



NORTHERN
Oklahoma College

TONKAWA | ENID | STILLWATER

2021 - 2022
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 21st century professions.

We believe that a knowledge-centered institution is vital to a knowledge-based economy, and we measure our success against national models and standards of excellence.

**NORTHERN OKLAHOMA COLLEGE
TOP STRATEGIC PRIORITIES FOR 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
- Curricular Assessment: Measures that are utilized within the classroom (whether in-person or distant education) to assess the effectiveness of classroom instruction and the attainment of programmatic and general education objectives
- Cocurricular Assessment: Purposeful and assessable learning opportunities outside of the traditional classroom that support academic programming and general education learning outcomes designed to facilitate the development of the whole student.

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 student surveys on the curriculum and their perception of how much they are learning

- Honors, awards, scholarships, and other examples of public recognition earned by students and alumni

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

Assessment Plan for Academic Affairs

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

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 cocurricular opportunities for students to enhance learning through avenues such as internships, practicums, service learning, and study abroad.
4. Promote student engagement, 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 2020-2021: See <http://www.noc.edu/general-education> for posting of all general education competency grids, including 2020-2021 data.

Use of Assessment Results from 2020-2021: 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 2020-2021: Standard was met. The response rate was significantly lower in spring 2021 (237 responses compared to 2019’s 627-629 responses); however, enrollment was also lower in Spring 2021, and more students were taking classes off-campus due to the pandemic. The ratings were similar as indicated below for question 4.3 and 5.6 but lower in question 5.1. Although the standard was still met, the lower number may reflect the format in which students were taking the course.

Table 3: Spring 2021 Student Satisfaction Data

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Response	Average out of 5	2019-20
Question 5.1: Faculty provide helpful instruction and resources.	4%	5%	8%	43%	40%	253	4.1	4.96
Question 4.3: Course content is appropriately challenging for my program of study.	3%	4%	9%	43%	41%	253	4.14	3.97
Question 5.6: Faculty are knowledgeable about their subject area.	2%	2%	7%	42%	48%	251	4.33	4.38

Use of Assessment Results from 2020-2021: Results of 2020-2021 survey will be shared with all faculty and posted on the website with names removed.

Measured Outcome 1.3: A minimum of 80% of students responding to course evaluations will indicate they either agree or strongly agree that “The instructor encourages me to communicate, discuss questions, and state my opinion,” “The instructor challenges me to think,” “The instructor demonstrates knowledge of the course,” and “The instructor creates opportunities for me to apply the knowledge taught.

Assessment Results 2020-2021: Numbers in parentheses below indicate the prior year’s assessment results.

Satisfaction levels continue to be high for the areas identified in questions 3.6, 3.7, 3.8, and 3.10 below. Instructors will be encouraged again to use QR codes for higher response rates.

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

3.7 The instructor challenges me to think

3.8 The instructor demonstrates knowledge of the course material

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

Fall 2020

Division	Total Response	3.6	3.7	3.8	3.10
Academic Development	232 (453)	90% (82%)	85% (71%)	95 (89%)	91 (82%)
Ag & Biological Science	183 (497)	79% (85%)	86% (90%)	88% (94%)	82% (87%)
Business	370 (380)	89% (88%)	91% (89%)	94% (94%)	91% (90%)
Eng, Phy Science & PTEC	310 (437)	78% (84%)	89% (90%)	92% (95%)	83% (88%)
Fine Arts	82 (201)	90% (88%)	89% (90%)	91% (95%)	84% (91%)
HPER	47 (97)	98% (98%)	96% (92%)	98% (97%)	98% (95%)
Language Arts	499 (700)	93% (93%)	93% (94%)	96% (95%)	94% (95%)
Math	474 (952)	85% (86%)	91% (90%)	96% (95%)	89% (89%)
Nursing	666 (710)	90% (89%)	89% (89%)	93% (94%)	87% (86%)
Social Science	403 (851)	91% (92%)	93% (94%)	95% (97%)	90% (92%)

Spring 2021

Division	Total Response	3.6	3.7	3.8	3.10
Academic Development	50 (89)	88% (100%)	84% (100%)	90% (100%)	94% (100%)
Ag & Biological Science	245 (43)	89% (86%)	89% (89%)	89% (79%)	87% (80%)
Business	240 (60)	89% (93%)	91% (82%)	92% (86%)	93% (78%)
Eng, Phy Science & PTEC	252 (18)	88% (83%)	93% (95%)	97% (84%)	87% (89%)
Fine Arts	48 (26)	81% (85%)	73% (88%)	82% (99%)	81% (77%)
HPER	90 (4)	96% (100%)	94% (100%)	96% (100%)	97% (100%)
Language Arts	410 (67)	95% (89%)	95% (94%)	96% (92%)	93% (94%)
Math	370 (19)	90% (84%)	93% (84%)	96% (90%)	92% (95%)
Nursing	891 (799)	88% (91%)	87% (90%)	91% (93%)	85% (79%)
Social Science	445 (95)	86% (95%)	91% (98%)	92% (94%)	86% (90%)

Use of Assessment Results from 2020-2021: Note: Due to the global pandemic, some surveys were

suspended in Spring 2020 or limited to programs that still had some classes on site (e.g. nursing); therefore, the response rate was much lower and may not serve as a valid benchmark for 2021. Satisfaction rates, however, were comparable in those students who did respond. In Spring 2022, we hope to be able to return to the practice of embedding course evaluations in courses to gain higher response rates and a more comprehensive evaluation.

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 2016-2021: OSRHE degree program reviews were submitted for the following degree programs and are available on the NOC website under the academic division pages. Program reviews address areas such as faculty credentialing and student demand for the coursework and program with number of majors and graduates reported. 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.

2019-2021 Program Reviews

No program reviews were due in 2020 or 2021.

2018-2019 Program Reviews

As of 12-1-2019, the following program reviews were completed, approved by the NOC Board of Regents, and submitted to OSRHE for approval:

- A.A. in Music (Music Theatre Option)

2017-2018 Program Reviews

- 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.A. in English
- A.S. in Agriculture
- A.S. in Mathematics and Physical Science

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 2016-2021: 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 2020-2021: Ten NOC students, representing three academic divisions, completed internships during the academic year as noted below. This number is down from 23 the prior year as the pandemic reduced opportunities for internships with more businesses restricting who was on site.

Fall 2020

- Maria Lopez, Mass Communications
- Aerin Rhea, Criminal Justice
- Daylen Rivers, Criminal Justice

Spring 2021

- Blayne Douglass, Business
- Kennedy Harmon, Criminal Justice
- Chase Manly, Criminal Justice
- Tristan McCoullough, Criminal Justice
- Alexi Pack, Criminal Justice
- Jaime Sparks, Criminal Justice
- Tatyana Torres, Business

In addition to the internships noted, Nursing, provided students numerous service learning opportunities, including handwashing clinics, community flu shots, and disaster relief training in conjunction with local authorities. Another division, Fine Arts, offered experiential learning opportunities, such as working on sets of professional productions, and Language Arts offered a service learning opportunity. (See separate reports for other divisions in pages following Academic Affairs plan.)

Study abroad opportunities were also scheduled for 2020-2021 and available to all students; however, for a second year, the pandemic forced cancellation of Spring 2021 and Summer 2021 travel.

Use of Assessment Results from 2020-2021: 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.

The Assessment Committee also met in August 2021 to discuss common assessment measures for internships that would more clearly and intentionally link to general education competencies. Intern supervisors currently all require a resume and final report and are working in Fall 2021 to review the rubrics for these requirements to ensure they align with the communication competency and other general education competencies as applicable (e.g. social/cultural awareness and problem solving).

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

Assessment Results 2020-2021: Due to budgetary cuts and organizational realignments in 2019, the full-time grants coordinator, who also assisted in writing grants, was replaced with a half-time coordinator, half-time administrative assistant to Academic Affairs. This position was supplemented in 2020-2021 with a faculty member, Jena Kodesh, being given release time to assist with grant writing and the use of a consulting firm.

NASNTI Title III grant—This grant application was submitted in July 2021 with NOC personnel working with consultants to develop the application. The grant will be announced in September 2021 and, if funded, will allow for program expansion in precision agriculture and alternative energy coursework. In addition the grant would support development of student onboarding tools and career services.

Peel Foundation grant—This application was submitted in Summer 2021 to fund a new sound board for the Fine Arts Division. The grant was approved and the Peel Foundation donated \$20,000 for the purchase of the equipment. Jena Kodesh wrote the application that was approved. Two other grant applications were submitted in Summer 2021 to assist in program support and are pending.

Use of Assessment Results from 2020-2021: For 2021-2022, NOC will continue to use internal and external resources to develop and submit grants needed for program development.

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 2020-2021: 17/17 Fall 2020 students and 5/5 Spring 2021 students declared a

major of those who completed the World of Work with a grade of “C” or higher.

Use of Assessment Results from 2020-2021: 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 2020-2021 (from 2021 Student Satisfaction Survey):

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Response	Average out of 5	2019-2020
Tutoring								
Question 6.1: I have been able to access additional help with classes when needed, from my instructor	4%	3%	14%	43%	36%	252	4.06	4.17
Question 6.2: I have been able to access additional help with classes when needed from campus tutoring services	4%	3%	37%	31%	25%	251	3.7	3.92
Question 6.3: I have been able to access additional help with classes when needed from online tutoring.	3%	2%	38%	31%	25%	249	3.72	3.73
Library Research Tools								
Question 6.5: I have access to the electronic databases (e.g. Gale, Ebsco) and other library tools I need to complete research assignments and coursework.	3%	6%	32%	31%	28%	248	3.76	4.00
Computer Labs								
Question 6.8: I am able to access computer labs/writing labs when needed for research and homework assignments.	2%	3%	23%	40%	32%	244	3.95	4.18

Use of Assessment Results from 2020-2021: Standard was met in all areas with slight variations from results in prior year but response rate was lower correlating with lower enrollment in 2020-2021 as well.

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

Electronic Databases for 2020-2021

Library Services

Library Statistics

	AY-2016	AY-2017	AY-2018	AY-2019	AY-2020
Visitors to Enid and Tonkawa Libraries*	90,393	67,293	54,845	26,641	14,245
Database Instructions	41	26	33	38	14

Data collected from Student Check In system.

Electronic Databases for 2017-2018

	AY-2016	AY-2017	AY-2018	AY-2019	AY-2020
Session					
EbscoHost	5,962	5,128	5,729	4,428	4,529
ProQuest	4,212	4,102	3,865	3,002	2,826
Gale	1,096	1,611	1,818	1,218	715
Total	11,270	10,841	11,412	8,648	7,370

Total Full Texts Retrieved					
EbscoHost	10,012	10,762	11,031	10,128	8,101
ProQuest	3,202	2,012	3,169	4,078	3,998
Gale	1,369	2,128	1,875	1,102	1,021
Total	14,583	14,902	16,075	15,308	13,120

Abstract Retrieved					
EbscoHost	12,126	11,358	9,012	7,513	4,010
ProQuest	1,002	758	1,352	936	1,116
Gale	52	216	317	192	214
Total	13,180	12,332	10,681	8,641	5,340

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

Use of Assessment Results from 2020-2021: Usage this year was lower than in past years due to the pandemic and reduced enrollment. 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 2020-2021: The Advisor's Handbook was updated in August 2021 and is available under the "Academic" link of the NOC website ([Academics | Northern Oklahoma College \(noc.edu\)](https://www.noc.edu/Academics)).

Use of Assessment Results from 2020-2021: All faculty met for updates on advisement issues in October 2020 before spring and summer enrollment opened, and again met in March 2021 before fall 2021 enrollment opened with a particular focus on advising in the new J1 system. A "New to Northern" Teacher Academy was added in Fall 2019 to address strategic plan recommendations for case studies and, although suspended in 2020 due to the pandemic, it was reinstated in Fall 2021.

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 2020-2021: Even with the pandemic restricting speakers' availability to come to campus, faculty had opportunity for over a dozen internal professional development sessions in 2020-2021, as well as numerous webinars and online conferences. Dr. DeLisa Ging organized Zoom sessions that could be accessed by faculty on any campus with topics such as workplace productivity, using personality tests for more interactive classroom discussions, and helping students overcome challenges. In addition to the internal offerings, 9 faculty reported taking graduate coursework with many submitting documentation for the R and R reimbursement process.

Use of Assessment Results from 2020-2021: 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 these incentive program will continue in 2021-2022.

One new avenue for professional development in 2021-2022 will be through a state consortium organized by OSRHE with a subscription Coursera. This subscription will allow for training in areas such as communication skills, leadership skills, and technology. NOC has purchased 66 licenses which can be reassigned throughout the year to meet training needs in different areas.

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 2020-2021: Full-time faculty were provided \$600 each for professional development in the 2020-2021 budget year. In addition, faculty and staff were eligible to submit documentation of expenses related to coursework taken for the R and R reimbursement. Reimbursements are not guaranteed but have been provided to some degree in most years, including up to \$5,000 in 2020-2021 per submission. An institutional budget was available for on-site offerings with funds designated for faculty and for staff.

Use of Assessment Results from 2020-2021: In budget review meetings, the value of professional development was reiterated again. For 2021-2022, 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 travel funds for the PACE Project should in-person attendance at conferences be possible post-pandemic.

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

- 3.6 "The instructor encourages me to communicate, discuss questions, and state my opinion."
- 3.7 "The instructor challenges me to think."
- 3.8 "The instructor demonstrates knowledge of the course."
- 3.10 "The instructor creates opportunities for me to apply the knowledge taught."

Assessment Results 2020-2021: Results were broken out by division with the following results for the Agriculture and Biological Science Division:

Fall 2020

Division	Total Response	3.6	3.7	3.8	3.10
Ag & Biological Science	183	79%	86%	88%	82%

Spring 2021

Division	Total Response	3.6	3.7	3.8	3.10
Ag & Biological Science	245	89%	89%	89%	87%

Use of Assessment Results from 2020-2021: Benchmarks were met, and while response rates were not back up to 2019 rates of 529, they were improved from the first pandemic year responses of 43 in 2020).

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 2016-2021: 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 2020-2021.

Use of Assessment Results from 2016-2021: 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
- Added evening course offerings for BISI 2124 and BISI 2214 in Tonkawa
- Added a 16-week and an 8-week hybrid section of BISI 1114 and corresponding lab sections in Stillwater
- Added the “Introduction to Scientific Research” course offering for spring semester in Tonkawa
- Expanded research opportunities in Agriculture and Biological Sciences
- 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 2020-2021: The following are sample extracurricular opportunities offered to students in the Agriculture and Biological Science Division in the past academic year:

- Participation in Livestock Judging Contests in Manhattan, KS; Tulsa, OK; Kansas City, MO; Louisville, KY; Oklahoma City, OK; 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 Livestock Judging Contest
- Students had the opportunity to be involved in student research through Supervised Study classes within the division.
- Advisory Board for Agriculture met in October as part of the combination advisory board hosted institution-wide via zoom.
- Students had the opportunity to be involved in internships throughout the fall, spring and summer semesters.

Use of Assessment Results from 2020-2021: 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, 6.2, 6.3 Tutoring:

6.1 “I have been able to access additional help with classes when needed from my instructor.

6.2 “I have been able to access additional help with classes when needed from campus tutoring services

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

Question 6.5 Library Research Tools:

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

Question 6.8 Computer Labs:

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

Assessment Results 2020-2021: The following responses were sorted for Agriculture and Biology majors responding to the Spring 2021 Student Satisfaction Survey:

AG Majors	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Response	Average out of 5	2019-2020
Question 6.1	0%	0%	33%	33%	33%	9	4.00	4.44
Question 6.2	0%	0%	44%	44%	11%	9	3.67	4.11
Question 6.3	11%	0%	67%	11%	11%	9	3.11	3.83
Question 6.5	0%	0%	50%	38%	12%	8	3.63	4.39
Question 6.8	0%	0%	25%	62%	12%	8	3.88	4.39

BISI Majors	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Response	Average out of 5	2019-2020
Question 6.1	8%	8%	8%	58%	17%	12	3.67	4.29
Question 6.2	8%	8%	17%	50%	17%	12	3.58	4.2
Question 6.3	0%	8%	17%	58%	17%	12	3.83	3.98
Question 6.5	8%	8%	25%	33%	25%	12	3.58	4.15
Question 6.8	0%	9%	18%	55%	18%	11	3.82	4.34

Use of Assessment Results from 2020-2021: Benchmarks were met in all areas. Results will be reviewed with divisional faculty 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 2020-2021: As tracked through professional development attendance reports, approximately 85% of Agriculture and Biological Science faculty completed at least two professional development sessions. All 12 full-time completed at least one professional development session.

Use of Assessment Results 2020-2021:

- 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 and limited on-site conferences for external professional development offerings.
- The division will 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 2020-2021:

Benchmarks were met for all areas in Fall 2020. Faculty reported a number of recommendations, including:

- Creating a new rubric for the resume project and adding discussion on email etiquette.

- Encouraging the use of a budget tracking app to ensure budget projects are more realistic.
- Designing a new comparison project to demonstrate critical thinking such as credit score evaluation, retirement options and job offer evaluation.

Results will be analyzed further in Fall 2021.

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

3.6 “The instructor encourages me to communicate, discuss questions, and state my opinion.”

3.7 “The instructor challenges me to think.”

3.8 “The instructor demonstrates knowledge of the course.”

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

Assessment Results 2020-2021: Results were broken out by division with the following results for the Business Division:

Fall 2020

Division	Total Response	3.6	3.7	3.8	3.10
Business	370	89%	91%	94%	91%

Spring 2021

Division	Total Response	3.6	3.7	3.8	3.10
Business	240	89%	91%	92%	93%

Use of Assessment Results from 2020-2021: Based on both Fall 2020 and Spring 2021 data, benchmarks were met in both semesters; results are shared with faculty following the submission of grades. Results were consistent for questions 3.6 and 3.7. Of particular note is the decrease in students' opinions on question 3.8 and the increase of the students' opinions on question 3.10. The increase in the students' opinions on opportunities to demonstrate critical thinking and application of knowledge is encouraging as Business instructors strive to use real-world application activities to deepen student understanding of the material. These efforts appear to be recognized by students. Though the results on question 3.8 continue to exceed the benchmark, since a decrease in the results exists, the results will continue to be monitored and practices of employing highly qualified instructors based on both HLC and ACBSP standards will continue.

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 2017-2021 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 2020-2021: 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 were to be developed with the assistance of the Office of Institutional Research. This is an ongoing project that was delayed and will be resumed in Fall 2020.

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 2020-2021: The Business Division Advisory Board met in October 2020 as part of institution-wide combo advisory meeting. The minutes of the October 20, 2020, Advisory Board meeting are available on the Business Division Webpage. Business advisory board members reviewed the current curriculum and suggested that data mining and analytics be explored as part of the curriculum. This idea is in line with other institutions. Further, ensuring that some sort of "big picture" project was included to demonstrate the various Business disciplines and how they function together was suggested. The Professional Development course, first offered in Spring 2020, was also discussed. Board members were asked to participate in related resume reviews and mock interviews. Note: In Spring 2021, business-specific articulation agreements were reviewed with Oklahoma State University and Wichita State University.

Use of Assessment Results from 2020-2021: As a result of the suggestion for including data mining and analytics into the curriculum, various projects in the Financial and Managerial Accounting courses have been included to expose students to analytics using both Excel and Tableaux. Additionally, Business faculty are working with faculty at Oklahoma State University to develop a course similar to their new Data Analytics course.

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 2020-2021: Two students participated in the Business internship program during the 2020-2021 academic year. Therefore, the benchmarks were not met, but the availability of internships was greatly limited by the COVID pandemic. Each student met and exceeded the target performance on the Internship Portfolio.

Use of Assessment Results from 2020-2021: Increased marketing of the internship program through advisement on the benefits of internships, the Business Club and Kappa Beta Delta activities, the advisory board, 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 2020-2021: Because of the COVID pandemic, the combined Kappa Beta Delta / Business Club activities were suspended on the Tonkawa campus. The Business Club on the Stillwater campus continued to participate in many activities with the Free Enterprise Society at Oklahoma State University.

Use of Assessment Results from 2020-2021: Once able to resume, faculty will coordinate amongst campuses to provide a wider variety of activities for Business students, especially on the Enid campus. A limited number of faculty are available on that campus, therefore limiting engagement opportunities. Virtual events are planned for the foreseeable future, including opportunities with the Free Enterprise Society.

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

Assessment Results 2020-2021: No team participated in the 2021 competition because of the COVID pandemic.

Use of Assessment Results from 2020-2021: Once able to resume more activities, faculty will coordinate amongst campuses to provide a wider variety of activities for Business students, including participation in the Love's Cup Competition.

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

Measured Outcome 4.1:

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

Question 6.1, 6.2, 6.3 Tutoring:

6.1 “I have been able to access additional help with classes when needed from my instructor.

6.2 “I have been able to access additional help with classes when needed from campus tutoring services

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

Question 6.5 Library Research Tools:

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

Question 6.8 Computer Labs:

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

Assessment Results 2020-2021: On the Spring 2021 Student Satisfaction Survey, the following responses were gathered in relation to the five questions above:

BUS ADM Majors	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Response	Average out of 5	2019- 2020
Question 6.1	8%	0%	15%	31%	46%	13	4.08	4.05
Question 6.2	8%	0%	38%	8%	46%	13	3.85	3.82
Question 6.3	8%	0%	38%	15%	38%	13	3.00	3.69
Question 6.5	0%	0%	38%	15%	46%	13	4.00	4.16
Question 6.8	0%	0%	31%	15%	54%	13	4.23	4.33
BUS MGMT Majors	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Response	Average out of 5	2019- 2020
Question 6.1	0%	0%	43%	29%	29%	7	3.86	4.00

Question 6.2	0%	0%	29%	29%	43%	7	4.14	3.89
Question 6.3	0%	0%	43%	29%	29%	7	3.86	3.75
Question 6.5	0%	0%	14%	43%	43%	7	4.29	4.07
Question 6.8	0%	0%	29%	14%	57%	7	4.29	4.18

Use of Assessment Results from 2020-2021: A majority of the benchmarks were met for Business Administration, and Business Management majors. The sample size for the survey skews the results. Efforts will be made to increase the participation rate in the survey. 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 2020-2021: All Business faculty reported on professional development activities and all met the minimum of at least two sessions.

Use of Assessment Results from 2020-2021: Reporting will continue and an increase in discipline-specific coursework will be encouraged. With new reporting requirements by ACBSP, adjunct faculty will now be required to report professional development activities. Steps will be implemented to encourage participation in both institution-led and discipline-specific activities.

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 2020-2021: The Business Division Advisory Board met virtually in October 2020 as part of an institution-wide combo advisory meeting. The minutes of the October 20, 2020, Advisory Board meeting are available on the Business Division Webpage. Business advisory board members reviewed the current curriculum and suggested that data mining and analytics be explored as part of the

curriculum. This idea is in line with other institutions. Further, ensuring that some sort of "big picture" project was included to demonstrate the various Business disciplines and how they function together was suggested. The Professional Development course, first offered in Spring 2020, was also discussed. Board members were asked to participate in related resume reviews and mock interviews. Note: In spring 2021, business-specific articulation agreements were reviewed with Oklahoma State University and Wichita State University.

Use of Assessment Results from 2020-2021: As a result of the suggestion for including data mining and analytics into the curriculum, various projects in the Financial and Managerial Accounting courses have been included to expose students to analytics using both Excel and Tableaux. Additionally, Business faculty are working with faculty at Oklahoma State University to develop a course similar to their new Data Analytics course.

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

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

Assessment Results 2020-2021: Due to limited faculty resources and the COVID pandemic, no grant applications were made and consequently the benchmark was not met during the 2020-2021 academic year.

Use of Assessment Results from 2020-2021: Faculty will complete a SWOT analysis and needs assessment in Fall 2021 to determine possible areas of funding to explore.

Assessment Plan for Academic Affairs—Engineering, Physical Science, and Process Technology Division

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. Provide 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

3.6 "The instructor encourages me to communicate, discuss questions, and state my opinion."
3.7 "The instructor challenges me to think."
3.8 "The instructor demonstrates knowledge of the course."
3.10 "The instructor creates opportunities for me to apply the knowledge taught."

Assessment Results 2020-2021: Results were broken out by division with the following results for the following results for the Engineering, Physical Science, and Process Technology Division.

Fall 2020

Division	Total Response	3.6	3.7	3.8	3.10
Eng, Phy Science & PTEC	310	78%	89%	92%	83%

Spring 2021

Division	Total Response	3.6	3.7	3.8	3.10
Eng, Phy Science & PTEC	252	88%	93%	97%	87%

Use of Assessment Results from 2020-2021: Based on larger pool of fall data, benchmarks were met; results are shared with faculty following the submission of grades.

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 2016-2021: 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 2016-2021: 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 2020-2021. The following are sample extracurricular opportunities offered to students in the Engineering, Physical Science, and Process Technology programs in 2020-2021:

- Introduction to Engineering Course/Introduction to Wind Course participated in a virtual Wind Farm Tour and Wind Tower Climb.
- Fall Engineering Students were invited to view one session of the Fall Sigma XI meeting virtually.
- Participated in 2 meetings with the Bell Program and the Spring meeting hosted current Bell Students that are previous NOC Graduates.
- PTEC Advisory Board and Pre-Engineering Advisory Board Met

Use of Assessment Results from 2020-2021: This year activities were limited due to COVID restrictions; however, numerous virtual opportunities have become available that will allow students to participate in other meetings and activities. NOC continues to work with Enel and other Wind Farm partners to enhance the overall experience for the PTEC program. The Pre-Engineering Program is benefiting from our participation the Bell Program and additional collaborations with Oklahoma State University.

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, 6.2, 6.3 Tutoring:

6.1 "I have been able to access additional help with classes when needed from my instructor.

6.2 "I have been able to access additional help with classes when needed from campus tutoring services

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

Question 6.5 Library Research Tools:

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

Question 6.8 Computer Labs:

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

Assessment Results 2020-2021: The following responses were sorted by majors responding to the Spring 2020 Student Satisfaction Survey:

ENG & IND TECH Majors	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Response	Average out of 5	2019-2020
Question 6.1	0%	14%	29%	57%	0%	7	3.43	4.27
Question 6.2	0%	0%	57%	43%	0%	7	3.43	4.14
Question 6.3	0%	0%	50%	50%	0%	6	3.5	3.86
Question 6.5	0%	0%	29%	57%	14%	7	3.86	4.18
Question 6.8	0%	0%	0%	67%	43%	7	4.43	4.18

Computer majors	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Response	Average out of 5	2019-2020
Question 6.1	0%	0%	100%	0%	0%	1	3.0	3.75
Question 6.2	0%	0%	100%	0%	0%	1	3.0	4.0
Question 6.3	0%	0%	100%	0%	0%	1	3.0	3.5
Question 6.5	0%	0%	100%	0%	0%	1	3.0	4.25

Question 6.8	0%	0%	100%	0%	0%	1	3.0	3.88
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Use of Assessment Results from 2020-2021: 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 Engineering, Physical Science, and Process Technology 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 2020-2021: As tracked through professional development attendance reports, all full-time faculty completed at least two professional development sessions.

- Full-time and adjunct faculty have participated in numerous online, and virtual sessions. This year has included participating in REMOTE: The Connected Faculty Summit, the American Chemical Society National and separate meetings, the annual Sigma XI and AAAS meetings.
- The EPP faculty distribute scientific papers and discoveries throughout the Division and other Divisions as appropriate to enhance the current applicability of the subject matter. Areas included Earth Science developments, materials properties, and astronomical events.
- The General Chemistry on-line course received QM approval.

Use of Assessment Results 2020-2021: Participation in these meetings and professional development activities led to the incorporation of different activities within the Engineering and Physics courses, including the greater use of virtual laboratories as an in-class enhancement to the hands-on activities. Weekly surveys and reflections were continued and expanded to help develop critical thinking and study skills. Additional tools and enhancements have been identified for incorporation during the 2021-2022 year.

Assessment Plan for Academic Affairs—Fine Arts Division

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

Fine Arts Division Goals:

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

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

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

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

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

- 3.6 "The instructor encourages me to communicate, discuss questions, and state my opinion."
- 3.7 "The instructor challenges me to think."
- 3.8 "The instructor demonstrates knowledge of the course."
- 3.10 "The instructor creates opportunities for me to apply the knowledge taught."

Assessment Results 2020-2021: Results were broken out by division with the following results for the Fine Arts Division:

Fall 2020

Division	Total Response	3.6	3.7	3.8	3.10
Fine Arts	82	90%	89%	91%	84%

Spring 2021

Division	Total Response	3.6	3.7	3.8	3.10
Fine Arts	48	81%	73%	82%	81%

Use of Assessment Results from 2020-2021: Based on larger pool of fall data, benchmarks were met; results are shared with faculty following the submission of grades. All benchmarks are lower in the spring data with Outcome 3.7 not reaching the 80% threshold. Results were shared with faculty. The lower spring benchmarks could be affected by the pandemic and zoom teaching and learning but will be monitored.

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 2016-2021: 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 (2018-2019 Review)

Use of Assessment Results from 2016-2021: 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.

Retention and recruitment continue to be an area of concern for the Fine Arts Division. In addition to the previously established audition opportunities in the fall and spring, other opportunities to reach potential students have been explored. In 2015, the Music faculty began hosting a booth at the Oklahoma Music Educators Association conference to reach all-state caliber students, and more importantly, music teachers from around the state. In 2018, the Theatre/Musical Theatre faculty began to host OSSAA One-Act Play Festival at Northern Oklahoma College to reach out to potential theatre and musical theatre majors. In 2019, the Theatre/Musical Theatre faculty began attending the Oklahoma Thespians Festival and participating in auditions and portfolio reviews for students auditioning for a variety of schools. In

2019, the Fine Arts Division also began sending publicity materials on the entire division, including audition materials and general college information, to all secondary Choir, Band, General Music, and Art teachers in the state of Oklahoma.

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 2020-2021: The following Fine Arts activities addressed this measure:

The Art Department provided the following student learning opportunities:

- Art students assisted in the photography and online presentation of the virtual gallery presentation in lieu of in-person gallery presentations.

The Music Department provided the following student learning opportunities:

- In lieu of performing at the Kansas City Renaissance Fair, part of Madrigal performance ensemble growth curriculum, students performed a masked and distant concert of madrigal music in the circle on the Tonkawa campus of NOC.
- Students performed for an audience of approximately 300 Pre-K-8 public school students, hosted by the Peckham Public Schools.
- Students performed for an audience of approximately 800 8-12 public school students, hosted by the Blackwell Public Schools.
- Students performed for an audience of approximately 500 K-12 public school students, hosted by Frontier School.

The Theatre Department provided the following student learning opportunities:

- Students auditioned for and participated as actors, singers, dancers, and technicians in 2 musicals, *I Love You, You're Perfect, Now Change* and *Xanadu*, and 2 plays, *Everyman* and *All in the Timing*.
- Students participated as interns at Evans Children's Academy productions of *Aladdin*, *Into the Woods*, *Oklahoma!*, *Les Miserables*, and *Shrek the Musical*.
- Students assisted in the set-up, running of show, and tear-down of the Ponca City Federated Music Club District Solo and Ensemble Contest.

Use of Assessment Results from 2020-2021: 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, 6.2, 6.3 Tutoring:

6.1 “I have been able to access additional help with classes when needed from my instructor.

6.2 “I have been able to access additional help with classes when needed from campus tutoring services

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

Question 6.5 Library Research Tools:

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

Question 6.8 Computer Labs:

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

Assessment Results 2020-2021: The following results are from the Spring 2021 Student Satisfaction Survey:

ART Majors	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Response	Average out of 5	2019-2020
Question 6.1	0%	0%	33%	33%	33%	3	4.00	4.38
Question 6.2	0%	0%	67%	0%	33%	3	3.6	3.88
Question 6.3	0%	0%	67%	0%	33%	3	3.6	3.38
Question 6.5	0%	0%	67%	0%	33%	3	3.6	4.13
Question 6.8	0%	0%	0%	67%	33%	3	4.3	4.5
MUSIC Majors	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Response	Average out of 5	2019-2020
Question 6.1	0%	0%	0%	50%	50%	2	4.5	4.6

Question 6.2	0%	0%	100%	0%	0%	2	3	4.2
Question 6.3	0%	0%	100%	0%	0%	2	3	3.8
Question 6.5	0%	0%	0%	100%	0%	2	4.0	4.4
Question 6.8	0%	0%	50%	50%	0%	2	3.5	4.4

No responses

DMAD Majors	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Response	Average out of 5	2019-2020
Question 6.1								4.33
Question 6.2								3.83
Question 6.3								3.83
Question 6.5								4.33
Question 6.8								4.67

Use of Assessment Results from 2020-2021: Faculty reviewed the data and will work to increase the use of academic tools available to students. Survey responses are very low, likely due to the pandemic. Faculty will work to increase the response rate among students.

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 Music
MENC–Music Educators National Conference	NATS–National Assoc. of Teachers of Singers
OBA–Oklahoma Bandmasters Association	
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 2020-2021: Due to the ongoing pandemic, faculty mostly utilized Zoom and/or prerecorded professional development seminars, including some that did not always correlate to their specific fields.

Use of Assessment Results from 2020-2021: Many Zoom seminars proved incredibly useful and will supplement in-person professional development after the pandemic restrictions ease. As Zoom seminars became more specific, faculty were able to identify and attend professional development that they would have had opportunities to attend in-person.

Assessment Plan for Academic Affairs—HPER Division

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

HPER Goals:

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

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

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

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

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

3.6 “The instructor encourages me to communicate, discuss questions, and state my opinion.”

3.7 “The instructor challenges me to think.”

3.8 “The instructor demonstrates knowledge of the course.”

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

Assessment Results 2020-2021: Results were broken out by division with the following results for the HPER Division:

Fall 2020

Division	Total Response	3.6	3.7	3.8	3.10
HPER	47	98%	96%	98%	98%

Spring 2021

Division	Total Response	3.6	3.7	3.8	3.10
HPER	90	96%	94%	96%	97%

Use of Assessment Results from 2020-2021: Based on data, benchmarks were met; results are shared with faculty following the submission of grades.

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 2018-2021: 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 2020-2021: Through the use of the 2019 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 2020-2021: All students who graduated with the Athletic Training degree option completed the 500 hours of required hands-on training—5 students in Tonkawa, 4 students in Enid.

Use of Assessment Results from 2020-2021: 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 2020-2021: In Spring 2021, 22 of 23 students completed this assignment.

Use of Assessment Results from 2020-2021: One student 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 2020-2021: In the fall of 2020, 3 of 3 students met the 50 hours of observation for personal training.

Use of Assessment Results from 2020-2021: The instructors will continue to monitor these numbers 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, 6.2, 6.3 Tutoring:

6.1 “I have been able to access additional help with classes when needed from my instructor.

6.2 “I have been able to access additional help with classes when needed from campus tutoring services

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

Question 6.5 Library Research Tools:

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

Question 6.8 Computer Labs:

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

Assessment Results 2020-2021: Responses to the Spring 2021 Student Satisfaction Survey appear below:

HPER Majors	Strongly Disagree	Disagree	Neither Agree	Agree	Strongly Agree	Response	Average out of 5	2019-2020
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			nor Disagree					
Question 6.1	0%	20%	0%	40%	40%	5	4.0	4.04
Question 6.2	0%	20%	0%	40%	40%	5	4.0	3.96
Question 6.3	0%	20%	0%	40%	40%	5	4.0	3.92
Question 6.5	0%	0%	20%	60%	20%	5	4.0	4.04
Question 6.8	0%	0%	40%	40%	20%	5	3.8	3.96

Use of Assessment Results from 2020-2021: All benchmarks were met. Results will be shared with HPER faculty in Fall 2021 to determine if and how any further adjustments should be made.

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

Assessment Results 2020-2021

HPER

Year	First-Time Majors	Enrolled in HPER 1952	Grads	Grad Rate
2017	17	4	3	75%
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
2017	15	3	3	100%
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%

Personal Training

Year	First-Time Majors	Grads	Grad Rate
2017	2	1	50%

Use of Assessment Results from 2020-2021: Cohort data for 2017 was added above. The method of data collection was also adjusted in 2019 to use a gateway course to better track students. For programs tracked more than one year there was a significant increase in graduation rates. 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 2020-2021: Based on the Blackboard page tracking of on-site professional development and documentation of graduate coursework taken and in person or online coaching seminars, 5 of 5 full-time HPER faculty who were employed in August 2020 participated in at least two professional development sessions.

Use of Assessment Results from 2020-2021: 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 2020-2021: 50 hours of continuing education are in process 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 2020-2021: No changes needed—measurement met

Assessment Plan for Academic Affairs—Language Arts Division

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

Language Arts Division Goals:

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

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

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

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

Use of Assessment Results from 2020-2021: Benchmarks were met and will remain the same for the 2021-2022 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

- 3.6 "The instructor encourages me to communicate, discuss questions, and state my opinion."
- 3.7 "The instructor challenges me to think."
- 3.8 "The instructor demonstrates knowledge of the course."
- 3.10 "The instructor creates opportunities for me to apply the knowledge taught."

Assessment Results 2020-2021: Results were broken out by division with the following results for the Language Arts Division:

Fall 2020

Division	Total Response	3.6	3.7	3.8	3.10
Language Arts	499	93%	93%	96%	94%

Spring 2021

Division	Total Response	3.6	3.7	3.8	3.10
Language Arts	410	95%	95%	96%	93%

Use of Assessment Results from 2020-2021: Based on larger pool of fall data, benchmarks were met; results are shared with faculty following the submission of grades.

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 2016-2021: The following program reviews were submitted and are posted on the division website; no divisional reviews were due in 2020-2021.

- 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 2020-2021: 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 2020-2021: The Service Learning opportunity for 2020-2021 occurred in

connection with a composition course taught by Tammy Davis on the Stillwater campus. Students in Tammy's Honors Composition II course worked with students ages 6-12 who were completing coursework at home due to the pandemic. They focused their writing on acknowledging the gifts of others through thank you notes. A picture anthology of their combined efforts was published.

Use of Assessment Results from 2020-2021: Given the impact of the pandemic, this project took a more distanced approach. It is hopeful that the continued partnership with Lincoln Academy project and the 4th and 5th Center of Deer Creek School District will return in 2021-2022.

The publication of the anthologies has been funded by fundraising efforts and contributions from the Masonic Fraternity of Oklahoma. The anthologies are shared with family and friends of the students to encourage their future writing.

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, 6.2, 6.3 Tutoring:

6.1 "I have been able to access additional help with classes when needed from my instructor.

6.2 "I have been able to access additional help with classes when needed from campus tutoring services

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

Question 6.5 Library Research Tools:

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

Question 6.8 Computer Labs:

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

Assessment Results 2020-2021: Spring 2021 Student Satisfaction Survey results appear below:

No responses

COMM Majors	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Response	Average out of 5	2019-2020
Question 6.1								4.5
Question 6.2								4.1

Question 6.3	3.8
Question 6.5	3.9
Question 6.8	4.2

ENGL Majors	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Response	Average out of 5	2019-2020
Question 6.1	0%	0%	25%	50%	25%	4	4.0	4.5
Question 6.2	0%	0%	75%	0%	25%	4	3.5	4.25
Question 6.3	0%	0%	75%	0%	25%	4	3.5	4.25
Question 6.5	0%	0%	0%	50%	50%	4	4.5	4.75
Question 6.8	0%	0%	33%	33%	33%	3	4.0	4.25

Use of Assessment Results from 2020-2021: Focusing on Questions 6.2 and 6.3, student responses indicate that further communication regarding available tutoring services must occur. Due to both the pandemic and a lack of tutors on the Enid campus, NOC tutoring has begun offering Zoom tutoring. The student tutors have created video introductions that focus on their own writing skills that might be applicable to the students. Those videos can be hosted on the tutoring webpage. Tutor.com training for instructors and students needs to occur.

Addressing the response to 6.5 and 6.8, students on the Tonkawa and Stillwater campus have access to computer carts specifically for the Language Arts Division. The Enid campus has had a dedicated writing lab; however, other entities have claimed that classroom. It is a continued goal to purchase two computer carts that would house a total of 24 laptops for use in the Language Arts classrooms on the Enid campus. This provision would allow students to access the Institution Research Tools as well as Tutor.com. A concerted effort will be made on all campuses to communicate the availability of the Research Tools.

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 2020-2021: 11 of 13 full-time Language Arts faculty members 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 2020-2021: Benchmark will continue to be tracked in 2021-2022 to insure faculty have ongoing access to valuable professional development. Faculty will be encouraged to participate in NOC-provided opportunities or webinars and to submit participation documentation to Coordinator of Professional Development and Academic Affairs Assistant for other record keeping.

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 2020-2021: Updates in the co-requisite English courses are shown in the table below

Semester	Course type	Students	% Remedial	Completion	Success
Fall 2020					
	Basic Comp	118	10%	78%	61%
	Basic Reading	409	34%	88%	78%
	Composition I Supplemental	184	15%	93%	90%
	Composition I Main Course – Sup	182		94%	76%
	Composition I Main Course – Holistic	4		100%	100%
	Composition I Main Course - No Remed	472		93%	80%
	<i>Composition I Total Enrollment</i>	657			

Use of Assessment Results 2020-2021: 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. Overall success rate for Fall 2020 Basic Comp was 61% compared to 73% in 2019. Basic Reading success rate decreased from 85% in 2019 to 78% in 2020. Composition I success rate increased from 86% in 2019 to 86% in Fall 2020.

A number of factors influenced the success rates. While the pandemic continues to be an influence, there are other major changes. Placement testing changed from the Accuplacer to the ACT modules. The ACT English module does not contain a written component; therefore, a return to the Accuplacer written placement will be made. Supplement was offered online, beginning with Summer 2019. This addition allows online students the opportunity to take the Supplement course. When the data becomes available, it will be worth viewing the success rates of the online Supplement versus the traditional offering. In addition, the success rates for holistic placement into Composition I during Fall 2019 were 56% while during Fall 2020, those rates were 100%. Overall there has been a slight improvement in success rates between Composition I Main Course and the Co-Req and the Main Course without Remediation. Finally, the completion rates in all areas for Fall 2020 saw a significant increase from Fall 2019.

Assessment Plan for Academic Affairs—Math Division

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

Math Division Goals:

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

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

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

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

2019-2021 Additional Use of Math Assessment:

For Algebra for STEM the division has determined not to make further changes at this time as two recent changes are still under review:

1. changes in enrollment recommendations—will review to see if the results continue to improve as the students are actually those needing to be in a STEM course
2. an adjustment to the order of how the questions were presented—faculty noticed an improvement after this change and would like to see if another year shows more progress.

For Math Applications, the rewording from investing for college to investing for retirement helped with the students' understanding of earning rather than spending. Faculty also accounted for students using the correct formula, even if they may not have calculated correctly – showing they understand which

situation is being represented. Splitting up the calculations and the choice helped as students were not finishing the problem. Faculty will review another year to see how the students do.

2020-2021: No additional changes were made due to the pandemic and an uncertainty of how the integrity of the assessment played out with format changes. Faculty will review the possibility of changing values for upcoming years.

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

3.6 “The instructor encourages me to communicate, discuss questions, and state my opinion.”

3.7 “The instructor challenges me to think.”

3.8 “The instructor demonstrates knowledge of the course.”

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

Assessment Results 2020-2021: Results were broken out by division with the following results for the Math Division:

Fall 2020

Division	Total Response	3.6	3.7	3.8	3.10
Math	474	85%	91%	96%	89%

Spring 2021

Division	Total Response	3.6	3.7	3.8	3.10
Math	370	90%	93%	96%	92%

Use of Assessment Results from 2020-2021: Based on data, benchmarks were met; results are shared with faculty following the submission of grades.

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 2016-2021: 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 2016-2021: 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. Faculty began offering Math Functions on both Tonkawa and Enid campuses in fall 2019 and online in spring 2020. Calculus was also changed to a 3-semester sequence (4 credit hours each) in Spring 2020.

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 2020-2021: No students interned in math this year.

Use of Assessment Results 2020-2021: Continue to seek out internships and other opportunities for students as circumstances allow. Many businesses were not allowing internships during the pandemic.

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, 6.2, 6.3 Tutoring:

6.1 “I have been able to access additional help with classes when needed from my instructor.

6.2 “I have been able to access additional help with classes when needed from campus tutoring services

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

Question 6.5 Library Research Tools:

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

Question 6.8 Computer Labs:

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

Assessment Results 2020-2021: Spring 2021 Student Satisfaction Survey results appear below:

MATH Majors	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Response	Average out of 5	2019-2020
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Question 6.1	0%	0%	0%	50%	50%	2	4.5	4.5
Question 6.2	0%	0%	100%	0%	0%	2	3.0	4.5
Question 6.3	0%	0%	50%	0%	50%	2	4.0	4.5
Question 6.5	0%	0%	50%	0%	50%	2	4.0	4.25
Question 6.8	0%	0%	50%	50%	0%	2	3.5	4.25

Use of Assessment Results from 2020-2021: 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. Note: Response rate dropped from 25 in 2019 to 4 in 2020 and was still very low in 2021 during the pandemic.

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 2020-2021: All 16 full-time faculty attended at least two professional development activities.

Use of Assessment Results from 2020-2021: Multiple faculty completed the QM course development training to help in being available to teach online if the need arises. Online courses have proven to be very popular with the COVID situation the past year. For 2021-2022, faculty will be reminded to record the actual PD they participated in when completing their self-evaluations.

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 2020-2021: Updates in the co-requisite math courses are shown in the table below:

Semester	Course type	Students	% Remedial	Completion	Success
Fall 2020	Pre-STEM Algebra	145	12%	80%	68%
	Math Functions Supplemental	199	16%	76%	68%
	Math Functions Main Course - Sup	196		76%	61%
	Math Functions Main Course - Holistic	-		-	-
	Math Functions Main Course - No Remed	246		83%	67%
	<i>Math Functions Course Total Enrollment</i>	641			
	Math Apps Supplemental	62	5%	82%	81%
	Math Application Main Course -Sup	62		82%	65%
	Math Application Main Course - Holistic	1		100%	100%
	Math Application Main Course - No Remed	58		83%	82%
	<i>Math Application Total Enrollment</i>	121			
	Algebra for STEM Supplemental	87	7%	74%	69%
	Algebra for STEM Main Course - Sup	87		74%	54%
	Algebra for STEM Main Course - Holistic	3		100%	100%
	Algebra for STEM Main Course - No Remed	471		83%	60%
	<i>Algebra for STEM Total Enrollment</i>	657			
	Statistics Supplemental	14	1%	79%	79%
	Statistics Main Course - Sup	14		79%	57%
	Statistics Main Course - Holistic	-		-	-
	Statistics Main Course - No Remed	212		84%	73%
	<i>Statistics Total Enrollment</i>	226			

Use of the Assessment Results from 2020-2021:

Comparison of 2019 and 2020 Success Rates:

Fall 2019 for Pre-STEM Algebra-47%

Fall 2020 for Pre-STEM Algebra-68%

Fall 2019 for Math Functions Supplemental-69%

Fall 2020 for Math Functions Supplemental-68%

Fall 2019 for Math Apps Supplemental-82%

Fall 2020 for Math Apps Supplemental-81%

Fall 2019 for Algebra for STEM Supplemental-67%

Fall 2020 for Algebra for STEM Supplemental-69%

Fall 2019 for Statistics Supplemental—62%

Fall 2020 for Statistics Supplemental—79%

NOC's pass rates for students taking supplement compared to those needing no remedial are following a similar pattern. A higher percentage of students are staying through the whole course, but the success rate drops for both groups. The supplement courses are mainly based on attendance and participation, rather than showing proficiency in content knowledge. They reinforce concepts from the main course, do extra practice, and cover calculator usage. Those students not completing or passing are mainly due to lack of attendance.

Those taking supplement compared to those not needing remedial in Functions and STEM are relatively close in the success rates (and the success rates drop about the same rate as the completion rate) so the supplement seems to be doing its job. However, our rates are much lower than we would like. We need to continue to encourage students to come seek help early, make sure they are doing all their work and providing success tips for a math course. We are looking at using Cengage/Webassign's student success assignments to help students learn about time management, note taking, test taking, and a variety of other topics. For Math apps – many of those that aren't "successful" may earn a D, which is considered passing for their program, but not what we consider successful. New methods are being implemented in some of the supplement sections where students are practicing problems and gradually given more difficult problems as they get the process correct. This intense practice should make them more comfortable with the problems they may see moving forward and they can figure out what part of the process seems to be causing them more issues.

The Math Division recommended cutting the Supplement to Statistics course as very few students were utilizing the supplement; most probably had taken another math course that allowed them to waive the requirement of the supplement. For those that took the supplement course, just over half were passing successfully, so we felt it was better for the students to take Math Functions or Math Applications first to gain the critical thinking and basic math skills.

We had a few people place holistically, and it appears so far those students have done well, as all were successful in the course.

Our main issues are with scheduling still – as we end up with people taking a supplement class while enrolled in an online course. Math faculty believe that students struggling with math – needing remediation – probably shouldn't take online as that format can have its own set of issues for students. Students are also enrolling in the main course on one campus and the supplement on another campus, which causes issues due to variation in the schedule each may follow. Supplement is also a course that is difficult to help students when they are ITV/online live as they don't tend to interact as much, especially when trying to work in groups. This past year there were many cases where this came up and may have played into the success students had.

Our Pre-STEM course had a decent success rate, possibly due to stronger advising keeping students out of that course that do not need to take STEM. When compared to 2019, the success rate was much higher in 2020.

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

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

3.7 "The instructor challenges me to think."

3.8 "The instructor demonstrates knowledge of the course."

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

Assessment Results 2020-2021: Results were broken out by division with the following results for the Nursing Division:

Fall 2020

Division	Total Response	3.6	3.7	3.8	3.10
Nursing	666	90%	89%	93%	87%

Spring 2021

Division	Total Response	3.6	3.7	3.8	3.10
Nursing	891	88%	87%	91%	85%

Use of Assessment Results from 2020-2021: Based on data, benchmarks were met; results are shared with faculty following the submission of grades.

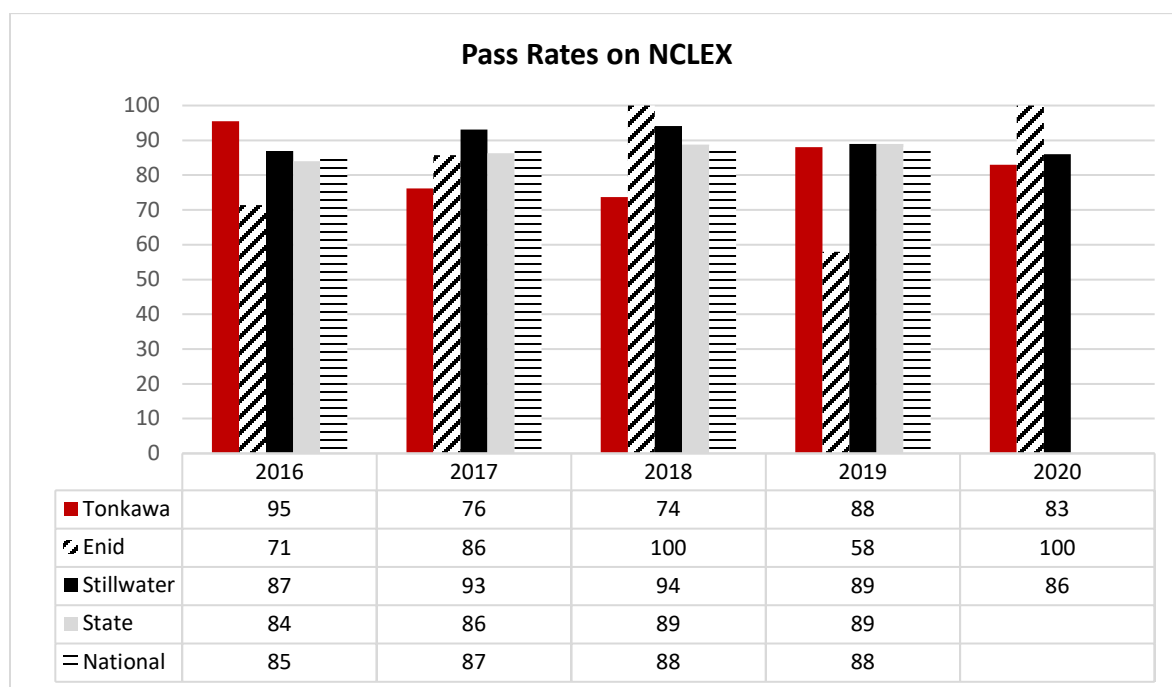
Goal 2: Provide the communities we serve with safe, competent, and highly trained Registered Nurses. Projected growth rate of 19% for years 2012-2022 by the US Department of Labor.

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 2020-2021: Measure 2.1--NCLEX pass rates through 2020 are shown below:



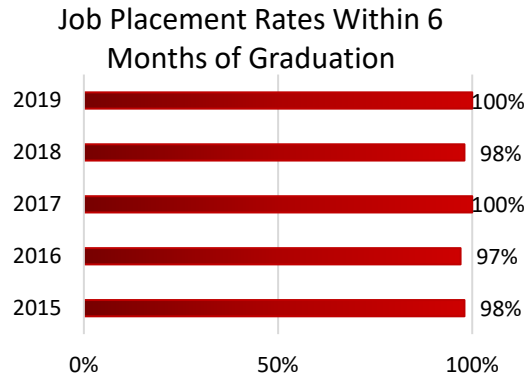
NCLEX Pass rates for 2020: State: 85%; National 84%

Preliminary NCLEX Pass rates for 2021:

Tonkawa: 63%; Stillwater: 95%; Enid: TBD – Final Results will be reported in January 2022

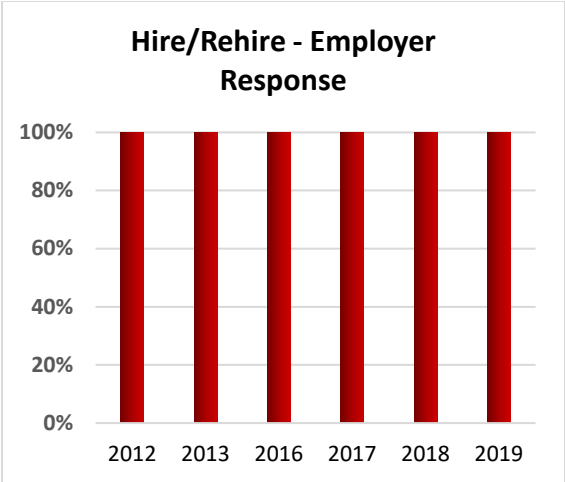
Aggregate pass rates (total program): 2019: 81%; 2020: 88%; 2021: TBD

Measure 2.2—Job Placement rates for 2015-2019 are shown below:



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; due to the pandemic, this information was unable to be collected in Spring 2020.

Fall 2020: Surveys were distributed to employers at the fall advisory meeting, which was conducted virtually with other advisory boards joining for general sessions and then disciplines meeting in groups. No attendees completed the survey, however. Four clinical facilities participated in Academic Practice Partnerships (APP) during spring 2021, and all (4/4 or 100%) hired NOC graduates from the APP. The Division Chair met with Chief Nursing Officers for these employers who also reported verbally they wanted to hire NOC graduates. Faculty will continue to discuss new ways to improve response rates.



Use of Assessment Results 2020-2021: NCLEX Pass Rates: Division faculty have revised data collection/tracking for admission benchmarks, grading, program completion rates, and other factors to better understand factors contributing to graduate licensure success. Admission policies were revised,

existing division policies are being followed, and additional supports have been made available to students using Tutor.com, Students On to Success, and HESI/Evolve products, standardized exams, and NCLEX-Preparation. Faculty have received support with item writing to improve unit exam validity and reliability, as well as providing individualized feedback to students on strengths and areas for improvement.

Employer Satisfaction: During analysis of evaluation data in Fall 2021, the Division Evaluation Committee recommended reviewing the employer survey and revising the outcome to reflect satisfaction with graduate competency and readiness for practice. This outcome will provide a better measure of satisfaction, considering the current overwhelming nursing shortage that may skew employer perception of the desirability of program graduates. Surveys will be provided at advisory board meetings, and the Division Chair will continue to seek feedback from clinical facilities and 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 2020-2021: The Spring 2021 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, Zollars, or Fountain Square).

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

Responses are included below:

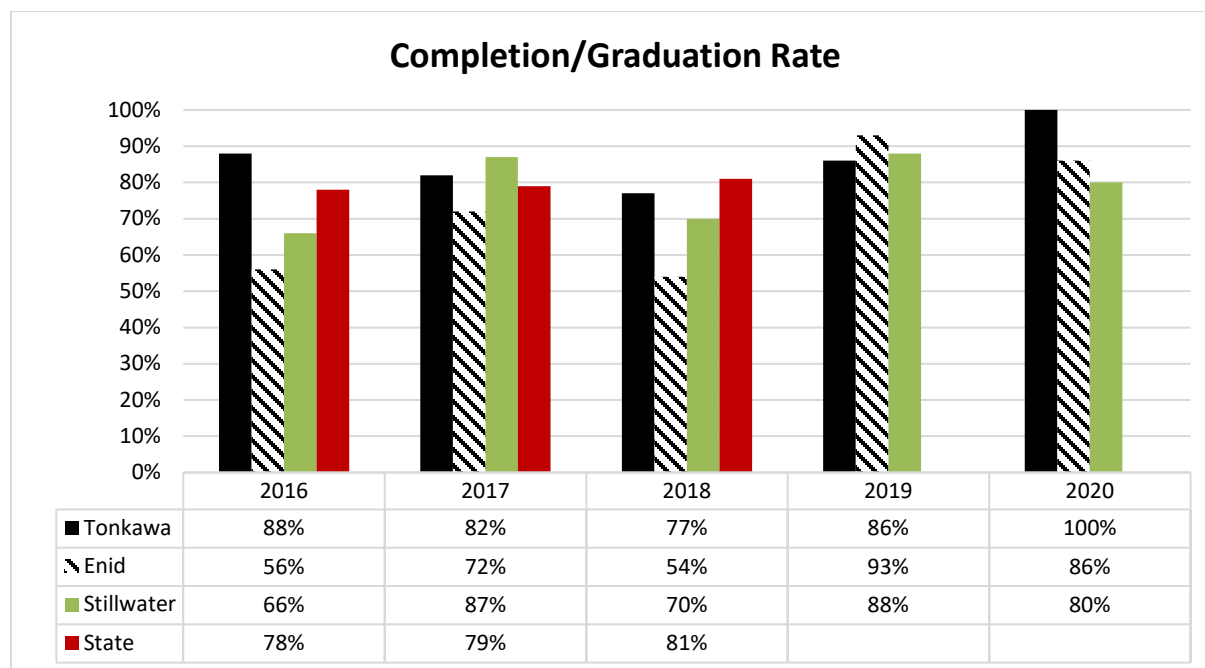
	Strongly Disagree	Disagree	Agree	Strongly Agree	Response	Average out of 4	2020-2021
Question 1.5	0	2.6%	32.8%	64.7%	116	3.62	3.63
Question 1.11	1.7%	6.9%	44%	47.4%	116	3.37	3.49
Question 1.6	1.7%	9.5%	35.3%	53.4%	116	3.41	3.51
Question 1.10	3.4%	7.8%	36.2%	52.6%	116	3.38	3.53

Use of Assessment Results 2020-2021: Benchmarks were met and results of the nursing survey will be shared with all nursing faculty for ongoing evaluation and improvement. Note: Results for 1.6 and 1.10 were 89% in a year when the pandemic response required reduced access to lab and campus facilities due to physical distancing requirements. 50% of nursing students opted to attend classes via Zoom, and multiple virtual lab/simulation, and clinical experiences were incorporated. The faculty will trend these results in response to ongoing evaluation and improvement efforts.

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). Note for 2020: The outcome was changed to 200% for 2019 and 2020 (8 semesters). The reported numbers below reflect 200%.

Assessment Results 2020-2021: Outcome 4.4—Program Retention/Graduation Rate—is measured below:



Use of Assessment Results from 2020-2021:

Completion within 200% of program length (8 semesters for traditional)

2019: Tonkawa 86% Enid 93% Stillwater 88%
 Aggregate 89% AS 100% (5/5) Oklahoma 80.6%

2020: Tonkawa 100% Enid 86% Stillwater 80%
 Aggregate 88.7% AS 100% (11/11) Oklahoma 82.4%

2021: Tonkawa 83.3% (15/18) Enid 92.3% (12/13) Stillwater 87.5% (14/16)
 Aggregate 89.6% (60/67) AS 95% (19/20) Trad 85.7% (36/42) Oklahoma - Not yet reported

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 2019-2020: 100% of faculty (12/12) attended at least 2 professional development activities. 33% (4/12) of faculty reported attending professional development related to nursing content (clinical education) taught by the faculty member. It is significant to note there was a temporary freeze on professional development funds provided by the College during 2020-2021.

Use of Assessment Results 2019-2020: The Division offered faculty development workshops in Test Item Development, Curriculum Mapping, and Self-Care; all faculty were provided opportunity to participate in webinars for Next Generation NCLEX preparation, ACEN accreditation standards, and improving student/graduate clinical reasoning. The Division secured memberships in the Organization of Associate Degree Nursing, which includes regular webinars at no cost and a journal relating specifically to Associate Degree nursing education; and Think Like a Nurse, with faculty development webinars and teaching tools. One area that needs to be strengthened is clinical professional development. A clinical education conference was offered in 2018 and 2019 to facilitate ongoing clinical education for faculty, and this workshop was not provided in 2020-2021 due to pandemic restrictions. Multiple complimentary webinars are available through nursing professional organizations, and faculty may have under-reported their participation in these offerings; however, they will be encouraged to continue seeking opportunities for specific development in appropriate clinical areas.

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 2020-2021: General education competencies will be evaluated based on the changes in the evaluation tool. The rubric built in 2018-2019 will be revised as needed to continue to assure accurate measuring of the competencies and value of the data collected.

Note: In 2021-2022, the Social Science Division will be adding history to the general education program assessment while political science instructors will continue working on assessment through the PACE project as well as continuing the development of a common rubric that can be utilized with multiple assigned projects. The rationale for the change is to address fuller program goals.

The data from 2020-2021 in the Child Development Department showed a lower score on the first few questions of the assessment instrument. Students will be reminded of the Tutor.com options and also the best way to contact instructors if they need on-site or peer tutoring. Program assessment data will be used as a guide to revise and update the common assessment instrument for psychology, sociology, geography, and early American history. Late American history will be revised in the common grading component. Faculty will meet and gather assessment data in the spring semester.

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

3.6 “The instructor encourages me to communicate, discuss questions, and state my opinion.”

3.7 “The instructor challenges me to think.”

3.8 “The instructor demonstrates knowledge of the course.”

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

Assessment Results 2020-2021: Results were broken out by division with the following results for the Social Science Division:

Fall 2020

Division	Total Response	3.6	3.7	3.8	3.10
Social Science	403	91%	93%	95%	90%

Spring 2021

Division	Total Response	3.6	3.7	3.8	3.10
Social Science	445	86%	91%	93%	86%

Use of Assessment Results from 2020-2021: Based on data, benchmarks were met; results are shared with faculty following the submission of grades. Note: Spring 2020 had 95 responses due to pandemic; numbers improved in 2021.

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 2016-2021: 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 2020-2021: Due to continued issues and changes with the COVID pandemic, delivery of all courses needs to still include the readiness for distance learning. Additional changes include reviewing program requirements for behavioral science with continuing discussion in the Fall 2021 semester.

Notes from Prior Reviews:

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 2020-2021: The following activities were sponsored in support of Goal 3:

- The global program was unable to offer study abroad opportunities in 2020-2021 due to the pandemic; however, programs are planned for 2021-2022.
- The Criminal Justice program was able to work with area law enforcement agencies this past year and provide seven individual internships for students. Troy Cochran has also been working on the Military Transfer Project with the Oklahoma State Board of Regents along with criminal justice faculty across the state to evaluate and assess specific military training that can be converted into college credit hours.
- Social Science was also able to provide two weekend seminar courses to increase Northern Oklahoma College's ability to reach all students.

Use of Results from 2020-2021: As part of the institutional combined advisory board, Criminal Justice and Behavioral Science Advisory Board meetings have been scheduled for 2021-2022 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).

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

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

Question 6.1, 6.2, 6.3 Tutoring:

6.1 “I have been able to access additional help with classes when needed from my instructor.

6.2 “I have been able to access additional help with classes when needed from campus tutoring services

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

Question 6.5 Library Research Tools:

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

Question 6.8 Computer Labs:

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

Assessment Results 2020-2021: Spring 2021 Student Satisfaction Survey results appear below:

CD Majors	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Response	Average out of 5	2019-2020
Question 6.1	29%	14%	0%	57%	0%	7	2.86	4.29
Question 6.2	14%	0%	71%	14%	0%	7	2.86	3.71
Question 6.3	17%	0%	67%	17%	0%	6	2.83	3.57
Question 6.5	0%	14%	43%	43%	0%	7	3.29	3.14
Question 6.8	14%	0%	57%	29%	0%	7	3.00	4.29
CRMJ Majors	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Response	Average out of 5	2019-2020

Question 6.1	0%	0%	0%	67%	33%	3	4.33	3.91
Question 6.2	0%	0%	100%	0%	0%	3	3.00	3.71
Question 6.3	0%	0%	67%	33%	0%	3	3.33	3.36
Question 6.5	0%	0%	33%	33%	33%	3	4.00	3.82
Question 6.8	0%	0%	0%	67%	33%	3	4.33	3.73

SOC SCI Majors	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Response	Average out of 5	2019-2020
Question 6.1	0%	0%	0%	50%	50%	10	4.50	4.16
Question 6.2	0%	0%	50%	20%	30%	10	3.80	3.92
Question 6.3	0%	0%	56%	22%	22%	9	3.67	3.68
Question 6.5	0%	0%	20%	30%	50%	10	4.30	4.18
Question 6.8	0%	0%	50%	20%	30%	10	3.80	4.21

Use of Assessment Results from 2020-2021: Response rates continue to stay level with previous years other than Child Development. It appears that since all courses are online there may have been more issues with technology as a result of increased need for access during the pandemic. As noted above, Child Development faculty will remind students of the Tutor.com option and how best to contact instructors if they need on-site tutoring.

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

Assessment Results 2020-2021: 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.
- Adjunct instructors were given priority to classroom guidance since no new full-time faculty were hired.

Use of Assessment Results from 2020-2021: All adjunct 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 2020-2021: All faculty met or exceeded expectations in this area in support of Goal 5. Note: Peggy Emde, Director of the Child Development Program, served as the President of the Payne County Early Childhood Coalition this past year. The purpose of the program is to educate the community on the importance of early brain development and the effects on various aspects, such as school readiness, workforce development, etc. This has served as very useful professional development for the program.

Use of Assessment Results from 2020-2021: Practice of requiring two professional development sessions will continue in 2021-2022 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.

Note: Due to the global pandemic, all six of the 2020 and 2021 study abroad programs that were scheduled had to be cancelled with students either receiving a full refund, transferring to a 2022 trip date, or being credited as vendor policies allowed.

Assessment Results 2020-2021: Limited in-person, virtual, and/or video 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 the NOC Global Ed website, Instagram, and Facebook page.

Use of Assessment Results 2020-2021: The Dean of Global Education, Wade Watkins, 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 NOC Global Ed social media (@NOCglobal)

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

Assessment Results 2020-2021: Wade created an online video introducing NOC study abroad for the virtual Orientation event held in Fall 2021. 2020-2021 in-person presentations were greatly reduced due to the pandemic.

Use of Assessment Results 2020-2021: For Fall 2021, in-person orientations were canceled and presentations moved online. The Lights on Stillwater event happened in-person August 2021 and was met with moderate success. Wade is planning to use Zoom meetings regularly with classes and individual students to discuss study abroad opportunities.

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 2020-2021: N/A for 2020 & 2021

Use of Assessment Results 2020-2021: Hopefully Spring and Summer 2022 study abroad programs will operate and we will have new data and feedback on programs using our online surveys/evaluations

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 2020-2021: Scholarship revenue for 2020-2021 was significantly down. The OSU GameDay parking fundraiser was canceled due to reduced game attendance and included parking permits for season ticket holders. Donations to study abroad scholarship accounts were also drastically reduced this past year.

Use of Assessment Results 2020-2021: Wade would like to explore new options for scholarship

opportunities for program participants, especially those with strong demonstrated financial need and first-generation college students. (We recently received a \$6000 scholarship specifically for students from small Oklahoma towns attending the Gateway Program.) 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.

NOC will continue to monitor the safety standards and climate for international travel in assessing timing for fundraising campaigns in 2021-2022.

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 2020-2021: N/A for 2020 & 2021. For 2022 NOC is marketing seven study abroad programs. If all of them make, it would be a record year in the number of programs, but not for students. Two of the programs are rescheduled programs from 2020 and 2021 (Cuba and New Zealand, respectively)

Use of Assessment Results 2020-2021: Marketing emphasis will be to primarily increase awareness of and participation in two types of NOC programs which were becoming sustainable and popular prior to COVID—the NOC Global Community Programs and our two-week summer residential programs (Dublin, London, Bali). In addition to offering our two-week summer residential programs in Dublin and London, NOC will offer a new program for summer 2022; the NOC Bali Summer Program will offer students an opportunity to earn both humanities/international and Environmental Science credits in Ubud, Bali, in late June 2022. Summer residential programs provide our students with a quality program for a very affordable price, which is essential for our student population.

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

Assessment Results 2020-2021: The idea of an overseas NOC campus and reciprocal study abroad programs remains on hold due to lack of interest and funds, and in 2020-2021, the effect of the pandemic. 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 2020-2021: Future NOC Global Community programs will be announced as early as current travel restrictions allow to highlight destinations and allow for adequate marketing

and enrollment.

Given the uncertainty in Fall 2021, students and other participants are delaying enrolling in 2022 programs. The goal for 2022 will be simply to operate some (or all) of the programs currently being promoted. To do this, flexibility and patience will be key, much like we saw in 2020 and 2021. NOC was able to cancel 2021 programs later than many institutions because of careful planning, relationships with study abroad partners and institutional hosts, and regular and open communication with participants. Hopefully after 2022 and 2023, NOC can get back to 2019 participant numbers and increase from there. Ideally, depending on faculty interest, NOC can offer 4-6 short-term study abroad programs per year, more if funding opportunities

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 general education and other academic goals through cocurricular programming and assessment.

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

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 2020-2021: In the Spring 2021 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	2019-20
Question 7.1: Classrooms and general facilities are safe.	0%	1%	8%	39%	52%	232 (488 in 2020)	4.41	4.43
Question 7.3: Classrooms and general facilities are	0%	1%	5%	43%	51%	230	4.43	4.43

clean and conducive to learning.

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) but many students noted that they had not been to campus due to the distance learning options created during the pandemic:

- I hardly went to the campus unless I had to take a proctored exam.
- I herd there was some sort of bomb threat on school one day but I wasn't sure? The campus was evacuated after I left campus.
- Jrjrjr
- N/a
- NA
- Neither because anything can happen inside or outside of the campus buildings
- Some teachers allow students to wear masks improperly or not at all. It makes it difficult to pay attention when that is a constant concern.
- The ITV does not work enough to use it. I wish that they would have stopped trying and just did Zoom.
- They are very nice and work.

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

- Same answer as above.
- The Renfro Center is always cleaned! Steven does a great job!
- The girls bathrooms in the dorms were poorly taken care of, and after telling the student affairs several times through several students, nothing was done.
- They clean them in between classes
- They help me work effectively and classrooms are very tidy.
- They're always clean

In addition to the Spring 2021 Student Satisfaction Survey, the April 2021 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	2019-20
Question 1.2: NOC provides a safe work environment.	0%	4%	15%	39%	41%	114	4.18	4.37
Question 1.31: NOC provides an overall quality work environment.	1%	5%	16%	44%	34%	116	4.04	4.17

Use of Assessment Results from 2020-2021: Ratings for safety and quality work environment were

higher in 2020-2021; however, staff will continue to review areas for improvement and any concerns cited to ensure the safety for all employees and students. In both Spring 2020 and Spring 2021, additional work for campus safety involved an institutional mask (face covering) policy and social distancing in all classrooms and common areas, including residence halls. Weekly updates were provided through the pandemic plan and indicated how protocol was changing to maintain alignment with the CDC and state regulations.

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

Assessment Results 2020-2021: The latest Clery Report (available from the October 2020 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 [Campus Safety & Security | Northern Oklahoma College \(noc.edu\)](https://www.noc.edu/campus-safety)

Use of Assessment Results from 2020-2021: 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 2020-2021: Student focus groups were identified and surveyed on health facilities. The following suggestion was a common theme: More activities were wanted because of COVID restrictions.

Use of Assessment Results from 2020-2021:

In response to the focus group feedback, the following activities were scheduled:

COVID 2020- provided online workouts for members to promote movement and healthy habits during quarantine, including upper body workouts, full body workouts and Cardio circuits. We provided mental health tips in each workout to promote positive mindsets during quarantine.

Fall 2020- Wellness was only open 8-12 due to the pandemic with limited capacity. No activities were organized in the Wellness Center

Spring 2021- We did a Wellness Mile Challenge April- May. We only had 2 participants sign up.

Fall 2021- Replaced belts on 3 treadmills, new seats on upright bike, new heart rate grips, elliptical belts, and new cable on lat pulldown machine; we also ordered 6 new slam balls. We are in the process of adding window decals to the wellness entrance and windows around the building.

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

Assessment Results 2020-2021: Covid-19 did not allow for these activities in the Wellness Center.

Use of Assessment Results from 2020-2021: Students and employees will be surveyed regularly to determine what new wellness classes would be of interest as circumstances allow.

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 2020-2021: For the 2020-2021 school year there were 81 activities by Student Affairs including pain night, kick ball, movie night, bingo, free admission to the Region 2 basketball tournament, March Madness competition, “Call of Duty” tournaments, and yard games outside. COVID-19 limited the amount of in person activities with 161 offered in 2019-2020, but alternate activities were scheduled.

Use of Assessment Results from 2020-2021: The measured outcome was met with an expansion of the 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 2020-2021: The Spring 2021 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	2019-20
Question 7.18: Clubs and organization offer positive experiences to enhance campus culture.	4%	5%	29%	31%	31%	143	3.79	4.07
Question 7.20: Special events and student activities offer positive experiences to enhance campus culture.	3%	5%	24%	39%	29%	150	3.85	4.12

Use of Assessment Results from 2020-2021: A separate online survey was used in 2018-2019 to identify the activities students are most interested in participating in. Student Affairs personnel will work in 2020-2021 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 2020-2021: The availability of speakers was limited due to the pandemic.

Use of Assessment Results from 2020-2021: The benchmark was not met due to the pandemic but will be used as a guide for 2021-2022 as circumstances allow.

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 2020-2021: The Office of Student Affairs offered the following seminars and training in residence hall lobbies for the 2020-2021 academic year: alcohol awareness. Time management, sexual assault awareness and study skills sessions were provided in freshman orientation classes.

Use of Assessment Results from 2020-2021: The benchmark was met through classes and we will continue our current practices, expanding as the pandemic allows to reintegrate seminars.

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 2020-2021:

Note: Students were not given an exit dorm survey in Spring 2020 or Spring 2021 due to the pandemic and the short timeline for closing out residence halls.

Prior Year Results:

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)
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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 2020-2021: No updates can be provided in this section due to pandemic.

Prior Year Use of Data:

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 6.1: 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 2020-2021: 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.” In 2019-2020, there were 624 students who finished the “Not Anymore” training. 93 employees completed the training in 2019-2020.

In 2020-2021, there were 354 students who completed the training.

Use of Assessment Results from 2020-2021: The Office of Student Affairs will continue to 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 6.2: Reduce alcohol and drug violations by 10 %.

Assessment Results 2020-2021: There were 13 alcohol violations and 3 drug violations in 2020-2021, down from the prior year.

Use of Assessment Results from 2020-2021: NOC will continue to use counseling sessions and drug/alcohol seminars to educate students.

Goal 7: Provide services and accommodations to self-identified students who meet ADA/504 criteria under federal guidelines.

Measured Outcome 7.1: 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 2020-2021: 54 students received accommodations from the Disability Department in the 2020-2021 academic year. This total of 54 compares to 56 students in the 2019-2020 academic year, so the need has decreased slightly. Of the 56 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 2020-2021: The Office of Student Affairs will continue to offer all current services.

Measured Outcome 7.2: 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 2020-2021: Zero complaints have been filed in 2020-2021.

Use of Assessment Results from 2020-2021: The benchmark was met and we will continue to use current practices.

Assessment Plan for Student Affairs—Athletic Department

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

Athletic Department Goals:

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

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

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

Assessment Results 2020-2021: Participation in events for the 2020-2021 academic year was limited due to the pandemic. The following is what activities did occur.

- Mavs Softball cleaned up yards on campus after storms.
- Enid Cheer chalked encouraging messages and drawings outside Greenbriar nursing home.
- Mavs Men and Women Soccer worked concession stand at Ponca Rec Center Softball and baseball games with proceeds donated to Andrea Shepard's Safe at Home Foundation.
- Jets Baseball cleaned up campus after winter storms and also went to multiple Miracle League games to support the participants.
- Jets Men Basketball helped participants with Miracle League Baseball games.

Use of Assessment Results from 2020-2021: Not all athletic teams met their activity involvement and community service goals because of COVID-19. As circumstances allow, the outcome will remain the focus in 2021-2022.

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. [Note: this measure was eliminated in 2019-2020 as enhanced workout regimes have been sufficient to meet this requirement except in instances of injury.]

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 2020-2021:

Note: no exit survey could be given in Spring 2020 or Spring 2021 due to the pandemic and the short timeline for closing residence halls.

Prior Year's Results:

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 2020-2021: No new survey was given for 2021 as noted above.

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

Assessment Results 2020-2021:

Tonkawa Baseball	32-27
Tonkawa Softball	30-28
Tonkawa Women's Soccer	10-5

Tonkawa Men's Soccer	9-2
Tonkawa Men's Basketball	15-1
Tonkawa Women's Basketball	7-15

Enid Baseball	32-24
Enid Men's Basketball	17-5
Enid Softball	18-24
Enid Women's Basketball	9-9

Use of Assessment Results from 2020-2021: Records will be used to outline coaching plans for 2021-2022.

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

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

Assessment Results 2020-2021: Coaches are required to check grades a minimum of three times per semester for participation.

Tonkawa Baseball	3.34
Tonkawa Softball	3.22
Tonkawa Women’s Soccer	3.5
Tonkawa Men’s Soccer	2.83
Tonkawa Men’s Basketball	2.68
Tonkawa Women’s Basketball	2.9
Tonkawa Cheer	3.05
Enid Baseball	3.11
Enid Softball	3.26
Enid Men’s Basketball	2.77
Enid Cheer	2.56

Use of Assessment Results from 2020-2021: The assessment results from 2020-2021 will be reviewed and coaches will continue to monitor student athlete academic progress in the classroom.

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

Assessment Results 2020-2021: 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. The 2019 numbers were added below for this year's review.

- 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 graduation rate for 2018: 35%
- Institutional overall student graduation rate for 2019: 38%

- 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%
- Institutional overall student-athlete graduation rate for 2019: 58%

Use of Assessment Results from 2020-2021: The 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 2020-2021: The following schedule reflects the 2020-2021 alumni events hosted and, when available, attendance at each event.

September 2020 – Social Media “Classroom Champions”

25 Participants

October 2020 – Social Media “World Kindness Day”

Numerous Participants

February 2020 – Social Media “Life Changing Love Stories”

4 Alumni participants

March 2021 – Social Media “Women’s History Month” Tributes

17 Faculty and Staff participants

Wednesday, March 10, 2021 – Leadership Enid

Enid, OK

15 Attendees

Wednesday, March 24, 2021 – Willie Spears Experience

Tonkawa and Enid, OK

Numerous Attendees

Saturday, March 27, 2021 – Alumni & Friends Reunion and Hall of Fame Induction Ceremony, Roustabouts Benefit Show

Tonkawa, OK

Dinner/Ceremony – 5:30 p.m.

April 26-30, 2021 – Social Media “Virtual Spirit Week”

Numerous students participated and 20 \$25 Amazon gift cards given for #Lifechanging campaign

April 2021 – Social Media “20 Words of Wisdom for the 2020 Graduates”

Several Alumni participants

Monday, May 10 – NOC Retirement Celebrations

Tonkawa, OK

Numerous participants

May 6 - 12, 2021 – Social Media “Nurses Week”

Numerous participants

May 2021 – Social Media “Mother’s Day”

31 participants

Use of Assessment Results from 2020-2021: The success of the 2020-2021 alumni event schedule will be reviewed in Summer 2021 as the 2021-2022 schedule is planned. Due to COVID-19, many alumni events were cancelled or postponed and will be added to the 2021-2022 alumni schedule.

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 2020-2021: Development software is still in transition.

Use of Assessment Results from 2020-2021: 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 2020-2021: A summarized list is reviewed and updated in the annual NOC Fact Book under Partnerships. (See NOC Fact Book 2013-2020.)

Use of Assessment Results from 2020-2021: 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 2020-2021: In the FY 2021 budget: over \$2.8 million was provided in scholarship support (represents 11.6% of overall institutional budget)--\$1.4 Million in institutional waivers, \$1 million in institutional scholarship and in excess of \$468,000 in private scholarships. Included in the Oklahoma State Regents' budget was funding to cover 95.1% of the cost of concurrent enrollment for seniors (tuition only), compared to 100% reimbursed last year. In accordance with State Statute and State Regents' policy, the high school senior concurrent waivers must be fully funded before reimbursement for concurrent enrollment waivers are granted to high school juniors; thus, in the coming academic year FY2021, no funding is available to reimburse institutions for concurrent waivers provided to high school juniors. As a result, qualified juniors are still able to enroll at NOC, but their tuition will not be waived due to lack of State funding. Based on the FY2020 original budget, there will be few changes in scholarships for the FY2021 and programs will operate as budgeted in the 2019-2020 academic year. Kerri Gray will provide each sponsor/coach with their new 2020-2021 scholarship budget.

Use of Assessment Results from 2020-2021: College administration along with input from scholarship committees met numerous times, with the goal of refining and improving the Institutional Scholarship Program within the constraints of our current and future resources. The institutional scholarship committees in Tonkawa, Enid and Stillwater are charged with reviewing existing policies and awards, providing input, and making recommendations for the Institutional Scholarship Program to be implemented for the 2021-2022 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 2020-2021: The Spring 2021 Student Satisfaction Survey responses related to 3.2

follow.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Response	Average out of 5	2019- 20
Question 7.12: Employees are courteous and helpful in assisting with procedures in Scholarships:	5%	4%	20%	40%	31%	193 (438 in 2020)	3.88	4.0

Use of Assessment Results from 2020-2021: Data was collected in Spring 2021 through the administration of the NOC Student Satisfaction Survey (question received a 3.88 of 5, down only slightly from 2019-2020).

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 2020-2021: Total net assets as of the unaudited June 30, 2020, audit were \$15,691,349, which reflects an increase of \$2,912,693 from June of last year, due partly to investments.

Use of Assessment Results from 2020-2021: 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. Due to the COVID-19 pandemic, the Foundation 2020-2025 strategic planning retreat was postponed until October 20, 2021. The Development Office will continue to maintain the donor wish list and develop new scholarships endowments to align with the current NOC Strategic Plan. Board of Trustees meetings were held on Aug. 19, Dec. 9, Mar. 24 and May 19 (all virtually).

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 2020-2021: Benchmarking data is still needed for this measurement but cannot yet be gathered as software conversion is not completed.

Use of Assessment Results from 2020-2021: A new development database software system through Blackbaud was purchased through the NOC Foundation in June 2014. Implementation of the Development Raiser's Edge Software was completed in December 2014. In June 2020, the Development office purchased a Raiser's Edge upgrade with Raiser's Edge NXT. In August 2020, the

data migration was completed. Training for Development staff members occurred in the Fall 2020 semester. The upgrade for Financial Edge was purchased in June 2020 as well and Finance staff started implementation. Estimated completion date for Financial Edge NXT software – prior year conversion data is December 2021.

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 2020-2021: In the Spring 2021 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”?

77.7% of respondents (123) said that they agreed or strongly agreed that NOC Foundation assets should be increased.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Response	Average out of 5	2019-2020
Questions 3.1: Increase the assets of the NOC Foundation?	4%	4%	24%	40%	28%	113	3.85	4.01

Use of Assessment Results from 2020-2021: 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.

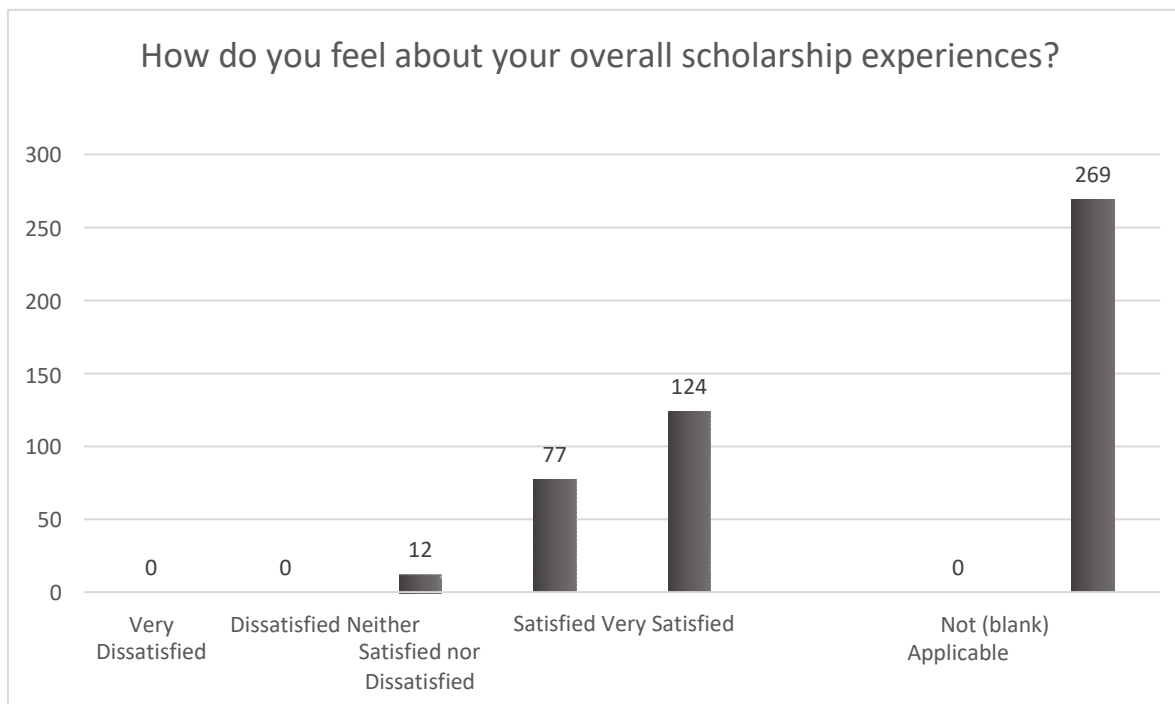
Measured Outcome 5.1: 80% of students responding to the Student Satisfaction Survey will indicate they “Strongly Agree” or “Agree” to the following statement: *“I am able to navigate the NOC website to find information needed for enrollment, financial aid, scholarships, and/or billing.”*

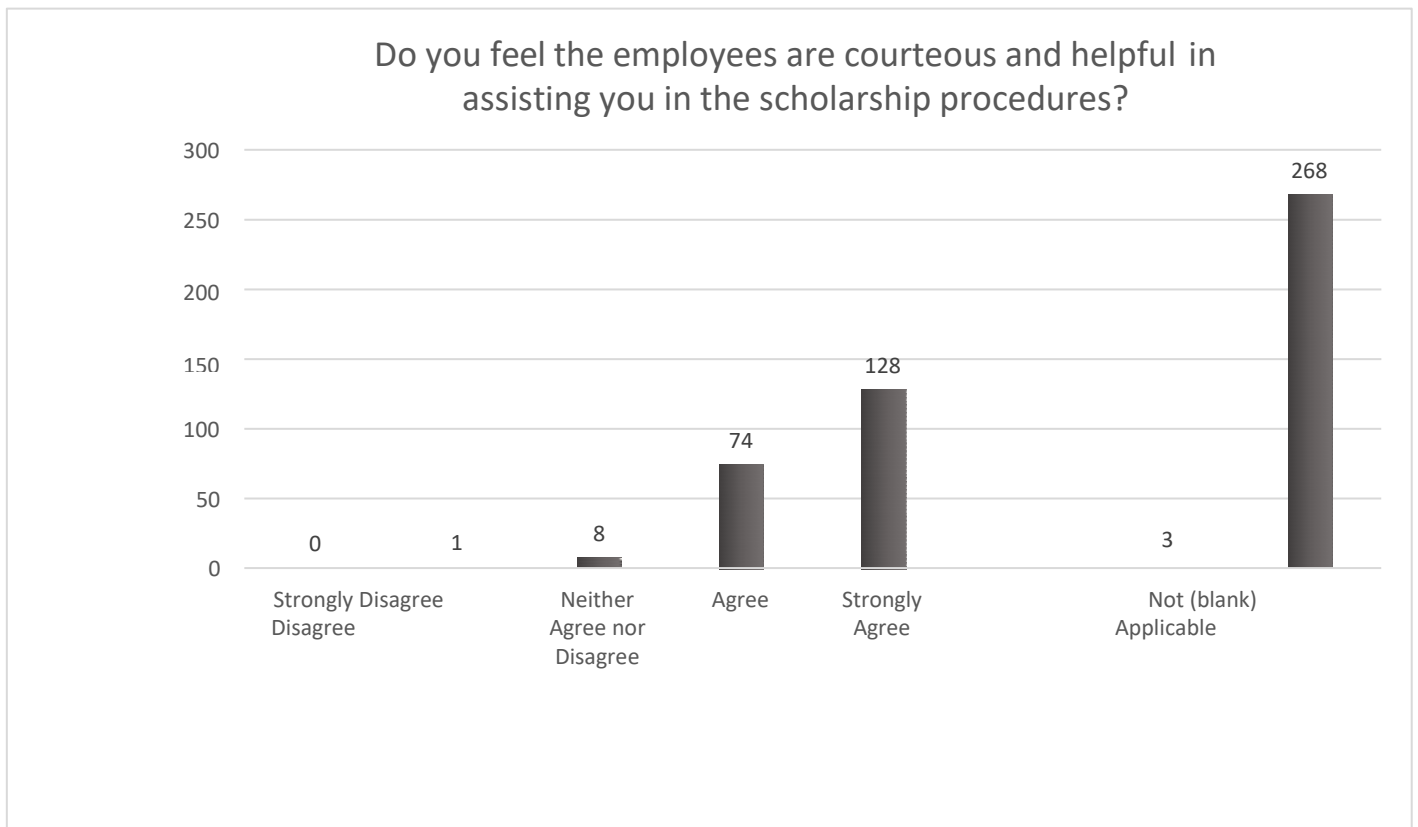
Assessment Results 2020-2021: Spring 2021 Student Satisfaction Survey Responses are listed below.

	Strongly Disagree	Disagree	Neither Agree	Agree	Strongly Agree	Response	Average out of 5	2019-20
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	nor Disagree							
Question 6.10: I am able to navigate the NOC website to find information needed for enrollment.	6%	11%	10%	42%	30%	248 (495 in 2020)	3.8	4.19
Question 6.11: I am able to navigate the NOC website to find information needed for financial aid.	6%	12%	14%	42%	26%	225	3.7	3.96
Question 6.12: I am able to navigate the NOC website to find information needed for scholarships.	6%	9%	21%	39%	25%	225	3.68	3.81
Question 6.13: I am able to navigate the NOC website to find information needed for billing.	8%	12%	9%	45%	26%	2405	3.7	4.03

Use of Assessment Results from 2020-2021: Survey response rates were lower during the pandemic (as indicated by the comparison above for 6.10) and both a new student information system and web host were launched in 2020-2021 so lower ratings were anticipated during the training phase. In addition to the Student Satisfaction Survey given annually, a separate survey was given for scholarships in Fall 2017 and in Fall 2018 to further identify areas of ongoing improvement. The results of the 2018 version of that survey appear below; 482 students completed the survey.





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

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

Assessment Results 2020-2021: NOC worked 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 were notified in June that our resource coordinator at Able Tech has changed. We continue to monitor and update our webpages to meet state and federal compliance in accessibility.

Use of Assessment Results from 2020-2021: 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. NOC eliminates web issues, by continuing education through webinars and on-site meetings with Oklahoma ABLE Tech. Group campus training sessions are held 2-3 times a year, on each campus, and one-on-one training is always given to new employees that will be updating the web as part of their position. One-on-one training is also always on going to staff/faculty, by request. These sessions are led by the NOC's Webmaster.

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. [Measure adjusted for 2019-2020: At least a 70% savings on printed products will be provided by the NOC Printing Services Department along with expedited turnarounds and confidentiality.

Assessment Results 2020-2021:

The following update was provided for 2019-2020

Calculation of the cost per set of 500 each: business cards (2 side), letterhead, envelopes, 8.5x11 flyers, 4.25x5.5 postcards (2 side), 8.5x11 tri-fold brochures and 50 12x18 posters.

Staples Cost: \$1,527.45 (June 2020)

NOC Printing Services Cost: \$334.24 (June 2020)

Due to the unfortunate passing of the NOC Director of Printing, updates in this area are not available at this time. The newly-hired Director will provide updates in the next edition of the plan.

Use of Assessment Results from 2020-2021: (see above; response is for 2019-2020) This cost-effectiveness calculation shows a monetary savings of \$1,193.21 by utilizing Northern Printing Services over an outside vendor (Staples) per each set of printed items produced. Along with the cost-savings the college receives expedited turnarounds without added fees when necessary and maintains the integrity of confidential information. This calculation shows the department exceeded the goal with an overall average of 78% savings.

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 2020-2021: 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 99.28% of deadlines met. This has remained steady with deadlines met in 2018-2019. The tool further shows the lowest percentage of deadlines met was 97%. This only occurred once in October of 2019. This is well above the minimum goal of 80%. The remaining occurrences of deadlines met: 100% nine times, 99% once, and 98% once. The graph below is to demonstrate the level of detail; an enlarged copy can be provided by the Printing Department if desired for specific data review. (See above. 2020-2021 updates are not available at this time.)

[illegible]

Use of Assessment Results from 2020-2021: An existing tracking tool was employed to assess the goal. Goal was exceeded for 2019-2020.

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

Assessment Results 2020-2021: Awards from the Oklahoma Colleges Public Relations Association (OCPRA) included the following: For the 2020-21 OCPRA Awards – Poster Division: Jamie Haney won for her entry, “Don’t Think Do-Feel” for the 2019-2020 Annual NOC Student Art Exhibit at NOC Tonkawa.

Use of Assessment Results from 2020-2021: Goal was met for 2020-2021.

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 2020-2021:

	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
2019	900	868	1003
2020	741	507	1492

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 2020-2021: 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 and 2019-2020. Targeted purchases in 2019-2020 included students in NOC service area, the bordering Kansas counties, and names in the contiguous states wanting to major in veterinary medicine and astronomy. An email was sent to all students followed by a postcard with monthly follow-ups through the new Content Resource Management (CRM) of the new Student Information System. The CRM component went live in September 2019.
2020-2021 Update: NOC has continued to purchase names as indicated above. In the CRM, ACT sends us a list of any students who have marked us down to receive their ACT scores. ACT sends that to NOC and recruiters upload the contacts into the new system. Also, OSU sends us a list of Denied/Deferred students from them, Diana Watkins and Blair Turney make sure those get uploaded into the system as well. As part of the communication plan, a monthly Eblast goes out now in the new system targeting certain groups of students or every student we have in the system.
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.
2020-2021 Update: The pandemic in Spring of 2020 and 2021 forced a cancellation of meetings that would have been hosted, but these will be rescheduled for 2021-2022 using Zoom if needed for a virtual meeting.
3. In town hall meetings for the 2019-2025 Strategic Plan, the idea emerged to add recruitment committees. These were added in Fall 2019.
4. Develop a formalized communication plan for prospective students from point of interest to enrollment.
 2019-2020 Update: A new Student Information System will launch in November 2020; this purchase includes the addition of a Jenzabar recruitment module (JRM). Training has been ongoing throughout 2019-2020 and groups will continue to meet in 2020 to develop a communication plan with templates for scheduled communications with prospects and admitted students.
2020-2021 Update: Employees from Registration, Marketing, Recruiting, and Printing met to develop a communication plan that could be implemented with the new Student Information System (SIS) recruitment tools. The communication flow utilizes the recruiting tools (CRM) that were also deployed with the new SIS.

2021 - 2022 Northern Oklahoma College Communications Flow

Project	Category	Classification
	July	
Event	Postcard	Seniors, Juniors

Event	Mailer	Juniors
August		
College Selection Checklist	Mailer	Seniors
College Selection Checklist	Mailer	Juniors
PC Conference Invite	Mailer	Principals & Counselors
Orange Friday	Evite	Seniors, Juniors
PC Conference Evite	Evite	Principals & Counselors
September		
Up Close Invite	Postcard	Seniors, Juniors
Oklahoma Promise	Mailer	Juniors
Scholars Day Invite	Mailer	Seniors, Juniors
Homecoming Hype	Postcard	Seniors, Juniors
Up Close	Email	Seniors, Juniors
Scholars Day	Evite	Seniors, Juniors
File FAFSA; Apply Early	Postcard	Seniors
October		
File FAFSA; Apply Early	Email	Seniors
National Merit Scholar Semifinalist Congratulations	Mailer	Seniors
Homecoming Hype	Email	Seniors, Juniors, Sophomores
Oklahoma's Promise Tour (Nov. 11) Invitation	Postcard	Seniors
Athletics	Postcard	Sophomores
Career Opportunities	Postcard	Seniors
Academics/Undecided Options	Email	Juniors
Oklahoma's Promise Tour Invitation	Email	Juniors
FAFSA/Nov. 1 Deadline Reminder	Email	Seniors
Scholar Recruitment Infographic	Postcard	Seniors, Juniors
November		
OSU Traditions	Postcard	Seniors
Campus Life	Postcard	Juniors
OSU Traditions	Email	Seniors
Campus Life	Email	Juniors
Academic Opportunity	Postcard	Seniors from AO Schools
Housing Sign-up	Email	Seniors
Decemebr		
Senior Day Invitation	Postcard	Seniors
Concerts/Speakers/Activities	Email	Juniors
Holiday	Email	Seniors, Juniors, Sophomores
Holiday (Apply Focus)	Email	Seniors
Apply/Feb. 1 Deadline	Postcard	Seniors
Senior Day Invitation	Email	Seniors
Apply/Feb. 1 Deadline	Email	Seniors
January		
Apply/Feb. 1 Deadline Reminder	Email	Seniors

Top 5 Things You May Not Know About OSU	Postcard	Juniors
Going to College	Postcard	Seniors
Going to College	Email	Seniors
NSO Essentials	Book	Seniors
Future Career	Postcard	Sophomores
Finish at OSU	Postcard	Transfers eligible for OK promise
February		
NSO Sign-up	Email	Seniors
Spring Break Tour	Evite	Seniors, Juniors
Study Abroad	Postcard	Seniors
Price/Value	Postcard	Juniors
Study Abroad	Email	Seniors
Price/Value	Email	Juniors
Valentines Day	Email	Seniors, Juniors, Sophomores
Sign-up for NSO/Housing (Counselor specific)	Email	Seniors
Finish at OSU	Email	Transfers eligible for OK promise
Still Time to Apply	Email	Seniors
March		
NSO Orientation Leader	Postcard	Seniors
More than a Number	Postcard	Seniors
Junior Day Invitation	Postcard	Juniors
Junior Day Invitation	Evite	Juniors
Research Symposium	Evite	Seniors, Juniors
Parent Financial	Postcard	Sophomores
NSO Sign-up Reminder	Postcard *NSO	Seniors
April		
Residential Life	Postcard	Juniors
Comprehensive Admissions Process	Postcard	Sophomores
Confirmation Book	Mailer *NSO	Seniors
Still Time to Apply	Email	Seniors
Yes/Maybe	Email	Seniors
Residential Life	Email	Juniors
Graduation Cap Stickers	Mailer	Seniors
May		
Graduation Congratulations	Email	Seniors
Senior Year Hype	Mailer	Juniors
Senior Year Hype	Email	Juniors
Sophomore Road Trip Piece	Mailer	Sophomores
June		
Apply in July	Postcard	Juniors

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.

2019-2020 Update: NOC has purchased a new CRM for recruitment that was implemented in Fall 2019. This will allow for accurate tracking.

2020-2021 Update: In the new CRM when the recruiters are out at college fairs/high school visits, they are now able to scan student information, have them fill out an information card or scan NOC's QR code and upload the information into the new CRM. In the new system we are able to stay in constant communications with the students, whether sending out emails or making phone calls; recruiters are now able to track everything sent to the student.

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: 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.

2019-2020: The global pandemic that began in March 2020 restricted international travel to such a degree that recruitment activities for international students were put on hold. We hope to reengage in these efforts when travel restrictions lift. OSU has continued to send three denial lists (December 2019, February 2020, and April 2020) and NOC in return shares with OSU the students who have earned 24 hours with a 2.25 GPA.

2020-2021 Update: OSU continues to share names as indicated above. The Equity Transfer Initiative grant partnership with OSU has further addressed communication strategies for transfer students. A survey was developed for students in Freshmen Orientation to identify transfer plans so that all students intending to transfer to OSU, especially in the STEM and business areas targeted by the grant, could be contacted by the OSU transfer office. Students will complete this survey in Fall 2021.

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

Assessment Results 2020-2021: The following questions from the Spring 2021 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 7.14: Academic Advising:

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Response	Average out of 5	2019-2020
Question 2.1	6%	10	11%	42%	31%	253	3.82	3.93
Question 2.4	3%	3%	42%	26%	25%	205	3.67	3.62
Question 2.6	4%	3%	13%	44%	36%	251	4.05	4.06
Question 2.8	3%	2%	7%	46%	43%	252	4.23	4.16
Question 3.1	7%	10%	16%	41%	26%	251	3.69	3.87
Question 3.3	16%	17%	18%	27%	21%	213	3.2	3.33
Question 7.7	7%	16%	21%	34%	22%	251	3.47	4.29
Question 7.14	1%	3%	13%	47%	36%	226	4.14	4.16

Use of Assessment Results from 2020-2021: Response rates for the Spring 2021 survey were about half of what they were in Spring 2020 (e.g. question 7.7-486 responses in 2020, 251 in 2021); these reductions align with other surveys given during the pandemic when more students have been off campus and could not be reminded in person as often to complete the surveys. A new student information system was also launched in Fall 2020 and it was anticipated that satisfaction results may be lower until students felt comfortable with the training received.

For all 2021, Orientation instructors were all trained one-on-one on how to guide students through the new student information system with a lesson on how to register, access their academic plan, and use the tools for degree mapping. We will review the satisfaction survey in Spring 2022 to see if these changes have made a difference.

As a result of employee and student feedback, new enrollment checklists were created and posted online in 2016-2017; they have been updated each year since 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.

2019-2020 Update: Representatives from Registration continued to meet each semester as well as participate in multiple training sessions on the new Student Information System.

2020-2021 Update: Registration meetings have continued with all registration staff participating in a meeting each semester and the VP for Enrollment Management and Assistant Registrars meeting more frequently to address concerns related to admission and enrollment.

2. Post and continue to update enrollment checklists annually for each campus.

2020-2021 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.

2019-2020 Update: The online application form was reviewed for inclusion in the new Student Information System.

2020-2021 Update: The new application form needs to be used for one full year for a better assessment; however, in reviewing its effectiveness, the Registration staff have identified needed changes for spring, summer, and fall 2022 for more effective integration between the JRM candidacy and J1 registration links.

4. Provide bilingual services where possible (e.g. work-study students in targeted admissions areas).

2020-2021 Update: This objective was addressed in line with an Equity Transfer Initiative grant with Oklahoma State University with funding set aside for transcribing marketing materials into Spanish. The webmaster is also currently investigating options for a translation button for web pages.

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).

2020-2021 Update: Training began for the waitlisting option available in the new student information system but has not yet been fully deployed.

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. 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.

2019-2020 Update: Multiple training sessions were scheduled with the new Student Information System, which will launch in November 2020. Part of the development stage focused on creating templates for 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.

2019-2020 Update: A Recruiting Committee was added in Fall 2019 to assist in identifying additional strategies for bringing in new populations of students.

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 2020-2021:

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. Fall 2021 enrollment numbers are tracking to be even or slightly up from Fall 2020 numbers; however, the institution experienced a significant drop in enrollment in Fall 2020 as a result of the global pandemic. NOC continues to work toward improving this measure with strategies such as alternative delivery modes, late-start options, and institutional partnerships for new degree programs.

Use of Assessment Results from 2020-2021: 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.
2019-2020 Update: A new partnership was developed for Wind Energy with a local industry providing scholarship support for students and supplemental pay for adjunct instructors teaching within the program. The first course, Introduction to Wind Energy, was offered in the Fall 2020 semester and had 15 students enrolled.
2020-2021 Update: The full Wind Energy program was approved by the Oklahoma State Regents and added to NOC's catalog with additional coursework scheduled for Fall 2021. In addition, NOC was one of approximately 10 higher ed institutions in the state to submit a proposal for a consortium degree plan, an A.A.S. in Applied Technology. This proposal was approved by the State Regents in Spring 2021 and
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.
2019-2020 Update: NOC and OSU continue to update and review articulation agreements annually with 1 + 3 and 2 + 2 models developed to fit transfer needs. In addition, the new Student Information System will allow for degree mapping specific to these transfer needs.
2020-2021 Update: When the new Student Information System was launched in Fall 2020, 10 1 + 3 agreements were added for students transferring to OSU. In addition, the Equity Transfer Initiative Grant partnership between NOC and OSU led to a number of new 2 + 2 articulation agreements

(including several in STEM fields, such as engineering) and updates of additional agreements in areas such as business, behavioral science, biological sciences, and health, education, and wellness.

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

2019-2020: Student internships and advisory boards were shifted under a new position in 2019 with a full-time Coordinator of Student Academic Success Services. A combined advisory board was hosted in October 2019 so that a fuller array of student internship opportunities could be identified. Advisory Board members responded favorably to this format and a follow-up combined board meeting is scheduled for October 2020.

2020-2021: The combined advisory board was conducted virtually again in October 2020 due to the pandemic but led to rich discussions in disciplinary groups and strong participation.

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 2020-2021: 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 2020	Pre-STEM Algebra	145	12%	80%	68%
	Basic Comp	118	10%	78%	61%
	Basic Reading	409	34%	88%	78%
	Math Functions Supplemental	199	16%	76%	68%
	Math Functions Main Course - Sup	196		76%	61%
	Math Functions Main Course - Holistic	-			
	Math Functions Main Course - No Remd	246		83%	67%
	<i>Math Functions Course Total Enrollment</i>				
	Math Apps Supplemental	62	5%	82%	81%
	Math Application Main Course - Sup	62		82%	65%
	Math Application Main Course - Holistic	1		100%	100%
	Math Application Main Course - No Remd	58		83%	82%
	<i>Math Application Total Enrollment</i>	121			
	College Algebra Supplemental	87	7%	74%	69%
	College Algebra Main Course - Sup	87		74%	54%
	College Algebra Main Course - Holistic	3		100%	100%
	College Algebra Main Course - No Remd	413		76%	60%
	<i>College Algebra Total Enrollment</i>	503			
	Composition I Supplemental	184	15%	93%	90%
	Composition I Main Course - Sup	182		94%	76%
	Composition I Main Course - Holistic	4		100%	100%
	Composition I Main Course - No Remd	471		93%	80%
	<i>Composition I Total Enrollment</i>	657			
	Statistics Supplemental	14	1%	79%	79%
	Statistics Main Course - Sup	14		79%	57%
	Statistics Main Course - Holistic	-			
	Statistics Main Course - No Remd	212		84%	73%
	<i>Statistics Total Enrollment</i>	226			
		1218	100%		

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 2020-2021: The retention and completion rates for all corequisite models will continue to be reviewed in 2021-2022 to determine any further changes in cut scores needed as well as making recommendations for curriculum adjustments. NOC's involvement in the PACE Project will also allow opportunity for studying equitable outcomes in the courses with the top D,F,W,I rates, including Algebra for STEM.

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 2020-2021:

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.
2020-2021 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.
2020-2021 Update: In Spring 2021 and Summer 2021, the new early alert system with the updated student information system was deployed, and division chairs and other selected academic advisors piloted it. Diana Watkins created a training module that was shared in fall faculty in-service with a further review in a New-to-Northern teaching academy session in August.
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.
2019-2020 Update: The degree audit system in the new SIS was developed throughout 2019-2020 with regular training and work in entering degree program requirements so that students will have access to an automated system after the launch date of November 2020.
2020-2021 Update: Dr. Rick Edgington reviewed the degree audit tools in the new Student Information System in the Spring 2021 advisor meeting and in Fall 2021 in-service.
4. Monitor enrollment trends and use student satisfaction survey results to identify scheduling needs (e.g. online and evening course offerings)
2019-2020 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 30% for Fall 2020 over what it was in Fall of 2019. As of September 2020, twenty online courses have also been certified through Quality Matters (7 each in years 1 and 2, and 6 in year 3).
2020-2021 Update: Through funding provided by the NASNTI grant, 29 online courses were certified through Quality Matters. Online enrollment was one area of growth amidst other declines in enrollment through the pandemic, and early Fall 2021 numbers suggest a continuation of this trend with enrollment tracking at 132% of Fall 2020 numbers as of August 23, 2021.
5. Improve quality of advising.
2020-2021 Update: Fall and spring advisor training were continued in 2020-2021 with each division providing updates and the Advisor Handbook was updated for all advisors. In addition, screen shots were shared at fall in-service for advisement in the new ERP system based on faculty roles and student views, and screen shots for students were posted to the website highlighting steps for registration processes.
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.
2019-2020 Update: NOC's involvement in the PACE Initiative will draw attention to equity issues for retention and completion, including any that might be connected to special populations. NOC will partner with the Gardner Institute and NACADA as well as working with 5 other institutions nation-wide in a three and a half year cohort that begin Spring 2020.
2020-2021 Update: First Generation data that had been collected in the old student information system did not pull over into the new system so surveys were created for Orientation students to identify their First Generation status. These surveys are being deployed in Fall 2021. Diana Watkins will lead a sub-committee to address First Generation student needs in 2021-2022.
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 contacted over 200 students during Summer and Fall 2019 for degree completion.

2020-2021 Update: Processes remain the same for contacting students who are eligible for graduation who may be able to complete through reverse transfer.

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.

2019-2020 Update: The Coordinator of Student Academic Success Services worked with OSU to provide staff development for NOC's retention specialists, and staff members from each campus attended academic coaching sessions hosted by the State Regents.

2020-2021 Update: Due to the pandemic, the student engagement survey normally given, CCSSE, was not given in Spring 2021; however, students completed another survey related to the PACE grant initiative in which they responded to how often hands-on activity, group work, and other high-impact practices for engaged learning were used. The survey was given to students in general education classes with high DFW rates, including Algebra for STEM (256 responses), General Biology (95 responses), General Chemistry (85 responses), and American National Government (145 students). One area in which students commonly reported lower levels of engagement was in "participating in group work during class" (Biology-3.06 on a 5-pt. scale; Chemistry-2.54; Government-2.29; Algebra-3.17). The comments students shared indicated that they recognized that there would be less opportunity for this interaction due to the pandemic; however, they also noted that when the engagement was present, they learned more effectively in the class.

Use of Assessment Results from 2020-2021: Training will be ongoing in 2021-2022 for admissions, registration, and advisement modules that are part of the new SIS. The early alert system was reviewed in Fall 2021 in-service and again in the New-to-Northern Teaching Academy. Orientation classes included a unit on degree mapping, how to contact advisors, and how to use the major exploration tool as well as transfer information, including where to find articulation agreements.

PACE survey results were shared with faculty teaching the courses identified as high DFW rates. They have identified strategies to employ in 2021-2022 such as added discussion board posts with rubrics to measure effective participation and units in student study skills.