



**2013-2018**

# **STRATEGIC PLAN**

**HIGHLIGHTS REPORT  
AUGUST 2018**



**NORTHERN**  
Oklahoma College  
TONKAWA | ENID | STILLWATER

Life changing.

**NORTHERN OKLAHOMA COLLEGE**  
**2013-2018 STRATEGIC PLAN**  
**HIGHLIGHTS REPORT — AUGUST 2018**

**Goal 1A-Enhance quality of life for students.**

*Effectively develop, implement, and communicate the comprehensive safety plan (guided by task force in E/T, by OSU in S; redesigned web page; continued use of emergency alert; other tools to reach students; regular safety training to employees; grant funding for safety programs—e.g. suicide prevention)*

- A student satisfaction survey has been given each year since Spring 2014 with results used to improve facilities, processes, course scheduling, and resources for students. As indicated by the summary chart below, students have consistently reported high levels of satisfaction in their perception of campus safety and the lowest areas of satisfaction are still all above 3.0 in a 0 to 5 point scale.

**STUDENT SATISFACTION SURVEY**  
**2014-2018 Findings**

<b>Year</b>	<b>Highest Areas of Satisfaction</b>	<b>Mean</b>
<b>2018</b>	<b>Classrooms and general facilities are safe</b>	<b>4.48</b>
	<b>Classrooms and general facilities are clean and conducive to learning</b>	<b>4.45</b>
	<b>Employees are courteous and helpful in assisting with procedures in enrollment</b>	<b>4.40</b>
<b>2017</b>	<b>Classrooms and general facilities are safe</b>	<b>4.41</b>
	<b>Classrooms and general facilities are clean and conducive to learning</b>	<b>4.40</b>
	<b>Employees are courteous and helpful in assisting with procedures in enrollment</b>	<b>4.33</b>
<b>2016</b>	<b>Classrooms and general facilities are safe</b>	<b>4.47</b>
	<b>Classrooms and general facilities are clean and conducive to learning</b>	<b>4.34</b>
	<b>Employees are courteous and helpful in assisting with procedures in enrollment</b>	<b>4.32</b>
<b>2015</b>	<b>Faculty are knowledgeable about their subject areas</b>	<b>4.21</b>
	<b>Classrooms and general facilities are safe</b>	<b>4.21</b>
	<b>Classrooms and general facilities are clean and conducive to learning</b>	<b>4.18</b>
<b>2014</b>	<b>Faculty are knowledgeable about their subject areas</b>	<b>4.37</b>
	<b>Classrooms and general facilities are safe, clean, and conducive to effective learning</b>	<b>4.22</b>
	<b>I am satisfied with the progress I am making towards completing my degree</b>	<b>4.19</b>

<b>Year</b>	<b>Lowest Areas of Satisfaction</b>	<b>Mean</b>
<b>2018</b>	<b>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</b>	<b>3.63</b>
	<b>I am able to access IT help as needed for coursework and online services</b>	<b>3.63</b>
	<b>I am able to navigate the NOC website to find information needed for scholarships</b>	<b>3.83</b>
<b>2017</b>	<b>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</b>	<b>3.41</b>
	<b>I am able to access IT help as needed for coursework and online services</b>	<b>3.89</b>
	<b>I am able to navigate the NOC website to find information needed for scholarships</b>	<b>3.90</b>
<b>2016</b>	<b>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</b>	<b>3.11</b>
	<b>Courses required to complete my degree are available when I need to take them</b>	<b>3.79</b>
	<b>I am able to access IT help as needed for coursework and online services</b>	<b>3.81</b>
<b>2015</b>	<b>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</b>	<b>3.12</b>
	<b>Employees are courteous and helpful in assisting with procedures in residence halls</b>	<b>3.47</b>
	<b>I am able to access IT help as needed for coursework and online services</b>	<b>3.55</b>
<b>2014</b>	<b>Courses required to complete my degree are available when I need to take them</b>	<b>3.08</b>
	<b>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</b>	<b>3.44</b>
	<b>Co-curricular activities (e.g. clubs, organizations, and special events) offer positive experiences to enhance campus culture</b>	<b>3.73</b>

- Numerous updates have been completed to enhance the comprehensive safety plan, including the following:
  - o Smartcard access added for security and ADA compliant door locks added in 2012-2013
  - o Student Affairs staff participation in 3-day FEMA workshop
  - o Active shooter training on all 3 campus locations
  - o Everfi online training on sexual harassment awareness/prevention for students, faculty and staff (introduced in 2015-2016)
  - o Mental health fairs/seminars hosted at NOC Enid and NOC Tonkawa; NOC Stillwater students connected with OSU resources—seminar topics have included suicide prevention, drug/alcohol abuse, sexual assault awareness, depression, anxiety, body image, and healthy relationships
  - o Counselors' participation in training on eating disorders
  - o Counselors' and Diversity Officer's participation in training on Title IX
  - o Full-time security guard hired for NOC Enid (Fall 2013)

*Effectively develop, implement and communicate a comprehensive student engagement plan for all students with support and involvement from faculty, staff, alumni, and NOC community members (new orientation program in conjunction with class; increased use of student email; peer mentor programs; signature student events; increased school spirit; welcoming hospitality rooms; Student Union as heart of campus; augment CCSSE; communicate study abroad institution wide; commuter student program)*

- Student Affairs staff have made Homecoming on the Tonkawa and Enid campuses a weeklong event, since 2013, with activities held daily to bolster support and spirit for Northern.
- New fitness equipment was purchased for the Tonkawa and Enid campuses (Spring 2013 and 2015).
- In February 2017, all three Northern campuses were certified by the Oklahoma Department of Health as healthy campuses.
- The athletic programs on the Enid and Tonkawa campus have exceeded expectations and have performed at the highest level in the classroom and on the fields/courts under the guidance of Athletic Director Jeremy Hise. Students have mandatory study hall times and grade checks, and Mr. Hise and the coaching staff have set clear expectations for practice and performance on the fields/courts, as well as the importance and expectation of good character on and off the fields/courts. The 2016-2017 Fact Book lists the many special recognitions athletes received in 2016-2017.
- Since 2015, Wade Watkins, Dean of Global Studies, has spoken at all back to school student assemblies communicating our Study Abroad Program, and NOC students have had the opportunity to travel on all seven continents. The Study Abroad Program was also expanded with a new partnership with University College Dublin to offer a residential study abroad program in Dublin, Ireland.
- To increase campus identity, NOC launched a branding campaign in Fall 2012 with Peterson Ray and Company. Graphics standards have been updated each year since with guidelines posted at the following link: <http://www.noc.edu/graphicstandards>. A Wayfinding Project was also completed in Fall 2015 under the direction of the consulting firm C.H. Guernsey & Company in partnership with Focus EGD.



*NOC Study Abroad students  
and sponsors in Dublin, 2016*



Life changing.



A Partnership for Oklahoma



Gateway Program



- In spring 2017, Eugene Smith was hired as International Coordinator and Diversity Officer. He has worked to assist students, creating an International Student Advisory Board and improving the website for international students (<http://northok.publishpath.com/international-student-advisory-board>). He has also coordinated with the Diversity Council to offer regular professional development sessions on diversity.
- NOC placed 2nd in the statewide Campus Compact 2016 Voter Registration contest. Rae Ann Kruse, Dean of Academic Services, coordinated the event through Campus Compact with the assistance of PLC and other student organizations manning the voter registration tables.

*President Cheryl Evans, Diana Watkins, Shannon Cunningham, Jason Johnson, Bradley Jennings, and Ryan Paul took two students from each location to accept an award at the State Regents meeting*



- NOC students and employees have attended Oklahoma's Promise Day at the State Capitol each year to show appreciation for the Legislature's ongoing support of the Oklahoma's Promise scholarship program and encourage legislators to continue to preserve the program's funding source. Additionally, NOC students and employees have attended Higher Ed Day at the Capitol giving students an opportunity to speak to legislators about the importance of funding for higher education.



*NOC students (in red)  
on House floor at Higher Ed  
Day at Capitol, 2017*



*Oklahoma Promise Day at the Capitol, 2015*

***Effectively develop, implement and communicate a comprehensive plan to strengthen and improve residence life (establish Resident Assistant student staff; continue updating fire alarms, furnishings; renovate dining halls)***

- In 2014 Renna Bowers and Trent Misak were hired as Residence Hall Coordinators. They were tasked with training and overseeing Student Resident Assistants (RA). Each floor of every dorm had one RA for duties and on call responsibilities. Weekly meetings and activities were made mandatory for all residence halls under their leadership as well. Topics discussed at meetings included sexual assault awareness, alcohol/drug awareness, healthy relationships, mental health and others. Unfortunately, the student RA positions were eliminated in Fall 2017 due to budget; however, both Renna and Trent continue to do great work in engaging students living in the residence halls with surveys and focus groups being used to identify student interests for activities.
- Student focus groups and surveys have been used annually to identify improvements in food services, campus activities, and residence life. In Fall 2017, for example, students and employees were asked about what foods and hours of service would best meet their needs for the Snack Bar. Students in the residence hall also completed a survey on the cleanliness and safety of facilities, technologies needed, and their interest in residence hall activities.

*Effectively develop, implement and communicate an information technology plan that will ensure the most effective use of existing educational technologies for enhanced student experiences (explore/improve loaner laptops; e-books; smart phone apps)*

- ITV classrooms have been upgraded on all campuses since 2012.
- NOC continues to track communication sources for students to identify the most commonly used tools. As of August 29, 2018, the following numbers were reported:
  - o NOC Website – viewed 5,302,104 times and 26,835 in the prior 30 days
  - o Top 5 pages in last 30 days: Stillwater, Current Students, Calendar, Course Schedules and Enid.
  - o Top referrer: Google
  - o Top items searched on the website in the last 30 days: Blackboard, Campus Connect, Bookstore, Nursing and Transcript.
  - o 5,665 Friends on NOC Facebook page
  - o Top countries viewing the NOC Facebook page: USA, Ghana, United Kingdom, Australia, and Canada
  - o Top cities viewing the NOC Facebook page: Ponca City, Enid, Stillwater, Tonkawa, and Blackwell
  - o 1,206 followers on NOC Twitter and 377 on Instagram
- A new section was added to the NOC website and linked to social media entitled #HumansofNOC. The June 2016 posting of this human interest story reached a record high of 7,235 people.



*“Not only did I make lifelong friends at NOC, I also met my wonderful husband Jeremy there.”*



*“She made me feel not so very alone anymore, and when I was 16 she adopted me. My life forever changed!”*



*“We spent two months in a refugee camp in Macedonia and then it took us another two months to get to the United States.”*



*“I knew this would be the end of my professional basketball days, but my heart wanted me to work with kids from this impoverished country.”*



- NOC also used technology for improved communication through the addition of 360 degree virtual tours, filmed in Spring and Summer 2016 and added to the website for Fall 2016.



#### **Goal 1B-Enhance recruitment as well as retention and graduation rates.**

*Use student engagement survey (CCSSE) (administer annually; distribute results; incorporate high-impact strategies into professional development/coursework; chart progress)*

- A student engagement survey (CCSSE) has been given in Spring 2013, 2015, and 2017 to identify high-impact practices NOC students experience during their matriculation and areas for increased attention. In 2017, compared to other schools in the cohort, NOC students reported the following:

##### Highest levels of engagement:

- ✓ Worked with classmates outside of class to prepare class assignments
- ✓ Tutored or taught other students (paid or voluntary)
- ✓ Participated in a community-based project (service-learning activity) as part of a regular course
- ✓ Discussed ideas from your readings or classes with instructors outside of class
- ✓ Worked with instructors on activities other than coursework

##### Lowest levels of engagement

- ✓ Made a class presentation
- ✓ Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)
- ✓ Number of assigned textbooks, manuals, books, or packets of course readings
- ✓ Number of books read on your own (not assigned) for personal enjoyment or academic enrichment
- ✓ Career counseling

CCSSE results have been shared with all employees through email and have informed professional development activities.

*Adjust offerings (track needs for online/evening courses; adjust scheduling; increase prof. dev. for online)*

- Annual student satisfaction surveys (2014, 2015, 2016, 2017) have been used to identify areas for improvement across all areas of the institution. One question asked each year has been related to student access to courses needed for timely completion of programs. Based on student feedback, additional sections of online courses have been added, as shown in the chart below:

### Online Courses Available

Semester	Number of Sections	Increase	Overall Increase	Number of Enrollments	Increase	Overall Increase
Summer 2013	39			698		
Summer 2014	39	0	0	792	94	94
Summer 2015	43	4	4	821	29	123
Summer 2016	50	7	11	1019	198	321
Summer 2017	58	8	19	1086	67	388
Summer 2018	62	4	23	1135	49	437

Semester	Number of Sections	Increase	Overall Increase	Number of Enrollments	Increase	Overall Increase
Fall 2013	48			1086		
Fall 2014	55	7	7	1247	161	161
Fall 2015	57	2	9	1248	1	162
Fall 2016	60	3	12	1370	122	284
Fall 2017	66	6	18	1360	-10	274
*Fall 2018	83	17	35	1789	439	713

*\*Note: Fall 2018 enrollment is as of 8-29-2018*

- Along with those additions, professional development has been scheduled each year for Blackboard best practices and Quality Matters (QM). In connection with the NASNTI grant, intensive QM training in 2016-2017 was implemented as seven online business courses were reviewed for certification. As of January 2018, all seven of these courses were certified. In 2017-2018, seven additional courses were reviewed for certification in math, English, history, and government. As of August 2018, six courses had been certified by summer 2018 with a seventh course in the review process in August 2018. It was certified with a perfect score for a total of 14 of 14 courses Quality Matters certified.

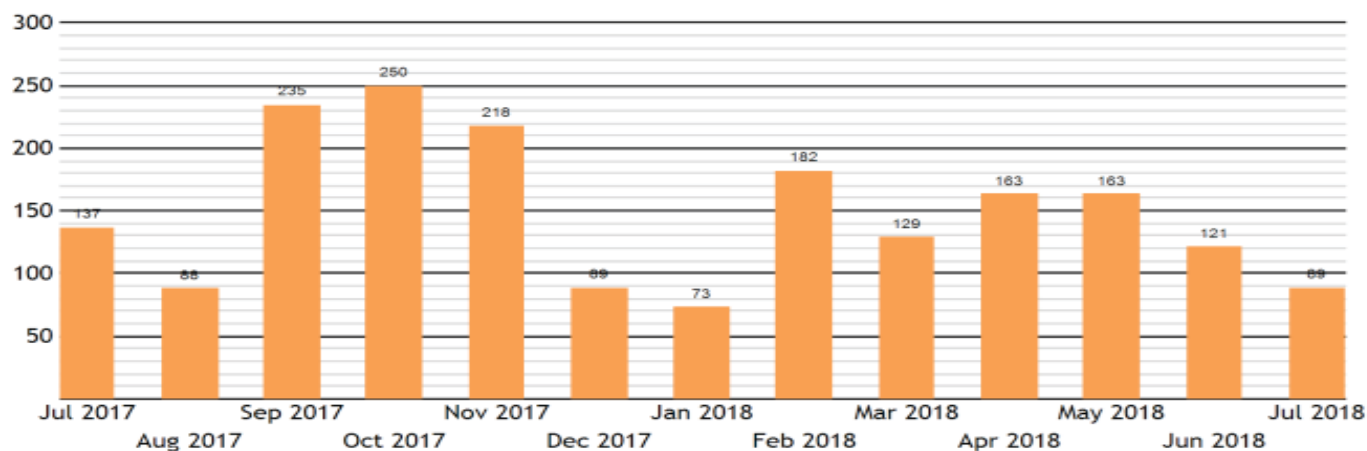


*Improve advisement model (redistribute advisees; identify targeted advisors for top majors and for undeclared; utilize Early Alert fully; initiate sophomore-only enrollment; standardize Orientation units for vital info on loans, financial aids, course transferability, career and student support services; introduce World of Work; improve timely/cost-effective degree completion)*

### Improve advisement model

- To improve advising, particularly in the summer when some faculty were off campus, Division Chairs created default enrollment schedules for Fall 2018 enrollment to guide new student advisement.

Program Usage Summary (sessions)



- Tutor.com was added in 2014 as an online 24-7 resource for all students. Usage and student comments have been tracked through a monthly report (graph shown above).
- A World of Work course was added in Spring 2013 to assist undecided majors in choosing a degree path.
- Sophomore-only enrollment was added in 2013 to ensure students nearing degree completion had access to needed courses.
- An Advisor Handbook was created in Fall 2013 with input from Faculty Affairs and all faculty and staff advisors and was posted online in Spring 2014; it has been updated annually.
- Since 2013, faculty and staff advisors have had a designated training session held in March and October to receive updates from each division as well as on NOC's participation in state and national initiatives, such as Complete College America's remediation reform through corequisite models and 15-to-Finish.
- A loan default plan was created to guide students in responsible decision-making for financial aid.
- A realignment and reallocation of positions allowed for the addition of retention specialists on all three campuses in Fall 2013. The retention specialists have been primary recipients (in addition to program sponsors and advisors) for all early alert reports, contacting students reported and encouraging them to utilize tutoring and other campus resources. Beginning in Fall 2015, additional points of departure for students were tracked more fully by collecting "no show" reports on day 1 of attendance; this new checkpoint allowed retention specialists to contact students earlier, identifying those who did not plan to attend and freeing spaces for students trying to add high-enrollment courses.
- Through the direction of Office of Enrollment Management, NOC has become a leader in reverse transfer. Agreements have been signed with Northwestern Oklahoma State University (Jan. 2014), Oklahoma State University (Nov. 2013), University of Central Oklahoma (Oct. 2013) and the University of Oklahoma (Nov. 2013).
- OSU implemented a flag allowing for transcripts to be sent back to NOC for degree consideration upon formal request, making the reverse transfer process easier for students and the institutions.
- National Student Clearinghouse was utilized for 2015 and 2016 cohorts this year to identify students attending institutions and qualifying for reverse transfer, and to identify students who left NOC and the

receiving institution and might qualify for a reverse transfer degree. Reverse transfer degrees represented 38% of the 2017-18 aYR degrees.

- In Fall 2013, NOC launched a Quality Initiative that focused on improving advisement models and developing new models for remediation. This intense study of students' developmental needs led to the creation of boot camps and corequisite models that allowed students to complete remediation needs faster and begin earning college-level credit. The NOC IR Office has provided data updates in advisement

Semester	Course type	Students	% Remdial	Completion	Success
Spring 2018	Concepts of Algebra	99	15%	79%	65%
	Intermediate Algebra	71	11%	92%	75%
	Basic Comp	-	-	-	-
	Basic Reading	82	13%	82%	74%
	Math Fast-track	56		89%	79%
	Math Functions Supplemental	77	12%	87%	84%
	Math Functions Main Course-Sup	77		87%	78%
	Math Functions Course Total Enrollment	174		89%	78%
	Math Apps Supplemental	21	3%	76%	71%
	Math Application Main Course-Sup	21		76%	67%
	Math Application Total Enrollment	83		82%	73%
	College Algebra Supplemental	224	35%	71%	71%
	College Algebra Main Course-Sup	224		71%	53%
	College Algebra Total Enrollment	698		74%	62%
	Composition I Supplemental*	72	11%	79%	79%
	Composition I Main Course-Sup	72		76%	63%
	Composition I Total Enrollment	325		85%	72%
		646	100%		

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

\*Two students enrolled in supplemental and not comp I  
Transitioning between COMPASS and Accuplacer

Data collected from POISE. Main course data - data only from students enrolled in the corresponding supplement.  
Completion=% of sum(A, B, C, D, E, I)/(Enrolled) Success=% of sum(A, B, C)/(Enrolled)

meetings on completion and retention rates of corequisite models compared to prior remediation models, and that data has guided curriculum and scheduling decisions. NOC English and math faculty and administrative representatives attended the state's Coreq to Scale Conference on Nov. 14, 2016, to join in Oklahoma's participation in the Complete College America goals related to corequisite education.

Based on the success rates for corequisite vs. the traditional remediation model, Fall 2017 scheduling brought the corequisite models to scale with the majority of remediation sections offered in a corequisite format.

- A new student packet was created, including information specific to transferring to OSU, for NOC Stillwater, and was used as a model to create enrollment checklists for all three NOC locations.
- Two senior strategic enrollment professionals from AACRAO visited in April 2016 to guide NOC in developing an enrollment management plan. The consultants toured all campuses and interviewed students, faculty, staff, and administrative groups to gather feedback on current processes and areas for improvement. Based on their recommendations, town halls were hosted on all three campuses to gather feedback on specific initiatives for recruitment, admission, and retention/completion. After additional meetings with departments connected to both curricular and co-curricular initiatives, the final draft of the Strategic Enrollment Management (SEM) plan was developed and was approved by the NOC Board of Regents in March 2017.

### **SEM Goals**

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

- In 2016-2017, articulation agreements were updated and new articulations added with Northwestern State Oklahoma University, Oklahoma State University, and University of Central Oklahoma.
- More advisor "nudges" have been incorporated, communicating with students about important academic events, such as last day to drop, tutoring resources, early copies of schedules to preview for enrollment, etc.
- Retention specialists have contacted students on probation and those who received midterm grades of D's and F's to direct to resources or assist them in dropping classes as needed.
- Academic Suspensions have continued to decline following intrusive academic advisement using the Early Alert system and retention specialists.
- Beginning in Spring 2015, the VP for Enrollment Management has created lists for faculty of advisees who have not reenrolled for the fall term nor filed for graduation, and faculty have contacted advisees to encourage them to set an appointment to reenroll, identify why they might be leaving/transferring early, or remind them to file for graduation as needed.
- NOC and OSU representatives worked together in the Spring 2017 semester to identify needs for corequisite coursework beyond that which OSU wished to offer and to create an advising process. Beginning in Fall 2017, OSU students needing remediation and not participating in a coreq model through OSU were able to enroll in coreq courses at NOC, allowing them to earn college credit concurrently as they met remediation needs. NOC representatives were also invited to be present during OSU's Student Orientation Days to facilitate enrollment in these courses.

### **Additional priorities identified through the course of the Strategic Plan related to retention**

#### ***Identify new opportunities for hosted events bringing students to campus.***

- New hosted events since 2012 have included the following:
  - o Cherokee High School Debate Tournament, Enid

- o Holocaust survivor and author of *Five Perfect Pebbles*, Marion Blumenthal Lazan, and high school student (and NOC student in Fall 2016) Veronica Fuxa, author of *Red Smoke*—Mrs. Lazan and Ms. Fuxa spoke both to NOC students and area public school students on the Enid campus with livestream video available to the Tonkawa campus. This event was sponsored in partnership with Chisholm Public Schools
- o Youth Leadership of Oklahoma NW Summit, Tonkawa—over 140 area high school students attending
- o Regional host site for Legislative Tour

**Review programs that can be implemented for first-generation college students—e.g. OSU's First to Go.**

- A Retention Committee was formed in November 2015 with a focus on further developing initiatives to assist special populations. The committee recommended collecting data on the percentage of first-generation students and employees and in June 2016 established a subcommittee to assist with first-generation student needs. In Fall 2016, focus group meetings were hosted for first-generation students

<b>Fall 2015</b>	<b>Enid</b>	<b>Stillwater</b>	<b>Tonkawa</b>	<b>Total</b>	<b>Online</b>
<b>Freshman First Generation (&lt;30 Hours)</b>	225	230	262	717	126
<b>Gender</b>					
Men	100	98	105	303	29
Women	125	132	157	414	97
<b>Age</b>					
<18	0	2	8	10	0
18-24	192	204	218	614	80
25-29	11	9	13	33	15
30-39	16	11	15	42	21
>40	6	4	8	18	12
<b>Ethnicity</b>					
American Indian	19	43	63	125	15
Asian	1	0	4	5	0
Black/African American	14	31	20	65	7
Native Hawaiian	9	1	2	12	0
Hispanic	54	10	33	97	15
White	127	145	140	412	88
Non-resident/Alien	0	0	0	0	0
Two or more	1	0	0	1	1
<b>Enrollment Status</b>					
Full-time	165	156	210	531	56
Part-time	60	74	52	186	70
<b>Commuter Status</b>					
Commuters	176	0	170	346	-
Non-commuters	49	230	92	371	-

Approximately 24% of the students living in the dorms were first generation students.

\*Data collected from POISE ADM\_APPLICATION file using PARCOLLEGE field 6/27/2016



at NOC Enid, Stillwater, and Tonkawa. These meetings were used to improve enrollment checklists, providing students step-by-step guides to admission, enrollment, and financial aid procedures.

## NOC First Generation Report

Fall 2015

### Office of Institutional Research and Assessment

For Fall 2015, 1,322 students declared first generation out of 4,642 (28%).

Of the 1,322 students, 1,170 were NOC only students.

- Through faculty advisement and Retention Committee meetings, the percentage of first-generation college students was shared to assist employees in identifying challenges specific to this population. The International Coordinator and Diversity Officer, Eugene Smith, scheduled training sessions for 2016-2017 on diversity issues, including a session on first-generation students and their needs. The Retention Committee met in June 2016 to establish a subcommittee to assist in identifying the needs of first-generation students and also recommended surveying employees on how many were also first generation and would be interested in assisting with a mentorship program.

### First-Gen Survey Results

#### Were you a first generation student?

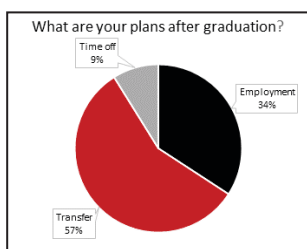
	Yes	No	Total Surveyed	% of First Gen
Faculty	34	29	63	54%
Staff	18	15	33	55%
Total	52	44	96	54%

- An exit survey was created in Spring 2017 and given to graduates at commencement practice in Tonkawa and Enid. 132 students completed the survey and offered feedback on how well Northern had met its goals as well as why they chose Northern. The following highlights survey results for the most recent exit survey given in 2018:
  - Asked how well did Northern address the following general education competencies, students reported the following levels of satisfaction.

Communicate effectively, orally, in writing, and visually	3.84 out of 4.00
Develop good problem solving/critical thinking skills	3.82 out of 4.00
Contribute to welfare of your community	3.63 out of 4.00
Looking at the key phrase “accessible” in our mission statement above, how well did NOC live up to its mission?	3.65 out of 4.00
Looking at the key phrase “affordable” in our mission statement above, how well did NOC live up to its mission?	3.72 out of 4.00

- Asked “What are your plans after graduation?”, students responded as follows:

Employment 34.20%  
 Transfer 57%  
 Time Off 8.90%



- Asked “Why did you choose NOC?” students’ two most common responses were

Affordable 20  
 Location 27

### *Improve Recruitment & Admission Processes*

- In 2016-2017, NOC representatives met with area high school counselors the the Tonkawa and Enid locations, as well as at Enid High School, to discuss NOC resources for enrollment and financial aid assistance, including the new enrollment checklists posted online, 15-to-Finish and concurrent student videos, and FAFSA access. In addition, information was shared on state and national initiatives that NOC is participating in, including the Math Pathways Project and corequisite models for remediation.
- As of the Spring 2017 semester, NOC Stillwater began receiving a list of students denied admission to OSU during the Spring 2017 semester. NOC has been communicating with and recruiting these students through mailed and electronic communications.
- The tuition payment schedule was updated, adjusting the due date for Fall 2017 tuition to July 27 so that students who do not plan to attend can be removed from classes, freeing space for students who still need the course. Students with a payment plan in place (scholarship, concurrent fee waiver, online payment plan, etc.) will not be dropped.
- A waitlist option was created through Campus Connect so that students who need a class that is already at capacity may receive an alert when the class is available. Final edits are being done to make this option available as soon as possible.
- In Fall 2018, NOC piloted holistic course placement so that students with ACT scores below 19 but with a 3.0 GPA or higher in the subject area could bypass remediation courses and enroll in the college credit-bearing course. This shift was based on Complete College America and other national research indicating that high school GPAs are better predictors of success than other indicators.
- In Spring 2018, NOC began working with OSU advisors to formalize 24-30 hour pathway sheets for most OSU colleges. These advisement sheets will guide students who are taking courses through the NOC Gateway Program to become admissible to OSU.
- In 2017-2018, advisors also discussed how to improve communication between OSU and NOC to formally notify students of having achieved the 24-hour admission standard and to apprise the student of the possible transfer scholarships available.

### **Goal 2 - Cultivate and maintain partnerships to inform and improve academic decisions, enrich student experiences, and support regional needs**

*Conduct a comprehensive feasibility study (Environment Scan Survey) in collaboration with educational, civic and community leaders in NOC's service areas for the purpose of identifying which of the following initiatives would best serve partnership and workforce needs (expanded internships; serve as regional economic development resource; increase community partnerships)*

- IR Director Kathleen Otto led a task force to review data needed for an environmental scan with meetings in Spring 2014. The task force reviewed data from economic development reports available at the city, regional, and state level and created the NOC Workforce Environmental Scan to guide strategic planning initiatives for goal 2. A follow-up environmental scan was conducted with 2015 data. These studies are posted on the NOC website at <http://www.noc.edu/workforce>; data reported includes the following:
  - o Population Growth for the Last 5 Years
  - o Population Breakdown by Age, Race, and Educational Attainment
  - o Unemployment Rates by County and by Industry
  - o Jobs by Industry and Gender
  - o Links to Additional Resources from Chambers and Development/Industrial Authorities

- NOC has further developed partnerships with community organizations for volunteer projects, service learning opportunities, promotion of cultural events, and scholarship sponsorships. In 2015, NOC developed a partnership with the non-profit organization JustHope, and a group of NOC nursing students and faculty participated in a service learning trip to Nicaragua to provide care and health education in a rural clinic.
- NOC partnered with Northwestern Oklahoma State University, Autry Technology Center, and the Enid Regional Development Alliance to host a series of entrepreneurship events in 2016-2017 to boost entrepreneurship in the greater Enid area. Northern's role was to provide a business simulation contest that challenged teams of participants to run their own company in competition with the other teams. The event ran for eight weeks and the teams made decisions each week relating to pricing, production, capacity planning, distribution network, advertising, debt service, product improvement, and many other areas.



*NOC Nursing student in Nicaragua, 2015*

- A number of NOC events open to the community have had record-breaking attendance. In Spring



*Natsios Lectureship, 2017*

2017, 330 guests attended the Renfro Lectureship with guest speaker Andrew Natsios, Executive Professor and Director of the Scowcroft Institute of International Affairs at the George H. W. Bush School of Government at Texas A&M University. Approximately 375 guests/performers attended the Gala XXII Concert in April 2017 in the Kinzer Performing Arts Center. Maestro Gerald Steichen conducted the Gala, featuring Tenor Daniel Neer along with NOC music faculty and the Gala Orchestra.



*NOC Gala, 2017*

- NOC has continued to recognize its community partnerships through the Oklahoma State Regents for Higher Education Business Partnership Excellence Award. NOC recognized Phillips 66 in 2014, Piyush and Lisa Patel/PL Studios in 2015, Larry and Christy Shell/Shell Club Lambs in 2016, and Evans and Associates in 2017.
- The Development office continues acknowledgment of gift receipts and correspondence for the Enid Higher Education Council (EHEC) as well as the Enid Entrepreneur Leadership Series (EELS).



*Work with academic leadership, division chairs, faculty, and appropriate staff and administration to strengthen business partnerships (expanded advisory boards with minutes posted)*

- Since 2012, new advisory boards have been created for the Agriculture, Athletic Training, Behavioral Science, Criminal Justice, and Mass Communications programs. The Dean of Academic Services has assisted chairs and faculty members with meetings for new and existing advisory boards (Business, DMI, Nursing, and Process Technology) and posted minutes to advisory board websites. Divisions are researching and applying input from advisory committees—e.g. applying for grants to add a Mac Lab for Mass Communications, reviewing portfolio evaluation systems, investigating a Farm Management degree. A Pre-Engineering Advisory Board is being formulated for 2018.

*Enhance the College's capability in career advisement through appropriate training (train counselors in career assessments; connect Orientation students to counseling resources) and provide data to faculty, counselors, recruiters, and students for informed decisions in career advisement and curriculum development (IR data bank; job placement rates; graduation rates by major; annual fact book)*

- Assisting with all surveys noted below, as well as other data collection and analysis projects, the position of IR Director was refilled in 2012-2013 with Kathleen Otto. Kathleen has provided institutional support for assessment and institutional research in both curricular and co-curricular areas and has worked with departments across the institution to create an institutional Fact Book, as well as updating both assessment and institutional research pages on the NOC website.
- Web pages for all degree programs were updated to provide current labor market information and descriptions of job skills and work environment.

The screenshot shows the Agriculture page on the Northern Oklahoma College website. The page is titled 'Agriculture | Northern Oklahoma College' and includes a navigation bar with links to Home, Academics, Academic Divisions, Ag, Science and Engineering Division, and Agriculture. The main content area is divided into several sections:

- Ag interscholastics**: A link to interscholastic sports.
- Agriculture Career facts**: A section describing the Associate in Science degree program in Agricultural Sciences, which is designed for seamless transfer to the Bachelor in Science degree in Agriculture Business or Agriculture Ecology at Northwestern Oklahoma State University. It includes information about the program's focus on pre-veterinary medicine, animal production, plant production, agribusiness, food science, and education.
- Education**: A section featuring a photo of a student working in a laboratory setting, with text about the general education requirements and the focus on Botany, Zoology, Entomology, Horticulture, Ag Leadership, Accounting, or Livestock electives.
- 2016-2025 OK labor market projections**: A section providing labor market data for various agricultural careers, including Ag Economist, Ag Sales, Ag Teacher, and Soil and Plant Scientist.
- Professional Organizations**: A section listing professional organizations such as the Oklahoma Association of Career & Technical Education (OACTE), the Oklahoma Cattlemen's Association (OK Cattlemen's Association), and the Oklahoma Association of Career & Technical Education (OACTE).



*Provide increased opportunities for students to connect with the business community (advertise internships; career fairs; post professional associations/contacts; job shadowing through alumni contacts; alumni speakers; promote workforce training in community)*

- Rae Ann Kruse began in Sept. 2015 as Dean of Academic Services with a targeted focus on developing internships and continues to work with area businesses and all academic divisions to identify matches. An internship website was created to highlight recent internships.



*NOC Vet Med Intern  
Katie Davis, 2017*



*NOC Hominy PD Intern  
Dakota Doyle, 2017*

- Monica Davis, Zac Fruits, and Payton Malcolm participated in the NASA Community College Aerospace Scholars four-day onsite camp where they interacted with NASA engineers and learned more about careers in science and engineering.



*Zac Fruits in  
Summer 2018 NASA camp*



*Payton Malcolm in  
Summer 2018 NASA camp*

- The following is a summary of increased student placements in internships since the start of the 2013-2018 Strategic Plan.

Academic Year	Enrollment in Internships
2012-13	0
2013-14	3
2014-15	5
2015-16	8
2016-17	22
2017-18	23

- A job shadowing assignment was launched in World of Work classes during Spring 2016 and has given students many opportunities to sample careers they may be interested in early in their academic studies.

*Identify opportunities for students to develop personal and professional skills through intermediary steps toward degree completion and non-degree options (review certificate options; promote community offerings; identify funding to expand senior citizen offerings)*

- Academic divisions reviewed program offerings to identify areas in which certificates and new degree options would provide more workforce opportunities for students. As a result, two new embedded certificates were added: Certificate in Practical Nurse Eligibility and Certificate in Administration and Management of Child Care Programs. Students completing the Certificate in Practical Nurse Eligibility, approved in Fall 2013, will be able to increase their earning potential and gain valuable clinical experience as a Licensed Practical Nurse (LPN) before or as they complete the AAS-RN program. Students completing the Child Development certificate, approved in Spring 2016, will have a credential making them more competitive in obtaining a supervisor position within a child care program.
- The HPER Division developed a degree option within the HPER Associate of Science degree for Personal Training. Four additional classes were approved by the NOC Curriculum Committee, and the NOC Board of Regents and OSRHE approved the degree option.
- The Agriculture, Science, and Engineering Division added four degree options within the Associate of Science in Agriculture. Students can now take coursework for tracks in Agriculture Business, Agriculture Communications, Plant and Soil Sciences, and Pre-Vet.
- The Business Division created a Business Management-Introduction to Hospitality Option. The new degree option was approved by Curriculum Committee and the NOC Board of Regents in Spring 2018. It is currently being reviewed by OSRHE.
- The PTEC program implemented a new application process for the Fall 2015 class due to high interest in the program and the need to evaluate students for proper placement.
- Business students began participation in the state Governor's Cup in 2013 and have had the opportunity each year to submit a proposal for the competition. In 2015, the NOC team was recognized with a Bob Craine Award for Most Outstanding Venture in Oklahoma.

*NOC Business faculty  
Laura Marshall at the Oklahoma  
Governor's Cup award, 2015*





Goal 3-Upgrade facilities for quality and efficiency.

*Student Housing*

- Meeting a high priority item identified in the Strategic Plan town halls, new residence halls were constructed for both NOC Enid and NOC Tonkawa with groundbreaking ceremonies in July 2014 and construction complete and students moving in Spring 2016.



*Mavericks Hall*



*Jets Hall*



### *Campus Infrastructure (Utilities; Building Exteriors; HVAC; Stillwater Campus; Campus Beautification)*

- A \$15,000,000 project for construction of classroom building in Stillwater was submitted and approved by NOC Board of Regents, Oklahoma State Regents for Higher Education, and the Oklahoma Legislature as part of the 2015 Real Property Master Lease Program. Flintco Construction and Studio Architect were chosen for the construction project, and groundbreaking ceremonies were held in March 2017 with NOC and OSU employees, Board of Regents members, and community representatives in attendance. The new classroom building was open for classes on August 20, 2018.





- A \$7.5 million Energy Performance Management System guided improvements on both the Enid and Tonkawa campuses beginning in 2012. (E, T)
- Central Hall, NOC's first classroom building in 1901, was restored with interior and exterior renovations beginning in January 2016 and a grand opening held in October 2016.
- Through a 1.75 million NASNTI grant, a Cultural Engagement Center was created in a renovated area on the north side of the Edwin Vineyard Library. The renovation was completed in July 2017 with a grand opening of the the Center in September 2017.



*NOC Tonkawa Central Hall, 2016*



*NASNTI Cultural Engagement Center Grand Opening, 2017*



*CEC  
Conference  
Room*



*CEC Mentoring  
Room*

*Miss Oklahoma 2017 Triana Browne lecturing on "Bridging Cultural Diversity One Step at a Time," 2017*



The following additional building and grounds renovations have been completed since 2012:

- o Crowder (T) and Harmon Science (E) laboratory renovations
- o Everest Administration Building (E) interior
- o Harold Hall (T) exterior, including window replacement
- o Wilkin Hall (T) exterior
- o Cafeterias and Student Unions (E, T) interior
- o Campus Bookstores (E, T) interior
- o Agriculture Barn (T) interior
- o Office renovations and furniture replacement (E, T, S)
- o Athletic facilities including basketball courts, tennis courts, baseball and softball fields (E,T)
- o New math tutoring labs created through Zollars renovation (E) and Wilkins space reallocation (T)
- o Process Technology computer lab remodel (T)
- o Construction of additional offices and photography studio in Creative Arts (T)
- o Unsafe structures removed from campus—Music Building (E), rental house property (T)
- o Curb and guttering replacement and installation of bollards on circle drive (T)
- o Replacement of damaged campus sidewalks and parking lots (E,T)
- o Art Building front steps replaced and drainage issues corrected (E)
- o Roof replacements for the KPAC and Vineyard Library-Administration Building (T)
- o Replacement of HVAC units (Maverick Cafeteria, Mabee Center), safety and accessibility concerns, compliance items, removal of unused chemicals, roof replacements, and asbestos abatement (E,T)
- o Infield turf installed at Failing Park (E)

Lab updates since 2012 have included all of the following:

- o In 2013, Tonkawa Microbiology Lab (S 204), Biology Lab (S 202), Chemistry Lab (S203), Chemical Store room (S 205); Enid Physics Lecture/Lab (HS 107), Microbiology Lab/Prep (HS 204), Biology Lab (HS 216)
- o In 2014, Tonkawa Anatomy/Phys/Zool Lab & Prep room (S 207), Earth Sci/Physical Sci Lecture/Lab (S 102); Enid Physical Sci Lecture/Lab (HS 201), Chemical Store Room (HS 205), Anatomy/Physiology Lab (HS 214), IT upgrades in Enid Microbiology and A&P labs to include computers and projection systems
- o In 2017, Enid New water purifier system for lab prep

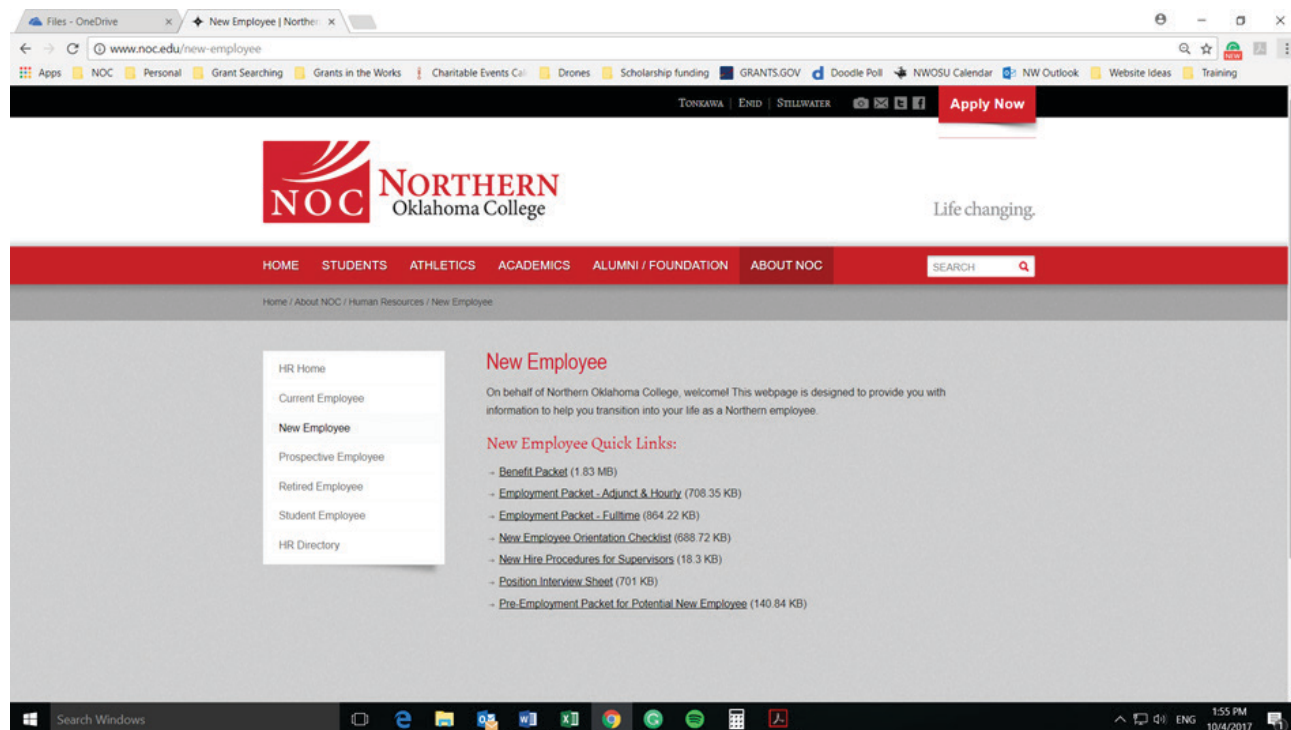
Technology updates since 2012 have included all of the following:

- o Implemented electronic maintenance work order system in 2012-2013
- o Upgraded classroom projectors (E, S, T)
- o New projector for Planetarium with Go-Vex Mirror and full-dome planetarium show, a telescope camera, and astronomy supplies (E)
- o Vernier probeware for Physics classes (E) and Vernier interfaces (T)
- o Scantron machines for science courses (E, T)
- o Upgraded audio/video equipment in Renfro Center (T)
- o Purchased laser and hi-lo table for injury treatment in Athletic Training Program (E, T)
- o Increased WiFi access in Boehme, Easterling and Threlkeld Residence Halls (T), Harmon Science Building (E), Harold Hall (T), and Marshall Building (E)
- o Lecture capture classrooms added in Central, Crowder Science, Wilkin, and Zollars (E, T)
- o Media technology installations and upgrades in Gantz Center (E), Mabee Center (E), President's Conference Room (E, S), and Walcher Conference Center (T)

- o Zollars 301 classroom control system upgraded (E)
- o Fifty computers purchased for classroom and student lab replacements (T, E & S)
- o Fiber to Harmon Science Building was replaced (E)
- To address campus beautification, an existing position was reallocated in 2012-2013 to create a Landscape and Nursery Manager position and was filled in Spring 2013.

#### Goal 4-Enhance professional development and quality working conditions for NOC employees.

1. *Provide a formalized orientation based on a checklist to introduce all new employees to key aspects of Northern Oklahoma College (campus tour; institutional history, values, mission; campus involvement opportunities; cultural opportunities; policies, procedures; employee handbook/operating manuals; mentor program)*
  2. *Enhance the new faculty (full-time, part-time, and adjunct) orientation program in alignment with the overall new employee orientation but with customization for faculty issues (opportunities for training; tenure procedures; classroom evaluation procedures; deadlines for academic reports)*
  3. *Enhance the new staff (full-time, part-time, and adjunct) orientation program in alignment with the overall new employee orientation but with customization for staff issues (policies and procedures; break guidelines)*
- New employee checklists were developed with items needed for mentors to review with all employees, including employee benefits; campus, website, and myNOC tours; important dates on calendar, and institutional procedures. An additional section of the checklist was focused on faculty issues, including training for Blackboard, the Early Alert System, Quality Matters, and Turnitin.com; academic procedures; and academic deadlines. Checklists are now completed by the employee and assigned supervisor/mentor. The checklist and additional material for new employees was posted on the newly-developed HR website page with additional links for current, prospective, retired, and student employees.



4. *Assess faculty development needs in order to accomplish and align with the institution's goals and strategies, including development opportunities related to specific disciplines, as well as general education competencies identified for all Northern graduates, and develop an action plan to accommodate those need (internal and external learning opportunities; guest speakers; cultural/ education fieldtrips; institutional time and financial support)*
  5. *Assess the staff's development needs in order to accomplish and align with institution's goals and strategies, including development of opportunities and an action plan related to specific disciplines (institutional funding and release time for external training, degrees, certificates; cross-training; professional development library; technological resources)*
- Professional development has been supported with line-item budgets for both faculty and staff of between \$10,000 and \$15,000 each year throughout the Strategic Plan. Additionally, departmental allocations have allowed for individual staff training, and faculty have received between \$800 and \$900 per year per full-time faculty member to be used for professional development. R and R (Revitalization and Renewal) funds have also been made available to all employees for reimbursement of courses taken toward an advanced degree as budget allowed. Faculty needing additional coursework to meet credentialing guidelines for HLC were provided financial support through both professional development and R and R funds.
  - Dr. DeLisa Ging has led the faculty professional development program, using interest surveys and working with the professional development committee, as well as reviewing feedback from CCSSE results, student evaluations, and the Assessment Committee to identify professional development topics needed. Dr. Ging created a web page to house professional development resources and has emailed a newsletter out monthly to showcase upcoming opportunities that she has planned as well as those offered from Eugene Smith as part of the diversity program and those offered for staff through the Staff Professional Development Committee. The Staff PD Committee was led by Dr. Rae Ann Kruse in 2016-2017 and by Dr. Ed Vineyard in 2017-2018.
  - In 2013, a Train-the-trainer session was provided for 15 faculty training volunteers for Blackboard as NOC transitioned from the prior learning management system no longer supported by the vendor, WebCT, and integrated Blackboard. The 15 faculty members represented all locations and divisions so that they could act as a training resource for other faculty within the division. Since 2013, the Coordinator for Professional Development, Dr. DeLisa Ging, has offered annual trainings on best practices in Blackboard and has served as a resource for individual questions and training needs.
  - A new incentive program for professional development was added in 2016-2017 with a drawing for four gift cards each semester for both faculty and staff who participated in professional development. Employees submitted documentation and participation was tracked through a Blackboard page.
  - A short list of some of the highlights of the professional development activities that have been offered since 2012 are listed below:
    - Advisor training, annually in fall and spring
    - Blackboard and ITV best practices, annually
    - Campus safety training, annually
    - Customer Service training
    - Diversity speakers and seminars
    - FERPA training
    - Field trips to sites such as Gilgrease Museum, Oklahoma City Memorial Museum, and Sam Noble Museum
    - Quality Matters design training for all new online faculty
    - Quality Matters extensive training for certification for experienced online faculty
    - Title IX training, annually

- Leadership, faculty, and staff participated in the annual Wellness Survey performed by Blue Cross. The college received a status report that showed an increase in our Wellness numbers as well as recommendations for future actions.
- To parallel Wellness Center options for faculty in Enid and Tonkawa, an agreement was signed with OSU to offer NOC Stillwater full-time employees access to the Colvin Center.

*Identify a process and an existing employee satisfaction survey or develop one that meets Northern's goal of improving engagement and performance among all NOC employees (review instrument annually; encourage all employees to participate; post results)*

- The strategic planning group working with goal 4 researched employee satisfaction surveys and identified a Noel-Levitz instrument as the closest match with higher ed and community college needs. Because of the expense of the instrument, the group recommended that the Noel-Levitz survey be given in alternating years. So that ongoing feedback could be collected from feedback, an internal survey instrument was developed that could be given in the years when Noel-Levitz was not. This approach combined the value of a normed survey tool with budgetary needs.

### Employee Satisfaction Survey

Year	Highest Areas of Satisfaction	Mean
2018	The employee benefits available to me are valuable	4.25
	I am proud to work at this institution.	4.43
	The RAVE Alert system functions for me in a satisfactory manner.	4.47
2017	NOC does a good job of providing an overall quality learning environment	4.29
	NOC provides good customer service to external stakeholders (alumni, retirees, community members, businesses)	4.16
	NOC provides good customer service to students	3.87
2016	The 'myNOC' portal is a useful source of information for employees	3.93
	The institution provides good customer service to external stakeholders (alumni, retirees, community members, businesses)	3.88
	Faculty take pride in their work	3.86
2015	NOC does a good job of providing an overall quality learning environment	3.88
	NOC provides good customer service to external stakeholders (alumni, retirees, community members, businesses)	3.79
	Advisors meet the scholastic and emotional needs of advisees	3.5
2014	The institution does a good job of meeting the needs of administrators	3.8
	Faculty take pride in their work	3.79
	Administration takes pride in their work	3.79

Year	Lowest Areas of Satisfaction	Mean
2018	I am paid fairly for the work I do.	2.90
	My department has the budget needed to do its job well	2.92
	There are effective lines of communication between departments.	3.12
2017	There is good communication between the different campuses	3.43
	The level of communication between advisors and students, outside of enrollment, is sufficient	3.63
	Advisors meet the scholastic and emotional needs of advisees	3.72
2016	There are effective lines of communication between departments	2.76
	Employee suggestions are used to improve our institution	2.97
	There is good communication between the different campuses of the institution	2.97
2015	There is good communication between the different campuses	2.85
	The level of communication between advisors and students, outside of enrollment, is sufficient	3.22
	NOC provides good customer service to employees	3.28
2014	There are effective lines of communication between departments	2.64
	Employee suggestions are used to improve our institution	2.72
	There is good communication between the different campuses of the institution	2.73

*Develop and utilize an internal review process for co-curricular plans and assessment (objectives for each department in connection to mission; utilizing employee satisfaction survey results; post plan to Portal)*

- An institutional assessment plan was developed in 2015 to bring together curricular and co-curricular assessment measures and track areas for ongoing improvement. The institutional assessment plan includes reports on general education, degree programs, Academic Affairs (including internships, library, and professional development), Global Education Program, Student Affairs (including student activities, diversity offerings, and residence life), Counseling, Athletic Department, Office of Development and Community Relations (including alumni, NOC Foundation, website, print shop, and scholarships), and the Strategic Enrollment Management Plan (including recruiting, marketing, and retention efforts). The institutional assessment plans for 2015-2016, 2016-2017, and 2017-2018 have been posted to the website at <http://www.noc.edu/institutional>.

*An ongoing system of operations analysis will be used to determine appropriate staffing levels, technological efficiencies, and resource efficiencies, as needed in each department and across the institution (revised annual performance review with training for reviewer/reviewees; 90-day and annual reviews; annual review of salary/ compensation packages, using market surveys; further develop employee classification system; annual job analysis)*

- Despite severe cuts in state allocations, NOC has continued to pay 100% of employee health care premiums.

In 2016-2017, Northern also allowed employees to choose a lower benefit option and to move employee-designated funds to help pay for spouse and or dependent coverage. Through a statewide analysis of resources, a new group was formed, OKHEEI, for insurance negotiations and to control escalating premium costs.



- NOC faculty salary comparisons for 2015-2016 were compared against the state average with a summary provided in fall in-service meetings and reported in the September 2016 quarterly SP update.
- Staff were asked to create job manuals and update job descriptions for their positions as part of the annual self-evaluation and supervisor evaluation process beginning in 2016. These job descriptions were used to analyze efficiencies and for position realignment as needed.
- Both faculty and staff evaluation tools were reviewed in 2015-2016. A form used for division chairs to evaluate Academic Affairs was revised so that it could also be used for faculty to evaluate division chairs.

## **Goal 5-Diversify and increase revenue streams.**

*Explore opportunities to discuss tax revenue options with County and City officials (Kay, Grant, Noble, Osage, Garfield and Pawnee County; cities of Tonkawa and Enid)*

- In 2013-2014, tax revenue operations were reviewed but meetings with city officials led to the conclusion that tax revenue options were not feasible at the current time. NOC will continue to be alert to future possibilities for funding in this area.

*Increase sales in food services (flexible hours, expanded/nutritious menu; flexible spending)*



- Food service contracts are reviewed annually and through the years of the Strategic Plan have focused more on creating expanded menus, including the addition of a sandwich bar and vegetarian options. Students in Fall 2017 were given the option of flexible spending with a 200 block meal plan. Dining hours have also been adjusted to allow students an additional 30 minutes for the dinner menu.

*Increase bookstore revenue (increased technological offerings; increased online revenues; explore rental of electronic devices)*

- In Fall 2013, the NOC Bookstore began selling laptops, allowing students an option to purchase this item with financial aid so they could have access to technology while still waiting on refund checks. The purchase of a mobile device also allowed the bookstore to begin selling merchandise at athletic events.



*Boehme Hall*



*Earl Butts Residence Hall*



*Easterling Hall*



*Threlkeld Hall*



*Increase residence hall habitation with dorm renovations and new construction (build new dormitories; fill residence halls)*

- As noted under Goal 3 updates, Jets and Maverick Halls, new residence halls for NOC Enid and NOC Tonkawa, were completed in Spring 2016, and renovations have been made to all of the following residence halls since 2012: Boehme, Bush, Earl Butts, Easterling, and Threlkeld. In addition, renovations were made to Maverick and Jets Café, the Memorial Student Union, the Hub, and Tonkawa Bookstore.

*Establish an institutional target for grants in terms of number of submissions, percent of submissions funded, and total revenues from funded proposals (review indirect costs; support through Grants Office, providing mentoring, quarterly updates, grant page; host workshops)*

- A grants database was created to track all pre- and post-award grant activity for supplemental documentation to paper files and easy access for future applications.
- In 2012-2013, the following grants were received:
  - o FEMA Homeland Security Program Grant in the amount of almost \$20,000 with safety training on all campuses
  - o AACC 50+ Grant for Nursing in the amount of \$16,400 over a two and a half year period
  - o AT&T Grant of \$12,700 for purchase of electronic response system (Clickers) in math classrooms
  - o TANF Achieve grants for Enid and Stillwater for the amounts of \$143,43 and \$156,735
  - o A \$3000 United Way grant for the Enid campus.
- In August 2013, a grant accountant was hired to provide support for expanded grant submissions.
- In December 2015, NOC received a \$40,000 Title 7 Native Youth Grant with the Osage County Interlocal Cooperative and Osage Nation and Otoe-Missouria. The grant was part of a larger Title VII Native Youth Community Project Demonstration Grant entitled Project AAIMS (Advancing American Indians in Medical and STEM careers) in our service area.
- In Fall 2016, a WebAssign Philanthropic Award was awarded to math instructor Barb Stadler for \$12,000 to provide classroom technology.
- In October 2016, NOC was awarded a \$1.75 million NASNTI grant for Native American serving non-tribal institutions. This grant allowed for the development of a Cultural Engagement Center in a renovated-area of the Edwin Vineyard library, funded Quality Matters certification for online classes, and provided salary support for a full-time Director of the Cultural Engagement Center and a Distance Learning Specialist, as well as a 50% grant Project Director through the duration of the grant.
- In Fall 2016, 2017 and 2018, NOC received a matching fund grant from the Oklahoma Arts Council to assist in hosting the Chikaskia Literary Festival.
- In 2017, OSU was awarded a \$25M grant from NASA in which NOC was listed as one of several partners. The grant will give students opportunities for online training modules that can make them eligible for on-site workshops in robotics at Johnson Space Center.
- In 2017, NOC was awarded its third consecutive TRiO Upward Bound grant for Enid campus for \$1,287,500. The Upward Bound grant is for five years, subject to funding.

## Additional priorities connected to the Strategic Plan goal for grants and revenue

### *Increase NOC Foundation assets to provide students more scholarship opportunities, as well as short-term loans.*

- A 10-year award summary shows NOCF scholarship awards have increased 64% (\$160,000) and the number of student recipients has increased 62%. The chart below reflects the scholarship and loan awards given during the past years as taken from the Northern Oklahoma College Foundation - Statement of Program Service Accomplishments.

Academic Year	Scholarship Award	Number of Recipients	Loan Award	Number of Recipients
2017-2018	\$261,764	333	\$570	3
2016-2017	\$249,529	312	\$26,579	107
2015-2016	\$210,156	214	\$25,429	95
2014-2015	\$209,576	248	\$20,815	62
2013-2014	\$143,574	189	\$3,225	14
2012-2013	\$96,670	135	\$10,359	53
2011-2012	\$99,800	201	\$6,569	35
2010-2011	\$79,989	90	\$17,326	92
2009-2010	\$78,966	114	\$1,134	7
2008-2009	\$79,220	118	\$3,802	21
2007-2008	\$88,960	126	\$3,757	27

- The chart below reflects an analysis of NOC Foundation assets for the past ten years with highlights to emphasize growth during the years of the Strategic Plan:

Year Ending June 30, 2018	\$9,952,728
Year Ending June 30, 2017	\$9,334,619
Year Ending June 30, 2016	\$8,378,110
Year Ending June 30, 2015	\$8,350,814
Year Ending June 30, 2014	\$8,214,117
Year Ending June 30, 2013	\$6,898,082
Year Ending June 30, 2012	\$6,128,866
Year Ending June 30, 2011	\$5,483,436
Year Ending June 30, 2010	\$3,080,559
Year Ending June 30, 2009	\$2,358,940
Year Ending June 30, 2008	\$2,719,264
Year Ending June 30, 2007	\$2,697,367

- A Donor Wish List was completed July 2015 and has been updated annually to identify institutional needs in academic programs and all departments.





## **VISION**

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

## **CORE VALUES**

### **PERSONALIZED EDUCATION**

- We believe in providing individualized services leading our students to achieve 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 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 the need to prepare students for 21st century professions.
- We believe that a knowledge-centered institution is vital to a knowledge-based economy, and we measure our success against national models and standards of excellence.

*Approved by NOC Board of Regents  
February 19, 2013*



## MISSION

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



Life changing.