Employee Satisfaction Survey
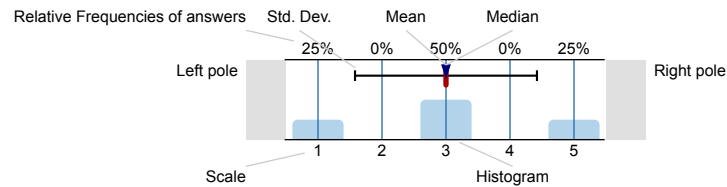Employee Satisfaction Survey - Spring 2021 (ESS 21)
No. of responses = 116

Legend

Question text
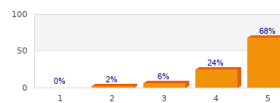
Relative Frequencies of answers   Std. Dev.   Mean   Median

Left pole   25%   0%   50%   0%   25%   Right pole

Scale   1   2   3   4   5   Histogram

n=No. of responses
av.=Mean
md=Median
dev.=Std. Dev.
ab.=Abstention

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1. Work Environment

1.1) I am proud of the work I do at Northern.

Not Satisfied at All   Very Satisfied

0%   2%   6%   24%   68%
1   2   3   4   5

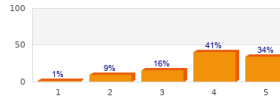n=116
av.=4.59
md=5
dev.=0.69

1.2) Additional comments on my work at NOC

- Believe I go above and beyond what is required.

- Do feel stretched thin a lot because I'm pulled in so many directions. As an institution we HAVE to hire some student support back.

- Eduaction is no longer about learning it is simply about ticking boces for accreditation

- I believe my work here at NOC is making a difference in the lives of students and the communities they will be serving.

- I could be doing much better work if anything I ever asked for on a capital request was even considered. I'm doing my work with a mix of modern equipment and stuff that 30-40 years old and obsolete

- I do my best but no one is perfect.

- I enjoy my job very much and the people I meet through my job!

- I feel I have made an impact on students both in my class and as my advisee. I am also someone colleagues feel comfortable coming to for help.

- I work hard to help my students become better critical thinkers and I feel supported by my supervisor.

- II am proud of the work I do here at NOC because the students tell me how much they appreciate everything I do for them. I dont seek praise but a pat on the back for a job well done would be nice sometimes from my boss but that never happens. My boss has no idea the amount of things I do for students that arent my actually my job. Why do I do them? Because students get turned down for help when they ask for it. I help faculty and staff too when students need help and they arent getting the help they need. I have reputation with the students that they can come to me for anything! Let me repeat, anything! I choose to stay here at NOC because I believe in our mission with all of my heart but one day I will get to the point where I can not longer sit back and watch a few people get rewarded for bad behavior and sadly I put out the fire, not for them, but for the students, parents and college as a whole because a person, on the front line as I as, was rude and unhelpful. NOC is my home and I cant imagine working anywhere else but when you watch this type of behavior on a daily basis go unpunished sometimes its just too much to stomach.

- Most the time it goes unnoticed

- My supervisor is very supportive and flexible with me.

- No training is provided. People within your dept are threatened by a new person. Institution pushes for education yet won't pay anything for a job with a degree

- Temperature is not well controlled. Too hot in summer and too cold in winter.

- There is much more we can be doing. Most of what we do, we do well, but I don't think it is enough.

- This is not a reflection on NOC specifically but on the format of education in general. Not enough time face to face and too much screen time, esp with Covid changes.

- This past year has been stressful. There has been additional loads placed on individuals. It feels that more support is needed.

- Very supportive, egalitarian work environment.

1.3) I have access to adequate technology to perform my duties.

Not Satisfied at All   Very Satisfied

n=116
av.=3.97
md=4
dev.=0.98

|	1	2	3	4	5
	1%	9%	16%	41%	34%

1.4) Additional comments on technology

- Access and knowledge of how to use it are 2 different things. Technology has helped in some ways, but has also increased the burden of the work.

- Adequate but not exceptional.

- For the most part technology is adequate, it's usually the software that's the problem.

- I appreciate XXX very much! He is quick to respond and always has a solution!!! VERY appreciative!!

- I have access but I think a lot of employees limp along with outdated technology and don't want to be wasteful in asking for what would allow them to do their jobs better. It would be nice to have a true rotation schedule for updating technology for all employees.

- I have struggled this entire semester to have working technology and it is frustrating when we hire people ill equipped to provide adequate support

- I struggle with IT's timeline on updates as well as implementing new technology. Blackboard as well. Courses should be pre-loaded every semester at a specific time. Here we are a few weeks away from summer courses and they still aren't loaded.

- I would like to see better software than the elmo camera so students can see better. A lot of time students cannot see that are way in the back.

- I would love to have more facilities to expand what we do here in Stillwater, but I know we are a service entity and are somewhat limited in that capacity.

- I've asked repeatedly for a smartboard in my main teaching space and am told no every time. My other technology is outdated and broken.

- IT is always very helpful in providing my office with requested technology services needed.

- IT support in Enid is fantastic!

- IT takes to long to long to process requests

- ITV classrooms have been a nightmare. They just often don't function like they're meant to. There are also too many steps for students to access research databases.

- J1 doesn't work as intended. Advising and early alert reporting is especially frustrating.

- XXX and his staff are very responsive and very helpful.

- N/A

- Only issues this year are with the new enrollment system as we work through the kinks that come up and continue to learn different features of the program.

- Some of the technological professional development we receive is not hands-on enough or necessarily job-specific. One thing that would be helpful is a more advanced course in Exel or a basic course in Access.

- The new system has been an adjustment and has made things much more difficult

- The new systems are not better than what we had

- The resources needed to teach have been fine. It is other support resources that have hampered our ablility to address issues, i.e. onboarding of students, etc.

- The technology does not always work when needed.

- This new system is horrible. Users in the same department can't be in at the same time to do their job. How is this new and improved when a 32 year old system allowed us to work in it at the same time. This new system has considerably slowed down every process.

- This would be higher, but I do not have access to directly add/drop/change my advisees' schedules as needed.

- Very unhappy with the new system

- We need new computers

- When it works it's great!

- While I believe our technology is fairly adequate, there are times that IT does not have enough people to provide the support we need.

- Wish IT didn't make excuses all the time. Nothing is ever their fault and always someone else's.

1.5) I have access to professional development needed for my position.
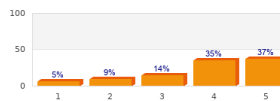
Not Satisfied at All — Very Satisfied

n=112
av.=3.88
md=4
dev.=1.16
ab.=4

1.6) Additional comments on professional development

- Covid has made the training that I got in past, somewhat affected.

- I cant ever take time off to attend professional conferences because i have too many events that I'm the only person with the skillset to run. Plus the money provided doesnt cover cost of hardly anything.

- I have the access but it seems that there is never enough time.

- I would like to go to PD programs specific to my field/classes

- I would like to see more content based professional development.

- Lots of great offerings but there is simply no room in my schedule to attend.

- My workload does not allow me much time at all for professional development, although I see lots of great opportunities being made available.

- NOC offers professional development, but the offerings are ridiculous. I would recommend placing someone else in charge of professional development.

- Not a lot of math professional development

- Not adequate time allowed in the schedule for professional development.

- Some areas have a lot of access here; some supervisors don't allow their employees the same opportunity. This inequity has always bothered me on behalf of those employees.

- The professional development opportunities provided are not applicable to my job position.

- This past year, with so many changes, I have not had the time to do all the professional development I've wanted to!

- We are provided with wonderful professional development opportunities, but I would like to see more specific professional development offered for staff positions.

- We have great offerings for PD but I have to search out ones that are more specialized towards my job.

- When would i do it?

- Would love more access to professional journals. Very few professional nursing journal access through the library

- in order to get the most of a PD zoom; it needs to be in a room without interruptions. I was always interrupted by telephone or visitors; so my meeting was not always beneficial.

1.7) I have clearly defined goals for my position.

Not Satisfied at All — Very Satisfied

n=114
av.=4.29
md=4
dev.=0.85
ab.=1

1.8) Additional comments on the goals for my position

- Again as an institution we really need to hire some support staff back. Counselors would be great to have.

- I do not know the official goals for my position besides students learn the material and pass.

- I have set some of my own goals, but have not been given clearly defined goals. I know what tasks I am expected to do within my job.

- No. I get a bunch of "Other duties as assigned" stuff thrown my way that affects my teaching.

- Not only my position, but I feel like many people are the only ones who do their job and when they start, they don't have anyone to teach them how to do the job. This makes it difficult to know how to do many tasks, which makes it difficult to find a place to come up for air to get to the point of setting goals.

- n/a

- relevant goals are qustionable but theya re clearly defined

- -

1.9) I have the support needed from my supervisor to do my job well.

Not Satisfied at All | Very Satisfied
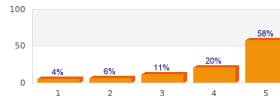
n=114
av.=4.21
md=5
dev.=1.14
ab.=1

1	2	3	4	5
4%	6%	11%	20%	58%

- -

1.10) Additional comments on support needed from supervisor

- XXX is an excellent supervisor. He works to ensure that faculty receive the information they need, and he wants students to succeed.

- Division Chair and VPAA are always supportive.

- XXX is the most supportive boss I've ever had. I'm incredibly sad to see her go.

- XXX truly does a fantastic job! She is thoroughly prepared, accessible, and communicates well. It really is a pleasure having her as the division head.

- I appreciate my supervisor. She is amazing and works hard to support and help all of us.

- I dont rely on the Boss for anything. I just do my job.

- I feel completely alone in my department. I have to provided back up on other people's jobs but when I'm gone everything is left to pile up. A little support can go a long way.

- I have the support needed from my DIRECT supervisor.

- I just keep doing the job in the manner I was trained to and have added my own methods of improvement without supervisor input.

- I would have loved to have some training on using the new J1 system. It has been rough.

- In theory, but not necessarily in practice.

- Many people at Northern have multiple supervisors so this question is an average of the support I receive from my 2 supervisors.

- My VP is amazing to work for. I know he supports me and allows me to grow as a leader. He also isn't in other divisions business like a few other VP's are

- My faculty chair did not help at all with the transition to the new advising system. This transition has been remarkably bad and what I have learned about the system I learned through guess and check or through fellow colleagues.

- My supervisor is new and has not done a good job at all. I don't think he has done much of anything to be honest. No one in my department is happy with his performance as far as I know.

- My supervisor is so self absorbed and devoted to projects outside of his job at NOC that its difficult to find him most days. Hes either booked himself to be not available or is off campus.

- My supervisor is very nice.

- My support is good & very reliable

- New system changes has everyone in my dept very confused, with seeming little to no support from the company hired to help with change over. Not bosses fault

■ my supervisor is always supportive in any way they can be

1.11) My skills and abilities are well matched to my job.

Not Satisfied at All — Very Satisfied

n=112
av.=4.65
md=5
dev.=0.56
ab.=3

(Bar chart: 1: 0%, 2: 0%, 3: 4%, 4: 26%, 5: 70%)

1.12) Additional comments on my skills and abilities

■ XXX helped me figure out Excel. I would love more computer instructions

■ Believe I do a great job for NOC at what I do.

■ I can do my job very well. If I were provided better tools in which to do my job.

■ I have the skills and abilities to do my job well. However, I do not believe I have the support for my vision for the position.

■ I would be better situated with students in person not via telephone. I have no grant type work experience or knowledge

■ skills and abilities are often wasted as all that is relevant in the current climate is what appears on paper under accreditaiton standards

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1.13) Administrators respond in a timely manner to emails and phone calls.
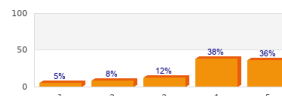
Not Satisfied at All — Very Satisfied

n=113
av.=3.92
md=4
dev.=1.14
ab.=2

(Bar chart: 1: 5%, 2: 8%, 3: 12%, 4: 38%, 5: 36%)

1.14) Additional comments to administrators' response time

■ Admin often gets back to me but often doesnt answer the question at hand. Especially with the new J1 system.

■ Depends which administer it is. We all know I'm implying here.

■ XXX is professional, kind, and quick to respond

■ XXX is so fast!

■ XXX and XXX have always been quick to respond to my concerns. My supervisor is a s well.

■ I am amazed at how quick I get a response many times - especially with all the meetings they are in.

■ Impressively so!

■ Many emails and phone calls do not get returned. Questions get ignored.

■ Most respond fairly quickly given their responsibilities.

■ N/A

■ XXX does a greatjob responding with how busy she is

■ Rarely do I wait for more than one day before I receive responses to email .

■ Some division chairs do not return emails to colleagues and/or students in a timely manner.

■ This has always been one of the great things about working at NOC. Administrators are very accessible and respond very very quickly.

■ This has always been uneven and depended on the area, but so many employees have no idea of the workload that others have and sometimes assume it's willful ignoring of others' needs rather than an overwhelming schedule. This is true of administrators not responding, colleagues not responding to each other, faculty not responding to students in a timely manner, etc. We need to do better in every area. Many people want to do better, but I think we also need to recognize the workloads that interfere.

■ This year has been a challenge with the new system. Not everything has gone as smoothly as planned.

■ Two do, VP Academic Affairs and VP for Enrollment Management.

■ there are a select few administrators who respond in a timely manner

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1.15) My co-workers respond in a timely manner to emails and phone calls.

Not Satisfied at All | Very Satisfied
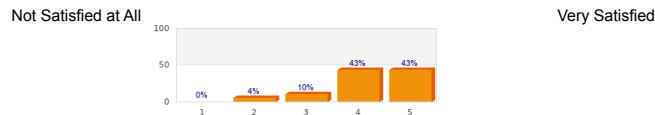
n=115
av.=4.25
md=4
dev.=0.8
ab.=1

0% | 4% | 10% | 43% | 43%
1 | 2 | 3 | 4 | 5

1.16) Additional comments to co-workers' response time

- Despise not being able to pick up a phone and call someone yet walk to their office and they are in office. This happens a lot throughout campus. Bad customer service.

- I love my co workers, They are the reason I am here and am able to do my job. We have an exceptional team.

- It takes awhile to get a response out of Scholarship office. We frequently have students complain that Registrar/Tonkawa is not helpful and tells them to do it online.

- Most of the time I get very quick responses. Sometimes it might be a day or more or I may have to send again (emails tend to pile up we all know).

- N/A

- One of the best parts of my job is the support I have from my co-workers.

- Several departments need vast improvement. I sometimes send 3-4 emails without a reply and I shouldn't have to feel like I nag a NOC colleague, but their failure to reply keeps me from handling a request or responsibility from a student or partner.

- Too many co-workers complain about e-mails. E-mails should be a top means for communication and discussion, especially during a pandemic.

- We have a great group of co-instructors

- again, a select few respond in a timely manner

1.17) The scheduling of employee events and activities overall works.

Not Satisfied at All | Very Satisfied
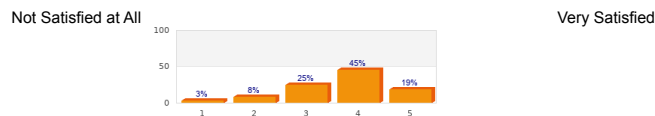
n=108
av.=3.69
md=4
dev.=0.96
ab.=7

3% | 8% | 25% | 45% | 19%
1 | 2 | 3 | 4 | 5

1.18) Additional comments to employee events and activities

- A lot of time the events are in when I am in class or between classes, which makes it hard to attend the full time.

- Even before Covid, there were not very many events and activities scheduled specifically for employees.

- Hard to schedule with our clinical hours

- I appreciate that some of the priority ones are recorded for those who can not attend due to workload or time constraints.

- It has gotten better. Staff meetings at 8 am, especially when we had to go to an ITV room, made it necessary to start working before 8 am and not be compensated for it.

- It is difficult for me to make many of these, because of having another job.

- N/A

- No time in my schedule to attend any.

- Ready to get back to regular events and activities.

- Scheduling meetings for TR 11:45 does not work for me when I teach before and after that time.

- Tends to overlap my classes and other events

- The system of filling out activity requests for every single NOC event is not effective. It is not timely.

- There are times as an instructor that activities conflict with class time.

- This has been hard to manage with all of the outside challenges.

- This year is an aberration. Most years, we do the best we can with large group calendar meetings. Thankfully in most years we have a lot going on so conflicts are inevitable.

- This year was difficult as a result of the pandemic.

- We didn't have any COVID-19 literally didn't allow us to have anything sad year

- We play follow the leader and that leader is OSU.

- We should do more Q and A sessions in meetings and maybe by division?

- the updates to the Blackboard system or the enrollment systems needs to be done OUTSIDE of our semesters.

- we are using the common meeting time T/R 1145 better. 45 min is challenging for faculty meetings

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1.19) The NOC RAVE Emergency Alert system functions for me in a satisfactory manner.
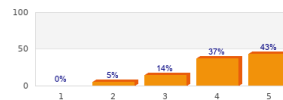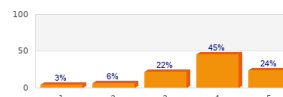
Not Satisfied at All   Very Satisfied

n=113
av.=4.19
md=4
dev.=0.87
ab.=1

1	2	3	4	5
0%	5%	14%	37%	43%

1.20) Additional comments on RAVE

- Alerts such as bomb threats vs a potential shooter near to be VERY clear.

- During a Bomb Scare electronic devices or cell phones are not supposed to be used, yet our main means to communicate was via electronic device, the cell phone.

- Might need to be improved upon. This semester when we had the potential to actually use it and not test it, I would say it was a fail. First message was incomplete, second message didn't give enough details.

- N/A

- NOC's last RAVE alert was incomplete

- Normally it functions very well, except for a recent incident in which we were provided partial information before getting the complete advisement for the situation.

- There have been fewer testing emails/texts/phone calls - I hope that we maintain the current level and not the every-couple-of-days-I-get-flooded-with-test-messages and calls

- Usually, the RAVE alert works wonderfully, but perhaps some tweaking needs to be done in situations other than weather alerts.

- We get RAVE test alerts so often that when there was a real alert recently many of us ignored it, thinking it was another test. Not sure what the test alerts accomplish. I would eliminate test alerts so that people pay attention to the real alert. I would also add intercom to the Stillwater campus so the VP could alert us as well.

- We had a dramatic test of the RAVE system during a recent bomb threat, and the RAVE system is lacking. There were two messages sent and the first was incomplete and did not tell us what to do (whether shelter in place or leave immediately). That is vital information that CANNOT be merely left out! I also think that there needs to be some guidance (not necessarily on RAVE, but associated) for how to leave campus depending on where you are parked - there was a lot of traffic congestion that took precious minutes to get through.

- When the bomb threat first went out it was not clear it was a bomb threat. Was it an active shooter? Were we to first evacuate or shelter in place?

- Works fine, wish we also had an audible system on campus.

1.21) The Blackboard academic learning system functions for me in a satisfactory manner.

Not Satisfied at All   Very Satisfied

n=88
av.=3.81
md=4
dev.=0.98
ab.=28

1	2	3	4	5
3%	6%	22%	45%	24%

1.22) Additional comments on Blackboard

- Bad timing to have Blackboard down for 2 full days two weeks before school is out!

- Blackboard is fine, but it's not my favorite.

- Blackboard should not schedule maintenance on known testing days, such as Thursday and Friday in April.

- XXX is always extremely helpful when needed.

- Except when they shut it down for updates the week before final exams.

- I really have no need for it in my job.

- I wish that we had invested in a version of BB that had the wider selection tools for online instruction.

- I would have some suggestions for Blackboard- such as allow materials to copy into other sections easier.

- N/A

- Please stop shutting down blackboard during the week. Please shut it down at night when people aren't using it.

- Students complain a lot, faculty complain a lot about it

- The grade book sucks.

- The gradebook is jumpy and difficult to navigate.

- The issue with the rework for the spring created difficulties for instructors, and students.

- There is so much more we could do on blackboard beyond basics

- There were numerous issues with Blackboard's integration with J1 this semester.

  Blackboard not being available for the last two days of regular in-class instruction (the Thursday and Friday of the week before Pre-Finals week) is causing quite a few problems. We literally had last Tuesday off. Why could this update not have occurred that Monday and Tuesday?

  There has got to be a way to make Blackboard enter an actual grade of zero when a student does not submit an assignment on time. It is very inconvenient for us, as instructors, to enter those zeros. The issue is not the actually typing in of zeroes, but having to delete them (to remove the zero as the override grade) again when a student makes up an assignment. Why is there no setting to automatically enter a zero until the assignment is made up?

  Another issue is the inability to merge Blackboard sections anymore. This has created lots of redundant work maintaining multiple sections of the same course. I absolutely dread the thought of the possibility that we may have to deal with numerous Blackboard sections for each lecture section in the future.

  XXX has done a wonderful job, given the absolute debacle of making Blackboard work with J1.

- We get "BlackBoard is down" emails at least 2 or 3 times a month, which is exactly why I don't use BlackBoard for anything. Anything that breaks down that often should be replaced with a more reliable model.

- We need to develop a back up system for blackboard is down which has been several times this semester. I have had it kick students out of the course, delete course materials/assignments and it experiences several other glitches, which disrupts class and makes for a challenging teaching environment.

- We will make whatever is available work for our needs. I would like to see more "making blackboard work for you" professional development

- blackboard was horrible this semester. My students had difficulty geting on it for the class, I had problems multiple times, It still is not posting grades correctly for some students. Always before it has been decent, this year not.

1.23) The J1 ERP system functions for me in a satisfactory manner.
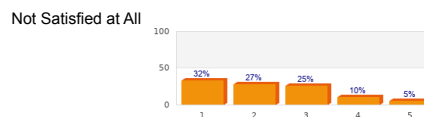
Not Satisfied at All   Very Satisfied

n=99
av.=2.28
md=2
dev.=1.17
ab.=16

32% 27% 25% 10% 5%
1   2   3   4   5

1.24) Comment on J1

- A $3.7 million bust.

- As my colleagues can attest to, I have been as positive and open-minded as possible regarding J1. However, I am not longer positive.

  J1 has obviously caused many many many problems.

  Advising in J1 is incredibly inconvenient for both the advisor and the advisee. J1 is not intuitive. J1 is incredibly buggy.

  Most importantly, I truly believe the issues with J1 have, can, and will erode enrollment numbers across the board at NOC. We, as advisors, should be able to pull up an advisee's schedule and be able to make changes from our advisor account. It is incredibly bad

business for advisees to be able to walk out of the building without having a schedule in hand.

I, and numerous other advisors, feel significantly underprepared for the task of advising with the J1 system. Advising, mainly helping students enroll in courses, used to be a somewhat pleasant experience. Now, it is incredibly frustrating for both the advisor and the advisee.

Long story short, the J1 system is going to lower NOC's enrollment numbers.

- Can't assist students with academic plan or advising when we have no access when they walk in for face to face assistance and we are not listed as advisor.

- Cannot print a class roster, has too many roster variations, system does not allow to go back to previous page it returns you to the original screen, IS NOT intuitive,

- Funny this is even on here

- Hahaha good one, maybe in the next 5 years we can look back and laugh

- I cannot send emails to my students, there is no early alert system, it does not list an advisor for students, students and faculty do not know how to use it.

- I do not know how to use it and the screen does not show the terms where you can see them in the academic plan. You cannot tell which terms are activated since it has the year and an ellipse (...) and no way to hover and see the info. I do not like J1 at all.

- I don't feel we have had enough training for J1. I also don't feel it was implemented well. There were lots of unknowns and problems.

- I have access to all the J1 systems but I am unfamiliar with what you mean by ERP.

- I have high hopes that we are just experiencing "growing pains" because it is a new system. But this past year this system has been extremely challenging.

- I need more practice with it

- I need more training. Kinks and conflicts are getting worked out. I don't know how to work with the Academic Plans.

- I think this is a good system - once we get all the kinks worked out, I think we will find it very helpful and useful. It would be nice to be able to see all aspects of a class in one place rather than on three different screens.

- I want the ability to see what a student sees through myNOC.

- I'm sure it will be fine once we get the bugs worked out but it is very difficult when students don't have an academic plan as well as when students have taken classes at other places and it doesn't recognized that the course requirement has been met.

- It has hindered my job completely. Can't be in the system with another person in my department because it will mess us up. It glitches all the time. Slow and freezes up most of the time. No help from the help desk. We had to build the system and now if something messes up Jenzabar doesn't help at all they just mess up more then they fix.

- It is getting better but there are still several bugs that need to be worked out.

- It seems like J1 will be a useful tool and make things better, but I do not think the training that was received was very beneficial. Also, there are still too many issues with it. It would also be helpful to be able to see what the students see, so we can help them.

- It was supposed to be an upgrade to what we had. It appears to be the opposite!

- It will once I learn to use the system better. I showed up for training twice and was told to go back to my office that the training did not pertain to me.

- Its clunky and vague and difficult to maneuver

- J1 has been the worst part of my job this year, and that's saying something seeing as how we taught face to face in a pandemic.

- J1 is a 3 million dollar lemon.

- Look at our enrollment numbers. You tell me.

- Maybe in time...but I seriously feel this program will cost us enrollment. It's not intuitive. It's a headache to set-up. And students are not fond of it. My advising time has more than doubled and problems/issues with enrollment have increase 2-3x. Maybe it'll get better. But I feel our student population really needs the attention like we were giving them prior to J1. Please.

- N/A

- NO! NO! Training was not provided for some front-line workers. There are a lot of reasons why there are not academic plans for students. There is incorrect information on transcripts. The Human Resource section is not helpful. There are only totals on the accrued leave and it basically means I have to keep up with the leave. Students have trouble getting enrolled.

- No user-friendly at all, I've fixed things only to have them go missing, unable to see transcripts, can't enroll students, huge frustration.

- No, it's not just because it's new. There are multiple, numerous "Well this is just a stupid way to do it" issues with it.

- Not enough training on how to use J1.

- Still learning

- TOO EARLY TO HAVE AN OPINION

- The enrollment system is unwieldy for both advisers and students. I have yet to see an advantage over the older system from an advising standpoint.

- The implementation has not gone as planned. There are still issues, i.e. overrides of needed courses, the management of degree plans, implementation for studetns.

- There have been so many bugs to work through that I'm hoping this year is not a good test of how well J1 will work.

- There have been so many frustrations with the new systems, especially as it pertains to academic worksheets, academic plans, and transcripts. In addition, I wish there was a way for faculty to locate courses, their availability, and the prerequisites.

- This system needs to be scrapped in favor of a better technology known as a pencil and paper. It reminds me of something from the 1990s.

- What a joke. I understand the need to upgrade but the J1 system is barely useable. I get more error messages that I need XXX to resolve than I actually get work done. Repeatable classes are not listed so every one of my advisees had to fill out a paper trial study anyway, so why have an online system? XXX did more registration that either I or my advisees did. I dont like the plan only system. What if a kid falls behind or changes majors or or or, it becomes such a headache to shift plans or make changes. Overall, not a good change.

- Would like the ability to have email notifications when changes are made to the schedule

- You went with the low bid, and now your choice is biting you in the butt. You should have sprung for the other system that literally everybody on the committee voted for.

- although necessary, the system rollout may have negative effects on enrollment/retention efforts.

- lack of training and system is not the "great improvement" we were led to believe it was going to be

- overall not satisfied with new system

- this is the worst system I have ever used in my decades of educaiton experience. the system is disastrous as was the non-existenet training

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1.25) The School Dude facility maintenance work order system functions for me in a satisfactory manner.

Not Satisfied at All
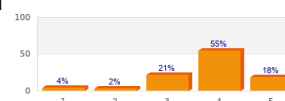
Very Satisfied
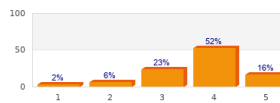
n=84
av.=3.81
md=4
dev.=0.88
ab.=31

1.26) Additional comments on School Dude

- As long as it is something that requires planning,

- E-mail should be sufficient enough.

- I can honestly say I have no idea what this is.

- I'm never sure if we should contact and confirm with IT, Maintenance, and security for scheduled events separately after completing School Dude

- It's functional but there has to be a better way.

- Literally can't ask anyone to fix something without finding computer to turn it in...then it still doesn't get fixed.

- School Dude could be updated. I don't like you can't make changes to it once it is submitted.

- We see employees entering the same complaints every year on this system without any change. We waste time entering information when most areas still need to be called to verify availability.

- never used it (2 Counts)

1.27) The Track-It system for reporting technology issues functions for me in a satisfactory manner.

Not Satisfied at All | Very Satisfied

n=82
av.=3.73
md=4
dev.=0.89
ab.=32

2% | 6% | 23% | 52% | 16%
1 | 2 | 3 | 4 | 5

1.28) Additional comments on Track-it

- Again a long process instead of just picking up phone....reason computer doesn't work so asked to go to library and turn in a track it.

- As long as it is something that requires planning.

- E-mail should be sufficient enough.

- Have not been able to use it since January.

- I have no idea what this is?

- IT is great!

- It has worked well the few times I have used it. IT is always very efficient in handling technology issues for me.

- N/A

- never used it

1.29) NOC provides a safe work environment.

Not Satisfied at All | Very Satisfied
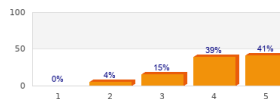
n=114
av.=4.18
md=4
dev.=0.84
ab.=1

0% | 4% | 15% | 39% | 41%
1 | 2 | 3 | 4 | 5

1.30) Additional comments to work safety

- Again, the RAVE alert system needs tweaking in light of the emergency situation this spring.

- Fire extinguishers missing all year and mold through is horrible.

- How is it safe? All doors of every building are not controlled

- I believe we need to be more aware of night class security both for our students and our faculty.

- I have some equipment that I have asked to be replaced because I feel it is unsafe. It has yet to be addressed

- I was slightly concerned about the ladder to get into the crows nest at the basketball games, especially with students getting up there. Hopefully seating will be back to normal so this won't be an issue.

- I would feelsafer knowing trained security is available on campus at all times.

- It would be nice to have shades for our office door windows, but I can hang posters.

- N/A

- Need more training on responding to emergency alerts. I encountered a faculty member who wanted to continue teaching through Zoom despite the last bomb threat emergency alert.

- No armed daytime security.

- Safe as in free from physical violence, yes. But I don't always feel like it is a safe environment to share concerns or voice opinions.

- The cleanliness of this institution restrooms, etc. could improve greatly. I heard a student mention the same spider had been dead in the floor of the restroom for over 3 weeks. Yet, Maintenance is supposed to be going above and beyond cleaning during this pandemic? The bathrooms are filthy. We're lucky if we have toilet paper and paper towels in supply without doing a work order.

- There are some things that should be done such as doors that only lock from outside the classroom need to be changed. Glass in doors to classrooms should be exchanged for solid wood doors. Phones that are on desks should be utilized for safety reasons. One good example was the bomb threat this semester. Only the alert system was used and unfortunately, I don't look at my phone during classtime (I'm teaching!) and it is on silent. As a result we were late evacuating the building.

- Why is Nursing not used more as a resource?

- Would like more outside cameras in parking areas

- my experience is administration is not particulalrly concerned with or attuned to the safety of faculty. they do seem to do better with staff.

- see previous comment on 1.20 regarding information left out of RAVE alert and traffic congestion during recent bomb threat.

1.31) NOC provides an overall quality work environment.
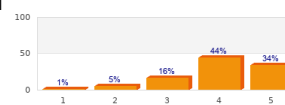
Not Satisfied at All | Very Satisfied

n=116
av.=4.04
md=4
dev.=0.89

(Bar chart: 1: 1%, 2: 5%, 3: 16%, 4: 44%, 5: 34%)

1.32) Additional comments to quality work environment

- A quality environment is one in which an employee is respected. Level of pay reflects your respect of the employee. You pay us less than a public school kindergarten teacher. That's not respectful. That's why morale is so low. All our public school teacher friends make more than us, and gloat about it.

- Benefits are great and what keeps me here.

- COVID19 has really put a lot emotionally, physically on employee's. A lot of rules are not science driven but political driven. Literally one of the only 2 year schools in state that follows so strict. Yet we all see each other in town, eating, grocery store and lunch not following rules. I hate it for myself mentally and our students we deprived college experience from this year.

- I am so thankful to be working for such a great institution!

- I truly enjoy my career at Northern but it seems that this year the communication with administration has been very lacking and this makes it difficult to do my job effectively.

- It's hard to tell what sucks because of the pandemic and what sucks because of inadequate state funding and what sucks in general.

- Moral is really low. It has been none stop with J1 and everybody is feeling it. We weren't ready for this new system and it shows. It's all on the workers to figure it out. If you voice your concerns they are shrugged off.

- Morale is low, and it's not just because of the pandemic. That's just the excuse used from Admin. It's real. Change is needed.

- Sometimes I feel like there is a generalized negative feeling amongst the faculty and staff. No one seems happy to be here.

- There are some people who do not abide by the rules. They do not give finals or schedule finals not during the times posted. This is unacceptable. I enjoy my colleagues but that is unacceptable.

- This rating would be higher if not for the J1 system.

- quality can be defined in multiple ways. to get quality there needs to be new blood. In with the new and out with the old

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1.33) The NOC Pandemic Plan has provided necessary information.
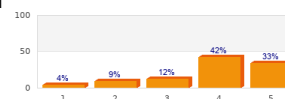
Not Satisfied at All | Very Satisfied

n=114
av.=3.93
md=4
dev.=1.06
ab.=2

(Bar chart: 1: 4%, 2: 9%, 3: 12%, 4: 42%, 5: 33%)

1.34) Additional Comments to NOC Pandemic Plan

- Although faculty is provided with information on a student being isolated, there is no follow-up informing faculty of when the student should return.

- Appreciate the work and updates.

- I can tell there was a lot of effort put into this document

- I felt the NOC Pandemic Plan provided was a good plan, but I personally had a hard time keeping up with the updates.

- I think that when someone tests positive, there needs to be some type of notification to warn others who may have been in contact.

- I thought this was very well done.

- I want to compliment everyone that was involved with handling the pandemic. I thought they did an excellent job.

- I was happy to see the mask mandate dropped for outdoors. It's good to know that we are at least aiming to get back to normal. Hopefully there are more steps that can be relaxed if we can't go straight into a full reopening. Water fountains would be a plus.

- It's an overreaction to a nominal threat

- More timely information would have been nice as well as more frequent communication.

- N/A

- NOC's response to the pandemic has been consistent and efficient.

- Overally cautious, I think.

- The document itself was fine but the application of that document has been hypocritical and unbalanced at best.

- The plan was continually changing and the administration did not do a sufficient job of explaining the changes. The only notice that was sent was an email. There needed to be more discussion and perhaps a meeting about the changes so everyone is fully aware of the plan.

- The school listened to the experts. Employee feedback is important and it was incorporated in many ways as well, but state and national guides should be respected no matter how many areas of expertise individuals have or believe they have.

- Why are we still wearing masks?

- Why wasn't faculty involved with the process from the start? Not one science or faculty member was involved in the developmental process. It was really a political process, thus the reason those faculty weren't involved. It was just a mechanism to tick-off a box to say we are doing something.

- Yes, but we should be able to stop wearing masks

- You send out 5 page email with one thing changed on it at 4:50pm. Just send us what you felt like changing this week and it would probably get read more.

- information yes, but we always copy outside institutional policies that do not server our organization well. we are capable of independent thinking and decision making.

How important are the following elements to our sense of job satisfaction?

1.35) Competitive salary

Not Important — Very Important

1	2	3	4	5
0%	0%	9%	30%	60%

n=116
av.=4.51
md=5
dev.=0.67

1.36) Strong benefits package

Not Important — Very Important

1	2	3	4	5
2%	2%	5%	25%	66%

n=116
av.=4.53
md=5
dev.=0.82

1.37) Flexible work schedule

Not Important — Very Important

1	2	3	4	5
3%	3%	12%	30%	52%

n=115
av.=4.27
md=5
dev.=0.96

1.38) Time off (vacation, personal time, holiday, medical leave, etc.)

Not Important — Very Important

1	2	3	4	5
3%	2%	11%	35%	50%

n=115
av.=4.27
md=4
dev.=0.92

1.39) Verbal or written recognition from colleagues

Not Important — Very Important

1	2	3	4	5
11%	16%	41%	24%	7%

n=116
av.=2.99
md=3
dev.=1.07

1.40) Verbal or written recognition from supervisors

Not Important — Very Important

1	2	3	4	5
11%	10%	34%	31%	14%

n=116
av.=3.26
md=3
dev.=1.17

1.41) Public recognition (e.g. awards, prizes)
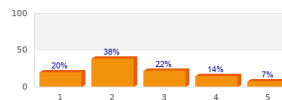
Not Important | Very Important

n=116
av.=2.5
md=2
dev.=1.16

20% | 38% | 22% | 14% | 7%
1 | 2 | 3 | 4 | 5

1.42) Teamwork and a sense of contributing to team goals
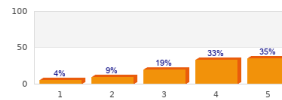
Not Important | Very Important

n=115
av.=3.85
md=4
dev.=1.13

4% | 9% | 19% | 33% | 35%
1 | 2 | 3 | 4 | 5

1.43) Regular performance reviews to guide expectations
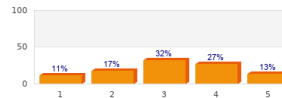
Not Important | Very Important

n=116
av.=3.13
md=3
dev.=1.18

11% | 17% | 32% | 27% | 13%
1 | 2 | 3 | 4 | 5

1.44) Two-way communication between employees and supervisors
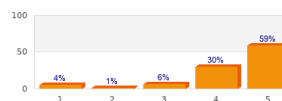
Not Important | Very Important

n=115
av.=4.38
md=5
dev.=0.97

4% | 1% | 6% | 30% | 59%
1 | 2 | 3 | 4 | 5

1.45) Opportunity for departmental team-building exercises.
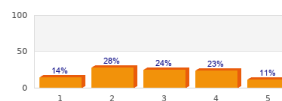
Not Important | Very Important

n=116
av.=2.91
md=3
dev.=1.23

14% | 28% | 24% | 23% | 11%
1 | 2 | 3 | 4 | 5

1.46) Regular departmental meetings for updates
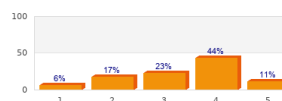
Not Important | Very Important

n=101
av.=3.37
md=4
dev.=1.07

6% | 17% | 23% | 44% | 11%
1 | 2 | 3 | 4 | 5

1.47) Additional comments to important elements for my job satisfaction

■ 1. Hold people accountable 2. Step raises for all employees

■ Again, this is a great place to teach and work!

The only drawback has been J1. If I could volunteer to teach three extra hours per semester, including summers, and NOT have to advise (because of J1) I would gladly do it. I honestly dislike the J1 system and feel that it has lowered employee satisfaction (at least among faculty) across the board.

■ Allowing input from employees not in the Executive Council before decisions are made that will affect how they do their job.

■ Department meetings that are set on a weekly or biweekly timeframe are just a pony show. I would hope if my supervisor has something important to say to me and my office that he would just come tell us and not need a formal meeting to do that. Again my supervisor is great at letting us know what we need to know without wasting time on a scheduled weekly pony show that most weeks is just asking what everyone else is doing.

■ Environment that allows people to express their thoughts/suggestions without being criticized. A place where less negative comments are shared - Instead of complaining or being negative - develop ideas that can remedy the situation.

■ Having more input on my schedule is becoming a bigger issue as the flexibility decreases and the time commitments increase. More is being asked of us without allowing us to have the time to actually do the jobs/work of teaching.

■ I am satisfied with my job here.

■ I feel like communication could be better between staff and faculty and within departments and with other departments on procedures and policies.

■ I need a raise. I've been working diligently through the pandemic and worked when others were at home. Please reward my efforts.

■ It is important to have adequate time to meet expectations of my role.

■ It's hard to be "satisfied" when one's job is constantly under threat of job loss due to the mistakes of others. Like the enrollment system. When no one in administration ever makes mistakes, or admits to them, it's always "they" and "them" that caused the issue, just like

students do.

- My boss has never given me an evaluation

- N/A

- Our workload has increased, our flexibility has decreased, we are now expected to work during the summer months without compensation for the extra 4 or more weeks expected due to accreditation goals.

- Salary must be raised. Base pay has to be addressed. Morale is low because pay is low. If overloads can't be guaranteed, then all we have is base pay, which is lower than public schools. Middle school teachers make more than me in base pay, plus they get annual scheduled step raises. The fact that my base pay will be the same today as in 20 years is ridiculous, and nobody seems to care that gas and milk go up every year but our base pay stays the same. Teaching face to face in a pandemic and not being rewarded financially for that loyalty is aggravating. Middle school teachers at most districts in this state sat at home teaching one or two hours a day on zoom until March whereas I showed up to work every day, caught covid, dealt with real students and their real problems, and yet those public school teachers still got paid more than me and will automatically get a yearly salary increase at the end of the year because of the good work they did. Where's the loyalty bonus? Where's the "thanks for putting your life on the line to go to work" bonus? Where is the basic dignity of an annual salary increase? It must be addressed. Faculty pay needs to be number 1 on the list of concerns for this college or we won't be able to recruit or RETAIN good professors. Health insurance and time off will only make this a good job for so long. Short term, sure, great health insurance and the required working time make this job fantastic. Can I realistically go 10, 20 or 30 years without a base pay increase? It's been since 2008 that faculty have had an increase (not provided by the state legislature) in pay, so to think it could be another 10 years before pay is addressed isn't unreasonable. And excuse me if I don't feel confident in our state legislature to give us pay raises when they are so busy making sure EPIC stays in business. We cannot rely on them. Leadership must do something in terms of pay. I want to see a plan.

- Solutions. Admin always presents problems, faculty present solutions, but always and excuse. Other institutions don't do this, or we have to take baby steps, it cost too much, where are we going to find the money, that's too much work, etc. When Admin is provided with solutions and the rationale behind them, it often points to Exec Council decisions or lack thereof, which is taken personally by the Admin as an attack. Good leadership takes ideas, and facilitates the process of reaching goals. Poor leadership takes ideas and does nothing with them.

- Support for administrative duties, i.e. clerical, etc.

- This is the first year I've given serious thought to leaving - and that makes me a bit sad. I love working with Northern students and am very proud to represent NOC, but decreasing enrollment is killing us. Moral is low too, now is the time to appreciate employees.

- We do not need to meet to receive updates or communicate.

- We need more communication and interaction between faculty and administration. I believe there is a lack of trust between the groups.

- When hired I made $5000 than my position at Stillwater Public Schools. Morale at NOC was sky-high, and people fought to get jobs here. Now I make $5000 less than SPS teachers, and we have to beg people to apply for a teaching job here. It would take a $10,000 raise just to get back to where my pay level was 10 years ago. Instead of fretting right now about how to find money for a $10,000 raise every ten years, why don't you use some simple personal finance budgeting and give us $1000 raise each year? That way you keep up with the pace of inflation is a less painful manner. If only we had a good accountant who could figure stuff like this out...

- n/a

- -

1.48) What suggestions do you have for building a greater sense of institutional community.

- A greater appreciation for the diversity in students, needs, and goals at each campus. Buy in on an institutional level is something XXX has advocated for. The leadership moving forward will need to ensure that all campuses feel heard and understood. That action plans are drawn up in a way that each campus can not only embrace them, but personalize them - tailoring them to there respective communities served.

- Can never had enough communication and transparency.

- Community service together as a group

- Faculty does its own thing. The departments are splintered. They should work together to better the university.

- Fellowship together! It's easy, we have faculty meetings and we have staff meetings. We have faculty professional development then staff professional development. What happened to food served and everyone hanging out. Doesn't have to be a fancy show, just two or four picnics a year. I feel like we separate on purpose. NOC has faculty, staff and administration and don't confuse the three. I truly believe just having opportunities for everyone to gather would be amazing. NOC family night at the dodgers or Thunder game. Get discounted tickets and have to have order in by a set date. Everyone can go on their own and some families would actually meet up before AND SOCIALIZE! Allow wine and beer to be served at Renfo Center. Limit one drink per person and have an 2pm-3pm social hour

- Fill the void...we have to "DO" because it makes sense, it's the best for the students and faculty. No more excuses. It's time for the Exec Council to get off the pot and be pro-active when it comes to procuring funding, support establishment of new programs, and get off the mind set of being No Other Choice!

  We can't sit around and say we do this because other institution do this, than turn around and say we can't do what other institutions do

because it doesn't fit a narrative. Either we benchmark, or we don't.

- I thought NOC did a great job of this pre-Covid. Once we are past Covid, going back to what we did before will be great. I thought it was the right amount of interaction among the campuses and within divisions.

- I would like to see more low-end of the org chart staff positions incorporated into more Retention/Recruitment related meetings. I believe these staff members, particularly in Registration and Financial Aid are uniquely situated to understand student trends.

- If we are to continue to do advising, this process has to get better. The J1 system has only added extra time and stress. I hope this improves but as it stands now it has become the low point on my priority list because of all the other things on my plate that are higher priorities.

- Improved communication, i.e. email responses, voicemails, etc.

- Money first. Institutional community will follow. The only sense of community we have right now is a communal sense of hatred of administration's bumbling with finance. Maybe you all should have taken more math and business classes instead of English and humanities.

- More activities that include people from admin, faculty and staff. I don't have many specific suggestions, but believe it is something we could and should improve upon!

- More communication, guidance, and training between full-time and part-time faculty

- Not making employees feel guilty for visiting occasionally with other employees.

- Pandemic has made this difficult but I miss getting together as colleagues.

- People get rewarded somehow for a job well done or going above and beyond and to see people held accountable for their bad behavior.

- Provide employees with tours of each campus and the opportunity to meet co-workers from other campuses in person. Possibly provide a luncheon or event for the employees to socialize after the tours of each campus.

- Return to in person faculty wide semester meetings ASAP.

- Someone take some responsibility and admit mistakes. it would go a long way in easing the increasing tension between faculty and administration.

- The administration building has become a sad place and many bury themselves in their offices. No smiles. No camaraderie. Not an enjoyable place to be.

- Time together outside of committee meetings

- VPs should be required to be on all campuses on regular basis like the first Tuesday of the month, etc. so they are accessible to all. Not possible during the past year but they are only seen when there is a special event on campus.

- We need to improve on the disconnect between departments. Communication is not very good at all with the entire NOC family

- We should bring people together so everyone learns to think of each other as people and not just us and them.

- Would like to see more cohesion of administration and faculty, i.e. working together - this past year seems to have been at odds with each other, i.e. working in silos.

- better communication

- mandatory to go to some events & to do group lunches with people outside your dept

- more social activities outside of work

- n/a

- none

- please consider faculty input/participation on Executive Council

- stop trying to make this our family and let it be our job - this in-bred, depotism driven atmosphere is the root of many issues throughou tthis institution

2. Campus Culture and Policies

2.1) Advisors meet the holistic (academic and non-academic) needs of advisees.

Not Satisified at All   Very Satisfied

n=81
av.=3.31
md=3
dev.=1.08
ab.=35

7% | 14% | 31% | 37% | 11%
1 | 2 | 3 | 4 | 5

2.2) All employees are aware of student needs and direct students to appropriate resources.

Not Satisified at All   Very Satisfied

n=105
av.=3.24
md=3
dev.=1.01
ab.=11

5% | 19% | 32% | 35% | 9%
1 | 2 | 3 | 4 | 5

2.3) The level of communication between advisors and students, outside of enrollment, is sufficient.

Not Satisified at All   Very Satisfied

n=83
av.=3.27
md=3
dev.=1.06
ab.=31

6% | 17% | 33% | 34% | 11%
1 | 2 | 3 | 4 | 5

2.4) The overall communication between the campuses is sufficient to meet needs.

Not Satisified at All   Very Satisfied

n=106
av.=3.33
md=3
dev.=1.02
ab.=10

5% | 14% | 37% | 32% | 12%
1 | 2 | 3 | 4 | 5

2.5) NOC provides an overall quality learning environment.

Not Satisified at All   Very Satisfied

n=109
av.=4.06
md=4
dev.=0.69
ab.=6

0% | 1% | 18% | 55% | 26%
1 | 2 | 3 | 4 | 5

2.6) NOC provides overall quality customer service to students.

Not Satisified at All   Very Satisfied

n=106
av.=3.4
md=4
dev.=1.12
ab.=9

8% | 10% | 28% | 39% | 14%
1 | 2 | 3 | 4 | 5

2.7) NOC provides overall quality service to employees.

Not Satisified at All   Very Satisfied

n=114
av.=3.62
md=4
dev.=1
ab.=2

2% | 13% | 25% | 40% | 19%
1 | 2 | 3 | 4 | 5

2.8) NOC provides overall quality customer service to external stakeholders (alumni, retirees, community members, businesses, etc.).

Not Satisified at All   Very Satisfied

n=72
av.=3.68
md=4
dev.=0.96
ab.=41

1% | 12% | 21% | 47% | 18%
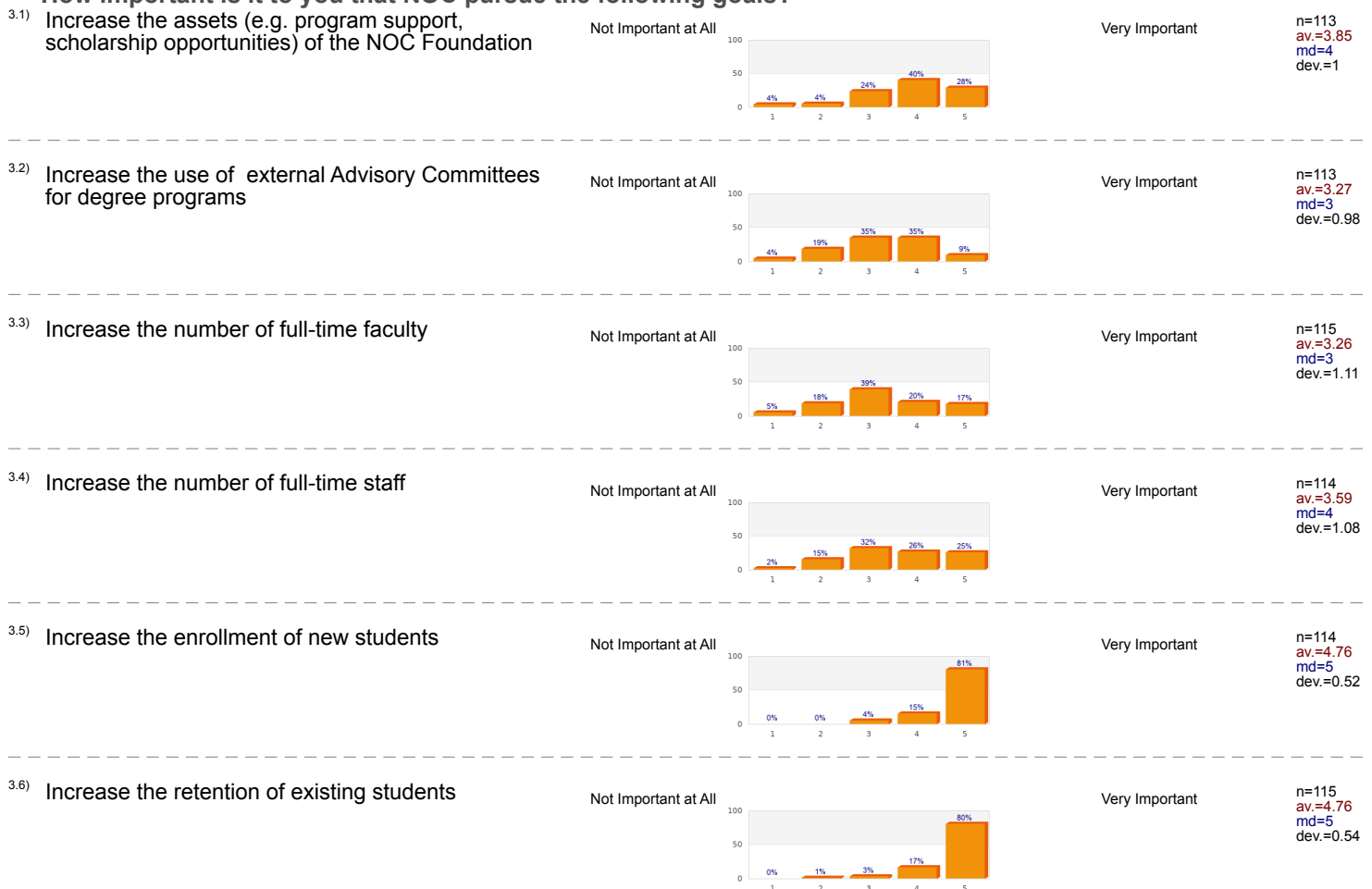1 | 2 | 3 | 4 | 5

2.9) Additional Comments

- As for the overall communication, to know what an exact program does or who is in charge or how to get ahold of who is in charge could be better.

- COVID19 has made it hard but our customer service is at an all time low. Employees either don't care or don't know how to treat our customers. This is a sales job, we need to be sales oriented in that every sale counts. A little sale sometimes gets you a huge sale later down the road. Having offices closed, people not getting up from desk to help students is UNACCEPTABLE. I feel like some days I don't get anything done that I wanted to get done because I'm helping and having conversations with our customers. WHICH IS EVERYONES JOB! We really need to reevaluate who we hire and who we put on the front lines. Customer first and helping them figure out or explaining to them THIS alone will help increase retention and enrollment..these are two of the people I'm also talking about

- Faculty who are not interested in advising should be given an option to teach an additional course in place of advising. Faculty who wish to advisee could receive course load for that. It would be helpful to know of major changes within programs, such as nursing for those who advise pre-nursing students. The nursing faculty should have a co-advising role with pre-nursing students not a sole advising role because gen ed instructors have that direct advantage. One of my advisees has spent over two weeks with daily calls and emails regarding her financial aid before receiving a response. If student responses could be given more quickly, that would be helpful.

- I am great with the advisees I meet with. My list of advisees is so confusing. I don't do as well as I should with remembering who my advisees are.

- I believe we have some outstanding advisors and meet the needs of our students and go beyond what is required. However, I believe we also have a number of advisors and employees that do not meet the needs of their advisees or our students. many who act like they don't have the time, don't return phone calls or follow up, and some that aren't following a student's degree plan but enrolling in courses that are self-serving. I feel there are certain departments that are not getting back to students in a timely manner (or maybe phone numbers are listed incorrectly and the wrong person is being called and messages are not being returned).

- I cannot say that NOC provides quality customer service to students after this J1 fiasco of a system was installed. Maybe there is hope for the future, but as of this year, our customer service was terrible. I also cannot say that NOC provides quality service to employees since training on the new system was virtually non-existent. We looked silly for a long time in front of returning and future students, and if the professor/advisors don't know what they are doing, how can students feel confident in their choice for college? It's bad business and has cost hundreds, if not thousands, of man hours fixing all the problems associated with the new system.

- I feel NOC could always improve on the quality of service we give to students and employees and also provide more communicate to external stakeholders on upcoming NOC events and activities other than by the use of social media.

- I feel like the new system is adding more time and creating more issues for advisers and advisees. I felt like I was a WAY better adviser before J1.

- I feel there is a Black Hole within the advisement system. Certainly not all advisors fall into this category, but for retention purposes, the advisement system needs addressed.

- I had several students who were misplaced in my classes (they did not qualify due to low ACT scores or thay failed pre-requisites). I know they enroll in J-1 before final grades come out,but it has caused issues for me.

- I have heard too many bad reports from students and others about the service students receive. I've heard of too many rude employees having dealings with students/potential students.

- I think we can do a much better job handling phone calls. A phone call is often a prospective student's first impression of NOC. I've seen a few that have been transferred at the first sign of 'it's not my department', but could have been handled or ultimately ended up involving their department.

- In my experience lately, this has gone extremely down hill. So many students come to my dept asking for help after receiving incorrect or no help from the dept that is supposed to help them, students are frustrated and so am I.

- J1 has stifled my ability to advise and enroll my students efficiently. NOC Tonkawa needs more community involvement. NOC Tonkawa students, living in dorms need adequate custodial services.

- J1 impact remains to be seen in the area.

- My lowest rating for customer service was toward our students, and that should be the most important service.

- Once again, J1 is awful and has created unwarranted stress for students and advisors. It is not intuitive for either students or advisors. This is not due to lack of effort on anyone's part. J1 has just not been a good product for advising and enrollment. All other things being equal, J1 is going to lower our enrollment numbers unless advisors can directly add/alter schedules for students.

- Student's don't like to visit with Student Life because they feel everyone knows what is going on with them, personally. Registrar's office, other than XXX and XXX has become non-friendly since XXX left. Dorms are in horrific condition. The new dorm has all kinds of problems (how can this be?). If you get in trouble as a student your supposed to be able to have a hearing, never occurs. Student's have no life on campus. There is little to do here. We either have to increase athletics...so students have pride and go to events, or build intramural facilities, develop activities, but since most of our student body is athletes, it's hard to develop activities. Thus, you need to develop new programs.

- Students complain that they have a hard time getting ahold of advisors. We no longer have counselors available to send students to on Tonkawa campus when they feel like they aren't getting help from their advisor. Another issue I have seen is that science majors get their science courses stuck in several semesters instead of spreading them out more. This can be difficult for students to take multiple science classes at once.

- Students need to be the #1 consideration in all decisions.

- The number one priority of NOC should be it's students. Out of curiosity, I gave my students the option to comment on how WE as a school and staff can do better to help them and make the NOC experience better. When I read things about the quality or lack of quality of the student's living situation, I was appalled. Reading things like a student defecated in one of the communal showers, (disgusting) and that it was not cleaned up for DAYS and when it was there was still some remaining, is repulsive. Hearing students say that they have had to buy his or her OWN toilet paper because there was none in the bathrooms is ridiculous. Knowing that students do not feel like they have a clean and safe space provided for them from the school from the institution they chose to attend is unacceptable. I had students who didn't even have hot water during a time this winter. These students are PAYING to live in our dorms. COVID aside, how we treat our students has to change in order to increase our retention rate. It's as simple as that. Additionally, next fall, if COVID is still prevalent, we have to work together as a staff to create activities for students to participate in where we can still abide by whatever guidelines we may have. Students need to be stimulated both academically and physically in order to maintain a healthy mindset. We owe it to our students to provide them with more opportunity to interact with each other and get active on campus. Movie nights, painting night on the lawn, open mic evening in the student union, volleyball tournaments between dorms, intermural teams, are all things we need to consider adopting again next fall.

- There will be a need for "catch-up" for groups from all campuses to meet IN PERSON please NO MORE ZOOM meetings.

- This year I do not believe that we were able to provide the support needed for the students, e.g. counseling, the ability to help with registration, encouragement, etc. Some was due to the required COVID issues while other contributing factors were related to cost cuts, and implementations.

- We cannot meet the needs of students with the current J1 system. The training offered by the Jenzabar was worthless, and there is absolutely no support. This seems to have been a colossal waste of money. It's expected that there would be some issues at the beginning but it hasn't gotten any better for anyone using the system most importantly the students. This dysfunctional system is going to cost the institution student enrollment which we cannot afford. Very disappointed.

- We have become closed off to the public and community and it will negatively affect enrollment and support if it hasn't already.

- We need a different culture that recognizes advising is important and that good service for our students and friendliness from every single person is important. Bad attitudes from a few people can ruin a student's experience even when most employees are dedicated and work tirelessly trying to help students.

- We need professional advisors -- teachers who are paid to be advising experts. What we have now are volunteers who make lots of advising mistakes, which costs the students unnecessary tuition and negatively impacts retention. Pay someone who is good at advising, and who enjoys it. Instead of teachers working overloads for extra cash, pay them the equivalent of an overload class to work an equivalent number of hours advising students. An overload class meets 46 times for a total of about 40 hours, for which you pay about $2000, which is $50 per hours. Advising is easier than teaching, so lower the pay and double the hours. Pay $25 per hour for 80 hours actual advising (not sitting in the office doing nothing). Still equals $2000, and you get teachers who will volunteer, and train, and maybe actually enjoy advising. Or pay advisors $25 per student enrolled; if they enroll 2 per hour then you get 160 students enrolled for $2000. Working on a "per student enrolled" basis would definitely generate some enthusiasm.

- With students expected to enroll onliine without assistance or guidance- I believe we will lose new or nontraditional students that are unfamiliar with enrollment, classes, advising from faculty. When we are unable to assist them with setting their academic plan when they approach us and we have to tell them to contact another campus- i fear the lack of personal assistance will frustrate the student or inquiring student. Some people are not computer savvy and why can't we be more personable with that aspect instead of always telling them to go online. Guarantee we will lose students especially nontraditional students that are seeking education.

- none

3. Institutional Goals

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

3.1) Increase the assets (e.g. program support, scholarship opportunities) of the NOC Foundation

Not Important at All — Very Important

n=113
av.=3.85
md=4
dev.=1

3.2) Increase the use of external Advisory Committees for degree programs

Not Important at All — Very Important

n=113
av.=3.27
md=3
dev.=0.98

3.3) Increase the number of full-time faculty

Not Important at All — Very Important

n=115
av.=3.26
md=3
dev.=1.11

3.4) Increase the number of full-time staff

Not Important at All — Very Important

n=114
av.=3.59
md=4
dev.=1.08

3.5) Increase the enrollment of new students

Not Important at All — Very Important

n=114
av.=4.76
md=5
dev.=0.52

3.6) Increase the retention of existing students

Not Important at All — Very Important

n=115
av.=4.76
md=5
dev.=0.54

3.7) Develop new academic programs
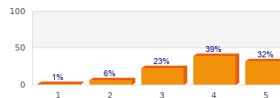
Not Important at All   Very Important

n=114
av.=3.94
md=4
dev.=0.93

1	2	3	4	5
1%	6%	23%	39%	32%

3.8) Provide non-financial benefits (e.g. flex time)
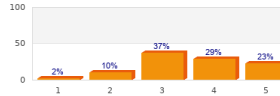
Not Important at All   Very Important

n=115
av.=3.61
md=4
dev.=1

1	2	3	4	5
2%	10%	37%	29%	23%

3.9) Increase the number of degrees earned
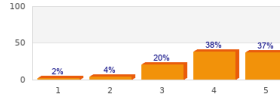
Not Important at All   Very Important

n=114
av.=4.04
md=4
dev.=0.93

1	2	3	4	5
2%	4%	20%	38%	37%

3.10) Increase the number of athletic teams at NOC
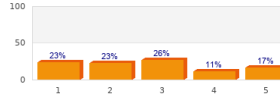
Not Important at All   Very Important

n=115
av.=2.75
md=3
dev.=1.38

1	2	3	4	5
23%	23%	26%	11%	17%

3.11) Increase the number of extra-curricular programs at NOC
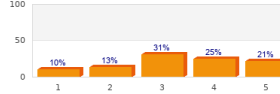
Not Important at All   Very Important

n=113
av.=3.35
md=3
dev.=1.23

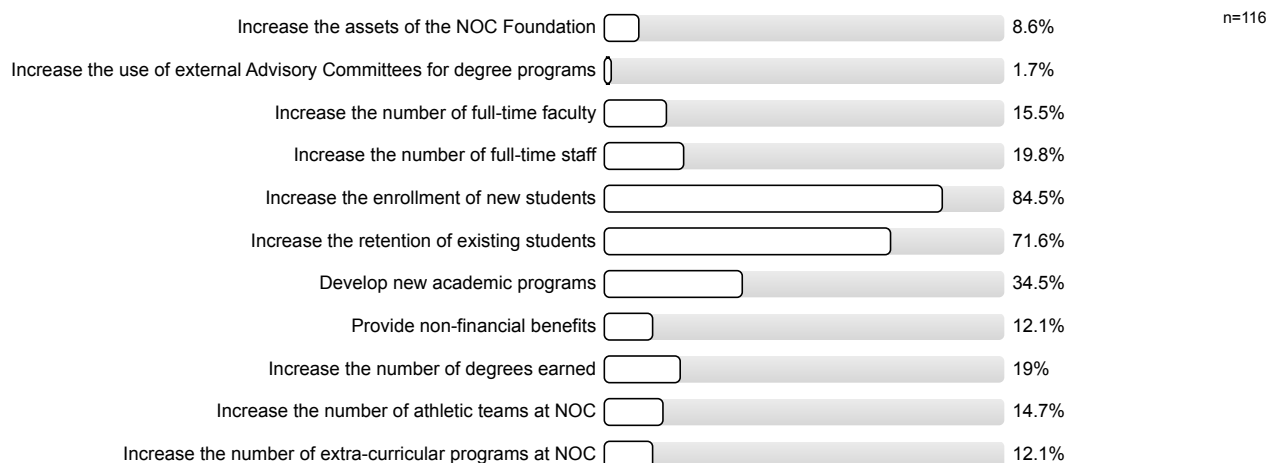| 1	2	3	4	5
10%	13%	31%	25%	21%

3.12) Additional Comments

- 3.4 EQUALITY BETWEEN TONK AND ENID. 2 PEOPLE DOING THE WORK OF 5 IN REGISTRATION.

- Add the following to both Enid and Tonkawa: wrestling; cross-country and track, add soccer to Enid.

- All three campuses deserve to be looked at individually - they all require different things.

- Development of programs, clubs and activities for students to get involved in on campus is ESSENTIAL for student retention. There are HUNDREDS of online degree options these days. Students go to college for the experience. We have to give them an enjoyable one in order for them to A. return the next semester and B. promote our school and encourage students to attend our institution

- Getting students involved leads to having more students stay and get their degree.

- I feel that by increasing activities, athletics programs you increase numbers faster then by academic programs BUT that being said i also truly believe we need to increase those as well. A well rounded overall approach. I also believe that we don't have to be even on each campus or have the same teams. Do what fits and makes since. Maybe declining some programs on a campus would make better since then adding.

- I would like to see us add academic programs if we have funding and non-academic programs if they can be self-sustaining. We talk a long time about ideas before they're implemented. Things move slowly in higher ed, but it would be nice to have a system that allowed quicker decision making.

- IF there is a need for more faculty and staff, sure. Are we using our human resources to the best of skills and abilities?

- Increasing enrollment by any means necessary should be our number one priority

- It is interesting to me that we do not have a wrestling program at NOC, with all of the wrestling talent in area high schools. To stay competitive, we should also offer all incoming first time students a free tablet or laptop. At a cost of approx. 600-900, the return on investment would be great in my opinion.

- None of these other institutional goals are possible without an increase in enrollment, so enrollment is the only thing that matters right now.

- Please, please, please do not throw away money on sports programs unless they are turning a profit for the college. If they are simply an expense, get rid of them. Again, we are back to simple accounting.

- THese last two are not applicable or as important to me here in Stillwater as OSU fills that void quite well.

- The web site needs an overhaul.

- Things like this survey actually lower job satisfaction. You say it's anonymous and then you require us to put which campus, full time or not, and which area we work in. It's not going to be hard to figure out who said what in your "anonymous" survey

- We need to give students a reason to come to NOC and help develop their sense of community so they will want to stay.

- We need to hire full-time advisors. I feel that the J1 system and the patchwork method of instruction for advisors is inefficient. I would gladly increase my minimum teaching hours to 18 per semester to be able to hire fulltime advisors.

- We need to improve the experience for the students.

- We should focus more on academics than sports. Sports is great to have for the students but causes lots of failure in classes

- You can never have too much for the students to want to come to NOC vs. Cowley

- none

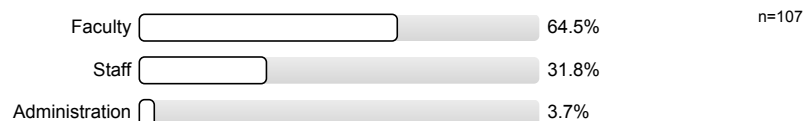3.13) Choose *three* goals that you believe should be NOC's top priorities.

n=116

Goal	%
Increase the assets of the NOC Foundation	8.6%
Increase the use of external Advisory Committees for degree programs	1.7%
Increase the number of full-time faculty	15.5%
Increase the number of full-time staff	19.8%
Increase the enrollment of new students	84.5%
Increase the retention of existing students	71.6%
Develop new academic programs	34.5%
Provide non-financial benefits	12.1%
Increase the number of degrees earned	19%
Increase the number of athletic teams at NOC	14.7%
Increase the number of extra-curricular programs at NOC	12.1%

4. Demographics

4.1) Campus Location

n=108

Campus	%
Tonkawa	51.9%
Enid	26.9%
Stillwater	21.3%

4.2) Position

n=107

Position	%
Faculty	64.5%
Staff	31.8%
Administration	3.7%

4.3) Position

n=109

Position	%
Full-time	86.2%
Part-time	13.8%