disagree	11%
Disagree	2%
Strongly Disagree	1%
Mean	4.15 out of 5 (4.04 in 2016-2017)

Question 5.5: Faculty are knowledgeable about their subject area.
(583 responses in 2018)

	Percentage
Strongly Agree	48%

Agree	46%
Neither Agree nor Disagree	5%
Disagree	1%
Strongly Disagree	0%
Mean	4.41 out of 5 (4.3 in 2016-2017)

Use of Assessment Results from 2017-2018: Results of 2017-2018 survey will be shared with all faculty in Fall 2018 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 encourages me to communicate, discuss questions, and state my opinion,” “The instructor challenges me to think,” “The instructor demonstrates knowledge of the course,” and “The instructor creates opportunities for me to apply the knowledge taught.”

Assessment Results 2017-2018: Satisfaction levels continue to be high for the areas identified in questions 2.6, 2.7, 2.8, and 2.10 below. Response rates went up for Academic Development, Ag, Science, and Eng, Business, and Fine Arts; response rates went down for the other areas. Instructors will be encouraged again to use QR codes for higher response rates.

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.

Fall 2017

Division	Total Response	2.6	2.7	2.8	2.10
Academic Development	523	90%	83%	93%	89%
Ag, Science, & Eng	975	88%	93%	96%	90%
Business	491	87%	90%	93%	91%
Fine Arts	239	94%	94%	96%	93%
HPER	79	93%	93%	93%	94%
Language Arts	730	93%	94%	97%	95%
Math	1212	86%	91%	96%	91%
Nursing	558	88%	88%	93%	88%
Social Science	857	90%	90%	95%	88%

Spring 2018

Division	Total Response	2.6	2.7	2.8	2.10
Academic Development	87	97%	91%	98%	96%
Ag, Science, & Eng	940	89%	92%	96%	91%
Business	464	90%	89%	94%	89%
Fine Arts	196	91%	92%	95%	94%
HPER	99	92%	91%	91%	90%
Language Arts	618	95%	94%	97%	93%

Math	856	85%	91%	97%	89%
Nursing	598	90%	91%	93%	88%
Social Science	820	92%	92%	96%	90%

Use of Assessment Results from 2017-2018: Results were shared with division chairs in reports broken out by division for their individual assessment plans as noted in the following sections. We will continue to embed course evaluations in courses to gain higher response rates.

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 2012-2018: OSRHE degree program reviews were submitted for the following degree programs and are available on the NOC website under the academic division pages. Programs currently suspended/not being marketed are not included in the list below. Because of their extensive internal reviews, accredited programs are permitted to use confirmation of reaccreditation from their accrediting boards to replace the OSRHE process. The Business Division was reaccredited in Spring 2018 with the confirmation of reaccreditation sent to and approved by OSRHE.

2017-2018 Program Reviews

As of 7-19-2018, the following program reviews were completed, approved by the NOC Board of Regents, and submitted to OSRHE for approval. Additional program reviews will be completed by the December 1, 2018, deadline.

- A.A. in Child Development (Administration and Management of Child Care Programs Certificate)
- A.A. in Communications (Mass Communications, Photography Options)
- A.A. in Criminal Justice
- A.A. in Social Science (Behavioral Science Option)
- A.S. in Arts and Sciences (General Studies, International Studies Options)
- A.S. in Biological Sciences (Pre-Medicine, Pre-Pharmacy Options)
- A.S. in Health, Physical Education, and Recreation (Athletic Training, Personal Training Options)
- A.A.S. in Engineering and Industrial Technology (Power Generation, Process Technology Options)

2016-2017 Program Reviews

- A.A. in Art
- A.S. in Agriculture
- A.A. in English
- A.S. in Math and Physical Science

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 Digital Media Animation and Design
- A.A.S. in Engineering and Industrial Technology

Accreditation quality assurance reports were submitted for the following programs:

- Feb. 2018—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 2012-2018: 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.

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 2017-2018: Students were placed in internships or job shadowing opportunities in seven of the eight academic divisions (Agriculture, Science, and Engineering; Business; Fine Arts; Health, Physical Education, and Recreation; Language Arts; Math, and Social Science) as noted below.

Internship List 17-18

Name	Division	Business
Conerly, Matt	Math	St. Mary's, Enid
*Culver, Braylee	Math	St. Mary's, Enid
*Cross, Tiffany	CRMJ	Kay County Detention Center
Dollarhide, Kelli	Business	VITA

Gabriel, Billie Jo	CRMJ	Garfield Co. Game Warden
Garcia, Misty	CRMJ	7 Clans Casino--Perry
Gilbert, Curtis	CRMJ	Dick Conners OK DOC
*Gillespie, Bridget	CRMJ	Kay County Detention Center
Gorrell, Lane	Ag	Sheep Center
Green, Kayla	CRMJ	Kay County Detention Center
Hicks, Ashley	CRMJ	Eric Edwards Law Firm, Enid, OK
Hutson, Zachary	CRMJ	Kay County Detention Center
Jacobs, Richard	CRMJ	Enid Police Department
*Kolb, David	Business	Blackwell United Way
Kroll, Luke	CRMJ	Enid Police Department
Love, Cynthia	Business	Blackwell Industrial Authority
McClees, Corrie Beth	Ag	Sheep Center
Medina, Charles	CRMJ	Ponca City Police Department
*Molina, Alivia	SOCI	White Eagle Summer Camp
*Orr, Logan	HPET	St. Mary's, Enid
*Parker, Farah	JOUR	Stillwater Radio
Ramirez, Griselda	CRMJ	Lamunyon Law Firm, Enid, OK
Sanders, Miranda	CRMJ	Alfalfa Co. Sheriff
*Scott, Jordan	ENGR	Corlett, Probst, and Boyd, Wichita Falls, TX
Sparks, Mackenzie	CRMJ	Kay County Detention Center
*Villaneuva, Christopher	CRMJ	US Marshall Fugitive Task Force--Kansas DOC

*denotes summer internship

Job Shadowing 17-18

Name	Division	Business
Jamie Diel	Ag, Science, & Eng	Dr. Sarah Campbell, DDS
Allison White	Ag, Science, & Eng	Dr. Sarah Campbell, DDS
Megan Cole	Undeclared	Arby's Corporate Headquarters in Tulsa
Dalton Sparks	Undeclared	Harper County Community Hospital
McKenzie McCaleb	Undeclared	Trinity Industries
Jacob Swafford	Undeclared	Frontier Electronics
Madison Stormont	Undeclared	Guthrie Police Department
Bradley Humphrey	Undeclared	Rains and Sons Transportation
Kaci Brown	Undeclared	OKC Police Department
Kali Tillery	Undeclared	Prestige Roofing
Kyle Jones	Undeclared	OSU Theatre Department
Gabrielle Barbettini	Undeclared	Enterprise Holdings
Paden Coldiron	Undeclared	Brown's Shoe Fit Co
Sally Kimbrel	Fine Arts	Concert in the Garden Series
Taryn Pruett	Fine Arts	Concert in the Garden Series

Carter Wyatt	Fine Arts	Concert in the Garden Series
Cydney Stotts	Fine Arts	Concert in the Garden Series
Donnie Smith	Fine Arts	Concert in the Garden Series
Emily Gonzalez	Fine Arts	Concert in the Garden Series
Katy Sullivan	Fine Arts	Lion King, Jr.
Carter Wyatt	Fine Arts	Lion King, Jr.
Emily Gonzalez	Fine Arts	Elf the Musical, Jr.
Sally Kimbrel	Fine Arts	Elf the Musical, Jr.
Carter Wyatt	Fine Arts	Elf the Musical, Jr.
Cydney Stotts	Fine Arts	Elf the Musical, Jr.
John Kuhlmann	Fine Arts	Elf the Musical, Jr.
Andrea Storm	Fine Arts	Elf the Musical, Jr.
Cydney Stotts	Fine Arts	The Little Mermaid, Jr.
John Kuhlmann	Fine Arts	The Little Mermaid, Jr.
Andrea Storm	Fine Arts	The Little Mermaid, Jr.
Deon Allen	PTEC	P66
Garrett Batschelet	PTEC	P66
Matthew Bennett	PTEC	P66
Cole Brumley	PTEC	P66
Cody Cooper	PTEC	P66
Megan Emmons	PTEC	P66
Daniel Erickson	PTEC	P66
Gavin Flett	PTEC	P66
Jake Gray	PTEC	P66
Brekken Grein	PTEC	P66
Katheryn Grimes	PTEC	P66
Jared Harkins	PTEC	P66
Rebecca Higgins	PTEC	P66
Katelyn Howard	PTEC	P66
Chance Matthews	PTEC	P66
Gregory Summitt	PTEC	P66
Zachary Swords	PTEC	P66
Brett Weber	PTEC	P66

Nursing students participated in numerous service learning opportunities, including handwashing clinics, community flu shots, and disaster relief training in conjunction with local authorities.

Students in all academic divisions had opportunity for study abroad through the Global Education Program summarized in a following section.

Use of Assessment Results from 2017-2018: Photos and news stories of student interns will continue to be used on the NOC website to promote future internships. An added HPER Advisory Board yielded new internship opportunities in 2017-2018. NOC will continue to support advisory boards and

encourage increased participation.

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

Assessment Results 2017-2018: The following grant applications were completed or are pending for this past year:

- 13 new grant applications
- 6 funded
- 5 pending
- Submitted but not funded indicated by * below

<u>GRANTING FOUNDATION OR AGENCY</u>	<u>Type of Grant</u>	<u>PRINCIPAL INVESTIGATOR</u>	<u>AMOUNT REQUESTED</u>
SEAMLESS PATHWAYS - NOT A GRANT	Foundation		
OK ARTS COUNCIL- SMALL GRANT	Foundation	Brandon Hobson, Paul Bowers, Don Stinson	\$ 2,000.00
NEA	Federal	Kirby Tickel-Hill	
WFO-SMART	Foundation	DEBORAH GAROUTE	\$ 5,000.00
WICHE-Lumina NCI grant	Foundation	Scott Haywood	\$ 5,000.00
PARK AVE. THRIFT/City of Enid	Foundation	Jena Kodesh	\$ 484.50
*NATIONAL COUNCIL FOR COMMUNITY EDUCATION			
PARTNERSHIPS	Federal	Jeremie Fansler	\$ 23,999.63
OK ARTS COUNCIL- SMALL GRANT	Foundation	Brandon Hobson, Paul Bowers, Don Stinson	\$ 2,500.00
NASNTI: PART F Year Three Supplemental	Federal	Rae Ann Kruse	\$ 36,787.00
*WAL-MART FOUNDATION	Foundation	Rae Ann Kruse	\$ 650.00
WAL-MART FOUNDATION	Foundation	Rae Ann Kruse	\$ 500.00
WAL-MART FOUNDATION	Foundation	Deborah Garoutte	\$ 500.00
WAL-MART FOUNDATION	Foundation	Amy Hartling	\$ 500.00

Use of Assessment Results from 2017-2018: Since July 2017, NOC has applied for 12 grants of which 5 were awarded, 5 are still pending, and 2 were submitted but not funded. Of the grants pending from 2016-2017, both were submitted but not funded. In all, NOC has applied for 31 grants since 2016. NOC has received invitations to participate in grants due to the exemplary management of the NASNTI Part F grant, a five-year grant for \$1.75M awarded in the 2016-2017 year. Other grants received include the Oklahoma Arts Council and Women's Foundation of Oklahoma; both were funded at their maximum amount. Currently, formal interest has been expressed in six other grants for the upcoming semester. Grants have shown a steady increase in both applications and interest among faculty and staff across the institution.

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:

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

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

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

Assessment Results 2017-2018 (from 2018 Student Satisfaction Survey):

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.

(582 responses in 2018)

	Percentage
Strongly Agree	34%
Agree	52%
Neither Agree nor Disagree	11%
Disagree	2%
Strongly Disagree	1%
Mean	4.17 out of 5 (4.2 in 2016-2017)

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.

(585 responses in 2018)

	Percentage
Strongly Agree	44%
Agree	52%
Neither Agree nor Disagree	11%
Disagree	2%
Strongly Disagree	1%
Mean	4.17 out of 5 (4.02 in 2016-2017)

Computer Labs

(577 responses in 2018)

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

	Percentage
Strongly Agree	45%
Agree	44%
Neither Agree nor Disagree	8%
Disagree	2%
Strongly Disagree	2%
Mean	4.32 out of 5 (4.28 in 2016-2017)

Use of Assessment Results from 2017-2018: Standard was met in all areas with slight variations from results in prior year. Student services will be promoted through Orientation courses as well as through student email reminders.

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

Assessment Results 2017-18: May 2014 to April 2017 Usage Statistics are shown below.

Library Statistics

	AY-2014	AY-2015	AY-2016	AY-2017
Visitors to Enid and Tonkawa Libraries	90,000	79,920	90,393	67,293
Database Instructions	45	47	41	26

Electronic Databases for 2014-2017

	AY-2014	AY-2015	AY-2016	AY-2017
Session				
• EbscoHost	4,135	5,511	5,962	5,128
• ProQuest	3,936	4,021	4,212	4,102
• Gale	2,726	1,301	1,096	1,611
Total	10,797	10,833	11,270	10,841
Total Full Texts Retrieved				
• EbscoHost	9,831	10,667	10,012	10,762
• ProQuest	4,039	2,874	3,202	2,012
• Gale	2,759	1,298	1,369	2,128
Total	16,629	14,839	14,583	14,902
Abstracts Retrieved				
• EbscoHost	14,014	13,840	12,126	11,358
• ProQuest	843	420	1,002	758
• Gale	59	44	52	216
Total	14,916	14,304	13,180	12,332

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

Use of Assessment Results from 2017-2018: 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 2017-18: Advisor's Handbook was updated in Spring 2018 and is available under the "Academic" link of the NOC website.

Use of Assessment Results from 2017-2018: All faculty met for updates on advisement issues in October 2017 before spring enrollment opened, and again met before Summer 2018 and Fall 2018 enrollment opened with a particular focus on new supplemental coursework for changes in the co-requisite model.

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 2017-2018: The following summary reflects the attendance for faculty professional development offerings.

FALL

In Service	98
Advisement	80
ADA Compliance	15
Blackboard Basics	9
Blackboard Webinars	7
Cultural Language	8
Cyber-Security	32
Diversity	5
Haven	18
ITV Best Practices	7
Native American	17

Quality Matters	34
Turnitin.com	4
External Opportunities	67

SPRING

In Service	96
Advisement	82
Autism Awareness	1
Blackboard Basics	3
Blackboard Webinars	19
Black History	4
FERPA	3
Google Docs	10
Hungry & Homeless	3
International Students	5
ITV Best Practices	1
Outlook	1
Quality Matters	5
Women's History	4
External Opportunities	39

Use of Assessment Results from 2017-2018: In 2016-2017, an incentive program was added for professional development attendance (drawings for gift cards) in addition to the 2015-2016 requirement implemented within each division for each faculty member to participate in at least two professional development offerings. Attendance has improved overall with this plan and the June 2018 budget included the same overall budget as noted below.

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 2017-2018: Full-time faculty all had access to \$800 each for professional development. Sixteen faculty and staff members also submitted requests for R and R reimbursement for coursework taken beyond what might have been covered with this budget, and funds were allocated to reimburse a large portion of these expenses. These numbers show that professional development is important to many employees. An institutional budget was available for on-site offerings with \$10,000 designated for faculty and \$10,000 designated for staff.

Use of Assessment Results from 2017-2018: In budget review meetings, the value of professional development was reiterated. For 2018-2019, the budget was maintained to provide each full-time faculty member with \$800 to use for professional development (e.g. conferences, webinars, additional graduate coursework, etc.) and a \$10,000 budget was maintained for both faculty and staff on-site professional development offerings.

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

*Note: The Ag, Science, and Engineering Division was split in summer 2018 into two divisions: Agriculture & Biological Science and Engineering, Physical Science, and Process Technology. The divisions will be reported separately in the next assessment plan.

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, cultural and societal awareness, mathematical and scientific reasoning, and consumer and personal wellness.

Measured Outcome 1.1: General education competencies will be assessed within the division according to the institutional timeline and will reflect a 70% or higher success rate.

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/general-education>

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

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.”

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

Assessment Results 2017-2018: Results were broken out by division with the following results for the following results for the Agriculture, Science, and Engineering Division:

Fall 2017

Division	Total Response	2.6	2.7	2.8	2.10
Ag, Science, & Eng	975	88%	93%	96%	90%

Spring 2018

Division	Total Response	2.6	2.7	2.8	2.10
Ag, Science, & Eng	940	89%	92%	96%	91%

Use of Assessment Results from 2017-2018: 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 2012-2018: 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 (pending 2018)
- A.A.S. in Engineering and Industrial Technology (pending 2018)
- A.S. in Agriculture Sciences (reviewed in 2016-2017)
- A.S. in Mathematics and Physical Science (reviewed in 2016-2017)

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

Use of Assessment Results from 2012-2018: 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

- Began advisement in the newly-developed degree options for Agriculture (Ag Business, Ag Communications, Plant and Soil Science, and Pre-Veterinary Medicine)
- Developed program objectives for data collection of the new degree options
- A.S. in Biological Sciences
 - Expanded course offering of Biology for Majors for Fall and Spring semesters in Enid
 - Modified some General Biology labs to incorporate components in written communication
 - Added sections of BISI 1314, BISI 2104 and BISI 2204 in Stillwater
 - Added sections of BISI 1114 (online) and HSLT 1113 (online) to summer class offerings
 - Increased course offerings of BISI 2104 and BISI 2204 for fall and spring semesters in both Enid and Tonkawa
 - Developing new course offerings in all areas of science as one-credit hour “Introduction to Scientific Research”
 - Expanded research opportunities in the Biological Sciences
 - Added new computers for science labs in Enid
- A.S. in Mathematics and Physical Science
 - Modified some General Chemistry I labs to incorporate components in written communication
 - Increased course offerings of CHEM 1314 and CHEM 1414 for fall and spring semesters in both Enid and Tonkawa
 - Added online offerings of PHSC 1114 to fall, spring and summer semesters
 - Added a L12 week online PHSC 1114 to spring schedule
 - Began offering research opportunities in Physics
 - Began offering PHYS 2014 Engineering Physics I via ITV to the Enid campus
 - Developed a schedule for completion of the Pre-Engineering degree in Enid with a one-semester commute to Tonkawa
 - Added a new faculty member in the area of Earth Science to meet enrollment demands
 - Developing new course offerings in all areas of science as one-credit hour “Introduction to Scientific Research”
 - Formed partnership with Iron Range Engineering Group housed in Virginia, MN
- A.A.S. in Engineering and Industrial Technology
 - Replaced Technical Math with College Algebra to meet needs of workforce (Advisory Board input)

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
- Participation in livestock exhibition through Sheep Center.
- Internships at Farmer's Co-Op, Veterinary Clinics, Parks and Recreation, and Farming and Ranching operations

Biological Science:

- NOC Science Club campus organization activities
- Participation in student conducted research
- Student involvement in hosting planetarium shows and community telescope viewings
- Study abroad opportunities in Costa Rica
- Participation in the National Conference on Undergraduate Research

Physical Science:

- NOC Science Club campus organization activities
- Participation in student conducted research
- Participation in the Conference on Undergraduate Research

Engineering and Industrial Technology (PTEC):

- Engineering Club campus organization activities
- PTEC program recognized as a national program
- Participation in the PTEC National Troubleshooting Contest
- Internships/Industrial interactions with local industrial partners.

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

Assessment Results 2017-2018: The following are sample extracurricular opportunities offered to students in the Agriculture, Science, and Engineering Division in 2017-2018:

- Participation in Livestock Judging Contests in Wichita, KS; Eldorado, KS; Omaha, NE; Minnesota, MN; Tulsa, OK; Phoenix, AZ; Denver, CO; San Antonio, TX; Louisville, KY; Kansas City, MO; and Houston, TX.
- Participation in exhibiting the NOC Sheep Flock in Tulsa, OK, Louisville, KY, Ft. Worth, TX, and San Antonio, TX.
- Participation in organizing and hosting the Maverick Sheep Show, NOC Fall Classic Heifer and Steer Show, NOC Livestock Judging Contest and Interscholastic Meet.
- Participation in various clubs/organizations within the division, including Northern Aggies Club, Science Club and Pre-Engineering Club. Each club meets monthly or bi-monthly.
- During the E6 instruction period of the summer, students has an opportunity for a study abroad in Costa Rica at a Biological Research Station.
- Engineering students created cardboard chair designs and had an opportunity to present and defend their designs to NOC science faculty.
- Students are guest speakers at Tonkawa Elementary, presenting science demonstrations.
- Advisory Board for Agriculture met on Aug. 24, 2017, and PTEC Advisory Board met on Oct. 13, 2017, March 2, 2018, and TBD for Summer 2018. A new Pre-Engineering Advisory Board

was formed and held its first meeting on April 17, 2018.

Use of Assessment Results from 2017-2018: 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:

Question 6.1 on Tutoring:

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

Question 6.3 on Library Research Tools:

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

Question 6.5 on Computer Labs:

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

Assessment Results 2017-2018: The following responses were sorted for Agriculture, Biology, and Engineering and Industrial Tech majors responding to the Spring 2018 Student Satisfaction Survey:

By Division

AG Majors	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Response	Average out of 5	2016-17
Question 6.1	0%	0%	8%	60%	32%	25	4.24	4.47
Question 6.3	0%	4%	0%	54%	42%	24	4.33	4.40
Question 6.5	0%	4%	12%	33%	50%	24	4.29	4.52
BISI Majors	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Response	Average out of 5	2016-17

Question 6.1	1%	0%	12%	46%	41%	69	4.25	4.28
Question 6.3	1%	1%	1%	46%	50%	70	4.41	4.23
Question 6.5	1%	0%	7%	41%	51%	71	4.39	4.54

ENG & IND TECH Majors	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Response	Average out of 5	2016-17
Question 6.1	0%	0%	5%	64%	32%	22	4.27	4.15
Question 6.3	0%	0%	0%	65%	35%	23	4.35	4.04
Question 6.5	0%	0%	0%	68%	32%	22	4.32	4.22

Use of Assessment Results from 2017-2018: 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 2017-2018: As tracked through professional development attendance reports, all 18 full-time Ag, Science, and Engineering full-time faculty completed at least two professional development sessions, with the majority attending the spring in-service guest speaker.

Use of Assessment Results 2017-2018:

- Continue to encourage faculty to participate in at least 2 professional development opportunities each year. These could be on-site opportunities or external professional development offerings.
- Continue to track participation of the faculty in the professional development opportunities and review survey results to assess faculty needs and interests.

Assessment Plan for Academic Affairs—Business Division

Business Division Mission: The Business Division of Northern Oklahoma College provides high quality, accessible, and affordable business educational opportunities to expand relevant professional and technical skills for rapidly-changing workforce needs and develop students as effective learners that are team oriented business leaders within their communities in a connected and dynamic business world. (Updated 9-15-17)

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, cultural and societal awareness, mathematical and scientific reasoning, and consumer and personal wellness.

Measured Outcome 1.1: General education competencies will be assessed within the division according to the institutional timeline and will reflect the pass rate for each competency as listed on the General Education Competency Grid.

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/general-education>

Use of Assessment Results from 2017-2018: Benchmarks were met for all areas in Fall 2017. Faculty reported a number of recommendations, including reviewing / revising assessment tools and rubrics to include a higher level of focus on analysis and critical thinking, as well as utilization of a wider variety of tools within the various MS Office Programs and increased skills in technical writing.

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

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.”

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

Assessment Results 2017-2018: Results were broken out by division with the following results for the Business Division:

Fall 2017

Division	Total Response	2.6	2.7	2.8	2.10
Business	491	87%	90%	93%	91%

Spring 2018

Division	Total Response	2.6	2.7	2.8	2.10
Business	464	90%	89%	94%	89%

Use of Assessment Results from 2017-2018: Benchmarks were met; results will be shared with faculty in fall in-service meetings. Of particular note is the increase in communication with students and application of knowledge from fall 2016 to fall 2017.

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 2017-2018: The ACBSP Self Study report (completed every 10 years) was submitted for the Business Division and its degree programs in December 2017 for the study year of 2016-2017. A site visit occurred in March 2018 and the report was accepted with no notes or conditions, but one Opportunity for Improvement (OFI) as listed below. The next Assurance Report will be submitted in four years, due in February 2022.

Use of Assessment Results from 2017-2018: No program changes were made as a result of the 2017-2018 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 are three related opportunities for improvement (OFI) in standard #3:

- Criterion 3.2: An opportunity exists to develop better tracking of business graduates from a six-months, two-year, and a five-year basis.
- Criterion 3.4: Collection of employer satisfaction and alumni satisfaction surveys are required elements. It is understood that it can be difficult to get a reasonable sample of these stakeholders to respond. It is also important to identify strengths and weaknesses from this process that can be addressed in the spirit of continuous improvement.

In Fall 2018, surveys tracking recent graduates on a 6-month, 2 year and 5 year basis will be developed with the assistance of the Office of Institutional Research. These satisfaction surveys will assist the department in analyzing strengths and weaknesses as well as areas of potential growth.

Source of Documentation: 2017-18 ACBSP Self Study and ACBSP Letter of Reaffirmation.

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

Assessment Results 2017-2018: The Business Division Advisory Board met in November 2017. The members completed a survey of programs and reviewed the degree programs. The minutes of the November Advisory Board meeting are available on the Business Division Webpage. Business advisory board members proposed needs in soft / employability skills, Quickbooks skills, entrepreneurial thinking, basic business law knowledge and financial analysis skills. Additionally, the members suggested cyber-security as a growth field.

Use of Assessment Results from 2017-2018: As a result of the suggestions, the Professional Development course was added to all business degrees beginning in the 2018-19 Academic Year. This capstone course will include information on soft and employability skills, which will also align with a new course offering at Oklahoma State University. A basic Business Law course was added to the applied science degrees. Entrepreneurial thinking will be encouraged through the Love's Cup competition as well as through Business Club activities. The Business Division will provide a 3-hour release for the Computer Science instructor to develop the cyber-security degree program and assist with identifying outside funding sources.

Source of Documentation: Advisory Board and Business Division 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 2017-2018: Three students participated in the Business internship program during the 2017-2018 academic year. Therefore, the benchmarks were not met. However, the completion rate was 100% and the performance on the Internship Portfolio exceeded the benchmark of 80% or better.

Use of Assessment Results from 2017-2018: Increased marketing of the internship program through the Business Club and utilizing the efforts and resources of the Dean of Academic Services will assist in increasing the participation rate. The benchmark remains at 5 students.

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 2017-2018: The AMBUCS Auxiliary club was inactive during the 2017-2018 academic year. Kappa Beta Delta combined with the newly formed Business Club on the Tonkawa campus in order to increase student participation. Students continued to participate on a smaller scale in community service activities such as the annual canned food drive, assisting with the local food pantry, providing volunteers for the Volunteer Income Tax Assistance (VITA) program and providing a booth for the NOC Trick-or-Treat fair. Further, they provided a seminar on Investing Money Wisely as a campus service. A simulation competition was held on the Enid campus for students and community members to compete for prizes and to improve business decision making skills.

Use of Assessment Results from 2017-2018: The reformation of an AMBUCS Auxiliary chapter and continuation of the simulation competition on the Enid campus is planned during the 2018-2019 academic year. An expansion of the seminar series on the Tonkawa campus is planned as well as networking opportunities with community and advisory board members. Further, participation in a Business Student conference in fall 2018 is being researched. With the hire of a new accounting faculty member and the relocation of the campus to a new building in Stillwater, a renewed focus in engaging Stillwater Business students will be initiate, particularly in the area of entrepreneurship activities.

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

Assessment Results 2017-2018: Northern did not have a team participating in the Governor's Cup Competition this year, indicating that the benchmark was not met. Though a team did not participate in the Love's Cup Competition this year, four students attended the "Who Wants to be an Entrepreneur" conference in October.

Use of Assessment Results from 2017-2018: Continued interest in entrepreneurial endeavors indicates a need to continue the Love's Cup participation. Continued marketing of the program and emphasis on student development through participation in the team will occur. This initiative supports Business Advisory Board recommendations of entrepreneurial thinking and development of financial analysis skills.

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:

Question 6.1 Tutoring:

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

Question 6.3 Library Research Tools:

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

Question 6.5 Computer Labs:

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

Assessment Results 2017-2018: On the Spring 2018 Student Satisfaction Survey, the following responses were gathered in relation to the three questions above:

BUS ADM Majors	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Response	Average out of 5	2016-18
Question 6.1	0%	5%	10%	59%	26%	61	4.07	4.27
Question 6.3	0%	3%	10%	48%	39%	61	4.23	4.21
Question 6.5	2%	2%	3%	53%	40%	62	4.29	4.32

BUS MGMT Majors	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Response	Average out of 5	2016-18
Question 6.1	0%	3%	10%	42%	45%	31	4.29	4.04
Question 6.3	0%	6%	0%	52%	42%	31	4.29	4.17
Question 6.5	0%	3%	17%	41%	38%	29	4.14	4.15

COMP SCI Majors	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Response	Average out of 5	2016-18
Question 6.1	0%	0%	0%	57%	43%	7	4.43	4.5
Question 6.3	0%	0%	14%	57%	29%	7	4.14	4.5
Question 6.5	0%	0%	14%	43%	3%	7	4.29	4.63

Use of Assessment Results from 2017-2018: The benchmarks were met in all areas for Business Administration, Business Management and Computer Science majors. 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 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 2017-2018: All Business faculty completed the minimum of two professional development sessions throughout the year. Many were in the area of online learning as well as discipline specific coursework.

Use of Assessment Results from 2017-2018: All faculty met the benchmark, and an increase in discipline specific coursework was noted. Emphasis on both teaching / learning as well as discipline specific development will continue.

Source of Documentation: Faculty Self-Evaluation forms.

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. [Per advisory board recommendation, update to once annually for 2018-2019.]

Assessment Results 2017-2018: The Business Advisory Board met in November 2017; therefore the benchmark was not met.

Use of Assessment Results from 2017-2018: The Business Advisory Board discussed the necessity of meeting twice annually and it was determined that a need did not exist to meet formally twice a year. The Board discussed the idea of instead of a spring meeting using that time to participate with the Professional Development class mock interviews. The Outcome will be adjusted to reflect this change.

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 2017-2018: Due to limited faculty resources being needed for other large divisional projects, such as ACBSP reaffirmation, no grant applications were made and consequently the benchmark was not met during the 2017-2018 academic year.

Use of Assessment Results from 2017-2018: A grant need has been identified for the 2018-2019 academic year in the area of cyber-security and release time provided for the Computer Science faculty member in order to develop the curriculum and assist with identifying funding sources. The benchmark will remain the same for the 2018-2019 academic year to increase the comfort level of the faculty in the grant writing process.

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, cultural and societal awareness, mathematical and scientific reasoning, and consumer and personal wellness.

Measured Outcome 1.1: General education competencies will be assessed within the division according to the institutional timeline and will reflect the pass rate for each competency as listed on the General Education Competency Grid.

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/general-education>

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

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.”

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

Assessment Results 2017-2018: Results were broken out by division with the following results for the Fine Arts Division:

Fall 2017

Division	Total Response	2.6	2.7	2.8	2.10
Fine Arts	239	94%	94%	96%	93%

Spring 2018

Division	Total Response	2.6	2.7	2.8	2.10
Fine Arts	196	91%	92%	95%	94%

Use of Assessment Results from 2017-2018: 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, OSHRE productivity reports, and/or individual program accreditation reporting requirements.

Assessment Results 2012-2018: 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 (2017 Low Productivity and Program Review were submitted)
- AAS in Digital Media Animation and Design (2018 Review)
- AA in Music (2014 Review)

Use of Assessment Results from 2012-2018: 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 cycle of 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

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 extracurricular student learning through community performances/projects, internships, job shadowing and/or service learning.

Assessment Results 2017-2018: The following Fine Arts activities addressed this measure in 2017-2018:

The Art Department provided the following student learning opportunities:

- 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 mentored and assisted with the 1st grade art class project at Tonkawa Elementary School.

The Music Department provided the following student learning opportunities:

- Students performed at the Kay County Fair, sponsored by the Blackwell Chamber of Commerce.
- Students performed at the Kansas City Renaissance Fair, part of Madrigal performance ensemble growth curriculum.
- Students performed for an audience of approximately 500 people, hosted by the Ponca Theatre.
- Students performed for an audience of approximately 800 K-12 public school students, hosted by the Bristow Public Schools.
- Students performed for an audience of approximately 800 K-12 public school students, hosted by the Perry Public Schools.
- Students performed for an audience of approximately 200 K-6 public school students, hosted by the McCord School.
- Students performed for an audience of approximately 500 K-12 public school students, hosted by the Mannford Public Schools.
- Students performed in the Ponca City Arts and Humanities Council’s Concerts in the Garden.

The Theatre Department provided the following student learning opportunities:

- Students assisted in the set-up, running of show, and tear-down with the professional traveling musical group “Under the Streetlamp.”
- Students auditioned for and participated as actors, singers, dancers, and technicians in 2 musicals, *Godspell* and *Lucky Stiff*, and 2 plays, *Dead Man’s Cellphone* and *God of Carnage*. *Godspell* was performed for local elementary through high school students at a special matinee.
- Sophomore students traveled to New York City to participate in master classes and interviews with Broadway performers. While there, students viewed multiple Broadway shows.

- NOC and Evans Children's Academy of Performing Arts have partnered to create opportunities for music, art, and theatre students to work in technical theatre, design, and musical at the Poncan Theatre on 3-4 musical performances a year.

Use of Assessment Results from 2017-2018: Faculty will continue to report annually on experiential learning experiences to verify students are continuing to have a variety of learning opportunities outside of the classroom.

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:

Question 6.1 Tutoring:

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

Question 6.3 Library Research Tools:

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

Question 6.5 Computer Labs:

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

Assessment Results 2017-2018: On the Spring 2018 Student Satisfaction Survey, 6 students identified themselves as **Art** majors, 8 as **DMAD** majors, and 7 as **Music** majors and responded to related questions as follows:

ART Majors	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Response	Average out of 5	2016-17
Question 6.1	0%	0%	17%	67%	17%	6	4.00	4.00
Question 6.3	0%	0%	0%	100%	0%	6	4.00	4.17
Question 6.5	0%	17%	0%	67%	17%	6	3.83	4.17
DMAD Majors	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Response	Average out of 5	2016-17

Question 6.1	0%	0%	12%	38%	50%	8	4.38	-
Question 6.3	0%	0%	14%	43%	43%	7	4.29	-
Question 6.5	0%	0%	0%	29%	71%	7	4.71	-

MUSIC Majors	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Response	Average out of 5	2016-17
Question 6.1	0%	0%	43%	57%	0%	7	3.57	4.22
Question 6.3	0%	0%	14%	43%	43%	7	4.29	4.1
Question 6.5	0%	0%	14%	57%	29%	7	4.14	4.22

Use of Assessment Results from 2017-2018: Faculty will review findings in Fall 2018 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. Examples promoted include the following:
 OMEA–Oklahoma Music Educators Assoc. CBDNA–College Band Directors National Assoc.
 DaVinci–DaVinci Institute OAC–Oklahoma Arts Conference
 CWF–Creative World Forum OAMS–Oklahoma Association of Music Schools
 MENC–Music Educators National Conference NATS–National Assoc. of Teachers of Singers
 OBA–Oklahoma Bandmasters Association NAB–National Association of Broadcasting
 Siggraph–Special Interest group for Advanced Graphics.
 AUGA–Autodesk Visors 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 2017-2018: Based on Blackboard tracking of professional development on site, 8 of 8 returning full-time faculty attended at least two professional development sessions.

Use of Assessment Results from 2017-2018: While all faculty participated in multiple professional development opportunities, not all were reported through Blackboard tracking. Faculty will be encouraged to list all activities either through Blackboard or the self-evaluation form in 2018-2019.

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 2017-2018: No data collected on this measurement.

Use of Assessment Results from 2017-2018: With institutional tracking of employee satisfaction in spring survey, this measurement will be removed for 2018.

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, cultural and societal awareness, mathematical and scientific reasoning, and consumer and personal wellness.

Measured Outcome 1.1: General education competencies will be assessed within the division according to the institutional timeline and will reflect the pass rate for each competency as listed on the General Education Competency Grid.

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/general-education>

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

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.”

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

Assessment Results 2017-2018: Results were broken out by division with the following results for the HPER Division:

Fall 2016

Division	Total Response	2.6	2.7	2.8	2.10
HPER	132	91%	89%	96%	95%

Spring 2017

Division	Total Response	2.6	2.7	2.8	2.10
HPER	179	92%	93%	95%	94%

Use of Assessment Results from 2017-2018: 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, OSHRE productivity reports, and/or individual program accreditation reporting requirements.

Assessment Results 2017-2018: A program review was submitted for the A.S. degree in Health, Physical Education, and Recreation in July 2018. The next program review cycle for this degree will be in 2022-2023.

Use of Assessment Results 2017-2018: Through the use of the 2018 assessment results, faculty reviewed the curriculum and identified the need to further track graduation rates to meet the goal of 40% for graduation rates of majors. The review also noted the need to continue monitoring the personal training program with changes in Enid instruction to increase the 40% pass rate. The program review further noted that HPET 1223 would be revised to prepare for online Quality Matters certification.

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 2017-2018: All students who graduated with the Athletic Training degree option completed the 500 hours of required hands-on training—5 students in Tonkawa, 0 students in Enid.

Use of Assessment Results from 2017-2018: 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 2017-2018: In Spring 2018, 12 of 12 students completed this assignment.

Use of Assessment Results from 2017-2018: Benchmark was met. Field experience instructors will continue to track this measure to insure students meet this requirement annually.

Measured Outcome 3.3: Students in the Personal Training Option will complete a minimum of 50 hours of observation.

Assessment Results 2017-2018: Measure 3.3 is a new addition as of summer 2018. Tracking will begin in Fall 2018.

Use of Assessment Results from 2017-2018: N/A—new measurement

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:

Question 6.1 Tutoring:

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

Question 6.3 Library Research Tools:

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

Question 6.5 Computer Labs:

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

Assessment Results 2017-2018: Fifty-four students declaring HPER as a major completed the 2018 Student Satisfaction Survey. Their responses are below:

	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree	Average
HPER MAJORS						
Question 6.1	0%	0	10	54	37	4.27
Question 6.3	2%	0	10	51	37	4.20
Question 6.5	2%	2	5	44	46	4.29

Use of Assessment Results from 2017-2018: All benchmarks were met. Results will be shared with HPER faculty in Fall 2018 in-service meeting to determine if and how any further adjustments should be made.

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 2017-2018:

HPER

Year	First-Time Majors	Enrolled in HPER	Grads	Grad Rate
2015	25	9	5	56%
2014	11	10	7	70%
2013	17	15	6	40%
2012	17	14	9	64%

Athletic Training

Year	First-Time Majors	Enrolled in HPER	Grads	Grad Rate
2015	19	4	1	25%
2014	28	18	7	39%
2013	26	21	8	38%
2012	21	16	7	44%

Use of Assessment Results from 2017-2018: Cohort data for 2015 was added above. The method of data collection was also adjusted to use a gateway course to better track students. This tracking reflected there were 5 graduates in the HPER program, 1 graduate shifted to General Studies, and 3 studies left the institution. For Athletic Training, 1 student graduated in the program, 1 major shifted and graduated with an Elementary Education degree; 1 student has graduation pending with summer enrollment. Faculty will continue to track graduation rates and provide further information to students on the expectations for the degrees in introductory courses.

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 2017-2018: Based on the Blackboard page tracking of on-site professional development and documentation of graduate coursework taken, 4 of 4 full-time HPER faculty who were employed in August 2017 participated in at least two professional development sessions. One full-time

faculty member began in Spring 2018 and met half of that requirement.

Use of Assessment Results from 2017-2018: Professional development opportunities will continue to be promoted with the expectation of regular participation.

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

Assessment Results 2017-2018: 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, and Summer McClure

Use of Assessment Results from 2017-2018: 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, cultural and societal awareness, mathematical and scientific reasoning, and consumer and personal wellness.

Measured Outcome 1.1: General education competencies will be assessed within the division according to the institutional timeline and will reflect the pass rate for each competency as listed on the General Education Competency Grid.

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/general-education>

Use of Assessment Results from 2017-2018: Benchmarks were met and will remain the same for the 2018-2019 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

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

Assessment Results 2017-2018: Results were broken out by division with the following results for the Language Arts Division:

Fall 2017

Division	Total Response	2.6	2.7	2.8	2.10
Language Arts	730	93%	94%	97%	95%

Spring 2018

Division	Total Response	2.6	2.7	2.8	2.10
Language Arts	618	95%	94%	97%	93%

Use of Assessment Results from 2017-2018: 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, OSHRE productivity reports, and/or individual program accreditation reporting requirements.

Assessment Results 2017-2018: Program reviews were submitted in July 2018 for the A.S. in Communications and the A.S. in Arts and Sciences. A program review for the A.S. in Education-Elementary Option is pending NOC Board approval for the 2018 review cycle.

Use of Assessment Results 2017-2018: One determination made after the 2018 program review of the Communications degree was that further recruiting and retention efforts were needed to grow the program. For the 2017 program review of the A.A. in English, the recommendation was to offer program classes online every other semester.

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 2017-2018: The Service Learning opportunity for 2017-2018 occurred in connection with a composition course taught by Tammy Davis on the Stillwater campus. Eleven students from NOC worked with 12 students from Lincoln Academy. The NOC students worked with the group of students to write an anthology about the This I Believe Story program. The project was completed with the publishing of the anthology, which was shared with family and friends. Six students

from Lincoln Academy had writing featured in the anthology.

In addition, this project was expanded to include a pen-pal writing component with 3rd to 5th grade students from Lake Park Elementary School, a Title I School in the Putnam School District. Ten elementary students exchanged letters with 11 NOC students. Each group wrote identity poems, and the 3rd to 5th grade class members wrote essays based upon kindness and where they saw kindness in their lives. The NOC students traveled to Lake Park to work directly with the students on revision exercises. The project was completed with the publishing of the anthology which was shared with family and friend.

Use of Assessment Results from 2017-2018: The Lincoln Academy project has been a successful partnership now for seven years, with Tammy's students producing an anthology of writings each year. Both Lincoln Academy and Lake Park Elementary have asked them to return for the 2018-2019 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:

Question 6.1 Tutoring:

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

Question 6.3 Library Research Tools:

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

Question 6.5 Computer Labs:

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

Assessment Results 2017-2018: On the Spring 2018 Student Satisfaction Survey, 12 students identified themselves as **Communication** majors and 6 as **English** majors and responded to questions as follows:

COMM Majors	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Response	Average out of 5	2016-17
Question 6.1	0%	0%	0%	42%	58%	12	4.58	4.33
Question 6.3	0%	0%	8%	42%	50%	12	4.42	4.67

Question 6.5	0%	0%	9%	27%	64%	11	4.55	4.33
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ENGL Majors	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Response	Average out of 5	2016-17
Question 6.1	0%	0%	33%	33%	33%	6	4.00	4.5
Question 6.3	0%	0%	0%	50%	50%	6	4.50	4.5
Question 6.5	0%	0%	0%	0%	100%	6	5.00	4.0

Use of Assessment Results from 2017-2018: Faculty will review findings in Fall 2018 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 2017-2018: All 15 full-time Language Arts faculty member met and exceeded the required minimum of two professional development activities, based on Blackboard tracking of on-site sessions. The lowest number of professional development sessions attended was 4 and the highest was 16.

Use of Assessment Results from 2017-2018: Benchmark was exceeded and will continue to be tracked in 2017-2018 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, cultural and societal awareness, mathematical and scientific reasoning, and consumer and personal wellness.

Measured Outcome 1.1: General education competencies will be assessed within the division according to the institutional timeline and will reflect the pass rate for each competency as listed on the General Education Competency Grid.

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/general-education>

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

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.”

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

Assessment Results 2017-2018: Results were broken out by division with the following results for the Math Division:

Fall 2017

Division	Total Response	2.6	2.7	2.8	2.10
Math	1212	86%	91%	96%	91%

Spring 2018

Division	Total Response	2.6	2.7	2.8	2.10
Math	856	85%	91%	97%	89%

Use of Assessment Results from 2017-2018: 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, OSHRE productivity reports, and/or individual program accreditation reporting requirements.

Assessment Results 2012-2018: The A.S. in Math and Physical Sciences was reviewed in 2016-2017 and submitted to OSRHE for approval. The next review cycle will be for 2021-2022.

Use of Assessment Results 2012-2018: 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. In addition in 2016-2017, Calculus I and II were offered via ITV between Tonkawa and Enid during the traditional off semester for students that had already completed College Algebra and Trigonometry prior to enrolling at NOC so that students could continue their math requirements without sitting out a semester. The Math Division will continue to watch numbers for Calculus to determine if offering each semester is reasonable. It appears that numbers continue to increase and offering them each semester is meeting a need. As needs for more upper-level math courses rise, we will need more instructors to fill in the College Algebra and other entry-level math courses.

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 2017-2018: Two students completed math internships. Matt Conerly, Enid Math Major, held a Biomedical Engineering internship at St. Mary's. Ethan Fields, Tonkawa Math Major, held an internship at Sherwood Forest in Lesterville, MO, helping students understand basic math applications to everyday life.

Use of Assessment Results 2017-2018: Continue to seek out internships and other opportunities for students.

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:

Question 6.1 Tutoring:

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

Question 6.3 Library Research Tools:

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

Question 6.5 Computer Labs:

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

Assessment Results 2017-2018: 15 students identified themselves as **Math (including Math, Astronomy, Chemistry/Physics and Pre-Engineering options)** majors on the Spring 2018 Student Satisfaction Survey and responded to related questions as follows:

MATH Majors	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Response	Average out of 5	2016-17
Question 6.1	0%	0%	7%	60%	33%	15	4.27	4.0
Question 6.3	0%	0%	7%	47%	47%	15	4.4	4.09

Question 6.5	0%	0%	0%	50%	50%	14	4.5	4.27
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Use of Assessment Results from 2017-2018: Average ratings were up from 2016-2017 so that 75% benchmark was met in each area. Faculty will continue to announce services available.

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 2017-2018: 16 of 18 full-time faculty participated in professional development activities. Remaining faculty participated in at least one opportunity.

Use of Assessment Results from 2017-2018: Continue to encourage faculty to participate in NOC-provided opportunities or webinars. Possibly have other faculty share tips and suggestions in a group meeting on WebAssign or other resources.

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

Assessment Results 2017-2018: Updates in the co-requisite math courses are shown in the table below:

Semester	Course type	Students	% Remedial	Completion	Success
Fall 2017	Concepts of Algebra	282	16%	84%	66%
	Intermediate Algebra	202	11%	90%	68%
	Basic Comp	132	7%	83%	77%
	Basic Reading	443	25%	91%	85%
	Math Fast-track	136		91%	82%
	Math Functions Supplemental	82	5%	91%	77%

Math Functions Main Course - Sup	82		90%	70%
<i>Math Functions Course Total Enrollment</i>	168		89%	71%
Math Apps Supplemental	45	3%	89%	84%
Math Application Main Course - Sup	45		89%	69%
<i>Math Application Total Enrollment</i>	108		89%	68%
College Algebra Supplemental	357	20%	76%	71%
College Algebra Main Course - Sup	357		74%	57%
<i>College Algebra Total Enrollment</i>	1218		78%	63%
Composition I Supplemental*	224	13%	89%	87%
Composition I Main Course - Sup	222		87%	72%
<i>Composition I Total Enrollment</i>	926		90%	80%
	1767	100%		

*two students enrolled in supplement and not comp I

Transitioning between COMPASS and Accuplacer

Use of the Assessment Results from 2017-2018:

The division is beginning to offer Statistics supplement in the fall 2018 and readdressing how supplements will be scheduled on each campus (each may do something different to address individual needs); these changes will help keep students together that have the same instructor for the main course. Trying to help students from multiple classes that are on differing schedules has not worked well for students. The division will also review Accuplacer cut scores and tests administered based on the degree students choose. This should better place the students in the proper course/supplement as needed. Math faculty decided not to create a 4 credit hour remedial course as a pre-requisite to College Algebra, but instead renamed intermediate to Pre-College Algebra. The department decided the content was not changing much, but faculty needed to readjust how content was covered. The name change is to encourage only students needing College Algebra to enroll in the course.

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, cultural and societal awareness, mathematical and scientific reasoning, and consumer and personal wellness.

Measured Outcome 1.1: A minimum of 80% of students responding to course evaluations for the Nursing Division will indicate they either agree or strongly agree that

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."

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

Assessment Results 2017-2018: Results were broken out by division with the following results for the Nursing Division:

Academic Affairs – Nursing

Fall 2017

Division	Total Response	2.6	2.7	2.8	2.10
Nursing	558	88%	88%	93%	88%

Spring 2018

Division	Total Response	2.6	2.7	2.8	2.10
Nursing	598	90%	91%	93%	88%

Use of Assessment Results from 2017-2018: Benchmarks were met; results will be shared with faculty in fall in-service meetings.

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.

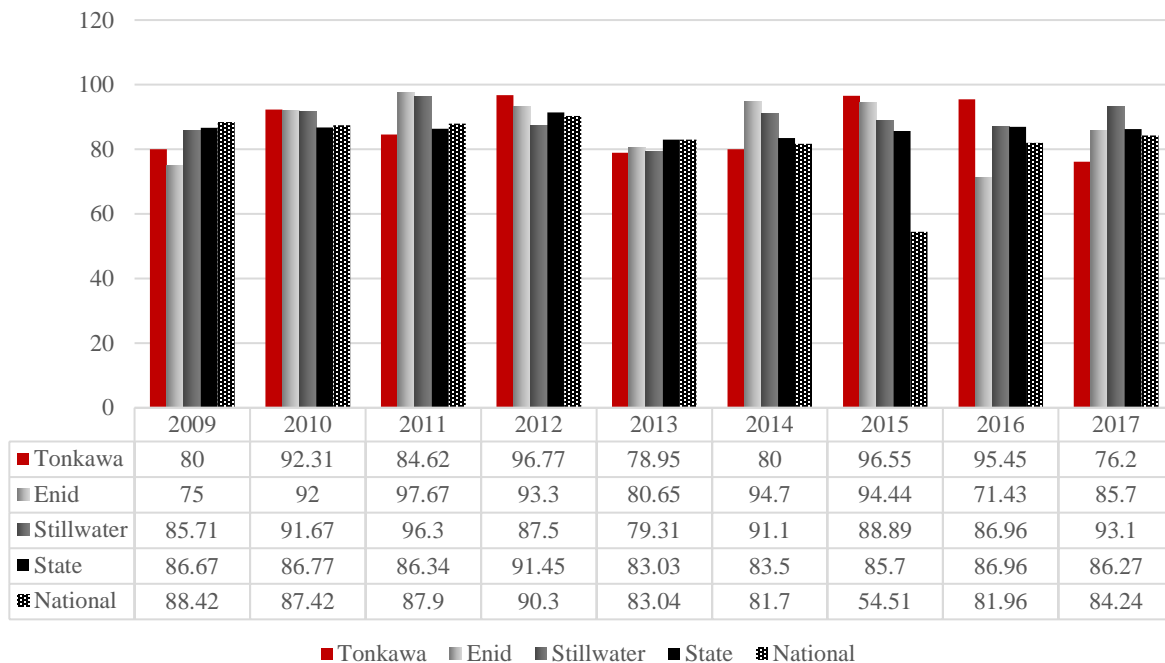
Measured Outcome 2.1: Performance on NCLEX- 90% of graduates will meet or exceed the national NCLEX-RN pass level.

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

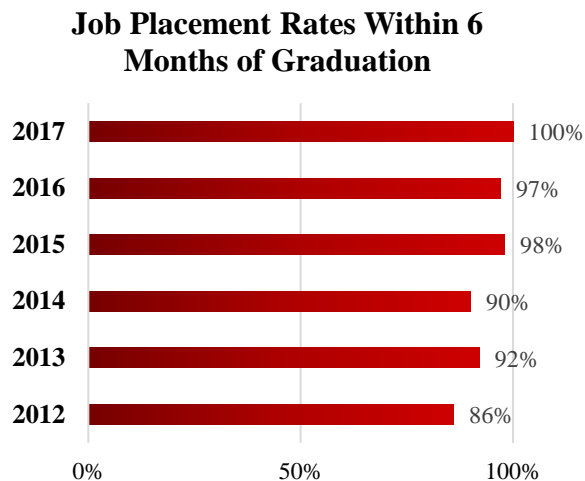
Measured Outcome 2.3: Employer Survey- 90% of employers will hire/rehire Northern graduates. (Outcomes determined by OBN reports and graduate/employer surveys.)

Assessment Results 2017-2018: Measure 2.1--NCLEX pass rates through 2017 are shown below:

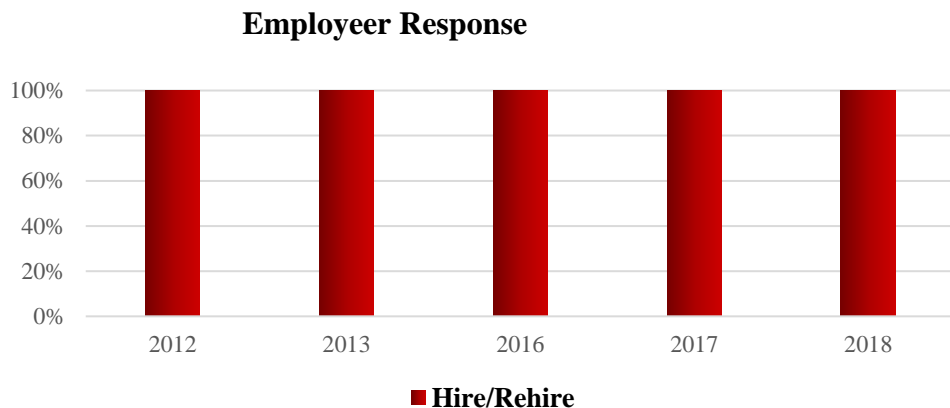
Pass Rates on NCLEX



Measure 2.2—Job Placement rates for 2012-2017 are shown below; 2018 data is not yet available.



Measure 2.3—Responses to employer surveys are shown below, reflecting a 100% positive response to the question of whether NOC graduates would be rehired based on job performance for all years in which data was available. 49 surveys were sent in 2015 without any response from employers. In 2016-2017, other direct contacts were made to get responses, including taking surveys to supervisors of clinical sites. The 2017 response numbers were based on 9 of 9 participants at an April 2017 Nursing Advisory Board meeting.



Use of Assessment Results 2017-2018: As 2017-2018 data becomes available with all graduates eligible to test completing the NCLEX exam, faculty will continue to review the success of these initiatives. Surveys for employers will be made available again at upcoming advisory board meetings to ensure responses from employers.

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 with sufficient student services, facilities, and equipment.

Assessment Results 2017-2018: The Spring 2018 Nursing Student Satisfaction Survey asked students to rank their level of satisfaction with the following statements:

Question 1.5: I had various clinical experiences.

Question 1.11: Ancillary student services (bookstore, registrar, financial aid) have been helpful to me.

Question 1.6: I am satisfied with the nursing facility (Renfro, Zollar, or Fountain Square).

Question 1.10: The nursing skill lab and equipment are sufficient for learning.

Responses are included below:

	Strongly Disagree	Disagree	Agree	Strongly Agree	Response	Average out of 4	2017 Comparison
Question 1.5	0%	1%	21.2%	77.8%	99	3.77	3.67
Question 1.11	0%	4%	32.3%	63.6%	99	3.6	3.51
Question 1.6	0%	2%	28.3%	69.7%	99	3.68	3.47
Question 1.10	0%	7.1%	34.7%	58.2%	98	3.51	3.53

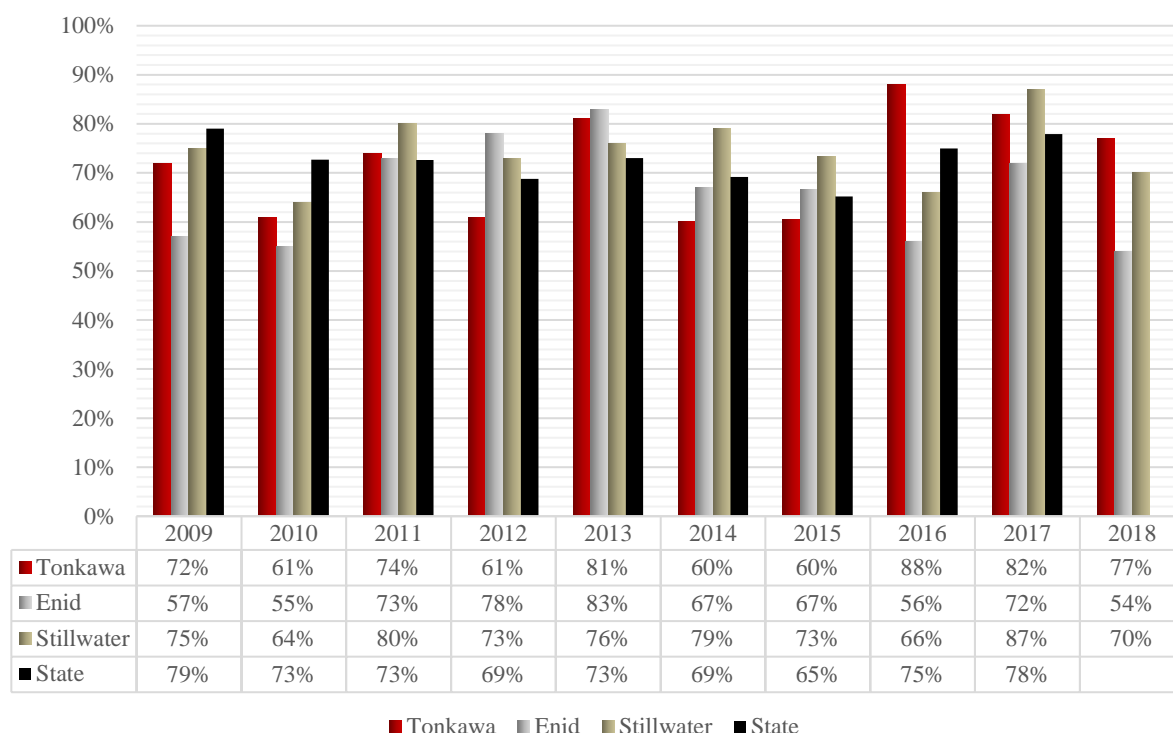
Use of Assessment Results 2017-2018: Benchmarks were met and results of the nursing survey will be shared with all nursing faculty for ongoing evaluation and improvement.

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

Assessment Results 2017-2018: Outcome 4.4—Program Retention/Graduation Rate—is measured below:

Completion/Graduation Rates



Use of Assessment Results from 2017-2018: A Nursing Boot Camp course was developed and offered on all three locations in Summer 2017. The course was developed to help students identify their own needs regarding learning styles, study time management and test-taking skills necessary to succeed in a nursing program. The beginning cohort will graduate Spring 2019 and data collected will be shared with faculty to see if this course was helpful with retention of students that completed the course.

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 2017-2018: All faculty attended at least 2 professional development activities. A few of those included the 12th Annual Simulation Conference, Disorders of Emotional Regulation, 14th Annual Heart Rhythm Symposium, Nurse Educator Workshop—How Full Is Your Toolbox, 14th Annual Caring across Cultures Conference, ACEN Self-Study Forum, and 11th Annual OHCWC Simulation Conference.

Use of Assessment Results 2017-2018: Benchmark was met with valuable sessions offered. Standard will remain in place with a specification that one professional development will be over academic delivery and the other will be over the nursing content that is taught by the faculty member.

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, cultural and societal awareness, mathematical and scientific reasoning, and consumer and personal wellness.

Measured Outcome 1.1: General education competencies will be assessed within the division according to the institutional timeline and will reflect the pass rate for each competency as listed on the General Education Competency Grid.

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/general-education>

Use of Assessment Results from 2017-2018: All general education competencies will continue to be evaluated each fall and reviewed in annual divisional assessment meetings in the fall for any needed changes in curriculum or testing measures for the forthcoming year.

Measured Outcome 1.2: A minimum of 80% of students responding to course evaluations for the Social Science Division will indicate they either agree or strongly agree that

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.”

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

Assessment Results 2017-2018: Results were broken out by division with the following results for the Social Science Division:

Fall 2017

Division	Total Response	2.6	2.7	2.8	2.10
Social Science	857	90%	90%	95%	88%

Spring 2018

Division	Total Response	2.6	2.7	2.8	2.10
Social Science	820	92%	92%	96%	90%

Use of Assessment Results from 2017-2018: 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, OSHRE productivity reports, and/or individual program accreditation reporting requirements.

Assessment Results 2017-2018: The following degree programs had program reviews in 2017-2018. They were approved by the NOC Board of Regents in July 2018 and are pending approval from the State Regents:

AA in Child Development
A.A. in Criminal Justice
A.A. in Social Science

Use of Assessment Results from 2017-2018: 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 recommended as a result of the reviews are listed below:

- AA in Child Development—recommendation to focus on advising toward a degree or credentialing

and not just supplemental coursework

- A.A. in Criminal Justice—recommendation to develop a COPS Program with CLEET certification to further meet regional needs.
- A.A. in Social Science—recommendation to complete a feasibility study on a new research course as well as a degree option in Native American Studies. The division will also review advising and retention strategies.

Source of Documentation: OSHRE Program Reviews for 2018

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 2017-2018: The following activities were sponsored in 2017-2018 in support of Goal 3:

- Criminal Justice club had field trips to the OKC bombing Museum, the state medical examiner's office, and the Oklahoma County Jail, and conducted drills on active shooter scenarios.
- Criminal Justice placed four students into internship programs.
- The criminal justice club reestablished membership in the American Criminal Justice Association with its mission to improve criminal justice through educational activities, to foster professionalism in law enforcement personnel and agencies, to promote professional, academic, and public awareness of criminal justice issues, to encourage the establishment and expansion of higher education and professional training in criminal justice, to provide a unified voice for professionals in, and students of, criminal justice, and to promote high standards of ethical conduct, professional training, and higher education within the criminal justice field.
- The criminal justice department held its third annual Criminal Justice Advisory Board meeting.
- The Sociology Honors Stillwater class has gone into various community centers for the elderly population to foster community relations and provide direct experience for students with this population.
- Social and Behavioral Sciences place four students in community internship programs.
- Behavioral Science held the first annual advisory board meeting.
- Global Studies conducted study abroad learning trips to Peru, Dublin, Italy, Costa Rica, Amsterdam, Paris, and London bring students from all three locations together. In the past year over 100 students from Enid, Stillwater, Tonkawa, and the University Center in Ponca City participated.

Use of Assessment Results from 2017-2018: Criminal Justice Advisory Board meetings have been scheduled for 2018-2019 and will continue to be used for 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:

Question 6.1 Tutoring:

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

Question 6.3 Library Research Tools:

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

Question 6.5 Computer Labs:

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

Assessment Results 2017-2018: On the Spring 2018 Student Satisfaction Survey, 5 students identified themselves as **Child Development** majors, 16 as **Criminal Justice** majors, and 37 as **Social Science** majors and responded to related questions as follows:

CD Majors	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Response	Average out of 5	2016-17
Question 6.1	20%	0%	0%	40%	40%	5	3.8	3.78
Question 6.3	20%	0%	20%	20%	40%	5	3.6	4.0
Question 6.5	20%	0%	40%	0%	40%	5	3.4	4.0
CRMJ Majors	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Response	Average out of 5	2016-17
Question 6.1	0%	19%	6%	56%	19%	16	3.75	4.24
Question 6.3	0%	0%	0%	60%	40%	15	4.4	4.24
Question 6.5	0%	6%	6%	50%	38%	16	4.19	4.29

SOC SCI Majors	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Response	Average out of 5	2016-17
Question 6.1	0%	3%	5%	65%	27%	37	4.16	4.26
Question 6.3	0%	3%	11%	49%	38%	37	4.22	4.23
Question 6.5	0%	3%	5%	43%	49%	37	4.38	4.27

Use of Assessment Results from 2017-2018: Overall response rates declined from 2016-2017. Some ratings went up and others went down. Faculty will review findings in Fall 2018 and make recommendations for further 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 2017-2018: The following activities were conducted in 2017-2018 in support of Goal 4:

- All social science faculty participated in advisement training.
- All social science faculty received new advising handbooks and the department chair spoke with each faculty individually to assure that the handbook was understood.
- Two new faculty were assigned mentors to begin learning the advisement process.

Use of Assessment Results from 2017-2018: 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 2017-2018: The following activities were conducted in 2017-2018 in support of Goal 5:

- Minimum number of professional development sessions.

- Number Completed by Faculty: Bay 3, Cochran 6, Cook 2, Emde 2, Frost 10, Hawkins 4, Howard 2, Krause 2, McClaren 4, Meacham 4, Pennington 3, Shreck 2, Watkins 4, Webb 2
- Both Ty Shreck and Brenda Pennington also worked extensively on certifying their online courses.

Use of Assessment Results from 2017-2018: Practice of requiring two professional development sessions will continue in 2018-2019 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 opportunities will be made to students/faculty and programs marketed across NOC and other educational, community, and social media sites with, at minimum, annual updates.

Assessment Results 2017-2018: Presentations were made and flyers distributed and hung up on all three campuses. The Dean of Global Education (DGE) was available to students, faculty, administrators, and the community in person and via phone and email. He met one-on-one with faculty and administrators from NOC and other institutions and regularly updated website and GE Face Book page.

Use of Assessment Results 2017-2018: The Dean of Global Education will continue to promote global education programs and opportunities to students, faculty and staff, as well as community members and regional higher education institutions. NOC will further develop its GE website and Facebook page, and increase usage of Twitter, Instagram, and SnapChat (@NOCglobal)

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

Assessment Results 2017-2018: The NOC Dean of Global Education continued to make multiple large- and small-audience presentations of NOC Global Education programs throughout the year, including on-campus meetings, orientations, classes, regional conferences, and civic and professional clubs and organizations. In addition to highlighting NOC’s student programs, an effort was made to communicate that NOC now offers 2-3 “NOC Global Community” programs every year – these are travel abroad programs open to both students and non-students. The NOC Global Education website and marketing materials have also been regularly updated.

Use of Assessment Results 2017-2018: In addition to the normal presentations during orientation programming at Tonkawa, Enid, and Stillwater, as well as Lights on Stillwater, the OSU Study Abroad Fair, and targeted classes and events, the Dean of Global Education has been invited to present at the 2018 OACC state conference, attend a national best-practices workshop, and present at a global study abroad conference. Dr. Jeremy Cook will continue to discuss NOC study abroad programs via Stillwater radio, and Prof Stephanie Scott is developing several virtual reality videos made during NOC programs abroad. Other marketing avenues will be identified.

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 “strongly agree” or “agree” in response to the statement, “Tis global education program was beneficial to me.”

Assessment Results 2017-2018: The Dean of Global Education developed an online survey sent to participants from four 2018 study abroad programs. The survey asked for feedback regarding the pre-departure meeting, program facilities abroad, field programs, a comparison of travel abroad programs to on-campus programs, and if participants considered the program beneficial. Three of the programs had 75+% of participants complete the survey and one had approximately 50% completion. Results were overwhelmingly positive. With the exception of one participant who selected “agree,” participants “strongly agreed” that their global education program was beneficial to them. (97.25% strongly agree).

Use of Assessment Results 2017-2018: Most participants agreed that the pre-departure meeting was beneficial, but it was a lower number than thought the overall program was beneficial; therefore, we may evaluate the content and delivery of pre-departure information.

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 2018.

Assessment Results 2017-2018: The 2017-18 academic year saw a slight (2-3%) increase in scholarship funds. The primary increase was from the OSU Gameday parking fundraiser – which provided assistance for more than 20 NOC students from all three campuses plus the University Center in Ponca City. (Average assistance was approximately \$650.) There was a slight increase in faculty/staff giving via the Gateway Study Abroad Scholarship Fund and the Quirey Family Study Abroad Scholarship (average award \$750).

Use of Assessment Results 2017-2018: NOC has had great results the last 4-5 years with our OSU Game Day parking fundraiser at Cowboy Mall in Stillwater raising more than \$20,000 per year for students. With the loss of Cowboy Mall in the fall of 2018, we will have half of the spaces to sell for parking, and due to the location the rate will most likely decrease 25%-50%. Thus, funds will decrease significantly going forward for this activity.

A new appeal will be made on the Stillwater campus for faculty and staff to contribute to the Gateway Study Abroad Scholarship and discussions will be had with the NOC Foundation regarding potential to solicit one-time and multi-year donations to help fund study abroad scholarships on all three campuses.

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 2018.

Assessment Results 2017-2018: We had only a slight increase in Global Education participation for 2017-18 (~3%), but this is still a positive result as we offered one fewer program than 2016-17, and it was a summer “NOC Global Community” program; programs such as these have become quite popular with community members.

Use of Assessment Results 2017-2018: Continue to market NOC Global Education programs. NOC will offer 6-7 programs for 2018-2019, including an NOC Global Community program to Kenya in June 2019 which has been sold out for almost a year.

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

Assessment Results for 2017-2018: We had no international internship placements from the NOC Global Education office for 2017-2018.

Use of Assessment Results 2017-2018: The Dean of Global Education will continue to look for internationally-focused internship opportunities for NOC students. This is an area that would be valuable to our students, but students are already pursuing similar opportunities. Several former study abroad students are participating in overseas summer educational programs, and several have graduated with their bachelor's degree and taken internationally-focused career tracks. *Our study abroad programs continue to be a major catalyst for students to seek out global opportunities academically, professionally, and personally that they would not have sought out without participating in one or more of our programs.*

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

Assessment Results 2017-2018: The idea of an overseas NOC campus and reciprocal study abroad programs has been put on hold due to lack of interest and funds. The Dean of Global Ed. continues to advise students on a regular basis regarding longer-term study abroad programs (summer, semester, or year) or seeking out additional short-term programs.

For 2019, NOC is offering a (sold out) NOC Global Community program to Kenya with 40 participants. This reflects an incredible number of participants on any program, let alone a program going to sub-Saharan Africa. Future (annual) NOC Global Community programs will be considered.

Residential programs (Costa Rica, Dublin Summer Program, and London Summer Program) continue to be popular programs with our students. Student numbers are kept lower (10-15) to build strong rapport between students, and students and faculty.

Use of Assessment Results 2017-2018: The Dean of Global Ed. and other faculty and staff will continue to promote NOC's 2018-2019 study abroad programs and the overall awareness of NOC Global Education. There is good feedback from incoming students who are specifically seeking out global education programs at NOC having heard about programs from parents, community members, or NOC alumni.

The Dean of Global Ed. would like to sponsor a globally-focused speaker to visit NOC (one or more campuses) to speak with students about geo-politics or international business/careers. This program would be in partnership with other NOC organizations to help foster student participation.

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 2017-2018: In the Spring 2018 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	52%
Agree	42%
Neither Agree nor Disagree	4%
Disagree	1%
Strongly Disagree	0%
Mean	4.45 out of 5 (4.41 in 2016-2017)

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

	Percentage
Strongly Agree	53%
Agree	41%
Neither Agree nor Disagree	4%
Disagree	2%

Strongly Disagree	0%
Mean	4.5 out of 5 (4.4 in 2016-2017)

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 and profanity):

Tonkawa Campus:

7.1

Tonkawa Location:

- *What would I do in the event of a tornado? Active shooter?*
- *Define “safe”, have you seen some of the folks walking around here?*
- *The elevator is kinda scary in every building*

Enid Location:

- *If there was ever a shooter/bad weather the glass walls on 1 side of the rooms wouldn't protect us.*
- *No water or drinks in library counter*

Stillwater Location:

- *Women's restrooms are pretty bad @ times!*
- *If giant cockroaches are safe then yes.*
- *It has been proven that gun free zones are not safe. As a veteran and conceal carry permit holder I should be allowed to carry my weapon and defend myself rather than be stuck in a classroom with an active shooter situation going on and simply waiting to be executed*
- *It is a great learning environment.*

7.3

Tonkawa Location:

- *Some more than others*
- *Classrooms are clean and maintained, dorms are not.*
- *Government classroom has wasp flying all over the room some days.*
- *The bathrooms are not clean everyday. They smell bad.*
- *our janitor in the nursing building keeps it spotless and provides flowers as well in the bathroom. always clean*

Enid Location:

- *There have been a few bugs, but what can you do about that. They're going to find their way.*
- *Every building is very clean including restrooms.*
- *All classrooms are very organized and kept clean.*

Stillwater Location:

- *It is a great place.*
- *Roaches :(*

In addition to the Spring 2018 Student Satisfaction Survey, the April 2018 Employee Satisfaction Survey was used to identify perceptions about campus safety and satisfaction with the physical work environment. Responses are indicated below:

Question 4.19: NOC provides a safe work environment.

Responses - 177	Percentage
Very Satisfied	36.5%
Somewhat Satisfied	12.9%
Satisfied	46.6%
Not Very Satisfied	3.3%
Not Satisfied at all	1%
Mean	4.16 out of 5 (4.25 in 2016-2017)

Question 4.19: NOC provides an overall quality work environment.

Responses -	Percentage
Very Satisfied	29.9%
Somewhat Satisfied	12.4%
Satisfied	51.4%
Not Very Satisfied	5.1%
Not Satisfied at all	1.1%
Mean	4.05 out of 5 (3.95 in 2016-2017)

Survey comments related to the safety and the physical work space are listed below.

4.19) Additional comments to work safety

-Theft is an ongoing problem at NOC, and despite multiple complaints administrators have not worked to solve the problem. Better practices for locking down buildings at night and installing security cameras are low-cost, effective solutions, and I cannot understand why they are not being pursued.

-At times, the work environment is a little hostile. All departments do not work well together and it doesn't help matters when you're allowed to hire your friends. I have witnessed a lot of bullying in my surrounding areas and an unwillingness for higher up supervisors to do anything about it or even want to listen to the complaints.

-In my area I feel like there is a clique that if you are not apart of you are bullied and are made to feel like they are trying to force you out of your job. You can not go to your immediate supervisor or above them because they are all friends. It makes for a very uncomfortable and unstable work environment. Many of my coworkers, even if its just a simple question, get very confrontational and unprofessional in tone and body language. It makes me not want to ask questions at all. There also have been numerous times that supervisors go around talking about their employees to other coworkers. I find this is creating discord in the office environment.

-Please chill with the RAVE alerts. I get bombarded with a text, phone call and email on a regular basis. And since all 3 are on most of our phones, we get them back-to-back, which can be distracting... In the middle of class having 3 alerts go off at once can be unnerving. The other day, I thought, "Great, Did Trump just start World War III? Better check my phone."

-I have personally witnessed individuals being discriminated against based on the bias of the department chair and the individual is forced to keep silent for fear of being fired. There is no chain of command protocol to air out grievances about direct supervisors without repercussions.

4.21) Additional comments on quality physical work environment

- The work environment is good, however there is one area that needs addressed-the odor in our Financial Aid office is bad. Students constantly complain, and it's a very poor reflection of our campus when students/parents are here visiting.
- Many things that need to be taken care of, such as cleaning and updated. A coat of paint goes a long way.
- The biggest complaint I have in our building is how cold the temperature is kept. It never reaches above 68 degrees in the KPAC. It is hard to work when it is so cold all the time. It just never seems to get resolved.
- The work environment is pleasant and conducive for quality work.
- NOC has invested in its facilities to maintain a safe attractive learning and living environment. We hear compliments about how beautiful our campuses look. First impressions are important to potential students and their families.

Use of Assessment Results from 2017-2018: Again this year, numerical rankings indicate a fairly high level of satisfaction with the physical work environment. Comments related to the physical work environment were pulled out for attention from The Office of Student Affairs.

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

Assessment Results 2017-2018: The latest Clery Report (available from the October 2017 reporting/posting deadline) is found at the following US Department of Education link: <http://ope.ed.gov/campusafety/#/institution/list>. The Clery Report is also posted annually on the NOC website at <http://northok.publishpath.com/campus-security6>.

Use of Assessment Results from 2017-2018: Each year, Student Affairs will identify any needed recommendations after reporting/reviewing the Clery 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 2017-2018: Student focus groups were identified and surveyed on health facilities. The following were suggestions that were a common theme:

- The pool hours are too short.
- Wellness needs more space in weightlifting area.

Use of Assessment Results from 2017-2018: In 2016-2017, Student Affairs adjusted pool hours according to funds available for lifeguards; no additional adjustments were possible in 2017-2018. In July 2018, Student Affairs personnel rearranged weight room and moved cardio to add more space.

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

Assessment Results 2017-2018: The Office of Student Affairs offered a racquetball tournament, 5 K prep course, circuit training, water aerobics, and weight loss challenge.

Use of Assessment Results from 2017-2018: 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 2017-2018: We had a total of 115 student activities, 13 volunteer activities, and 7 leadership activities in 2017-2018. Some of the activities offered were bubble soccer, a petting zoo, the Spring Fling, Bingo for Food, a hypnotist, and a concert. We also had volleyball, kickball, dodge ball, basketball, and softball intramurals.

Use of Assessment Results from 2017-2018: 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 2017-2018: The Spring 2018 Student Satisfaction Survey utilized two questions to address satisfaction with campus activities as indicated by responses below:

Question 7.16: Clubs and Organization offer positive experiences to enhance campus culture.

Responses - 407	Percentage
Strongly Agree	36%
Agree	44%
Neither Agree nor Disagree	17%
Disagree	2%
Strongly Disagree	1%
Mean	4.11 out of 5 (4.08 in 2016-2017)

Question 7.18: Special events and student activities (e.g. homecoming activities, mental health fair, intramurals, commuter's luncheons) offer positive experiences to enhance campus culture.

Responses - 429	Percentage
Strongly Agree	38%
Agree	43%
Neither Agree nor Disagree	16%
Disagree	2%

Strongly Disagree	1%
Mean	4.17 out of 5 (4.17 in 2016-2017)

Use of Assessment Results from 2017-2018: A separate online survey was used in 2017-2018 to identify the activities students are most interested in participating in. Student Affairs personnel will work in 2018-2019 to identify methods for gaining fuller feedback.

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 2017-2018: Cultural awareness and diversity acceptance lectures and workshops were provided. On September 15, 2017, we held a workshop called “Understanding Diversity” where students, faculty, and staff were able to engage in a rich dialogue about diversity. On September 22, 2017, we had an event celebrating the cultural differences of Saudi Arabian students through traditional food. On October 12, 2017, we held a workshop for Hispanic Heritage for all to better understand our differences. On October 27, 2017, the diversity officer held a workshop on developing cultural competence skills. On November 9, 2017, we held a Native American heritage lecture and learned about the Trail of Tears. In February, we held a lecture for Black History Month with University of Oklahoma professor Dr. Greg Graham. On February 23, 2018, the diversity officer conducted a workshop called “Creating an Inclusive College Campus.” In March, we held a women’s history month lecture with Amy Cole-Smith. On March 30, 2018, we were able to bring Veronica Laizure to speak on behalf of students from Muslim majority countries. On April 6, 2018, we held a workshop for Autism Spectrum awareness month. Lastly, we held a workshop on April 13, 2018, for faculty and staff to examine students who are homeless, dealing with housing, and food insecurity.

Use of Assessment Results from 2017-2018: 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. We have assessed each course through the use of Scantron to see if what they are learning is what we taught them.

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 2017-2018: The Office of Student Affairs offered the following seminars and

training in the 2017-2018 academic year: Sexual assault and awareness, alcohol awareness, time management, and Oklahoma Standard.

Use of Assessment Results from 2017-2018: 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 2017-2018: Students were given an exit dorm survey in Spring 2018 and asked about food service, residence hall director availability, laundry facilities, student activities, wi-fi, and cleanliness of restrooms. The surveys showed they were satisfied overall with the following responses:

Question 4.1: How satisfied are you with food services on campus?

Responses -	Tonkawa- 206	Enid-80
Very Satisfied	16.5%	28.8%
Somewhat Satisfied	66.5%	56.3%
Somewhat Dissatisfied	15%	12.5%
Very Dissatisfied	1.9%	2.5%
Mean	2.98 out of 4 (3.01 in 2016-2017)	3.11 out of 4

Question 4.2: How satisfied are you with the laundry facilities in your residence hall?

Responses -	Tonkawa-202	Enid-80
Very Satisfied	12.4%	18.8%
Somewhat Satisfied	51%	38.8%
Somewhat Dissatisfied	27.2%	28.8%
Very Dissatisfied	9.4%	13.8%
Mean	2.66 out of 4 (2.73 in 2016-2017)	2.63 out of 4

Question 4.3: How satisfied are you with the wireless internet (Wi Fi) connection in your residence hall?

Responses -	Tonkawa-197	Enid-81
Very Satisfied	23.9%	27.2%
Somewhat Satisfied	49.7%	46.9%
Somewhat Dissatisfied	18.8%	17.3%
Very Dissatisfied	7.6%	8.6%
Mean	2.9 out of 4 (2.93 in 2016-2017)	2.93 out of 4

Question 4.4: How satisfied are you with the cleanliness of the bathroom in your residence hall?

Responses -	Tonkawa-202	Enid-82
Very Satisfied	19.8%	23.2%
Somewhat Satisfied	40.1%	63.4%
Somewhat Dissatisfied	19.3%	9.8%
Very Dissatisfied	20.8%	3.7%
Mean	2.59 out of 4 (2.65 in 2016-2017)	3.06 out of 4

Question 4.5: How satisfied are you with the cleanliness of the lobby and hallways in your residence hall?

Responses -	Tonkawa-208	Enid-82
Very Satisfied	34.1%	37.8%
Somewhat Satisfied	60.6%	58.5%
Somewhat Dissatisfied	4.3%	3.7%
Very Dissatisfied	1%	0%
Mean	3.28 out of 4 (3.36 in 2016-2017)	3.34 out of 4

Question 2.1: How easy is it to contact your dorm parent?

Responses -	Tonkawa-212	Enid-81
Extremely Easy	52.4%	40.7%
Easy	46.2%	48.1%
Difficult	0.9%	9.9%
Extremely Difficult	0.5%	1.2%
Mean	3.5 out of 4 (3.53 in 2016-2017)	3.3 out of 4

Use of Assessment Results from 2017-2018: The Office of Student Affairs is doing the following as a result of reviewing the survey findings:

- 200 meal block was offered.
- Food survey was given to Northern Management.
- I.T. was informed about WIFI issues.
- Student workers were hired to clean residence halls.
- All residence hall directors have phone numbers on doors to their room.

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 2017-2018: 100% of students who completed World of Work with a grade of “C” or higher declared a major.

Use of Assessment Results from 2017-2018: 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 2017-2018: 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. In 2017-2018, there were 510 students who finished the online course. This represents 54% of the student body.

Online Sexual Assault and Awareness training for faculty/staff was fully implemented in 2016. 252 employees have completed the training since 2016. This represents 93% of all full-time faculty and staff.

Use of Assessment Results from 2017-2018: In 2018-2019, we will continue to offer Sexual Assault and Awareness training to all freshmen in their orientation classes. All new employees are required to take the training at least one month after their start date. New online training has been purchased for faculty, staff and students called “Not Anymore” which will replace HAVEN.

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 2017-2018: There were 30 alcohol violations in 2017-2018, down from 55 last year.

Use of Assessment Results from 2017-2018: The benchmark was met and we will use counseling sessions 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 2017-2018: 63 students received accommodations from the Disability Department in the 2017-2018 academic year.

This total of 63 compares to 59 students in the 2016-2017 academic year, so the need has risen slightly.

Of the 63 accommodations provided, the four primary areas of need were

1. Extended test time
2. Testing in a quiet/distraction free location

3. Note taker
4. Tests given orally

Use of Assessment Results from 2017-2018: The Counseling Department will continue to offer all current services.

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 2017-2018: Zero complaints have been filed in 2017-2018.

Use of Assessment Results from 2017-2018: 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 2017-2018:

Mavs Men's Soccer	Sept. 2017 Cleanup McCord Elementary School
Jets Softball	Sept. 2017 Stamp Out Starvation w/ Emmanuel Baptist
Jets and Mavs Men's Bask	Sept. 2017 Assisted victims of Hurricane Harvey
Jets Cheer	Sept. 2017 4 R kids walk/run
Jets Women's Basketball	Oct. 2017 Paint and flood clean up at NOC Cove
Mavs Women's Basketball	Oct. 2017 Paint and clean up at Centennial Park
Jets Baseball	Oct. 2017 Miracle League on 2 different dates
Mavs Baseball	Oct. 2017 Hosted "Kara's Game" fundraiser
Jets Athletics	Nov. 2017 "Jets Give Back" Day
Jets Baseball	Nov. 2017 Setup and cleanup of Enid SPCA fundraiser
Jets Baseball	Nov. 2017 Assisted with Waller Middle School Zombie Run
Mavs Softball	Nov. 2017 THS Concession Stand
Tonkawa Softball	Nov. 2017 Tonkawa Elementary Fall Carnival
Tonkawa Cheer	Nov. 2017 Tonkawa Elementary Fall Carnival
Mavs Athletic Training	Jan. 2018 Donated time and money to the Christmas Angel Project
Mavs Men's Basketball	Jan. 2018 Trash pickup across NOC Campus and Blinn Park
Jets Cheer	Jan. 2018 Arts and crafts at Monroe Elementary
Mavs Cheer	Apr. 2018 Created and moved items for TES Snow White play
Jets Softball	May 2018 Clean, Bathe and Feed animals at the Enid SPCA
Jets Cheer	May 2018 Monroe Elementary pep rally to kick off state testing
Mavs Women's Basketball	May 2018 Heart in the Park cleanup

Mavs Men's Soccer	May 2018 Free youth soccer clinic
Mavs Men's Basketball	May 2018 Volunteered with the Knees2War Race in Tonkawa
Jets Baseball	May 2018 YWCA "Walk a Mile in Her Shoes" event

Use of Assessment Results from 2017-2018: All athletic teams met their activity involvement and community service goals and will follow the same requirement for 2018-2019.

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 2017-2018: Twenty student-athletes did not pass their 1st sport-specific physical fitness test. Four did not pass their 2nd sport specific physical fitness test. 2 were due to injury and 2 did not participate as they never passed their physical fitness test. (98% pass rate.)

Use of Assessment Results from 2017-2018: 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 ensure 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 2017-2018: An exit survey in 2018 yielded the following responses:

Question 3.2: Quality of game facilities

Responses - 39	Percentage
Excellent	38.5%
Good	48.7%
Average	5.1%
Fair	5.1%
Poor	2.6%
Mean	4.15 out of 5

Question 3.3: Quality of practice facilities

Responses - 39	Percentage
Excellent	30.8%
Good	30.8%
Average	15.4%
Fair	15.4%
Poor	7.7%

Mean	3.62 out of 5
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Question 3.4: Quality of weight training facilities

Responses - 38	Percentage
Excellent	15.8%
Good	31.6%
Average	28.9%
Fair	18.4%
Poor	5.3%
Mean	3.34 out of 5

Use of Assessment Results from 2017-2018: In evaluating the responses for section 2.1, it was determined that improving weight training facilities was the area of greatest need. Resources will be allocated as available to improve the area and equipment. The Athletic Director will also supervise a review of the organization and layout of existing equipment to improve facility usage. Field maintenance dollars will continue to be directed toward properly maintaining game and practice facilities.

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

Assessment Results 2017-2018:

• Enid Women's Basketball	27-6	81.8%
• Enid Men's Basketball	16-12	57.1%
• Enid Softball	32-24	57.1%
• Enid Baseball	48-16	75.0%
• Tonkawa Women's Soccer	16-2-1	84.2%
• Tonkawa Men's Soccer	12-5-1	66.7%
• Tonkawa Women's Basketball	13-16	44.8%
• Tonkawa Men's Basketball	24-8	75.0%
• Tonkawa Softball	25-29	46.2%
• Tonkawa Baseball	42-15-1	72.4%

Use of Assessment Results from 2017-2018: Records will be used to outline coaching plans for 2018-2019.

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 2017-2018: Coaches are required to check grades a minimum of three times per

semester. 2017-2018 Team GPA's are listed below:

Overall 2017-2018				
TONKAWA	HRS Att	HRS Earned	Pts Earned	GPA
Women's Soccer	534	521	1731	3.241573
Men's Soccer	876	852	2593	2.960046
Women's Basketball	281	281	892	3.174377
Men's Basketball	372	366	1071	2.879032
Softball	536	529	1789	3.337687
Baseball	1040	1018	3158	3.036538
Cheer	530	514	1464	2.762264
Tonkawa Campus	4169	4081	12698	3.045814

ENID	HRS Att	HRS Earned	Pts Earned	GPA
Women's Basketball	357	357	1189	3.330532
Men's Basketball	423	398	1163	2.749409
Softball	515	512	1702	3.304854
Baseball	1040	1026	3169	3.047115
Cheer	349	307	905	2.593123
Enid Campus	2684	2600	8128	3.028316

NOC Athletic Department	6853	6681	20826	3.038961
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Measured Outcome 3.3: The average graduation rate for student-athletes will be higher than the institutional average of graduation for Northern.

Assessment Results 2017-2018: Graduation rates for athletes (based on 150% completion time, standard for IPEDs reporting) have been tracked but not compared to institutional averages in past years.

- Institutional overall student graduation rate for 2015: 29%
- Institutional overall student graduation rate for 2016: pending IPEDS reporting
- Institutional overall student-athlete graduation rate for 2015: 44%
- Institutional overall student-athlete graduation rate for 2016: 50%
- Institutional overall student-athlete graduation rate for 2017: 52%

Use of Assessment Results from 2017-2018: In Summer 2018, the longitudinal study for overall student graduation rate was compared to the student-athlete graduation rate. Based on the IPEDs report from 2016 (most current available), the overall student graduation rate was 29%.

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 2017-2018: The following schedule reflects the 2017-2018 alumni events hosted and, when available, attendance at each event.

June 23-24, 2017 – 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.

Tuesday, October 17, 2017 – Night out with Northern Hosted by First National Bank
 Heritage Room – Tonkawa, OK
 22 Attendees

Friday, October 20, 2017 – NOJC Football Reunion
 Bass Pro Broken Arrow, OK
 40 Attendees

Saturday, December 9, 2017 – Maverick Cheer Event
 25 Attendees
 Lunch 12:00 p.m.

Wednesday, January 10, 2018 – Leadership Enid
 Enid, OK
 26 Attendees

Tuesday, January 23, 2018 – Leadership Blackwell
 Tonkawa, OK
 12 Attendees

Wednesday, February 7, 2018 – Leadership Ponca City
 Tonkawa, OK
 23 Attendees

Saturday, March 3, 2018 – OSU V. Kansas Basketball Game
 20 OSU Athletic Facility Tour
 60 Game Attendees

Saturday, March 31, 2018 – Alumni & Friends Reunion and Hall of Fame Induction Ceremony, Roustabouts Benefit Show
 Tonkawa, OK
 Dinner/Ceremony – 5:30 p.m. 100 Attendees

Sunday, April 15, 2018 – Alumni and Friends Day at the Ballpark
 Enid, OK – double header bedlam softball and baseball, alumni event
 McAlister's: Approximately 200 Attendees

Wednesday, May 2, 2018 – Tonkawa/Stillwater Commencement Practice
 Tonkawa, OK, 3 pm – each graduate given a 5 X 7 NOC photo frame
 12 \$25 Amazon Gift Cards given for #Lifechanging social media campaign
 158 Attendees

Thursday, May 3, 2018 – Enid Commencement Practice
 Enid, OK, 3 pm – each graduate given a 5 X 7 NOC photo frame
 8 \$25 Amazon Gift Cards given for #Lifechanging social media campaign
 100 Attendees

Use of Assessment Results from 2017-2018: The success of the 2017-2018 alumni event schedule will be reviewed in Summer 2018 as the 2018-2019 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 2017-2018: Development software is still in transition.

Use of Assessment Results from 2017-2018: Survey options will be explored after field implementation of software.

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 2017-2018: A summarized list is reviewed and updated in the annual NOC Fact Book under Partnerships. (See NOC Fact Book 2013, 2014, 2015, 2016, 2017.)

Use of Assessment Results from 2017-2018: The NOC Fact Book is reviewed annually by Administrative Council and shared with all employees to update partnership lists 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 2017-2018: In the FY 2018 budget, \$2.7 million was provided in scholarship support (represents 10.8% of overall institutional budget)-\$2 million in waivers, \$745,000 in E&G scholarship cash outlay plus additional funding from auxiliary cash outlay. Preliminary expenses for FY18 are \$2.5 million. Additionally, for the current academic year, all awards for continuing scholarship students based on the student's fall 2017 scholarship awards will be honored; however, no new scholarships shall be awarded or scholarships increased for current students for the spring 2018 semester unless prior approval through the scholarship appeals committee is obtained.

Use of Assessment Results from 2017-2018: The Institutional Scholarship Program – Task Force Committee met on May 11, 2017, December 8, 2017 and January 23, 2018, 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 the 2018-2019 academic year.

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 2017-2018: The Spring 2018 Student Satisfaction Survey responses related to 3.2 follow.

Question 7.10: Employees are courteous and helpful in assisting with procedures in Scholarships (499 responses):

	Percentage
Strongly Agree	35%
Agree	44%
Neither Agree nor Disagree	17%
Disagree	3%
Strongly Disagree	1%
Mean	4.1 of 5 (4.04 of 5 in 2016-2017)

Use of Assessment Results from 2017-2018: Data was collected in Spring 2018 through the administration of the NOC Student Satisfaction Survey (question received a 4.1 of 5, up a little from 2016-2017). The Scholarship Director will continue to review the benefit of adding a new scholarship questionnaire connected with AcademicWorks online scholarship management software as funding allows. A new assistant was hired in the Scholarship Office beginning Fall 2018 and will assist with processes.

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 2017-2018: Total net assets as of June 30, 2017, audit were \$9,335,328, which reflects a slight increase (from \$8,378,110 in June of last year), due partly to market increase in investments.

Use of Assessment Results from 2017-2018: 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 Aug. 22, Dec. 5, Mar. 8, and May 24.

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 2017-2018: Benchmarking data is still needed for this measurement but cannot yet be gathered as software conversion is not completed.

Use of Assessment Results from 2017-2018: 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 Fall 2018. 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 2017-2018: In the Spring 2018 Employee Satisfaction Survey, the following questions were asked in relation to the NOC Foundation:

How important is it that NOC “Increase the assets of the NOC Foundation”?

1= Not important at all / 5=Very important)- 4.02 of 5 average with 176 responses

When asked to “Choose three goals that you believe should be NOC’s top priorities,” with 177 responses, the following percentages reflect which goals were placed in the top three:

Increase enrollment of new students	28.3.1%
Retain more of its current students to graduate	24.5%
Improve employee morale	12.1%

When asked to rate Involvement in planning and decision-making, with 1=Not enough involvement and 5=Too much involvement, the following were the averages given by the 175 responses:

How involved are: Faculty	2.81
How involved are: Staff	2.49
How involved are: Students	2.47
How involved are: Deans or directors of administrative units	3.29
How involved are: Chairs	3.24
How involved are: Vice Presidents	3.57
How involved are: Trustees	3.21
How involved are: Alumni	2.92
Community members	2.93

Use of Assessment Results from 2017-2018: 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 continues to review their roles and responsibilities during their strategic planning retreat. Additionally, the Foundation implemented a new trustee orientation and updated policies and procedures.

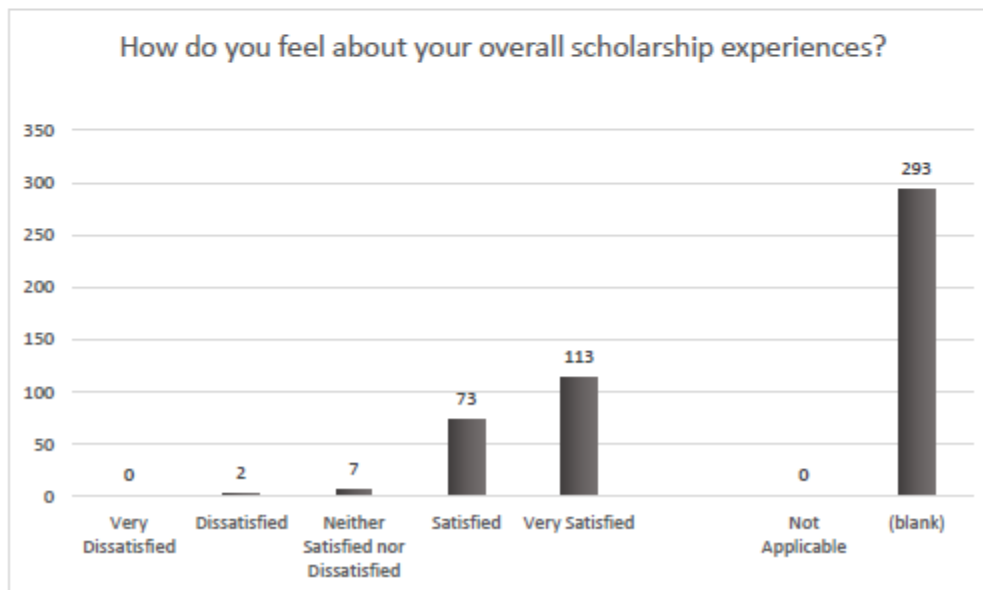
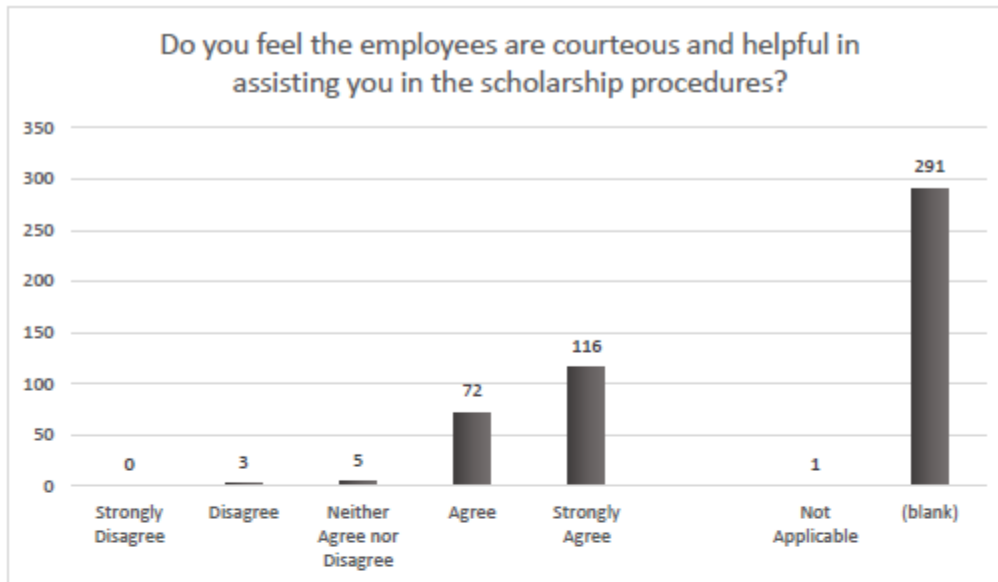
Goal 5: Establish and enforce communication and media relation policies to ensure that all official NOC publications, both print and online, and external communications project a consistent editorial and graphic identity that upholds the image of the college and communicates clear and accessible information.

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 2017-2018: Spring 2018 Student Satisfaction Survey Responses are listed below.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Response	Average out of 5
Question 6.7- Enrollment	1%	2%	8%	51%	38%	567	4.23
Question 6.8- Financial Aid	1%	4%	10%	52%	34%	564	4.15
Question 6.9- Scholarships	1%	7%	15%	45%	31%	566	3.98
Question 6.10- Billing	1%	5%	14%	48%	31%	553	4.04

Use of Assessment Results from 2017-2018: In addition to the Student Satisfaction Survey, a separate survey was given for scholarships in Fall 2017 to further identify areas of ongoing improvement. The results of that survey appear below; 488 students completed the survey:



As the numbers above indicate, most students were satisfied with their experiences, and the student comments written in support this. Student comments offering further suggestions for improvement included increased communication about which scholarships were available and matching to the students who qualify, making scholarship page easier to find on website, and more communication about scholarship deadlines.

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

Assessment Results 2017-2018: NOC continues to work with Oklahoma ABLE tech to use their support and educational tools through webinars and individual department training to meet and maintain federal and state accessibility compliance guidelines. We continue to monitor and update our webpages

to meet state and federal compliance in accessibility.

Use of Assessment Results from 2017-2018: A web accessibility task force was established in spring 2017 to work towards accessibility for all. This ongoing project with Oklahoma Able Tech will strive to seek out solutions that will bring all areas of the site up to the same level of overall web accessibility in accordance to the requirements of Section 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1991 and Web Content Accessibility Guidelines (WCAG) 2.0/AA.

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 2017-2018: Benchmarking data is needed for this measure.

Use of Assessment Results from 2017-2018: The 2017-2018 plan was to add a question measuring outcome 6.1 to the April administration of the Employee Satisfaction Survey or to develop a separate Print Shop Services Survey. The question did not get added to the survey so we do not have results again this year. We are looking into developing a separate survey for print shop services so we can attain benchmark data for next year's assessment.

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 2017-2018: A Deadline tracking tool was created using a spreadsheet of reports with “Finish Date” and “Requested Date” used to attain assessment results. Late jobs were indicated in red on the report. This tracking tool shows the department exceeded the goal with an overall average of 99% of deadlines met. This has improved from 97% of deadlines met in 2016-2017. The tool further shows the lowest percentage of deadlines met was 96%. This only occurred once between May 2017 and April 2018. This is well above the minimum goal of 80%. The remaining occurrences of deadlines met: 100% seven times, 99% once, 98% three times, and 96% once.

Assessment Plan for Strategic Enrollment Management

Strategic Enrollment Management Mission: To align with institutional mission in support of enrollment, retention, and completion efforts.

2016-2017 Strategic Enrollment Management Goals:

- Improve Recruitment & Admission Processes
- Further align degree programs with regional and state workforce needs
- Refine Retention/Completion Strategies

Goal 1: Improve Recruitment & Admission Processes

Measured Outcome 1.1: Increase first-time, full-time enrollment from service area (identified as high schools within 75-mile radius of NOC locations) by 2% each year with an initial goal of 1% of each school's graduating class.

Assessment Results 2017-2018:

	Enid Enrollment	Stillwater Enrollment	Tonkawa Enrollment
2013	1266	1351	1399
2014	1206	1336	1287
2015	1273	1320	1275
2016	1164	1321	1223
2017	1001	1101	1165

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 2017-2018: While recognizing that enrollment is trending downward in region, to maximize potential for enrollment, Northern developed a comprehensive Strategic Enrollment Management (SEM) plan in 2016-2017. The initiatives identified in this plan will be utilized in the coming years in an effort to improve in all areas of enrollment, retention, and graduation rates. Specifically in connection with outcome 1.1, the following strategies will be employed (detailed further in the full SEM plan available on the NOC website):

1. Purchase all ACT-tested students by schools from the College's service area and share contacts divided by intended major and areas of interest for divisional and program recruiting.

2017-2018 Update: NOC purchased the names of qualified PLC candidates in 2017. Beginning in

spring of 2018, NOC purchased the names of all seniors in the established NOC service area who had not already sent their scores. An email was sent to all students followed by a postcard. After a Fall 2017 meeting with OSU, it was determined that NOC would purchase the names of certain seniors in the Tulsa and OKC metropolitan areas who met certain ACT markers, including parental support and desire to attend a large university. Upon completion of the fall drop/add period, the VP for Enrollment Management will work with the IR director to determine the efficacy of the purchases.

2. Schedule annual meetings with area high school counselors (including recruiters, program representatives, etc.) Address affordability, transferability of courses, faculty expertise, etc. The first round of these meetings were scheduled in Spring 2017 with meetings hosted on the NOC campuses in Tonkawa, Enid, and Stillwater, and at Stillwater High School. 2018-2019 meetings will be scheduled as follow-up.
3. Develop a formalized communication plan for prospective students from point of interest to enrollment.
2017-2018 Update: The NOC Enrollment Management team met with the OSU Enrollment Management team in Fall 2017. A plan was established to exchange names of OSU denied/deferred with those Gateway students who had met an established benchmark. It was also expressed by OSU that NOC follow a similar communication plan. After reviewing the OSU communication plan, a formalized communication plan was developed for all potential NOC students and will be implemented in Fall 2018.
4. Using target goal for each school's graduating class based on review of enrollment trends, increase presence at area high school events, community events, and new marketing areas for non-traditional students.
5. Work with OSU to recruit and market the NOC/OSU Gateway program to those denied admission to OSU, including the international population. Enhance the international student web page as part of this process.
2017-2018 Update: NOC met with OSU in Fall 2017 and formalized a process of name exchange. Plans are being made for a joint trip to Washington to visit several embassies with sponsored student programs. OSU will lead the effort but will include NOC in the visits.

Measured Outcome 1.2: Increase student satisfaction with admission and enrollment processes.

Assessment Results 2017-2018: The following questions from the Spring 2018 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.

Question 2.4: If undecided on a major, an advisor worked with me to identify an academic program (major) that met my goals.

Question 2.6: An academic advisor was available to help me with questions about my course of study (courses for my major).

Question 2.8: I was placed at the appropriate course level that matched my academic preparation.

Question 3.1: Prior to enrollment, clear information was made available on how much my education would cost (e.g. website cost calculator).

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.

Employees are courteous and helpful in assisting with procedures in

Question 7.7: Enrollment

Question 7.12: Academic Advising:

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Response	Average out of 5
Question 2.1	1%	3%	10%	58%	28%	568	4.08
Question 2.4	4%	4%	39%	30%	23%	434	3.64
Question 2.6	2%	4%	14%	40%	40%	547	4.14
Question 2.8	1%	2%	7%	47%	42%	558	4.27
Question 3.1	2%	7%	13%	47%	31%	583	3.98
Question 3.3	5%	17%	17%	33%	29%	449	3.63
Question 7.7	0%	2%	4%	47%	48%	555	4.41
Question 7.12	0%	2%	8%	46%	44%	508	4.32

SEM town halls and student focus groups were utilized in 2016-2017 as part of the SEM plan to identify specific strategies for improving student satisfaction in each of these areas.

Use of Assessment Results from 2017-2018: As a result of employee and student feedback, new enrollment checklists were created and posted online in 2016-2017 and were updated in 2017-2018 to make the processes clearer for students.

The following list shows all strategies that were identified to increase student satisfaction with admission and enrollment procedures.

1. Review all admission processes for efficiency.
2017-2018 Update: VP for Enrollment Management continues to meet regularly with assistant registrars to address registration policies and procedures.
2. Post and continue to update enrollment checklists annually for each campus.
2017-2018 Update: Each campus checklist has been reviewed annually prior to opening enrollment for the subsequent fall semester.
3. Review online application form annually for needed updates—e.g. changing app to indicate fall, spring, and summer enrollment options within academic year rather than fall only.
4. Provide bilingual services where possible (e.g. work-study students in targeted admissions areas).
5. Provide students increased access to class schedule, degree sheets, and offerings available (sent earlier to advisors for pre-enrollment advising, computers with WiFi outside of bookstore to print schedule, automating waitlist, creating a link in Campus Connect to degree sheets).
6. Review tuition payment schedule, adjusting due dates to remove non-attending/non-committed students earlier, freeing additional spots for enrollment.
This strategy was addressed for Fall 2017 with a new tuition deadline of July 27. Students with a payment plan in place (including scholarships, loans, or online installation payments) will not be dropped by this date.

2017-2018 Update: The first attempt at this strategy was made in Summer 2017. The team met to discuss the challenges that occurred. Due to staffing issues, the plan was not followed in Summer 2018. Another attempt will be made in Summer 2019. In lieu of the established deadline, postcards will be mailed to all students, beginning in January 2019, to remind them of their enrollment and to advise them to contact NOC if their plans have changes.

7. Share satisfaction and communication survey results annually with recruitment, marketing, and other departments to inform planned events and budgetary decisions on how advertising and recruiting dollars are expended.

2017-2018 Update: The SEM division meets each semester to review the policies, the complications, and potential remedies.

Goal 2: Further align degree programs with regional and state workforce needs.

Measured Outcome 2.1: Enrollment, retention, and graduation rates in degree programs identified as supporting state and regional needs will increase by 10% by Fall 2020.

Assessment Results 2017-2018:

Graduation rates are currently tracked for all programs; however, differences in institutional reporting and IPEDs reporting need to be accounted for. Division chairs have begun identifying courses that signify gateway entry into a degree program rather than introductory courses that may be used as electives.

Use of Assessment Results from 2017-2018: The following strategies were identified in the SEM as focal points for activity in 2017-2018 and beyond to achieve the increased enrollment, retention, and graduation rates. Further details are listed in the full SEM available on the NOC website:

1. Conduct feasibility studies on adding new academic programs.
2017-2018 Update: Labor market data was pulled for the degree programs proposed in the 2013-2018 Strategic Plan. As a result, the Respiratory Care degree program was updated through a partnership with Autry Career and Technology Center, and an Introduction to Hospitality Option was submitted to the State Regents and is pending approval.
2. Continue to develop 2 + 2 articulation agreements for smooth transfer to partner institutions.
2017-2018 Update: In addition to updating 2 + 2 articulations with partner institutions, a new focus for NOC Stillwater was working with OSU advisors to develop 24-hour transfer guidelines for students to become admissible to OSU once they met the transfer requirements. These 24-hour articulations will be further developed in 2018-2019.
3. Continue to build on initiatives set in Goal 2 of the Institutional Strategic Plan for cultivating and maintaining partnerships.
2017-2018: In addition to the new partnership with Autry noted above, last year saw a record number of internships through community partnerships and advisory board connections. Dr. Rae Ann Kruse, as Dean of Academic Services, will continue to lead these efforts in student internships.

Goal 3: Refine Retention/Completion Strategies.

Measured Outcome 3.1: NOC will support the state goal of 90% of students having access to corequisite models of developmental education and 75% of students needing remediation being enrolled in a corequisite model by Fall 2017.

Assessment Results 2017-2018: Retention and completion rates for students enrolled in corequisite models continue to show better results than with prior remediation models as indicated by the report generated through the IR Office below:

Semester	Course type	Students	% Remedial	Completion	Success
Fall 2017	Concepts of Algebra	282	16%	84%	66%
	Intermediate Algebra	202	11%	90%	68%
	Basic Comp	132	7%	83%	77%
	Basic Reading	443	25%	91%	85%
	Math Fast-track	136		91%	82%
	Math Functions Supplemental	82	5%	91%	77%
	Math Functions Main Course - Sup	82		90%	70%
	<i>Math Functions Course Total Enrollment</i>	168		89%	71%
	Math Apps Supplemental	45	3%	89%	84%
	Math Application Main Course - Sup	45		89%	69%
	<i>Math Application Total Enrollment</i>	108		89%	68%
	College Algebra Supplemental	357	20%	76%	71%
	College Algebra Main Course - Sup	357		74%	57%
	<i>College Algebra Total Enrollment</i>	1218		78%	63%
	Composition I Supplemental*	224	13%	89%	87%
	Composition I Main Course - Sup	222		87%	72%
	<i>Composition I Total Enrollment</i>	926		90%	80%
		1767	100%		

*two students enrolled in supplement and not comp I

Transitioning between COMPASS and Accuplacer

Data collected from POISE

Main course data - data only from students enrolled in the corresponding supplemental/boot camp

Completion=% of sum(A,B,C,D,F,I)/(Enrolled) Success=% of sum(A,B,C)/(Enrolled)

Use of Assessment Results from 2017-2018: The retention and completion rates for all corequisite

models will continue to be reviewed in 2018-2019 to determine if cut scores can be adjusted, still allowing for student success in the corequisite model or if the timeline for the transition to the 90% goal needs to be adjusted.

Measured Outcome 3.2: A minimum of 40% of entering first-time, full-time students will graduate with an associate degree within three years.

Assessment Results 2017-2018:

Note: After 2017 benchmarking, the measured outcome was reduced from 65 to 40% as a more realistic goal for degree completion. Based on the IPEDs report for a 2013 cohort of NOC students (815 students total), the graduation rate in 150% time was 29%.

To address this goal, 8 initiatives were identified as part of the SEM plan; these targeted activities will be used in 2018-2019 to improve timely completion rates. Further detail on each can be found in the SEM plan posted on the NOC website.

1. Align with state and national initiatives for 15-to-Finish.
2017-2018 Update: Orientation instructors continue to show the 15-to-Finish video in class to promote on-time graduation.
2. Continue efforts in college-wide community to fully utilize early alert strategies.
2017-2018 Update: new texting apps were reviewed for possible use as a secondary tool beyond the emergency alerts for sending messages related to retention. Advisors are trained each fall on the early alert tool in Campus Connect and encouraged to make use of the tool as early as possible.
3. Improve degree audit system, using the current program offered through POISE or upgrading as needed to make posted degree updates available to secondary advisors.
4. Monitor enrollment trends and use student satisfaction survey results to identify scheduling needs (e.g. online and evening course offerings) (Goal 1B Initiative of Strategic Plan)
2017-2018 Update: Additional sections of online courses have been added throughout the years of the 2013-2018 Strategic Plan to meet the goal. Thirteen online courses have also been certified through Quality Matters.
5. Improve quality of advising.
Fall and spring advisor training were continued in 2017-2018 with each division providing updates and the Advisor Handbook was updated for all advisors.
6. Strengthen Student Processes & Services for Targeted Student Groups, including First Generation Students and students admitted conditionally on probation.
Stacey Frazier led an initiative for a First Generation mentoring program, asking volunteer mentors to contact students and offer additional assistance as they had questions.
7. Continue to develop reverse transfer initiatives.
2017-2018 Update: A 2015 cohort of students who left NOC with at least 15 hours, but no degree, was submitted to the NSC. The group was then divided into students continually enrolled and students who left the subsequent institution with no degree. Each group of students was contacted and encouraged to consider reverse transfer. After contacting those students, it was determined to submit the information to NSC on the 2016 cohort. Spring 2018 was the first opportunity for NOC to request OSU provide transcripts of students who transferred and wanted the OSU transcript considered for degree completion. The process was much smoother and led to less confusion.
8. Continue to use student engagement survey results to identify success of high-impact practices and need for ongoing professional development, as noted in Goal 1B of Strategic Plan.

Use of Assessment Results from 2017-2018:

Efforts will continue on all of the SEM initiatives identified above. In Sept. 2018, vendors will be on campus to demonstrate two new SIS systems. In early planning meetings, the Executive Council has identified desired elements of the system, including access to an improved degree audit system (initiative 3 above) and an early alert system that maintains current abilities and offers additional tracking measures (initiatives 2 and 5). Stacey Frazier has worked with the Printing Department to create fliers to further promote the First Gen mentor program in Fall 2018.