# 2019 - 2020
# Assessment
# Plan

**Institutional Mission Statement**

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

**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 21$^{st}$ 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 2019-2025**

**Goal 1A:  Student Quality of Life**
Strategy 1—Maintain facilities for a quality learning and working environment.
Strategy 2—Review campus and community resources for fuller student services.
Strategy 3—Enhance Freshman Orientation.
Strategy 4—Conduct ongoing review of extracurricular and co-curricular programming, both new and an evaluation of what we have.

**Goal 2:  Recruitment/Retention/Graduation**
Strategy 1—Review and improve advising model, including orientation for new advisors and full utilization of new ERP system.
Strategy 2— Create new articulation agreements with top transfer partners and update existing ones (e.g. for OSU both 2 + 2 and 1 +3).
Strategy 3—Set and track recruitment and enrollment goals.
Strategy 4—Strengthen community relationships and presence.
Strategy 5—Review degree programs annually for new programs and/or formats to meet workforce needs (e.g. online course and degree offerings).

**Goal 3:  Employee Quality of Life/Professional Development**
Strategy 1—Review financial and non-monetary compensation for all employees.
Strategy 2—Review institutional communication protocol.
Strategy 3—Support professional development for all employees.
Strategy 4—Increase sense of institutional community (e.g. staculty [faculty+staff]).
Strategy 5—Continue to review financial resources and employee surveys to identify additional opportunities for development.

**Goal 4:  Increased Revenue Streams**
Strategy 1—Pursue new grant opportunities and other external funding through partnerships.
Strategy 2—Identify sources for sponsorships of programs (academic and non-academic—e.g. JV, new sports teams), facility needs, and student scholarships.
Strategy 3—Clarify and communicate all employees' roles in recruitment and retention (e.g. 15-to-Finish advising initiative, strengthening early alert reporting through new ERP).

**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 <u>Academic Affairs</u>

**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 2018-2019**: See http://www.noc.edu/general-education for posting of all general education competency grids, including 2018-2019 data.

**Use of Assessment Results from 2018-2019**: 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 general education 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 focused on both critical thinking and communication skills with a divisional choice on one additional area (cultural, societal, and environmental awareness or consumer and personal wellness), whichever was more appropriate to the disciplines reflected within the division.  Faculty review data in the spring semester for whichever competency is being evaluated and make recommendations for the following fall.  Annual updates to data 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 2018-2019:** Standard met and an increase in response rate was seen over 2018 data.

Table 3:  Spring 2019 Student Satisfaction Data

|  | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree | Response | % of Agreed/ Strongly Agreed |
|---|---|---|---|---|---|---|---|
| Question 5.1:  Faculty provide helpful instruction. | 2% | 2% | 7% | 56% | 33% | 627 | 89% |
| Question 4.3:  Course content is appropriately challenging for my program of study. | 2% | 3% | 14% | 52% | 29% | 629 | 81% |
| Question 5.5:  Faculty are knowledgeable about their subject area. | 1% | 1% | 4% | 50% | 44% | 628 | 94% |

Question 5.1-566 responses in 2018; 90% agreed or strongly agreed
Question 4.3-567 responses in 2018; 85% agreed or strongly agreed
Question 5.5-583 responses in 2018; 94% agreed or strongly agreed

**Use of Assessment Results from 2018-2019:**   Results of 2018-2019 survey will be shared with all faculty in Fall 2019 in-service meetings and via email.

**Assessment Results 2018-2019:**  Numbers in parentheses below indicate 2017-2018 assessment results. Note:  Agriculture and Biological Science and Engineering, Phy Science, and PTEC were combined as one division until Fall 2019 so parenthetical numbers represent combined.

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 HPER and Nursing; response rates went down for all other areas.  It should be noted that enrollment numbers significantly decreased in 2018-2019 as well.   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 2018

| Division | Total Response | 2.6 | 2.7 | 2.8 | 2.10 |
|---|---|---|---|---|---|
| Academic Development | 437 (523) | 89% (90%) | 84% (83%) | 94% (93%) | 89% (89%) |
| Ag & Biological Science | 613 (% of 975) | 86% (88%) | 90% (93%) | 93% (96%) | 88% (90%) |
| Business | 358 (491) | 88% (87%) | 88% (90%) | 92% (93%) | 90% (91%) |
| Eng, Phy Science & PTEC | 383 (% of 975) | 86% (88%) | 93% (93%) | 96% (96%) | 89% (90%) |
| Fine Arts | 165 (239) | 89% (94%) | 93% (94%) | 97% (96%) | 93% (93%) |
| HPER | 106 (79) | 96% (93%) | 95% (93%) | 97% (93%) | 94% (94%) |
| Language Arts | 635 (730) | 93% (93%) | 93% (94%) | 97% (97%) | 96% (95%) |
| Math | 1096 (1212) | 86% (86%) | 90% (91%) | 96% (96%) | 89% (91%) |
| Nursing | 679 (558) | 88% (88%) | 91% (88%) | 93% (93%) | 88% (88%) |
| Social Science | 843 (857) | 92% (90%) | 90% (90%) | 96% (95%) | 88% (88%) |

Spring 2019

| Division | Total Response | 2.6 | 2.7 | 2.8 | 2.10 |
|---|---|---|---|---|---|
| Academic Development | 82 (87) | 88% (97%) | 83% (91%) | 86% (98%) | 85% (96%) |
| Ag & Biological Science | 529 (% of 940) | 87% (89%) | 89% (92%) | 94% (96%) | 87% (91%) |
| Business | 402 (464) | 89% (90%) | 88% (89%) | 91% (94%) | 86% (89%) |
| Eng, Phy Science & PTEC | 376 (% of 940) | 87% (89%) | 93% (92%) | 95% (96%) | 88% (91%) |
| Fine Arts | 175 (196) | 90% (91%) | 94% (92%) | 97% (95%) | 95% (94%) |
| HPER | 119 (99) | 95% (92%) | 96% (91%) | 97% (91%) | 96% (90%) |
| Language Arts | 511 (618) | 91% (95%) | 94% (94%) | 96% (97%) | 93% (93%) |
| Math | 694 (856) | 90% (85%) | 93% (91%) | 98% (97%) | 93% (89%) |
| Nursing | 669 (598) | 88% (90%) | 87% (91%) | 93% (93%) | 86% (88%) |
| Social Science | 802 (820) | 92% (92%) | 93% (92%) | 95% (96%) | 91% (90%) |

**Use of Assessment Results from 2018-2019:**  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 2013-2018:**  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 12-1-2-108, the following program reviews were completed, approved by the NOC Board of Regents, and submitted to OSRHE for approval.  Additional program reviews will be conducted by December 2019 for the A.A. in Music and for any currently non-marketed A.A.S. programs that change status.
- 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 Elementary Education
- 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.S. in Pre-Professional (Nursing BSN)
- A.A.S. in Applied Technology (Military Services)
- A.A.S. in Digital Media Animation and Design
- 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

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, study abroad, and career explorations.

**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 2018-2019:**  Students were placed in internships or job shadowing opportunities in five of the nine academic divisions (Agriculture and Biological Sciences; Health, Physical Education, and Recreation; Language Arts; Math, and Social Science) as noted below.
Nursing students participated in numerous service learning opportunities, including handwashing clinics, community flu shots, and disaster relief training in conjunction with local authorities.

## Internship List 2018-2019

| Name | Division | Business | Semester |
|------|----------|----------|----------|
| Brenna Musaev | Biological Sciences | Robert Moore, DDS | Fall 2018 |
| Clayton Brown | Criminal Justice | Enid Police Department | Fall 2018 |
| James Flegler | Criminal Justice | Kay County District Courthouse | Fall 2018 |
| Kianna DeLodge | Criminal Justice | Kay County Sheriff's Department | Fall 2018 |
| Michael Trevin | Criminal Justice | Logan County Sheriff's Department | Fall 2018 |
| Scericka Bates | Criminal Justice | Oklahoma Highway Patrol | Fall 2018 |
| Tommi Kelley | Criminal Justice | Ponca City Police Department | Fall 2018 |
| Michael Gilmore | Language Arts | NASNTI language preservation project | Fall 2018 |
| Denver Wahwassuck | Social Science | NOC Cultural Engagement Center | Fall 2018 |
| Gabby Ochoa | Social Science | Kaw Nation Domestic Violence | Fall 2018 |
| Nicholas Glasgow | Social Science | Mick Cornet gubernatorial campaign 2018 | Fall 2018 |
| Name | Division | Business | Semester |

| Name | Division | Business | Semester |
|---|---|---|---|
| AJ Hornback | Ag | Sheep Center | Spring 2019 |
| Hannah McCoon | Ag | NOC Hemp Project | Spring 2019 |
| Kam Childers | Ag | Sheep Center | Spring 2019 |
| Aaliah Johnson | Criminal Justice | Ponca PD | Spring 2019 |
| Chloe Rogers | Criminal Justice | Office of Juvenile Affairs | Spring 2019 |
| Elizabeth DeLaTorre | Criminal Justice | Lamunyon Law Firm | Spring 2019 |
| Justin Evans-Completed | Criminal Justice | Ponca PD | Spring 2019 |
| Miguel Sanchez | Criminal Justice | DHS | Spring 2019 |
| Nicole Houston | Criminal Justice | Northcutt Law Firm | Spring 2019 |
| Silva Lopez | Criminal Justice | Enid PD | Spring 2019 |
| Tierra Flores | Criminal Justice | Ponca PD | Spring 2019 |
| Andrea Pitzer | WoW | Job shadowing | Spring 2019 |
| Beau Brownell | WoW | Job shadowing | Spring 2019 |
| **Name** | **Division** | **Business** | **Semester** |
| Kate Hornyak | Ag | GZ Enterprises: Hemp Pilot Program | Summer 2019 |
| Alex Valencia | Criminal Justice | Lake Patrol - waiting for finalization as of 5/30/19 | Summer 2019 |
| Brian Hatfield | Criminal Justice | Perry PD | Summer 2019 |
| Coleton Bunyard | Criminal Justice | Ponca PD | Summer 2019 |
| Autumn Conneyrwordy | HPER | Otoe-Missouria | Summer 2019 |
| Savannah Brown | HPER | PT- under Julie Baggett | Summer 2019 |
| Shelbie Smith | Language Arts | NASNTI language preservation project | Summer 2019 |
| Blake Powell-Thilsted | Math | St. Mary's | Summer 2019 |

*Note: in addition to the placements listed above, one student was placed with an HPER internship but failed to complete the requirements; two other students were issued Incompletes having partially met the requirements but needing an extension due to scheduling.

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 2018-2019:**   Photos and news stories of student interns will continue to be used on the NOC website to promote future internships.  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 2018-2019:**  The following grant applications were completed or are pending for this past year:

| GRANTING FOUNDATION OR AGENCY | Type of Grant | PRINCIPAL INVESTIGATOR | AMOUNT REQUESTED |
|---|---|---|---|
| Date WFO-SMART (Project Achieve Extended) | Foundation | Rick Edgington | 5,000 (5/2/2019) |
| WICHE-Lumina NCI grant | Foundation | Scott Haywood | 5,000 (continued) |
| OK Arts Council-small grant | Foundation | Brandon Hobson, Paul Bowers, Don Stinson | 2,500 (8/10/2018) |
| Wal-Mart Foundation (NASNTI Welcome Event) | Foundation | Rae Ann Kruse | 650* |
| Wal-Mart Foundation (CEC Food for Students) | Foundation | Rae Ann Kruse | 500* |
| OSU MRI | Federal | Frankie Wood-Black | N/A* |
| TCC LSAMP | Federal | Frankie Wood-Black | N/A* |
| OVW | Federal | Jason Johnson | 300,000* |
| Honda Foundation | Foundation | Christian Samanamu | Declined |
| OEM | State | Ray Weidman | 1,6000,000* |
| Celanx | Corporate | Gene Young | |
| Upward Bound-Enid | Federal | Rick Edgington | 1,287,500 |
| OK Arts Council-small grant | Foundation | Paul Bowers, Don Stinson | 2,500* |

**Use of Assessment Results from 2018-2019:**  Grants have shown a steady increase in both applications and interest among faculty and staff across the institution with recent awards, including the 5-year NASNTI grant and the 2018-2019 additions of the WICHE grant supplementing.  Currently, the grant coordinator position is being advertised with a vacancy upcoming in June 2019.

> **Measured Outcome 3.3:**  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 2018-2019**:  92% of students who completed World of Work with a grade of "C" or higher declared a major.  One student in Arts and Science chose an Elementary Education major but has not yet made the change in the Registration Office.  The instructor will follow up with her in the fall. Two students stayed Arts and Science purposefully as it was the best fit for transfer goals.

**Use of Assessment Results from 2018-2019**:  W.O.W. instructors will continue to track data and use career inventories and other tools to encourage students to declare a major sooner.

> *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 2018-2019 (from 2019 Student Satisfaction Survey):**

|  | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree | Response | Average out of 5 | 2017-18 |
|---|---|---|---|---|---|---|---|---|
| **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. | 2% | 3% | 11% | 51% | 33% | 627 (582 in 2018) | 4.11 | 4.17 |
| **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. | 3% | 4% | 17% | 46% | 31% | 625 (585 in 2018) | 3.98 | 4.17 |
| **Computer Labs** Question 6.6: I am able to access computer labs/writing labs when needed for research and homework assignments. | 1% | 2% | 13% | 48% | 36% | 622 (577 in 2018) | 4.15 | 4.32 |

**Use of Assessment Results from 2018-2019:** 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 2018-2019:** Usage Statistics are shown below:

**Electronic Databases for 2018-2019**

|  | AY-2014 | AY-2015 | AY-2016 | AY-2017 | AY-2018 |
|---|---|---|---|---|---|
| Visitors to Enid and Tonkawa Libraries | 90,000 | 79,920 | 90,393 | 67,293 | 54,845 |
| Database Instructions | 45 | 47 | 41 | 26 | 33 |

| Electronic Databases | AY-2014 | AY-2015 | AY-2016 | AY-2017 | AY-2018 |
|---|---|---|---|---|---|
| **Session** | | | | | |
| • EbscoHost | 4,135 | 5,511 | 5,962 | 5,128 | 5,729 |
| • ProQuest | 3,936 | 4,021 | 4,212 | 4,102 | 3,865 |
| • Gale | 2,726 | 1,301 | 1,096 | 1,611 | 1,818 |
| **Total** | **10,797** | **10,833** | **11,270** | **10,841** | **11,412** |
| | | | | | |
| **Total Full Texts Retrieved** | | | | | |
| • EbscoHost | 9,831 | 10,667 | 10,012 | 10,762 | 11,031 |
| • ProQuest | 4,039 | 2,874 | 3,202 | 2,012 | 3,169 |
| • Gale | 2,759 | 1,298 | 1,369 | 2,128 | 1,875 |
| **Total** | **16,629** | **14,839** | **14,583** | **14,902** | **16,075** |
| | | | | | |
| **Abstracts Retrieved** | | | | | |
| • EbscoHost | 14,014 | 13,840 | 12,126 | 11,358 | 9,012 |
| • ProQuest | 843 | 420 | 1,002 | 758 | 1,352 |
| • Gale | 59 | 44 | 52 | 216 | 317 |
| **Total** | **14,916** | **14,304** | **13,180** | **12,332** | **10,681** |

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

**Use of Assessment Results from 2018-2019:** 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 2018-19:** Advisor's Handbook was updated in Spring 2019 and is available under the "Academic" link of the NOC website.

**Use of Assessment Results from 2018-2019:** All faculty met for updates on advisement issues in October 2018 before spring enrollment opened, and again met before Summer 2019 and Fall 2019 enrollment opened with a particular focus on new supplemental coursework for changes in the co-requisite model. As part of the Strategic Plan development meetings for 2019-2025, a new emphasis was added on academic advising with recommendations to enhance advisor training through case

studies.  A "New to Northern" Teacher Academy will be added in Fall 2019 to address these and other training needs.

> *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 2018-2019:**  The following summary reflects the attendance for faculty professional development offerings.

## Faculty Professional Development Summary
### 2018-2019 Academic Year

**FALL**

| | |
|---|---|
| **In Service** | 96 |
| **Advisement** | 80 |
| **Blackboard Basics** | 5 |
| **Blackboard Webinars** | 2 |
| **Diversity (LGBTQ)** | 7 |
| **Effective Videos** | 5 |
| **FERPA** | 61 |
| **Healthy Foods** | 5 |
| **Investing** | 4 |
| **ITV Best Practices** | 3 |
| **Quality Matters** | 23 |
| **Sign-Up Genius** | 2 |
| **Turnitin.com** | 3 |
| **External Opportunities** | 62 |

**SPRING**

| | |
|---|---|
| **Advisement** | 74 |
| **Active Intruder** | 12 |
| **Autism Awareness** | 3 |
| **Blackboard Webinars** | 2 |

| | |
|---|---|
| **Black History** | 6 |
| **Communication** | 7 |
| **Course Objectives** | 5 |
| **Heart Healthy** | 17 |
| **Investing for Retirement** | 6 |
| **Latex** | 5 |
| **NBC Learn** | 4 |
| **OTRS** | 2 |
| **Sign Language** | 7 |
| **External Opportunities** | 59 |

**Use of Assessment Results from 2018-2019:**  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 incentive program will continue in 2019-2020.

> **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 2018-2019:**    Full-time faculty were initially provided $800 each for professional development in the 2018-2019 budget year; mid-year budget cuts forced a reduction in this to $600 each for those who had not already expended their funds.  Sixteen faculty and four staff members also submitted requests for R and R reimbursement for coursework taken beyond what might have been covered with this budget; funding decisions on this reimbursement will be made in July or August when the 2019-2020 budget picture is clearer from enrollment numbers.  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 2018-2019:**  In budget review meetings, the value of professional development was reiterated.  For 2019-2020, funds will be allocated to provide each full-time faculty member with $600 to use for professional development (e.g. conferences, webinars, additional graduate coursework, etc.) and a $10,000 budget will be maintained for both faculty and staff on-site professional development offerings, as well as a $5,000 NISOD fund.

# Assessment Plan for Academic Affairs—Agriculture and Biological Science Division

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

**Agriculture and Biological Science 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 and Biological 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 2018-2019:** Results were broken out by division with the following results for the Agriculture and Biological Science Division:

Fall 2018

| Division | Total Response | 2.6 | 2.7 | 2.8 | 2.10 |
|---|---|---|---|---|---|
| Ag & Biological Science | 613 | 86% | 90% | 93% | 88% |

Spring 2019

| Division | Total Response | 2.6 | 2.7 | 2.8 | 2.10 |
|---|---|---|---|---|---|
| Ag & Biological Science | 529 | 87% | 89% | 94% | 87% |

**Use of Assessment Results from 2018-2019:**  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 2013-2018**:  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 (reviewed in 2017-2018)
- A.S. in Agriculture Sciences (reviewed in 2016-2017)

Note:  No program reviews were due for this division in 2013-2014, 2014-2015, 2015-2016, or 2018-2019.

**Use of Assessment Results from 2013-2018**:  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
  - Added fall offering of BISI 2104 and spring offering of BISI 2204 in Stillwater
  - Increased online course offerings for BISI 1114, BISI 2204 and BISI 1214 for fall and spring semesters
  - Increased summer online course offerings for NUTR 2123
  - Increased online offerings of HLST 1113 for summer and fall

- o Added evening course offerings for BISI 2124 and BISI 2214 in Tonkawa
- o Added a 16-week and an 8-week hybrid section of BISI 1114 and corresponding lab sections in Stillwater
- o Added the "Introduction to Scientific Research" course offering for spring semester in Tonkawa
- o Expanded research opportunities in Agriculture and Biological Sciences
- o Added new computers for science labs in Enid and Tonkawa

*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
- Research opportunities through Hemp Pilot Program

Biological Science:
- NOC Science Club campus organization activities
- Participation in student conducted research
- Study abroad opportunities in Costa Rica
- Participation in the National Conference on Undergraduate Research

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

**Assessment Results 2018-2019:** The following are sample extracurricular opportunities offered to students in the Agriculture and Biological Science Division in 2018-2019:
- Participation in Livestock Judging Contests in Wichita, KS; Eldorado, KS; Omaha, NE; Minnesota, MN; Tulsa, OK; Dallas, TX; 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 Houston, TX.
- Participation in organizing and hosting the NOC Sheep Field Days, NOC Maverick Sheep Show, NOC Christmas Classic Heifer and Steer Show, NOC Interscholastic Meet, NOC Livestock Judging Contest, and the NOC Livestock Judging Summer Camp.
- Participation in various clubs/organizations within the division, including Northern Aggies Club and Science Club. Each club meets monthly or bi-monthly.
- Students had the opportunity to be involved in student research opportunities through the hemp pilot program.

- Students had the opportunity to attend the National Convention of Undergraduate Research.
- During the E6 instruction period of the summer, students had a study abroad opportunity in Costa Rica at a Biological Research Station.
- Advisory Board for Agriculture met on Aug. 28, 2018.

**Use of Assessment Results from 2018-2019**: 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 Agriculture and Biological Science 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 6.6 on Computer Labs:**
"I am able to access a computer lab and writing lab when needed for research and homework assignments."

**Assessment Results 2018-2019**: The following responses were sorted for Agriculture and Biology majors responding to the Spring 2019 Student Satisfaction Survey:

**By Division**

| AG Majors | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree | Response | Average out of 5 | 2017-18 |
|---|---|---|---|---|---|---|---|---|
| Question 6.1 | 0% | 2% | 5% | 67% | 25% | 55 | 4.16 | 4.24 |
| Question 6.3 | 2% | 2% | 18% | 55% | 23% | 56 | 3.96 | 4.33 |
| Question 6.6 | 0% | 2% | 7% | 64% | 27% | 55 | 4.16 | 4.29 |

| BISI Majors | Strongly Disagree | Disagree | Neither Agree | Agree | Strongly Agree | Response | Average out of 5 | 2017-18 |
|---|---|---|---|---|---|---|---|---|

| | | | nor Disagree | | | | | |
|---|---|---|---|---|---|---|---|---|
| Question 6.1 | 2% | 0% | 11% | 55% | 32% | 53 | 4.15 | 4.25 |
| Question 6.3 | 2% | 6% | 15% | 55% | 23% | 53 | 3.91 | 4.41 |
| Question 6.6 | 0% | 4% | 11% | 51% | 34% | 53 | 4.15 | 4.39 |

**Use of Assessment Results from 2018-2019**:  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 and Biological Science 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 2018-2019**: As tracked through professional development attendance reports, all 12 full-time Agriculture and Biological Science faculty completed at least two professional development sessions.

**Use of Assessment Results 2018-2019**:
- Continue to encourage faculty to participate in at least 2 professional development opportunities each year. It is encouraged that faculty take advantage of on-site opportunities due to budget constraints for 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. (Last 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 2018-2019:** Benchmarks were met for all areas in Fall 2018. Faculty reported a number of recommendations, including (1) adding instructional videos to the online Digital & Financial Literacy course to enhance online learning and replacing the assessment measure for Communication to a resume and cover letter, (2) Revising the assessment tools and rubrics to include a

higher level of focus on analysis and critical thinking in Computer Concepts, (3) Utilizing a revised rubric to measure both Communication and Critical Thinking in Business Ethics.

**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 2018-2019:** Results were broken out by division with the following results for the Business Division:

Fall 2018

| Division | Total Response | 2.6 | 2.7 | 2.8 | 2.10 |
|---|---|---|---|---|---|
| Business | 358 | 88% | 88% | 92% | 90% |

Spring 2019

| Division | Total Response | 2.6 | 2.7 | 2.8 | 2.10 |
|---|---|---|---|---|---|
| Business | 402 | 89% | 88% | 91% | 86% |

**Use of Assessment Results from 2018-2019:** Benchmarks were met; results will be shared with faculty in fall in-service meetings. Of particular note is decrease of the students' opinions on the "opportunities to apply the knowledge taught." Though the benchmark was met, the decrease by 4.4% is concerning to faculty. Active learning and application projects will be encouraged throughout the division.

*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 4-year cycle through the ACBSP accreditation reporting requirements.

**Assessment Results 2017-2019**: 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 2018-2019:** No reporting occurred in this reporting cycle and therefore no program changes were made, 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 2019, 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:** 2017-2018 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 2018-2019:** The Business Division Advisory Board met on November 26, 2018. 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 no major changes in the curriculum but encouraged the Division to research the viability of adding a Business Analytics course or program and evaluating the ability to provide the Professional Development course in an online setting to meet the needs of distance / non-traditional students.

**Use of Assessment Results from 2018-2019:** As a result of the suggestions, the Professional Development course was added in a weekend format beginning in the 2019-20 Academic Year. Faculty felt that the class needed to be offered live at least one semester in order to gauge the content and flow of the course before offering it online. As a compromise, the course will meet on four weekends (either Friday or Saturdays) to accommodate the working adults and Distance students. Zoom will be utilized as a means to further accommodate students.

**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 2018-2019**: No students participated in the Business internship program during the

2018-2019 academic year.  Therefore, the benchmarks were not met.

**Use of Assessment Results from 2018-2019:**  Increased marketing of the internship program through the Business Club and utilizing the efforts and resources of the Academic Affairs office 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 2018-2019:**  The AMBUCS Auxiliary club was inactive during the 2018-2019 academic year.  Kappa Beta Delta continued to be combined with the Business Club on the Tonkawa campus and student participation continued to increase.  Students participated 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.  The Business Club on the Stillwater campus was revived and participated in many activities with the Free Enterprise Society at Oklahoma State University, including seminars on stimulation of economic growth; big data's impact on business; local entrepreneur, Bryson Baker's entrepreneurial journey; constitutional freedoms in business; international economies – why some nations are rich and some are poor;  strategic entrepreneurship; and branding / marketing yourself in the job market.  The Club was also awarded a grant from the Masonic Fraternity of Oklahoma to fund two $500 scholarships, which were awarded to two NOC Business students who completed activities which lead toward the development of character traits and knowledge that will benefit them in their professional pursuits.

**Use of Assessment Results from 2018-2019:**  The reformation of an AMBUCS Auxiliary chapter and continuation of the simulation competition on the Enid campus is planned during the 2019-2020 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.  Joint efforts between the three campuses to increase opportunities for service and learning activities are planned to increase the variety of extracurricular offerings.

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

**Assessment Results 2018-2019:**   One team participated in the Love's Cup Competition and placed in the top six this year, indicating that the benchmark was met and the students excelled. Additionally, four students attended the "Who Wants to be an Entrepreneur" conference in September.

**Use of Assessment Results from 2018-2019:**  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. Further, as a result of the comments from the judges, increased emphasis on creating pro-forma financial statements will be included throughout the project development. This initiative supports Business Advisory Board recommendations of entrepreneurial thinking and development of financial analysis skills.

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

**Assessment Results 2018-2019**:  On the Spring 2019 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 | 2017-18 |
|---|---|---|---|---|---|---|---|---|
| Question 6.1 | 2% | 2% | 8% | 54% | 33% | 48 | 4.15 | 4.07 |
| Question 6.3 | 2% | 4% | 15% | 46% | 33% | 48 | 4.04 | 4.23 |
| Question 6.6 | 0% | 4% | 6% | 49% | 40% | 47 | 4.26 | 4.29 |

| BUS MGMT Majors | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree | Response | Average out of 5 | 2017-18 |
|---|---|---|---|---|---|---|---|---|
| Question 6.1 | 0% | 35 | 11% | 56% | 31% | 36 | 4.14 | 4.29 |
| Question 6.3 | 0% | 3% | 19% | 47% | 31% | 36 | 4.06 | 4.29 |
| Question 6.6 | 0% | 3% | 8% | 61% | 28% | 36 | 4.14 | 4.14 |

| COMP SCI Majors | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree | Response | Average out of 5 | 2017-18 |
|---|---|---|---|---|---|---|---|---|

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Question 6.1 | 0% | 0% | 11% | 33% | 56% | 9 | 4.44 | 4.43 |
| Question 6.3 | 0% | 11% | 11% | 33% | 44% | 9 | 4.11 | 4.14 |
| Question 6.6 | 11% | 0% | 22% | 33% | 33% | 9 | 3.78 | 4.29 |

**Use of Assessment Results from 2018-2019**:  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 2018-2019:**  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 2018-2019**:  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 once per year.

**Assessment Results 2018-2019**:  The Business Advisory Board met on November 26, 2018; therefore the benchmark was met.

**Use of Assessment Results from 2018-2019**:  The Business Advisory Board met and provided valuable information for improving the division and the curriculum.  The change to meeting only once per year proved beneficial based on feedback from the Advisory Board. The Board members will participate with the Professional Development class mock interviews in both the fall and spring semesters.

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

**Measured Outcome 7.1***:*  Funding for the Business Division will be increased through the grant submission process with the goal of a minimum of 2 grant submissions annually.

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

**Assessment Results 2018-2019:**  Due to limited faculty resources, no grant applications were made and consequently the benchmark was not met during the 2018-2019 academic year.

**Use of Assessment Results from 2018-2019:**  A grant need has been identified for the 2019-2020 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 2019-2020 academic year to increase the comfort level of the faculty in the grant writing process.

# Assessment Plan for <u>Academic Affairs—Engineering, Physical Science, and Process Technology Division</u>

**Engineering, Physical Science, and Process Technology Division Mission:** The Division of Engineering, Physical Science, and Process Technology's mission is to provide a fundamental curriculum which includes experiential learning in the physical sciences and process technology for students wishing to pursue careers in technology, engineering, meteorology, and the physical sciences.

**Engineering, Physical Science, and Process Technology Division Goals**:
1. Provide high quality general education coursework that develops competencies in critical thinking, communication skills, societal awareness, scientific and mathematical reasoning, and quality of life.
2. Proved associate degree programs that meet workforce technological skill needs and prepare graduates for a successful transfer to continuing professional and bachelor degree programs.
3. Provide learning opportunities to enhance learning through student-conducted research projects, internships, service learning, study abroad programs and participation in campus organizations and activities.
4. Promote student success through academic and career advisement, access to student support services, hands-on learning experiences, and research opportunities.
5. Support faculty's use of innovative and effective teaching strategies through access to current technology, professional development, and data analysis.

*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 2018-2019:**  Results were broken out by division with the following results for the following results for the Engineering, Physical Science, and Process Technology Division:

Fall 2018

| Division | Total Response | 2.6 | 2.7 | 2.8 | 2.10 |
|---|---|---|---|---|---|
| Eng, Phy Science & PTEC | 383 | 86% | 93% | 96% | 89% |

Spring 2019

| Division | Total Response | 2.6 | 2.7 | 2.8 | 2.10 |
|---|---|---|---|---|---|
| Eng, Phy Science & PTEC | 376 | 87% | 93% | 95% | 88% |

**Use of Assessment Results from 2018-2019:**  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 2013-2018**:  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 Mathematics and Physical Science (reviewed in 2016-2017)
- A.S. in Engineering and Industrial Technology (reviewed in 2017-2018)

**Use of Assessment Results from 2013-2018**:  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 Mathematics and Physical Science
    - Increased course offerings of CHEM 1314 and CHEM 1414 for fall and spring semesters in both Enid and Tonkawa, including an evening section of CHEM 1314 for the Tonkawa campus and implementation of an online CHEM 1314 beginning Fall 2019.
    - Began offering research opportunities in Physics, Engineering, and Chemistry.
    - Implemented the full Pre-Engineering option on the Enid Campus – Spring 2019.
    - Developed new course offering of one-credit hour course in "Introduction to Engineering."
- A.A.S. in Engineering and Industrial Technology
    - Replaced Math options per changes in the Math Sequence to meet needs of workforce.

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

**Measured Outcome 3.1**: Extracurricular opportunities are available to students in different program areas within the division for example:
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 2018-2019.** The following are sample extracurricular opportunities offered to students in the Engineering, Physical Science, and Process Technology in 2018-2019:
- Engineering students created cardboard chair designs and had an opportunity to present and defend their designs to NOC science and business faculty.
- Participated in 2 Program in a Box presentations from the American Chemical Society, available on all three campuses and open to all students and faculty.
- Implemented supervised study to allow students to gain experience in research and computer-aided design.  Six students sat for the Solidworks Certification Exam.
- PTEC Advisory Board and Pre-Engineering Advisory Board met.
- PTEC students participated in the National Troubleshooting Competition.
- Two students attended the NASA Camp.
- Ten students (6 in May 2018, 4 in January 2019) participated in the Bell Program Experience.

**Use of Assessment Results from 2018-2019**: 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 Agriculture and Biological Science 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 6.6 on Computer Labs:**
"I am able to access a computer lab and writing lab when needed for research and homework assignments."

**Assessment Results 2018-2019**: The following responses were sorted by majors responding to the Spring 2019 Student Satisfaction Survey:

| ENG & IND TECH Majors | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree | Response | Average out of 5 | 2017-18 |
|---|---|---|---|---|---|---|---|---|
| Question 6.1 | 0% | 6% | 17% | 48% | 29% | 48 | 4.00 | 4.27 |
| Question 6.3 | 0% | 2% | 17% | 50% | 31% | 48 | 4.10 | 4.35 |
| Question 6.6 | 0% | 2% | 12% | 58% | 27% | 48 | 4.10 | 4.32 |

**Use of Assessment Results from 2018-2019**:  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 and Biological Science 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 2018-2019**: 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 2018-2019**:
- 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 <u>Academic Affairs—Fine Arts Division</u>

**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 2018-2019:** Results were broken out by division with the following results for the Fine Arts Division:

Fall 2018

| Division | Total Response | 2.6 | 2.7 | 2.8 | 2.10 |
|---|---|---|---|---|---|
| Fine Arts | 165 | 89% | 93% | 97% | 93% |

Spring 2019

| Division | Total Response | 2.6 | 2.7 | 2.8 | 2.10 |
|---|---|---|---|---|---|
| Fine Arts | 175 | 90% | 94% | 97% | 95% |

**Use of Assessment Results from 2018-2019:** 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 2013-2018**: 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 (2017-2018 Review)
- AA in Music (2014 Review, 2019 review pending)

**Use of Assessment Results from 2013-2018:** 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 2018-2019**: The following Fine Arts activities addressed this measure:
The Art Department provided the following student learning opportunities:
- 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 2nd grade art class project at Tonkawa Elementary School.
- Art students participated in a mural design project for the city of Enid.

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 Poncan Theatre.
- Students performed for an audience of approximately 500 9 – 12 public school students, hosted by the Cushing Public Schools.
- Students performed for an audience of approximately 300 8 – 12 public school students, hosted by the Enid Public Schools.
- Students performed for an audience of approximately 500 K – 12 public school students, hosted by Frontier School.
- Students performed for an audience of approximately 600 K – 12 public school students, hosted by the Caldwell Public Schools.
- Students performed for an audience of approximately 800 9 – 12 public school students, hosted by the Moore Public Schools.
- Students performed for an audience of approximately 50 people on the campus of NOC – Enid in celebration of the 20th anniversary of the campus.
- Students performed in the Ponca City Arts and Humanities Council's Concerts in the Garden.
- Students performed in the 24th Annual Gala Concert conducted by Gerald Steichen.

The Theatre Department provided the following student learning opportunities:
- Students assisted in the set-up, running of the show, and tear-down with the professional musical group *The Oak Ridge Boys*.
- Students auditioned for and participated as actors, singers, dancers, and technicians in 2 musicals, *The Spitfire Grill* and *Freaky Friday*, and 2 plays, *Peter and the Starcatcher* and *Almost Maine*.
- Sophomore students traveled to New York City to participate in master classes and interviews with Broadway performers. While there, students viewed multiple Broadway shows.

- Students participated as interns at Evans Children's Academy productions of *The Wizard of Oz, A Poncan Christmas Carol, You're a Good Man, Charlie Brown, and Beauty and the Beast*.
- Students assisted in the set-up, running of shows, and tear-down of the Oklahoma Secondary Schools Athletic Association One Act Play Festival.

**Use of Assessment Results from 2018-2019**: 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 6.6 Computer Labs:**
"I am able to access a computer lab and writing lab when needed for research and homework assignments."

**Assessment Results 2018-2019**: The following results are from the Spring 2019 Student Satisfaction Survey:

| ART Majors | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree | Response | Average out of 5 | 2017-18 |
|---|---|---|---|---|---|---|---|---|
| Question 6.1 | 9% | 9% | 0% | 36% | 45% | 11 | 4.00 | 4.00 |
| Question 6.3 | 27% | 0% | 9% | 18% | 45% | 11 | 3.55 | 4.00 |
| Question 6.6 | 9% | 0% | 18% | 36% | 36% | 11 | 3.91 | 3.83 |

| MUSIC Majors | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree | Response | Average out of 5 | 2017-18 |
|---|---|---|---|---|---|---|---|---|

| | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree | Response | Average out of 5 | 2017-18 |
|---|---|---|---|---|---|---|---|---|
| Question 6.1 | 0% | 0% | 0% | 50% | 50% | 2 | 4.50 | 3.57 |
| Question 6.3 | 0% | 0% | 0% | 0% | 100% | 2 | 5.00 | 4.29 |
| Question 6.6 | 0% | 0% | 0% | 0% | 100% | 2 | 5.00 | 4.14 |

| DMAD Majors | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree | Response | Average out of 5 | 2017-18 |
|---|---|---|---|---|---|---|---|---|
| Question 6.1 | 0% | 0% | 0% | 25% | 75% | 4 | 4.75 | 4.38 |
| Question 6.3 | 0% | 0% | 0% | 50% | 50% | 4 | 4.50 | 4.29 |
| Question 6.6 | 0% | 0% | 0% | 25% | 75% | 4 | 4.75 | 4.71 |

**Use of Assessment Results from 2018-2019**:  Faculty will review findings in Fall 2019 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.	Oklahoma Arts Council
DaVinci–DaVinci Institute	Oklahoma Art Institute
CWF–Creative World Forum	OAMS–Oklahoma Association of Schools of
MENC–Music Educators National Conference	Music
OBA–Oklahoma Bandmasters Association	NATS–National Assoc. of Teachers of Singers
Siggraph–Special Interest group for Advanced Graphics.
AUGA–Autodesk Visors Group of America	NAB–National Association of Broadcasting
CBDNA–College Band Directors National Assoc.
North Central Oklahoma Arts Council
Feedback from faculty participating in annual surveys of interest and post-training satisfaction surveys will be used to make recommendations.

**Assessment Results 2018-2019:**  Based on Blackboard tracking of professional development on site, 6 of 8 returning full-time faculty attended at least two professional development sessions offered on site.

**Use of Assessment Results from 2018-2019**: 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.

# Assessment Plan for <u>Academic Affairs—HPER Division</u>

**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 2018-2019:**  Results were broken out by division with the following results for the HPER Division:

Fall 2018

| Division | Total Response | 2.6 | 2.7 | 2.8 | 2.10 |
|---|---|---|---|---|---|
| HPER | 106 | 96% | 95% | 97% | 94% |

Spring 2019

| Division | Total Response | 2.6 | 2.7 | 2.8 | 2.10 |
|---|---|---|---|---|---|
| HPER | 119 | 95% | 96% | 97% | 96% |

**Use of Assessment Results from 2018-2019:**  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 2018-2019**:  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 2018-2019**:  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 overall pass rate for the personal training certification exam for 2018-2019 was up to 71%.  The program review further noted that HPET 1223 was revised and has met 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 2018-2019**:  All students who graduated with the Athletic Training degree option completed the 500 hours of required hands-on training—3 students in Tonkawa, 2 students in Enid.

**Use of Assessment Results from 2018-2019**:  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 2018-2019**:  In Spring 2019, 13 of 15 students completed this assignment.

**Use of Assessment Results from 2018-2019**:  Two students did not complete the assignment and so did not pass this requirement.  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 2018-2019**:  In the fall of 2018, 7 of 8 students met the 50 hours of observation for personal training.

**Use of Assessment Results from 2018-2019**:  This was the first year of collecting this measure; numbers will be monitored in the coming year to see if they need to be adjusted.

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

**Assessment Results 2018-2019**:  Responses to the Spring 2019 Student Satisfaction Survey appear below:

| HPER Majors | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree | Response | Average out of 5 | 2018-19 |
|---|---|---|---|---|---|---|---|---|

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Question 6.1 | 0% | 0% | 11% | 46% | 43% | 37 | 4.32 | 4.39 |
| Question 6.3 | 5% | 0% | 14% | 43% | 38% | 37 | 4.08 | 4.41 |
| Question 6.6 | 0% | 0% | 11% | 35% | 54% | 37 | 4.43 | 4.30 |

**Use of Assessment Results from 2018-2019**:  All benchmarks were met.  Results will be shared with HPER faculty in Fall 2019 in-service meeting to determine if and how any further adjustments should be made.

Note: 54 students completed the survey in 2018.

> **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 2018-2019**:

HPER

| Year | First-Time Majors | Enrolled in HPER 1952 | Grads | Grad Rate |
|---|---|---|---|---|
| 2016 | 24 | 13 | 7 | 54% |
| 2015 | 25 | 9 | 5 | 56% |
| 2014 | 11 | 10 | 6 | 60% |
| 2013 | 17 | 15 | 6 | 40% |
| 2012 | 17 | 14 | 8 | 57% |

Athletic Training

| Year | First-Time Majors | Enrolled in HPER 2382 | Grads | Grad Rate |
|---|---|---|---|---|
| 2016 | 32 | 7 | 5 | 71% |
| 2015 | 19 | 4 | 1 | 25% |
| 2014 | 28 | 18 | 6 | 33% |
| 2013 | 26 | 21 | 7 | 33% |
| 2012 | 21 | 16 | 6 | 38% |

**Use of Assessment Results from 2018-201**:  Cohort data for 2016 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 7 graduates in the HPER program, 1 graduate shifted to Athletic Training, 1 to General Studies, and 3 students transferred.  There were two additional students who left the institution prior to graduating.  For Athletic Training, 5 students graduated in the program, 1 through reverse transfer.  Two additional students transferred prior to graduating.  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 2018-2019:** Based on the Blackboard page tracking of on-site professional development and documentation of graduate coursework taken and in person or online coaching seminars, 4 of 4 full-time HPER faculty who were employed in August 2018 participated in at least two professional development sessions.

**Use of Assessment Results from 2018-2019**: 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 2018-2019**: 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 2018-2019**:  No changes needed—measurement met

# Assessment Plan for <u>Academic Affairs—Language Arts Division</u>

**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 2018-2019**: 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 2018-2019:** Results were broken out by division with the following results for the Language Arts Division:

Fall 2018

| Division | Total Response | 2.6 | 2.7 | 2.8 | 2.10 |
|---|---|---|---|---|---|
| Language Arts | 635 | 93% | 93% | 97% | 96% |

Spring 2019

| Division | Total Response | 2.6 | 2.7 | 2.8 | 2.10 |
|---|---|---|---|---|---|
| Language Arts | 511 | 91% | 94% | 96% | 93% |

**Use of Assessment Results from 2018-2019:** 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 2018-2019**: The following program reviews were submitted and are posted on the division website:
- A.S. in Education-Elementary Option (2018-2019)
- A.S. in Arts and Sciences (International Option (2017-2018)
- A.S. in Communications (2017-2018)
- A.A. in English (2016-2017)

**Use of Assessment Results 2018-2019**: One determination made after the 2018 program review of the Communications degree was that the Photography Option needed to be deleted due to low enrollment and the difficulty of finding credentialed instructors. 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 2018-2019:** The Service Learning opportunity for 2018-2019 occurred in

connection with a composition course taught by Tammy Davis on the Stillwater campus.  Eleven students from NOC worked with 14 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. Eleven 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 Skyline Elementary School, a Title I School in the Stillwater Public School District.  Twenty-one elementary students exchanged letters with 11 NOC students.  Each group wrote identity poems, and the 3rd grade class members wrote essays based upon kindness and where they saw kindness in their lives.  The NOC students traveled to Skyline Elementary 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 friends.

**Use of Assessment Results from 2018-2019:**  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 Skyline Elementary have asked them to return for the 2019-2020 school year, and Spring Creek Elementary School in the Deer Creek Public Schools is 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 6.6  Computer Labs:**
"I am able to access a computer lab and writing lab when needed for research and homework assignments."

**Assessment Results 2018-2019**:  Spring 2019 Student Satisfaction Survey results appear below:

| COMM Majors | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree | Response | Average out of 5 | 2017-18 |
|---|---|---|---|---|---|---|---|---|

| | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree | Response | Average out of 5 | 2017-18 |
|---|---|---|---|---|---|---|---|---|
| Question 6.1 | 0% | 9% | 0% | 64% | 27% | 11 | 4.09 | 4.58 |
| Question 6.3 | 0% | 0% | 18% | 36% | 45% | 11 | 4.27 | 4.42 |
| Question 6.6 | 0% | 0% | 18% | 45% | 36% | 11 | 4.18 | 4.55 |

| ENGL Majors | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree | Response | Average out of 5 | 2017-18 |
|---|---|---|---|---|---|---|---|---|
| Question 6.1 | 50% | 0% | 0% | 25% | 25% | 4 | 2.75 | 4.00 |
| Question 6.3 | 0% | 0% | 25% | 25% | 50% | 4 | 4.25 | 4.50 |
| Question 6.6 | 0% | 0% | 25% | 25% | 50% | 4 | 4.25 | 5.00 |

**Use of Assessment Results from 2018-2019**:  Faculty will review findings in Fall 2019 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 2018-2019:**  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 and other recorded activities, such as graduate coursework.

**Use of Assessment Results from 2018-2019**: Benchmark was exceeded and will continue to be tracked in 2019-2020 to insure faculty have ongoing access to valuable professional development.

New criteria for 2019:

**Measured Outcome 6.1***:*  Co-requisite English courses will have a minimum of 70% of students completing the college-level credit with a "C" or better.

**Assessment Results 2018-2019:**  Updates in the co-requisite English courses are shown in the table below:

| Semester | Course type | Students | % Remedial | Completion | Success |
|---|---|---|---|---|---|
| Fall 2018 | Basic Comp | 85 | 6% | 84% | 71% |
| | Basic Reading | 393 | 28% | 89% | 79% |
| | Composition I Supplemental* | 201 | 14% | 90% | 89% |
| | **Composition I Main Course - Sup** | 201 | | 88% | 74% |
| | **Composition I Main Course - Holistic** | 7 | | 100% | 86% |
| | **Composition 1 Main Course - No Remed.** | 644 | | 92% | 83% |
| | *Composition I Total Enrollment* | 852 | | 91% | 81% |
| | | 1400 | 100% | | |

**Use of Assessment Results 2018-2019:** Data will be collected and reviewed by faculty annually to ensure the corequisite model continues to meet needs of students and prepare them for the subsequent college course.

# Assessment Plan for <u>Academic Affairs—Math Division</u>

**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:**
For the College Algebra general education assessment: Benchmarks were not met. Students were picking the wrong graph and then explaining incorrectly based on the choice. Will change the order of the assessment and place the graph choice last so they have to think through the characteristics first.
For Math Applications general education assessment: Students seemed to confuse investing for college with getting a loan for college, so we are changing the scenario to investing for retirement. Will add a point for choosing the correct formula when working out to determine the future value. Students often made a choice for the best option, but often didn't explain. Will split part b into 2 parts – calculate will be part b, then choose and explain will be part c.

**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 2018-2019:** Results were broken out by division with the following results for the Math Division:

Fall 2018

| Division | Total Response | 2.6 | 2.7 | 2.8 | 2.10 |
|----------|----------------|-----|-----|-----|------|
| Math | 1096 | 86% | 90% | 96% | 89% |

Spring 2019

| Division | Total Response | 2.6 | 2.7 | 2.8 | 2.10 |
|----------|----------------|-----|-----|-----|------|
| Math | 694 | 90% | 93% | 98% | 93% |

**Use of Assessment Results from 2018-2019:** 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 2013-2018**: 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 2013-2018**: With the move across the state to offer multiple math pathways, many degree programs are changing their math requirement to a course other than College Algebra. In doing so, this has allowed NOC to begin offering Math Functions in both Enid and Tonkawa. This course, along with Statistics and Math Applications will be of more benefit to students that are not in a STEM major. The division is also looking at the possibility of changing Calculus from 2 5-credit hour courses to 3 courses that will total either 10 or 11 hours.

*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 2018-2019:** One student, Blake Powell-Thilstead, is scheduled for a summer 2019 internship in math with St. Mary's. Another student, Jorge Ramirez, is scheduled for a St. Mary's internship in Fall 2019.

**Use of Assessment Results 2018-2019:** 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 6.6  Computer Labs:**
"I am able to access a computer lab and writing lab when needed for research and homework assignments."

**Assessment Results 2018-2019:** Spring 2019 Student Satisfaction Survey results appear below:

| MATH Majors | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree | Response | Average out of 5 | 2017-18 |
|---|---|---|---|---|---|---|---|---|
| Question 6.1 | 0% | 0% | 12% | 72% | 16% | 25 | 4.04 | 4.27 |
| Question 6.3 | 0% | 0% | 24% | 52% | 24% | 25 | 4.00 | 4.40 |
| Question 6.6 | 4% | 4% | 8% | 50% | 33% | 24 | 4.04 | 4.50 |

**Use of Assessment Results from 2018-2019:** The 75% benchmark was met in each area. Faculty will continue to announce services available and show students where tutor centers are located and how to access services online.

**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 2018-2019:** 16 of 16 full-time faculty attended at least two professional development activities (one with a split role as a coach stated most were athletic-related rather than math). One instructor led an ITV professional development.

**Use of Assessment Results from 2018-2019**: 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 2018-2019:** Updates in the co-requisite math courses are shown in the table below:

| Semester | Course type | Students | % Remedial | Completion | Success |
|----------|-------------|----------|------------|------------|---------|
| Fall 2018 | Concepts of Algebra | - | - | - | - |
| | Pre-College Algebra | 281 | 20% | 80% | 51% |
| | Math Fast-track | - | - | - | - |
| | Math Functions Supplemental | 149 | 11% | 79% | 77% |
| | **Math Functions Main Course - Sup** | 149 | | 79% | 68% |
| | **Math Functions Main Course - Holistic** | - | | - | - |
| | **Math Functions Main Course - No Remed.** | 139 | | 86% | 74% |
| | *Math Functions Course Total Enrollment* | 288 | | 82% | 71% |
| | Math Apps Supplemental | 54 | 4% | 91% | 89% |
| | **Math Application Main Course – Sup** | 54 | | 91% | 81% |
| | **Math Application Main Course – Holistic** | 2 | | 100% | 50% |
| | **Math Application Main Course - No** | 81 | | 89% | 81% |

| | | | | |
|---|---|---|---|---|
| **Remed.** | | | | |
| *Math Application Total Enrollment* | 137 | | 90% | 81% |
| College Algebra Supplemental | 227 | 16% | 79% | 75% |
| **College Algebra Main Course - Sup** | 227 | | 79% | 58% |
| **College Algebra Main Course - Holistic** | 15 | | 53% | 53% |
| **College Algebra Main Course - No Remed.** | 679 | | 78% | 66% |
| *College Algebra Total Enrollment* | 921 | | 78% | 64% |
| Statistics Supplemental* | 10 | 1% | 50% | 50% |

Concepts of Algebra no longer offered
Name change from Intermediate to Pre-College Algebra
Supplemental added for Statistics

## Use of the Assessment Results from 2018-2019:

The division has tried to tie supplement sections to specific instructors; sometimes students got enrolled in the wrong courses. Faculty are still finding it difficult to manage a supplement with students on differing schedules. Spring seemed to go better even though a few were from different sections.

The name of College Algebra was changed to Algebra for STEM to remove the automated decision to enroll in College Algebra and focus only enrolling STEM students. Similar changes were made from Pre-College Algebra to Pre-STEM Algebra and Supplement to Algebra for STEM.

Accuplacer was also changed, starting with the non-STEM test. The non-STEM test was placing students into College Algebra who really needed supplement or lower. The STEM test was doing similar placement for non-STEM students, based on the content that was being tested. Two Accuplacer tests are now given – one for STEM and one for non-STEM to help better place students in the correct course. Cut scores were also adjusted as the lowest score was a 200 and past scores were preventing students from being placed in supplement that really needed it.

## 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 2018-2019:** Results were broken out by division with the following results for the Nursing Division:

Fall 2018

| Division | Total Response | 2.6 | 2.7 | 2.8 | 2.10 |
|---|---|---|---|---|---|
| Nursing | 679 | 88% | 91% | 93% | 88% |

Spring 2019

| Division | Total Response | 2.6 | 2.7 | 2.8 | 2.10 |
|---|---|---|---|---|---|
| Nursing | 669 | 88% | 87% | 93% | 86% |

**Use of Assessment Results from 2018-2019:** Benchmarks were met; results will be shared with faculty in fall in-service meetings.
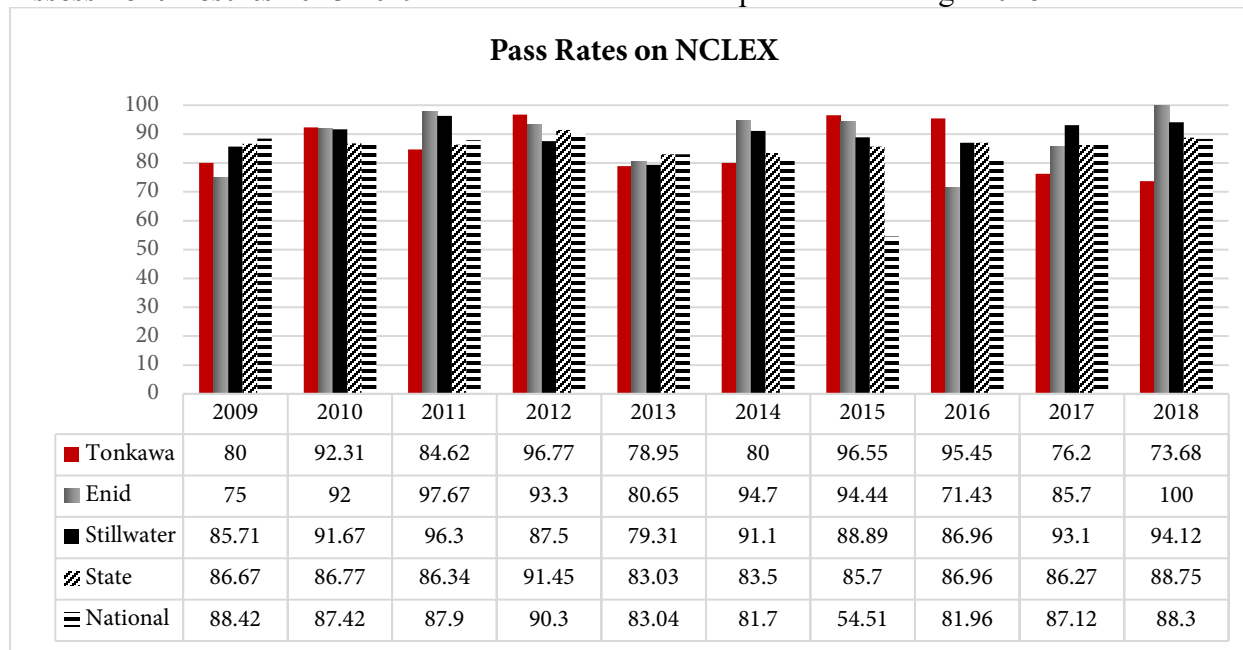
Goal 2: Provide the communities we serve with safe, competent, and highly trained Registered Nurses. Projected growth rate of 19% for years 2012-2022 by the US Department of Labor.

**Measured Outcome 2.1:** Performance on NCLEX- 90% of graduates will meet or exceed the national NCLEX-RN pass level.
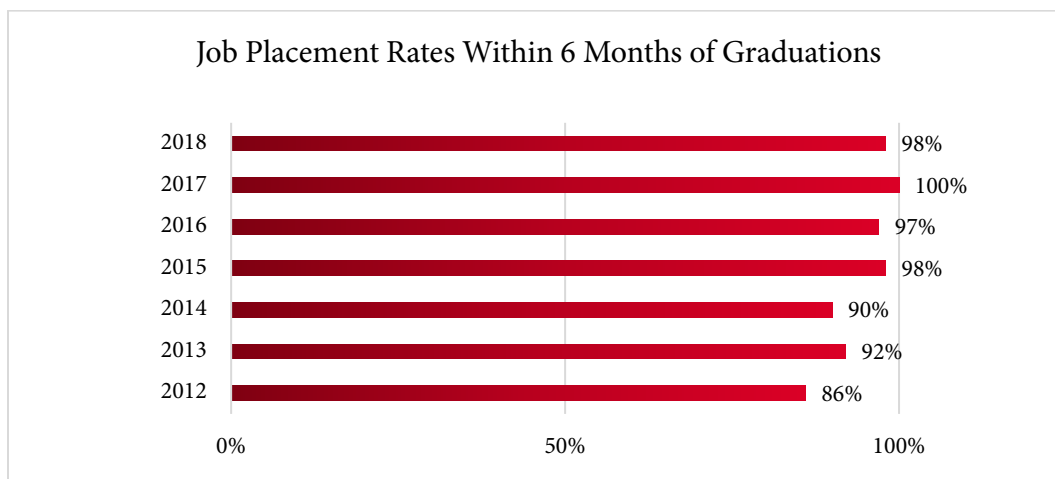**Measured Outcome 2.2:** Job Placement Rates- 90% of graduates will have jobs six (6) months after graduation.
**Measured Outcome 2.3:** Employer Survey- 90% of employers will hire/rehire Northern graduates. (Outcomes determined by OBN reports and graduate/employer surveys.)
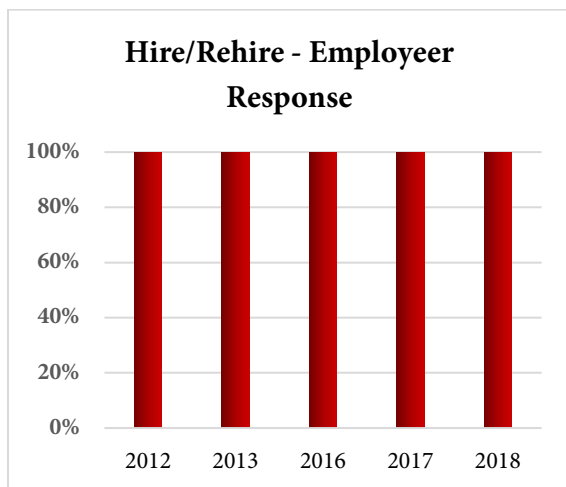
**Assessment Results 2018-2019**: Measure 2.1--NCLEX pass rates through 2018 are shown below:

**Pass Rates on NCLEX**

| | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 |
|---|---|---|---|---|---|---|---|---|---|---|
| Tonkawa | 80 | 92.31 | 84.62 | 96.77 | 78.95 | 80 | 96.55 | 95.45 | 76.2 | 73.68 |
| Enid | 75 | 92 | 97.67 | 93.3 | 80.65 | 94.7 | 94.44 | 71.43 | 85.7 | 100 |
| Stillwater | 85.71 | 91.67 | 96.3 | 87.5 | 79.31 | 91.1 | 88.89 | 86.96 | 93.1 | 94.12 |
| State | 86.67 | 86.77 | 86.34 | 91.45 | 83.03 | 83.5 | 85.7 | 86.96 | 86.27 | 88.75 |
| National | 88.42 | 87.42 | 87.9 | 90.3 | 83.04 | 81.7 | 54.51 | 81.96 | 87.12 | 88.3 |

Measure 2.2—Job Placement rates for 2012-2018 are shown below:

Job Placement Rates Within 6 Months of Graduations

| Year | Rate |
|------|------|
| 2018 | 98% |
| 2017 | 100% |
| 2016 | 97% |
| 2015 | 98% |
| 2014 | 90% |
| 2013 | 92% |
| 2012 | 86% |

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. Only 3 employers responded to the 2018 survey during the fall meeting; more effort will be put in next year to ensuring surveys are completed by attendees as mailing the surveys has yielded little response from employers.



**Hire/Rehire - Employeer Response**

**Use of Assessment Results 2018-2019**: As 2018-2019 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 2018-2019**: The Spring 2019 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.
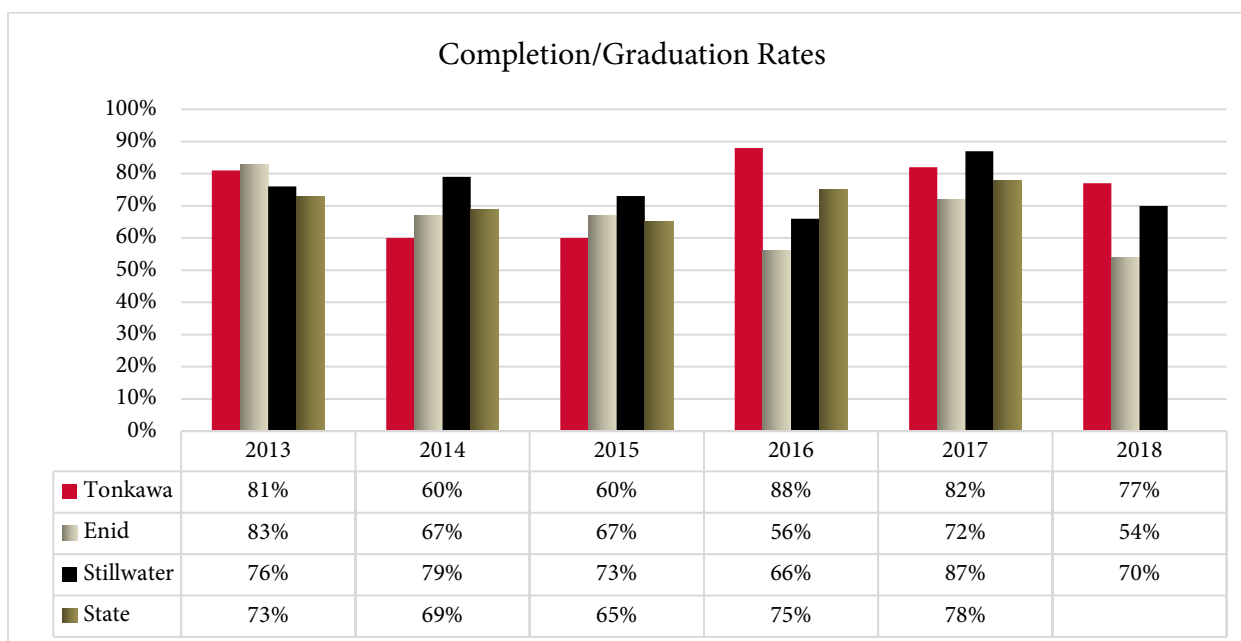
Responses are included below:

|  | Strongly Disagree | Disagree | Agree | Strongly Agree | Response | Average out of 4 | 2017-18 |
|---|---|---|---|---|---|---|---|
| Question 1.5 | 0.9% | 0.9% | 24.3% | 73.9% | 111 | 3.71 | 3.77 |
| Question 1.11 | 1.8% | 3.6% | 43.2% | 51.4% | 111 | 3.44 | 3.60 |
| Question 1.6 | 4.5% | 2.7% | 32.4% | 60.4% | 111 | 3.49 | 3.68 |
| Question 1.10 | 1.8% | 8.1% | 31.5% | 58.6% | 111 | 3.47 | 3.51 |

**Use of Assessment Results 2018-2019**: 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:** 70% of students will complete the nursing program within 6 semesters (150% of program length).

**Assessment Results 2018-2019:** Outcome 4.4—Program Retention/Graduation Rate—is measured below:

## Completion/Graduation Rates

| | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 |
|---|---|---|---|---|---|---|
| Tonkawa | 81% | 60% | 60% | 88% | 82% | 77% |
| Enid | 83% | 67% | 67% | 56% | 72% | 54% |
| Stillwater | 76% | 79% | 73% | 66% | 87% | 70% |
| State | 73% | 69% | 65% | 75% | 78% | |

**Use of Assessment Results from 2018-2019**: 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 2018-2019:** All faculty attended at least 2 professional development activities. A few of those included the 13th Annual Simulation Conference, Disorders of Emotional Regulation, 15th Annual Heart Rhythm Symposium, Nurse Educator Workshop—How Full Is Your Toolbox, 15th Annual Caring across Cultures Conference, ACEN Self-Study Forum, and 12th Annual OHCWC Simulation Conference.

**Use of Assessment Results 2018-2019**: 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 2018-2019:**  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. This fall the assessment instruments will be built into a rubric which will evaluate both knowledge on subject along with writing skills.

**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 2018-2019:** Results were broken out by division with the following results for the Social Science Division:

Fall 2018

| Division | Total Response | 2.6 | 2.7 | 2.8 | 2.10 |
|---|---|---|---|---|---|
| Social Science | 843 | 92% | 90% | 96% | 88% |

Spring 2019

| Division | Total Response | 2.6 | 2.7 | 2.8 | 2.10 |
|---|---|---|---|---|---|
| Social Science | 802 | 92% | 93% | 95% | 91% |

**Use of Assessment Results from 2018-2019:** 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 2018-2019:** The following degree programs had program reviews in 2017-2018 the next review cycle for all will be 2022-2023.
- AA in Child Development
- A.A. in Criminal Justice
- A.A. in Social Science
- A.A.S. in Applied Technology (Military Services)

**Use of Assessment Results from 2018-2019:** 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 (shown below) were recommended in the 2017-2018 institutional plan. No additional changes were recommended for the upcoming academic year.

- 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 2018-2019**:  The following activities were sponsored in support of Goal 3:
- The 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 twenty-one students into internship programs.
- The Criminal Justice Club continues membership in the American Criminal Justice Association. The mission is 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 fourth 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 placed three students in community internship programs.
- Behavioral Science held its second advisory board meeting.

**Use of Assessment Results from 2018-2019**:  Criminal Justice and Behavioral Science Advisory Board meetings have been scheduled for 2019-2020 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 and study abroad programs will be offered through Global Studies (see section under Global Studies).

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

**Assessment Results 2018-2019**:  Spring 2019 Student Satisfaction Survey results appear below:

| CD Majors | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree | Response | Average out of 5 | 2018-19 |
|---|---|---|---|---|---|---|---|---|
| Question 6.1 | 9% | 0% | 9% | 45% | 36% | 11 | 4.00 | 3.80 |
| Question 6.3 | 18% | 0% | 9% | 36% | 36% | 11 | 3.73 | 3.60 |
| Question 6.6 | 9% | 0% | 9% | 45% | 36% | 11 | 4.00 | 3.40 |

| CRMJ Majors | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree | Response | Average out of 5 | 2018-19 |
|---|---|---|---|---|---|---|---|---|
| Question 6.1 | 0% | 0% | 12% | 38% | 50% | 8 | 4.38 | 3.75 |
| Question 6.3 | 0% | 0% | 29% | 29% | 43% | 7 | 4.14 | 4.40 |
| Question 6.6 | 0% | 0% | 0% | 38% | 62% | 8 | 4.63 | 4.19 |

| SOC SCI Majors | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree | Response | Average out of 5 | 2018-19 |
|---|---|---|---|---|---|---|---|---|
| Question 6.1 | 0% | 0% | 10% | 53% | 37% | 30 | 4.27 | 4.16 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Question 6.3 | 0% | 17% | 20% | 30% | 33% | 30 | 3.80 | 4.22 |
| Question 6.6 | 0% | 3% | 17% | 45% | 34% | 29 | 4.10 | 4.38 |

**Use of Assessment Results from 2018-2019**: Response rates stayed on the same level as the previous year. Ratings indicate that student satisfaction is good. Faculty will review findings in Fall 2019 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 2018-2019:** The following activities were conducted 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 2018-2019**: 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 2018-2019:** All faculty met or exceeded expectations in this area in support of Goal 5.

**Use of Assessment Results from 2017-2018**: Practice of requiring two professional development sessions will continue in 2019-2020 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 2018-2019**: 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. In March 2019, NOC launched its Global Education Instagram page (@NOCglobal)

**Use of Assessment Results 2018-2019:** 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 2018-2019:** The 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, and classes, as well as regional conferences, and civic and professional clubs and organizations. Wade Watkins presented at the state conference for NAFSA (International Educators Association) and presented to OSU's International Advisory Council on best practices for safety and risk management.  In addition to discussing NOC's student (for credit) programs, an effort was also made to draw attention to our "Global Community" programs, which are growing in popularity with NOC alumni (especially those that went on our study abroad programs), faculty, staff, and friends of NOC, and community members. These have been a fantastic vehicle to showcase NOC as an institution and build our reputation in global outreach.

**Use of Assessment Results 2018-2019:** 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 plans to continue to build institutional exposure for Global Education by attending state and national events.

> *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 2018-2019:** NOC Global Education continues to receive very high results for student satisfaction of programs. The 2019 satisfaction survey results (to date) indicate 92.5% of students "strong agreed" that their global education program was beneficial to them. All other responses were overwhelmingly positive.

**Use of Assessment Results 2018-2019:** Following the results of our 2018 surveys, the pre-departure meetings were tweaked and more information was sent out online following the meeting so that it would be continually updated and students kept up-to-date in "real" time. This may not make a difference overall, but it's a positive addition.

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

> **Measured Outcome 3.1**: Increase scholarship funds for Global Education program participants.

**Assessment Results 2018-19:** The 2018-19 academic year saw a drastic reduction (-60%) in scholarship funds. The primary reason for the decrease was the move to the new Stillwater building. For the OSU Gameday parking fundraiser – which had provided assistance for more than 20 NOC students from all three campuses annually (average assistance was approximately $650.) - the loss of more than 50% of parking spaces and a slight increase in distance from the stadium meant a large reduction in funds raised. In addition, there was also a decrease in faculty/staff giving via the Gateway Study Abroad Scholarship Fund and the Quirey Family Study Abroad Scholarship (average award $750) as donors reduced or quit giving to the fund for various reasons. This will impact future academic year scholarship amounts and number offered.

**Use of Assessment Results 2018-19:** The Dean of Global Education would like to explore new options for scholarship opportunities for program participants, especially those with strong demonstrated financial need and first-generation college students. Multi-year giving and/or sustained giving by external private and corporate donors would be extremely beneficial for our students. Scholarship funds are especially important for NOC summer residential programs.

*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**: Increase participation in Global Education Programs by 5% for 2019-2020.

**Assessment Results 2018-2019:** We had a nice increase in Global Education participation for 2019 (~7%), but this was mainly due to a successful spring break offering (35 participants) and a sold-out early summer Global Community program (40 participants to Kenya). The number of students taking the programs for credit was slightly down for 2018-2019. Lack of scholarships was a factor.

**Use of Assessment Results 2018-19:** The main emphasis will be to grow awareness of NOC Global Community Programs while simultaneously increasing awareness and participation from students taking programs for credit. NOC will offer 6-7 programs for 2019-2020, including 3 summer residential programs (all students take for 6 credit hours); these are ideal with 12-15 participants as opposed to 8-10. Heavy marketing emphasis for these programs will begin early fall.

The current plan is to offer a more "exotic" Global Community program every other year (Peru 2017, Kenya 2019, Egypt 2021, Australia 2023, and Antarctica 2025), but also offer spaces on our spring

break programs. For 2020, NOC will also offer a NOC Global Community program to Cuba. (Despite the June 5th US ban on travel to Cuba, our program should be grandfathered in to the People-to-People visa because we had 28 people already signed up and hotel reservations made by the Treasury Department deadline)

---

**Measured Outcome 4.2**:  New programs for global education will be identified for NOC students.

---

**Assessment Results 2018-2019:** 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.  NOC Global Community Programs are growing in popularity and assist to build NOC's reputation as a global institution.

**Use of Assessment Results 2018-2019:** As mentioned above, in May 2020, NOC is offering a (sold out) Global Community program to Cuba with 28 participants. This will be a nice offering for NOC as other institutions will not be able to offer 2020 Cuba under the new ban. This will be NOC's second Cuba program (2015).

Future NOC Global Community programs will be announced early to highlight destinations and allow for adequate marketing and enrollment.

2020 Residential programs (Costa Rica/Belize, Dublin Summer Program, and London Summer Program) will be emphasized on all three campuses as these are continuing programs that are popular, developed, and truly life- changing for our students. Student numbers are kept lower (10-15) to build strong rapport between students, and students and faculty.

The Dean of Global Ed. and other faculty and staff will continue to promote NOC's 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.

# 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 2018-2019**:  In the Spring 2019 Student Satisfaction Survey, Goal 1 was measured with two questions as indicated in the overall rankings below:

| | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree | Response | Average out of 5 | 2017-18 |
|---|---|---|---|---|---|---|---|---|
| Question 7.1: Classrooms and general facilities are safe. | 2% | 0% | 4% | 45% | 49% | 608 | 4.38 | 4.45 |
| Question 7.3: Classrooms and general facilities are clean and conducive to learning. | 1% | 0% | 4% | 44% | 50% | 608 | 4.41 | 4.45 |

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:
-Agree
-Although safe I'm a firm believer in 2nd amendment rights. If trained and hold current concealed carry, I believe those should be honored.
-Personal opinion. Rather know I have the ability to be safe and not be a statistic.
-Classrooms feel safe. The dorms feel of about average security.
-Inside is but some of the stairs aren't the greatest.
-It's safe
-NA (3 Counts)
-NOC provides a great learning environment.
-Never feel in danger.
-Sometimes there are wasps in Wilkin.
-They are safe, but maybe scanning our cards to get into different buildings might be a little more safer.
-Yes

Enid Location:
-Always.
-Are clean
-Excellent
-Heard about a drunk women' basketball team terrorizing the dorms
-I feel safe
-N/A
-Never exactly felt unsafe
-Never had a probably not feeling safe, unless you consider back pain from uncomfortable desks a safety precaution
-Safety be with the facilities
-They are safe enough.
-True
Ya
-Yes (4 Counts)
-concurrent

Stillwater Location:
-Agree
-Facilities are safe.
-N/A (2 counts)
-Yes
-Yup
-yea

7.3
Tonkawa Location:
-Agree
-FREAKIN REDO THE MARKELY DORMS OMG THEY ARE SO BAD HAVE YOU SEEN THE BATHROOMS BRUHHHHHHHH
-It's never dirty and it's easy to see and hear the teachers.

-NA (3 Counts)
-NOC provides a great learning environment.
-No Comment
-Overall pretty clean, I have noticed in some classes there being spiderwebs in the corners and some small bits of trash can hang around for a couple weeks.
-Sometimes the heat and air does not work in Harold. This makes it difficult to focus on lectures.
-The KPAC is constantly having heating problems
-They're clean
-Yes

Enid Location:
-Need more bathrooms
-Always clean
-Always.
-Areas extremely clean but the water in sinks sometimes contains rust of some sort in certain buildings
-Can we not clean the bathrooms in Zollars during breaks.
-Classrooms very conductive good for electricity
-Excellent
-My classrooms are in the basement of the library and are always COLD!!!!!!!
-N/A
-None
-Oka
-The Harmon science building needs to be updated. When taking a test last semester the wind was blowing really hard and it was causing a draft in one of the rooms so bad that the blinds were smashing against the window and it was very disruptive during the test.
-Well done
-Well kept
-Yes (4 Counts)
-concurrent

Stillwater Location:
-Agree (2 counts)
-Facilities are conducive for learning.
-N/A (2 counts)
-The new building is always in tip top shape clean but it has already started having leaking issues in the ceilings which will soon cause mold and I am highly allergic to mold and I'm probably not the only one.
-Yup
-yea

In addition to the Spring 2019 Student Satisfaction Survey, the April 2019 Employee Satisfaction Survey was used to identify perceptions about campus safety and satisfaction with the physical work environment.  Responses are indicated below:

| | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree | Response | Average out of 5 | 2017-18 |
|---|---|---|---|---|---|---|---|---|

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Question 4.27: NOC provides a safe work environment. | 1% | 4% | 15% | 51% | 29% | 164 | 4.03 | 4.16 |
| Question 4.29: NOC provides an overall quality work environment. | 1% | 3% | 21% | 50% | 25% | 163 | 3.96 | 4.05 |

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

**4.28) Additional comments to work safety**
-As funds allow, I believe replacing the daytime security guards on the Tonkawa and Enid campuses is a priority.
-Glass windows on most all doors allows exposure to intruders.
-Harold Hall needs upgraded as soon as possible.
-I appreciate the safety training we recently had access to.
-I do not like the chairs in the labs- they are bulky and dangerous. The doors on our offices do not provide privacy at all. If I need privacy for whatever reason- I have none.
-I feel like we need active shooter training and classroom security measures that can be taken. We cannot lock out an active shooter from our classroom.
-I would have kept the day time security and looked at other areas to cut.
-I'm very uncomfortable with the full-window doors at Stw campus. I feel like a sitting duck in here. - There is nowhere to hide except under the desk and it would still be very easy to shoot at the desk through the glass window. Or just break the glass to get in to attack.
-It's safe during the daytime. I don't consider it safe for evening instructors. There's no supervisor or security after 5. A woman in the building in the evening is totally on her own. That's an accident waiting to happen.
-Not enough security, surveillance, locks, controlled entry
-Not sure we are truly prepared on each campus to respond to an actual emergency
-Security is incredibly lacking on campus. Thefts have occurred repeatedly. In today's political climate, especially, we cannot afford to wait for something bad to happen to our students to solve this issue.
-Security personnel are very accommodating.
-The glass-paneled doors on the teacher offices are incredibly unsafe. However, It is nice to be able to close the doors (to keep out noise) yet still feel like they are open when it comes to visitors.
-We need emergency instructions in the classrooms of the NOC Stillwater building !!!!!!!!!!
-lots of icy patches on sidewalks & stairs this winter

**4.29) Additional comments on quality physical work environment**
-Could be warmer in winter and summer. Constant interruptions from students hard to get work done.
-Dr. Evans really cares about all employees and has led a number of initiatives (such as summer schedule) to create a better environment despite limited resources.
-Have to wear coat and gloves in Nursing Lab in Zollars basement at times. The temperature is in the mid-sixties; if we use a space heater it blows breakers.
-I am very satisfied with my immediate work environment. I am concerned with the direction of our institution from our leadership team.
-I wish we had more consistent maintenance, especially as related to heating and cooling.
-It is time for Blackboard to be replaced.

-Stillwater has water quality issues that remain unresolved despite Tonkawa's recent awareness of the problem and despite assurances from OSU and Flintco reps that the problem has been fixed. (It hasn't. ---Water still unpotable.
-The RIFs in December have left me uncertain about my future at NOC.
-Why is this not below the blackboard question? Not enough time in the day to change this around?

**Use of Assessment Results from 2018-2019**: To address an issue of theft noted in last year's surveys, security cameras were added in multiple buildings.  Further water testing and filtration was also conducted on the NOC Stillwater campus, as well as a review of areas where leakage was occurring.  Emergency instructions were also updated in Summer 2019 to align with the new building in Stillwater.

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

**Assessment Results 2018-2019**:  The latest Clery Report (available from the October 2018 reporting/posting deadline) is found at the following US Department of Education link: http://ope.ed.gov/campussafety/#/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 2018-2019**:  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 2018-2019**:  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 2018-2019**: 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 2018-2019**:  In lieu of classes, the Office of Student Affairs offered fitness activities this year.  The Office also made available Fitbits for checkout.

**Use of Assessment Results from 2018-2019**: 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 2018-2019**: We had a total of 117 student activities, 15 volunteer activities, and 7 leadership activities in 2018-2019. 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, flag football intramurals, and archery tag.

**Use of Assessment Results from 2018-2019**: 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 2018-2019**: The Spring 2019 Student Satisfaction Survey utilized two questions to address satisfaction with campus activities as indicated by responses below:

| | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree | Response | Average out of 5 | 2017-18 |
|---|---|---|---|---|---|---|---|---|
| Question 7.16: Clubs and Organization offer positive experiences to enhance campus culture. | 2% | 1% | 20% | 45% | 32% | 474 | 4.04 | 4.11 |
| Question 7.18: Special events and student activities offer positive experiences to enhance campus culture. | 2% | 2% | 18% | 47% | 31% | 491 | 4.03 | 4.17 |

**Use of Assessment Results from 2018-2019**: 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 2019-2020 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 2018-2019**: The following cultural awareness and diversity acceptance lectures and workshops were provided:

| | |
|---|---|
| Sept. 13- | Hispanic Heritage Month Lecture |
| Oct. 10- | Mental Health Awareness Workshop |
| Oct. 18- | Students with Disabilities Workshop |
| Oct. 25- | LGBT History Month Lecture |
| Dec. 10- | Food Pantry and Financial Literacy Workshop |
| Feb. 14- | Black History Month Lecture |
| Feb. 28- | Free Speech on Campus Lecture |
| March 7- | Student Panels on Diversity Issues |
| March 14- | Women's History Month Lecture |
| April 4- | Deaf History Month Lecture |
| April 18- | Autism Awareness Month Lecture |
| May 6- | Food Pantry:  Financial Literacy Workshop |

**Use of Assessment Results from 2018-2019**: 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 2018-2019**:  The Office of Student Affairs offered the following seminars and training in residence hall lobbies for the 2018-2019 academic year:  Sexual assault and awareness, alcohol awareness, time management, and Oklahoma Standard.

**Use of Assessment Results from 2018-2019**:  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 2018-2019**:  Students were given an exit dorm survey in Spring 2019 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- 165 | Enid-69 |
| --- | --- | --- |
| Very Satisfied | 21.8% | 26.1% |
| Somewhat Satisfied | 66.7% | 63.8% |
| Somewhat Dissatisfied | 9.7% | 10.1% |
| Very Dissatisfied | 1.8% | 1% |
| Mean | 3.08 out of 4 (2.98 in 2017-2018) | 3.16 out of 4 (3.11 in 2017-2018) |

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

| Responses - | Tonkawa-163 | Enid-70 |
| --- | --- | --- |
| Very Satisfied | 18.4% | 18.6% |
| Somewhat Satisfied | 53.4% | 48.6% |
| Somewhat Dissatisfied | 20.2% | 24.3% |
| Very Dissatisfied | 8% | 8.6% |
| Mean | 2.82 out of 4 (2.66 in 2017-2018) | 2.77 out of 4 (2.63 in 2017-2018) |

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

| Responses - | Tonkawa-162 | Enid-74 |
| --- | --- | --- |
| Very Satisfied | 19.1% | 27% |
| Somewhat Satisfied | 47.5% | 47.3% |
| Somewhat Dissatisfied | 25.3% | 21.6% |
| Very Dissatisfied | 8% | 4.1% |
| Mean | 2.78 out of 4 (2.9 in 2017-2018) | 2.97 out of 4 (2.93 in 2017-2018) |

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

| Responses - | Tonkawa-168 | Enid-71 |
| --- | --- | --- |
| Very Satisfied | 23.8% | 38% |
| Somewhat Satisfied | 49.4% | 52.1% |
| Somewhat Dissatisfied | 13.1% | 4.2% |
| Very Dissatisfied | 13.7% | 5.6% |
| Mean | 2.83 out of 4 (2.59 in 2017-2018) | 3.23 out of 4 (3.06 in 2017-2018) |

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

| Responses - | Tonkawa-169 | Enid-70 |
| --- | --- | --- |
| Very Satisfied | 42% | 44.3% |

| | | |
|---|---|---|
| Somewhat Satisfied | 49.1% | 52.9% |
| Somewhat Dissatisfied | 3.6% | 1.4% |
| Very Dissatisfied | 5.3% | 1.4% |
| Mean | 3.28 out of 4 (3.28 in 2017-2018) | 3.4 out of 4 (3.34 in 2017- 2018) |

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

| Responses - | Tonkawa-173 | Enid-71 |
|---|---|---|
| Extremely Easy | 39.3% | 38% |
| Easy | 59.5% | 62% |
| Difficult | 1.2% | 0% |
| Extremely Difficult | 0% | 0% |
| Mean | 3.38  out of 4 (3.5 in 2017-2018) | 3.38 out of 4 (3.3 in 2017-2018) |

**Use of Assessment Results from 2018-2019**:  The Office of Student Affairs is doing the following as a result of reviewing the survey findings:

-200 meal block and 250 meal block were offered.  Snack bar increased variety of food options for taking and heating later.

-Food survey was given to Northern Management.

-I.T. was informed about WIFI issues. Work is being done over summer 2019 in Threlkeld and Bush to improve WIFI.

-Student workers were hired to clean residence halls.

-All residence hall directors have phone numbers on doors to their room and in lobby.

-Financial Affairs will be sending out bids for new laundry provider.

*Goal 6:*   Create and integrate a Sexual Assault Awareness program  and 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 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 2018-2019**:  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.

In 2018-2019, the Student Affairs Office reviewed alternative training programs and selected a new system for online training entitled "Not Anymore."  The new system will allow Student Affairs to send students direct links for training with tracking possible for completion so that the Orientation class is no longer the venue.  This approach will allow for a fuller percentage of return as it will include transfer

students who are able to opt out of Orientation.

**Use of Assessment Results from 2018-2019**:  In Summer 2019, the Office of Student Affairs will send students links to the new training system.  All new employees will be required to take the training at least one month after their start date as well, using the new "Not Anymore" program.

**Measured Outcome 2.2***:*  Reduce alcohol and drug violations by 10 %.

**Assessment Results 2018-2019**:  There were 56 alcohol violations in 2018-2019, up slightly from the prior year.

**Use of Assessment Results from 2018-2019**:  NOC will continue to 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 2018-2019**: 61 students received accommodations from the Disability Department in the 2018-2019 academic year.

This total of 61 compares to 63 students in the 2017-2018 academic year, so the need has decreased slightly.  Of the 61 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 2018-2019**:  The Office of Student Affairs 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 2018-2019**:  Zero complaints have been filed in 2018-2019.

**Use of Assessment Results from 2018-2019**:  The benchmark was met and we will continue to use current practices.

# Assessment Plan for <u>Student Affairs—Athletic Department</u>

**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 2018-2019:
- September
    - Mavs Men's Soccer helped with preparation for a new school year at McCord Elementary School.
    - Mavs Women's Soccer and Jets Cheer both volunteered to assist with move in day on their respective campuses.
- October
    - Jets Cheer hosted 4R Kids at Spirit Express for tumbling and exercise.
- November
    - Mavs Softball and Cheer helped work the Tonkawa Elementary carnival.
    - Mavs Cheer carried military flags during the recent homecoming parade.
    - Mavs Women's Basketball hosted a free basketball camp.
    - Jets Softball assisted with the Miracle League.
    - Jets Men's Basketball helped set up and tear down the Enid Land Run, manned a hydration station, and helped with upward youth basketball serving as court coaches and evaluators.
    - Jets Baseball assisted with the Miracle League, helped and tore down the SPCA wine and cheese festival, and assisted Loaves and Fishes by moving chairs from a downtown facility to set up and take back.
    - Jets Women's basketball helped serve Operation Christmas Child.
- December
    - The Student-Athlete Leadership Councils from both campuses conducted a fundraiser and selected Dr. DeLisa Ging as the recipient.
- January
    - Mavs Men's Basketball helped move and set up the local food pantry.

- February
  - o Jets Baseball continued to work with the Miracle League.
- April
  - o Jets Student-Athlete Leadership Council read to students at Adams Elementary.
  - o Mavs Student-Athlete Leadership Council read to students at Tonkawa Elementary.
  - o Mavs Women's Basketball and Men's Soccer packed over 30,000 meals for Stamp Out Starvation.
- May
  - o Mavs Baseball volunteered at the Battle at the Blinn Baseball Tournament, helping with parking, concessions, trash, and field maintenance.
- Mavs Cheer volunteered at the Tonkawa Knees to War Run, helping with the set up and clean up.

**Use of Assessment Results from 2018-2019:** All athletic teams met their activity involvement and community service goals and will follow the same requirement for 2019-2020.

> **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 2018-2019:** Eighteen student-athletes did not pass their 1st sport-specific physical fitness test.  Three did not pass their 2nd sport-specific physical fitness test.  All 3 were due to injury and they did not participate this year. (98% pass rate)

**Use of Assessment Results from 2018-2019**:  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 2018-2019**: An exit survey in 2019 yielded the following responses:

Question 3.2:  Quality of game facilities

| Responses -  5 | Percentage |
| --- | --- |
| Excellent | 100% |
| Good | 0% |
| Average | 0% |
| Fair | 0% |
| Poor | 0% |

|  | Mean | 5 out of 5 |
| --- | --- | --- |

Question 3.3:  Quality of practice facilities

| Responses -  5 | Percentage |
| --- | --- |
| Excellent | 100% |
| Good | 0% |
| Average | 0% |
| Fair | 0% |
| Poor | 0% |
| Mean | 5 out of 5 |

Question 3.4:  Quality of weight training facilities

| Responses -  5 | Percentage |
| --- | --- |
| Excellent | 0% |
| Good | 80% |
| Average | 20% |
| Fair | 0% |
| Poor | 0% |
| Mean | 3.8 out of 5 |

**Use of Assessment Results from 2018-2019**: Satisfaction levels were higher in the 2019 survey but 39 students responded to the survey in 2018 and only 5 in 2019.  For a more valid survey in 2020, more students will need to be encouraged to complete.

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

**Assessment Results 2018-2019:**
- Enid Women's Basketball        28-4         87.5%
- Enid Men's Basketball           12-19        38.7%
- Enid Softball                   19-34        35.8%
- Enid Baseball                   42-18        70.0%

- Tonkawa Women's Soccer        8-7-1        50%
- Tonkawa Men's Soccer          10-6-2       55.6%
- Tonkawa Women's Basketball   10-17        37%
- Tonkawa Men's Basketball      20-12        62.5%
- Tonkawa Softball              42-21-1      65.6%
- Tonkawa Baseball              41-16        71.9%

**Use of Assessment Results from 2018-2019**:  Records will be used to outline coaching plans for 2019-2020.

**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 2018-2019**: Coaches are required to check grades a minimum of three times per semester. 2018-2019 Team GPA's are listed below:

| Overall 2018-2019 | | | | |
|---|---|---|---|---|
| TONKAWA | HRS Att | HRS Earned | Pts Earned | GPA |
| Women's Soccer | 630 | 630 | 2084 | 3.31 |
| Men's Soccer | 510 | 504 | 1469 | 2.88 |
| Women's Basketball | 395 | 395 | 1232 | 3.12 |
| Men's Basketball | 406 | 398 | 1057 | 2.60 |
| Softball | 556 | 549 | 1683 | 3.03 |
| Baseball | 920 | 914 | 3185 | 3.46 |
| Cheer | 429 | 426 | 1264 | 2.95 |
| Tonkawa Campus | 3846 | 3804 | 11974 | 3.11 |

| ENID | HRS Att | HRS Earned | Pts Earned | GPA |
|---|---|---|---|---|
| Women's Basketball | 394 | 385 | 1247 | 3.16 |
| Men's Basketball | 346 | 340 | 993 | 2.87 |
| Softball | 652 | 640 | 2099 | 3.22 |
| Baseball | 1019 | 1010 | 3351 | 3.29 |
| Cheer | 353 | 345 | 1111 | 3.15 |
| Enid Campus | 2764 | 2720 | 8801 | 3.18 |

| NOC Athletic Department | HRS Att | HRS Earned | Pts Earned | GPA |
|---|---|---|---|---|
| | 6610 | 6524 | 20775 | 3.14 |

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

**Assessment Results 2018-2019**: 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: 29%

- Institutional overall student graduation rate for 2017: 33%

- 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%
- Institutional overall student-athlete graduation rate for 2018:  42%

**Use of Assessment Results from 2018-2019**:  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 2017 (most current available), the overall student graduation rate was 33%.  The IR Office tracked data for student-athlete graduation rate in 2019 and reported that Enid student athletes had a 37% graduation rate and Tonkawa student-athletes had a 51% graduation rate for a combined of 42%. This rate of completion for student-athletes is significantly higher than for the overall population so the benchmark has been met.

# 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 2018-2019**: The following schedule reflects the 2018-2019 alumni events hosted and, when available, attendance at each event.

**June 22-23, 2018 – Phillips University Alumni and Friends Reunion**
> Enid, OK – NOC was host to the annual reunion. PU alumni enjoyed a campus tour, the use of the planetarium and vespers in Bivins Chapels/Marshall Hall.

**Saturday, September 22, 2018 – OSU vs. Texas Tech Game Day Tailgate**
    48 Attendees
**Friday, October 26, 2018 – NOJC Football Reunion**
    Bass Pro Broken Arrow, OK
    22 Attendees
**Tuesday, November 27, 2018 – Leadership Newkirk**
    Tonkawa, OK
    6 Attendees
**Saturday, February 16, 2018 – Maverick Cheer Event**
    5 Attendees
    Lunch 12:00 p.m.
**Wednesday, January 9, 2019 – Leadership Enid**
    Enid, OK
    22 Attendees
**Tuesday, January 22, 2019 – Leadership Blackwell**
    Tonkawa, OK
    13 Attendees
**Wednesday, February 6, 2019 – Leadership Ponca City**
    Tonkawa, OK
    30 Attendees
**Saturday, March 30, 2019 – Alumni & Friends Reunion and Hall of Fame Induction Ceremony, Roustabouts Benefit Show**
    Tonkawa, OK
    Dinner/Ceremony – 5:30 p.m. 60 Attendees
**Wednesday, May 1, 2019 – 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
    214 Attendees
**Thursday, May 2, 2019 – 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
    97 Attendees

**Use of Assessment Results from 2018-2019**: The success of the 2018-2019 alumni event schedule will be reviewed in Summer 2019 as the 2019-2020 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 2018-2019**: Development software is still in transition.

**Use of Assessment Results from 2018-2019**: 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 2018-2019**: A summarized list is reviewed and updated in the annual NOC Fact Book under Partnerships. (See NOC Fact Book 2013, 2014, 2015, 2016, 2017, 2018.)

**Use of Assessment Results from 2018-2019**: The NOC Fact Book is reviewed annually by Executive 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 2018-2019**: In the FY 2019 budget: $2.7 million in scholarship support (represents 11.3% of overall institutional budget) – $2 Million in waivers, $745,000 in E&G scholarship cash outlay plus additional funding from auxiliary cash outlay. We expensed $2.3 million in scholarship support so far this academic year. Unfortunately, due to the current budget situation and an unknown funding environment for next year, we cannot finalize the FY2020 scholarship budget as this time. **Based on the FY2019 budget, an average of 10% reduction in resident tuition waivers (subject to the 3.5% of budget limitation) and cash outlay (fees, room and board, and books) will be reserved from all scholarship budgets per program for next year.** Our goal is to maintain the current level of funding but will not make final decisions until June 15. However, efforts were made to continue providing support to students and to help activities within the college to attract outstanding participants. It was necessary to combine options and suggestions to arrive at a potential needed cost savings.

**Use of Assessment Results from 2018-2019**: The Institutional Scholarship Program - Task Force Committee met on November 28, 2018 and February 22, 2019, 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 2019-2020 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 2018-2019**: The Spring 2019 Student Satisfaction Survey responses related to 3.2 follow.

| | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree | Response | Average out of 5 | 2017-18 |
|---|---|---|---|---|---|---|---|---|
| Question 7.10: Employees are courteous and helpful in assisting with procedures in Scholarships: | 3% | 5% | 19% | 43% | 30% | 547 | 3.9 | 4.1 |

**Use of Assessment Results from 2018-2019:** Data was collected in Spring 2019 through the administration of the NOC Student Satisfaction Survey (question received a 3.9 of 5, down slightly from 2017-2018). 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 $9,978,881, which reflects a slight increase (from $9,335,328 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 to align with the new NOC Strategic Plan. Board of Trustees meetings were held on Aug. 28, Dec. 4, Mar. 28, and May 23.

**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 2018-2019**: Benchmarking data is still needed for this measurement but cannot yet be gathered as software conversion is not completed.

**Use of Assessment Results from 2018-2019**:  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 2019. 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 2018-2019**:  In the Spring 2019 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"?
14.9% of respondents (168) rated the goal as one of the top three.

**When asked to "Choose three goals that you believe should be NOC's top priorities," with 168 responses, the following percentages reflect which goals were placed in the top three:**
Increase enrollment of new students                         92.9%
Increase the retention of existing students              72%
Develop new academic programs                          32.1%

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 166 responses:

| | |
|---|---|
| How involved are: Faculty | 2.52 |
| How involved are: Staff | 2.36 |
| How involved are: Students | 2.43 |
| How involved are: Deans or directors of administrative units | 3.14 |
| How involved are: Chairs | 2.92 |
| How involved are: Vice Presidents | 3.52 |
| How involved are: Trustees | 3.21 |
| How involved are: Alumni | 2.81 |
| Community members | 2.8 |

**Use of Assessment Results from 2018-2019**:  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 quarterly meetings.  Additionally, the Foundation has updated its policies and procedures.
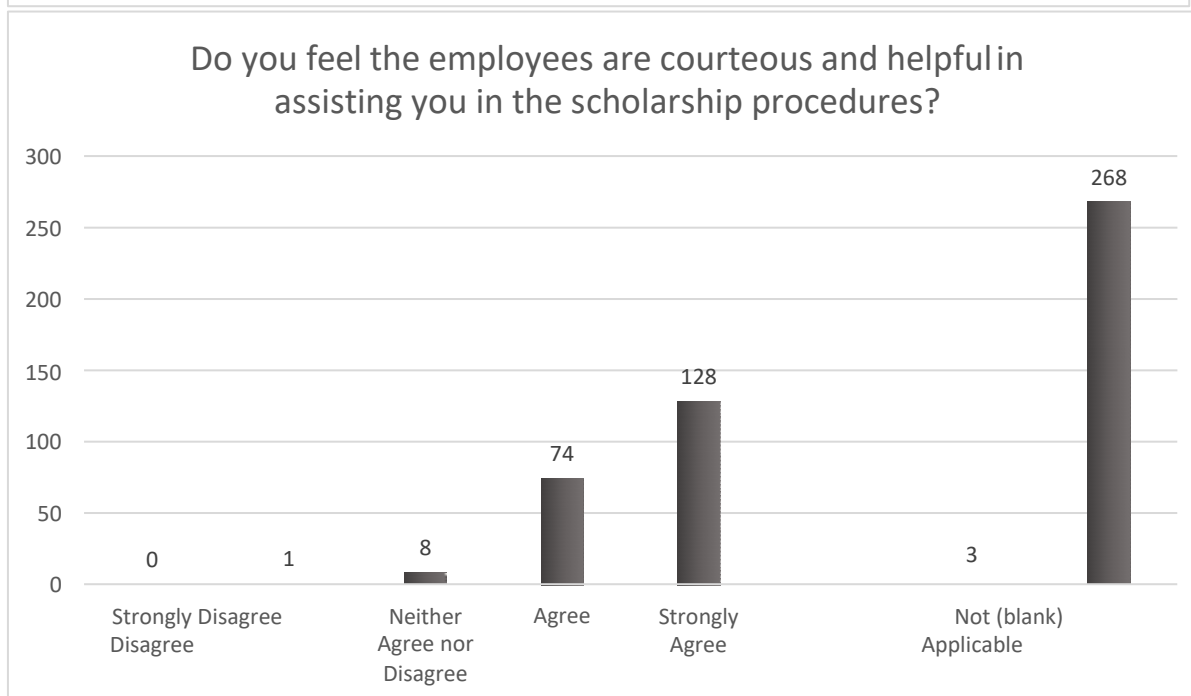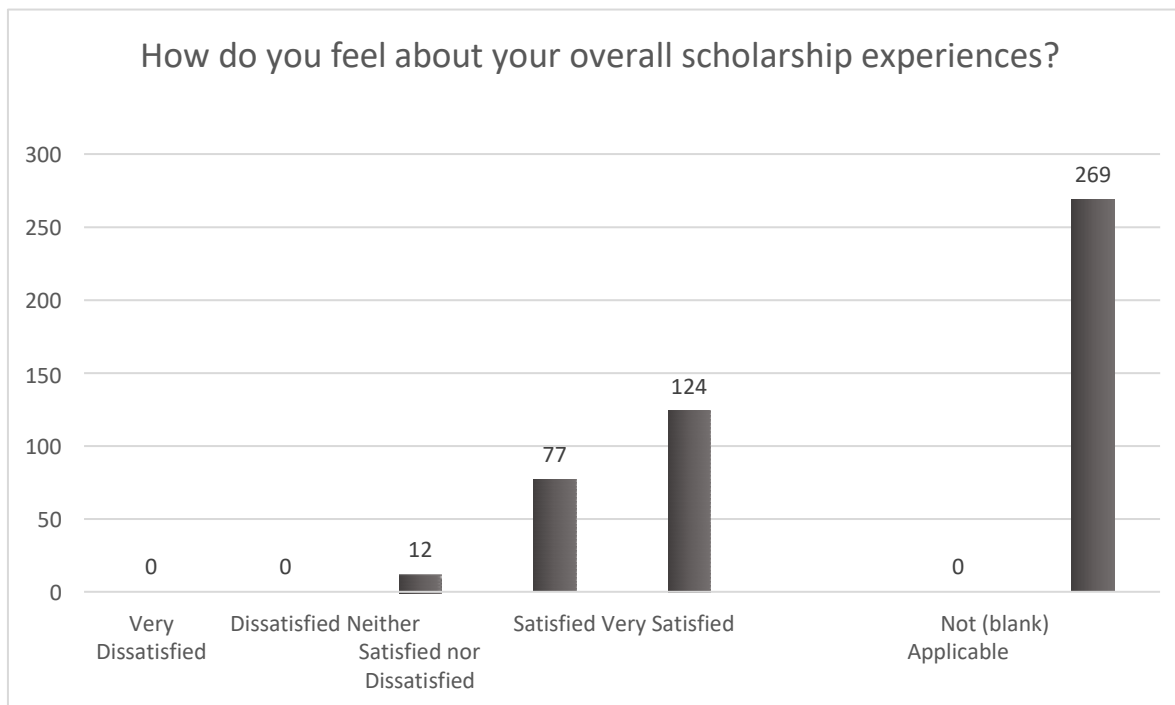
*Goal 5:* Establish and enforce communication and media relation policies to ensure that all official NOC publications, both print and online, and external communications project a consistent editorial and graphic identity that upholds the image of the college and communicates clear and accessible information.

**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 2018-2019**:  Spring 2019 Student Satisfaction Survey Responses are listed below.

|  | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree | Response | Average out of 5 | 2017-18 |
|---|---|---|---|---|---|---|---|---|
| Question 6.8:  I am able to navigate the NOC website to find information needed for enrollment. | 2% | 4% | 10% | 53% | 32% | 625 | 4.08 | 4.23 |
| Question 6.9:  I am able to navigate the NOC website to find information needed for financial aid. | 2% | 6% | 18% | 47% | 28% | 626 | 3.93 | 4.15 |
| Question 6.10:  I am able to navigate the NOC website to find information needed for scholarships. | 4% | 9% | 22% | 42% | 24% | 624 | 3.72 | 3.98 |
| Question 6.11:  I am able to navigate the NOC website to find information needed for billing. | 3% | 7% | 16% | 47% | 27% | 624 | 3.90 | 4.04 |

**Use of Assessment Results from 2018-2019**:  In addition to the Student Satisfaction Survey, a separate survey was given for scholarships, starting in Fall 2017, to further identify areas of ongoing improvement.  The results of the 2018 version of that survey appear below; 482 students completed the survey:

## How do you feel about your overall scholarship experiences?

Very Dissatisfied: 0
Dissatisfied: 0
Neither Satisfied nor Dissatisfied: 12
Satisfied: 77
Very Satisfied: 124
Not Applicable: 269
(blank): 0

## Do you feel the employees are courteous and helpful in assisting you in the scholarship procedures?

Strongly Disagree: 0
Disagree: 1
Neither Agree nor Disagree: 8
Agree: 74
Strongly Agree: 128
Not Applicable: 268
(blank): 3

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 2018-2019**: 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 2018-2019:**  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. We will continue to transition with the 2.1 standards, and over the next year begin training opportunities.

*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 2018-2019**:  Benchmarking data is needed for this measure.

**Use of Assessment Results from 2018-2019**:  A question measuring outcome 6.1 will be added to the April 2020 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 2018-2019:**  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 2017-2018. The tool further shows the lowest percentage of deadlines met was 9%. This only occurred once between May, July and August of 2018.  This is well above the minimum goal of 80%. The remaining occurrences of deadlines met: 100% nine times.

**Use of Assessment Results from 2018-2019:** An existing tracking tool was employed to assess the goal. Goal was exceeded for 2018-2019.

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

**Assessment Results 2018-2019:** 2018 Oklahoma Colleges Public Relations Association (OCPRA) Award contest entries were reduced, per person and resulted in no awards to Northern Oklahoma College.

**Use of Assessment Results from 2018-2019:** Goal was not met for 2017-2018. 2018-2019 submissions were submitted June 3 and winners will be announced in July 2019.

# Assessment Plan for Strategic Enrollment Management

---

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

---

**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 2018-2019**:

|  | **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 |
| **2018** | 978 | 986 | 1095 |

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 2018-2019**:  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.

NOC began purchasing names for qualified PLC candidates in 2017 and continued in 2018. In addition in 2018, NOC worked in conjunction with OSU to develop a targeted ACT purchase for the state of Oklahoma. NOC purchased names of students who wanted to attend a comprehensive university, who had an ACT composite of 18 or less, and whose family income would align with state university costs. 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; this was continued in 2018-2019. An email was sent to all students followed by a postcard.

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 was scheduled in Spring 2017 with meetings hosted on the NOC campuses in Tonkawa, Enid, and Stillwater, and at Stillwater High School. Follow-up meetings were scheduled in the Spring of 2019. These meetings led to opportunities for on-site enrollment sessions.

3. In town hall meetings for the 2019-2025 Strategic Plan, the idea emerged to add recruitment committees. These will be added in Fall 2019.

4. Develop a formalized communication plan for prospective students from point of interest to enrollment.
   2018-2019 Update: A new Student Information System was purchased in 2018-2019, and this purchase included the addition of a Jenzabar recruitment module (JRM). As this new system is implemented in summer and fall of 2019, groups will meet to develop a communication plan with templates for scheduled communications with prospects and admitted students.

5. 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.
   2018-2019 Update: NOC has purchased a new CRM for recruitment to be implemented in Fall 2019. This will allow for accurate tracking.

6. 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.
   2018-2019: In the fall of 2018, the VP for Enrollment Management joined OSU representatives in a joint trip to Washington to visit several embassies with sponsored student programs. The OSU Office of Enrollment Management hosts a joint meeting each semester to review additional opportunities to increase recruitment activities for the Gateway Program.

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

**Assessment Results 2018-2019:** The following questions from the Spring 2019 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 | 2017-2018 |
|---|---|---|---|---|---|---|---|---|
| Question 2.1 | 5% | 7% | 7% | 53% | 28% | 631 | 3.94 | 4.08 |
| Question 2.4 | 3% | 4% | 40% | 33% | 19% | 589 | 3.61 | 3.64 |
| Question 2.6 | 4% | 3% | 16% | 46% | 31% | 628 | 3.96 | 4.14 |
| Question 2.8 | 3% | 3% | 8% | 54% | 32% | 630 | 4.08 | 4.27 |
| Question 3.1 | 6% | 13% | 13% | 46% | 23% | 630 | 3.69 | 3.98 |
| Question 3.3 | 10% | 17% | 22% | 32% | 19% | 546 | 3.32 | 3.63 |
| Question 7.7 | 2% | 3% | 7% | 49% | 40% | 611 | 4.21 | 4.41 |
| Question 7.12 | 3% | 3% | 13% | 47% | 35% | 562 | 4.08 | 4.32 |

**Use of Assessment Results from 2018-2019**: As a result of employee and student feedback, new enrollment checklists were created and posted online in 2016-2017; they have been updated in 2017-2018 and 2018-2019 to make the processes clearer for students.

The following list shows all strategies that were identified as part of the Strategic Enrollment Management plan to increase student satisfaction with admission and enrollment procedures.
1. Review all admission processes for efficiency.
   2018-2019 Update:  VP for Enrollment Management met each semester with the assistant registrars to address registration policies and procedures.  In Spring 2019, the VP also implemented site visits to review campus-specific issues.
2. Post and continue to update enrollment checklists annually for each campus.
   2018-2019 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.
   2018-2019 Update: With the new Student Information Service (J1) being implemented, processes for communication flows are being reviewed with plans to create templates for more regular mailings.

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.
   2018-2019 Update: The SEM division meets each semester to review the policies, the complications, and potential remedies. Campus-specific meetings were added in Spring 2019.

*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 2018-2019**:
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 2018-2019**: The following strategies were identified in the SEM as focal points 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.
   2018-2019 Update: In developing the 2019-2025 Strategic Plan, the taskforce and subcommittees identified possible areas for new programs with one of the highest areas of interest being in establishing new partnerships with career technology centers to offer degree programs formerly within the cooperative agreements.

2. Continue to develop 2 + 2 articulation agreements for smooth transfer to partner institutions.
   2018-2019 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 2019-2020.

3. Continue to build on initiatives set in Goal 2 of the Institutional Strategic Plan for cultivating and maintaining partnerships.

   2018-2019: Student internships and advisory boards will be shifted under a new position in 2019 with a full-time Coordinator of Student Academic Success Services. A new strategy will be hosting a combined advisory board so that a fuller array of student internship opportunities can be identified.

*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 2018-2019**: 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 2018 | Concepts of Algebra | - | - | - | - |
| | Pre-College Algebra | 281 | 20% | 80% | 51% |
| | Basic Comp | 85 | 6% | 84% | 71% |
| | Basic Reading | 393 | 28% | 89% | 79% |
| | Math Fast-track | - | - | - | - |
| | Math Functions Supplemental | 149 | 11% | 79% | 77% |
| | **Math Functions Main Course - Sup** | 149 | | 79% | 68% |
| | **Math Functions Main Course - Holistic** | - | | - | - |
| | **Math Functions Main Course - No Remd** | 139 | | 86% | 74% |
| | *Math Functions Course Total Enrollment* | 288 | | 82% | 71% |
| | Math Apps Supplemental | 54 | 4% | 91% | 89% |
| | **Math Application Main Course - Sup** | 54 | | 91% | 81% |
| | **Math Application Main Course - Holistic** | 2 | | 100% | 50% |
| | **Math Application Main Course - No Remd** | 81 | | 89% | 81% |
| | *Math Application Total Enrollment* | 137 | | 90% | 81% |
| | College Algebra Supplemental | 227 | 16% | 79% | 75% |
| | **College Algebra Main Course - Sup** | 227 | | 79% | 58% |
| | **College Algebra Main Course - Holistic** | 15 | | 53% | 53% |
| | **College Algebra Main Course - No Remd** | 679 | | 78% | 66% |

| | | | | |
|---|---|---|---|---|
| *College Algebra Total Enrollment* | 921 | | 78% | 64% |
| Composition I Supplemental* | 201 | 14% | 90% | 89% |
| **Composition I Main Course - Sup** | 201 | | 88% | 74% |
| **Composition I Main Course - Holistic** | 7 | | 100% | 86% |
| **Composition 1 Main Course - No Remd** | 644 | | 92% | 83% |
| *Composition I Total Enrollment* | 852 | | 91% | 81% |
| Statistics Supplemental* | 10 | 1% | 50% | 50% |
| **Composition I Main Course - Sup** | 10 | | 50% | 30% |
| **Composition I Main Course - Holistic** | - | | - | - |
| **Composition I Main Course - No Remd** | 349 | | 84% | 69% |
| *Composition I Total Enrollment* | 359 | | 83% | 68% |
| | 1400 | 100% | | |

Concepts of Algebra no longer offered
Name change from Intermediate to Pre-College Algebra
Supplemental added for Statistics

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 2018-2019**:  The retention and completion rates for all corequisite models will continue to be reviewed in 2019-2020 to determine any further changes in cut scores needed as well as making recommendations for curriculum adjustments.

> **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 2018-2019**:

To address this goal, 8 initiatives were identified as part of the SEM plan; these targeted activities will be used 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.
   2018-2019 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.
   2018-2019 Update: the purchase of the new SIS will allow for a more user-friendly interface through an NOC app.  Students will still have access to the safety alerts as well as a secondary texting service for student services and activities.
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.
   2018-2019 Update:  The old degree audit system in POISE will be replaced in the new SIS. Training and development are planned for 2019-2020 with a launch date of November 2020.
4. Monitor enrollment trends and use student satisfaction survey results to identify scheduling needs (e.g. online and evening course offerings)
   2018-2019 Update:  Additional sections of online courses were added throughout the years of the 2013-2018 Strategic Plan to meet the goal.  Currently online enrollment is up 28% for Fall 2019 over what it was in June of 2018.  As of June 17, 2019, sixteen online courses have also been certified

through Quality Matters (7 each in years 1 and 2, and 2 courses to date for the third year with 4 more courses submitted and in the review cycle).
5. Improve quality of advising.
   Fall and spring advisor training were continued in 2018-2019 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.
   2018-2019 Update: The VP of Enrollment Management requested transcripts in Spring 2019 after spring grades posted. Enrollment Management staff are contacting over 200 students during Summer 2019 for degree completion.
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.
   2018-2019 Update: In Summer 2019, the Coordinator of Student Academic Success Services will work with OSU to provide staff development for NOC's retention specialists.

**Use of Assessment Results from 2018-2019**:
Efforts will continue on all of the SEM initiatives identified above with a full review of the communication plan as the recruitment module of the new SIS is launched in August of 2019. Training will be ongoing in 2019-2020 for admissions, registration, and advisement modules that are part of the new SIS, including options for degree mapping and audits, advisor contacts, and a new early alert system.