Northern Oklahoma College
2013-2018 Strategic Plan June 15, 2015, Progress Report

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

Year Two Priorities

- *Create co-curricular assessment plan to better measure effectiveness of student activities.*
- *Increase the number of student activities offered on each campus, incorporating feedback from student surveys.*
- *Increase the number of participants in student activities.*
- *Utilize focus groups and/or surveys to identify extracurricular and co-curricular interests from non-traditional student group, NOC-Stillwater group, and night class students.*
- *Track usage of tutoring services per discipline, both for on-site tutoring services and tutor.com.*
- *Survey students about satisfaction with current course offerings.*
- *Create ESL tutoring resources.*
- *Develop and implement plan for increasing school pride.*
- *Create tablet/phone applications to communicate student activities.*
- *Create assessment measure to evaluate effectiveness of Blackboard mobile application.*
- *Increase diversity awareness through curricular and extracurricular activities.*

Ongoing projects for Goal 1A include the following:

- Student activities are currently being planned and scheduled for the 2015-2016 academic year. Activities will be scheduled weekly to promote a collegial campus atmosphere and engage students to enhance retention.
- On the Tonkawa residence hall project, roof decking is near complete and shingles should be installed the week of June 15. Mechanical, electrical, plumbing and data work continue on both floors. Exterior sheathing and weather proofing is complete and ready to brick, and exterior utility work continues.
- On the Enid residence hall project, roof decking is complete and shingles are scheduled to be installed the week of June 8. Mechanical, electrical, plumbing and data work continue on both floors. Exterior sheathing and weather proofing is complete and ready to brick, and sheet rock for the rooms is being hung on the first floor.
- The Office of Student Affairs met in June and continued work on the following items: Summer projects, Calendar and student activities for 15-16, BIT, Emergency Response Plan, Emergency Procedures, Faculty/Staff training, Clubs and organizations handbook and sponsors, Assessment, Security reporting, Website, VAWA, HLC guidelines, Student complaint process, Record keeping and compliance, Monthly meetings and reports, Student Government, and New Residence Halls.

The following items targeted year two priorities:

- A co-curricular assessment plan has been created for the Office of Student Affairs, including goals and measurements in areas such as the following: Student Activities (tracking increase in events offered each year and diversity workshops offered), the Athletic Department (with retention and graduation goals as well as team records), Counseling Department (ADA compliance, career counseling, and tracking of accommodations).
- Tracking of tutoring services continues with Tutor.com providing monthly reports. (See below for report sent in June.) Usage of this service decreased in the spring semester after the spike in the fall semester necessitated a cap on hours; however, the total number of users has remained fairly consistent with students who had been using hours excessively instructed to complete homework before logging on. Reminders were emailed to students about the service beginning in May and student hours were reset with 5 additional hours provided for the summer session.

Program Usage Summary (sessions)
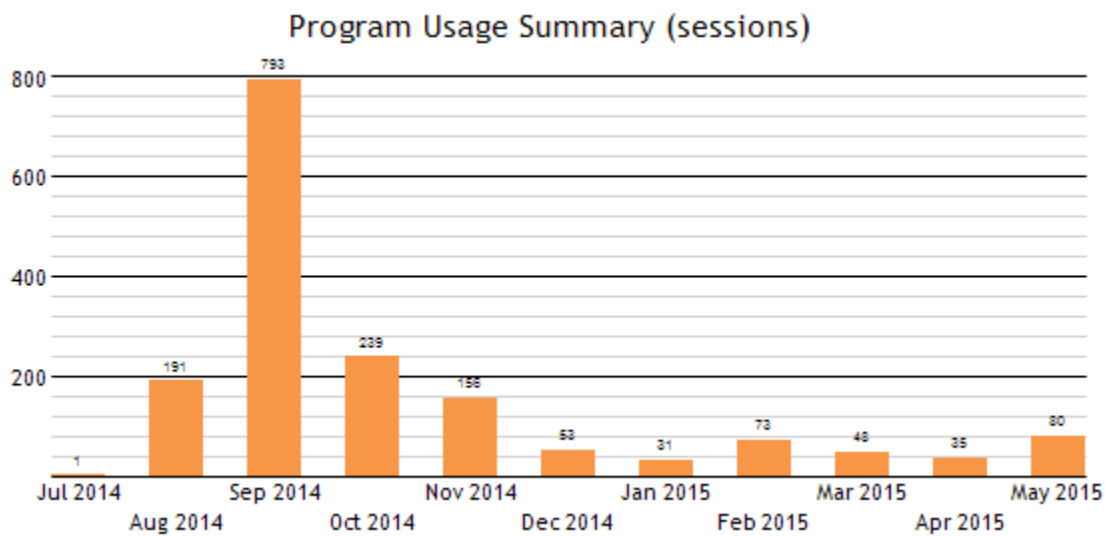
- NOC-Stillwater tutoring hours on site have been measured through the supervisor for the Student Success Center. Enid and Tonkawa on-site tutoring usage, with workers but no overall supervisor, has been more difficult to track with students coming in and not signing in if the tutor was already working with someone else.
- Stillwater On-Site Tutoring Usage:

  April 2015 Total Students-236; Returning Students (visiting multiple times)-171

  Subjects (Number of times tutored)

  Math 94, English 75, Accounting 28, Science 27, Computer Concepts 12

  May 2015 Total Students-27; Returning Students (visiting multiple times)-8

  Subjects (Number of times tutored)

  Math 17, English 6, Science 3, Computer Concepts 1, Accounting 0
- The February 2015 Student Satisfaction Survey targeted additional year two priority items, including student satisfaction with course offerings. The overall responses are included below, minus individual comments that will be reviewed by supervisors.

Survey Results for Student Satisfaction Survey Spring 2015

Overall Results

Total respondents: 241 out of 4216 responded - 6%

Demographics: Male – 22%   Females – 78%

Location: Enid – 32%   Stillwater - 29%   Tonkawa – 27%
                      UC PC –6 %   UC Enid - <1%   Online – 4%   Other < 2%

Delivery mode of classes:

Classroom/campus only	66%
Online only	7%
Both campus and online	27%

5-pt. scale:

5-Strongly Agree   4-Agree   3-Neither Agree nor Disagree
2-Disagree   1-Strongly Disagree

Question 5: The communication I received from the school about the overall enrollment process was clear.

	Percentage
Strongly Agree	29%
Agree	46%
Neither Agree nor Disagree	15%
Disagree	7%
Strongly Disagree	3%
Mean	3.9 out of 5

Question 6: The school worked with me to identify an academic program that met my goals.

	Percentage
Strongly Agree	28%
Agree	37%
Neither Agree nor Disagree	24%
Disagree	8%
Strongly Disagree	3%
Mean	3.8 out of 5

Question 7: An academic advisor was available to help me with questions about my course of study.

	Percentage
Strongly Agree	42%
Agree	34%
Neither Agree nor Disagree	13%
Disagree	7%
Strongly Disagree	4%
Mean	4.03 out of 5

Question 8: I was placed at the appropriate course level that matched my academic preparation.

	Percentage
Strongly Agree	35%
Agree	49%
Neither Agree nor Disagree	11%
Disagree	3%
Strongly Disagree	2%
Mean	4.13 out of 5

Question 9: Prior to enrollment, clear information was made available on how much my education would cost (e.g. website cost calculator).

	Percentage
Strongly Agree	21%
Agree	43%
Neither Agree nor Disagree	21%
Disagree	11%
Strongly Disagree	4%
Mean	3.65 out of 5

Question 10: Prior to enrollment, a school financial aid officer provided financial aid counseling to help me understand the responsibilities of borrowing money to finance my education.

	Percentage
Strongly Agree	15%
Agree	22%
Neither Agree nor Disagree	23%
Disagree	19%
Strongly Disagree	11%
Not Applicable	10%
Mean	3.12 out of 5

Question 11: I am satisfied with the progress I am making toward completing my degree.

	Percentage
Strongly Agree	36%
Agree	48%
Neither Agree nor Disagree	10%
Disagree	4%
Strongly Disagree	2%
Mean	4.12 out of 5

Question 12: Course content is appropriately challenging for my program of study.

	Percentage
Strongly Agree	30%
Agree	49%
Neither Agree nor Disagree	14%

Disagree	4%
Strongly Disagree	3%
Mean	3.99 out of 5

Question 13: Courses required to complete my degree are available when I need to take them. Please indicate below any courses that are needed and are not offered or are not offered in the time frame needed.

	Percentage
Strongly Agree	23%
Agree	45%
Neither Agree nor Disagree	19%
Disagree	10%
Strongly Disagree	3%
Mean	3.76 out of 5

Question 14: Faculty provide helpful instruction.

	Percentage
Strongly Agree	28%
Agree	49%
Neither Agree nor Disagree	15%
Disagree	5%
Strongly Disagree	3%
Mean	3.95 out of 5

Question 15: Faculty are available through office hours and/or email.

	Percentage
Strongly Agree	35%
Agree	49%
Neither Agree nor Disagree	8%
Disagree	5%
Strongly Disagree	3%
Mean	4.08 out of 5

Question 16: Faculty are knowledgeable about their subject area.

	Percentage
Strongly Agree	41%
Agree	44%
Neither Agree nor Disagree	11%
Disagree	3%
Strongly Disagree	1%
Mean	4.22 out of 5

Question 17: I have been able to access additional help with classes when needed, either from my instructor or tutoring services, on-site or online.

	Percentage
Strongly Agree	23%
Agree	44%
Neither Agree nor Disagree	22%
Disagree	8%
Strongly Disagree	3%
Mean	3.77 out of 5

Question 18: I have access to the electronic databases and other library tools I need to complete research assignments and coursework.

	Percentage
Strongly Agree	28%
Agree	53%
Neither Agree nor Disagree	14%
Disagree	3%
Strongly Disagree	2%
Mean	4.02 out of 5

Question 19: I am able to access computer labs/writing labs when needed for research and homework assignments.

	Percentage
Strongly Agree	28%
Agree	51%
Neither Agree nor Disagree	13%
Disagree	4%
Strongly Disagree	4%
Mean	3.94 out of 5

Question 20: I am able to navigate the NOC website to find information needed for enrollment, financial aid, scholarships, and/or billing.

	Percentage
Strongly Agree	31%
Agree	56%
Neither Agree nor Disagree	7%
Disagree	3%
Strongly Disagree	3%
Mean	4.09 out of 5

Question 21: I am able to access IT help as needed for coursework and online services.

	Percentage
Strongly Agree	15%
Agree	38%
Neither Agree nor Disagree	38%
Disagree	6%
Strongly Disagree	3%
Mean	3.55 out of 5

Question 22: I have found Blackboard mobile application useful in accessing course content and/or my student account.

	Percentage
Strongly Agree	33%
Agree	35%
Neither Agree nor Disagree	11%
Disagree	4%
Strongly Disagree	3%
Not Applicable	14%
Mean	4.07 out of 5

Question 23: Classrooms and general facilities are safe.

	Percentage
Strongly Agree	32%
Agree	56%
Neither Agree nor Disagree	4%
Disagree	3%
Strongly Disagree	1%
Not Applicable (distance learner)	4%
Mean	4.21 out of 5

Question 24: Classrooms and general facilities are clean and conducive to learning.

	Percentage
Strongly Agree	35%
Agree	50%
Neither Agree nor Disagree	8%
Disagree	2%
Strongly Disagree	1%
Not Applicable (distance learner)	4%
Mean	4.18 out of 5

Question 25: When I have non-academic questions, I can reach someone who can help me in a timely manner.

	Percentage
Strongly Agree	18%
Agree	50%
Neither Agree nor Disagree	24%
Disagree	6%
Strongly Disagree	2%
Mean	3.74 out of 5

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

	Percentage
Strongly Agree	39%
Agree	47%
Neither Agree nor Disagree	7%
Disagree	4%
Strongly Disagree	2%
Not Applicable	1%
Mean	4.16 out of 5

Financial Aid:

	Percentage
Strongly Agree	23%
Agree	39%
Neither Agree nor Disagree	13%
Disagree	8%
Strongly Disagree	8%
Not Applicable	9%
Mean	3.67 out of 5

Scholarships:

	Percentage
Strongly Agree	22%
Agree	25%
Neither Agree nor Disagree	24%
Disagree	9%
Strongly Disagree	5%
Not Applicable	15%
Mean	3.72 out of 5

Residence Hall:

	Percentage
Strongly Agree	10%
Agree	10%
Neither Agree nor Disagree	25%
Disagree	3%
Strongly Disagree	2%
Not Applicable	50%
Mean	3.47 out of 5

Academic Advising:

	Percentage
Strongly Agree	34%
Agree	35%
Neither Agree nor Disagree	15%
Disagree	5%
Strongly Disagree	5%
Not Applicable	5%
Mean	3.93 out of 5

Counseling:

	Percentage
Strongly Agree	21%
Agree	27%
Neither Agree nor Disagree	22%
Disagree	4%
Strongly Disagree	3%
Not Applicable	23%
Mean	3.75 out of 5

Question 27: Clubs and Organization offer positive experiences to enhance campus culture.

	Percentage
Strongly Agree	14%
Agree	18%
Neither Agree nor Disagree	23%
Disagree	3%
Strongly Disagree	2%
Not Applicable	40%
Mean	3.67 out of 5

Question 28: Special events and student activities (e.g. homecoming activities, mental health fair, intramurals, commuter's luncheons) offer positive experiences to enhance campus culture.

	Percentage
Strongly Agree	17%
Agree	21%
Neither Agree nor Disagree	21%
Disagree	1%
Strongly Disagree	2%
Not Applicable	38%
Mean	4.13 out of 5

Question 29: Overall, I am satisfied with my experience at NOC

	Percentage
Strongly Agree	31%
Agree	48%
Neither Agree nor Disagree	12%
Disagree	7%
Strongly Disagree	2%
Mean	4.0 out of 5

Goal 1B: Enhance recruitment, retention, and graduation.

Year Two Priorities
- *Update degree audit system.*
- *Improve use of Early Alert System to identify students with attendance issues not reported as No Shows (focus on first two weeks especially).*
- *Identify students with attendance problems with further tracking by faculty and student housing.*
- *Track advisors' contacts linked to the Early Alert System.*
- *Develop plan for recruitment and retention of minority and non-traditional students.*

- Ongoing efforts in the reverse transfer initiative continue to yield benefits for overall retention goals, as indicated by the chart below:

	UCO	OU	OSU
Potential	225	243	1187
Degreed	25	113	176
Awarded	175	20	246
Remaining	25	110	765
Total Awarded:	**441 in 3 semesters**		

- Specific to year two priorities, the use of the Early Alert System was improved with Retention Specialists on each campus being asked to call students for whom faculty and other

staff advisors had submitted an Early Alert warning. Excerpts from one of those retention specialist's reports follow to illustrate information that can be shared with all employees to improve retention:

> Called on 149 early alerts and when talking to the students have found out that most like to be reminded and they need that push to talk and ask questions of their teachers.
>
> The grade problems seem to be not understanding the teachers and not asking for help soon enough before it gets to the failing point and they get discouraged and quit going to class or just don't care to be on time.
>
> The attendance problem with most students is they do not realize or care to think of the outcome of going past the allowed limit of missing classes and that they should be used for emergencies and illness. And not all teachers seem to go by the 75% rule of attendance and this leaves the student guessing who will enforce it. My advice to the student is to talk to the teachers and to keep in touch if needing to miss class.
>
> Most teachers are not sending the alerts out early enough before they get to the point of F's. Some teachers are sending alerts out when the students miss 9-12 classes and are failing. I will e-mail the teachers and let them know who I was able to get in touch with and those I was not. I feel if they are going to use the alert it should be done before it is too late for the student.
>
> When the instructor does not drop the student who has missed 9-12 classes I tell the students to check and see if it is possible to pass the class with the grade they are receiving now. I hope the instructor will advise them to drop if they will fail the class. I tell the students if there are problems to contact me before April 10th and I will help them to drop a class if needed.
>
> Called the students on probation for the Tonkawa campus, University Center and online classes and alerted them to their D's and F's and what that could mean to them if not brought up to at least a C grade. I instructed them to talk to their teachers and if it is impossible to bring their grades to a C or better to withdraw before the instructor gives the final grade or they may be suspended for next semester. If the student needs to drop the class I take them to financial aid to make them aware if there will be a problem next semester in receiving aid.

These contacts highlight the importance of early and frequent intervention before students get into jeopardy either with too many absences or such a low average that it is not possible to raise it with the remaining work in the class. In faculty and staff advisor training, the feedback will be used to highlight again the value in using the Early Alert System with a new push in Fall 2015 to identify students who miss even on day one of each class, a potential indicator that they will be a pattern absentee later.

Goal 2: Cultivate and maintain partnerships to inform and improve academics, student experiences, and regional needs.

Year Two Priorities

- *Track and expand the number of internships offered to students and the number of students participating in internships.*
- *Develop degree options and certificates to meet regional needs and address state ecosystem.*
- *Enhance curriculum and programming for Native American population.*
- *Identify alumni and friends of the college who could communicate with majors, serve as guest speakers, and create job shadowing opportunities.*

Items addressing overall objectives for partnerships in Goal 2 include the following:

- The Global Ed program began its Dublin Summer Program the week of June 8, which marks the inauguration of our partnership with University College Dublin. 17 students are participating and two faculty. Facilities are fantastic. For the Global Ed Cuba trip, 4 participants joined from the Osher Lifelong Learning Institute (OLLI). Wade Watkins reported this partnership worked well, and he is looking into including OLLI members on at least one trip per year in the future.
- An agreement was made with the University of Oklahoma, College of Nursing for nursing faculty to serve as preceptors for university students. Most of the students will be working towards a Master's in nursing education.
- A new preceptor orientation was created for nurses who agree to preceptor students in a clinical setting. A presentation was developed to educate nurses on student objectives. An agreement is signed acknowledging their participation and understanding of duties. Preceptor hours are not attended by nursing faculty.

The following items targeted year two priorities for Goal 2:
Track and expand the number of internships offered to students and the number of students participating in internships.

- Each year, the US Department of Labor Employment and Training Administration announces the availability of approximately $100 million in grant funds for the American Apprenticeship Initiative. This initiative is intended to provide a catalyst in supporting a uniquely American Apprenticeship system that meets our country's particular economic, industry and workforce needs. American Apprenticeships (also referred to as Registered Apprenticeships) are innovative work-based learning and post-secondary earn-and-learn models that meet national standards for registration with the U.S. Department of Labor (or federally recognized State Apprenticeship Agencies). Approximately $100 million is expected to be available to fund approximately 25 grants. Grant awards will range from $2.5-5 million. The following opportunity allows NOC to partner with a private or public sector to increase workforce preparation. Specifically, it would require each division would partner with a private sector to provide internship opportunities for students. Application deadline- April 2015
- The Office of Institutional Research has begun creating a history of the number of internships offered and the number of NOC students enrolled in those internship designated course from

2011-2014. The office will further continue tracking enrollment in internship designated courses so that faculty and divisions will be aware of the data.

Enhance curriculum and programming for Native American population.

- Gina Conneywerdy, Jenna Bazzell, Scott Haywood, Kathleen Otto and Shelly Schulz met about Title III /NASNTI program. Title III/ NASNTI program is provided by US Department of Education and involves NOC since we have been determined as a Native American-Serving Nontribal Institution. Grants awarded under this section shall be used by Native American nontribal-serving institutions to assist such institutions to plan, develop, undertake, and carry out activities to improve and expand such institutions' capacity to serve Native Americans and low-income individuals. This grant would provide NOC with funds to create a resource center/space for Native-American students, provide computers and internet access, have tutoring services and provide transportation for Native-American students to and from their place of residence to Northern Oklahoma College. A letter of support from Cimarron Transit director, Laura Corff, has been received and a budget drafted. Grant deadline-July 2015

- In his 2013 State of the Union address, President Obama announced that he would designate 20 Promise Zones nationwide: urban, rural, and tribal communities where the Administration would partner with local leaders to create jobs, increase economic activity, improve educational opportunities, and reduce violent crime. Promise Zone does not come with any funds. It is a designation of a geographical area that receives special consideration on proposals and federal assistance with filing federal proposals. In addition, eligible applicants in Promise Zones will receive preferences for certain competitive federal programs and technical assistance. Shelly Schulz and Jenna Bazzell had a videoconference with Osage Nation. Osage Nation committed to a letter of support and getting letter of support from Kaw Nation. We have received letters of support from Tonkawa and Ponca previously. Next step is outlining narrative in coordination with Osage Nation. Due to the Promise Zone being a federal designation for a community to receive preference when funding is applied for, the narrative will focus on strategies and resources to strengthen self-efficacy in the Native American North Central Tribes of Oklahoma. Contingent deadline for this application-November 2015

- The Office of Institutional Research has been supporting the Grants Office's search for grants to support the Native American populations by providing data on the Native American population. Data include academic performance, remedial needs, commuter numbers, overall percentage of NOC student population that is Native American, and the tribe affiliation.

Identify alumni and friends of the college who could communicate with majors, serve as guest speakers, and create job shadowing opportunities.

- The Music Department invited back a former student to perform at the annual Homecoming Show. This student is in Nashville recording and working to make a name for himself. Having this student back to perform and talk to present students worked well as an alumni connection and will be a continued practice.

Goal 3: Upgrade facilities for quality and efficiency.
>	Year Two Priorities
> - *Complete way-finding plan for improved signage on NOC campuses.*
> - *Complete interior renovations in Central Hall and Harold Hall (Tonkawa) and Harmon Science and Marshall Hall (Enid).*
> - *Begin dorm and cafeteria renovations.*
> - *Begin NOC-Stillwater facility planning.*
> - *Continue upgrades of electrical systems, fiber, and backup recovery in Enid and Tonkawa.*

- Wayfinding bids were received on June 3rd and will be presented for approval to the NOC Regents at the June 17th meeting. The project is scheduled to be completed by August 7, 2015. T & E
- Architects from GH2 toured Central and Harold Hall with NOC leadership to determine possible scope of projects and estimated renovation costs. Estimates are to be received soon. T
- The renovation of the Enid Cafeteria is in progress with Rick Scott Construction. The flooring in the lobby and hallways surrounding the cafeteria will also be replaced with the same plank flooring as in the cafeteria. Framing has begun on the back portion of the cafeteria. Plumbing and electrical work continue to progress, and the ordering of equipment and submittal process continues to progress.
- Renovation of the Tonkawa Cafeteria is currently in planning stage with replacement of flooring, new tables and chairs, and new serving line being considered. T
- Marshall Chapel interior was renovated with refurbishment of wood, ceiling, painting of walls, and replacement of tile. E
- Sidewalk removal and replacement was completed. T
- Bookstore renovation is currently in progress. T
- Core network equipment was upgraded. T
- Zollars 406 and 407 were equipped with Lecture Capture. E

Goal 4: Enhance professional development and quality working conditions for NOC employees.
>	Year Two Priorities
> - *Track number of employees going through new orientation program.*
> - *Share training videos to accompany new employee orientation.*
> - *Increase staff professional development offerings to insure a minimum of three sessions per year are offered.*
> - *Increase staff participation in institutional committees, with special emphasis on Staff Affairs Committee.*
> - *Train supervisors on new employee orientation checklist and implement usage of checklist in all departments.*
> - *Continue reviewing employee compensation packages in relation to community college peers and adjust as budget allows.*
> - *Survey employees to identify preferred communication styles.*

- *Create a Human Resources web page that contains information needed by prospective employees, retirees, student employees, and supervisors as well as a directory of HR staff and their duties.*
- *Develop Wellness Plan in response to Wellness Assessment and employee feedback.*
- *Provide professional development opportunities for all employees in diversity and customer service.*
- *Co-curricular assessment plans in each administrative area will address strategies for improved communications.*

- The new HR section has gone live on the NOC website. It is found in the "About NOC" tab on the main page.
- In April 2015, a second employee satisfaction survey was administered to all NOC employees. The original plan for goal 4 was to administer the Noel-Levitz version of the survey only in alternate years to save the costs associated with the normed instrument. For the 2015 survey, a shortened version was administered that used only the additional individualized questions NOC created as an add-on to the normed test. Survey results are shown below, minus the added comments, which are being reviewed by supervisors.

Survey Results for Employee Satisfaction Survey Spring 2015

By Campus	Responses	Percentage
Enid	29	23%
Stillwater	27	21%
Tonkawa	72	56%

Faculty not indicating a division – 26

5-pt. scale:
5-Very Satisfied   4-Satisfied   3-Somewhat Satisfied
2-Not Very Satisfied   1-Not Satisfied at All

Campus Culture and Policies

Question 1: Advisors meet the scholastic and emotional needs of advisees.

	Enid	Stillwater	Tonkawa
Very Satisfied	18%	9%	18%
Satisfied	32%	50%	41%
Somewhat Satisfied	36%	27%	29%
Not Very Satisfied	9%	9%	9%

Not Satisfied at All	5%	5%	4%
Mean out of 5	3.50	3.50	3.61
Not Known	7	5	16

Question 2: The level of communication between advisors and students, outside of enrollment, is sufficient.

	Enid	Stillwater	Tonkawa
Very Satisfied	14%	4%	9%
Satisfied	29%	48%	32%
Somewhat Satisfied	24%	26%	36%
Not Very Satisfied	33%	13%	15%
Not Satisfied at All	0%	9%	8%
Mean out of 5	3.24	3.26	3.21
Not Known	8	4	18

Question 3: There is good communication between the different campuses.

	Enid	Stillwater	Tonkawa
Very Satisfied	10%	4%	3%
Satisfied	31%	21%	23%
Somewhat Satisfied	21%	29%	41%
Not Very Satisfied	31%	33%	22%
Not Satisfied at All	7%	13%	11%
Mean out of 5	3.07	2.71	2.86
Not Known	0	3	8

Question 4: NOC does a good job of providing an overall quality learning environment.

	Enid	Stillwater	Tonkawa
Very Satisfied	18%	35%	17%
Satisfied	61%	38%	56%
Somewhat Satisfied	21%	19%	24%

	Enid	Stillwater	Tonkawa
Not Very Satisfied	0%	4%	3%
Not Satisfied at All	0%	4%	0%
Mean out of 5	3.96	3.96	3.87
Not Known	1	1	1

Question 5: NOC provides good customer service to students:

	Enid	Stillwater	Tonkawa
Very Satisfied	12%	16%	12%
Satisfied	54%	36%	49%
Somewhat Satisfied	27%	20%	30%
Not Very Satisfied	4%	20%	7%
Not Satisfied at All	4%	8%	1%
Mean out of 5	3.65	3.32	3.63
Not Known	2	2	5

Question 6: NOC provides good customer service to employees.

	Enid	Stillwater	Tonkawa
Very Satisfied	11%	8%	8%
Satisfied	21%	35%	51%
Somewhat Satisfied	39%	31%	25%
Not Very Satisfied	29%	15%	13%
Not Satisfied at All	0%	12%	3%
Mean out of 5	3.14	3.12	3.49
Not Known	0	1	1

Question 7: NOC provides good customer service to external stakeholders (alumni, retirees, community members, businesses, etc.).

	Enid	Stillwater	Tonkawa
Very Satisfied	9%	20%	16%
Satisfied	59%	50%	59%

Somewhat Satisfied	27%	20%	20%
Not Very Satisfied	0%	10%	4%
Not Satisfied at All	5%	0%	0%
Mean out of 5	3.68	3.80	3.88
Not Known	7	17	23

Question 8-Additional Comment section--removed for supervisor review

Institutional Goals

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

Question 9: Increase the assets of NOC Foundation

	Enid	Stillwater	Tonkawa
Very Important	14%	12%	18%
Important	38%	31%	43%
Somewhat Important	41%	38%	32%
Not Very Important	7%	15%	6%
Not Important at all	0%	4%	1%
Mean out of 5	3.59	3.31	3.71

Question 10: Increase the use of degree program Advisory Committees

	Enid	Stillwater	Tonkawa
Very Important	3%	15%	25%
Important	38%	44%	43%
Somewhat Important	41%	33%	21%
Not Very Important	17%	4%	7%
Not Important at all	0%	4%	4%
Mean out of 5	3.28	3.63	3.78

Question 11: Increase the number of full-time faculty

	Enid	Stillwater	Tonkawa
Very Important	39%	41%	31%
Important	32%	33%	44%

Somewhat Important	29%	19%	18%
Not Very Important	0%	7%	6%
Not Important at all	0%	0%	1%
Mean out of 5	4.11	4.07	3.97

Question 12: Increase the number of full-time staff

	Enid	Stillwater	Tonkawa
Very Important	14%	26%	16%
Important	38%	33%	36%
Somewhat Important	45%	19%	36%
Not Very Important	3%	11%	13%
Not Important at all	0%	11%	0%
Mean out of 5	3.62	3.52	3.54

Question 13: Increase the enrollment of new students

	Enid	Stillwater	Tonkawa
Very Important	86%	59%	86%
Important	10%	22%	14%
Somewhat Important	3%	15%	0%
Not Very Important	0%	4%	0%
Not Important at all	0%	0%	0%
Mean out of 5	4.83	4.37	4.86

Question 14: Increase the retention of existing students

	Enid	Stillwater	Tonkawa
Very Important	83%	74%	83%
Important	14%	15%	15%
Somewhat Important	3%	11%	1%
Not Very Important	0%	0%	0%
Not Important at all	0%	0%	0%
Mean out of 5	4.79	4.63	4.82

Question 15: Develop new academic programs

	Enid	Stillwater	Tonkawa
Very Important	24%	33%	37%
Important	38%	30%	46%
Somewhat Important	28%	26%	17%
Not Very Important	10%	11%	0%
Not Important at all	0%	0%	0%
Mean out of 5	3.76	3.85	4.20

Question 16: Improve employee morale

	Enid	Stillwater	Tonkawa
Very Important	79%	52%	75%
Important	21%	41%	21%
Somewhat Important	0%	4%	4%
Not Very Important	0%	0%	0%
Not Important at all	0%	4%	0%
Mean out of 5	4.79	4.37	4.71

Question 17: Additional Comments section-removed

Question 18: Choose three goals that you believe should be NOC's top priorities.

	Enid	Stillwater	Tonkawa
Increase the assets of NOC Foundation	0%	1%	3%
Increase the use of degree program Advisory Committees	0%	3%	4%
Increase the number of full-time faculty	12%	16%	9%
Increase the number of full-time staff	10%	10%	3%
Increase the enrollment of new students	30%	18%	29%
Increase the retention of existing students	21%	20%	24%
Develop new academic programs	10%	14%	8%
Improve employee morale	18%	18%	20%

Involvement in Planning and Decision-Making

Question 19: In your opinion, how much involvement do each of the following have in planning and decision-making at NOC?

Community members

	Enid	Stillwater	Tonkawa
Too much Involvement	0%	0%	6%
More than Enough Involvement	14%	8%	17%
Just the Right Involvement	57%	69%	62%
Not Quite Enough Involvement	29%	8%	12%
Not Enough Involvement	0%	15%	3%
Mean out of 5	2.86	2.69	3.12

Foundation Board

	Enid	Stillwater	Tonkawa
Too much Involvement	0%	0%	10%
More than Enough Involvement	15%	12%	11%
Just the Right Involvement	78%	81%	76%
Not Quite Enough Involvement	7%	4%	1%
Not Enough Involvement	0%	4%	1%
Mean out of 5	3.07	3.00	3.27

Faculty

	Enid	Stillwater	Tonkawa
Too much Involvement	4%	0%	4%
More than Enough Involvement	14%	0%	6%
Just the Right Involvement	25%	31%	35%
Not Quite Enough Involvement	43%	42%	43%
Not Enough Involvement	14%	27%	12%
Mean out of 5	2.50	2.04	2.48

Staff

	Enid	Stillwater	Tonkawa
Too much Involvement	4%	0%	1%

	Enid	Stillwater	Tonkawa
More than Enough Involvement	4%	8%	7%
Just the Right Involvement	32%	38%	41%
Not Quite Enough Involvement	57%	38%	35%
Not Enough Involvement	4%	15%	16%
Mean out of 5	2.46	2.38	2.43

Deans or Directors of administrative units

	Enid	Stillwater	Tonkawa
Too much Involvement	7%	4%	7%
More than Enough Involvement	25%	24%	19%
Just the Right Involvement	57%	48%	60%
Not Quite Enough Involvement	11%	20%	13%
Not Enough Involvement	0%	4%	0%
Mean out of 5	3.29	3.04	3.21

Chairs

	Enid	Stillwater	Tonkawa
Too much Involvement	4%	4%	7%
More than Enough Involvement	18%	16%	15%
Just the Right Involvement	64%	48%	62%
Not Quite Enough Involvement	14%	24%	13%
Not Enough Involvement	0%	8%	3%
Mean out of 5	3.11	2.84	3.10

Vice-Presidents

	Enid	Stillwater	Tonkawa
Too much Involvement	7%	12%	16%
More than Enough Involvement	21%	36%	22%
Just the Right Involvement	64%	40%	61%
Not Quite Enough Involvement	4%	8%	1%
Not Enough Involvement	4%	4%	0%
Mean out of 5	3.25	3.44	3.52

Students

	Enid	Stillwater	Tonkawa
Too much Involvement	0%	4%	1%
More than Enough Involvement	14%	12%	9%
Just the Right Involvement	39%	40%	36%
Not Quite Enough Involvement	36%	32%	32%
Not Enough Involvement	11%	12%	22%
Mean out of 5	2.57	2.64	2.36

Regents

	Enid	Stillwater	Tonkawa
Too much Involvement	7%	0%	10%
More than Enough Involvement	21%	23%	25%
Just the Right Involvement	68%	65%	59%
Not Quite Enough Involvement	4%	8%	6%
Not Enough Involvement	0%	4%	0%
Mean out of 5	3.32	3.08	3.40

Alumni

	Enid	Stillwater	Tonkawa
Too much Involvement	0%	0%	4%
More than Enough Involvement	18%	12%	4%
Just the Right Involvement	64%	62%	57%
Not Quite Enough Involvement	14%	15%	26%
Not Enough Involvement	4%	12%	9%
Mean out of 5	2.96	2.73	2.70

Question 20: Additional Comments section—removed

Work Environment

Question 21: I have access to adequate technology to perform my duties.

	Enid	Stillwater	Tonkawa
Very Satisfied	31%	23%	25%

Satisfied	45%	42%	38%
Somewhat Satisfied	10%	27%	18%
Not Very Satisfied	3%	4%	15%
Not Satisfied at All	10%	4%	4%
Mean out of 5	3.83	3.77	3.64
Not Applicable	1	1	0

Question 22: *NOC provides the professional development needed for my position.*

	Enid	Stillwater	Tonkawa
Very Satisfied	29%	17%	24%
Satisfied	32%	38%	32%
Somewhat Satisfied	18%	29%	25%
Not Very Satisfied	18%	13%	11%
Not Satisfied at All	4%	4%	7%
Mean out of 5	3.64	3.50	3.55
Not Applicable	1	3	1

Question 23: *Administrators respond in a timely manner to emails and phone calls.*

	Enid	Stillwater	Tonkawa
Very Satisfied	21%	23%	22%
Satisfied	46%	31%	43%
Somewhat Satisfied	14%	27%	24%
Not Very Satisfied	11%	15%	6%
Not Satisfied at All	7%	4%	6%
Mean out of 5	3.64	3.54	3.71
Not Applicable	0	1	0

Question 24: *My co-workers respond in timely manner to emails and phone calls.*

	Enid	Stillwater	Tonkawa
Very Satisfied	22%	35%	31%

Satisfied	56%	31%	48%
Somewhat Satisfied	15%	27%	15%
Not Very Satisfied	4%	8%	6%
Not Satisfied at All	4%	0%	0%
Mean out of 5	3.89	3.92	4.04
Not Applicable	1	1	0

Question 25: **The scheduling of employee events and activities meets my needs.**

	Enid	Stillwater	Tonkawa
Very Satisfied	8%	13%	16%
Satisfied	62%	38%	40%
Somewhat Satisfied	19%	33%	31%
Not Very Satisfied	12%	13%	9%
Not Satisfied at All	0%	4%	4%
Mean out of 5	3.65	3.42	3.54
Not Applicable	1	3	3

Question 26: **The NOC RAVE Emergency Alert system functions for me in a satisfactory manner.**

	Enid	Stillwater	Tonkawa
Very Satisfied	59%	38%	44%
Satisfied	41%	42%	50%
Somewhat Satisfied	0%	12%	4%
Not Very Satisfied	0%	8%	1%
Not Satisfied at All	0%	0%	0%
Mean out of 5	4.59	4.12	4.38
Not Applicable	1	1	0

Question 27: **The Blackboard academic learning system functions for me in a satisfactory manner.**

	Enid	Stillwater	Tonkawa
Very Satisfied	5%	21%	10%
Satisfied	41%	42%	42%
Somewhat Satisfied	23%	12%	21%
Not Very Satisfied	14%	12%	10%
Not Satisfied at All	18%	12%	17%
Mean out of 5	3.00	3.46	3.17
Not Applicable	6	3	20

Question 28: The School Dude facility maintenance work order system function for me in a satisfactory manner.

	Enid	Stillwater	Tonkawa
Very Satisfied	14%	0%	16%
Satisfied	57%	47%	55%
Somewhat Satisfied	5%	27%	22%
Not Very Satisfied	19%	20%	6%
Not Satisfied at All	5%	7%	2%
Mean out of 5	3.57	3.13	3.77
Not Applicable	8	12	7

Question 29: The Track-it system for reporting technology issues function for me in a satisfactory manner.

	Enid	Stillwater	Tonkawa
Very Satisfied	17%	5%	8%
Satisfied	43%	43%	42%
Somewhat Satisfied	9%	33%	36%
Not Very Satisfied	22%	14%	9%
Not Satisfied at All	9%	5%	5%
Mean out of 5	3.39	3.29	3.39
Not Applicable	5	6	8

Question 30: NOC provides a safe work environment.

	Enid	Stillwater	Tonkawa
Very Satisfied	34%	31%	31%
Satisfied	41%	31%	56%
Somewhat Satisfied	17%	27%	10%
Not Very Satisfied	7%	8%	4%
Not Satisfied at All	0%	4%	0%
Mean out of 5	4.03	3.77	4.13
Not Applicable	0	1	1

Questions 31: NOC provides an overall quality work environment.

	Enid	Stillwater	Tonkawa
Very Satisfied	28%	27%	23%
Satisfied	24%	38%	44%
Somewhat Satisfied	38%	27%	30%
Not Very Satisfied	10%	0%	1%
Not Satisfied at All	0%	8%	3%
Mean out of 5	3.69	3.77	3.82
Not Applicable	0	1	1

Goal 5: Diversify and increase revenue streams.
Year Two Priorities
- *Establish price structures for new dormitories (Enid and Tonkawa).*
- *Establish target goals for grant applications and awards.*
- *Provide local training for grant writing and managing for faculty and staff.*
- *Develop co-curricular assessment plan for scholarship program.*
- *Identify institutional need list for potential donors.*

Establish target goals for grant applications and awards.
- Administrative Policies and Procedures Manual and Accounting Policies and Procedures Manual are currently under review. The manual provides step-by-step policies and procedures of how NOC will manage grants and contracts. Federal guidelines require all colleges and

universities to publicly post their Administrative and Accounting Policies and Procedures by July 1, 2015.

- The NASNTI Grant and the application for a Promise Zone designation—see descriptions under Goal 2—address both the year two priority of developing opportunities for NOC's Native American population and expanding grant funding.
- Fritz Osell with 23 other universities submitted a proposal to NSF for a Planetarium Consortium. The University of Colorado at Boulder is the lead institution. Using Bert and Janice Mackie Planetarium, Fritz will help test efficacy of planetarium programs developed for enhancement of undergraduate astronomy education. Funding status is being awaited.
- Plus 50. 15 students enrolled in Plus 50 program (6-7 students enrolled for summer and fall). 7 Plus 50 students graduated. Beginning evaluation forms. Next information seminar is July 7 @ 6pm in Zollars 206 (Enid campus). Next report is August dealing with outcomes. Next meeting July 16th @ noon.
- Completed the second year Indirect Cost Proposal and submitted the proposal to the DHHS Cost Allocation Division in Dallas, TX. They will assign us an accountant to review the proposal and eventually negotiate a federally negotiated indirect cost rate that may or may not be similar to year one's 40%. Without the federally negotiated indirect cost rate, NOC would be limited to the minimum indirect cost rate of 10%.
- Division Priorities—Gene Young, acting as interim chair, and Jenna Bazzell both sent emails asking Division Chairs for their top four priorities of grant funding in their respective departments and to nominate a faculty and/or all division faculty members for the writing and research process. Jenna responded to the ones received with an extensive list of funding opportunities/ideas. Kirby Tickel-Hill and Jenna shared responses in regards to a donor wish list in order to narrow a list of priorities Kirby would take to NOC donors. Many of the Division Chair requests can be satisfied with grant funding.

Provide local training for grant writing and managing for faculty and staff.

- In the Grants Committee meeting on January 23, 2015, members were asked for ideas of how to increase self-efficacy amongst faculty and staff for grant writing. Members suggested the Grants Coordinator send out a monthly newsletter screening opportunities for divisions at NOC. The first newsletter distribution was sent by Jenna Bazzell, Grants Coordinator, on February 9, 2015, to all NOC faculty and staff. Since then a newsletter has been sent out each monthly with funding opportunities. Faculty and staff are asked to reply to opportunities of interest.
- Located in the Administrative Policies and Procedures Manual is a list of grant writing resources and funding opportunities for NOC faculty. Once the Administrative and Accounting Policies and Procedure Manuals are approved, Jenna and Shelly Schultz, Grants Accountant, will meet with faculty and staff to discuss the manuals and address concerns they may have about researching, applying, submitting and/or writing grants.
- Jenna Bazzell, Pam Stinson and Kathleen Otto are working to compile a list of books for the library. The goal is for the library to purchase reference books regarding grants and the grant process. This will enable faculty and staff to have an opportunity to read and learn more about the grant process.

Develop co-curricular assessment plan for scholarship program.

- Still working with IT about modifications on the time frame that new students can receive their NOC credentials. The goal is to make our existing scholarship program more student friendly and streamline the application process.

- Employee/Dependent Tuition waivers are now being processed through the scholarship office beginning summer 2015.
- A short questionnaire will be added to the scholarship program beginning with the spring 2016 semester to receive feedback from the students as part of our ongoing assessment of our program.
- Investigating a scholarship renewal program that will enhance our existing program.

Identify institutional need list for potential donors

- The Development Office has requested that administrative council members provide 3-5 department needs that our donors may provide assistance in funding. These needs, along with the list from division chairs, will be prioritized and made available online for our donors. Jenna Bazzell and Kirby Tickel-Hill have compared requests received from Division Chairs to narrow down priorities. Jenna believes that many responses can be satisfied with grant funding. The Development Office will continue to work with the Grant Coordinator as council members' requests are received.