

Northern Oklahoma College
Arts and Sciences-AS (027)
June 2018 Academic Program Review

Description of the program's connection to the institutional mission and goals:

The mission of 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.

The core values of Northern Oklahoma College are that through personalized education we believe in providing individualized services leading our students to achieve their academic goals in a welcoming and safe environment, and we will provide support to students in and out of the classroom so that they receive a full college experience with diverse opportunities. Another core value is community and civic engagement, so 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, and we believe in economic and environmental sustainability and the importance of enriching the intellectual, artistic, economic, and social resources of our communities. We at Northern Oklahoma College also believe in the inherent value of intellectual pursuit for both personal and professional growth, as well as the need to prepare students for the 21st century professions, and that a knowledge-centered institution is vital to a knowledge-based economy, and we measure our success against national models and standards of excellence.

The alignment of the Arts and Science degree with the institutional mission is addressed below.

3.7.5 Process (Internal/External Review):

Previous Reviews and Actions from those reviews:

The last program review for the Arts and Science (Associate of Science) degree was conducted in 2013. Two recommendations from that review were to designate more Arts and Science advisors and to encourage students to declare a "true" major within 30 hours.

Since the 2013 review, the following changes have been made:

- In 2015-2016, all degree sheets were reviewed to reduce the number of required hours as close as possible to the 60 hours needed for an associate degree. As a result, two HPER activity hours that had been required for all NOC degrees but were not transferrable were removed from the degree sheet.
- A World of Work course was introduced in 2013. Students with undeclared majors are encouraged to take this course to identify a major within the first 30 hours of enrollment.
- Advising responsibilities have been reviewed to redistribute numbers more equitably.

A. Centrality of the Program to the Institution's Mission:

The Arts and Science degree at Northern Oklahoma College is a transfer degree that provides students the general education requirements and electives needed for a liberal arts

degree that is high quality, accessible and affordable. Students are encouraged to take courses in a variety of liberal arts fields (communications, math, social sciences, etc.) to explore possible degree majors and identify a career path that will allow them to become effective learners and leaders within their communities.

B. Vitality of the Program:

B.1. Program Objectives and Goals:

Students after completion of the Arts and Science degree will be able to:

1. Integrate critical thinking into academic areas;
2. Perform communication through critical reading and analysis, writing, and technology;
3. Evaluate societal awareness in historical and political situations, in diversity issues in multicultural society, and in the needs of various communities;
4. Articulate mathematical and scientific reasoning by data analysis and interpretation, problem solving and environmental awareness;
5. Examine quality of life through personal finance, wellness, fitness and nutrition.

B.2 Quality Indicators (including Higher Learning Commission issues):

- General education competencies are assessed across the curriculum to ensure graduates have competency in the five competency areas listed above. These competencies are evaluated annually in courses that all students are required to take for general education requirements, including science, history and government, math, composition, and computer literacy courses. Faculty within the disciplines create common measurements and rubrics to evaluate students' performances, and results of the assessments are processed through the Office of Institutional Research and then shared back with faculty, who meet to discuss needed changes in curriculum, assessment tools, or benchmarks. Results are posted online on the NOC website at http://www.noc.edu/Websites/northok/files/Content/5884075/Gen_Ed_Assessment_Grid_2017-2018.pdf. The most recent assessment results for 2017-2018 are included below:

I. Critical Thinking

A. Select, analyze, interpret, evaluate and defend a claim (orally and/or written) using a range of source materials

BISI 1114 - General Biology

- Activities:* Students will design and execute a controlled experiment during the laboratory to test a hypothesis about animal behavior.
- Measurements:* Projects will be graded based on a grading rubric developed for this project.
- Evaluations:* Students will earn a 70% or higher on the assessment.
- Data:* 342/390 (87.7%) passed the assessment with > 70%.
- Recommendation:* Include examples of hypothesis building in the lecture component of the course. Rearrange the sequence of experiments in the laboratory manual so that the assessment exercise more closely follows labs that discuss scientific method and hypothesis building.

BSAD 1113 – Digital and Financial Literacy

<p><i>Activities:</i> Students will complete individual projects in PowerPoint, which involve reading and understanding personal finance content followed by completion of assigned projects to demonstrate application of knowledge gained on the topic utilizing various resources.</p> <p><i>Measurements:</i> Projects will be evaluated quantitatively based on a designated grading rubric developed by faculty.</p> <p><i>Evaluations:</i> Success rate for each designated project is an overall average of 85% or better of the total value based on the designated grading rubrics.</p> <p><i>Data:</i> 161/169 (95.1%) passed the assessment with 85% or better.</p> <p><i>Recommendation:</i> Though the results indicate that students can complete the assignments at the desired level, the rigor and the students' ability to evaluate their own work critically is questioned. The students seem to not follow instructions well overall in the coursework. The assessment tool will be revised to include more focus on the analysis than completing steps in a PowerPoint presentation. Further, the rubric will be revised to include a higher level of rigor when grading.</p>
<p>CHEM 1314 – General Chem I</p> <p><i>Activities:</i> Students will use chemistry knowledge obtained in lecture to identify unknown chemicals in the laboratory.</p> <p><i>Measurements:</i> Projects will be graded based on a grading rubric developed for this project.</p> <p><i>Evaluations:</i> Students will earn a 70% or higher on the assessment.</p> <p><i>Data:</i> 94/153 (61.4%) passed the assessment with >70%.</p> <p><i>Recommendation:</i> In addition to developing a procedure, students will be required to read the problem and then write out a plan on how to test for their unknown. Note, the rubric was adjusted to a 5-point scale for this data collection.</p>
<p>ENGL 1113 - Composition I</p> <p><i>Activities:</i> A research paper was assigned that would be evaluated according to content, reasoning, research and usage.</p> <p><i>Measurements:</i> Assignments will be graded based on a grading rubric developed for this project.</p> <p><i>Evaluations:</i> Students will earn a 70% or higher on the assignment.</p> <p><i>Data:</i> 685/749 (91%) of students made a 70% or better.</p> <p><i>Recommendation:</i> No changes. Would like to see any differences in student performance from fall to spring before making further changes.</p>
<p>MATH 1513 - College Algebra</p> <p><i>Activities:</i> Students will be given a quiz to apply their knowledge of the properties of polynomial functions.</p> <p><i>Measurements:</i> Projects will be graded based on a grading rubric developed for this project.</p> <p><i>Evaluations:</i> Students will earn a 70% or higher on the assessment.</p> <p><i>Data:</i> 628/946 or 66.4% of students taking the assessment scored a 70% or higher.</p> <p><i>Recommendation:</i> We do not plan to make any changes at this point. We want to give the same assessment again. We feel as if we have made improvements in the quiz so that the students understand what is being asked. We need to continue to improve stressing critical thinking skills. Note that institutional requirements for placement into the class have changed with the adoption of Accuplacer.</p>
<p>B. Generate/demonstrate original ideas</p>
<p>C. Apply information to a variety of new situations</p>

ART 1113 - Art Appreciation

Activities: The students will be given a project, The American Flag in Art, which will allow them to demonstrate their knowledge of the complexities of visual literacy.

Measurements: Projects will be graded based on a grading rubric developed for this project.

Evaluations: Success rate for each project is 70% or better.

Data: 100/105 (95%) students passed the flag project with a 70% or better.

Recommendation: No changes.

CS 1113 – Computer Concepts

Activities: Students will complete a practical comprehensive common final exam applying all computer application tools, including Microsoft Word, Excel, Access, PowerPoint to a given scenario.

Measurements: Exams (subcategorized by each MS Office tool) will be evaluated quantitatively based on designated grading rubrics created by faculty.

Evaluations: Success rate for the exam is that the overall average on the exam will be a score of 75% of the total value based on the designated grading rubric.

Data: 178/203 (87.63%) scored an 75% or better.

Recommendation: Faculty felt that an 80% represented that the final included an appropriate amount of rigor. The areas that students fall short of the desired outcome are in Excel and Access. Data are going to be disaggregated by application to determine if changes to teaching strategies implemented will have an impact on applying the concepts in various scenarios. The Final Exam (assessment tool) will be revised by committee in order to represent a more inclusive idea of how topics should be tested. Previously the lead instructor had created the final and distributed to all faculty.

HPET 1223 – Hlth Educ & Wellness

Activities: The students will be given a project to demonstrate their knowledge on proper nutritional habits, caloric intake and making better meal choices.

Measurements: Projects will be graded based on a grading rubric developed for this project.

Evaluations: Students in the course will have a 70% success rate on this project.

Data: 33/46 (72%) passed the activity at 70% or better.

Recommendation: Will move the evaluation criteria up to 80%.

MUSC 1113 - Music App

Activities: The students will be given a project which will allow them to demonstrate their knowledge of musical styles. The student should be able to aurally analyze a composition to determine its period of origin and likely composer and defend that analysis by using knowledge of instrument and vocal timber, music texture, form and orchestration obtained in this course.

Measurements: Projects will be graded based on a grading rubric developed for this project.

Evaluations: Success Rate for each project is 70% or better.

Data: 70/87 (80%) students passed the project at 70% or better.

Recommendation: No changes at this time.

ORNT 1101 – Orientation

Activities: The students will be given a writing prompt in which they will demonstrate their application of knowledge of 2 of the following items: Learning styles, time management, note taking systems and test taking skills.

Measurements: Assignments will be graded based on a grading rubric developed for this project.

Evaluations: Students will earn a 70% or higher on the assignment.

<p><i>Data:</i> 391/437 (89%) passed the assignment with 70% or better.</p> <p><i>Recommendation:</i> Update rubric to include blanks to write documented results, comparable to math rubric. Focus instructors to give assessment. Encourage students to complete the assessment.</p>
<p>PHIL 2223 – Business Ethics</p> <p><i>Activities:</i> Students will complete a comprehensive paper designed to apply the critical thinking skills and ethical theory developed throughout the course by analyzing a real-world situation and applying those concepts.</p> <p><i>Measurements:</i> Exams will be evaluated quantitatively based on a designated grading rubric developed by faculty.</p> <p><i>Evaluations:</i> Overall average on the paper assignment will be a score of 70% of the total value based on the designated grading rubric.</p> <p><i>Data:</i> 92/114 (81.36%) scored an 80% or better.</p> <p><i>Recommendation:</i> Faculty not only reviewed the assessment measure, but also reviewed results from the outbound program Peregrine assessment. The evaluation criteria of 70% or better was met in all semesters related to the assessment measure. The rubric will be revised to further specify the critical thinking criteria. Specific areas such as Conflict of Interest, Discrimination and Ethical Decision Making will be focused on for improvement.</p>
<p>POLI 1113 – Government</p> <p><i>Activities:</i> Students will submit an essay, writing assignment, or online discussion board that demonstrates application of political principle or policy.</p> <p><i>Measurements:</i> Assignments will be graded based on a grading rubric developed for this project.</p> <p><i>Evaluations:</i> Students will earn a 70% or higher on the assignment.</p> <p><i>Data:</i> 381/445 (86%) of students achieved competency at 70% or better.</p> <p><i>Recommendation:</i> Faculty affirmed the successful attainment of our general education critical thinking goals. However, it was acknowledged that the grading rubric employed would need further refinement. Additionally, the writing assignment used to examine the critical thinking skills set would be constructed in the Fall 2017 with a more common writing task.</p>
<p>II. Communication</p>
<p>A. Create written responses that demonstrate clear purpose, logic, organization, support, and proper mechanics.</p>
<p>ART 1113 - Art Appreciation</p> <p><i>Activities:</i> Using the American Flag in Art project, the students will demonstrate their knowledge using the above criteria for communication.</p> <p><i>Measurements:</i> Projects will be graded based on a grading rubric developed for this project.</p> <p><i>Evaluations:</i> Success Rate for each project is 70% or better.</p> <p><i>Data:</i> 100/105 (95%) students passed the flag project.</p> <p><i>Recommendation:</i> No changes.</p>
<p>BISI 1114 - General Biology</p> <p><i>Activities:</i> Students will design and execute a controlled experiment during the laboratory to test a hypothesis about animal behavior and then use the above competency to communicate those results.</p> <p><i>Measurements:</i> Projects will be graded based on a grading rubric developed for this project.</p> <p><i>Evaluations:</i> Students will earn a 70% or higher on the assessment.</p> <p><i>Data:</i> 347/390 (89%) passed the assessment with > 70%.</p>

<i>Recommendation:</i>	No change to assessment tool for the next collection period.
CHEM 1314 – General Chem I	
<i>Activities:</i>	Students will use chemistry knowledge obtained in lecture to identify unknown chemicals in the laboratory and then using the above competency communicate those results.
<i>Measurements:</i>	Projects will be graded based on a grading rubric developed for this project.
<i>Evaluations:</i>	Students will earn a 70% or higher on the assessment.
<i>Data:</i>	66/153 (43.1%) passed the assessment with >70%.
<i>Recommendation:</i>	Incorporate a writing assignment for at least one lab experiment during the semester so students will have writing experience in writing a lab report prior to the assessment assignment.
PHIL 2223 – Business Ethics	
<i>Activities:</i>	Students will complete a comprehensive paper designed to evaluate written communication skills based on an analysis of a real-world ethical situation.
<i>Measurements:</i>	Papers will be evaluated quantitatively based on a designated grading rubric developed by faculty.
<i>Evaluations:</i>	Success rate for the paper is that the overall average on the assignment will be a score of 70% of the total value based on the designated grading rubric.
<i>Data:</i>	92/114 (81.36%) scored an 80% or better.
<i>Recommendation:</i>	After reviewing scores, faculty determined that students met the desired outcome. However, the outcome may not clearly define whether communication is assessed fully. The rubric will be revised to include more specific criteria related to technical writing skills.
ENGL 1113 - Composition I	
<i>Activities:</i>	A research paper will be evaluated according to criteria above.
<i>Measurements:</i>	Assignments will be graded based on a grading rubric developed for this project.
<i>Evaluations:</i>	Students will earn a 70% or higher on the assignment.
<i>Data:</i>	685/749 (91%) of students made a 70% or better.
<i>Recommendation:</i>	No changes. Would like to see any differences in student performance from fall to spring before making further changes.
MATH 1513 - College Algebra	
<i>Activities:</i>	Students will be given a quiz to apply their knowledge of the properties of polynomial functions and will be assessed on their communication of their reasoning using proper math language and grammar/mechanics.
<i>Measurements:</i>	Projects will be graded based on a grading rubric developed for this project.
<i>Evaluations:</i>	Students will earn a 70% or higher on the assessment.
<i>Data:</i>	606/941 or 64.4% of students taking the assessment scored a 70% or higher.
<i>Recommendation:</i>	As this was the first time using this assessment, we do not plan to change it as of yet. We feel that points may have been taken off as instructors were not grading only on being grammatically correct, but also looking at if the math was correct. We need to focus grading on HOW it was explained, not whether the math is correct. Note that institutional requirements for placement into the class have changed with the adoption of Accuplacer.
POLI 1113 – Government	

Activities: Common writing assignment

Measurements: Assignments will be graded based on a grading rubric developed for this project.

Evaluations: Students will earn a 70% or higher on the assignment.

Data: 366/445 (82%) of students achieved competency at 70% or better.

Recommendation: Recommended changes for 2018-2019 include creating a percentage total column for each item being assessed. Better identification as to what item of assessment was used to assess students. Continued review of content to assure assessment instrument remains current. Continued emphasis on professional writing skills.

HPET 1223 – Hlth Educ & Wellness

Activities: The students will be given a project to demonstrate their knowledge on proper nutritional habits, caloric intake and making better meal choices for which application of the above communication skills will be assessed.

Measurements: Projects will be graded based on a grading rubric developed for this project.

Evaluations: Students in the course will have a 70% success rate on this project.

Data: 34/46 (74%) passed the activity at 70% or better.

Recommendation: Would like to move the evaluation criteria up to 80%.

MUSC 1113 - Music App

Activities: Students will attend a concert and write a response essay about their experience. Students will be required to demonstrate clear purpose, logic, and organization in their paper. Students must support their observations about the concert with the use of proper musical terms, and demonstrate proper grammatical syntax.

Measurements: Projects will be graded based on a grading rubric developed for this project.

Evaluations: Success Rate for each project is 70% or better.

Data: 70/87 (80%) students passed the project at 70% or better.

Recommendation: Create a more generalizable rubric criteria to apply to variable assignments. Meet with all Music Appreciation instructors to create a standardized exam for all courses and to clarify essay format.

ORNT 1101 – Orientation

Activities: The students will be given a writing prompt in which they will demonstrate their application to communicate according to criteria set above.

Measurements: Assignments will be graded based on a grading rubric developed for this project.

Evaluations: Students will earn a 70% or higher on the assignment.

Data: 391/437 (89%) passed the assignment with 70% or better.

Recommendation: Update rubric to include blanks to write documented results, comparable to math rubric. Focus instructors to give assessment. Encourage students to complete the assessment.

B. Develop and deliver oral presentations that demonstrate clear purpose, logic, organization, support, and proper mechanics.

C. Create visual representations that demonstrate clear purpose, logic, organization, support, and proper mechanics.

BSAD 1113 – Digital and Financial Literacy

Activities: Students will create a presentation using Microsoft PowerPoint communicating their evaluation of available housing alternatives.

Measurements: Projects will be evaluated quantitatively based on a designated grading rubric developed by faculty.

Evaluations: Success rate for each designated project is an overall average of 70% or better of the total value based on the designated grading rubrics.

Data: 136/143 (95.1%) passed assessment with 70% or better.

Recommendation: Scores were beyond the standard for the ability to create a visual representation that demonstrates clear purpose, logic, organization, support and proper mechanics. However, the rigor was determined to be too simple for the current students. Increased use of the tools to create an effective presentation will be utilized in the assessment measure. Further, the rubric will be revised to include a higher level of rigor when grading.

B.3 Minimum Productivity Indicators:

Time Frame (e.g.: 5 year span)	Head Count/Graduates				
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
General Studies	1,673/148	1,294/189	863/146	643/198	485/170

Includes reverse transfer

B.4 Other Quantitative Measures:

a. Number of courses taught exclusively for the major program for each of the last five years and the size of classes:

There are no program courses taught exclusively for the Arts and Science degree.

b. Student credit hours by level generated in all major courses that make up the degree program for five years:

Not applicable—there are no required courses other than the general education core. Students are encouraged to select an area of emphasis from a liberal arts field and complete a minimum of 18 hours in that general area with 5 additional elective hours.

c. Direct instructional costs for the program for the review period:

No faculty are designated “Arts and Science” faculty as all courses offered for this degree are used in other degree programs; however, the average salary for a full-time faculty member with benefits is \$69,069.

d. The number of credits and credit hours generated in the program that support the general education component and other major programs including certificates:

All credits in the degree program support the general education component but as no courses are exclusive to the degree, it is not possible to track credit hour production accurately.

e. A roster of faculty members, faculty credentials and faculty credential institution(s). Also include the number of full time equivalent faculty in the specialized courses within the curriculum:

Northern Oklahoma College has 109 full-time faculty, 98 of whom teach in liberal arts areas and 11 of whom teach in nursing. Some positions are currently unfilled and being advertised; filled positions are listed below with credentials.

Division of Agriculture, Science, and Engineering

Matt Bolz: B.S., Southwestern Oklahoma State University, 2006; M.Ed., Southwestern Oklahoma State University, 2010

Kurt Campbell: B.S., Oklahoma State University, 1998; DVM, OSU, 2001

Bart Cardwell: B.S., Oklahoma State University, 1992; M.S., OSU, 1997

Jack Cnossen: B.S., Worcester Polytechnic Institute, 1983; M.S., WPI, 1989; Ph.D., WPI, 1990

Crys Davis: B.A., Oklahoma State University, 2008; M.S., OSU, 2011

Mary Gard: B.S., Oklahoma State University, 2005; M.S., OSU, 2010

Scott Harmon: B.S., Oklahoma State Univ., 2005; M.Ed., Univ. of Central Oklahoma, 2014

Mary Ann Harris: B.S., Kansas State University, 1994; M.S., West Texas A&M University, 1995; Ph.D., University of Arizona, 2005

Sherrie Martin: B.S., Oklahoma State University, 1998; M.S., OSU, 2001

Mary Ann McCoy: B.S., Alcorn State University, 1979; M.S., Alcorn State, 1998

Tricia Moore: B.S., Tarleton State University, 1992; M.S., OSU, 1995

Charmaine Munro: B.S., Midwestern State University, 1998; Ph.D., OSU, 2014

Darrel Negelein: B.S., Northwestern Oklahoma State Univ., 1995; M.S., Northwestern Oklahoma State University, 2000

Fritz Osell: B.S., University of Washington, 1964; M.Ed., University of Hawaii, 2002

Chris Storm: B.S., University of Southern Mississippi, 2004; M.S. U of S.M., 2006

Frankie Wood-Black: B.S., University of Central Oklahoma, 1984; MBA, Regis University, 2002; Ph.D., Oklahoma State University, 1989

Gene Young: B.S./B.A., Southwestern College, 1989; M.S., Ft. Hays State University, 1993

Division of Business

Bart Allen: A.S. Northeastern Oklahoma College, 1982; B.S., Kansas State University, 1985; M.B.A., Pittsburgh State University, 1989

Kadie Berlin: A.S., Pratt Community College, 2008; B.A., Ottawa University, 2011; M.B.A., Southwestern Oklahoma State University, 2014

Richard Churchill: B.S., Oklahoma State University, 1980; M.S., Oklahoma State University, 2011; A.B.D., Oklahoma State University, 2017.

Todd Ging: B.S., Southern Nazarene University, 2002; M.B.A., University of Phoenix, 2005

Jill Harmon: B.S., University Central Oklahoma, 2002; M.Ed., UCO, 2005

Leslie Johns: A.S., Northern Oklahoma College, 1997; B.S., Oklahoma City University, 2000; M.B.A., Cameron University, 2004

Cara Beth Johnson: B.S., University of Central Oklahoma, 1999; M.B.A., Cameron University, 2001

Raydon Leaton: B.S., Oklahoma State University, 1990; M.Ed., University of Central Oklahoma, 1998

Shaen McMurtrie: B.S., Phillips University, 1987; J.D., University of Oklahoma, 1990

Laura Marshall: B.A., University of Central Oklahoma, 1981; M.Ed., University of Central Oklahoma, 1993

Stephanie Weckler: B.S., Oral Roberts University, 1983; MTAX, University of Tulsa, 1989

Division of Fine Arts

Chad Anderson: B.A., Oklahoma Christian University, 1998; M.A., Oklahoma City University, 2000; M.FA, University of Oklahoma, 2012

Edward Dixon: B.S., Austin Peay State University, 2003; M.Mu, Austin Peay, 2005

Dineo Heilmann: B.A., Oklahoma State University, 1984; M.M.Ed., Wichita State University, 1986

Jena Kodesh: B.FA, Oklahoma State University, 2000; M.A., University of Phoenix, 2005

Anthony Luetkenhaus: B.FA, Culver-Stockton College, 2006; M.FA, Western Illinois University, 2011

Brad Matson: B.A., University of Oklahoma, 1988

Audrey Schmitz: B.FA, William Woods College, 1979; M.Ed., Northwestern Oklahoma State University, 2004

Shannon Varner: B.Mu., Cameron University, 2000; M.Mu., Oklahoma City University, 2002

Division of Health, Physical Education, and Recreation

Julie Baggett: B.S., University Central Oklahoma, 2000; M.Ed., UCO, 2011

Suzi Brown: B.S., Oklahoma State University, 2003; M.Ed., Southwestern Oklahoma State University, 2006

Aaron Butcher: B.S., Indian Wesleyan University, 2010; M.A., Ball State University, 2012

Michael Duroy: B.S., University Central Oklahoma, 1995; M.Ed., UCO, 2002

Donnie Jackson: A.S., Allen Community College, 2000; B.S., Sterling College, 2003; M.S., Fort Hays State University, 2005

Ashley Johnston: A.G.S., Bossier Parish Community College, 2003; B.S. Northwestern Oklahoma State University, 2005; M.S., Texas A&M, 2006

Division of Language Arts

Paul Bowers: B.A., University of Tulsa, 1985; M.A., Oklahoma State University, 1990; Ph.D., Oklahoma State University, 1996

Tammy Davis: B.A., Fort Hayes State University, 1987; M.S., Kansas State University, 1995

Stacey Frazier: B.A., Oklahoma State University, 2001; MBA, University of Phoenix, 2009

DeLisa Ging: B.A., East Central University, 1994; Ed.D, OSU, 2005

Scott Haywood: A.S., Northern Oklahoma College, 1997; B.S., Northeastern State University, 1999; M.A., Northeastern State University, 2001

Brandon Hobson: B.A., Oklahoma City University, 1992; M.A., University of Central Oklahoma, 1995; Ph.D., Oklahoma State University, 2015

Cathy Moore: B.S., Northwestern Oklahoma State University, 1984; M.S., Oklahoma State University, 1989; Ed.D, Oklahoma State University, 1991

Lisa Nordquist: B.S., Southwestern Oklahoma State University, 1995; M.Ed., Southwestern Oklahoma State University, 2006

Dean Percy: B.A., Northwestern Oklahoma State University, 1998; M.Ed., Northwestern Oklahoma State University, 2003

Starla Reed: B.A., Phillips University, 1987; M.S., Concordia University, 2008

Stephanie Scott: B.A., Northeastern State University, 2007; M.A., University of Arkansas, 2009

Alicia Sharp: B.A., Oklahoma State University, 2003; M.A., University of North Texas, 2006

Don Stinson: B.A., Northeastern State University, 1987; M.A., Northeastern State University, 1989; Ph.D., Oklahoma State University, 1998

Jeff Tate: B.A., University Central Oklahoma, 1991; M.A., University Central Oklahoma, 1993; Ph.D., Oklahoma State University, 2015

Diana Watkins: B.S., Oklahoma State University, 1998; M.S., OSU, 2007

Division of Math

Cathy Ballard: A.S., Northern Oklahoma College, 1998; B.S., Oklahoma State University, 2001; M.Ed., Northwestern Oklahoma State University, 2003

Dee Cooper: A.S., Northern Oklahoma College, 1996; B.S., Oklahoma State University, 1999; M.Ed., Southwestern Oklahoma State University, 2007

Lynn DeMuth: B.S., Oklahoma State University, 1984; M.A., Chadron State College, 2017

Cassie Firth: B.S., Oklahoma State University, 1999; M.A., University of Phoenix, 2003

Christi Hook: M.A., Chadron State College, 2015

Lynn Kinzie: B.S., University of Florida, 1995; M.S., OSU, 2009

Tim Kruse: B.S., Oklahoma State University, 1997; Ed.D, OSU, 2012

Vernon Londagin: B.S., University of Tulsa, 2016; M.S., OSU, 2018

Courtney Miller: B.A., University of Oklahoma, 2006; M.S., University of Central Oklahoma, 2011

Karri Morrill: B.S., Northwestern Oklahoma State University, 2004
Scott Morris: B.S., University of Science & Arts of Oklahoma, 1993; M.Ed., University of Central Oklahoma, 2001
Wendy O'Neill: B.S., Vanderbilt University, 1991; M.A., University of Texas at Dallas, 2000
Kristi Orr: B.S., University of Nebraska-Lincoln, 1996; M.Ed., University of North Dakota, 2004
Cecil Phibbs: B.S., Palm Beach Atlantic University, 2002; M.S., Florida Atlantic University, 2013
Kathi Shamburg: B.S., East Central University, 1987; M.A., Chadron State College, 2017
Stephani Spurlock: B.S., Northwestern Oklahoma State University, 1993; M.S., Southwestern Oklahoma State University, 1998

Division of Social Science

Ryan Bay: B.S., Missouri Valley College, 1999; M.Ed., Northwestern Oklahoma State University, 2002
Troy Cochran: M.S., University of Cincinnati, 2015
Jeremy Cook: B.A., Oklahoma State University, 1992; M.S., OSU, 1999; Ed.D., OSU, 2004
Peggy Emde: B.S., Oklahoma State University, 1980; M.S., Capella University, 2011
Darrell Frost: M.S., University of Phoenix, 2008
Jerry Hawkins: B.A., Southwestern Oklahoma State University, 1985; M.Ed., Southwestern Oklahoma State University, 1990
J. Marsh Howard: M.S., University of Oklahoma, 1999; Ph.D., OSU, 2014
Greg Krause: B.S., Oklahoma City University, 1978; M.S., Arizona State U., 2017
Steve McClaren: B.A., Grand Canyon University, 1976; M.Ed., Northwestern Oklahoma State University, 2007
Tiffany Meacham: B.A., University of Oklahoma, 2002; M.Ed., Northwestern Oklahoma State University, 2006
Brenda Pennington: B.A., Northwestern Oklahoma State University, 2001; M.Ed., Northwestern Oklahoma State University, 2006
Ty Shreck: A.A. Northern Oklahoma College, 2006; B.A., University Central Oklahoma, 2008; M.Ed., Southwestern Oklahoma State University, 2013
Wade Watkins: B.S., Oklahoma State University, 1992; M.A., University of Antwerp, 2003
Alyce Webb: B.A., University of Central Oklahoma, 2012; M.A., University of Central Oklahoma, 2013; PhD, Oklahoma State University, 2017

f. If available, information about employment or advanced studies of graduates of the program over the past five years:

Not available

g. If available, information about the success of students from this program who have transferred to another institution:

While data from partner institutions has not broken down transfer data by major, reports on transfer to institutions such as OSU indicate that NOC students have a higher GPA and graduation rate than native first-semester students.

B.5 Duplication and Demand:

In cases where program titles imply duplication, programs should be carefully compared to determine the extent of the duplication and the extent to which that duplication is unnecessary. An assessment of the demand for a program takes into account the aspirations and expectations of students, faculty, administration, and the various publics served by the program. Demand reflects the desire of people for what the program has to offer and the needs of individuals and society to be served by the program.

B.5. Duplication and Demand Issues:

Address Duplication:

NOC has locations in Garfield, Kay, and Payne county and serves the surrounding regions, giving students access to an associate degree in north-central Oklahoma.

Address Demand:

The associate degree allows students a pathway to an advanced degree and a workforce credential for the increasing number of positions that require a college degree.

B.5.a. Detail demand from students, taking into account the profiles of applicants, enrollment, completion data, and occupational data:

NOC is an open-admission school, meeting the needs of students who wish to attain workforce credentials and/or to complete an associate degree and then transfer to a bachelor's degree granting institution.

B.5.b. Detail demand for students produced by the program, taking into account employer demands, demands for skills of graduates, and job placement data:

The Arts and Science degree is designed primarily as a transfer degree or a starting point for students wishing to complete an associate degree but uncertain about their career path. Students are guided into a World of Work course and encouraged to declare a major within the first 30 hours.

B.5.c. Detail demand for services or intellectual property of the program, including demands in the form of grants, contracts, or consulting:

Not applicable

B.5.d. Detail indirect demands in the form of faculty and student contributions to the cultural life and well-being of the community:

Through the development of the general education competencies noted above, students become better leaders and learners in the workforce.

B.5.e. The process of program review should address meeting demands for the program through alternative forms of delivery. Detail how the program has met these demands:

The Arts and Science degree is approved for electronic delivery; all required general education courses are available via ITV and students have options for classes that will meet all general education requirements online.

B.6 Effective Use of Resources:

Resources include financial support, (state funds, grants and contracts, private funds, student financial aid); library collections; facilities including laboratory and computer equipment; support services, appropriate use of technology in the instructional design and delivery processes, and the human resources of faculty and staff.

NOC offers the second most affordable tuition/fee rates in the state of Oklahoma. Over 60% of students at NOC receive some form of financial aid and many receive private scholarships through the NOC Foundation. Student support services are offered to all students in on-site and online formats, including Blackboard, tutoring/Tutor.com, library access, advising and counseling services. All faculty are offered training annually in Blackboard, Quality Matters for online courses, and ITV best practices. Students have computer access at all locations.

*Low Producing Program Reviews follow a different format and template.

Institutional Program Recommendations: (describe detailed recommendations for the program as a result of this thorough review and how these recommendations will be implemented, as well as the timeline for key elements)

Recommendations	Implementation Plan	Target Date
Enrollment has declined accounting for some of the drop in majors in the past five years, but as the graduation rate has not significantly dropped, part of the reduction also reflects the move to get more students to declare a major. Efforts will continue to	World of Work instructors and retention specialists will continue to work with students who are undeclared majors and connect them with career counseling resources.	Ongoing

encourage students to declare a major within the first 30 hours.		
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Summary of Recommendations:

	Department	School/College	Institutional
Possible Recommendations:			
Reduce program in size or scope	The Arts and Science degree program will continue to serve undecided majors but with an emphasis on guiding students into more specific career pathways.		