



NORTHERN
Oklahoma College

TONKAWA | ENID | STILLWATER

2015 - 2016
Assessment
Plan

Institutional Mission Statement

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

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 2013-2018**

Goal 1A: Enhance the quality of life for students.

Strategy 1—Enhance the quality of life for students.

Goal 1B: Enhance recruitment efforts as well as retention and graduation rates.

Strategy 2—Use student engagement survey to guide development of high-impact educational strategies.

Strategy 3—Increase online and evening course offerings/assisting underrepresented populations.

Strategy 4—Improve academic advisement model.

Goal 2: Cultivate and maintain partnerships to inform and improve academic decisions, enrich student experiences, and support regional needs.

Strategy 5—Cultivate and maintain partnerships to inform and improve academic decisions, enrich student experiences, and support regional needs.

Goal 3: Upgrade facilities for quality and efficiency to enhance the student experience.

Strategy 6—Upgrade facilities for quality and efficiency to enhance the student experience.

Goal 4: Enhance professional development opportunities and quality working conditions for NOC employees.

Strategy 7—Improve new employee orientation.

Strategy 8—Enhance faculty development.

Strategy 9—Enhance staff development.

Strategy 10—Utilize an employee satisfaction survey.

Strategy 11—Conduct an annual performance and salary review.

Goal 5: Diversify and increase revenue streams.

Strategy 12—Diversify revenue internally and externally.

Strategy 13—Increase grant activities.

Principles for Assessment at Northern Oklahoma College

- All assessments will be guided by the institutional mission and institutional goals.
- Assessment will be the result of collaboration within and between departments, involving as many of the stakeholders as possible.
- Assessment results will be transparent, both for accountability and for feedback on how Northern can better serve its constituencies.
- Assessment will never be “finished” because students change, best practices change, and benchmarks met can be set higher.
- Assessment will not be used for the sake of assessment but for more effective decision making.
- Both quantitative and qualitative data will be reviewed, as well as direct and indirect measurement tools as needed, for assessment that looks not only at numbers but the impact of decisions on students and employees.

Assessment Terminology

Goals-broad, general statements of what you hope to be, accomplish

Objectives/Measured Outcomes-more targeted statements than goals to include what can be measured and observed and what will be specific criteria for success

Direct Measurement Tools may include the following:

- Scores, pass rates, or scores gained on standardized tests or locally-designed assessments
- Portfolios, writing samples, or capstone projects
- Case studies
- Team projects or presentations
- Internships, clinicals, service learning, etc.
- Number or rate of students graduating, transferring, employed, involved in research, job shadowing, internships, etc.
- Ratings in course evaluations, student satisfaction surveys, internship surveys, alumni surveys, employer surveys, etc.
- Audit results

Indirect Measurement Tools may include the following:

- Enrollment numbers, number of participants in student activities, recruitment events, alumni events, etc.
- Reputation of graduates at the next level of education
- Interviews or surveys of students on the curriculum and their perception of how much they are learning
- Honors, awards, scholarships, and other examples of public recognition earned by students and alumni

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

Assessment Plan for 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 extracurricular learning opportunities and academic support services needed for all students to be more successful in their coursework.

Academic Affairs Goals:

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

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

Measured Outcome 1.1: Through embedded course assessments, 14 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 2013-14: See Table One below for 2013-2014 data related to each competency.

Use of Assessment Results 2013-14: See Table One below for recommendations for 2014-2015, based on 2013-2014 data. 2014-2015 data was collected in May 2015 and will be summarized in the summer so that faculty can review in Fall 2015 and make recommendations for change as indicated.

Table One: General Education Competency Grid (updated September 2014 with 2013-2014 data analysis and 2014-2015 recommendations)

COMPETENCY	PRIMARY COURSE TO EVALUATE	ACTIVITIES	QUANTITATIVE OR QUALITATIVE MEASUREMENT	EVALUATION CRITERIA	TIMELINE FOR REVIEW
Critical Thinking					
1.Independent Learning Abilities	CS 1113	Students will complete individual projects on all computer applications including Word, Excel, Access, and PowerPoint, which involves reading and completing tutorials followed by completion of assigned projects in each area to demonstrate application of knowledge gained through independent study of the tutorials.	Projects will be evaluated quantitatively based on electronic grading rubric embedded in SAM projects.	Success rate for each unit's project is 75% of the total value based on a designated grading rubric.	Faculty from all NOC locations will review results annually in fall meeting and make changes as needed in curriculum, instructional delivery, or assessment measures.
2013-2014 Data: 462 and 355 students were assessed in Fall 2013 and Spring 2014, respectively, using electronic rubrics established with the SAM Project Assessment tool. The averages for each unit were Word-80.74% and 83.81%; Excel-81.73% and 85.19%, Access-73.3% and 76.58%, and PowerPoint-85.23% and 87.45%. Recommendation for 2014-2015: Average scores show that students are exceeding the benchmarks set (with the exception of Access in Fall 2013 where it falls 1.27% short of the benchmark. Faculty will increase the use of SAM training in order to improve the scores in all areas (particularly in Access) and encourage further development of independent learning abilities. Faculty are also piloting a new tool called SimNet, through the Digital & Financial Literacy course. If results are satisfactory, the division will research utilizing the tool in Computer Concepts as well and possibly replacing SAM.					
2.An Ability to Compare and Defend Differing Viewpoints	HIST 1483 or HIST 1493	Instructors will use one or both of the following: 1. Students will recognize differing viewpoints in historical events and correctly identify key differences. 2. As students participate in classroom discussions they will demonstrate the ability to analyze varying viewpoints, recognize key differences, and present a defense of their personal perspectives. 3. Writing components will be devised that challenge the student's ability to analyze differing viewpoints in historical events, recognize key figures and their contributions, and summarize the significance in the historical context.	Instructor Options: 1. Quantitative tool—Objective questions on major exams or quizzes. 2. Qualitative tool—Each faculty member will devise an evaluative procedure for the quality of classroom discussion. 3. Qualitative tool—Rubrics will examine the ability of the student to compare and defend differing viewpoints.	Average pass rate for each evaluation tool shall be 70% of the total value.	Faculty from all NOC locations will review results annually in fall meeting and make changes as needed in curriculum, instructional delivery, or assessment measures.
2013-2014 Data: An average percentage of 80.43% demonstrated the competency, with a range of 71-91 percent scored. Recommendation for 2014-2015: No changes at this time—competency met.					
3.An Ability to Function Effectively in Interpersonal or Small Group	ENGL 1113	Students will rank themselves and group members on participation in peer review workshops for at least one essay each semester.	A standard rubric will be used in all sections of English 1113 to measure.	On a scale of 1-4, at least 70% of students will rank themselves and group partners as 3 (Accomplished) or 4 (Exemplary) in group/interpersonal skills.	Yearly reviews in the fall semester will be made to determine needed adjustments. These will be made by instructors from all campuses.
2013-2014 Data: 490 students were assessed using the rubric established for a peer review process. 7 areas (group cooperation, distribution of group tasks, group leadership, communication among group members, individual participation, listening to other points of view, and showing respect) were evaluated for this competency of group and interpersonal skills with a score ranging from 1-4 with 4 being the best and a high score of 28 possible. Results: Group Cooperation-3.49 of 4.0 Average, Distribution of Group Tasks-3.54 of 4.0 average, Group Leadership-3.57 of 4.0 average, Communication-3.64 of 4.0 average, Individual Participation-3.54 of 4.0 average, Listening-3.75 of 4.0 average, and Showing Respect-3.71 of 4.0 average Recommendation for 2014-2015: Average score shows students are "accomplished," based on rubric scoring, in every area measured. No changes are recommended at this time.					

4.An Ability to Use Basic Research Skills to Examine Multiple Aspects of Problems and Issues	ENGL 1213	Instructors will use one of the following or a combination of the following activities: 1. Annotated bibliographies 2. Research papers 3. Pro/con position papers	Rubrics will be developed and applied for basic research skills each paper should demonstrate.	Students should score at least 70% on assigned research-related work, with at least 25% of grade determined by the research rubric.	Faculty from all NOC locations will meet annually in fall to discuss criteria and compare scoring techniques on rubrics.
2013-2014 Data: 430 students were assessed based on the research assignment rubric for Competency 4 in the Spring 2014 semester. The average score was 9.58 of a possible 12 (79.8%). Based on this sampling of rubrics evaluated, the average student score met the competency at a proficient level. Recommendation for 2014-2015: No changes at this time—competency met.					
Communication Skills					
5.Critical Reading and Textual Analysis Skills	HIST 1483 or HIST 1493	Instructors will choose from one or more of the following: 1. Questions not solved in classroom presentation 2. Class quizzes, open classroom discussion, and immediate response essays 3. Projects, essays, and research papers.	1.Quantitative tool—objective questions on major exams 2. Qualitative tool-- Rubrics to evaluate the student's response. 3. Qualitative tool-- Rubrics to evaluate the student's work.	Pass rate for each evaluation tool shall be 70% of the total value.	Faculty from all NOC locations will review results annually in fall meeting and make changes as needed in curriculum, instructional delivery, or assessment measures.
2013-2014 Data: For Competency 5, an average percentage of 79.5.7% demonstrated the competency, with a range of 61.2-100 percent scored. Recommendation for 2014-2015: No changes at this time—competency met.					
6.Writing Skills	ENGL 1113	Instructors will use one or a combination of all of the following activities: • Essays • Journals • In-class essay exams • Reading responses • Prewritings/drafts	Rubrics will be developed and applied for basic research skills and original thought each paper should demonstrate.	75% or more of students tested will be rated at "competent" (level 4 of 6) or above.	Faculty from all NOC locations will meet annually in fall to discuss criteria and compare scoring techniques on rubrics.
2013-2014 Data: 326 students were assessed using the standardized rubric for rating essays (rubric ACT scorers use to evaluate CAAP writing exam) on a scale of 1-6, with 1 being the lowest. 284 of the 326 were rated at 4 or above with an average rating of 4.92. Recommendation for 2014-2015: No changes recommended at this time—competency met.					
7.Competency with Technological and Communication Tools	CS 1113	• Instructors will give a comprehensive common final exam covering all computer application tools, including Microsoft Word, Excel, Access, PowerPoint. • Instructors will assign a project covering basic web-based communication.	Exams and projects will be graded quantitatively with designated rubrics created for each tool.	Success rate for each unit's project is 75% of the total value based on a designated grading rubric.	Faculty from all NOC locations will review results annually in fall meeting and make changes as needed in curriculum, instructional delivery, or assessment measures.
2013-2014 Data: 524 and 303 students were assessed in Fall 2013 and Spring 2014 respectively using the rubric established by Computer Concepts faculty. The averages for the final exams were 76.78% for Fall 2013 and 82.14% for Spring 2014. Recommendation for 2014-2015: Average scores show that students are exceeding the benchmarks set. Additionally, the overall average on the final exam is in an upward trend from Spring 2013, when the average was 76.28% for the exam. Faculty will continue to implement the use of SAM training in addition to the tutorials in order to improve the scores on the final exams. Faculty are also piloting a new tool called SimNet, through the Digital & Financial Literacy course. If results are satisfactory, the division will research utilizing the tool in Computer Concepts as well. As a result of continued student outcome success with the course material, faculty have developed the Digital and Financial Literacy course, which could in effect substitute for the Computer Concepts course. The course will meet the computer proficiency requirement, but in a more compact format, allowing for the addition of content in the area of personal finance.					
Societal Awareness					
8.Historical and Political Knowledge	HIST 1483	Instructors will choose from one or more of the following: 1.Students will list and explain the major political, social, and technological developments that led to discovery, invention, and new resources in the shaping of Western Culture. 2.Students will identify historical events, key figures, historical terms, and historical interpretations of American history. 3.Students will identify the social, economic, political, demographic, and principle	1-3. Quantitative tool—objective questions on major exams 4-5. Qualitative tool—Faculty will devise rubrics to evaluate the student's performance on book reports or other projects.	Pass rate for each evaluation tool shall be 70% of the total value.	Faculty from all NOC locations will review results annually in fall meeting and make changes as needed in curriculum, instructional delivery, or assessment measures.

		factors of colonial America and the beginning of the American Revolution. 4.Students will demonstrate the ability to conduct research through book reports and other means concerning the historical development of the American nation. 5.Students will demonstrate an understanding of the major political, social, economic and technological events, as well as leading figures and historical interpretations from time of the young Republic to Civil War.			
8.Historical and Political Knowledge, cont.	HIST 1493	Instructors will choose from one or more of the following: 1.Students will list and explain major political, social, & technological developments that led to discovery, invention, and new resources in the shaping of Western Culture. 2.Students will identify historical events, key figures, historical terms, and historical interpretations of American history. 3.Students will identify the social, economic, political, demographic, & principle factors of the Civil War Reconstruction. 4.Students will identify causes and effects of industrialization, urbanization, & nationalism as the U.S. emerges into world power. 5.Students will identify the significant political, social, economic, and technological events, as well as leading figures and historical interpretations of WWI and WWII. 6.Students will demonstrate the ability to conduct research through book reports and other means concerning the historical development of the American nation.	1-5. Quantitative tool—objective questions on major exams 6. Qualitative tool—Faculty will use rubrics to evaluate the student’s ability.	Pass rate for each evaluation tool shall be 70% of the total value.	Faculty from all NOC locations will review results annually in fall meeting and make changes as needed in curriculum, instructional delivery, or assessment measures.
	POLI 1113	Instructors will choose one or more of the following: 1. Students will identify and explain purposes, structure, and function of the American political system. 2. Students will identify the electoral process, the “two party” system, campaigning techniques, election procedures, and voting behavior. 3. Student will identify the purpose of the Preamble of the Constitution, the seven major articles, and the twenty	1-3. Quantitative tool—objective questions on major exams 4. Qualitative tool—Faculty will use rubrics to evaluate the student’s ability.	Pass rate for each evaluation tool shall be 70% of the total value.	Faculty from all NOC locations will review results annually in fall meeting and make changes as needed in curriculum, instructional delivery, or assessment measures.

		seven amendments to the Constitution. 4. Students will demonstrate through classroom discussion, book reports, or other writings an understanding of the formulation of public policy, the influence of special interest groups and the media, and describe the American federal system in respect to the division of powers and responsibilities held by the various levels of government.			
2013-2014 Data: An average percentage of 77.3% demonstrated the competency, with a range of 50-92 percent scored. Recommendation for 2014-2015: No changes at this time—competency met.					
9.Awareness of the Needs of Various Communities, Beginning with the Local Level	ORNT 1101 Orientation	Students will be required to complete at least one community service project with 2 hours of volunteer work documented.	Work will be documented by supervisor with verification that student receives no compensation.	Successful completion of community service will constitute a minimum of 10% of the final grade.	Orientation instructors will meet annually in the fall (through physical meeting or email) to discuss community service options.
2013-2014 Data: Spring 2014 Orientation students were assessed on this competency. Of 366 students enrolled in ORNT 1101 in the spring, 212 (57.9%) completed two hours of community service. Recommendation for 2014-2015: Orientation instructors will review strategies for encouraging stronger participation in this program, including recommended participation in Civitan Club (Enid and Tonkawa campuses) with opportunities to volunteer twice monthly, as well as stronger promotion of blood drives.					
Mathematical and Scientific Reasoning					
10.Skill in Data Analysis and Interpretation	MATH 1483, MATH 1493, MATH 1513	-Students will interpret average rate of change or a solution to a word problem in terms of the situation. -Students will calculate statistical measures and interpret statistical graphs. -Students will create or identify a graph by the polynomial function given (using its characteristics)	-Selected items on the correlating exam. - Selected items on the correlating exam. - Selected items on the correlating exam.	Students in these math classes will have a 70% success rate on these selected problems or exam items.	Yearly fall reviews by instructors from all campuses will determine needed adjustments.
2013-2014 Data: 27 of 43 (62.79%) of students met competency in MATH 1483, 112 of 144 (77.78) met competency in MATH 1493, and 576 of 824 (69.9%) met competency in MATH 1513. Recommendations for 2014-2015: For competencies 10 and 11, instructors discussed the need to trend data longer to determine curriculum changes with a new common final having been recently instituted. Instructors will also focus on better clarifying terminology for exams and, in Math Functions, students will be asked more often to interpret the results related to their answers.					
11.Problem-Solving Skills	MATH 1483, MATH 1493, MATH 1513	-Students will use a graphing calculator to create a graph and use the graph to find the solution. -Students will calculate simple and compound interest, effective rate, amortization, and saving formulas. -Students will solve quadratic equations by factoring, completing the square, and using the square root property and the quadratic formula.	-Selected items on the corresponding exam. - Selected items on the correlating exam. -Selected items on the corresponding exam.	Students in these math classes will have a 70% success rate on these selected problems or exam items.	Yearly fall reviews by instructors from all campuses will determine needed adjustments.
2013-2014 Data: 34 of 43 (79.07%) of students met competency in MATH 1483, 114 of 147 (77.55%) met competency in MATH 1493, and 589 of 848 (69.46%) met competency in MATH 1513. Recommendations for 2014-2015: For competencies 10 and 11, instructors discussed the need to trend data longer to determine curriculum changes with a new common final having been recently instituted. Instructors will also focus on better clarifying terminology for exams and, in Math Functions, students will be asked more often to interpret the results related to their answers.					
12.Environmental Awareness	BISI 1114, BISI 1214, BISI 1414, BISI 1314	Group Lab assignments—At least 1-4 labs in each course will be environmentally based.	Lab reports will be judged both qualitatively and quantitatively.	Students in these classes will have a 70% success rate for this goal.	Yearly fall reviews by instructors from all campuses will determine needed adjustments.

2013-2014 Data: 408 of 511 of students (79.8%) tested passed the competency at a 75% or higher rate, an increase from the 70% or higher benchmark of 2012-2013. . Recommendation for 2014-2015: No changes at this time as the majority of students met competency.					
Quality of Life					
13. Personal Finance	CS 1113	Students will complete an Excel Budget Project	A departmentally-standardized grading rubric will be applied to all budget projects.	Project averages from the Computer Concepts students should exceed a target of 75% or higher.	Yearly fall reviews by Computer Concepts instructors from all campuses will determine needed adjustments in curriculum.
2013-2014 Data: 541 and 282 students were assessed in Fall 2013 and Spring 2014 respectively using the rubric established for the budget projects completed using Excel. The averages for the budget projects were 83.05% for Fall 2013 and 82.78% for Spring 2014, so in each semester the benchmark of 70% was achieved. Recommendation for 2014-2015: As a result of discussions regarding the need for a more concerted effort to increase knowledge of personal finance related topics, faculty have developed the Digital and Financial Literacy course. The course is a combination of the Computer Concepts course and Personal Finance, therefore, meeting the computer proficiency requirement, but in a more compact format, and allowing for more concentration on much needed content in the area of personal finance.					
14. Knowledge of Wellness, Fitness, and Nutrition	HPET 1223	Instructors will use a combination of the following: - Lecture - Reading assignments - Classroom discussions that create awareness of wellness, fitness, and nutrition	Quantitative tool-- Student performance on exams Qualitative tool--student involvement in class discussions will be evaluated based on criteria of ____	Pass rate for each evaluation tool shall be 70% of the total value.	Faculty will review results annually in fall meeting.
	HPEA 1221, 1251, 1281, 1361, 1371, 1401, 1411, 1441, 2021, 2031, 2281	Instructors will use a combination of the following: - Lecture - Student demonstration - Student participation	Quantitative tool-- Student performance on exams Qualitative tool--Observation of student demonstrations and participation based on criteria of ____	Pass rate for each evaluation tool shall be 70% of the total value.	Faculty will review results annually in fall meeting.
2013-2014 Data: 114 students were tested on wellness, fitness, and nutrition principles in physical education activity courses required for general education. Of those tested, 111 passed the competency (78-A, 16-B, 12-C, 3-D, 3-F). Recommendations for 2014-2015: Develop standardized measure for health theory courses in line with institutional change in policy, allowing students to replace two-hour physical activity courses with Health, Education, and Wellness, Nutrition, or First Aid.					

Note: In addition to the competencies listed above, the General Education Committee has emphasized the importance of a knowledge of and exposure to the arts and humanities. Because of the diversity of humanities offerings, one standardized measure is not employed; however, students must complete six credit hours of humanities for general education requirements. Leadership was also recognized as a valued competency but will be developed throughout the curriculum rather than through a single course.

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 2013-2014: Standard met—see table 2 below.

Table 2: Responses to questions 2, 4, and 5, on Spring 2014 NOC Student Satisfaction Survey, quality of instruction:

Question 2: Faculty who teach provide helpful instruction.

	Percentage
Strongly Agree	31
Agree	56
Neither Agree nor Disagree	10
Disagree	2

Strongly Disagree	1
Mean	4.13

Question 4: Course content is appropriately challenging for my program of study.

	Percentage
Strongly Agree	26
Agree	60
Neither Agree nor Disagree	11
Disagree	2
Strongly Disagree	1
Mean	4.06

Question 5: Faculty who teach are knowledgeable about their subject areas.

	Percentage
Strongly Agree	45
Agree	48
Neither Agree nor Disagree	6
Disagree	1
Strongly Disagree	0
Mean	4.37

Use of Assessment Results 2013-2014: Student satisfaction survey results were shared with all faculty at Fall 2014 in-service meetings, shared with all staff at a September 2014 required meeting, and posted to the portal. While benchmark was met, ongoing professional development opportunities will be offered to insure faculty remain up to date in fields of study and Director of IR will investigate new survey tools and strategies for increasing response rates. 2014-2015 data will be reviewed from Spring 2015 survey released in February.

Source of Documentation: Spring 2014 Student Satisfaction Survey Results

Assessment Results 2014-2015: Standard met—see table 3 below.

Table 3: Spring 2015 Student Satisfaction Data

Question 14: Faculty provide helpful instruction.

	Percentage
Strongly Agree	28%
Agree	49%
Neither Agree nor Disagree	15%
Disagree	5%
Strongly Disagree	3%
Mean	3.95 out of 5

Question 12: Course content is appropriately challenging for my program of study.

	Percentage
Strongly Agree	30%
Agree	49%

Neither Agree nor Disagree	14%
Disagree	4%
Strongly Disagree	3%
Mean	3.99 out of 5

Question 16: Faculty are knowledgeable about their subject area.

	Percentage
Strongly Agree	41%
Agree	44%
Neither Agree nor Disagree	11%
Disagree	3%
Strongly Disagree	1%
Mean	4.22 out of 5

Use of Assessment Results 2014-2015: Results of 2014-2015 survey are being separated by division and will be shared in 2015 updates.

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 provides a positive learning environment that encourages me to communicate, discuss questions, and state my opinion without feeling intimidated or self-conscious,” “The instructor provides me with the opportunities to develop critical thinking skills relative to the course content,” “The instructor demonstrates knowledge of the course material being taught.”

Assessment Results 2014-2015: Faculty evaluation reports have yielded summaries for individual instructors but not departmental summaries.

Use of Assessment Results 2014-2015: In building the Assessment Plan in 2014-2015 and reviewing assessment data, division chairs and faculty liaisons agreed that a useful measurement would be breaking faculty evaluation results out by division. The Director of IR, who collects faculty evaluation, will begin doing so in Spring 2015.

Goal 2: Provide a wide range of associate degree programs that meet workforce needs and prepare graduates for successful transfer to bachelor’s degree programs.

Measured Outcome 2.1: All degree programs will be assessed on a 5-year cycle through the OSRHE degree program review cycle, OSHRE productivity reports, and/or individual program accreditation reporting requirements.

Assessment Results 2013-14: 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 Music

Accreditation quality assurance reports were submitted for the following programs:

Feb. 2014—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 2013-2014:

Feb. 2014—ACBSP Review of Business Program—10-year reaccreditation granted

Feb. 2014—ACEN Review of Nursing Program—10-year reaccreditation granted

Other changes made as a result of program reviews are listed in the individual division assessment plans following.

Assessment Results 2012-2013 and 2013-2014: OSHRE degree program reviews were submitted for the following degree programs and are available on the NOC website under the academic division pages with the exception of one suspended program (AAS in Aviation), which NOC will no longer market:

2012-2013 Program Reviews

- A.A. in Child Development
- A.A. in Communications
- A.A. in Criminal Justice Administration
- A.A. in Elementary Education
- A.A. in Social Science

- A.S. in Arts & Sciences
- A.S. in Biological Sciences
- A.S. in Health, Physical Education and Recreation

- A.A.S. in Aviation: Professional Pilot
- A.A.S. in Digital Media Animation and Design
- A.A.S. in Engineering and Industrial Technology
- A.A.S. in Respiratory Care

2013-2014 Program Reviews

- A.A. in Music

Use of Assessment Results 2012-2014: 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 that follow except for the one program updated below, reflecting a degree suspension:

- A.A.S. in Aviation: Professional Pilot—As a result of the 2013 program review, this degree was suspended due to low productivity.

Source of Documentation: OSHRE Program Reviews for 2013 and 2014

Goal 3: Provide opportunities for students to enhance learning through avenues such as internships, practicums, service learning, and study abroad.

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 2014-15: Through creation of 2014-2015 Assessment Plan, analysis determined that co-curricular learning opportunities have been offered but not effectively measured across all disciplines. Measured outcome 3.1 was created to address that need.

Use of Assessment Results 2014-2015: Change made in assessment plan to gather better data in 2015-2016.

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

Assessment Results 2014-15: From 2013-2015, the number of grant proposals submitted were 18 with 13 not funded. Specific proposals funded included: Moms to Work and QPR Suicide Prevention Training. However, Northern Oklahoma College received renewal funding from TANF, Scholars for Excellence in Child Care, Gear Up, Northwest Consortium Tech Prep, WIA, Americorps, Upward Bound, Plus 50 and Reach Higher.

Use of Assessment Results 2014-2015: Grant applications were reviewed in the Grant Committee and input sought from all academic divisions on programmatic needs for future grant applications.

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:

Computer Labs:

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

Library Research Tools:

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

Tutoring:

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

Assessment Results 2013-14: Spring 2014 Student Satisfaction Survey addressed whether facilities were “safe, clean, and conducive to learning” through Question 17 but did not break out student support areas sufficiently for usable data.

Use of Assessment Results 2013-2014: Measured Outcome 4.1 was added to improve Student Satisfaction Survey with direct questions evaluating additional student support areas.

Assessment Results 2014-15 (from February 2015 Student Satisfaction Survey):Computer Labs

Question 19: I am able to access computer labs/writing labs when needed for research and homework assignments.

	Percentage
Strongly Agree	28%
Agree	51%
Neither Agree nor Disagree	13%
Disagree	4%
Strongly Disagree	4%
Mean	3.94 out of 5

Library Research Tools

Question 18: I have access to the electronic databases and other library tools I need to complete research assignments and coursework.

	Percentage
Strongly Agree	28%
Agree	53%
Neither Agree nor Disagree	14%
Disagree	3%
Strongly Disagree	2%
Mean	4.02 out of 5

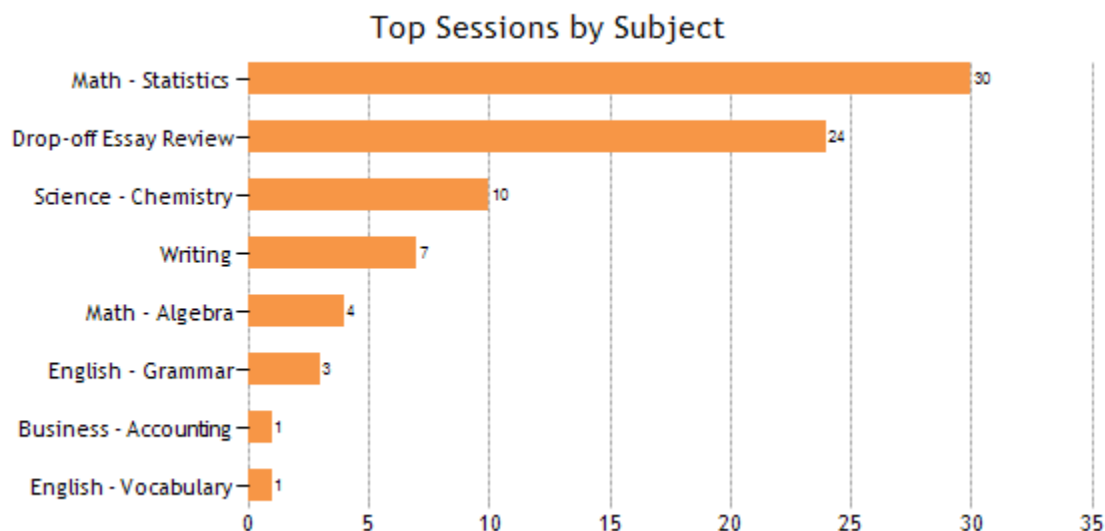
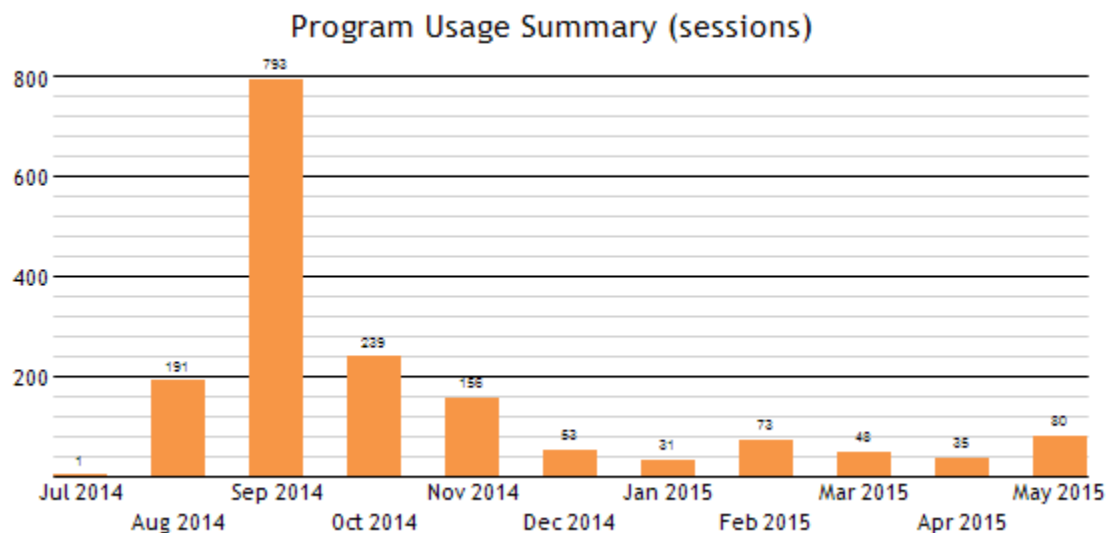
Tutoring

Question 17: I have been able to access additional help with classes when needed, either from my

instructor or tutoring services, on-site or online.

	Percentage
Strongly Agree	23%
Agree	44%
Neither Agree nor Disagree	22%
Disagree	8%
Strongly Disagree	3%
Mean	3.77 out of 5

Use of Assessment Results 2014-2015: Standard was met in all areas except tutoring with a score of 67%. An additional 22% were neutral, potentially indicating that students did not feel they needed tutoring. Two student comments indicated tutoring services were unavailable in late evening, so further communication will be offered on online tutoring services through tutor.com. In addition, the hours of usage and breakdown by discipline will continue to be shared with division chairs to communicate with faculty areas where further instruction may be needed.



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

Assessment Results 2014-15: May 2014 to April 2015 Usage Statistics are shown below.

EbscoHost

Sessions 4,135
Full Text retrieved 9,831
Abstracts retrieved 14,014

Proquest

Sessions 3,936
Full Text retrieved 4,039
Abstracts retrieved 843

Gale

Sessions 2,726
Full Text retrieved 2,759
Abstracts retrieved 59

Total

Sessions 10,797
Full Text retrieved 16,629
Abstracts retrieved 14,916

Use of Assessment Results 2014-2015: 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. With benchmark data established in the 2014-2015 academic year, 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 the 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 2014-15: Advisor's Handbook was created in Fall 2014 with input gathered from faculty and staff advisors.

Use of Assessment Results 2014-2015: Faculty and staff with fewer than five years of experience were trained on advisement issues in October 2014 before spring enrollment opened.

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 2013-15: Professional development opportunities were available through in-service, and participation in professional development was tracked through service report completed each spring; however, faculty participation in professional development was uneven across the disciplines. The addition of an instructional designer in January 2015 allowed for an expansion of NOC's professional development offerings.

The following summary reflects the attendance for these offerings in Spring 2015: advisement.

Blackboard In-Service—50 NOC employees

ITV Best Practices In-Service—18 NOC employees

Bridges out of Poverty Training—20 NOC employees

Possible Death to PowerPoint: Creating Dynamic Prezi Presentations Training—18 NOC employees

National Memorial Fieldtrip—12 NOC employees, 11 family members of NOC employees, and 5 NOC students

Active Learning Webinar—5 NOC employees to date—This webinar will be available until January 5, 2016.

Use of Assessment Results 2013-2015: The professional development agenda was received well based on attendance in the initial semester of offerings. To encourage more participation in professional development activities for next year, division chairs adopted the standard for outcome 5.1 to be applied in the 2015-2016 academic year.

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 2014-2015: In May 2014 budget hearings, division chairs presented the request for an increase in the travel budget to allow more faculty professional development opportunities.

Use of Assessment Results 2014-2015: \$900 per full-time faculty member was budgeted in professional development funds for the 2014-2015 academic year.

Assessment Plan for Academic Affairs—Agriculture, Science, and Engineering Division

Agriculture, Science, and Engineering Division Mission: The Division of Agriculture, Science and Engineering’s mission is to provide a fundamental science curriculum, in part through experiential learning, in the basic fields of biology, chemical, and physical sciences for students wishing to pursue career and degree opportunities in a wide variety of disciplines and related fields.

Agriculture, Science, and Engineering 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, societal awareness, mathematical and scientific reasoning, and quality of life.

Measured Outcome 1.1: See General Education Competency grid for Competency 12—measured for all students enrolled in biological science courses taken for general education requirement.

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/academics>

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 “The instructor provides a positive learning environment that encourages me to communicate, discuss questions, and state my opinion without feeling intimidated or self-conscious,” “The instructor provides me with the opportunities to develop critical thinking skills relative to the course content,” “The instructor demonstrates knowledge of the course material being taught.”

Assessment Results 2014-2015: Faculty evaluation reports have yielded summaries for individual instructors but not departmental summaries.

Use of Assessment Results 2014-2015: In building the Assessment Plan in 2014-2015 and reviewing assessment data, division chairs and faculty liaisons agreed that a useful measurement would be breaking faculty evaluation results out by division. The Director of IR, who collects faculty evaluation, will begin doing so in Spring 2015.

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 2012-2013: 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
- A.A.S. in Engineering and Industrial Technology

No program reviews were due for this division in 2013-2014 or 2014-2015.

Use of Assessment Results 2012-2013: 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
 - Adjusted degree program based on transfer matrix by adding an Agriculture Leadership course
- A.S. in Biological Sciences
 - Added a Majors Biology course
 - Modified General Biology labs to correspond to the applicable courses
- A.A.S. in Engineering and Industrial Technology
 - Added Technical Math 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:

Agriculture:

- Northern Aggies campus organization activities
- Participation in Livestock Judging Team
- Internships at Farmer's Co-Op, Veterinary Clinics and Farming and Ranching operations

Biological Science:

- Participation in student conducted research
- Student involvement in hosting planetarium shows and community telescope viewings
- Study abroad opportunities in Costa Rica

Engineering and Industrial Technology (PTEC):

- Engineering Club campus organization activities
- Internships/Industrial interactions with local industrial partners.

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

Assessment Results 2014-2015: Plan identified further assessment needs.

Use of Assessment Results 2014-2015:

Developed plans to

- Track participation at organizational activities
- Work with Advisory Boards to determine areas of need within business and work to establish more internship opportunities for students in those areas.

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 Ag, Science, and Engineering responding to the annual NOC student satisfaction survey will indicate they either agree or strongly agree with the following statements:

Computer Labs:

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

Library Research Tools:

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

Tutoring:

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

Assessment Results 2014-2015: Plan identified the need for further assessment surveys. Analysis by division has begun and will be complete in Summer 2015.

Use of Assessment Results 2014-2015:

- Track library usage by students.
- Make adjustments as needed to the on-site tutoring schedule based off of usage logs and input from students and faculty on the need of added support in specific discipline areas.

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, Science, and Engineering 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 2014-2015: The addition of an instructional designer allowed for the revision of the assessment plan in this area.

Use of Assessment Results 2014-2015:

- Encourage faculty to participate in at least 3 professional development opportunities each year. These could be on-site opportunities or external professional development offerings.
- Work with faculty to implement a 2-3 year rotation system for acquiring professional development hours.
- Track participation of the faculty in the professional development opportunities and review survey results to assess faculty needs and interests.
- Track professional society activities.

Assessment Plan for Academic Affairs—Business Division

Business Division Mission: Consistent with the institutional 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 to develop students as effective learners and innovative business leaders within their communicates in a connected and dynamic business world.

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, societal awareness, mathematical and scientific reasoning, and quality of life.

Measured Outcome 1.1: See General Education Competency grid for Competencies 1 and 7—measured in Computer Concepts class taken by students as general education requirement.

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/academics>

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 “The instructor provides a positive learning environment that encourages me to communicate, discuss questions, and state my opinion without feeling intimidated or self-conscious,” “The instructor provides me with the opportunities to develop critical thinking skills relative to the course content,” “The instructor demonstrates knowledge of the course material being taught.”

Assessment Results 2014-2015: Faculty evaluation reports have yielded summaries for individual instructors but not departmental summaries. Individual calculations were done for the Business Division as indicated in goal 5 area.

Use of Assessment Results 2014-2015: In building the Assessment Plan in 2014-2015 and reviewing assessment data, division chairs and faculty liaisons agreed that a useful measurement would be breaking faculty evaluation results out by division. The Director of IR, who collects faculty evaluation, will begin doing so in Spring 2015.

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 2-year cycle through the ACBSP accreditation reporting requirements.

Assessment Results 2013-2014: The ACBSP Quality Assurance report was submitted for the Business Division and its degree programs. The report is available on the Business Division Webpage.

Use of Assessment Results 2013-2014: The Quality Assurance report was 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.

No program changes were made as a result of the report findings, 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’S placed on the business programs and progress on addressing the issues are as follows:

OFI: Please provide URLs where student performances are displayed to the general public in addition to your description of how this is achieved.

This issue is in completion of the report, since the business division’s webpage is current and the preparation of the next Quality Assurance report will include the links mentioned.

OFI on Standard 3: Please consider tools for student satisfaction which will measure the students' responses for the Business Unit.

The Business Unit has requested that institutional student satisfaction surveys be disaggregated by division, location and delivery mode. No further satisfaction surveys have been distributed since the request.

OFI on Standard 3: Financial Aid Advising is below the identified goal. Please provide analysis and

consider action to improve these results.

No action taken at this time. Will address in spring 2015.

OFI on Standard 4: The use of GPA and CAAP Scores are not appropriate performance measures for learning in business programs.

A comprehensive outcomes Assessment Plan, including divisional, program / degree and course level measures is currently in development.

OFI on Standard 4: Introduction to Business post-test scores do not measure learning outcomes if not compared to pre-test scores.

The Course Outcomes Assessment Plan is currently under revision. The measure used for Introduction to Business as well as all other Business course outcomes will be reviewed and revised in Spring 2015.

OFI on Standard 4: Revise performance measures to be directly related to program outcomes.

A comprehensive outcomes Assessment Plan, including divisional, program / degree and course level measures is currently in development

OFI on Standard 4: Please include assessment examples for each accredited program.

A comprehensive outcomes Assessment Plan, including divisional, program / degree and course level measures is currently in development

Source of Documentation: ACBSP Quality Assurance Report and ACBSP Quality Assurance Feedback Report

Assessment Results 2014-2015:

The ACBSP Quality Assurance report is submitted for the Business Division and its degree programs on a biannual basis, so no report was completed during 2014-15. The next report will be completed and submitted in Spring 2016

Use of Assessment Results 2014-2015:

During 2014-15, as a result of the QA report and institutional initiatives, the course descriptions and objectives were revised and an assessment matrix is in development stages.

Measured Outcome 2.2: All degree programs will be reviewed by the Business Division Advisory Board on an annual basis.

Assessment Results 2013-14: The Business Division Advisory Board met in November 2013 and May 2014. The Advisory Board reviewed the degree programs. The minutes of the Advisory Board minutes are available on the Business Division Webpage.

Use of Assessment Results 2013-2014: The Advisory Board provided valuable input regarding current offerings. The requirement of a Speech class was recommended – it is currently listed as a recommended elective and due to General Education and transfer institution requirements for those completing the Business Administration degree, faculty agreed this is not feasible at this time.

Assessment Results 2014-15: The Business Division Advisory Board met in November 2014 and

completed a survey of programs in May 2015. The Advisory Board reviewed the degree programs. The minutes of the November Advisory Board meeting are available on the Business Division Webpage. Business advisory board members did not propose any changes to curriculum at this time. They suggested more emphasis on communication, entrepreneurial thinking and customer service skills. Additionally, the members suggested making further connections with the business community.

Use of Assessment Results 2014-2015: As a result of the suggestions as well as administrative and divisional initiatives, expansion of the Governor's Cup team to the Enid campus is being pursued. To increase connections with the business community, a representative from the Stillwater Chamber of Commerce will be included on the advisory board in Fall 2015. Further, an AMBUCS Auxiliary chapter will be added on the Tonkawa Campus supported by and affiliated with the Ponca City AMBUCS chapter. Faculty will discuss ways to encourage improved communication skills on a cross-curricular basis during the Fall 2015 semester.

Source of Documentation: Advisory Board 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 2013-2014: 100% of students placed since Fall 2009 scored 80% or better on the portfolio based on the rubric, with the exception of Fall 2011, when one student did not complete all of the portfolio requirements. The goal of placing 5 interns per year has not been met in all years reported.

Table 3.1

SEM	# of Students Placed	# of Students Completed	%of students who scored 80% or better
F 09	1	1	100%
S 10	3	3	100%
F 10	1	1	100%
S 11	1	1	100%
F 11	3	3	66.7%
S 12	5	5	100%
F 12	1	1	100%
S 13	1	1	100%
F 13	1	1	100%
S 14	4	4	100%

Use of Assessment Results 2013-2014: Based on the annual review of the items included in the portfolio, student feedback on the survey of the experience as well as advisory board input, in Spring 2013, the criteria of the internship was expanded to include a more rigorous curriculum. In addition to the student work experience and previously required report, students must complete a situational

analysis, organizational chart analysis, and performance appraisal system analysis. To address the intern placement rates, the division along with help from the Grants Coordinator and other divisional representatives, will be pursuing a Department of Labor grant that provides funding for Internship / Apprenticeship programs. The funding would be used to increase the efficacy and promotion of the internship program.

Assessment Results 2014-2015:

4 students were placed in Summer 2014, no students were placed in Fall 2014 and 3 students were placed in Spring 2105. 100% of the students completed the internships successfully. The goal of placing 5 students was met during the 2014-15 year. The program placed students with 4 new business partners, thus expanding the external network.

Use of Assessment Results 2014-2015:

As a result of the success and expansion, further recruitment for the internships will be conducted throughout the next year. Communication is ongoing with the Stillwater Chamber of Commerce and Enid business professionals to expand the number of internships offered. The new target per year is 10 students and the faculty plan to continually increase this target number. Additionally, a recruitment flyer will be developed during the summer of 2015 to distribute to students in the Introduction to Business courses.

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 2013-14: Data will be collected beginning in Fall 2014 for the service opportunities.

Use of Assessment Results 2013-2014: Club sponsors recognized that the need existed for expansion of the Business student experience to include opportunities for involvement in an organization that can provide life-long service to their respective communities. The Enid Kappa Beta Delta chapter has partnered with the local AMBUCS organization through an AMBUCS Auxiliary club, which is focused on serving the local community needs. The program has been in existence for only a year. Currently, the Tonkawa Kappa Beta Delta chapter is developing a similar partnership with the Ponca City AMBUCS. Data will be available to report in 2014-2015.

Assessment Results 2014-15:

A total of 12 new students joined the AMBUCS Auxiliary club during the 2014-15 academic year. Of those 12, 4 students expanded their membership and joined a local Enid AMBUCS chapter. The Auxiliary club participated in service opportunities with local business and community leaders including placing flags flown downtown Enid and North Van Buren for Veteran's Day and President's Day, raising money for the Children's Heart Hospital, visiting the Heart Hospital and providing Trykes to needy kids. Kappa Beta Delta had a decrease in the number of students involved and inducted this year, but the students continued to participate on a smaller scale in community service activities such as the annual canned food drive, sponsoring a child at Christmas through the Salvation Army's Angel Tree Program and providing a booth for the NOC Trick-or-Treat fair.

Use of Assessment Results 2014-2015:

As a result of the success in Enid, in May 2015, the business faculty made connections for development of the AMBUCS Auxiliary club with the Ponca City AMBUCS chapter. It will be further developed in

Fall 2015. Additionally, the division is exploring a partnership with the Stillwater Chamber of Commerce to create service and networking opportunities for students on the NOC Stillwater campus.

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

Assessment Results 2013-14: Northern has had one team participate in the competition in both 2012-13 and 2013-14 academic years.

Use of Assessment Results 2013-2014: The Governor's Cup Competition is a business plan competition that puts to practice the knowledge obtained throughout the business course work. It provides a wonderful extension to the learning environment. Based on the outcomes, in 2014-2015, two teams have been organized – one in the small business division and one in the high-growth division. Expansion is planned for the Enid campus when faculty resources become available.

Assessment Results 2014-15:

One team competed in the Governor's Cup Competition in 2014-15 in the high-growth category. Northern's Governor's Cup Team, sponsored by Laura Marshall, was selected for the Robert E. Craine Outstanding Venture Award for their business concept, Magnetic Solutions, Inc. Governor Mary Falin presented them with the award at a special ceremony held April 16 in Oklahoma City. In the overall competition, the team placed in the top 8 schools but did not advance to the finals.

Use of Assessment Results 2014-2015:

As a result of the success of the team and the momentum of the program, a team will be added on the Enid campus in 2015-16. Additionally, by observing the success and the exemplary conduct of this year's team, the team policies were revised to accommodate more student ownership of the team activities. Further, through the generous donations from business faculty, a scholarship was established to reward the outstanding team member(s).

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:

Computer Labs:

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

Library Research Tools:

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

Tutoring:

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

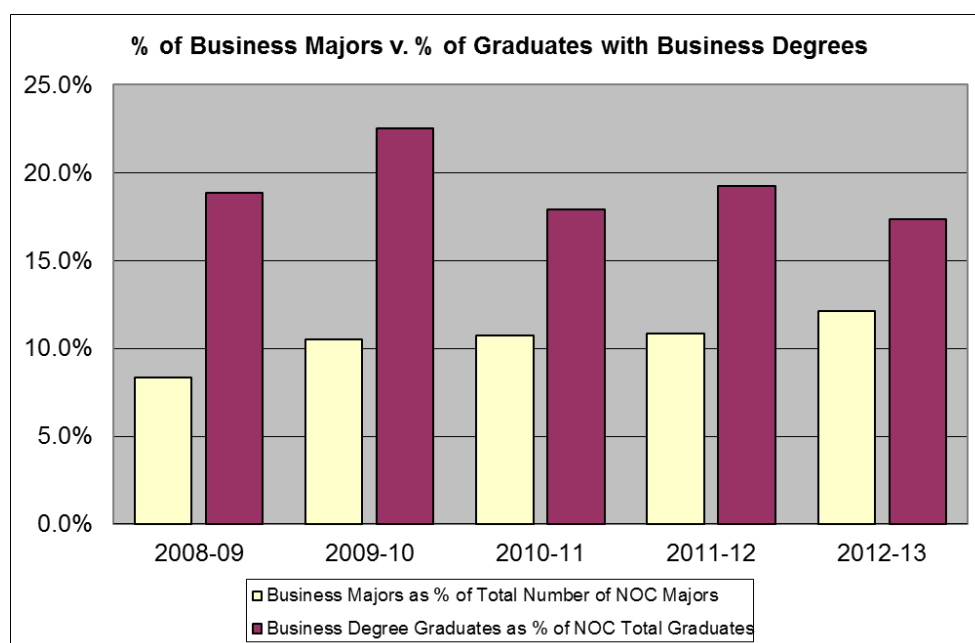
Assessment Results 2014-2015: Analysis by division has begun and will be complete in Summer 2015.

Use of Assessment Results 2014-2015: Faculty will review findings in Fall 2015 and make recommendations for change as needed.

Measured Outcome 4.2: The percent of NOC graduates receiving a degree in Business will exceed the percent of NOC majors declaring Business as their major, indicating that advisement and support services are advancing students toward degree completion.

Assessment Results 2013-14: The percent of NOC graduates receiving degrees in Business (18.9%, 22.5%, 17.9%, 19.2% and 17.3%) exceeded the percent of NOC majors declaring business as the major (8.4%, 10.5%, 10.7%, 10.8% and 12.1%) in 2009 thru 2013. This is an indication that advising of students toward degree is resulting in more majors actually completing the degree.

Table 4.2

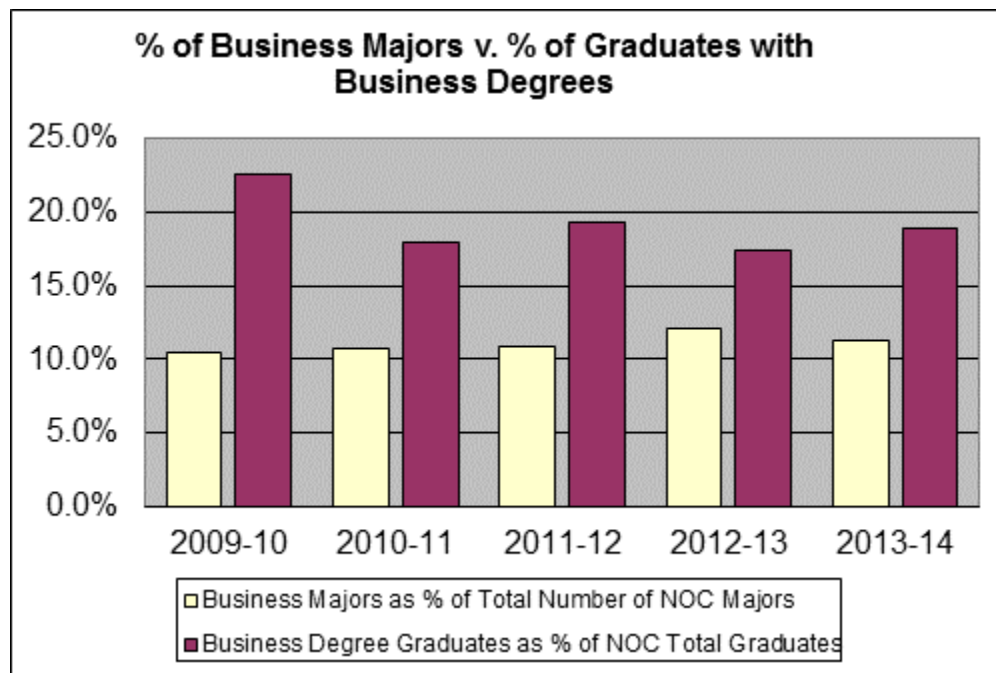


Use of Assessment Results 2013-2014: Changes to the NOC website have been made to make information more readily available for potential students. The Business Division brochure and recruiting materials are currently being revised in order to increase awareness of the program and make further increases in enrollment. Three initiatives are being implemented in order to improve advisement and support services within the Business Division:

- Analysis of the advisor to student ratio, to ensure that advisory services are maximized within the division.
- Business Student Advisory Committee will be organized in Spring 2015 to provide feedback from Business students on how to improve the services provided.
- A business specific exit survey will be administered beginning in Fall 2014 to provide better data to the division on the programs, advisement and services. Following its implementation, in Fall 2015, a similar entrance survey will be implemented, to assess the expectations of incoming freshmen for comparison with the exit survey.

Assessment Results 2014-2015: The percent of NOC graduates receiving degrees in Business (22.5%, 17.9%, 19.2%, 17.3% and 18.9%) exceeded the percent of NOC majors declaring business as the major (10.5%, 10.7%, 10.8%, 12.1% and 11.3%) in 2010 through 2014. This is an indication that advising of students toward degree is resulting in more majors actually completing the degree.

Table 4.2.2



Use of Assessment Results 2014-2015:

Changes to the NOC website have been made to make information more readily available for potential students, including updated course descriptions, degree sheets and the course outcomes matrix. The Business Division brochure was revised in order to increase awareness of the program and make further increases in enrollment. Other recruiting efforts via a new financial market ticker and advertising through the ticker, as well as expansion of the internship program, are intended to assist in recruitment efforts.

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.

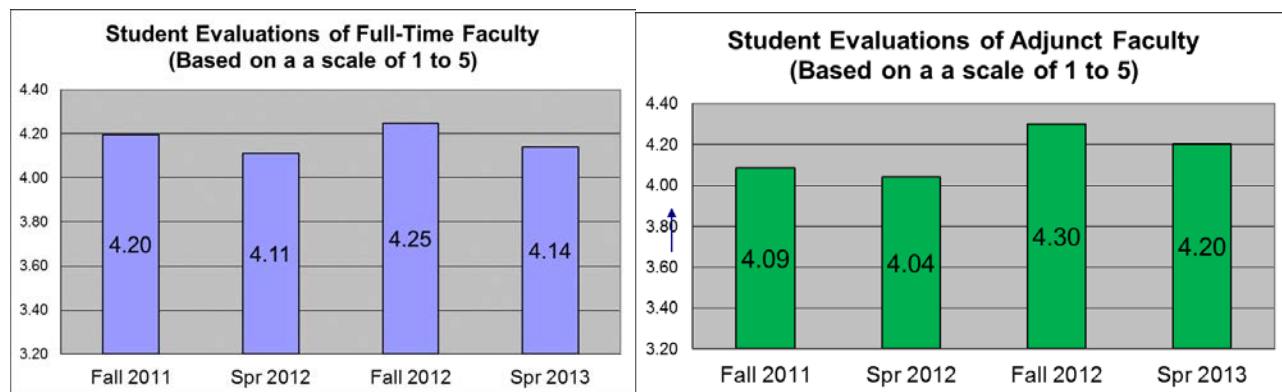
Measured Outcome 5.1: All full-time Business faculty will be expected to complete a minimum of two professional development sessions, reported on the annual spring self-evaluation form, reviewed by division chairs.

Assessment Results 2014-2015: The addition of an instructional designer in January 2015 allowed for the revision of the assessment plan in this area.

Use of Assessment Results 2014-2015: Through the development of the 2014-2015 assessment plan, division chairs added measure 5.1 to track participation in professional development in 2015-2016.

Measured Outcome 5.2: The average score for all Business Division faculty members on the "Student Evaluation of Faculty Member" survey will be 4.0 or better.

Assessment Results 2013-14: The average score for all Business Division faculty members on the "Student Evaluation of Faculty Member" has been above 4.0 for the four semesters between Fall 2011-Spring 2013.



Use of Assessment Results 2013-2014: The process will continue. Based on the review, changes with individual instructors who do not meet the minimum 4.0 are counseled on strategies to improve and may be asked to complete more than the required minimum professional development hours.

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 twice annually.

Assessment Results 2013-14: The Business Advisory Board met in November of 2013 and April of 2014 as evidenced by the minutes of the meetings which are posted on the Business Division web page.

Use of Assessment Results 2013-2014: As a result of the suggestions, the Business Advisory Board was reorganized to be a formalized board with designated officers and set membership rotation. A formalized handbook was written to guide the Advisory Board in its processes. A monthly speaker series was organized. The Division will continue monitoring progress based on the suggestions of the Business Advisory Board to determine adjustments that are necessary to the curriculum and / or the board.

Assessment Results 2014-2015:

The Business Advisory Board met in November 2014 and met virtually by completing a survey of programs, services and effectiveness in May 2015. The Advisory Board reviewed the degree programs. The minutes of the November Advisory Board meeting are available on the Business Division Webpage. Business advisory board members did not propose any changes to curriculum at this time. They suggested more emphasis on communication, entrepreneurial thinking and customer service skills. Additionally, the members suggested making further connections with the business community.

Use of Assessment Results 2014-2015:

As a result of the suggestions as well as administrative and divisional initiatives, expansion of the Governor's Cup team to the Enid campus is being pursued. To increase connections with the business community, a representative from the Stillwater Chamber of Commerce will be included on the advisory board in Fall 2015. Further, an AMBUCS Auxiliary chapter will be added on the Tonkawa Campus supported by and affiliated with the Ponca City AMBUCS chapter. Faculty will discuss ways to encourage improved communication skills on a cross-curricular basis during the Fall 2015 semester.

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 2014-15: Measure 7.1 was developed as part of the 2014-2015 assessment plan; however, no grants were submitted in 2014-2015.

Use of Assessment Results 2014-2015: As a result of not meeting the goal and the hiring of a new Grants Coordinator, the division has identified the top three grant priorities and has currently identified one grant opportunity related to internships that it will pursue in Spring 2015.

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, societal awareness, mathematical and scientific reasoning, and quality of life.

Measured Outcome 1.1: See General Education Competency grid for competencies reviewed for all graduates.

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/academics>

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 “The instructor provides a positive learning environment that encourages me to communicate, discuss questions, and state my opinion without feeling intimidated or self-conscious,” “The instructor provides me with the opportunities to develop critical thinking skills relative to the course content,” “The instructor demonstrates knowledge of the course material being taught.”

Assessment Results 2013-2014: Faculty evaluation reports have yielded summaries for individual instructors but not departmental summaries.

Use of Assessment Results 2013-2014: In building the Assessment Plan in 2014-2015 and reviewing

assessment data, division chairs and faculty liaisons agreed that a useful measurement would be breaking faculty evaluation results out by division. The Director of IR, who collects faculty evaluation, will begin doing so in Spring 2015.

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 2012-2014: 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 (2012 Review)
- AAS in Digital Media Animation and Design (2013 Review)
- AA in Music (2014 Review)

No program reviews were due for this division in the 2014-2015 academic year.

Use of Assessment Results 2013-2015: 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.

Degree program reviews were shared with all division faculty at the Fall 2013 in-service divisional meeting. While program area problems were identified in the review and addressed, ongoing discussions and new innovative solutions will be sought after to insure faculty involvement in future reviews. Two main program divisional weaknesses identified were retention, recruitment and graduation rates. All Fine Arts Division Departments agreed upon developing a Fine Arts Friday recruitment day. This day would feature all departments' programs for future students. The first Fine Arts Friday was held on February 20, 2013, with great success. In the Fall of 2014 the Music Department added another audition date to their recruitment plan. A date was added in the first semester to catch those students who may not yet have made a college choice. The first scheduled date was November 22, 2014.

Source of Documentation: OSHRE Program Reviews for 2013

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 student learning through:

- Art apprenticeships through the Eleanor Hays Art Gallery and Arts Adventure Foundation, Heart in the Park and Tonkawa Arts & Humanities.
- DMAD apprenticeships through Digital Tutors of OKC and EVW Media of Norman.
- Theatre Tech apprenticeships through The Bartlesville Community Center.
- Theatre and Musical Theatre apprenticeships through ReAct Community Theatre.
- Music apprenticeships and performance opportunities at local and regional functions as requested by the community.

Assessment Results 2014-2015: While opportunities related to 3.1 have been made available, the need to track was identified in the 2014-2015 assessment plan and will begin in the 2015-2016 academic year as not all activity has been tracked prior.

Use of Assessment Results 2014-2015: Faculty will be asked to track activity in Fall 2015 divisional meeting.

Measured Outcome 3.2:

A minimum of 75% of Fine Arts students (Digital Media, Art, and Music majors) responding to a survey will indicate they either agree or strongly agree with the following:

“The availability of extracurricular activities were very helpful in aiding with expenses through scholarship throughout my education at NOC.”

“Apprenticeship opportunities available to me were very helpful in enhancing my learning experience.”

Assessment Results 2014-2015: Measure will be created for 2015-2016

Use of Assessment Results 2014-2015: N/A

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:

Computer Labs:

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

Library Research Tools:

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

Tutoring:

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

Assessment Results 2014-2015: Analysis by division has begun and will be complete in Summer 2015.

Use of Assessment Results 2014-2015: Faculty will review findings in Fall 2015 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.

- OMEA – Oklahoma Music Educators Association
- CBDNA – College Band Directors National Association
- DaVinci – DaVinci Institute
- OAC – Oklahoma Arts Conference
- CWF – Creative World Forum
- OAMS – Oklahoma Association of Music Schools
- MENC – Music Educators National Conference
- NATS – National Association of Teachers of Singers
- OBA – Oklahoma Bandmasters Association
- NAB – National Association of Broadcasting
- Siggraph – Special Interest group for Advanced Graphics.
- AUGA – Autodesk Users Group of America

Feedback from faculty participating in annual surveys of interest and post-training satisfaction surveys will be used to make recommendations.

Assessment Results 2014-2015: The addition of an instructional designer in January 2015 allowed for

the revision of the assessment plan in this area.

Use of Assessment Results 2014-2015: Through the development of the 2014-2015 assessment plan, division chairs added measure 5.1 to track participation in professional development in 2015-2016.

Measured Outcome 5.2: A minimum of 75% of Fine Arts Faculty responding to the annual NOC employee satisfaction survey will indicate they are “Very Satisfied” or “Satisfied” that “NOC provides the professional development needed for my position.”

Assessment Results 2014-2015: Results from the April 2015 Employee Satisfaction Survey were separated by division and the following reported:

Question 22: NOC provides the professional development needed for my position.

	Ag, Sci, & Eng	Business	Lang Arts	Math	Nursing	Social Sci.
Very Satisfied	15%	33%	71%	25%	43%	0%
Satisfied	54%	33%	14%	33%	43%	20%
Somewhat Satisfied	23%	33%	14%	33%	0%	40%
Not Very Satisfied	8%	0%	0%	8%	14%	20%
Not Satisfied at All	0%	0%	0%	0%	0%	20%
Mean out of 5	3.77	4.00	4.57	3.75	4.14	2.60
Not Applicable	0	1	0	0	0	1

Use of Assessment Results 2014-2015:

Results indicate that Fine Arts faculty did not respond to the Employee Satisfaction Survey or did not indicate their academic division based on demographics.

By Division

	Responses	Percentage
Agriculture, Science and Engineering	13	27%
Business	4	8%
Language Arts	6	13%
Math	12	25%
Nursing	7	15%
Social Sciences	6	13%

Faculty not indicating a division – 28

In 2015-2016, Fine Arts faculty will be encouraged to respond to the survey and/or a survey will be given within the division to gather data for this measurement.

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, societal awareness, mathematical and scientific reasoning, and quality of life.

Measured Outcome 1.1: See General Education Competency grid for Competency 14, measured in the physical education theory and activity courses required for general education.

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/academics>

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 “The instructor provides a positive learning environment that encourages me to communicate, discuss questions, and state my opinion without feeling intimidated or self-conscious,” “The instructor provides me with the opportunities to develop critical thinking skills relative to the course content,” “The instructor demonstrates knowledge of the course material being taught.”

Assessment Results 2014-2015: Faculty evaluation reports have yielded summaries for individual instructors but not departmental summaries.

Use of Assessment Results 2014-2015: In building the Assessment Plan in 2014-2015 and reviewing

assessment data, division chairs and faculty liaisons agreed that a useful measurement would be breaking faculty evaluation results out by division. The Director of IR, who collects faculty evaluation, will begin doing so in Spring 2015.

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 2014-2015: A program review was submitted for the A.S. degree in Health, Physical Education, and Recreation in Spring 2013. The next program review cycle for this degree will be in Spring 2018.

Use of Assessment Results 2014-2015: Through the use of the 2013 assessment results, faculty reviewed the curriculum and identified the need for CPR certification in the First Aid course to start in the Fall of 2015.

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 2014-2015: All students who graduated with the Athletic Training degree option completed the 500 hours of required hands-on training—1 student in Tonkawa and 3 students in Enid.

Use of Assessment Results 2014-2015: Suzi Brown and Summer McClure 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 2014-2015: Measurement 3.2 was identified as a need during the creation of the 2014-2015 assessment plan. No data has been tracked for this measurement to date.

Use of Assessment Results 2014-2015: Tracking will begin in the Fall 2015 semester.

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:

Computer Labs:

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

Library Research Tools:

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

Tutoring:

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

Assessment Results 2014-2015: Analysis by division has begun and will be complete in Summer 2015.

Use of Assessment Results 2014-2015: Faculty will review findings in Fall 2015 and make recommendations for change as needed.

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 2014-2015: Measurement was created as part of 2014-2015 assessment plan.

Use of Assessment Results 2014-2015: Data for the 2014-2015 academic year will be collected in Summer 2015 and will be reviewed by HPE&R faculty in Fall 2015 to identify needed changes in advisement and/or curriculum.

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 2014-2015: The addition of an instructional designer in January 2015 allowed for the revision of the assessment plan in this area.

Use of Assessment Results 2014-2015: Through the development of the 2014-2015 assessment plan, division chairs added measure 5.1 to track participation in professional development in 2015-2016.

Measured Outcome 5.2: All athletic training faculty will complete a minimum of 50 hours of continuing education every 2 years.

Assessment Results 2014-2015:

50 hours of continuing education were completed in the two-year cycle by the following employees:

Julie Baggett

Suzi Brown

Summer McClure

Use of Assessment Results 2014-2015:

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, societal awareness, mathematical and scientific reasoning, and quality of life.

Measured Outcome 1.1: See General Education Competency grid for Competencies 3 and 4, measured through composition courses required for general education.

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/academics>

Use of Assessment Results 2014-2015:

Competencies 3 and 4 will be changed to a 75% benchmark for success to encourage growth in these competencies.

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 “The instructor provides a positive learning environment that encourages me to communicate, discuss questions, and state my opinion without feeling intimidated or self-conscious,” “The instructor provides me with the opportunities to develop critical thinking skills relative to the course content,” “The instructor demonstrates knowledge of the course material being taught.”

Assessment Results 2014-2015: Faculty evaluation reports have yielded summaries for individual instructors but not departmental summaries.

Use of Assessment Results 2014-2015: In building the Assessment Plan in 2014-2015 and reviewing assessment data, division chairs and faculty liaisons agreed that a useful measurement would be breaking faculty evaluation results out by division. The Director of IR, who collects faculty evaluation, will begin doing so in Spring 2015.

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 2014-2015: Program reviews were submitted in Spring 2013 for the A.S. in Communications, the A.A. in Elementary Education, and the A.S. in Arts and Sciences. The next program review required for this division will be in 2017 for the A.A. in English degree.

Use of Assessment Results 2014-2015: One determination made after program review was that classes scheduled should more often be made available online and/or in the evening for the non-traditional students served.

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 2014-2015: The Service Learning opportunity for 2014-2015 occurred in connection with a composition course taught by Tammy Davis on the Stillwater campus. Tammy reported, "There were 12 NOC students and 6 Lincoln Academy students. The two groups of students met over the course of 4 weeks for 2 hours each week during Spring 2015. My students worked with this group of students to write their essays, but most importantly, they became advisors unintentionally. Most of the conversations each day surrounded college as a viable option and NOC as a viable option. A number of them remain in contact still. When we returned to campus, my students edited and arranged the stories for publication."

Use of Assessment Results 2014-2015: The Lincoln Academy project has been a successful partnership now for several years, with Tammy's students producing an anthology of writings that reflect the essays that document what the students believe to be most important in their value systems. Through the anthology, students are able to share the results of this project with family and community members.

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:

Computer Labs:

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

Library Research Tools:

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

Tutoring:

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

Assessment Results 2014-2015: Analysis by division has begun and will be complete in Summer 2015.

Use of Assessment Results 2014-2015: Faculty will review findings in Fall 2015 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 2014-2015: The addition of an instructional designer in January 2015 allowed for the revision of the assessment plan in this area.

Use of Assessment Results 2014-2015: Through the development of the 2014-2015 assessment plan, division chairs added measure 5.1 to track participation in professional development in 2015-2016.

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, societal awareness, mathematical and scientific reasoning, and quality of life.

Measured Outcome 1.1: See General Education Competency grid for Competencies 11 and 12, measured through College Algebra, Math Applications, and Math Functions—math courses required for general education.

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/academics>

Additional Use of Math Assessment: Since only part of the assessments met the criteria, common assessment questions were developed and used for the first time with a plan to reassess after another year of using common questions to determine what areas need most improvement. Instructors will also focus on clarifying terminology.

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 “The instructor provides a positive learning environment that encourages me to communicate, discuss questions, and state my opinion without feeling intimidated or self-conscious,” “The instructor provides me with the opportunities to develop critical thinking skills relative to the course content,” “The instructor demonstrates knowledge of the course material being taught.”

Assessment Results 2014-2015: Faculty evaluation reports have yielded summaries for individual instructors but not departmental summaries.

Use of Assessment Results 2014-2015: In building the Assessment Plan in 2014-2015 and reviewing assessment data, division chairs and faculty liaisons agreed that a useful measurement would be breaking faculty evaluation results out by division. The Director of IR, who collects faculty evaluation, will begin doing so in Spring 2015.

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 2014-2015: The next program review due for this division will be in 2017 for the A.S. in Mathematics and Physical Science, last reviewed in 2012.

Use of Assessment Results 2014-2015: As a follow-up to the 2012 review cycle, Math course offerings were adjusted on the Enid campus in 2014 to allow for students to complete the full math curriculum in 2 years for students to obtain the associates degree before transferring.

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 2014-2015: This measurement was added in developing the 2014-2015 assessment plan as a high-impact strategy.

Use of Assessment Results 2014-2015: Math faculty will discuss options for implementing the measurement in 2015-2016 or of identifying similar high-impact strategies more suited to the discipline.

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:

Computer Labs:

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

Library Research Tools:

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

Tutoring:

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

Assessment Results 2014-2015: Analysis by division has begun and will be complete in Summer 2015.

Use of Assessment Results 2014-2015: Faculty will review findings in Fall 2015 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 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 2014-2015: The addition of an instructional designer in January 2015 allowed for the revision of the assessment plan in this area.

Use of Assessment Results 2014-2015: Through the development of the 2014-2015 assessment plan, division chairs added measure 5.1 to track participation in professional development in 2015-2016.

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: Multiple fast track options offered as E8/L8 pairings will have 80% of students taking the fast track courses pass both courses in one semester and be successful in the following course.

Assessment Results 2014-2015: Some fast-track options were offered in 2013-2014; however, these offerings were standardized more in 2014-2015. Data for this measurement will be collected beginning in Fall 2015 for more validity.

Use of Assessment Results 2014-2015: N/A

Measured Outcome 6.2: Remedial Boot camps will have 70% of students move up at least one level.

Assessment Results 2014-2015: Fall 2014 boot camps were offered for pre-algebra and for concepts 2 weeks before the fall semester, running 1 week for 3 hrs/day with very low enrollment, possibly due to the timing of the course.

Use of Assessment Results 2014-2015: In the Fall 2015 semester, the Math Division will try to run the course during the first week of school to gain enrollment and reassess after the new boot camp offering.

Measured Outcome 6.3: 80% of students will enroll in and complete the next required math course successfully within one year.

Assessment Results 2014-2015: Tracking of success in individual classes has been developed this year while also creating the assessment plan. This program-level tracking will begin in Fall 2015.

Use of Assessment Results 2014-2015: The Division Chair and faculty will work with the I.R. Office to gather program data needed for evaluating the measurement in 2015-2016.

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, societal awareness, mathematical and scientific reasoning, and quality of life.

Measured Outcome 1.1: Through embedded course assessments, 14 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.

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/academics>

Measured Outcome 1.2: A minimum of 80% of students responding to course evaluations for the Nursing Division will indicate they either agree or strongly agree that “The instructor provides a positive learning environment that encourages me to communicate, discuss questions, and state my opinion without feeling intimidated or self-conscious,” “The instructor provides me with the opportunities to develop critical thinking skills relative to the course content,” “The instructor demonstrates knowledge of the course material being taught.”

Assessment Results 2014-2015: Student evaluations for the institution have not been separated by division in prior years so a distinct nursing survey was used in the past. That survey has not yet been distributed for the Spring 2015 graduates; however, data will be reviewed once the survey results are in.

Use of Assessment Results 2014-2015: In building the Assessment Plan in 2014-2015 and reviewing assessment data, division chairs and faculty liaisons agreed that a useful measurement would be breaking faculty evaluation results out by division. The Director of IR, who collects faculty evaluation, will begin doing so in Spring 2015 for evaluations institution-wide.

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.

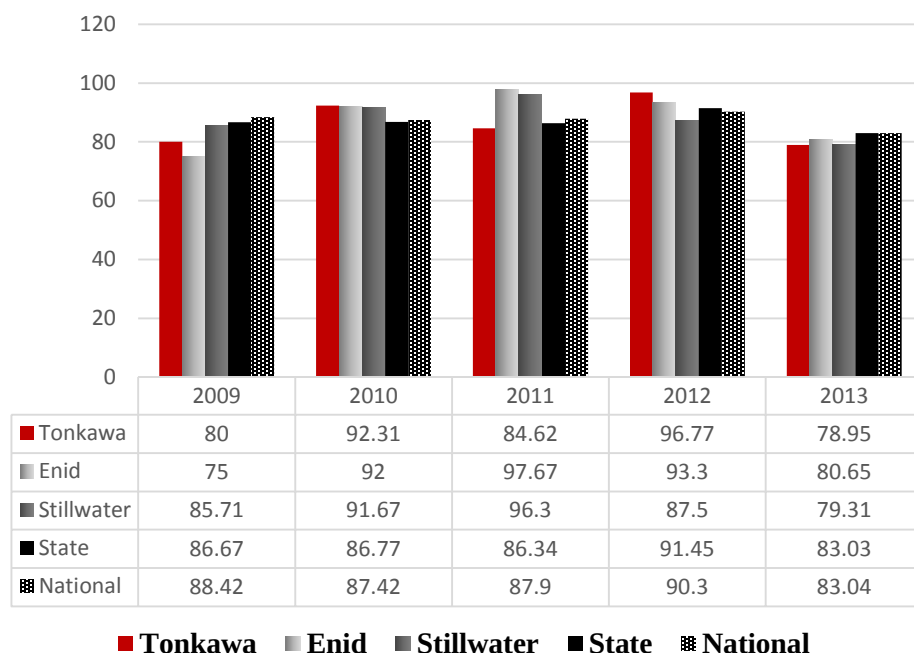
Measured Outcome 2.3

Employer Survey- 90% of Employers will hire/rehire Northern graduates.

*Outcomes determined by OBN reports and graduate/employer surveys..

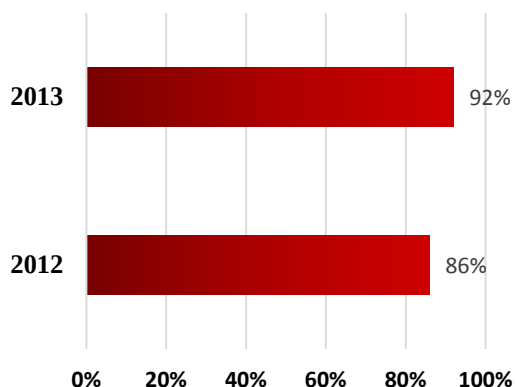
Assessment Results 2013-2014: Measure 2.1--NCLEX pass rates through 2013 are shown below:

Pass Rates on NCLEX



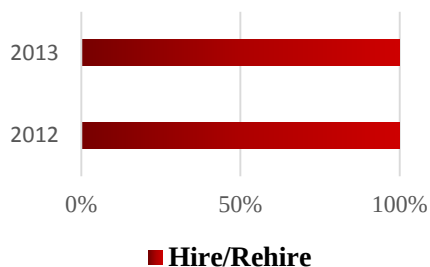
Measure 2.2—Job Placement rates for 2012 and 2013 are shown below:

Job Placement Rates Within 6 Months of Graduation



Measure 2.3—Employer surveys are shown below, reflecting a 100% positive response to the question of whether NOC graduates would be rehired based on job performance:

Employer Response



Use of Assessment Results 2013-2014: All survey results are used in Nursing Division planning meetings to adjust placement requirements and curriculum as needed. State and national pass rates went down in 2013 as part of a change in testing procedures; however, Northern has responded with a focus on its own performance rates and implemented more critical thinking exercises into the curriculum.

As 2014-2015 data becomes available with all graduates eligible to test completing the NCLEX exam, faculty will continue to review the success of these initiatives.

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.

Assessment Results 2014-2015: The survey for 2014-2015 graduates has not yet been administered.

Use of Assessment Results 2014-2015: N/A

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:

90% of students responding to the annual nursing student survey will "strongly agree" or "agree" that student services are helpful.

Measured Outcome 4.2:

90% of students responding to the annual nursing student survey will "strongly agree" or "agree" that physical resources are sufficient.

Measured Outcome 4.3:

90% of students responding to the annual nursing student survey will "strongly agree" or "agree" that the nursing skills lab and equipment are sufficient and learning resources are helpful.

Measured Outcome 4.4:

73% of students will complete the nursing program within 6 semesters (150% of program length).

Assessment Results 2014-2015: Data is not yet available for the 2014-2015 academic year.

Use of Assessment Results 2014-2015: N/A

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 2014-2015: The addition of an instructional designer in January 2015 allowed for the revision of the assessment plan in this area.

Use of Assessment Results 2014-2015: Through the development of the 2014-2015 assessment plan, division chairs added measure 5.1 to track participation in professional development in 2015-2016.

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, societal awareness, mathematical and scientific reasoning, and quality of life.

Measured Outcome 1.1: Through embedded course assessments, competency numbers 2, 5, and 8 on the general education competency grid will be measured annually by the Social Science Division and reported with results reviewed in the fall semester to determine necessary curriculum changes.

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

In reviewing general competencies for the 2014-2015 assessment plan, the Social Science Division identified the need for revision of competency 8 to better evaluate if the competency was met across all sections. Beginning in Fall 2015, all sections of American History and Political Science will administer a comprehensive common final exam component. Selected questions on each common final exam will correlate with the common course objectives for HIST 1483, 1493 and POLI 1113. The data collected will measure the success rate for each common course objective.

The Social Science Division is currently reviewing competencies #2 and #5 to determine if similar changes might be needed in these areas as well.

Measured Outcome 1.2: A minimum of 80% of students responding to course evaluations for the Social Sciences Division will indicate they either agree or strongly agree that “The instructor provides a positive learning environment that encourages me to communicate, discuss questions, and state my opinion without feeling intimidated or self-conscious,” “The instructor provides me with the opportunities to develop critical thinking skills relative to the course content,” “The instructor demonstrates knowledge of the course material being taught.”

Assessment Results 2014-2015: Faculty evaluation reports have yielded summaries for individual instructors but not departmental summaries.

Use of Assessment Results 2014-2015: In building the Assessment Plan in 2014-2015 and reviewing assessment data, division chairs and faculty liaisons agreed that a useful measurement would be breaking faculty evaluation results out by division. The Director of IR, who collects faculty evaluation, will begin doing so in Spring 2015.

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 2012-13:

OSHRE degree program reviews were submitted for the following degree programs and are available on the NOC website under the academic division pages:

- A.A. in Social Science
- A.A. in Criminal Justice
- AA in Child Development

Use of Assessment Results 2012-2013: 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.A. in Social Science--The general Social Science program’s required courses were determined to be in line with area institutions and therefore were not adjusted. Within the course curriculum for HIST 1483 and 1493, Social Science faculty determined that a shift from American History through 1865 and after 1865 should be adjusted to the year 1877. Behavioral Science faculty adjusted the course schedule offerings to make better use of available faculty and provide an on-campus course for the program’s capstone course in Social Psychology.
- A.A. in Criminal Justice--The Criminal Justice Program Director has connected with area law

enforcement agencies in order to re-establish an internship program. This program will be promoted among degree-seeking students.

- AA in Child Development—After completing the program review, the Social Sciences Division Chair and Program Director for Child Development determined that an embedded certificate would be a viable option for many students in the degree program who need more immediate employment. The certificate is now in development with input being gathered from transfer institutions and business partners.

Source of Documentation: OSHRE Program Reviews for 2013

Goal 3: Provide opportunities for students to enhance learning through internships, practicums, service learning, and study abroad.

Measured Outcome 3.1: Students will be provided opportunities each year for 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 2014-2015: The following activities were sponsored in 2014-2015 in support of Goal 3:

- Enid Behavioral Science faculty created a BSO student forum and sponsored events:
 - Distributed literature for Mental Health Day
 - Hosted Justin Loughman for Speaker's Forum. Mr. Loughman is the director of the Northwest Center for Behavioral Health.
 - Hosted James Marks, LCSW for Speaker's Forum. Mr. Marks is the executive director of the Oklahoma State Board of Licensed Social Workers.
- Tonkawa students were given opportunities beyond the classroom through the reviewing and discussion of the film series, "The Secret Life of the Brain."
- Enid and Tonkawa Criminal Justice Clubs visited the James Crabtree Correctional Center in Helena.
- Tonkawa Criminal Justice club has participate in numerous service learning projects such as the NOC Community Halloween Festival and serving meals at Friendship Feast in Ponca City.
- Tonkawa Social Science hosted Clayton Johnson. Clayton Johnson, NOC alumnus and now U.S. Marshall, spoke to 45 Social Science and Criminal Justice students on "How to Get Ahead," a presentation on strategies for both student and career success.
- The Stillwater Social Science division is active in promoting overseas studies and service projects.

Use of Assessment Results 2014-2015: Division chairs across all academic areas have been discussing options for better promoting internships while providing on-campus extracurricular learning opportunities for students unable to participate in internships. The Social Science Division has provided speakers for career exploration and content expertise, film series for "beyond the classroom" discussions, and curricular specific club opportunities for service learning and leadership development but will also review internship opportunities.

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:

Computer Labs:

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

Library Research Tools:

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

Tutoring:

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

Assessment Results 2014-2015: Analysis by division has begun and will be complete in Summer 2015.

Use of Assessment Results 2014-2015: Faculty will review findings in Fall 2015 and make recommendations for 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 2014-2015:

- Ty Shreck, social science faculty, was mentored by Division Chair Mark Silkey. Ty is being trained to serve as an advisor for 2015-2016.
- All social science faculty participated in advisement training during in-service meetings with administration
- All social science faculty have received the updated Advisor’s Handbook for 2014-2015.

Use of Assessment Results 2014-2015: All new faculty were mentored according to assessment goals; no changes are needed at this time.

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

Measured Outcome 5.1: All faculty will be expected to complete a minimum of two professional development sessions, reported on the annual spring self-evaluation form, reviewed by division chairs. Social science faculty will be expected to attend a minimum of one professional development opportunity that addresses the improvement of teaching and one that addresses the use of technology per each academic year.

Assessment Results 2013-2014 and 2014-2015:

- 2013-2014 Two Social Science instructors Completed Quality Matters Training for Online Courses
- 2014-2015 One Instructor Completed Quality Matters Training for Online Courses and a training was scheduled with Cengage Publishing for the new digital course components to be used in the fall.

Use of Assessment Results 2014-2015: Spring 2015 meetings between full-time faculty and division chair will be used to review student evaluations, curriculum, and goals, including participation in professional development for 2015-2016. Social Science faculty have agreed to actively seek professional training opportunities in their related fields of study. At least one faculty member will seek additional graduate hours in his related field of study, and Stillwater social science faculty will continue to have yearly sponsored students on overseas trips, giving faculty member opportunities to enhance their field of study as well.

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 will be made to faculty at least one time a year, highlighting website information and recruiting potential faculty leaders for future programming.

Assessment Results 2014-2015: In Fall 2014, the Global Education website link was developed on Northern’s website. Within this academic year, it became one of the top visited on NOC’s website.

Use of Assessment Results 2014-2015: The Dean of Global Education will continue to make faculty aware of programs via group meetings, face-to-face, marketing materials, and website awareness.

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

Assessment Results 2014-2015: In 2013-2014, 4 events were used to promote global ed programs: NOC-Stillwater Freshmen Showcase, OSU Study Abroad Fair, Lights on Stillwater, and OACC.

Use of Assessment Results 2014-2015: As the assessment plan was developed, the past year's events were reviewed and further marketing strategies were identified, including having a study abroad table cloth made, website/QR codes made, and the need to determine the most impactful events to market programs. Beginning in Fall 2015, the Dean of Global Ed will attend 1-2 additional events each year when possible to market the study abroad programs.

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 programs were "beneficial" or "highly beneficial."

Assessment Results 2014-2015: No survey currently exists to determine satisfaction level for this assessment.

Use of Assessment Results 2014-2015: A survey will be developed in Summer 2015 to be administered to program participants beginning in 2015-2016 academic year.

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

Measured Outcome 3.1: Scholarship funds for global education participants will increase by 5% by Fall 2017.

Assessment Results 2014-2015: Measurement was developed as part of 2015-2015 Assessment Plan; data for measurement will be tracked beginning in Fall 2015.

Use of Assessment Results 2014-2015: Dean of Global Education will approach new faculty and staff about contributing to NOC/OSU Gateway Study Abroad Scholarship and ask existing faculty about possible increase.

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: Participation in global education programs will increase 5% by Fall 2017.

Assessment Results 2014-2015: 90-100 participants have been involved in global education programs at NOC annually over the last 3-4 years. In the fall of 2014, marketing for global education was increased as well as student advisement and recruiting on all three campuses.

Use of Assessment Results 2014-2015: The Dean of Global Education will continue to track program participation to identify current participation level, and programs for 2015-2016 will be marketed with the goal of reaching the maximum number in each program. In addition, the Dean will continue to create and market new programs to establish one or more sites not previously traveled by NOC in the 2015-2016 academic year.

In addition, the Dean will contact 2-3 schools abroad annually to determine their level of interest in partnering for programs.

Measured Outcome 4.2: Global education internships will be developed and two interns placed annually.

Assessment Results 2014-2015: Four interns were placed in the 2014-2015 academic year with the following organizations:

- Kids Against Hunger
- HelpX
- University College Dublin - Athletic Department
- Hart Travel

Use of Assessment Results 2014-2015: Dean of Global Education will use Spring and Summer of 2015 to identify additional students who might have an interest in internships and find overseas companies/organizations willing to host a student intern.

Assessment Plan for Student Affairs

Student Affairs Mission: The mission of the Office of Student Affairs is to support the institution's mission and vision by promoting student learning and personal growth through a focus on student development and collaborative partnerships to provide an outstanding learning community that advances student success, including retention and completion of academic goals.

Student Affairs Goals:

1. Continue to maintain a caring, safe, and healthy learning environment that supports and protects all Northern stakeholders.
2. Promote student engagement through participation in clubs, organizations, and hosted events.
3. Encourage students to respect and appreciate racial, ethnic, cultural, physical and other differences.
4. Support the interpersonal and social development of students.
5. Establish and maintain a highly-functioning residential life program.

Goal 1: Continue to maintain a caring, safe, and healthy learning environment that supports and protects all Northern stakeholders.

Measured Outcome 1.1: At least 75% of surveyed students and employees will answer satisfied or highly satisfied when surveyed about campus environment.

Assessment Results 2013-2014: Benchmark of 90% was met on Question 16 of the Spring 2014 Student Satisfaction Survey (see breakout below).

Question 16: Classrooms and general facilities are safe, clean, and conducive to effective learning.

	Percentage
Strongly Agree	35
Agree	55
Neither Agree nor Disagree	7
Disagree	3
Strongly Disagree	0
Mean	4.2

Use of Assessment Results 2013-2014: Although standard of 90% was met, the question asked students to respond to a combination of classroom issues, including not only safety but also maintenance issues. To better determine students' sense of safety on Northern campuses, the Student Satisfaction Survey question may be rewritten for the 2015 administration of the survey to separate out safety as a stand-alone item.

Assessment Results 2014-2015: In the February 2015 Student Satisfaction Survey, Goal 1 was measured with two questions as indicated in the overall rankings below:

Question 23: Classrooms and general facilities are safe.

	Percentage
Strongly Agree	32%
Agree	56%
Neither Agree nor Disagree	4%
Disagree	3%
Strongly Disagree	1%
Not Applicable (distance learner)	4%
Mean	4.21 out of 5

Question 24: Classrooms and general facilities are clean and conducive to learning.

	Percentage
Strongly Agree	35%
Agree	50%
Neither Agree nor Disagree	8%
Disagree	2%
Strongly Disagree	1%
Not Applicable (distance learner)	4%
Mean	4.18 out of 5

To identify specific areas where change was needed, comments were also separated by campus as indicated by the excerpts below:

Tonkawa Campus:

- I am amazed at how nice this place looks! Hat's off to the custodial network! :)
- Renfro is always clean. Janitor does a great job
- Too much loud talking and cell phone use in computer lab
- Warm water in in the men's restroom in the H building would be nice.
- Wonderful job at the RENFRO center

Enid Campus:

- My classes are online this semester.
- Problem with wasps in the classrooms
- ZL 405 in Enid has wasps in the roof.
- Bathroom next to elevator in Zollars was filthy . . . for three weeks, and floor needed to be mopped badly.
- Bathrooms need work.
- Gross!
- ITV learning is difficult from distance sites

Stillwater Campus:

- It's conducive when ITV decides to work.
- Sometimes they are very cold in the winter, my math room is kept at 64

In addition to the February 2015 Student Satisfaction Survey, the April 2015 Employee Satisfaction Survey was used to identify perceptions about campus safety and satisfaction with work environment. Responses are indicated below:

Total Respondents: 154
 Campus Location: Tonkawa – 56%
 Enid – 23%
 Stillwater – 21%
 Skipped – 26 individuals

Positions: Faculty – 59%
 Staff – 35%
 Administration 6%
 Skipped – 25 individuals

Question 30: NOC provides a safe work environment.

	Percentage
Very Satisfied	30%
Satisfied	44%
Somewhat Satisfied	19%
Not Very Satisfied	6%
Not Satisfied at All	1%
Mean	3.97 out of 5

Skipped: 8

Not Applicable: 1

Additional PPE and Equipment in A&P laboratory
I believe that mold is still a problem in our offices.
I fell walking to my class in another building because of ice on the sidewalks and gashed my knee open.
NOC is in a relatively safe environment, and our security does what they can. They care and are functioning to their potential. If an event were to occur on campus, the results could be catastrophic. Trainings and exercises need to occur so that staff and faculty understand what is required and expected of them. That video in freshman orientation is not enough. Students have asked what they are supposed to do in the event of a shooter, and we will spend the time in class to discuss it. But that's not near enough.
Old tile in front of Zollar's building is not safe when wet/inclement weather. Needs to be replaced. Too many student are falling.
Sidewalks made of little stones are extremely slippery when wet.
Some buildings have mold and other issues with them and that is not safe for anyone.
Stillwater needs more IT support
The Stillwater campus needs a security guard.
The Stillwater campus still has issues, but perhaps with the eventual new building, some of that will be resolved.
There are constant wasp problems and elevator problems in Zollars. I have arthritis and when the elevator is out (it tends to be more of a long term problem in the summertime), the threat to my health is quite high.
There needs to be more cameras on campus/ in buildings.
There should be full-time security on the Stillwater campus. While Leslie Johns is doing an excellent job the enrollment is too large for a full-time faculty member to handle critical problems that could arise in an instant.
With any post secondary institution in the United States it is important to maintain an open campus; however, with recent and numerous examples of violence in American schools, along with rising violence against American institutions from radical extremists, it is also necessary to provide security for students, faculty, and staff.

Question 31: NOC provides an overall quality work environment.

	Percentage
Very Satisfied	24%
Satisfied	38%
Somewhat Satisfied	31%
Not Very Satisfied	5%
Not Satisfied at All	3%
Mean	3.75 out of 5

Skipped: 9

Not Applicable: 1

Also, it is hot continuously in Zollars. If it is winter time, the heat is about 85 degrees and there is constant blowing heat out of the vents. If it is summertime, usually there is no air conditioning.

I am tired of the division between faculty and staff.... can't we all just get along?

Impersonal, and top-down.

Need more than 30 minutes for lunch during summer hours

No place is perfect, but NOC is a very good place to work. I feel fortunate to work for such a progressive, student-oriented college.

Offices need full walls for privacy issues.

For employee satisfaction, the administration should NOT move around the pay dates and make them LATER then they used to be. It seems that lately, we're always getting paid a day late and a dollar short. I don't know if you can add this to my survey since it's anonymous.

Use of Assessment Results 2014-2015: These assessment results will be used to help the Physical Plant identify areas in which campus atmosphere needs to be improved.

The Office of Student Affairs has collaborated with the Physical Plant to insure all maintenance situations brought to our attention have been reported and responded to in a timely manner. For example, sidewalk and concrete work are currently underway, which will help eliminate trip hazards.

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

Assessment Results 2014-2015: The results for the 2014-2015 academic year will be reported on October 2015 after the summer semester ends and the whole year can be accounted for.

Use of Assessment Results 2014-2015: Student Affairs will identify any needed recommendations after reviewing the October 2015 report.

Measured Outcome 1.3: Students participating in a focus group will report satisfaction that health facilities are meeting their needs.

Assessment Results 2014-2015: The use of focus groups for feedback was identified as a strategy in this year's plan.

Use of Assessment Results 2014-2015: Focus groups will be identified in Fall 2015 for the first data collection.

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

Assessment Results 2014-2015: The Office of Student Affairs offered a Cardio Dance class, The Biggest Loser weight loss challenge, Jazzercise Water Aerobics, and Circuit and Strength Training 101.

Use of Assessment Results 2014-2015: 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 2014-2015: We had a total of 67 student activities, 11 volunteer activities, and 4 leadership activities in 2014-2015. Some of the activities offered were bubble soccer, a hypnotist act, the Spring Fling, NOC Olympics, and Bingo for Food. We also had kickball, dodge ball, basketball, and softball intramurals.

Use of Assessment Results 2014-2015: 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 2014-2015: The February 2015 Student Satisfaction Survey utilized two questions to address satisfaction with campus activities as indicated by responses below:

Question 27: Clubs and Organization offer positive experiences to enhance campus culture.

	Percentage
Strongly Agree	14%
Agree	18%
Neither Agree nor Disagree	23%
Disagree	3%
Strongly Disagree	2%
Not Applicable	40%
Mean	3.67 out of 5

- I do not have time to join any clubs or organizations, plus the only one I am aware of is the civitan club
- I don't participate.
- PTK isn't an active chapter.
- The aggie club is an awesome club to join to put you out in the field!
- They do not offer them on Stillwater campus
- What clubs?... Awkward
- When the new teacher took control of the *** club it went downhill because it was more about her than it was about the students' ideas!

Question 28: Special events and student activities (e.g. homecoming activities, mental health fair, intramurals, commuter's luncheons) offer positive experiences to enhance campus culture.

	Percentage
Strongly Agree	17%
Agree	21%
Neither Agree nor Disagree	21%
Disagree	1%
Strongly Disagree	2%
Not Applicable	38%
Mean	4.13 out of 5

- I do not go to and student activities; between work and school and raising my son and taking care of my husband I do not have time for anything else
- Stillwater doesn't offer anything.

Use of Assessment Results 2014-2015: In 2015-2016, a separate survey will be developed and administered in Freshmen Orientation to identify the activities students are most interested in participating in.

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 2014-2015: Cultural awareness and diversity acceptance lectures were provided. On November 6, 2014, T. L. Walker spoke about diversity awareness and 35 attended. On January 20, 2015, Joyce Henderson spoke about Black History month and 30 attended. On March 10, 2015, Kitty Asberry spoke about Women's History month and 40 attended.

Use of Assessment Results 2014-2015: The Office of Student Affairs will review the time of the speakers to try to increase attendance. Also, Student Affairs staff will speak with instructors prior to the lecture and see if they would allow their classes to attend when the topic will enhance curriculum.

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 2014-2015: While this measurement was developed as part of the 2014-2015 assessment plan, a number of seminars have already been offered this academic year, including the following:

September 18th, 2014: Suicide Prevention

October 21st, 2014: Sexual Assault/Alcohol & Drug Awareness

January 20th, 2015: Study Skills

Use of Assessment Results 2014-2015: After further building a program of seminar offerings, future assessments will identify level of participation and satisfaction or gain from attendance.

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 2014-2015: Student satisfaction surveys have not addressed residential life in past instruments.

Use of Assessment Results 2014-2015: To determine more specific strategies for improving residence life, Student Affairs will create a separate survey and/or questionnaire for focus groups for this distinct population in 2015-2016.

Assessment Plan for Student Affairs—Counseling

Counseling Mission: The mission of the Counseling Department (encompassing mental health counseling, academic advisement and career counseling, and ADA compliance) attends to the personal, emotional, social, academic and relational concerns of students by providing academic support services that facilitate independence and academic progress and ensure equal educational access and opportunity for all students. Counselors aim to help students and alumni integrate educational experiences into a lifetime of career achievement and satisfaction, as well as assisting students to live, learn, work, and compete in a global economy.

Counseling Goals:

1. Provide guidance to assist students in identifying career goals.
2. Create and integrate Sexual Assault Awareness program for students/faculty/staff to complete in order to increase awareness, as well as remain Title IX compliant for the institution.
3. Create and integrate 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.
4. Provide services and accommodations to self-identified students who meet ADA/504 criteria under federal guidelines.
5. Meet accommodation requirements for any/all students who have self-identified for services and utilize those services.

Goal 1: Provide guidance to assist students in identifying career goals.

Measured Outcome 1.1: 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 2014-2015: Data has not yet been gathered.

Use of Assessment Results 2014-2015: With the assessment plan now in place, data for this measure will be gathered beginning in the 2015-2016 academic year.

Goal 2: Create and integrate Sexual Assault Awareness program for students/faculty/staff to complete in order to increase awareness, as well as, remain Title IX compliant for the institution.

Measured Outcome 2.1: A minimum of 80% of all students, 80% of all current faculty, and 100% of new faculty and staff will annually complete Sexual Assault Awareness training.

Assessment Results 2014-2015: EverFi was identified as a tool for measuring Goal 2 but will need to be purchased.

Use of Assessment Results 2014-2015: In 2015-2016, the Counseling Department will purchase and implement the online Drug and Alcohol prevention program through EverFi. This will provide monthly reports to the school on the percentage of students and employees who have completed the training. All new employees will be trained in orientation meetings, required of all new employees.

Goal 3: Create and integrate 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 3.1: Reduce alcohol and drug violations by 10 %.

Assessment Results 2014-2015: EverFi was identified as a tool for measuring Goal 3 as well but will need to be purchased.

Use of Assessment Results 2014-2015: For goal 2 and 3, in 2015-2016 the Counseling Department will purchase and implement the online Drug and Alcohol prevention program through EverFi to use for monthly reports on the percentage of students who have completed the training.

Goal 4: Provide services and accommodations to self-identified students who meet ADA/504 criteria under federal guidelines.

Measured Outcome 4.1: Records will reflect all students who have self-identified as needing Accommodations (and have not declined services) were tracked with accommodations provided and number of contacts made by the Disability Department, and follow up services needed as they transition to another institution.

Assessment Results 2014-2015: The following data was gathered for the Tonkawa campus and University Center location in Fall 2014 and Spring 2015:

30 students were provided accommodations in the fall.

25 students were provided accommodations in the spring.

This total of 55 compares to 57 students in the 2013-2014 academic year, so the need has remained fairly consistent.

Of the 55 accommodations provided, the four primary areas of need were

1. Extended test time
2. Testing in a quiet/distraction free location
3. Note taker/Interpreter
4. Tests given orally

Data was not tracked for all campuses based on these categories in the past; however, with the assessment plan developed in 2014-2015, the Counseling Department identified this as a significant

measure to determine resources needed.

Use of Assessment Results 2014-2015: Beginning in Fall 2015, accommodation needs will be tracked on each campus based on categories of need.

Measured Outcome 4.2: Zero complaints will be received from the Office of Civil Rights yearly as a result of a student filing a complaint against the institution for not providing accommodations as required.

Assessment Results 2014-2015: Zero complaints have been filed in 2014-2015.

Use of Assessment Results 2014-2015: Reports will be generated beginning in Fall 2015 to support compliance.

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 2014-2015: The following community service projects were completed in the 2014-2015 academic year:

- Decorated and visited at a nursing home.
- Serving food and coffee with the 580 coffeehouse.
- Reading and physical education activity at a local elementary school.
- Clean up and construction with the SPCA.
- Assisted with an SPCA pet adoption project.
- Hosting a free soccer athletic skills camp for young children.
- Assisted with the Feed the Children Program.
- Assisted with the "Super Hero" program at a local elementary school.
- Assisted a local school with moving of equipment.
- Assisted with the 4 Our Kids Walk and provided an opening motivational cheer.
- Assisted with a local elementary school Fall Carnival.
- Provided free education, training and assistance with a local high school cheer team.
- Assisted Veterans with flags during a local homecoming parade.
- Hosted a free basketball athletic skills camp for young children.
- Volunteered at a day care and helped with maintenance of the facilities.
- Cleaned up a park in Enid, repainted the area around a basketball goal and hung a new net.
- Cleaned up the weeds and leaves in the Heart in the Park in Tonkawa.

Use of Assessment Results 2014-2015: All athletic teams met their activity involvement and community service goals and will follow the same requirement for 2015-2016.

Measured Outcome 1.2: Student-Athletes will pass their sport specific physical fitness test as conducted by their coach at a 95% or higher rate.

Assessment Results 2014-2015: This measurement has not been tracked for all sports in past years but was identified in the 2014-2015 assessment plan as an appropriate measurement to track beginning in the 2015-2016 academic year when an individual sport test will be implemented.

Use of Assessment Results 2014-2015: With the individual sport test implemented, it is anticipated that the pass rate will be close to 100% each year. Most athletes are not likely to fail on the first attempt but for the few who do, workout regimes will be adjusted as needed and results will be used to determine which athletes are actively playing.

Goal 2: Attain and maintain competitive excellence.

Measured Outcome 2.1: A minimum of 70% of student athletes will indicate that facilities met or exceeded their needs for a quality athletic facility.

Assessment Results 2014-2015: Survey for student-athletes has not yet been created.

Use of Assessment Results 2014-2015: Survey will be developed in the 2015-2016 academic year and administered to all student-athletes within the last month of their season.

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

Assessment Results 2014-2015: Win records for 2014-2015 will be reviewed in Summer 2015 and included in the 2015-2016 assessment plan.

Enid Women's Basketball	23-6	79.3%
Enid Men's Basketball	19-10	65.5%
Enid Softball	32-26	55.1%
Enid Baseball	35-25	58.3%
Tonkawa Women's Soccer	12-11	52.2% (note the team forfeited 8 games due to administrative error. As far as on the field results they would have been 20-3 86.9%)
Tonkawa Men's Soccer	17-3-1	83.3%
Tonkawa Women's Basketball	18-14	56.2%
Tonkawa Men's Basketball	19-12	61.2%
Tonkawa Softball	23-35	39.6%
Tonkawa Baseball	37-24	60.6%
Athletic Department wide:	235-166-1	58.6%

Use of Assessment Results 2014-2015: Records will be used to outline coaching plans for 2015-2016.

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 2014-2015: Coaches are required to check grades a minimum of three times per semester.

2014-2015 Team GPA's:

- Enid Women's Basketball 3.05
- Enid Men's Basketball 2.79
- Enid Softball 3.10
- Enid Baseball 3.21
- Tonkawa Women's Soccer 3.04
- Tonkawa Men's Soccer 2.90
- Tonkawa Women's Basketball 3.30
- Tonkawa Men's Basketball 3.14
- Tonkawa Softball 3.16
- Tonkawa Baseball 2.98

2014-2015 percentage of student-athletes with an individual GPA of 2.00 or better each semester:

- Enid Women's Basketball
42 total semesters for 22 student-athletes 38/42 with minimum 2.00 90.4%
- Enid Men's Basketball
32 total semesters for 16 student-athletes 28/32 with minimum 2.00 87.5%
- Enid Softball
40 total semesters for 20 student-athletes 37/40 with minimum 2.00 92.5%
- Enid Baseball
75 total semesters for 38 student-athletes 72/75 with minimum 2.00 96.0%
- Tonkawa Women's Soccer
37 total semesters for 22 student-athletes 32/37 with minimum 2.00 86.4%
- Tonkawa Men's Soccer
52 total semesters for 28 student-athletes 48/52 with minimum 2.00 92.3%
- Tonkawa Women's Basketball
28 total semesters for 14 student-athletes 27/28 with minimum 2.00 96.4%
- Tonkawa Men's Basketball
27 total semesters for 14 student-athletes 27/27 with minimum 2.00 100%
- Tonkawa Softball
30 total semesters for 16 student-athletes 28/30 with minimum 2.00 93.3%
- Tonkawa Baseball
61 total semesters for 33 student-athletes 54/61 with minimum 2.00 88.5%
- Athletic Department
424 total semesters for 223 student-athletes 391/424 with minimum 2.00 92.2%

Use of Assessment Results 2014-2015:

- Establish a goal of increasing the percentage of individual student-athletes with a minimum 2.00 GPA to 93%.
- The largest percentage of those who did not earn a minimum 2.00 GPA occurred during the spring semester; therefore, we will increase communication with student-athletes about academic performance early in the spring semester and frequently throughout the spring semester in multiple ways (email, direct communication from coaches, etc.).

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

Assessment Results 2014-2015: Graduation rates for athletes have been tracked but not compared to institutional averages in past years.

Use of Assessment Results 2014-2015: In Summer 2015, graduation rates will be compared to identify effectiveness of retention measures for athletes and make changes as needed.

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 2013-2014: Below are the events hosted by the Alumni Office in 2013-2014
Saturday, September 14 – NOC/OSU Tailgate Event, Stillwater, OK
Tailgate Supper – 3:30 p.m., 85 attendees
Football Game – 6:30 p.m., 65 attendees (sold out ticket block)

Saturday, November 16 – Jets Alumni Day (Baseball only), Enid, OK
Baseball Game – 2 p.m., 40 attendees
Cookout – 4 p.m., Approximately 130 attendees

Thursday, February 13 – Maverick Homecoming, Tonkawa, OK
Tailgate Supper – 5 p.m., 0 attendees only current students and employees

Thursday, February 20 – Jets Homecoming, Enid, OK
Tailgate Supper – 5 p.m., 0 attendees only current students and employees

Saturday, March 29 – Roustabouts 50th Reunion, Tonkawa, OK, 9 a.m. – 5:30 p.m.
Approximately 125 attendees

Saturday, April 5 – Alumni and Friends Reunion, Tonkawa, OK, 5:30 p.m.
88 Attendees

Saturday, April 26 – Alumni and Friends Day at the Ballpark, Enid, OK, 3 p.m.
Approximately 150 Attendees

Use of Assessment Results 2013-2014: Based on the events' success, we made adjustments for the 2014-2015 academic year. This included deleting activities and events, adding new ones and modifying the existing ones. After the 2013-2014 analysis was complete, the following schedule was created for 2014-2015:

2014-2015 Alumni Events

Saturday, September 13, 2014 – NOC/OSU Tailgate Event, Stillwater, OK
Tailgate Dinner – 3 pm: 85 Attendees
Football Game – 6 pm: 65 Attendees (sold out ticket block)

Saturday, October 25, 2014 – Jets All Sports Alumni Celebration, Enid, OK
47 Alumni Attendees
Lunch – 1:00 pm: Approximately 200 Attendees (Combined with Meet the Jets)

Saturday, November 22, 2014 – Maverick Cheer Reunion, Tonkawa, OK
Lunch – 2 pm: 35 Alumni Attendees

Thursday, January 22, 2015 – Jets Homecoming, Enid, OK
Dinner – 5 pm: 0 Attendees (Only staff and current students)

Saturday, March 7, 2015 – Alumni and Friends Reunion, Tonkawa, OK
Dinner – 5:30 pm: 62 Attendees

Saturday, April 25, 2015 – Alumni and Friends Day at the Ballpark, Enid, OK
Game – 3 pm: Approximately 180 Attendees

Wednesday, April 29, 2015 – TGIF (Thank Goodness I'm Finished), Enid, OK,

Event—3 pm: 88 Attendees

Thursday, April 30, 2015 – TGIF (Thank Goodness I’m Finished), Tonkawa, OK,
Event—3 pm: 155 Attendees

Use of Assessment Results 2014-2015: The success of the 2014-2015 alumni event schedule will be reviewed in Summer 2015 as the 2015-2016 schedule is planned.

Measured Outcome 1.2: A minimum of 80% of alumni responding to annual survey will indicate they are “Very Satisfied” or “Satisfied” with the events hosted by the NOC Alumni and Friends Association.

Assessment Results 2014-2015: Currently, no alumni survey is being distributed.

Use of Assessment Results 2014-2015: As part of developing 2014-2015 assessment plan, past alumni surveys will be analyzed for usability. Data will be collected beginning summer 2015 with the implementation of a new alumni survey.

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 2014-2015: A summarized list was reviewed and updated in the annual NOC Fact Book under Partnerships. (See NOC Fact Book 2013, 2014.)

Use of Assessment Results 2014-2015: The NOC Fact Book is reviewed annually now to update partnership list 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 2014-2015: Prior year budget: \$2.2 million in scholarship support - \$1.2 million in waivers, \$1.1 million scholarship cash outlay (we were over \$238,000 which was taken from auxiliary – student activity). FY 2015 budget: \$2.6 million in scholarship support (represents 10% of overall institutional budget) - \$1.8 million in waivers, \$775,000 in scholarship cash outlay.

Use of Assessment Results 2014-2015: The institutional scholarship task force committee meetings were held on October 21 and November 17 to review the current Institutional Scholarship Program and make recommendations for approval within the constraints of our current and future resources. Results were presented to the NOC Board of Regents at the January 21, 2015 Regents Meeting to be implemented by summer 2015/fall 2015 or beyond.

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 2014-2015: The Spring 2015 Student Satisfaction Survey responses related to 3.2 follow.

Question 26: Employees are courteous and helpful in assisting with procedures in Scholarships:

	Percentage
Strongly Agree	22%
Agree	25%
Neither Agree nor Disagree	24%
Disagree	9%
Strongly Disagree	5%
Not Applicable	15%
Mean	3.72 out of 5

Use of Assessment Results 2014-2015: Data was collected beginning in Spring 2015 through the administration of the NOC Student Satisfaction Survey. The survey question will be evaluated to determine how to gather clearer input from the “Neither Agree nor Disagree” and “Not Applicable” categories. Additionally, the Scholarship Director will review the benefit of adding a new scholarship questionnaire connected with Academic Works online scholarship program.

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 2014-2015: Total net assets as of June 30 audit were \$8,214,117, which reflects a 19.1% increase from June 2013 or \$1.3 million increase.

Use of Assessment Results 2014-2015: The NOC Foundation continues to follow its strategic goals established, which includes evaluating the organization’s capacity and developing a structure which allows the Foundation to achieve these goals. The Development office restructured positions and hired a full-time gift processing coordinator in February 2014. Additionally, the Foundation hired its first full-

time development officer in February 2014.

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 2014-2015: Benchmarking data is needed for this measurement.

Use of Assessment Results 2014-2015: A new development database software system through Blackbaud was purchased through the NOC Foundation in June 2014. Implementation of the Raisers Edge software was completed in December 2014. Completion date for the Financial Edge software is May 2015. Once both systems are converted, we will be able to assess the reporting and management tools to effectively evaluate our solicitation campaigns.

Measured Outcome 4.3: At least 80% of employees will report on the NOC Employee Satisfaction Survey that they are “Very Satisfied” or “Satisfied” with the support provided to them and their programs from the NOC Foundation.

Assessment Results 2014-2015: In the Spring 2015 Employee Satisfaction Survey, the following questions were asked in relation to the NOC Foundation:

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

Question 9: Increase the assets of the NOC Foundation

	Percentage
Very Important	13%
Important	37%
Somewhat Important	38%
Not Very Important	9%
Not Important at All	2%
Mean	3.5 out of 5

Skipped: 4

Question 18: Chose three goals that you believe should be NOC’s top priorities

	Percentage
Increase the assets of NOC Foundation	2%
Increase the use of degree program Advisory Committees	2%
Increase the number of full-time faculty	13%
Increase the number of full-time staff	7%
Increase the enrollment of new students	25%
Increase the retention of existing students	22%
Develop new academic programs	10%
Improve employee morale	19%

Skipped: 3

Question 19: In your opinion, how much involvement do each of the following have in planning and decision-making at NOC?

Foundation Board

	Percentage
Too much Involvement	8%
More than Enough Involvement	14%
Just the Right Involvement	73%
Not Quite Enough Involvement	4%
Not Enough Involvement	1%
Mean	3.23 out of 5

Use of Assessment Results 2014-2015: The question in Measured Outcome 4.3 has not been asked directly and might be added to the Spring 2016 survey; however, the percentage of respondents indicating that increasing the NOC assets was not a top priority indicates that more communication may be needed for NOC employees to understand the function of the NOC Foundation. Communication strategies will be reviewed for 2015-2016 as well before determining the wording of the survey question.

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 2014-2015: Spring 2015 Student Satisfaction Survey Responses are listed below.

Question 20: I am able to navigate the NOC website to find information needed for enrollment, financial aid, scholarships, and/or billing.

	Percentage
Strongly Agree	31%
Agree	56%
Neither Agree nor Disagree	7%
Disagree	3%
Strongly Disagree	3%
Mean	4.09 out of 5

Use of Assessment Results 2014-2015: Survey results indicated that students were able to navigate the website well overall; however, strategies for more effective navigation tools will be monitored on an ongoing basis.

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

Assessment Results 2014-2015: Working with the Oklahoma ABLE Tech Accessibility Coordinator over these past two years, we have been updating our primary website to break down accessibility barriers and to meet the compliance deadline by the end of the year 2015. In the first WAHEP Accessibility Games, Northern Oklahoma College placed first among Oklahoma colleges and universities in breaking down 88% (54.4% out of 61% in severity rankings) of our accessibility barriers from our mid-October compliance report. NOC is still waiting on the official findings report from ABLE Tech.

Use of Assessment Results 2014-2015: The results of this report will be shared across the campus as we continue to monitor and update our webpages to meet state and federal compliance in accessibility.

Goal 6: Provide quality graphic design, printing, mailing, copying, bindery and photographic services in a timely and cost effective manner.

Measured Outcome 6.1: At least 80% of employees responding to the Employee Satisfaction Survey will indicate they are “Very Satisfied” or “Satisfied” with the services provided in the Printing Services Department to include graphic design, printing, mailing, copying and photographic Services.

Assessment Results 2014-2015: Benchmarking data is needed for this measure.

Use of Assessment Results 2014-2015: A question measuring outcome 6.1 will be added to the April 2016 administration of the Employee Satisfaction Survey.

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 2014-2015: Although processes have been evaluated informally, the manual tracking of printing jobs has made further analysis difficult.

Use of Assessment Results 2014-2015: Based on the printing services success, we made adjustments for the 2014-2015 academic year. This included restructuring our processes, updating our equipment to be more efficient, and filling vacant positions. In addition, a new tracking tool will be employed in 2015-2016 to better assess the quality and quantity of print jobs, including turnaround time on printing requests.

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

Assessment Results 2013-2014: 2013-2014 Awards from the Oklahoma Colleges Public Relations Association (OCPRA) included the following:

Digitally Enhanced Photography: 3rd Place, “NOC Cool Jets”—Amie Berryman

Poster Design-Sports: 3rd Place, “NOC Soccer”—Traci Dewey

Before and After Design: 2nd Place, “NOC/Tonkawa Billboard”—Jamie Haney

Before and After Design: 3rd Place, “NOC Viewbook”—Jamie Haney

Use of Assessment Results 2014-2015: Note: The goal was met for 2013-2014. 2014-2015 submissions have been submitted and winners will be announced in July 2015.

Assessment Plan for Office of Enrollment Management

Office of Enrollment Management Mission:

The Office of Enrollment Management will develop, facilitate, and provide ongoing analysis and leadership of enrollment management related activities. In support of the Institution's mission, the Office of Enrollment Management will work collaboratively with academic and administrative departments to provide excellent enrollment services for prospective and current students, alumni, faculty and staff.

Office of Enrollment Management Goals:

- Increase enrollment annually through recruiting services.
- Provide efficient and courteous student services in enrollment processes and advisement.
- Continuously improve retention and graduation rates through clear advisement and intervention strategies.

Goal 1: Increase enrollment annually through recruiting services.

Measured Outcome 1.1: Enrollment will increase on each campus 2% annually.

Assessment Results 2014-2015:

2013 Tonkawa Enrollment—1399	2014 Tonkawa Enrollment—1287
2013 Enid Enrollment—1266	2014 Enid Enrollment—1206
2013 Stillwater Enrollment—1351	2014 Stillwater Enrollment--1336

Enrollment goals set for 2015-2016 were not met for 2014 when compared with the prior year.

Use of Assessment Results 2014-2015: More focus will be placed on promoting the affordability of the college to new students and an intense focus on retention of existing students will be established with an institutional retention plan.

Measured Outcome 1.2: With recruiters targeting high schools in a 75-mile radius to each campus, Northern will recruit and admit at least 1% of their graduating class each year.

Assessment Results 2014-2015: Data has not been gathered on this measurement in 2014-2015 but with the establishment of the 2014-2015 Assessment Plan, this measure will be assessed beginning in 2015-2016.

Use of Assessment Results 2014-2015: Recruiters are focusing more visits on high schools in NOC's traditional service area and using ACT results to communicate to those students.

Goal 2: Provide efficient and courteous student services in enrollment processes and advisement.

Measured Outcome 2.1: A minimum of 80% of students will indicate they “Strongly Agree” or “Agree” that they are satisfied with enrollment processes and advisement and that employees assisting with both these processes are courteous.

Assessment Results 2014-2015: The following questions from the Spring 2015 Student Satisfaction Survey were used to address student satisfaction with enrollment processes and advisement:

Question 5: The communication I received from the school about the overall enrollment process was clear.

	Percentage
Strongly Agree	29%
Agree	46%
Neither Agree nor Disagree	15%
Disagree	7%
Strongly Disagree	3%
Mean	3.9 out of 5

Question 6: The school worked with me to identify an academic program that met my goals.

	Percentage
Strongly Agree	28%
Agree	37%
Neither Agree nor Disagree	24%
Disagree	8%
Strongly Disagree	3%
Mean	3.8 out of 5

Question 7: An academic advisor was available to help me with questions about my course of study.

	Percentage
Strongly Agree	42%
Agree	34%
Neither Agree nor Disagree	13%
Disagree	7%
Strongly Disagree	4%
Mean	4.03 out of 5

Question 8: I was placed at the appropriate course level that matched my academic preparation.

	Percentage
Strongly Agree	35%
Agree	49%
Neither Agree nor Disagree	11%

Disagree	3%
Strongly Disagree	2%
Mean	4.13 out of 5

Question 9: Prior to enrollment, clear information was made available on how much my education would cost (e.g. website cost calculator).

	Percentage
Strongly Agree	21%
Agree	43%
Neither Agree nor Disagree	21%
Disagree	11%
Strongly Disagree	4%
Mean	3.65 out of 5

Question 10: 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.

	Percentage
Strongly Agree	15%
Agree	22%
Neither Agree nor Disagree	23%
Disagree	19%
Strongly Disagree	11%
Not Applicable	10%
Mean	3.12 out of 5

Question 26: Employees are courteous and helpful in assisting with procedures in Enrollment:

	Percentage
Strongly Agree	39%
Agree	47%
Neither Agree nor Disagree	7%
Disagree	4%
Strongly Disagree	2%
Not Applicable	1%
Mean	4.16 out of 5

Academic Advising:

	Percentage
Strongly Agree	34%
Agree	35%
Neither Agree nor Disagree	15%
Disagree	5%
Strongly Disagree	5%
Not Applicable	5%
Mean	3.93 out of 5

Use of Assessment Results 2014-2015: Question responses above and sample student comments below indicate that in several areas related to advisement and enrollment, Northern did not meet the benchmark. As a result, enrollment and advisement will be further reviewed in 2015-2016 to identify strategies for improvement, including more extensive advisor training, updates to the Advisor Handbook, and more advisor reports on interaction with advisees. In Fall 2015 in-service meetings, comments naming specific advisors by name will be removed before sharing the survey publicly, but supervisors will be asked to discuss comments with specific advisors and a sampling of the student comments below will be shared to identify common areas of concern.

Comments on Questions 5-8:

- Academic Success class is a game changer!
- Again most of the staff has no idea what they are doing but there are a few that make sure they are giving you correct and helpful information
- *** is absolutely wonderful in the enrollment process. She is informative and never makes me feel rushed. Seems to care about the students and our success
- I already had one picked.
- I already knew which degree I was interested in and they have yet taken the time to move me up in my degree which I have asked for assistance several times.
- I have counsellors at Okstate
- I just felt like a bother if I asked a question. Some of the advisors in the nursing program are very helpful and worked with me my first two semesters. I had never been to college and I know I have many questions and some are repeats but I just do not want to do something wrong or miss a class I need.
- I was told different prerequisites required for my course by each NOC advisor that I spoke with.
- I went in said I wanted a Business Degree and was put into the system.
- *** helped me out a lot.
- There was not much talking about what I wanted; I explained that I believed from what I had read that I may need to pursue a Business Admin for transfer reasons but that I truly wanted the Bus. Management (Entrepreneurship Option); my advisor quickly agreed and started the process of what my classes would be.
- There were classes that would have been more beneficial for me to have taken but didn't even know they existed.
- They really don't care. They basically make you figure out everything by yourself
- You [REDACTED] put me in computer science and wasted a year of my time and money.
- I wouldn't be where I am today without ***.
- I've had 4 and they all told me something different.
- ***I doesn't know what she's doing.
- May or may not have been available but didn't really help when was there
- most of them never answer emails, and when you do, they are no help
- *** is great!
- *** encouraged me and also gave me the push to move on.
- My advisor does not return phone calls or emails therefore I always have to go in and speak with a counselor to even get enrolled into school. This would be ***.
- My advisor has changed almost every semester with no notification.
- My Advisor is never available. Other professors help me.
- My advisor is terrific. She will meet with me whenever I need to and always responds to e-mails.
- My advisor refuses to answer calls, return emails, correct errors on my transcript
- My first academic advisor was not very friendly as I was needing help understanding different classes for different majors.
- My first and second advisors didn't know a thing about the degree plan I'm on now, nor did they know it existed.

- no comment
- *** was great. *** not so impressive
- *** is a wonderful professor and advisor! He has helped me with EVERYTHING from choosing the right classes to filling out scholarships. I did not receive this kind of academic attentiveness with my last advisor.
- She didn't allow me to pick my own classes. She picked them for me
- The first adviser when I started class in 2010 did not help. The last one this year has helped me to at least finish.
- They were there, but all gave me different information.
- Again thanks the advisor I enrolled with this year but most of them do not know what they are doing
- I was placed in concepts of algebra and chemistry at the same time, resulting in an acedic [sic] struggle.

Comments on Question 9-10:

- cost was never really discussed besides when it was due
- Did not inquire
- I did not use this
- I have never seen a cost calculator in the 3 semesters I have been there, I just enroll and they tell me how much I owe. I thought you only had to pay for each class and the class would cost about 150 dollars then I found out about all the other fees that are charged.
- I still don't know how much my classes are costing when I enroll.
- I thought it was completely free.
- I was not given any information on what the cost would be for my education. I always receive this information after enrollment each semester.
- *** was GREAT!
- N/A GI Bill
- Nursing students should not have to hold full time schedule to receive financial aid; Nursing is a full time schedule.
- When you come in with a scholarship you think everything will be covered. Had I looked into it closer how much my scholarship was compared to cost things would have been different.
- yes it was
- Although, I did try to get a job when I enrolled this summer, and again this fall, over and over I went in to talk to *** and she did nothing to help me. I asked financial aid and they didn't help either. I even emailed *** to see if he could help, because he is in charge of it all and never got a reply back. Upset with that part of the school for sure, one of my friends went and applied after me and got the job before me as well.
- GI Bill
- hade no finacial counsiling [sic] trying to figure it out on my own
- I basically did not talk with financial aid due to my scholarship was WIA. When i found out that WIA wasn't covering all the costs for me, they had a set amount and set time that everything had to be done. I had my FASFA done as well, but needed extra money to cover what WiA didn't. So I applied for loans and was sent to the website for further information.
- I took a required online course explaining that I shouldn't borrow more than I needed and the differences between sub. vs unsub.
- I was not advised of any responsibilities of borrowing money from a school financial aid officer.
- It was unclear that I was only granted half of my pell since I was not considered a full-time student. Although in my opinion I think all semesters of the nursing program should be considered fulltime due to clinicals.
- Never met with a counselor about loans. Just watched the online video
- No one gave me any insight
- talked to 2 girls in this office, slightly rude. maybe they were having a bad day
- thank you *** for helping me with Osage Nation program!
- They were very rude. Like always...
- Yes, but they are RUDE! They treat you as less of a student if you have ohalp [sic] or financial aid

Goal 3: Continuously improve retention and graduation rates through clear advisement and intervention strategies in academic success courses and in advisor contacts.

Measured Outcome 3.1: A minimum of 80% of employees will recognize retention as an important goal for the success of the institution and the students served.

Assessment Results 2014-2015: Responses to the two questions below on the Spring 2015 Employee Satisfaction Survey indicate that employees strongly believe retention should be a priority.

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

Question 14: Increase the retention of existing students

	Percentage
Very Important	78%
Important	17%
Somewhat Important	4%
Not Very Important	1%
Not Important at All	0%
Mean	4.73 out of 5

Skipped: 2

Question 18: Chose three goals that you believe should be NOC's top priorities

	Percentage
Increase the assets of NOC Foundation	2%
Increase the use of degree program Advisory Committees	2%
Increase the number of full-time faculty	13%
Increase the number of full-time staff	7%
Increase the enrollment of new students	25%
Increase the retention of existing students	22%
Develop new academic programs	10%
Improve employee morale	19%

Skipped: 3

Use of Assessment Results 2014-2015: As part of developing the 2014-2015 assessment plan, a number of measures were identified based on best practices in retention. Student and employee responses support that they believe retention is important but student comments indicate that advisement needs to be improved for retention. A retention committee will be created in 2015-2016 to develop an institution-wide retention plan, reviewing measures identified below and identifying other appropriate retention strategies.

Registration and enrollment personnel will work with IT personnel to improve the degree audit program and will work with Academic Affairs, faculty advisors, staff advisors, and the Retention Committee to create a degree map profile and action plan for retention.

No Show reports have been used extensively in the past to identify students who have not attended the first week of school but have not identified students based on day one attendance. Beginning in Fall 2015, faculty will be instructed to identify students who were on the roster as enrolled but did not attend the first day of class. Those names will be submitted to the retention officer on each campus for personal contacts.

Measured Outcome 3.2: A minimum of 80% of incoming First Time Freshmen will have a mapped degree plan on file with their assigned academic advisor by the end of their first semester.

Measured Outcome 3.3: A minimum of 80% of incoming Transfer students will have a mapped degree plan on file with their assigned academic advisor by the end of their first semester.

Measured Outcome 3.4: A minimum of 80% of incoming Transfer students will have all transfer hours posted to their NOC transcript by the end of their first semester.

Measured Outcome 3.5: A minimum of 80% of students not attending the first day of class will be contacted by the Retention Officers.

Measured Outcome 3.6: A minimum of 80% of faculty and staff advisors will report a contact during the first week with new students and weekly contacts thereafter for the first five weeks.

Measured Outcome 3.7: A minimum of 80% of faculty and staff advisors will report at least one contact per month with their assigned advisees per the timeline and activities identified in the institutional retention plan.

Measured Outcome 3.8: A minimum of 80% of First Time degree-seeking students will enroll in Orientation in Fall of 2015.

Measured Outcome 3.9: A minimum of 80% of First Time undeclared degree-seeking students will enroll in World of Work in Fall of 2015.

For Measured Outcomes 3.2-3.9, data will be gathered in 2015-2016 as the retention plan is developed and finalized, and benchmarks will be set to better determine effective assessment measures on an ongoing basis.

Assessment Plan for NOC/OSU Gateway Program

NOC/OSU Gateway Program Mission: The NOC/OSU Gateway Program provides open access to higher education for students in Stillwater and equips them to be academically prepared through individualized services that support students both in and out of the classroom to help them successfully transfer and complete a four year degree at Oklahoma State University.

NOC/OSU Gateway Program Goals:

1. Support institutional goals for student retention and degree completion through individualized academic advisement and counseling services created to address the needs of Gateway populations.
2. Offer a variety of remediation models and tutoring services that address the needs of students' varied learning styles.
3. Maintain strong lines of communication and shared resources with Oklahoma State University to insure seamless transfer and student success for transfer and readmitted students.

Goal 1: Support institutional goals for student retention and degree completion through individualized academic advisement and counseling services created to address the needs of Gateway populations.

Measured Outcome 1.1: Benchmark data will be gathered for students who have been placed on probation after one semester and assigned retention specialist as advisor.

Assessment Results 2014-2015: Benchmark data being gathered in this first year of assessment plan.

Use of Assessment Results 2014-2015: Data will be used to identify appropriate increases for 2015-2016.

Measured Outcome 1.2: GPA data for all NOC-Stillwater students will be gathered and analyzed at the end of 2014-2015 academic year to determine effectiveness of retention on this probationary group.

Assessment Results 2014-2015: Benchmark data being gathered in this first year of assessment plan.

Use of Assessment Results 2014-2015: Data will be used to identify effectiveness of retention strategies for 2015-2016 and make recommendations for change in measurements as well as target goals for retention.

Measured Outcome 1.3: Benchmark data will be gathered from Student Satisfaction instrument relevant to advising model and broken out by the Stillwater campus.

Assessment Results 2014-2015: Advisement measures institution wide are addressed in the Enrollment Management assessment plan while campus-specific information related to advisement on the Stillwater campus has been listed below, based on responses from the February 2015 Student Satisfaction Survey:

Survey Results for Student Satisfaction Survey Spring 2015 *Stillwater Campus*

Overall Results

Total respondents: 69 of 241 – 29%

Demographics: Male – 19% Females – 81%

Delivery mode of classes:

Classroom/campus only	75%
Online only	2%
Both campus and online	23%

Question 5: The communication I received from the school about the overall enrollment process was clear.

- I had to take prerequisites I didn't need because I wasn't informed about the option to retake the admissions test.
- I met with an academic adviser and she ensured my enrollment was complete months before classes began
- Most of the staff has no idea what they are talking about but there are a few that make sure they give you correct information

Question 6: The school worked with me to identify an academic program that met my goals.

- Academic Success class is a game changer!
- Again most of the staff has no idea what they are doing but there are a few that make sure they are giving you correct and helpful information
- I have counsellors at Okstate
- I was told different prerequisites required for my course by each NOC advisor that I spoke with.

Question 7: An academic advisor was available to help me with questions about my course of study.

- I was able to enroll with someone who knows how to properly do their job but most of the "advisors" are not helpful
- I wouldn't be where I am today without Mrs. ***.
- *** is great!
- Ms. *** encouraged me and also gave me the push to move on.
- My Advisor is never available. Other professors help me.
- She didn't allow me to pick my own classes. She picked them for me
- They were there, but all gave me different information.

Question 8: I was placed at the appropriate course level that matched my academic preparation.

- Again thanks the advisor I enrolled with this year but most of them do not know what they are doing

Question 9: Prior to enrollment, clear information was made available on how much my education

would cost (e.g. website cost calculator).

- *** was GREAT!
- N/A GI Bill

Question 10: 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.

- GI Bill

Question 11: I am satisfied with the progress I am making toward completing my degree.

- Academic Success class has me on the right track now.

Use of Assessment Results 2014-2015: Data will be used to identify appropriate increases for 2015-2016.

Goal 2: Offer a variety of remediation models and tutoring services that address the needs of students' varied learning styles.

Measured Outcome 2.1: Pass rates for remedial courses (in traditional instruction, boot camp models, and fast-track models) will be gathered annually to determine effectiveness and make changes in curriculum as needed.

Assessment Results 2014-2015: This data will be gathered through the Institutional Research Office through Summer 2015 courses.

Use of Assessment Results 2014-2015: Data results will be provided to division chairs and faculty liaisons in Fall 2015 in-service meetings and then shared through divisional meetings so that faculty can determine any needed curriculum changes.

Measured Outcome 2.2: Student usage of tutoring will be tracked to determine student perceptions of tutoring services vs. actual effect on pass rate, retention, and success in subsequent courses for each remedial course.

Assessment Results 2014-2015: Benchmark data will gathered in 2014-2015 and analyzed in Summer 2015.

Use of Assessment Results 2014-2015: With benchmark data gathered, more specific outcomes will be identified for 2015-2016.

Goal 3: Maintain strong lines of communication and shared resources with Oklahoma State University to insure seamless transfer and student success for transfer and readmitted students.

Measured Outcome 3.1: NOC-OSU transfer students will have first semester GPAs, one year GPAs, and graduation rates at or above those of other transfer institutions.

Assessment Results 2014-2015: Benchmark data will be gathered and analyzed in 2014-2015 to compare success rates for NOC-OSU transfer students to those of other transfer institutions.

Use of Assessment Results 2014-2015: With benchmark data gathered, outcomes will be identified for 2015-2016.

Measured Outcome 3.2: Students in Academic Success Strategies course who complete required study hall attendance will have higher GPAs than those who do not.

Assessment Results 2014-2015: Benchmark data will be gathered and analyzed by discipline in 2014-2015 to determine the effect of retention strategies employed in Academic Success Strategies.

Use of Assessment Results 2014-2015: With benchmark data gathered, more specific outcomes will be identified for 2015-2016.