



NORTHERN
Oklahoma College

TONKAWA | ENID | STILLWATER

2020 - 2021
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 surveys of students on the curriculum and their perception of how much they are learning
- Honors, awards, scholarships, and other examples of public recognition earned by students and alumni

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

Assessment Plan for 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. *(revised in 2019-2020 to address co-curricular and developmental needs more explicitly)*

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 2019-2020: See <http://www.noc.edu/general-education> for posting of all general education competency grids, including 2019-2020 data.

Use of Assessment Results from 2019-2020: 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 2019-2020: Standard was met. The response rate was higher in 2019 (ranging from 627-629 responses); however, enrollment was also lower in Spring 2020 and ratings were similar as indicated below:

Table 3: Spring 2020 Student Satisfaction Data

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Response	% of Agreed/Strongly Agreed
Question 5.1: Faculty provide helpful instruction and resources.	2%	2%	7%	52%	37%	496	89% (same in 2019)
Question 4.3: Course content is appropriately challenging for my program of study.	2%	5%	15%	48%	30%	494	78% (slightly down from 2019-81%)
Question 5.5: Faculty are knowledgeable about their subject area.	2%	0%	5%	44%	49%	493	93% (slightly down from 2019-94%)

Use of Assessment Results from 2019-2020: Results of 2019-2020 survey were shared with all faculty via email with highlights noted in Fall 2020 in-service meetings.

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 2019-2020: Numbers in parentheses below indicate 2019-2020 assessment results.

Satisfaction levels continue to be high for the areas identified in questions 2.6, 2.7, 2.8, and 2.10/2.12 below. Instructors will be encouraged again to use QR codes for higher response rates.

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

2.7 The instructor challenges me to think

2.8 The instructor demonstrates knowledge of the course material

2.10 (2.12 in Spr 20) The instructor creates opportunities for me to apply the knowledge taught.

Fall 2018

Division	Total Response	2.6	2.7	2.8	2.10
Academic Development	453 (437)	82% (89%)	71% (84%)	89% (94%)	82% (89%)
Ag & Biological Science	497 (613)	85% (86%)	90% (90%)	94% (93%)	87% (88%)
Business	380 (358)	88% (88%)	89% (88%)	94% (92%)	90% (90%)
Eng, Phy Science & PTEC	437 (383)	84% (86%)	90% (93%)	95% (96%)	88% (89%)
Fine Arts	201 (165)	88% (89%)	90% (93%)	95% (97%)	91% (93%)
HPER	97 (106)	98% (96%)	92% (95%)	97% (97%)	95% (94%)
Language Arts	700 (635)	93% (93%)	94% (93%)	95% (97%)	95% (96%)
Math	952 (1096)	86% (86%)	90% (90%)	95% (96%)	89% (89%)
Nursing	710 (679)	89% (88%)	89% (91%)	94% (93%)	86% (88%)
Social Science	851 (843)	92% (92%)	94% (90%)	97% (96%)	92% (88%)

Spring 2020

Division	Total Response	2.6	2.7	2.8	2.12
Academic Development	89 (82)	100% (88%)	100% (83%)	100% (86%)	100% (85%)
Ag & Biological Science	43 (529)	86% (87%)	89% (89%)	79% (94%)	80% (87%)
Business	60 (402)	93% (89%)	82% (88%)	86% (91%)	78% (86%)
Eng, Phy Science & PTEC	18 (376)	83% (87%)	95% (93%)	84% (95%)	89% (88%)
Fine Arts	26 (175)	85% (90%)	88% (94%)	99% (97%)	77% (95%)
HPER	4 (119)	100% (95%)	100% (96%)	100% (97%)	100% (96%)
Language Arts	67 (511)	89% (91%)	94% (94%)	92% (96%)	94% (93%)
Math	19 (694)	84% (90%)	84% (93%)	90% (98%)	95% (93%)
Nursing	799 (669)	91% (88%)	90% (87%)	93% (93%)	79% (86%)

Use of Assessment Results from 2019-2020: Note: Due to the global pandemic, some processes were changed in Spring 2020. Students who were not usually online students had to complete all of their coursework online and academic divisions requested that evaluations be suspended for one semester as the results would not be a valid representation of instruction with the emergency shift in mode of delivery. As for many disciplines the Spring 2020 numbers represent online students only, the evaluations may be more a reflection on the mode of delivery than the subject matter. Those students who were originally online were given the evaluation survey as well as nursing students; no other students were surveyed. In the coming year, we will 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 2015-2020: 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.

2018-2019 Program Reviews

No program reviews were due in 2019.

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 2015-2020: 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 2019-2020: Twenty-three students were placed in internships or job shadowing opportunities in six of the nine academic divisions (Agriculture and Biological Sciences; Business; Engineering, Physical Science, and Process Technology-Pre-Engineering; Health, Physical Education, and Recreation; Language Arts-Mass Communications; and Social Science-Behavioral Science and Criminal Justice) as noted below. In addition, a seventh division, Nursing, provided students numerous service learning opportunities, including handwashing clinics, community flu shots, and disaster relief training in conjunction with local authorities. (The 9th division, Fine Arts, offered experiential learning

opportunities, such as working on sets of professional productions. See separate reports for Fine Arts Division and other divisions in pages following Academic Affairs plan.)

Fall 2019 Internships

STUDENT NAME	DIVISION	INTERNSHIP LOCATION
Samantha Conley	Behavioral Science	Dearing House, Ponca City
Johna Marchesoni	Behavioral Science	Kaw Nation, Kaw City
Tracy Lewis	Business	Supported Community Lifestyles, Inc., Ponca City
Steve Owings	Criminal Justice	Enid Police Department, Enid
Blake Powell-Thilstead	Pre-Engineering	St. Mary's Regional Hospital
Brett Ward	Criminal Justice	Kay County Sherrif's Office, Newkirk

Spring 2020 Internships

STUDENT NAME	DIVISION	INTERNSHIP LOCATION
Karli Lovelace	Business	VITA Program (CEC)
Nichole Cooley	Business	NOC Accounting Office
Hayden Cantrell	Criminal Justice	Ponca City Police Department
Ruben Flores	Criminal Justice	Blackwell Police Department
Joshua Peterson	Criminal Justice	Blackwell Police Department
Shaunie Hammond	Criminal Justice	Enid Police Department Dispatch
Ruth Ramirez	Criminal Justice	Enid Police Department
Madison Androes	Criminal Justice	Ponca City Police Department
Dakota Gabriel	Criminal Justice	Game Warden
Dylan Williams	Criminal Justice	Game Warden
Bridget Kemp	Ag & Biological Sciences	NOC Sheep Center
Karen Marquez	Mass Communications	Enid Main Street

Summer 2020 Internships

STUDENT NAME	DIVISION	INTERNSHIP LOCATION
Kate Hornyak	Ag/Bio	ASH Industries/GZ Enterprises
Autumn Conneywerdy	HPER	Otoe-Missouria Tribal Wellness Center
Alex Valencia	Social Science (CRMJ)	Ponca City Police Department
Brian Hatfield	Social Science (CRMJ)	Blackwell Police Department
Coleton Bonyard	Social Science (CRMJ)	Ponca City Police Department

Study abroad opportunities were also scheduled for 2019-2020 and available to all students; however, the pandemic forced cancellation of Spring 2020 and Summer 2020 travel.

Use of Assessment Results from 2019-2020: Photos and news stories of student interns will continue to be used on the NOC website to promote future internships. NOC will continue to support advisory boards and encourage increased participation.

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

Assessment Results 2019-2020: Due to budgetary cuts and organizational realignments, the full-time grants coordinator was replaced with a half-time coordinator, half-time administrative assistant to Academic Affairs. This position was vacant for 3 months between June 2019 and September 2020. Existing grants for Upward Bound and NASNTI were funded for 2020-2021.

Use of Assessment Results from 2019-2020: For 2020-2021, a faculty member has been given release time to assist with grant writing and the 50% grants coordinator position has been filled as of September 1, 2020. NOC is working with RMA Consultants to apply for the next round of NASNTI grant as we are currently in the 5th and final year of the current NASNTI grant.

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 2019-2020: 21/21 Fall 2020 students and 17/17 spring students declared a major of those who completed the World of Work with a grade of “C” or higher.

Use of Assessment Results from 2019-2020: 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.” [Survey question changed in 2020 to separate services in evaluation. See new 2020 wording below.]

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 2019-2020 (from 2020 Student Satisfaction Survey):

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Response	Average out of 5	2017-18
(2019 survey)								
Tutoring								
Question 6.1: I have been able to access additional help with classes when needed, either from my instructor or tutoring services, on-site or online.	2%	3%	11%	51%	33%	627 (582 in 2018)	4.11	4.17
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Response	Average out of 5	2018-19
(2020 survey)								
Tutoring								
Question 6.1: I have been able to access additional help with classes when needed from my instructor.	1%	2%	12%	48%	37%	493 (627 in 2019)	4.17	4.11
(2020 survey)								
Tutoring								
Question 6.2: I have been able to access additional help with classes when needed from campus services.	2%	2%	29%	37%	30%	492 (627 in 2019)	3.92	4.11
(2020 survey)								
Tutoring								
Question 6.3: I have been able to access additional help with classes when needed from online tutoring.	2%	4%	38%	32%	24%	492 (627 in 2019)	3.73	4.11
Library Research Tools								
Question 6.3: I have access to the electronic databases (e.g. Gale, Ebsco) and other library tools I need to complete research assignments and coursework.	3%	4%	18%	40%	35%	494 (625 in 2019)	4.00	3.98
Computer Labs								
Question 6.6: I am able to access computer labs/writing labs when needed for research and	2%	2%	13%	42%	41%	494 (622 in 2019)	4.18	4.15

homework
assignments.

Use of Assessment Results from 2019-2020: The question about tutoring was split into three questions to better identify quality of services in the 2020 survey. Standard was met in all areas with slight variations from results in prior year but response rate was lower correlating with lower enrollment in 2019-2020 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 2019-2020

	AY-2015	AY-2016	AY-2017	AY-2018	AY-2019
Visitors to Enid and Tonkawa Libraries	79,920	90,393	67,293	54,845	26,641
Database Instructions	47	41	26	33	38

Data collected from Student Check-in System

Electronic Databases	AY-2015	AY-2016	AY-2017	AY-2018	AY-2019
Session					
• EbscoHost	5,511	5,962	5,128	5,729	4,428
• ProQuest	4,021	4,212	4,102	3,865	3,002
• Gale	1,301	1,096	1,611	1,818	1,218
Total	10,833	11,270	10,841	11,412	8,648

Total Full Texts Retrieved					
• EbscoHost	10,667	10,012	10,762	11,031	10,128
• ProQuest	2,874	3,202	2,012	3,169	4,078
• Gale	1,298	1,369	2,128	1,875	1,102
Total	14,839	14,583	14,902	16,075	15,308
Abstracts Retrieved					
• EbscoHost	13,840	12,126	11,358	9,012	7,513
• ProQuest	420	1,002	758	1,352	936
• Gale	44	52	216	317	192
Total	14,304	13,180	12,332	10,681	8,641

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

Use of Assessment Results from 2019-2020: 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 2019-20: Advisor's Handbook was updated in Spring 2020 and is available under the "Academic" link of the NOC website.

Use of Assessment Results from 2019-2020: All faculty met for updates on advisement issues in October 2019 before spring enrollment opened, and again met before Summer 2020 and Fall 2020 enrollment opened with a particular focus on new supplemental coursework for changes in the co-requisite model. As part of the Strategic Plan development meetings for 2019-2025, a new emphasis was added on academic advising with recommendations to enhance advisor training through case studies. A "New to Northern" Teacher Academy was added in Fall 2019 to address these and other training needs. In addition, employees have participated in training with the advisor functions in the new Student Information System throughout 2019-2020. Faculty train-the-trainer sessions and follow-up individual sections are scheduled for October 2020.

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 2019-2020: Faculty had opportunity for over 30 internal professional development sessions in 2019-2020. In addition to fall and spring in-services, the most highly-attended events were Zoom training, Dr. Catherine Curtis, Steve McClaren's presentation on Jerusalem Archaeology. In addition 26 faculty reported taking graduate coursework with many submitting documentation for the R and R reimbursement process.

Use of Assessment Results from 2019-2020: 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 2020-2021. Additional opportunities for professional development have been provided with involvement in the Dana Center Initiative for Math Pathways and the Gardner Institute Cohort for PACE, an initiative started in early Spring 2020. The PACE initiative will provide faculty with professional development training related to equitable outcomes in completion and retention rates with a focus on the four courses that have the highest D, F, W, and I rates.

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 2019-2020: Full-time faculty were provided \$600 each for professional development in the 2019-2020 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 2019-2020 per submission. An institutional budget was available for on-site offerings with funds designated for faculty and for staff.

Use of Assessment Results from 2019-2020: In budget review meetings, the value of professional development was reiterated again. For 2020-2021, 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 \$5,000 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

- 2.6 "The instructor encourages me to communicate, discuss questions, and state my opinion."
- 2.7 "The instructor challenges me to think."
- 2.8 "The instructor demonstrates knowledge of the course."
- 2.10 "The instructor creates opportunities for me to apply the knowledge taught."

Assessment Results 2019-2020: Results were broken out by division with the following results for the Agriculture and Biological Science Division:

Fall 2019

Division	Total Response	2.6	2.7	2.8	2.10
Ag & Biological Science	497	85%	90%	94%	87%

Spring 2020

Division	Total Response	2.6	2.7	2.8	2.10
Ag & Biological Science	43	86%	89%	79%	80%

Use of Assessment Results from 2019-2020: Benchmarks were met, but note that due to the global pandemic the survey was given only to online and nursing students so response rate was significantly lower for spring 2020 (43 compared to 529 responses in 2019).

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 2015-2020: 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 2018-2019.

Use of Assessment Results from 2015-2020: 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 HSLT 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 2019-2020: The following are sample extracurricular opportunities offered to students in the Agriculture and Biological Science Division in 2019-2020:

- Participation in Livestock Judging Contests in Manhattan, KS; Austin, MN; Tulsa, OK; Dallas, TX, Kansas City, MO; Louisville, KY; Denver, CO; and Ft. Worth, TX
- Participation in exhibiting the NOC Sheep Flock in Tulsa, OK; Louisville, KY; and Ft. Worth, TX
- Participation in organizing and hosting the NOC Sheep Field Days, NOC Maverick Sheep Show, NOC Winter Classic Heifer and Steer Show, and NOC Interscholastic Meet
- Participation in various clubs/organizations within the division, including Northern Aggies Club which meets monthly.
- Students had the opportunity to be involved in student research opportunities through Supervised Study opportunities within the division.
- Advisory Board for Agriculture met in October as part of the combination advisory board hosted institution-wide.

- Students had the opportunity to be involved in Internship opportunities throughout the fall, spring and summer semesters.

Use of Assessment Results from 2019-2020: 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 Tutoring: [changed to 6.1, 6.2, and 6.3 in 2020 to separate instructor tutoring, on-site tutoring, and online 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 6.3 Library Research Tools: [changed to 6.5 in 2020]

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

Question 6.6 Computer Labs: [changed to 6.8 in 2020]

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

Assessment Results 2019-2020: The following responses were sorted for Agriculture and Biology majors responding to the Spring 2019 Student Satisfaction Survey:

By Division

AG Majors	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Response	Average out of 5	2018-19
Question 6.1	0%	0%	0%	56%	44%	18 [55 in 2019]	4.44	4.16
Question 6.2	0%	11%	11%	33%	44%	18 [55 in 2019]	4.11	4.16
Question 6.3	6%	0%	28	39%	28%	18 [55 in 2019]	3.83	4.16

Question 6.3 [6.5 in 2020]	0%	6%	6%	33%	56%	18 [56 in 2019]	4.39	3.96
Question 6.6 [6.8 in 2020]	0%	6%	6%	33%	56%	18 [55 in 2019]	4.39	4.16
BISI Majors	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Response	Average out of 5	2018-19
Question 6.1	0%	0%	12%	46%	41%	41 [53 in 2019]	4.44	4.15
Question 6.2	0%	2%	15%	44%	39%	41 [53 in 2019]	4.11	4.15
Question 6.3	0%	2%	29%	37%	32%	41 [53 in 2019]	3.83	4.15
Question 6.3 [6.5 in 2020]	0%	5%	10%	51%	34%	41 [53 in 2019]	4.39	3.91
Question 6.6 [6.8 in 2020]	0%	2%	10%	39%	49%	41 [53 in 2019]	4.39	4.15

Use of Assessment Results from 2019-2020: 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 2019-2020: As tracked through professional development attendance reports, all 12 full-time Agriculture and Biological Science faculty completed at least two professional development sessions.

Use of Assessment Results 2019-2020:

- Continue to encourage faculty to participate in at least 2 professional development opportunities each year. It is encouraged that faculty take advantage of on-site opportunities due to budget constraints for external professional development offerings.
- Continue to track participation of the faculty in the professional development opportunities and review survey results to assess faculty needs and interests.

Assessment Plan for Academic Affairs—Business Division

Business Division Mission: The Business Division of Northern Oklahoma College provides high quality, accessible, and affordable business educational opportunities to expand relevant professional and technical skills for rapidly-changing workforce needs and develop students as effective learners that are team-oriented business leaders within their communities in a connected and dynamic business world. (Last updated 9-15-17)

Business Division Goals:

1. Provide high quality general education coursework that develops graduates' competencies in critical thinking, communication skills, societal awareness, mathematical and scientific reasoning, and quality of life.
2. Provide a wide range of associate business related degree programs that meet workforce needs and/or prepare graduates for successful transfer to bachelor's degree programs.
3. Provide extracurricular learning opportunities for business students to enhance learning through internships, service learning, and study abroad.
4. Promote student success in degree completion through clear academic advisement and access to high-quality learning support services, including computer labs, library research tools, and tutoring.
5. Support faculty's use of innovative and effective teaching strategies through access to current technology, a wide range of professional development offerings, and input from data analysis of student outcomes.
6. Cultivate and maintain business partnerships to inform and improve business curriculum decision, enrich business student experiences and support regional workforce needs.
7. Diversify revenue streams externally through donations and grants to provide for new business programs, initiatives, degrees and scholarships.

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

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

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

Use of Assessment Results from 2019-2020:

Benchmarks were met for all areas in Fall 2019. Faculty reported a number of recommendations, including maintaining a trend of three data points for comparison and then further analyzing results in Fall 2020.

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

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

2.7 “The instructor challenges me to think.”

2.8 “The instructor demonstrates knowledge of the course.”

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

Assessment Results 2019-2020: Results were broken out by division with the following results for the Business Division:

Fall 2019

Division	Total Response	2.6	2.7	2.8	2.10
Business	380	88%	89%	94%	90%

Spring 2020

Division	Total Response	2.6	2.7	2.8	2.10
Business	60 (402 in 2019)	93%	82%	86%	78%

Use of Assessment Results from 2019-2020: Based on larger pool of fall data, benchmarks were met; results are shared with faculty following the submission of grades. Note: the significant drop in response rate for Spring 2020 was due to the pandemic. Only online students and nursing students were asked to complete the spring evaluations as all students moved to remote learning in March. Of particular note is the increase in students' opinions on question 2.6 and the decrease of the students' opinions on question 2.10. The increase in the students' opinions on faculty communication is encouraging especially because of the unique situation of the change in delivery mode mid-semester. The benchmark was not met on 2.10 in spring 2020, but faculty acknowledged that the decrease is most likely caused by the change in delivery mode due to the pandemic.

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 2017-2020 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 2019-2020: 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 2019-2020: The Business Division Advisory Board met in October 2019 as part of institution-wide combo advisory meeting. The minutes of the October 28, 2019, Advisory Board meeting are available on the Business Division Webpage. Business advisory board members reviewed the current curriculum and suggested that Business Law, Principles of Management, Human Resource Management, and Business Communications be recommended electives. 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 October 2019, business-specific articulation agreements were reviewed with Oklahoma State University, Oklahoma Baptist University, and Wichita State University.

Use of Assessment Results from 2019-2020: One further suggestion from the Board was to review the availability of redeveloping and/or expanding the partnerships with the Career Tech Centers. The division will review possible transferability of the career tech courses in the coming year.

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 2019-2020: Three students participated in the Business internship program during the 2019-2020 academic year. Therefore, the benchmarks were not met, but increased over 2018-2019 in which no students participated. Each student met and exceeded the target performance on the Internship Portfolio.

Use of Assessment Results from 2019-2020: Increased marketing of the internship program through advisement on the benefits of internships, the Business Club and the invited business-related presenters, 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 2019-2020: Kappa Beta Delta continued to be combined with the Business Club on the Tonkawa campus and student participation continued to increase. Students participated in community service activities such as volunteering in September 2019 at the Kay County Fair, registering and labeling fair entries, volunteering at the Tonkawa Elementary School color run fundraiser, assisting with the local food pantry's Thanksgiving meal, and providing volunteers for the Volunteer Income Tax Assistance (VITA) program. The Business Club on the Stillwater campus continued to participate in many activities with the Free Enterprise Society at Oklahoma State University, including Fall 2019 seminars on poverty cure, "Fail Up" nights (learning about the lessons from failure), award-winning filmmaker Ann McElhiney's presentation on capitalism, and Dr. Burt Folsom, who spoke about his book, *The Myth of Robber Barons*.

Use of Assessment Results from 2019-2020: 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 2019-2020: Laura Marshall and three students attended a "Who Wants to Be an Entrepreneur?" workshop in Nov. 2019; however, no team participated in the 2020 competition.

Use of Assessment Results from 2019-2020: Once able to resume more activities, 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.

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 Tutoring: [changed to 6.1, 6.2, and 6.3 in 2020 to separate instructor tutoring, on-site tutoring, and online 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 6.3 Library Research Tools: [changed to 6.5 in 2020]

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

Question 6.6 Computer Labs: [changed to 6.8 in 2020]

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

Assessment Results 2019-2020: On the Spring 2020 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	2018-19
Question 6.1	2%	0%	19%	49%	30%	43	4.05	4.15
Question 6.2	2%	2%	27%	49%	20%	45	3.82	4.15
Question 6.3	2%	4%	31%	47%	16%	45	3.69	4.15
Question 6.5	2%	2%	11%	47%	38%	45	4.16	4.04
Question 6.8	2%	0%	4%	49%	44%	45	4.33	4.26
BUS MGMT Majors	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Response	Average out of 5	2018-19

Question 6.1	4%	4%	18%	39%	36%	28	4.00	4.14
Question 6.2	4%	4%	25%	36%	32%	28	3.89	4.14
Question 6.3	4%	4%	43%	14%	36%	28	3.75	4.14
Question 6.5	4%	0%	21%	36%	39%	28	4.07	4.06
Question 6.8	0%	4%	11%	50%	36%	28	4.18	4.14

COMP SCI Majors	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Response	Average out of 5	2018-19
Question 6.1	0%	12%	12%	62%	12%	8	3.75	4.44
Question 6.2	0%	0%	25%	50%	25%	8	4.00	4.44
Question 6.3	0%	25%	12%	50%	12%	8	3.5	4.44
Question 6.5	0%	0%	0%	75%	25%	8	4.25	4.11
Question 6.8	0%	12%	25%	25%	38%	8	3.88	3.78

Use of Assessment Results from 2019-2020: The benchmarks were met in all areas for Business Administration, Business Management and Computer Science majors. Results will be reviewed with divisional faculty at fall in-service for possible recommendations.

Goal 5: Support faculty's use of innovative and effective teaching strategies through access to current technology, a wide range of professional development offerings, and input from data analysis of student outcomes.

Measured Outcome 5.1: All full-time Business faculty will be expected to complete a minimum of two professional development sessions, reported on the annual spring self-evaluation form, reviewed by division chairs.

Assessment Results 2019-2020: Because of the pandemic, faculty were not required to complete the self-evaluation form. Of the three faculty who reported, all met the benchmark.

Use of Assessment Results from 2019-2020: Reporting will continue and an increase in discipline-specific coursework will be encouraged. With the department downsized by one faculty member, courses have realigned somewhat and faculty affected will focus on expanding content knowledge in new teaching areas.

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 2019-2020: The Business Division Advisory Board met in October 2019 as part of institution-wide combo advisory meeting. The minutes of the October 28, 2019, Advisory Board meeting are available on the Business Division Webpage. Though they were asked to participate in resume reviews and mock interviews, because of the pandemic, this event was cancelled.

Use of Assessment Results from 2019-2020: The Business Advisory Board meetings will continue to be once per year in the institution-wide combo meeting as they felt that seeing and networking with the other advisory boards was beneficial. The Board members will be asked to participate with the Professional Development class mock interviews and resume reviews in both the fall and spring semesters.

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

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

Assessment Results 2019-2020: Due to limited faculty resources, no grant applications were made and consequently the benchmark was not met during the 2019-2020 academic year. The grant need identified for the 2019-2020 academic year in the area of cyber-security was researched and a set of recommendations for resources and curriculum developed, but a funding source was not identified.

Use of Assessment Results from 2019-2020: The research in the area of cyber-security will be added to a larger institution-wide grant proposal. The benchmark will remain the same for the 2020-2021 academic year.

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

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

2.7 “The instructor challenges me to think.”

2.8 “The instructor demonstrates knowledge of the course.”

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

Assessment Results 2019-2020: Results were broken out by division with the following results for the following results for the Engineering, Physical Science, and Process Technology Division. Note: Due to the pandemic, spring surveys were restricted to online and nursing students, thus the drop from 376 responses in Spring 2019 to 18 responses in Spring 2020.

Fall 2019

Division	Total Response	2.6	2.7	2.8	2.10
Eng, Phy Science & PTEC	437	84%	90%	95%	88%

Spring 2020

Division	Total Response	2.6	2.7	2.8	2.12
Eng, Phy Science & PTEC	18	83%	95%	84%	89%

Use of Assessment Results from 2019-2020: 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 2015-2020: 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 2015-2020: 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 2019-2020. The following are sample extracurricular opportunities offered to students in the Engineering, Physical Science, and Process Technology programs in 2019-2020:

- Introduction to Engineering Course participated in a Wind Farm Tour
- Participated in 2 Program in a Box presentations from the American Chemical Society
- 12 students attended the Regional Meeting of the American Chemical Society in Wichita, Kansas
- Participated in 2 meetings with the Bell Program and had 4 students participate in the Bell Program winter experience December 2019
- PTEC Advisory Board and Pre-Engineering Advisory Board Met
- PTEC students participated in the National Troubleshooting Competition, and a team was being sent to the competition, which was canceled due to COVID
- Two students submitted an abstract (not selected) for the National Undergraduate Research Meeting

Use of Assessment Results from 2019-2020: The students that participated in the Regional Meeting submitted information regarding their experiences. Work with the Wind Farm Tour and the Bell Program is being used to develop a new technology program and an articulation agreement.

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 Tutoring: [changed to 6.1, 6.2, and 6.3 in 2020 to separate instructor tutoring, on-site tutoring, and online 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 6.3 Library Research Tools: [changed to 6.5 in 2020]

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

Question 6.6 Computer Labs: [changed to 6.8 in 2020]

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

Assessment Results 2019-2020: The following responses were sorted by majors responding to the Spring 2019 Student Satisfaction Survey:

ENG & IND TECH Majors	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Response	Average out of 5	2018-19
Question 6.1	0%	0%	9%	55%	36%	22	4.27	4.00
Question 6.2	0%	0%	23%	41%	36%	22	4.14	4.00
Question 6.3	0%	0%	45%	23%	32%	22	3.86	4.00
Question 6.5	0%	5%	5%	59%	32%	22	4.18	4.10
Question 6.8	0%	0%	14%	55%	32%	22	4.18	4.10

Use of Assessment Results from 2019-2020: Benchmarks were met in all areas although response rate dropped from 48 in 2019 to 22 in 2020 due to pandemic changes. 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 2019-2020: As tracked through professional development attendance reports, all full-time faculty completed at least two professional development sessions.

- 2 Adjunct and 2 Full-time faculty participated in the 2 Program in a Box presentations.
- 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.
- Two EPP faculty participated in a monthly informal group focused on Engineering Education (spring 2020) outcomes associated with the Bell Program and Distance Learning objectives.

Use of Assessment Results 2019-2020: Learning from the informal group on engineering education has led to the incorporation of different activities within the Engineering and Physics courses. Additional interactive learning activities have been incorporated, modifications of the laboratories have been made to accommodate more distance learning outcomes, and other activities have been incorporated, such as weekly surveys and reflections to add to the overall experiences of the students.

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

- 2.6 "The instructor encourages me to communicate, discuss questions, and state my opinion."
- 2.7 "The instructor challenges me to think."
- 2.8 "The instructor demonstrates knowledge of the course."
- 2.10 "The instructor creates opportunities for me to apply the knowledge taught."

Assessment Results 2019-2020: Results were broken out by division with the following results for the Fine Arts Division:

Fall 2019

Division	Total Response	2.6	2.7	2.8	2.10
Fine Arts	201	88%	90%	95%	91%

Spring 2020

Division	Total Response	2.6	2.7	2.8	2.12
Fine Arts	26	85%	88%	96%	77%

Use of Assessment Results from 2019-2020: Based on larger pool of fall data, benchmarks were met; results are shared with faculty following the submission of grades. Spring data was affected by pandemic and inability to complete all course evaluations with 26 in response rate (online and nursing students were only students surveyed) compared to 175 responding in 2019.

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 2015-2020: 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 2015-2020: 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 2019-2020: The following Fine Arts activities addressed this measure:

The Art Department provided the following student learning opportunities:

- Art students assisted in the gallery handling of art for guest artists for the Eleanor Hays Art Gallery.
- Art students assisted in marketing the first annual (2020) Tonkawa Film Festival by painting local business windows.

The Music Department provided the following student learning opportunities:

- Students performed at the Kay County Fair, sponsored by the Blackwell Chamber of Commerce.
- Students performed at the Kansas City Renaissance Fair, part of Madrigal performance ensemble growth curriculum.
- Students performed for an audience of approximately 800 9-12 public school students, hosted by the Woodward Public Schools.
- Students performed for an audience of approximately 400 8-12 public school students, hosted by the Ripley Public Schools.
- Students performed for an audience of approximately 500 K-12 public school students, hosted by Frontier School.
- Students performed for an audience of approximately 400 K-12 public school students, hosted by Tonkawa Public School.
- Students performed in the Ponca City Arts and Humanities Council's Concerts in the Garden.

The Theatre Department provided the following student learning opportunities:

- Students auditioned for and participated as actors, singers, dancers, and technicians in 2 musicals, *All Shook Up* and *Next to Normal*, and 2 plays, *The Boys Next Door* and *Rabbit Hole*. *Rabbit Hole* was not performed due to the COVID-19 shutdown.
- Sophomore students traveled to New York City to participate in master classes and interviews with Broadway performers. While there, students viewed multiple Broadway shows.
- Students participated as interns at Evans Children's Academy productions of *Annie*, *What Christmas Means to Me*, *Frozen*, *Willy Wonka and the Chocolate Factory*, and *Aristocats*.
- Students assisted in the set-up, running of shows, and tear-down of the Oklahoma Secondary Schools Athletic Association One Act Play Festival.

Use of Assessment Results from 2019-2020: Faculty will continue to report annually on experiential

learning experiences to verify students are continuing to have a variety of learning opportunities outside of the classroom.

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

Measured Outcome 4.1:

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

Question 6.1 Tutoring: [changed to 6.1, 6.2, and 6.3 in 2020 to separate instructor tutoring, on-site tutoring, and online 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 6.3 Library Research Tools: [changed to 6.5 in 2020]

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

Question 6.6 Computer Labs: [changed to 6.8 in 2020]

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

Assessment Results 2019-2020: The following results are from the Spring 2020 Student Satisfaction Survey:

ART Majors	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Response	Average out of 5	2018-19
Question 6.1	0%	0%	12%	38%	50%	8	4.38	4.00
Question 6.2	0%	0%	38%	38%	25%	8	3.88	4.00
Question 6.3	0%	0%	75%	12%	12%	8	3.38	4.00
Question 6.5	0%	0%	38%	12%	50%	8	4.13	3.55
Question 6.8	0%	0%	12%	25%	62%	8	4.5	3.91

MUSIC Majors	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Response	Average out of 5	2018-19
Question 6.1	0%	0%	20%	0%	80%	5	4.6	4.50
Question 6.2	0%	0%	40%	0%	60%	5	4.2	4.50
Question 6.3	0%	0%	60%	0%	40%	5	3.8	4.50
Question 6.5	0%	0%	0%	60%	40%	5	4.4	5.00
Question 6.8	0%	0%	20%	20%	60%	5	4.4	5.00

DMAD Majors	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Response	Average out of 5	2018-19
Question 6.1	0%	0%	17%	33%	50%	6	4.33	4.75
Question 6.2	0%	0%	50%	17%	33%	6	3.83	4.75
Question 6.3	0%	0%	50%	17%	33%	6	3.83	4.75
Question 6.5	0%	0%	17%	33%	50%	6	4.33	4.50
Question 6.8	0%	0%	0%	33%	67%	6	4.67	4.75

Use of Assessment Results from 2019-2020: Faculty will review findings in Fall 2020 and make recommendations for change as needed.

Goal 5: Support faculty's use of innovative and effective teaching strategies through access to current technology, a wide range of professional development offerings, and input from data analysis of student outcomes.

Measured Outcome 5.1: A minimum of 2 Professional development opportunities will be required for members of each academic department to participate. State, National, privately funded conventions, workshops and seminars are hosted by world-class artists, musicians and media professionals offering a great experience for faculty. Examples promoted include the following:

OMEA–Oklahoma Music Educators Assoc.	Oklahoma Arts Council
DaVinci–DaVinci Institute	Oklahoma Art Institute
CWF–Creative World Forum	OAMS–Oklahoma Association of Schools of 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 2019-2020: Full-time faculty had difficulty fulfilling their professional development through traditional methods in the Spring of 2020 due to the transition to virtual learning. Most faculty turned to Zoom and/or prerecorded professional development seminars that did not always correlate to their specific fields.

Use of Assessment Results from 2019-2020: Faculty will be encouraged to seek out professional development tailored to their discipline through online delivery formats like Zoom until such time as traditional delivery become viable again.

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

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

2.7 “The instructor challenges me to think.”

2.8 “The instructor demonstrates knowledge of the course.”

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

Assessment Results 2019-2020: Results were broken out by division with the following results for the HPER Division:

Fall 2019

Division	Total Response	2.6	2.7	2.8	2.10
HPER	97	98%	92%	97%	95%

Spring 2020

Division	Total Response	2.6	2.7	2.8	2.12
HPER	4	100%	100%	100%	100%

Use of Assessment Results from 2019-2020: Based on larger pool of fall data (pandemic eliminated opportunity for spring survey), 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 2019-2020: 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 2019-2020: Through the use of the 2018 assessment results, faculty reviewed the curriculum and identified the need to further track graduation rates to meet the goal of 40% for graduation rates of majors. The review also noted the need to continue monitoring the personal training program with changes in Enid instruction to increase the 40% pass rate. The overall pass rate for the personal training certification exam for 2018-2019 was up to 71%. The program review further noted that HPET 1223 was revised and has met online Quality Matters certification. Due to the current COVID-19 situation, the personal training certification testing was not offered through our publisher before school was dismissed.

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 2019-2020: All students who graduated with the Athletic Training degree option completed the 500 hours of required hands-on training—1 student in Tonkawa, 4 students in Enid.

Use of Assessment Results from 2019-2020: 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 2019-2020: In Spring 2020, 9 of 10 students completed this assignment.

Use of Assessment Results from 2019-2020: 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 2019-2020: In the fall of 2019, 6 of 6 students met the 50 hours of observation for personal training.

Use of Assessment Results from 2019-2020: 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 Tutoring: [changed to 6.1, 6.2, and 6.3 in 2020 to separate instructor tutoring, on-site tutoring, and online 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 6.3 Library Research Tools: [changed to 6.5 in 2020]

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

Question 6.6 Computer Labs: [changed to 6.8 in 2020]

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

Assessment Results 2019-2020: Responses to the Spring 2020 Student Satisfaction Survey appear below:

HPER Majors	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Response	Average out of 5	2018-19
Question 6.1	0%	8%	12%	46%	33%	24	4.04	4.32
Question 6.2	0%	0%	33%	38%	29%	24	3.96	4.32
Question 6.3	0%	0%	33%	42%	25%	24	3.92	4.32
Question 6.5	0%	4%	17%	50%	29%	24	4.04	4.08
Question 6.8	0%	0%	29%	46%	25%	24	3.96	4.43

Use of Assessment Results from 2019-2020: All benchmarks were met. Results will be shared with HPER faculty in Fall 2020 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 2019-2020 (cohort 2017 data pending)

HPER

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

Athletic Training

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

Use of Assessment Results from 2018-2020: Cohort data for 2016 was added above. The method of data collection was also adjusted to use a gate

way course to better track students. This tracking reflected there were 7 graduates in the HPER program, 1 graduate shifted to Athletic Training, 1 to General Studies, and 3 students transferred. There were two additional students who left the institution prior to graduating. For Athletic Training, 5 students graduated in the program, 1 through reverse transfer. Two additional students transferred prior to graduating. Faculty will continue to track graduation rates and provide further information to students on the expectations for the degrees in introductory courses.

Goal 5: Support faculty's use of innovative and effective teaching strategies through access to current technology, a wide range of professional development offerings, and input from data analysis of student outcomes.

Measured Outcome 5.1: All full-time HPER faculty will be expected to complete a minimum of two professional development sessions, reported on the annual spring self-evaluation form, reviewed by division chairs.

Assessment Results 2019-2020: 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 2019 participated in at least two professional development sessions.

Use of Assessment Results from 2019-2020: 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 2019-2020: 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 2019-2020: 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 2019-2020: Benchmarks were met and will remain the same for the 2019-2020 school year.

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

- 2.6 “The instructor encourages me to communicate, discuss questions, and state my opinion.”
- 2.7 “The instructor challenges me to think.”
- 2.8 “The instructor demonstrates knowledge of the course.”
- 2.10 “The instructor creates opportunities for me to apply the knowledge taught.”

Assessment Results 2019-2020: Results were broken out by division with the following results for the Language Arts Division:

Fall 2019

Division	Total Response	2.6	2.7	2.8	2.10
Language Arts	700	93%	94%	95%	95%

Spring 2020

Division	Total Response	2.6	2.7	2.8	2.12
Language Arts	67	89%	94%	82%	94%

Use of Assessment Results from 2019-2020: 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 2019-2020: The following program reviews were submitted and are posted on the division website; no divisional reviews were due in 2019-2020.

- 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 2019-2020: 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 2019-2020: The Service Learning opportunity for 2019-2020 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 4th grade students at Spring Creek Elementary to write essays ultimately published in an anthology entitled *Code of Honor*. In addition, the college students worked with students from Lincoln Alternative Academy on essays that were published in an anthology entitled *My Story Isn't Over Yet*. Spring 2020 marked the 10th year of this project between NOC and Lincoln Academy and the first year of partnership with Spring Creek Elementary.

Use of Assessment Results from 2019-2020: The Lincoln Academy project has been a successful partnership now for a decade with Tammy's students producing an anthology of writings each year. 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 Tutoring: [changed to 6.1, 6.2, and 6.3 in 2020 to separate instructor tutoring, on-site tutoring, and online 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 6.3 Library Research Tools: [changed to 6.5 in 2020]

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

Question 6.6 Computer Labs: [changed to 6.8 in 2020]

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

Assessment Results 2019-2020: Spring 2020 Student Satisfaction Survey results appear below:

COMM Majors	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Response	Average out of 5	2018-19
Question 6.1	0%	0%	0%	50%	50%	10	4.5	4.09

Question 6.2	0%	0%	20%	50%	30%	10	4.1	4.09
Question 6.3	0%	0%	30%	60%	10%	10	3.8	4.09
Question 6.5	10%	0%	10%	50%	30%	10	3.9	4.27
Question 6.8	10%	0%	0%	40%	50%	10	4.2	4.18

ENGL Majors	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Response	Average out of 5	2018-19
Question 6.1	0%	0%	0%	50%	50%	4	4.5	2.75
Question 6.2	0%	0%	25%	25%	50%	4	4.25	2.75
Question 6.3	0%	0%	25%	25%	50%	4	4.25	2.75
Question 6.5	0%	0%	0%	25%	75%	4	4.75	4.25
Question 6.8	0%	0%	0%	75%	25%	4	4.25	4.25

Use of Assessment Results from 2019-2020: Faculty will review findings in Fall 2020 and make recommendations for change as needed.

Goal 5: Support faculty's use of innovative and effective teaching strategies through access to current technology, a wide range of professional development offerings, and input from data analysis of student outcomes.

Measured Outcome 5.1: All full-time Language Arts faculty will be expected to complete a minimum of two professional development sessions, reported on the annual spring self-evaluation form, reviewed by division chairs.

Assessment Results 2019-2020: All full-time Language Arts faculty member met and exceeded the required minimum of two professional development activities, based on Blackboard tracking of on-site sessions and other recorded activities, such as graduate coursework.

Use of Assessment Results from 2019-2020: Benchmark was exceeded and will continue to be tracked in 2020-2021 to insure faculty have ongoing access to valuable professional development.

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 2019-2020: Updates in the co-requisite English courses are shown in the table below

Semester	Course type	Students	% Remedial	Completion	Success
Fall 2019					
	Basic Comp	127	9%	87%	73%
	Basic Reading	463	31%	91%	85%
	Composition I Supplemental	205	14%	88%	86%
	Composition I Main Course – Sup	205		86%	73%
	Composition I Main Course – Holistic	9		67%	56%
	Composition I Main Course - No Remed	590		90%	79%
	<i>Composition I Total Enrollment</i>	804		88%	77%

Use of Assessment Results 2019-2020: 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 2019 Basic Comp was 73% compared to 71% in 2018. Basic Reading success rate increased from 79% in 2018 to 85% in 2019. Composition I success rate went down slightly from 89% in 2018 to 86% in Fall 2019 but is still above the benchmark.

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>

2019-2020 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.

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

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

2.7 “The instructor challenges me to think.”

2.8 “The instructor demonstrates knowledge of the course.”

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

Assessment Results 2019-2020: Results were broken out by division with the following results for the Math Division:

Fall 2019

Division	Total Response	2.6	2.7	2.8	2.10
Math	952	86%	90%	95%	89%

Spring 2020

Division	Total Response	2.6	2.7	2.8	2.12
Math	19	84%	84%	90%	95%

Use of Assessment Results from 2019-2020: Based on larger pool of fall data, benchmarks were met; results are shared with faculty following the submission of grades. Spring 2019-694 responses

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 2015-2020: 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 2015-2020: 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 2019-2020: One student, Blake Powell-Thilstead completed an internship with St. Mary's Regional Hospital.

Use of Assessment Results 2019-2020: Continue to seek out internships and other opportunities for students.

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

Measured Outcome 4.1:

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

Question 6.1 Tutoring: [changed to 6.1, 6.2, and 6.3 in 2020 to separate instructor tutoring, on-site tutoring, and online 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 6.3 Library Research Tools: [changed to 6.5 in 2020]

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

Question 6.6 Computer Labs: [changed to 6.8 in 2020]

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

Assessment Results 2019-2020: Spring 2020 Student Satisfaction Survey results appear below:

MATH Majors	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Response	Average out of 5	2018-19
Question 6.1	0%	25%	0%	25%	50%	4	4.5	4.04
Question 6.2	0%	25%	0%	25%	50%	4	4.5	4.04

Question 6.3	0%	25%	0%	25%	50%	4	4.5	4.04
Question 6.5	0%	0%	0%	75%	25%	4	4.25	4.00
Question 6.8	0%	0%	0%	25%	75%	4	4.25	4.04

Use of Assessment Results from 2019-2020: 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.

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 2019-2020: 10 of 16 full-time faculty attended at least two professional development activities (more may have actually done more – but didn't record their participation on sign-in sheets and thus did not show on Blackboard record). The others had at least 1. Several training opportunities were cancelled in Spring 2020 due to COVID-19.

Use of Assessment Results from 2019-2020: Continue to encourage faculty to participate in NOC-provided opportunities or webinars. Possibly have other faculty share tips and suggestions in a group meeting on WebAssign or other resources. Also encourage faculty to keep track and submit participation documentation to Coordinator of Professional Development and Academic Affairs Assistant for other record keeping.

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 2019-2020: Updates in the co-requisite math courses are shown in the table below:

Semester	Course type	Students	% Remedial	Completion	Success
Fall 2019	Pre-STEM Algebra	188	13%	76%	47%
	Math Functions Supplemental	227	15%	74%	69%
	Math Functions Main Course - Sup	227		74%	61%
	Math Functions Main Course - Holistic	1		100%	100%
	Math Functions Main Course - No Remed	312		85%	74%
	<i>Math Functions Course Total Enrollment</i>	540		80%	69%
	Math Apps Supplemental	69	5%	88%	88%
	Math Application Main Course -Sup	69		88%	81%
	Math Application Main Course - Holistic	1		100%	100%
	Math Application Main Course - No Remed	83		93%	84%
	<i>Math Application Total Enrollment</i>	153		91%	83%
	Algebra for STEM Supplemental	154	10%	71%	67%
	Algebra for STEM Main Course - Sup	154		72%	52%
	Algebra for STEM Main Course - Holistic	2		50%	50%
	Algebra for STEM Main Course - No Remed	621		81%	70%
	<i>Algebra for STEM Total Enrollment</i>	777		79%	66%
	Statistics Supplemental	37	3%	62%	62%
	Statistics Main Course - Sup	37		59%	54%
	Statistics Main Course - Holistic	-		-	-
	Statistics Main Course - No Remed	276		82%	72%
	<i>Statistics Total Enrollment</i>	313		79%	70%

Use of the Assessment Results from 2019-2020:

Comparison of 2019 and 2020 Success Rates:

Fall 2018 for Pre-STEM Algebra—51%

Fall 2019 for Pre-STEM Algebra-47%

Fall 2018 for Math Functions Supplemental—77%

Fall 2019 for Math Functions Supplemental-69%

Fall 2018 for Math Apps Supplemental

Fall 2019 for Math Apps Supplemental-69%

Fall 2018 for Algebra for STEM Supplemental—75%

Fall 2019 for Algebra for STEM Supplemental-67%

Fall 2018 for Statistics Supplemental—50%

Fall 2019 for Statistics Supplemental—62%

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

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

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

Assessment Plan for Academic Affairs—Nursing Division

Assessment Plan for AAS-RN

Nursing Program Mission: With an understanding that all individuals have worth and potential, we are committed to student learning and success. Using personal interaction, rigorous instruction and innovative technologies, we strive to provide high quality, accessible nursing education that prepares a safe, competent nurse who is committed to compassion, critical thinking and lifelong learning.

Nursing Program Goals:

1. Provide high quality general education coursework that develops graduates' competencies in critical thinking, communication skills, societal awareness, mathematical and scientific reasoning, and quality of life.
2. Provide the communities we serve with safe, competent, and highly trained Registered Nurses. Projected growth rate of 19% for years 2012-2022 by the US Department of Labor.
3. Offer learning opportunities outside of the college or department through service learning, on the job training, professional organizations and study abroad.
4. Promote student success in the program with the use of academic advisement, college services, Students On to Success program and the programs open door policy.
5. Support faculty growth through institutional professional development offerings as well as offerings given specifically for nurse educators.

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

Measured Outcome 1.1: A minimum of 80% of students responding to course evaluations for the Nursing Division will indicate they either agree or strongly agree that

2.6 "The instructor encourages me to communicate, discuss questions, and state my opinion."
2.7 "The instructor challenges me to think."
2.8 "The instructor demonstrates knowledge of the course."
2.10 "The instructor creates opportunities for me to apply the knowledge taught."

Assessment Results 2019-2020: Results were broken out by division with the following results for the Nursing Division:

Fall 2019

Division	Total Response	2.6	2.7	2.8	2.10
Nursing	710	89%	89%	94%	86%

Spring 2020

Division	Total Response	2.6	2.7	2.8	2.12
Nursing	799	91%	90%	93%	79%

Use of Assessment Results from 2019-2020: Based on larger pool of fall data, benchmarks were met; results are shared with faculty following the submission of grades.

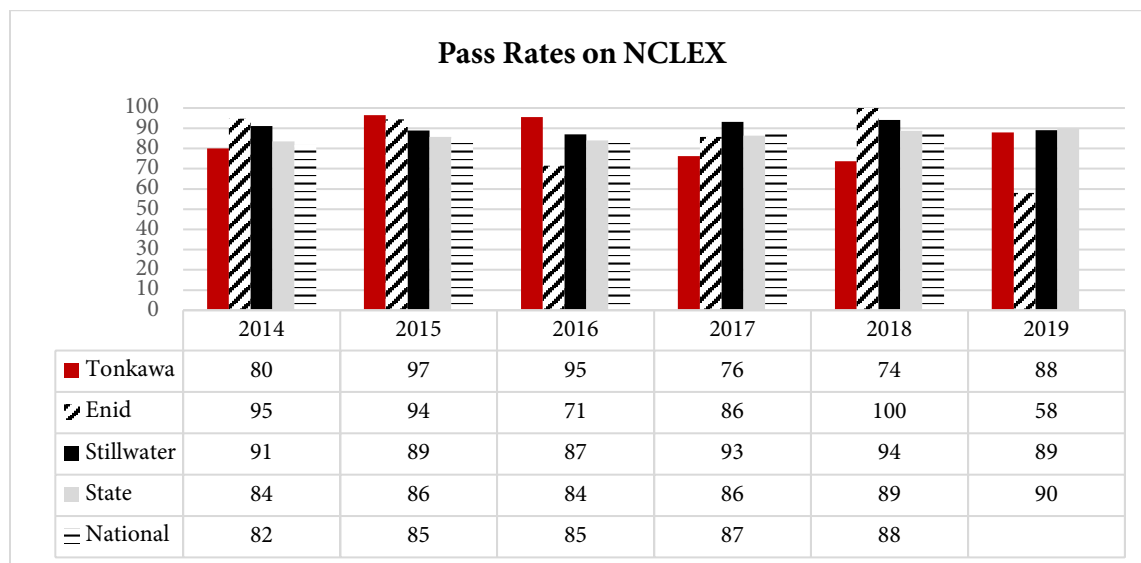
Goal 2: Provide the communities we serve with safe, competent, and highly trained Registered Nurses. Projected growth rate of 19% for years 2012-2022 by the US Department of Labor.

Measured Outcome 2.1: Performance on NCLEX- 90% of graduates will meet or exceed the national NCLEX-RN pass level.

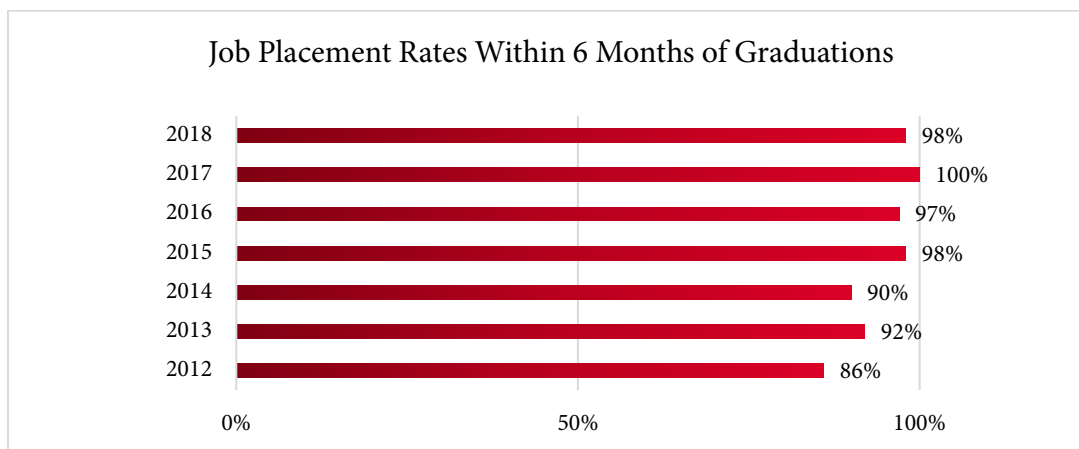
Measured Outcome 2.2: Job Placement Rates- 90% of graduates will have jobs six (6) months after graduation.

Measured Outcome 2.3: Employer Survey- 90% of employers will hire/rehire Northern graduates. (Outcomes determined by OBN reports and graduate/employer surveys.)

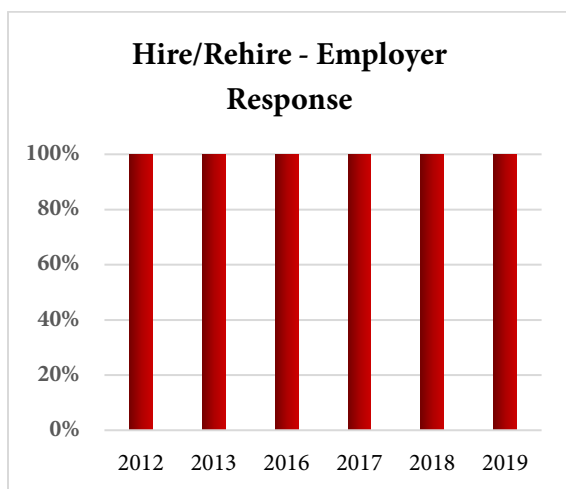
Assessment Results 2019-2020: Measure 2.1--NCLEX pass rates through 2019 are shown below:



Measure 2.2—Job Placement rates for 2012-2018 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 2019.



Use of Assessment Results 2019-2020: As 2019-2020 data becomes available with all graduates eligible to test completing the NCLEX exam, faculty will continue to review the success of these initiatives. Surveys for employers will be made available again at upcoming advisory board meetings to ensure responses from employers.

Goal 3: Offer learning opportunities outside of the college or department through service learning, on the job training, professional organizations and study abroad.

Measured Outcome 3.1: 90% of students responding to the annual nursing student survey will “strongly agree” or “agree” that outside learning opportunities were provided with sufficient student services, facilities, and equipment.

Assessment Results 2019-2020: The Spring 2020 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:

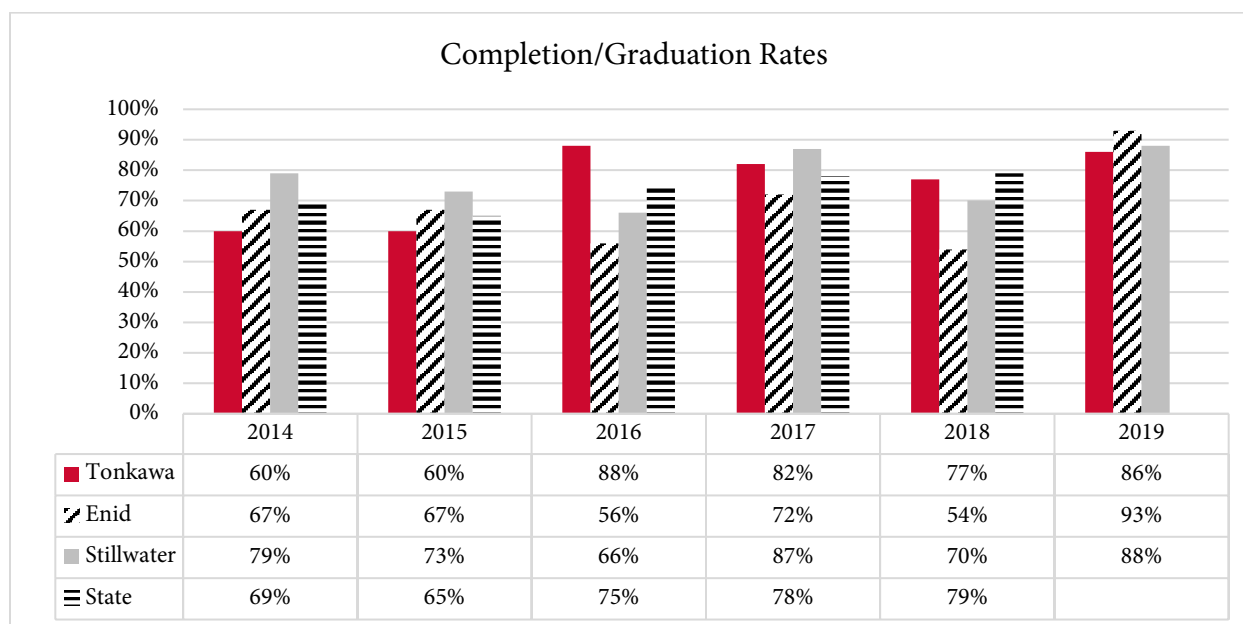
	Strongly Disagree	Disagree	Agree	Strongly Agree	Response	Average out of 4	2019-20
Question 1.5	0.0%	2.6%	31.6%	65.8%	114	3.63	3.71
Question 1.11	0.9%	3.5%	41.7%	53.9%	115	3.49	3.44
Question 1.6	1.7%	3.5%	36.5%	58.3%	115	3.51	3.49
Question 1.10	1.8%	4.4%	33.3%	61.5%	114	3.53	3.47

Use of Assessment Results 2019-2020: Benchmarks were met and results of the nursing survey will be shared with all nursing faculty for ongoing evaluation and improvement.

Goal 4: Promote student success in the program with the use of academic advisement, college services, Students On to Success program and the programs’ open door policy.

Measured Outcome 4.1: 70% of students will complete the nursing program within 6 semesters (150% of program length).

Assessment Results 2019-2020: Outcome 4.4—Program Retention/Graduation Rate—is measured below:



Use of Assessment Results from 2019-2020: A Nursing Boot Camp course was developed and offered on all three locations in Summer 2017. The course was developed to help students identify their own needs regarding learning styles, study time management and test-taking skills necessary to succeed in a nursing program. The beginning cohort graduated Spring 2019 and data continues to be reviewed by faculty to determine the most helpful content for the course in assisting with retention efforts.

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: All faculty attended at least 2 professional development activities. A few of those included the Stillwater Medical Center Critical Care Conference, OCU Caring Across Cultures Conference, and the 2nd Annual Nursing Clinical Education Conference.

Use of Assessment Results 2019-2020: Benchmark was met with valuable sessions offered. Standard will remain in place with a specification that one professional development will be over academic delivery and the other will be over the nursing content that is taught by the faculty member.

Assessment Plan for Academic Affairs—Social Sciences Division

Social Sciences Division Mission: The Social Science Division of Northern Oklahoma will provide students with a high quality social science education and programmatic coursework that will lead to the Associate of Arts transferable degree and/or certificate programs to prepare students for service in the social science field.

Social Sciences Division Goals:

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

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

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

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

Use of Assessment Results from 2019-2020: 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.

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

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

2.7 “The instructor challenges me to think.”

2.8 “The instructor demonstrates knowledge of the course.”

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

Assessment Results 2019-2020: Results were broken out by division with the following results for the Social Science Division:

Fall 2019

Division	Total Response	2.6	2.7	2.8	2.10
Social Science	851	92%	94%	97%	92%

Spring 2020

Division	Total Response	2.6	2.7	2.8	2.12
Social Science	95	95%	98%	94%	90%

Use of Assessment Results from 2019-2020: Based on larger pool of fall data, benchmarks were met; results are shared with faculty following the submission of grades. Note: Spring 2019 responses were 802; Spring 2020 were 95 due to pandemic.

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 2015-2020: 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 2019-2020: With the COVID-19 pandemic further reviews of program data will be needed in order to assure divisional goals and degree programs are fully adapted to students’ best interest. It is apparent that the delivery of all courses needs to include the readiness for distance learning. Additional changes include a proposal for changing the program requirements for behavioral science. Such discussion will begin during the Fall 2020 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 2019-2020: The following activities were sponsored in support of Goal 3:

- Global Studies made trips to Kenya, London, Dublin, and Costa-Rica in 2019. About 30 students gained credits for their travel.
- The Criminal Justice Society went to San Antonio, Texas, to attend the American Criminal Justice Association Regional Competitions from October 10-13. This trip was made possible through grants from the Masonic Fraternity of Oklahoma Endowment and the Presidential Partners Endowment grant.
- On February 7, the Northern Thunder Club was treated to a field trip to the Tulsa Arts District. The club had the pleasure of meeting Yatika Fields an up and coming American Indian artist.
- Criminal Justice and Behavioral Science business and higher education partners participated in a combo advisory board in October 2019.

Use of Results from 2019-2020: Criminal Justice and Behavioral Science Advisory Board meetings have been scheduled for 2020-2021 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 Tutoring: [changed to 6.1, 6.2, and 6.3 in 2020 to separate instructor tutoring, on-site tutoring, and online 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 6.3 Library Research Tools: [changed to 6.5 in 2020]

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

Question 6.6 Computer Labs: [changed to 6.8 in 2020]

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

Assessment Results 2019-2020: Spring 2020 Student Satisfaction Survey results appear below:

CD Majors	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Response	Average out of 5	2018-19
Question 6.1	0%	0%	0%	71%	29%	7	4.29	4.00
Question 6.2	0%	0%	29%	71%	0%	7	3.71	4.00
Question 6.3	0%	0%	43%	57%	0%	7	3.57	4.00
Question 6.5	14%	0%	43%	43%	0%	7	3.14	3.73
Question 6.8	0%	0%	0%	71%	29%	7	4.29	4.00
CRMJ Majors	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Response	Average out of 5	2018-19
Question 6.1	9%	0%	9%	55%	27%	11	3.91	4.38
Question 6.2	10%	0%	30%	30%	30%	10	3.71	4.38

Question 6.3	18%	9%	18%	27%	27%	11	3.36	4.38
Question 6.5	9%	0%	18%	45%	27%	11	3.82	4.14
Question 6.8	18%	0%	18%	18%	45%	11	3.73	4.63
SOC SCI Majors	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Response	Average out of 5	2018-19
Question 6.1	0%	3%	16%	45%	37%	38	4.16	4.27
Question 6.2	0%	0%	39%	29%	32%	38	3.92	4.27
Question 6.3	0%	5%	49%	19%	27%	37	3.68	4.27
Question 6.5	5%	0%	8%	45%	42%	38	4.18	3.80
Question 6.8	3%	3%	8%	45%	42%	38	4.21	4.10

Use of Assessment Results from 2019-2020: Response rates stayed on the same level as the previous year. Ratings indicate that student satisfaction is good. Faculty will review findings in Fall 2020 and make recommendations for further change as needed.

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

Assessment Results 2019-2020: 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 2019-2020: 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 2019-2020: All faculty met or exceeded expectations in this area in support of Goal 5.

Use of Assessment Results from 2019-2020: Practice of requiring two professional development sessions will continue in 2020-2021 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 study abroad programs that were scheduled had to be cancelled with students either transferring to a 2021 trip date or being credited as vendor policies allowed.

Assessment Results 2019-2020: Presentations were made and flyers distributed and hung up on all three campuses. The Dean of Global Education (DGE) was available to students, faculty, administrators, and the community in person and via phone and email. He met one-on-one with faculty and administrators from NOC and other institutions and regularly updated website and GE Facebook page. In March 2019, NOC launched its Global Education Instagram page (@NOCglobal); these social media accounts remained active in 2020.

Use of Assessment Results 2019-2020: The Dean of Global Education will continue to promote global education programs and opportunities to students, faculty and staff, as well as community members and

regional higher education institutions. NOC will further develop its GE website and Facebook page, and increase usage of Twitter, Instagram, and SnapChat (@NOCglobal)

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

Assessment Results 2019-2020: The Dean of Global Education continued to make multiple large- and small-audience presentations of NOC Global Education programs throughout the year, including on-campus meetings, orientations, and classes, as well as regional conferences, and civic and professional clubs and organizations. In addition, Wade created a video on global study for the virtual Orientation event held in Fall 2020.

Use of Assessment Results 2019-2020: In addition to the normal presentations during orientation programming at Tonkawa, Enid, and Stillwater, as well as Lights on Stillwater, the OSU Study Abroad Fair, and targeted classes and events, the Dean of Global Education plans to continue to build institutional exposure for Global Education by attending state and national events.

Goal 2: Develop and sustain global programs that are educational, experiential, affordable, varied, and attractive to students, providing assistance to students in identifying programs best suited to their needs and interests.

Measured Outcome 2.1: A minimum of 75% of students responding to a satisfaction survey about their global education experience will indicate "strongly agree" or "agree" in response to the statement, "Tis global education program was beneficial to me."

Assessment Results 2019-2020: NOC Global Education continues to receive very high results for student satisfaction of programs. The 2019 satisfaction survey results indicate 97% of students "strongly agreed" that their 2019 global education program was beneficial to them. All other responses were overwhelmingly positive.

Use of Assessment Results 2019-2020: Following the results of our 2019 surveys, the pre-departure meetings were tweaked and more information was sent out online following the meeting so that it would be continually updated and students kept up-to-date in "real" time. This may not make a difference overall, but it's a positive addition.

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

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

Assessment Results 2019-20: Scholarship revenue for 2019-2020 was affected by cancellation of 2020 trips. The 2018-19 academic year saw a drastic reduction (-60%) in scholarship funds. The primary reason for the decrease was the move to the new Stillwater building. For the OSU Gameday parking fundraiser, which had provided assistance for more than 20 NOC students from all three campuses annually (average assistance was approximately \$650.), the loss of more than 50% of parking spaces and a slight increase in distance from the stadium meant a large reduction in funds raised. In addition, there was also a decrease in faculty/staff giving via the Gateway Study Abroad Scholarship Fund and the Quirey Family Study Abroad Scholarship (average award \$750) as donors reduced or quit giving to the fund for various reasons. This will impact future academic year scholarship amounts and number offered.

Use of Assessment Results 2019-20: The Dean of Global Education would like to explore new options for scholarship opportunities for program participants, especially those with strong demonstrated financial need and first-generation college students. Multi-year giving and/or sustained giving by external private and corporate donors would be extremely beneficial for our students. Scholarship funds are especially important for NOC summer residential programs.

NOC will continue to monitor the safety standards and climate for international travel in assessing timing for fundraising campaigns in 2020-2021.

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 2019-2020: We had a nice increase in Global Education participation for 2019 (~7%), but this was mainly due to a successful spring break offering (35 participants) and a sold-out early summer Global Community program (40 participants to Kenya). The number of students taking the programs for credit was slightly down for 2018-2019. Lack of scholarships was a factor. 2019-2020 study abroad opportunities were cancelled as required by the pandemic.

Use of Assessment Results 2019-2020: The main emphasis will be to grow awareness of NOC Global Community Programs while simultaneously increasing awareness and participation from students taking programs for credit. NOC hopes to offer new programs for 2020-2021, including 3 summer residential programs (all students take for 6 credit hours) with a potential new humanities/Environmental Science program in Bali for Summer 2022.

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

Assessment Results 2019-2020: 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, 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 2019-2020: 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.

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 2019-2020: In the Spring 2020 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	2018-19
Question 7.1: Classrooms and general facilities are safe.	1%	0%	3%	46%	50%	488	4.43	4.38
Question 7.3: Classrooms and general facilities are	1%	2%	3%	42%	52%	485	4.43	4.41

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):

Question 7.1: Classrooms and general facilities are safe.

Tonkawa Location:

- Great, and well lit
- I agree
- I don't know for sure
- I try to re-watch lecture unable to says it's decoding
- Idk
- Instructors provide a safe learning environment
- No comment (3 Counts)
- People from the community walk around the campus at all hours of the night and that's pretty weird, but there's not anything you can do about it.
- Very safe. And along with the security guards
- X
- Yes they are
- teachers and faculty have a great way of keeping people safe

Enid Location:

- N/a (2 Counts)
- Some areas can get very slick when wet here in Enid. Tiles outside Zollars for example
- Yes

Stillwater Location:

- Good (2 Counts) NA
- No comment (2 Counts)
- None (2 Counts)
- Ok
- Safety is dependent on the individual person
- Yes (4 Counts)
- Yes they are.
- N/a
- Yes

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

Tonkawa Location:

- Always clean and clutter free
- I agree
- Idk

- No comment (3 Counts)
- Really clean
- Stephen does a fabulous job maintaining the Renfro building!
- The classrooms are always very clean and nice.
- They are clean enough
- Too much lighting sometimes
- Very clean and always disinfected
- X

Enid Location:

- Cleaning staff do their jobs well.
- N/a (2 Counts)
- There are bugs in the dorms but they aren't as bad as they were.
- Yes

Stillwater Location:

- Always clean
- Good (2 Counts)
- How can you learn when you cant see the small TVs even in the front row with glasses
- Na
- No comment (2 Counts)
- None (2 Counts)
- The nursing lab never has the proper supplies.
- They are very clean.
- Yes (4 Counts)
- N/a
- I applaud the cleaning crew at the New NOC in Stillwater it has stayed very nice!!!

In addition to the Spring 2020 Student Satisfaction Survey, the April 2020 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	2018-19
Question 3.27: NOC provides a safe work environment.	1%	3%	7%	35%	54%	123	4.37	4.03
Question 3.29: NOC provides an overall quality work environment.	2%	2%	14%	42%	40%	125	4.17	3.96

Use of Assessment Results from 2019-2020: Ratings for safety and quality work environment were higher in 2019-2020; however, staff will continue to review areas for improvement and any concerns

cited to ensure the safety for all employees and students. In Spring 2020, additional work for campus safety involved addressing the pandemic through an institutional mask (face covering) policy and social distancing in all classrooms and common areas, including residence halls. These responses will continue as needed.

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

Assessment Results 2019-2020: The latest Clery Report (available from the October 2019 reporting/posting deadline) is found at the following US Department of Education link: <http://ope.ed.gov/campussafety/#/institution/list>. The Clery Report is also posted annually on the NOC website at <http://northok.publishpath.com/campus-security6>.

Use of Assessment Results from 2019-2020: 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 2019-2020: Student focus groups were identified and surveyed on health facilities. The following were suggestions that were a common theme:

- Need new flooring in the workout area.
- Carpet is in bad shape

Use of Assessment Results from 2019-2020: In October 2019, Student Affairs personnel purchased and installed new rubber flooring the workout area of the Wellness Center.

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

Assessment Results 2019-2020: In lieu of classes, the Office of Student Affairs offered fitness activities this year. Examples of these activities include basketball, volleyball, dodgeball

Use of Assessment Results from 2019-2020: Students and employees will be surveyed regularly to determine what new wellness classes would be of interest.

Goal 2: Promote student engagement through participation in clubs, organizations, and hosted events.

Measured Outcome 2.1: At least one student activity will be offered each week through student clubs, organizations, and/or other hosted events.

Assessment Results 2019-2020: We had a total of 161 student activities in 2019-2020. Some of the activities offered were bubble soccer, a petting zoo, Bingo for Food, a hypnotist, and a concert. We also

had volleyball, kickball, dodge ball, basketball, flag football intramurals, and archery tag.

Use of Assessment Results from 2019-2020: The measured outcome was met with an expansion of the number and type of student activities offered. Student surveys will be reviewed annually as an ongoing measure of the type of activities to offer, taking also into consideration the cost, cultural enrichment, or other benefit of the activities.

Measured Outcome 2.2: At least 70% of students surveyed will report that student activities are enjoyable and enhance campus life.

Assessment Results 2019-2020: The Spring 2020 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	2018-19
Question 7.16: Clubs and Organization offer positive experiences to enhance campus culture.	2%	2%	20%	39%	37%	371	4.07	4.04
Question 7.18: Special events and student activities offer positive experiences to enhance campus culture.	2%	1%	20%	38%	39%	395	4.12	4.03

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

Sept. - Hispanic Heritage Month Lecture
Oct. - National Free Speech Month Lecture

Nov.- Navtive American Heritage Month Lecture
 Feb.- Black History Month Lecture
 Mar.- Women's History Month Lecture/Cancelled due to pandemic

Use of Assessment Results from 2019-2020: The benchmark was met and we will continue to offer diversity lectures each semester.

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 2019-2020: The Office of Student Affairs offered the following seminars and training in residence hall lobbies for the 2019-2020 academic year: Sexual assault awareness and alcohol awareness. Time management and study skills sessions were provided in freshman orientation classes.

Use of Assessment Results from 2019-2020: The benchmark was met and we will continue our current practices.

Goal 5: Establish and maintain residential life program that meets student needs.

Measured Outcome 5.1: Students will report they are "Satisfied" or "Very Satisfied" with Residence Life on Student Satisfaction Surveys.

Assessment Results 2019-2020:

Note: Students were not given an exit dorm survey in Spring 2020 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	3.16 out of 4 (3.11 in

2017-2018)

2017-2018)

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

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

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

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

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

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

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

Responses -	Tonkawa-169	Enid-70
Very Satisfied	42%	44.3%
Somewhat Satisfied	49.1%	52.9%
Somewhat Dissatisfied	3.6%	1.4%
Very Dissatisfied	5.3%	1.4%
Mean	3.28 out of 4 (3.28 in 2017-2018)	3.4 out of 4 (3.34 in 2017-2018)

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

Responses -	Tonkawa-173	Enid-71
Extremely Easy	39.3%	38%
Easy	59.5%	62%

Difficult	1.2%	0%
Extremely Difficult	0%	0%
Mean	3.38 out of 4 (3.5 in 2017-2018)	3.38 out of 4 (3.3 in 2017-2018)

Use of Assessment Results from 2019-2020: 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 2019-2020: In the summer of 2015, HAVEN was purchased to facilitate online Sexual Assault Awareness training for students. The online training was implemented in Freshman Orientation classes. In 2017-2018, there were 510 students who finished the online course. This represents 54% of the student body. Online Sexual Assault and Awareness training for faculty/staff was fully implemented in 2016. 252 employees have completed the training since 2016. This represents 93% of all full-time faculty and staff.

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

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

Use of Assessment Results from 2019-2020: 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 %.

6

Assessment Results 2019-2020: There were 16 alcohol violations and 3 drug violations in 2019-2020, down from the prior year.

Use of Assessment Results from 2019-2020: 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 2019-2020: 56 students received accommodations from the Disability Department in the 2019-2020 academic year.

This total of 56 compares to 61 students in the 2018-2019 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 2018-2019: 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 2019-2020: Zero complaints have been filed in 2019-2020.

Use of Assessment Results from 2019-2020: 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 2019-2020:

Mavericks Men's Basketball-

- Participated in the Trick or Treat fair on campus.
- Participated in High Five Friday.
- Participated in Celebrity Readers program at the elementary school.

Mavericks Women's Basketball-

- Participated in the Trick or Treat fair on campus.
- Sponsored a free basketball clinic for kids K-5.

Mavericks Softball-

- Participated in the Trick or Treat fair on campus.
- Volunteered at the Tonkawa Elementary Fall Carnival.

Mavericks Baseball-

- Participated in the Trick or Treat fair on campus.
- Volunteered at the Tonkawa Make A Difference Day.

Mavericks Women's Soccer-

- Participated in the Trick or Treat fair on campus.
- Participated in the Tonkawa Make A Difference Day.

Mavericks Men's Soccer-

- Participated in the Trick or Treat fair on campus.
- Volunteered at the Tonkawa Make a Difference Day.

Maverick's Cheer-

- Participated in the Trick or Treat fair on campus.
- Volunteered at Tonkawa High School to assist with the North Country Tournament.
- Carried military flags for the Tonkawa Homecoming parade.

- Volunteered at the Tonkawa Elementary School Festival.

Jets Baseball-

- Participated in the Miracle League Baseball program.
- Volunteered at the Enid SPCA.
- Volunteered at Loaves and Fishes
- Cleaned yards in the Enid community.

Jets Softball-

- Held a mini camp for the Enid community.

Jets Men's Basketball-

- Volunteered at the Tringle 5k manning water stations and passing out drinks.

Jets Women's Basketball-

- Conducted a mini camp at Monroe Elementary.

Jet's Cheer-

- Volunteered with the For Our Kids organization on tumbling.

Use of Assessment Results from 2019-2020: All athletic teams met their activity involvement and community service goals and will follow the same requirement for 2020-2021.

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 2019-2020:

Note: no exit survey could be given in Spring 2020 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 2019-2020: No new survey was given for 2020 as noted above. Satisfaction levels were higher in the 2019 survey but 39 students responded to the survey in 2018 and only 5 in 2019. For a more valid survey in 2020, more students will need to be encouraged to complete.

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

Assessment Results 2019-2020:

• Enid Women's Basketball	21-9	70.0%
• Enid Men's Basketball	17-15	53.1%
• Enid Softball	3-15	16.6%
• Enid Baseball	8-10	44.4%
• Tonkawa Women's Soccer	8-8-2	44.4%
• Tonkawa Men's Soccer	5-10-3	27.7%
• Tonkawa Women's Basketball	3-26	10.3%
• Tonkawa Men's Basketball	28-4	87.5%
• Tonkawa Softball	6-16	27.2%
• Tonkawa Baseball	23-4	85.1%

Use of Assessment Results from 2019-2020: Records will be used to outline coaching plans for 2020-2021.

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 2019-2020: Coaches are required to check grades a minimum of three times per semester for participation. Team GPAs are not available at this time for 2019-2020 due to a change in the position of Athletic Director prior to reporting.

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

Assessment Results 2019-2020: Graduation rates for athletes (based on 150% completion time, standard for IPEDs reporting) have been tracked but not compared to institutional averages in past years.

- Institutional overall student graduation rate for 2015: 29%
- Institutional overall student graduation rate for 2016: 29%
- Institutional overall student graduation rate for 2017: 33%
- Institutional overall student graduation rate for 2018: 35%

- Institutional overall student-athlete graduation rate for 2015: 44%
- Institutional overall student-athlete graduation rate for 2016: 50%
- Institutional overall student-athlete graduation rate for 2017: 52%
- Institutional overall student-athlete graduation rate for 2018: 42%

Use of Assessment Results from 2019-2020: 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 2019-2020: The following schedule reflects the 2019-2020 alumni events hosted and, when available, attendance at each event.

Saturday, September 28, 2019 – OSU vs. Kansas State Game Day Tailgate

46 Attendees

Saturday, October 5, 2019 – Make a Difference Day

Tonkawa, Ok
 91 NOC student attendees
Friday, October 25, 2019 – NOJC Football Reunion
 Tonkawa, OK
 25 Attendees
December 2020 – Holiday Parades
 Tonkawa, OK; Blackwell, OK; and Perry, OK
 Faculty, Students, and Staff
Saturday, February 18, 2020 – Maverick Cheer Event
 18 Attendees
Thursday, February 20, 2020 – Jets Cheer Event
 27 Attendees
Wednesday, January 15, 2020 – Leadership Tonkawa
 Tonkawa, OK
 13 Attendees
Tuesday, January 21, 2020 – Leadership Blackwell
 Tonkawa, OK
 23 Attendees
February, 2020 – Social Media “Life Changing Love Stories”
 26 Alumni participants
Wednesday, February 12, 2020 – Leadership Ponca City
 Tonkawa, OK
 28 Attendees
Wednesday, March 11, 2020 – Leadership Enid
 Enid, OK
 21 Attendees
Saturday, March 28, 2020 – Alumni & Friends Reunion and Hall of Fame Induction Ceremony, Roustabouts Benefit Show
 Tonkawa, OK
 Dinner/Ceremony – 5:30 p.m.
 Cancelled due to COVID; Hall of Fame Induction will be March 27, 2021
Tuesday, April 7, 2020 – NOC Alumni and Friends Thunder Game
 Oklahoma City, OK
 Cancelled due to COVID
March – April 2020 – Social Media “Healthcare Heroes”
 95 Nursing Alumni participants
March 2020 – Social Media “Work from Home Buddies”
 11 participants
Tuesday, April 14, 2020 – Social Media “NOC Cares”
 66 Faculty and Staff participants
Monday, April 27 – Friday, May 1, 2020 – Social Media “Virtual Spirit Week”
 116 students participated and 20 \$25 Amazon gift cards given for #Lifechanging campaign
Wednesday, April 29, 2020 – Social Media “20 Words of Wisdom for the 2020 Graduates”
 20 Alumni participants

Use of Assessment Results from 2019-2020: The success of the 2019-2020 alumni event schedule will be reviewed in Summer 2020 as the 2020-2021 schedule is planned. Due to COVID-19, some alumni

events that were cancelled or postponed will be added to the 2020-2021 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 2019-2020: Development software is still in transition.

Use of Assessment Results from 2019-2020: 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 2019-2020: A summarized list is reviewed and updated in the annual NOC Fact Book under Partnerships. (See NOC Fact Book 2013, 2014, 2015, 2016, 2017, 2018, 2019.)

Use of Assessment Results from 2019-2020: 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 2019-2020: In the FY 2020 budget: \$2.7 million was provided in scholarship support (represents 11.1% of overall institutional budget)--\$1.6 Million in waivers, \$745,000 in E&G scholarship cash outlay plus additional funding from auxiliary cash outlay. We expensed \$2.7 million in scholarship support as of Sept. 2020. Unfortunately, due to the current coronavirus (COVID-19) pandemic situation and an unknown funding environment for next year, we are forced to freeze the FY2021 scholarship budget effective immediately. **Based on the FY2020 budget, an average of 30% across the board reduction in resident tuition waivers (subject to the 3.5% of budget limitation) and cash outlay (fees, room and board, and books) will be reserved from all scholarship budgets per program for next year.** Programs and departments are authorized to allocate up to 70% of their 2020-2021 scholarship budget per program for next year. Written LOI offers (for athletes) and official scholarship

commitment offers (other participation and achievement scholarships) made to students prior to the start of the fall semester were honored. Additionally, based on the coaches/sponsors recommendations, freshman scholarships for returning sophomore students were honored. However, no additional offers were approved unless they were within the revised budget for the program.

Use of Assessment Results from 2019-2020: The Institutional Scholarship Program-Task Force Committee met on November 18, 2019, and December 3, 2019, with the goal of refining and improving the Institutional Scholarship Program within the constraints of our current and future resources. The task force was charged with reviewing existing policies and awards, providing input, and making recommendations for the Institutional Scholarship Program to be implemented for the 2020-2021 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 2019-2020: The Spring 2020 Student Satisfaction Survey responses related to 3.2 follow.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Response	Average out of 5	2018-19
Question 7.10: Employees are courteous and helpful in assisting with procedures in Scholarships:	3%	5%	18%	38%	36%	438	4.0	3.9

Use of Assessment Results from 2019-2020: Data was collected in Spring 2020 through the administration of the NOC Student Satisfaction Survey (question received a 4.0 of 5, up slightly from 2018-2019).

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 2019-2020: Total net assets as of the June 30, 2019, audit were \$12,069,843, which reflects a slight increase of \$2,117,115 from June of last year, due partly to two separate anonymous donations totaling \$2 million.

Use of Assessment Results from 2019-2020: 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 March 24, 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. 21, Dec. 18, Mar. 25 (Cancelled due to pandemic), and May 27 (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 2019-2020: Benchmarking data is still needed for this measurement but cannot yet be gathered as software conversion is not completed.

Use of Assessment Results from 2019-2020: 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 5 Development staff members will be complete during the Fall 2020 semester. The upgrade for Financial Edge was purchased in June 2020 as well. Estimated completion date for Financial Edge NXT software is December 2020.

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 2019-2020: In the Spring 2020 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	2018- 19
Questions 2.1: Increase the assets of the NOC Foundation?	1%	6%	16%	46%	31%	123	4.01	3.61

Use of Assessment Results from 2019-2020: 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.

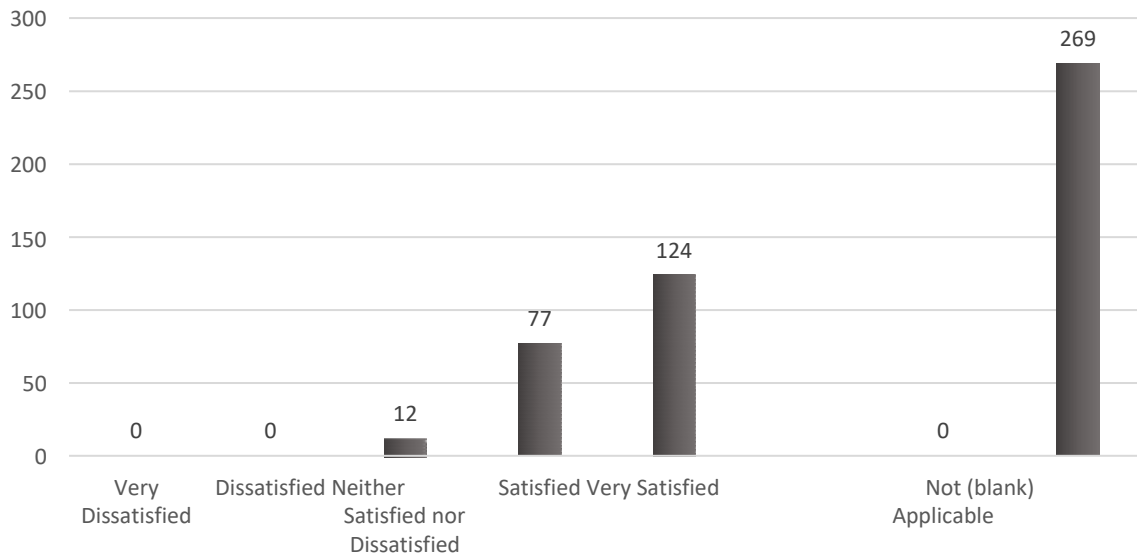
Measured Outcome 5.1: 80% of students responding to the Student Satisfaction Survey will indicate they “Strongly Agree” or “Agree” to the following statement: *“I am able to navigate the NOC website to find information needed for enrollment, financial aid, scholarships, and/or billing.”*

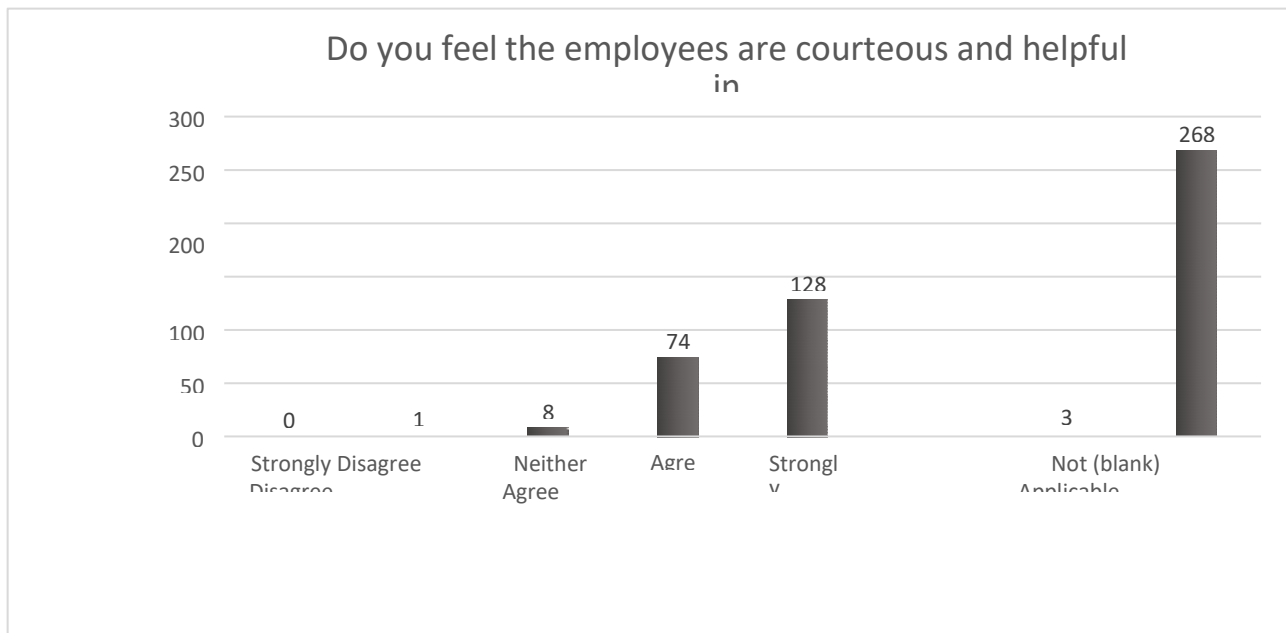
Assessment Results 2019-2020: Spring 2020 Student Satisfaction Survey Responses are listed below.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Response	Average out of 5	2018-19
Question 6.8: I am able to navigate the NOC website to find information needed for enrollment.	2%	3%	7%	49%	38%	495	4.19	4.08
Question 6.9: I am able to navigate the NOC website to find information needed for financial aid.	2%	5%	21%	40%	32%	494	3.96	3.93
Question 6.10: I am able to navigate the NOC website to find information needed for scholarships.	4%	7%	22%	38%	29%	494	3.81	3.72
Question 6.11: I am able to navigate the NOC website to find information needed for billing.	3%	4%	13%	46%	34%	495	4.03	3.90

Use of Assessment Results from 2019-2020: 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.

How do you feel about your overall scholarship experiences?





As the numbers above indicate, most students were satisfied with their experiences, and the student comments written in support of 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 2019-2020: NOC continues to work with Oklahoma ABLE tech to use their support and educational tools through webinars and individual department training to meet and maintain federal and state accessibility compliance guidelines. We continue to monitor and update our webpages to meet state and federal compliance in accessibility.

Use of Assessment Results from 2019-2020: 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 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)

Use of Assessment Results from 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 2019-2020: 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.

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 2019-2020:

	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

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 2019-2020: 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.

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. The pandemic in Spring of 2020 forced a cancellation of meetings that would have been hosted, but these will be rescheduled for 2020-2021 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.

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.

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.

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

Assessment Results 2019-2020: The following questions from the Spring 2020 Student Satisfaction Survey were used to address student satisfaction with enrollment processes and advisement:

Question 2.1: The communication I received from the school about the overall enrollment process was clear.

Question 2.4: If undecided on a major, an advisor worked with me to identify an academic program (major) that met my goals.

Question 2.6: An academic advisor was available to help me with questions about my course of study (courses for my major).

Question 2.8: I was placed at the appropriate course level that matched my academic preparation.

Question 3.1: Prior to enrollment, clear information was made available on how much my education would cost (e.g. website cost calculator).

Question 3.3: Prior to enrollment, a school financial aid officer provided financial aid counseling to help me understand the responsibilities of borrowing money to finance my education.

Employees are courteous and helpful in assisting with procedures in

Question 7.7: Enrollment

Question 7.12: Academic Advising:

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Response	Average out of 5	2018-2019
Question 2.1	5%	5%	10%	52%	28%	495	3.93	3.94
Question 2.4	4%	4%	41%	29%	22%	454	3.62	3.61
Question 2.6	2%	2%	16%	45%	34%	495	4.06	3.96
Question 2.8	2%	3%	8%	53%	35%	495	4.16	4.08
Question 3.1	4%	9%	11%	46%	30%	495	3.87	3.69
Question 3.3	10%	17%	24%	30%	19%	409	3.33	3.32
Question 7.7	1%	3%	7%	44%	45%	486	4.29	4.21
Question 7.12	2%	3%	12%	41%	41%	450	4.16	4.08

Use of Assessment Results from 2018-2019: As a result of employee and student feedback, new enrollment checklists were created and posted online in 2016-2017; they have been updated in 2017-2018, 2018-2019, and 2019-2020 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.
2. Post and continue to update enrollment checklists annually for each campus.
2019-2020 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.
4. Provide bilingual services where possible (e.g. work-study students in targeted admissions areas).
5. Provide students increased access to class schedule, degree sheets, and offerings available (sent earlier to advisors for pre-enrollment advising, computers with WiFi outside of bookstore to print schedule, automating waitlist, creating a link in Campus Connect to degree sheets).
6. Review tuition payment schedule, adjusting due dates to remove non-attending/non-committed students earlier, freeing additional spots for enrollment.
This strategy was addressed for Fall 2017 with a new tuition deadline of July 27. Students with a payment plan in place (including scholarships, loans, or online installation payments) will not be dropped by this date.
2017-2018 Update: The first attempt at this strategy was made in Summer 2017. The team met to discuss the challenges that occurred. Due to staffing issues, the plan was not followed in Summer 2018. Another attempt will be made in Summer 2019. In lieu of the established deadline, postcards will be mailed to all students, beginning in January 2019, to remind them of their enrollment and to advise them to contact NOC if their plans have changes.
2018-2019 Update: With the new Student Information Service (J1) being implemented, processes for communication flows are being reviewed with plans to create templates for more regular mailings.
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 2019-2020:

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. The institution experienced a significant drop in enrollment in Fall 2020 as a result of the global pandemic; however, 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 2019-2020: 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.
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.
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.

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 2019-2020: 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 2019	Pre-STEM Algebra	188	13%	76%	47%
	Basic Comp	127	9%	87%	73%
	Basic Reading	463	31%	91%	85%
	Math Functions Supplemental	227	15%	74%	69%
	Math Functions Main Course - Sup	227		74%	61%
	Math Functions Main Course - Holistic	1		100%	100%
	Math Functions Main Course - No Remed	312		85%	74%
	<i>Math Functions Course Total Enrollment</i>	540		80%	69%
	Math Apps Supplemental	69	5%	88%	88%
	Math Application Main Course - Sup	69		88%	81%
	Math Application Main Course - Holistic	1		100%	100%
	Math Application Main Course - No Remed	83		93%	84%
	<i>Math Application Total Enrollment</i>	153		91%	83%
	College Algebra Supplemental	154	10%	71%	67%
	College Algebra Main Course - Sup	154		72%	52%
	College Algebra Main Course - Holistic	2		50%	50%
	College Algebra Main Course - No Remed	621		81%	70%
	<i>College Algebra Total Enrollment</i>	777		79%	66%
	Composition I Supplemental	205	14%	88%	86%
	Composition I Main Course - Sup	205		86%	73%
	Composition I Main Course - Holistic	9		67%	56%
	Composition I Main Course - No Remed	590		90%	79%
	<i>Composition I Total Enrollment</i>	804		88%	77%

Statistics Supplemental	37	3%	62%	62%
Statistics Main Course - Sup	37		59%	54%
Statistics Main Course - Holistic	-		-	-
Statistics Main Course - No Remed	276		82%	72%
<i>Statistics Total Enrollment</i>	313		79%	70%
	1470	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 2019-2020: The retention and completion rates for all corequisite models will continue to be reviewed in 2020-2021 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 2019-2020:

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.

- Align with state and national initiatives for 15-to-Finish.
2019-2020 Update: Orientation instructors continue to show the 15-to-Finish video in class to promote on-time graduation.
- Continue efforts in college-wide community to fully utilize early alert strategies.
2019-2020 Update: The new Student Information System will launch in November 2020 and will for a more user-friendly interface through an NOC app. Students will still have access to the safety alerts as well as a secondary texting service for student services and activities. Training throughout 2019-2020 prepared employees for using these tools.
- 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.
- 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).
- Improve quality of advising.
Fall and spring advisor training were continued in 2019-2020 with each division providing updates and the Advisor Handbook was updated for all advisors. In addition, screen shots were shared for

advisement in the new ERP system. Further training for faculty is scheduled for October 2020.

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.

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.

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.

Use of Assessment Results from 2019-2020: Training will be ongoing in 2020-2021 for admissions, registration, and advisement modules that are part of the new SIS, including options for degree mapping and audits, advisor contacts, and a new early alert system.