

Northern Oklahoma College Strategic Enrollment Plan

Approved by NOC Board of Regents on March 22, 2017



A. Overview of Strategic Enrollment Management (SEM) Plan

Purpose of Strategic Enrollment Management (SEM) Plan

The purpose of the Strategic Enrollment Plan is to provide a strategic set of goals and outcomes directed at more effective strategies for marketing, recruitment, retention, and completion for students enrolled at Northern Oklahoma College. [See Appendix A for institutional definitions in relation to this plan.]

Strategic Enrollment Management is “... a comprehensive and coordinated process that enables a college to identify enrollment goals that are allied with its multiple missions, its strategic plan, its environment, and its resources, and to reach those goals through the effective integration of administrative processes, student services, curriculum planning, and market analysis.” (Kerlin, 2008)

Assumptions of the SEM Plan

- 1) All strategic enrollment initiatives will be driven by the institutional mission and its focus on an educational experience that is high quality, accessible, and affordable.

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.

- 2) All strategic enrollment initiatives will align with the institutional strategic plan.

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

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

Goal 2: 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.

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

Goal 5: Diversify and increase revenue streams.

In connection with the Strategic Plan, it is understood that all strategic plan initiatives are influenced by enrollment numbers and the generation of tuition and fees, and that the quality of life provided through student services (goal 1A) and through facilities (goal 3) can influence the institution’s ability to recruit and retain students as well as the availability of well-trained staff and faculty (goal 4). It is also understood that with diversified and increased revenue streams (goal 5) the institution can enhance the services provided for students. However, the areas of influence to be addressed in this Strategic Enrollment Management Plan are in goals 1B and 2, which deal with recruitment, retention, graduation, and the academic programs and services that most directly influence those efforts.

- 3) All strategic enrollment initiatives will align with and support national and state initiatives committed to by the Oklahoma State Regents for Higher Education (OSRHE), including Complete College America (CCA) completion goals and focus on reform of remedial education through corequisite models. (See SEM Goal 3 for a description of outcomes tied to OSRHE and CCA initiatives.)
- 4) All strategic enrollment initiatives will align with accreditation standards set by the Higher Learning Commission and by program accrediting agencies, such as ACBSP and ACEN.

In particular, initiatives will be based on a continuous improvement cycle, using data collection and analysis to guide decision-making and revisions to the plan as needed.

- 5) Finally, strategic enrollment initiatives will be developed in recognition of the following assumptions about what most impacts enrollment:

The economy impacts enrollment—both positively and negatively.

New program initiatives impact enrollment—generally positively.

Reducing programming impacts enrollment—generally negatively.

Economically fueled enrollment growth is generally temporary and thus the way to create a lasting positive shift in enrollment growth is to develop new programming and/or modify business practices.

B. Background on the Development of the SEM Plan

The Strategic Enrollment Management (SEM) Plan was identified as a year three priority in the 2013-2018 Institutional Strategic Plan as part of the College's efforts to increase retention and graduation rates. Two key initiatives were launched in 2015-2016 to provide guidance in the development of the Strategic Enrollment Plan—the formation of a Retention Committee and the engagement of a consulting team to review current processes and make recommendations for the SEM Plan.

The Retention Committee was formed to bring together campus resources to focus on issues of enrollment and student success. As one early initiative, the Retention Committee recommended the creation of an enrollment checklist that would guide all students through processes for application, enrollment, and other steps to take prior to the first day of classes. The committee also identified at-risk groups for retention, including first-generation college students who might not have the same support systems in place as other students and probationary students whose GPA puts them at risk for completion.

In addition to the institutional committee focused on retention, the Executive Council, along with the President, reviewed proposals from several entities to engage the college community in a review process. The College selected AACRAO (American Association of College Registrars and Admission Officers) Consulting to begin the process of institutional reflection. These consultants visited each of the NOC campuses and conducted interviews over a two-day period, spending time with students from each site and holding open meetings with faculty and staff as well as designated meetings to learn about specific marketing, recruiting, and enrollment processes.

From that process the consultants made the following nine recommendations to move the institution forward in Strategic Enrollment Management (See the following link for the complete report from AACRAO consultants--<http://www.noc.edu/strategic-plan>):

- A. Establish SEM Planning Structure
- B. Develop SEM Plan
- C. Expand Data Collection & Analysis
- D. Improve Recruitment & Admission Processes
- E. Refine Retention Strategies
- F. Strengthen Advising Processes
- G. Strengthen International Student Processes & Services
- H. Review Tuition Payment Schedule
- I. Continue Website Improvements

To establish the SEM Planning Structure (A), in fall 2016 faculty and staff meetings, the highlights of the consultants' plan were shared with an invitation for employees to join the already-established Retention Committee if they wished to be directly involved in a task force that, together with the Executive Council, would develop specific strategies for the SEM Plan (B). The SEM Plan would be created from the feedback given by **all** employees through the town hall meetings and follow-up interviews.

Data Collection and Analysis (C) for the SEM began with summer 2016 meetings in which the Retention Committee identified the percentage of first-generation students at Northern and recommended a survey to determine what percentage of employees were also first-generation and would be interested in participating in a program of support services. That survey was completed by faculty in fall in-service meetings and emailed to all staff in August 2016. [See results of the survey in Appendix B, as well as demographics for first generation students.]

To further identify data points and SEM strategies, town hall meetings were hosted on each of the Northern campuses in September 2016. All employees were invited to attend, as well as members of the NOC Board of Regents and NOCF Board of Trustees. Information shared with attendees included enrollment trends, links to the institutional Strategic Plan, and recent activities related to Strategic Enrollment Management in Admissions, Retention, and Graduation Initiatives. [See Appendix C for a summary of town hall suggestions based on questions asked in these sessions.]

In October 2016, the town hall responses were emailed to all employees with a request for further feedback, and focus groups were scheduled on each of Northern's campuses with first-generation students commenting on what admission/enrollment processes were easy to navigate and what were roadblocks. In addition, meetings were held in October and November 2016 with recruiters and representatives from the Office of Development and Community Relations (including printing, marketing and website development) to gather feedback on town hall comments and how suggestions could be incorporated.

C. Summary of SEM Goals

With input through each of these processes, the Strategic Enrollment Plan was developed, incorporating the six recommendations (D-I above) from the AACRAO team and institutional feedback into the following three goal areas:

- 1. Improve Recruitment & Admission Processes**
- 2. Further align degree programs with regional and state workforce needs**
- 3. Refine Retention/Completion Strategies**

The Action Plans that follow identify the key strategies and data collection points to be used for each of these three goals, as well as identifying areas of responsibility, timetables, budgetary needs, and assessment measures. Some short-term initiatives were identified and addressed through the development stage of the SEM plan and these are noted with dates of completion indicated.

C1. Recruitment & Admissions Action Plan

AACRAO consultants articulated the need to augment traditional enrollment with both non-traditional and international students. Feedback from Northern employees in town halls and emailed responses further identified enhanced recruitment strategies for the populations represented in our service regions. Goals have been set to formalize recruitment and admission processes to identify student populations currently underserved and improve processes to further assist these students in enrolling.

GOAL C1.1:

Recruitment/Admissions Goal 1-Increase first-time, full-time enrollment from service area (identified as high schools within 75-mile radius of NOC locations) by 2% each year with an initial goal of 1% of each school's graduating class.

LINK TO STRATEGIC PLAN:

This goal links directly to the Strategic Plan Goal 1B-Enhance recruitment efforts as well as retention and graduation rates.

Goal 5—Diversify and increase revenue streams—is also supported with stronger enrollment numbers from existing and new student populations.

KEY STRATEGIES:

1. Purchase all ACT-tested students by schools from the College's service area and share contacts divided by intended major and areas of interest for divisional and program recruiting.
2. Schedule annual meetings with area high school counselors (including recruiters, program representatives, etc.) Address affordability, transferability of courses, faculty expertise, etc.
3. Develop a formalized communication plan for prospective students from point of interest to enrollment, including the following:
 - a. Expanded use of recruitment contact/database to identify students by major, areas of interest
 - b. Contacts for all students who have attended high school event on a Northern campus
 - c. Contacts for all students who have expressed interest in Northern through recruitment fairs, online queries, and ACT exams
 - d. Targeted communication from Registration to admitted students, reminding them of steps to be taken through enrollment (completed summer 2016)
 - e. Targeted communication from academic divisions and programs based on areas of interest selected
 - f. Labor market data and expanded program descriptions posted on academic division webpages (completed spring and summer 2016)
 - g. Use of student and alumni testimonials
 - h. Development of Parent Outreach Programs, including information on FAFSA,

faculty expertise, NOC's affordability, transferability of coursework, higher earning potential with a degree

- i. Contacts with home school organizations to include students in invitations for school preview days such as Northern Exposure
4. Using target goal for each school's graduating class based on review of enrollment trends, increase presence at area high school events (e.g. current students returning to high schools to recruit, Pre-ACT workshop or Northern Exposure event at Stillwater High School), community events (e.g. banners at Chili Cook Off, Goblins on Grand) and new marketing areas for non-traditional students (e.g. churches, social clubs, rodeos, job fairs, DHS).
5. Work with OSU to recruit and market the NOC/OSU Gateway program to those denied admission to OSU, including the international population. Enhance the international student web page as part of this process.

RESPONSIBILITY:

1. VP for Enrollment Management will purchase names in Spring 2017.
2. Recruiters, Program Representatives, Enrollment Management, and Academic Affairs
3. Recruiters, Program Representatives, Admissions, Academic Affairs, Marketing, Financial Aid, Student Affairs
4. Recruiters working with IR data
5. Marketing, VP for NOC Stillwater, Recruiters, Website, International Student Director, VP for Enrollment Management

TIMETABLE:

- Strategy 1 will be completed Spring 2017 and then continued annually.
- Strategy 2 will begin Spring 2017 with a meeting scheduled with counselors if available and then will continue annually or biannually as needed.
- Strategy 3 began in Spring 2017 with gathering of institutional communications. This input will be incorporated in a communication plan developed by recruiters, inclusive of communications from admissions and enrollment, academic division chairs, marketing, financial aid, and Student Affairs. A finalized communication plan will be completed in 2017-2018 and updated annually as needed.
- For Strategy 4, IR Data will be gathered in Spring and Summer 2017 and provided to recruiters for inclusion in a written recruiting plan to be developed by the end of Fall 2017.
- Strategy 5 began in 2016-2017 with meetings between OSU and NOC representatives. In addition, the Coordinator of International Students began updating the website. Work will continue in both of these areas in Fall 2017 to formalize communications with OSU students denied admission.

BUDGET:

\$1,000 to purchase ACT names annually

Additional costs may be requested for mailings or other communication after a review of which current procedures are most effective. Primarily, the strategies above will cost time to

develop more formalized plans for communicating and recruiting, and electronic communication will be used for cost-saving measure when considered effective.

ASSESSMENT MEASURES:

- Enrollment trends from the NOC service area high schools (See Appendix D for benchmarking.)
- Enrollment by major, by campus
- Credit hour/FTE, unduplicated and duplicated headcount
- Number of school visits and other contacts with prospective students per semester (See Appendix E for current advertising, marketing, and recruiting initiatives.)
- Demographics of region in relation to enrollment (including ethnic breakdown, first generation students, etc.)

GOAL C1.2:

Recruitment/Admissions Goal 2-Increase student satisfaction with admission and enrollment processes.

LINK TO STRATEGIC PLAN:

This goal supports Strategic Plan Goal 1A in enhancing the quality of life for students by making key admission and enrollment processes easier to navigate. With more efficient processes, recruitment and retention efforts (Goal 1B) are also supported.

KEY STRATEGIES:

1. Review all admission processes for efficiency.
2. Post and continue to update enrollment checklists each semester for each campus.
3. Review online application form annually for needed updates—e.g. changing app to indicate fall, spring, and summer enrollment options within academic year rather than fall only.
4. Provide bilingual services where possible (e.g. work-study students in targeted admissions areas).
5. Provide students increased access to class schedule, degree sheets, and offerings available (sent earlier to advisors for pre-enrollment advising, computers with WiFi outside of bookstore to print schedule, automating waitlist, creating a link in Campus Connect to degree sheets).
6. Review tuition payment schedule, adjusting due dates to remove non-attending/non-committed students earlier, freeing additional spots for enrollment.
7. Share satisfaction and communication survey results annually with recruitment, marketing, and other departments to inform planned events and budgetary decisions on how advertising and recruiting dollars are expended.

RESPONSIBILITY:

1. Enrollment Management, Financial Aid, Bursars, Student Affairs
2. Enrollment Management, Financial Aid, Academic Affairs, Scholarships, Student Affairs
3. Enrollment Management
4. Enrollment/Admissions, Financial Aid, Bursar, Student Affairs
5. Enrollment Management, Academic Affairs, IR
6. Financial Affairs, Enrollment Management, IR
7. Financial Affairs, Enrollment Management, Academic Affairs, Recruiters, Marketing, Scholarships

TIMETABLE:

1. Begun summer 2016, with VP for Enrollment Management and all Assistant Registrars meeting weekly), ongoing
2. First enrollment checklist was posted in January 2017; checklists will be updated annually in February, beginning in 2018, for March posting prior to enrollment.
3. Online application form will be reviewed in Spring 2017 and then annually.
4. For Fall 2017 and then annually, the VP for Enrollment Management will work with Student Affairs and Financial Aid to identify eligible and qualified students.

5. Waitlist options are being reviewed in spring 2017. With Spring 2017 enrollment opening for fall and summer, and then annually afterwards, class schedules will be released to advisors and students at least one week before enrollment opens.
6. Dates were reviewed and adjusted in Fall 2016 and will be reviewed in fall annually.
7. Satisfaction surveys will be shared with all employees within one month of the closing date of the survey.

BUDGET:

Number 4 is contingent upon the availability of work study funds; all other goals in this area require time and people resources only.

ASSESSMENT MEASURES:

- Annual Student Satisfaction Survey (See the link at <http://www.noc.edu/surveys> for benchmarking data on surveys given in 2014-2016)
- Surveys of student populations (first generation, traditional, non-traditional, international, etc.) to determine most effective communication strategies and effectiveness of recruitment and admission processes
- Entrance surveys delivered in Orientation classes (e.g. Why did you choose Northern?)
- Exit surveys conducted by retention specialists with sampling of non-returning students, including students who have 24 hours or fewer and students who have 25 hours or over and might be a candidate for reverse transfer

C2. Alignment of Degree Programs with Workforce Needs Action Plan

As part of its regular five-year program review cycle, Northern analyzes graduation and retention rates as well as labor market projections in relation to all of its degree programs. The following table indicates current correlations for how Northern’s degree programs support the state’s ecosystems, as identified by Governor Fallin:

Oklahoma's Key Industry Ecosystems	NOC’s Supporting Degree Programs
Aerospace and Defense Parts and Components Manufacturing Maintenance, Repair, and Overhaul Unmanned Aerial Systems Military-Related Research and Development	Associate of Applied Science Applied Technology--Military
Energy Machinery Manufacturing Natural Gas Products Distribution Engineering Services	Associate of Applied Science Degrees Engineering and Industrial Technology Process Technology Option Power Generation Option Associate in Science Degrees Math and Physical Science-Pre-Engineering Option
Agriculture and Biosciences Food Manufacturing Commodity Production and Distribution Fertilizer Manufacturing Research and Development	Associate in Science Degrees Agricultural Sciences Biological Sciences
Information and Financial Services Data Centers Banking and Investment Cyber Security Computer Systems	Associate in Science Degrees Business Administration International Business Option Management Information Systems Option Computer Science Associate in Applied Science Degrees Business Management Accounting and Entrepreneurship Options
Transportation and Distribution Air, Rail, Water, and Pipeline Equipment Manufacturing Warehousing and Storage Wholesale Brokers	Associate in Science Degrees Arts and Sciences—International Studies Option
Health Care (Regional Complementary Ecosystem)	Associate in Science Degrees Biology-Pre-Med Option Biology-Pre-Pharmacy Option Nursing (Pre-BSN) Associate in Applied Science Degree Nursing (RN)

On December 29, 2016, Governor Fallin signed Executive order 2016-41 to further develop Oklahoma’s workforce. Using Lumina Foundation data as background, this executive order details goals as part of Launch Oklahoma, an initiative to have 70 percent of Oklahomans, ages 25-64, complete a post-secondary degree, certificate, or credential by the year 2025.

According to the U.S. Census Bureau data as reported by Luminafoundation.org, for counties in which NOC is located, the percentage of Oklahoma residents in the 25-64 age group with at least an associate degree is reported below:

Garfield-29.72 Kay-31.33 Payne-44.78

Launch Oklahoma also relied on EMSI data from the US Census to identify the gap between adults in each who had an associate degree vs. those who would require an associate degree for jobs in 2020. That gap for the Northern region of Oklahoma 30 to 36.8.

Goal C2:1 will employ strategies for further aligning Northern’s degrees with regional and state workforce needs to address the overall objectives of Launch Oklahoma, the OSRHE, and Complete College America.

Goal C2.1:

Alignment of Degrees to Workforce Goal 1-Enrollment, retention, and graduation rates in degree programs identified as supporting state and regional needs will increase by 10% by Fall 2020.

LINK TO STRATEGIC PLAN:

The SEM plan will further support goals 1B and 2 of the Strategic Plan by developing targeted recruiting materials in academic divisions to further promote those programs that meet Oklahoma and regional workforce needs and identifying new degree programs and options in those areas as funding allows.

KEY STRATEGIES:

1. Conduct feasibility studies on adding new academic programs, including the following areas recommended through town halls and others suggested by labor market analysis, and expanding current programs based on matrices of workforce data reports, projected enrollment, cost of implementing, and availability of funding:
 - Allied Health (e.g. Dental Hygiene, EMT, PTA, Health Informatics]
 - Agriculture (e.g. Ag Tech, Env Tech, Horticulture, Pesticide Completion, Turf Management, Vet Tech)
 - Engineering
 - Cybersecurity
 - Criminal Justice [CLEET, Paralegal]
 - Graphic Design
 - Native American studies
 - English as Second Language
 - Network Engineer
 - Certificate Programs [e.g. casino accounting, OSHA requirements]
2. Continue to develop 2 + 2 articulation agreements for smooth transfer to partner

institutions.

3. Continue to build on initiatives set in Goal 2 of the Institutional Strategic Plan for cultivating and maintaining partnerships, including the following:
 - Environmental scans to identify partnership and workforce needs
 - Expanded connections for students with the business community (internship opportunities, internship fairs, career fairs, promotion of professional associations)
 - Expanded use of advisory boards, alumni contacts, and other business partnerships with connections for job shadowing opportunities, business tours, etc., and publication of minutes
 - Professional development training for counselors, staff advisors, and faculty in career assessment (through World of Work class and Orientation)
 - Posting of Fact Book / data bank on student enrollment, retention, graduation rates sorted by major, underserved students, job placement rates, etc.
 - Opportunities for students to develop personal and professional skills through intermediary steps toward degree completion and non-degree options, including non-credit enrichment courses (e.g. for senior citizens)

RESPONSIBILITY:

1. Academic Affairs, IR, Academic divisions
2. Academic Affairs, IR, Academic divisions
3. Academic Affairs, IR, Academic divisions

TIMETABLE:

1. Feasibility studies for new programs will be conducted in coordination with program review cycles for each division.
2. On Jan. 31, 2017, NOC and NWOSU faculty met to review and update 2 + 2 articulations for all coordinating degree sheets. NOC and UCO faculty updated articulation agreements through fall and spring 2016-2017. NOC faculty are beginning to work with OSU on creating 2 + 2 articulations. These agreements will be updated in any year in which there are significant changes to the degree programs.
3. Updates will be provided on partnerships initiatives through the institutional assessment plan annually and through quarterly Strategic Plan updates.

BUDGET:

No additional costs will be needed for the review processes indicated above; budget increases may be needed for new programs if feasibility studies support their viability.

ASSESSMENT MEASURES:

- Labor market data on all current and proposed degree programs
- Regional environmental scans
- Enrollment trends by major
- Credit hour production by major
- Graduation rates by major
- Employer satisfaction surveys
- Graduate surveys on job placement

C3. Retention/Completion Action Plan

The AACRAO consultants congratulated the college on current retention efforts but suggested the need to codify efforts and to collect data on the efficacy of those efforts.

As a system, the OSRHE has focused efforts to increase completion rates among Oklahoma colleges and universities. To this end the system participates in the goals of *Complete College America*. The state has set a benchmark of a 67% increase in Oklahoma degree and certificate completion from 2011 when the CCC initiative was launched in the state with 30,500 as the benchmark to 2023 with a goal of 50,900 degrees and certificates completed. NOC has a benchmark of 21 additional degrees or certificates each year. As part of the completion agenda, Oklahoma higher education institutions participate in the Reach Higher program, making coursework for an Enterprise Development available in flexible scheduling models (e.g. online and in fast-track sequences) through the state's community colleges and the Organizational Leadership bachelor's degree available at the state's universities. In addition, NOC has participated in OSRHE-organized statewide meetings to incorporate 15-to-Finish best practices as part of the Complete College America on-time degree completion plan.

OSRHE has also embraced the reform of developmental education through the adoption of Complete College America initiatives for reforming remediation through corequisite models. In November 2016, Northern participated in the Oklahoma State Academy led by Complete College America to move institutions to Corequisite at Scale. A team of 10 Northern representatives attended, including faculty representatives in math and English from all 3 campuses.

Through the Oklahoma Academy, Northern set the following goal for corequisite models as part of its retention plan.

GOAL C3.1:

Retention/Completion Goal 1- NOC will support the state goal of 90% of students having access to corequisite models of developmental education and 75% of students needing remediation being enrolled in a corequisite model by Fall 2017.

(Oklahoma Academy Set Goals—English and math classes will be scaled for 75% coreq by August 2017, English classes will be scaled for 100% by June 2018, and math scaling will increase as data supports feasibility.)

LINK TO STRATEGIC PLAN:

This goal links with Goal 1B of the Strategic Plan—Enhance recruitment efforts as well as retention and graduation rates—with the established research supporting higher retention and completion rates when students are enrolled in corequisite models. Goal 4 is also supported in enhancing professional development for instructors obtaining training in the deployment of these models.

KEY STRATEGIES:

1. Develop varied models to account for students with lowest placement scores, different

<p>scheduling needs (e.g. day, evening, online).</p> <ol style="list-style-type: none"> 2. Enhance corequisite models based on annual review of data. 3. Increase advisor training on benefits of the corequisite model and on Math Pathways
<p>RESPONSIBILITY:</p> <ol style="list-style-type: none"> 1-3. Academic Affairs, Professional development, Academic divisions, Institutional research
<p>TIMETABLE:</p> <ol style="list-style-type: none"> 1. By fall 2017, 90% of students will have access to corequisite model and 75% needing remediation will be enrolled in a corequisite model. 2. Review of models will be ongoing. 3. By August 2017, all math and English faculty will be trained on corequisite model (timeline established in Oklahoma Academy).
<p>BUDGET:</p> <p>Grant funding through OSRHE has provided training and will offer ongoing support in 2017-2018.</p> <p>Institutional professional development funds, as allocated, will be provided for further training.</p>
<p>ASSESSMENT MEASURES:</p> <ul style="list-style-type: none"> • Placement rate in developmental courses (fast track, corequisite, boot camp) • Completion rate of developmental courses • Time to college-level course • Retention and graduation rate of students with remedial needs

GOAL C3.2:

Retention/Completion Goal 2- A minimum of 65% of entering first-time, full-time students will graduate with an associate degree within three years.

LINK TO STRATEGIC PLAN:

This goal also supports Goal 1B of the Strategic Plan—Enhance recruitment efforts as well as retention and graduation rates—through an emphasis on retention and completion. In addition it supports Goal 1A—Enhance the quality of life for students—by providing more earning power for those students who successfully complete a college degree.

KEY STRATEGIES:

1. Align with state and national initiatives for 15-to-Finish through the following actions:
 - A. Share 15-to-Finish video and other information for return on investment with 15-to-Finish strategies in Orientation classes each semester.
 - B. Adjust schedule production from summer/fall and spring to fall and spring/summer so that students can plan better for completing degree requirements within the same academic year.
 - C. Create default semester schedules for each degree sheet [based on recommended course sequences] as part of schedule creation to ensure students can access program and general education courses without time overlaps.
 - D. Identify milestone courses for each degree program to gauge satisfactory academic progress at 30 credit hour mark.
 - E. Review data on retention, GPA, and graduation rates for first-time, full-time students completing 30 credit hours in first academic year.
2. Continue efforts in college-wide community to fully utilize early alert strategies, including the following:
 - A. Continue to utilize ACT Engage to survey non-cognitive variables for potential at risk students with improved methods for sharing and responding to results.
 - B. More effectively use the EAR alert system to
 - Contact students before class needs to be dropped.
 - Assist students in saving part of load when possible.
 - Use personal emails when possible to contact students.
 - Make student link active in EAR alert.
 - Expand use of EAR to program advisors (e.g. Native American Counselor receiving alerts for all Native American students [initiated Dec. 2016], athletic director receiving alerts for all student athletes).
3. Improve degree audit system, using the current program offered through POISE or upgrading as needed to make posted degree updates available to secondary advisors.
4. Monitor enrollment trends and use student satisfaction survey results to identify scheduling needs (e.g. online and evening course offerings) (Goal 1B Initiative of Strategic Plan)
5. Improve quality of advising through
 - A. Ongoing advisor training
 - B. Access to and consistent sharing of information (e.g. advise-all rights to all faculty and to all staff advisors, faster posting of transcripts, testing coordinators being given access to post placement scores, advisors having access to list of students on

<p>probation, opening up computer enrollment to advisors earlier).</p> <p>C. Resources to help Undecided students select a major within the first semester of enrollment.</p> <p>D. Emails and in-class reminders to students to apply for graduation prior to actual semester of completion.</p> <p>E. Further educating students on the benefits of degree completion (e.g. alumni speakers, ORNT classes, social media, improved web process).</p> <p>F. Development of a double checkpoint for all final degree checks prior to last semester of enrollment.</p> <p>G. Development of templates for regular advisor communications.</p> <p>6. Strengthen Student Processes & Services for Targeted Student Groups</p> <p>A. First Generation—develop mentorship program</p> <p>B. Low Income and Native student populations (strategies identified in NASNTI grant)</p> <p>C. Other underrepresented groups as identified by enrollment and retention trends</p> <p>D. NOC/OSU Gateway students--identify recommended timelines for NOC/OSU Gateway students as to the appropriate time of transfer to OSU and the point of reverse transfer for graduation.</p> <p>7. Continue to develop reverse transfer initiatives by</p> <p>A. Utilizing National Student Clearinghouse data to communicate with NOC non-completers who have matriculated to another school and dropped out without a degree.</p> <p>B. Developing additional formalized agreements with universities to complete degrees via the Reverse Transfer process.</p> <p>8. Continue to use student engagement survey results to identify success of high-impact practices and need for ongoing professional development, as noted in Goal 1B of Strategic Plan.</p>
<p>RESPONSIBILITY:</p> <ol style="list-style-type: none"> 1. Academic Affairs, Academic divisions, IR, Enrollment Management 2. All faculty and staff advisors and supervisors 3. IT, Program Advisors, Enrollment Management, Academic Affairs 4. Academic divisions, IR, Academic Affairs, Enrollment Management 5. Academic Affairs, Enrollment Management, Academic divisions 6. IR, Academic Affairs, Enrollment Management, VP for NOC Stillwater, Faculty and Staff Advisors 7. VP for Enrollment Management, IR 8. IR, Coordinator of Professional Development, Academic Divisions
<p>TIMETABLE:</p> <p>Item 1 will begin in Fall 2017 semester and will continue annually thereafter.</p> <p>Items 2-8 are continuous improvement strategies to be reviewed annually each fall.</p>
<p>BUDGET:</p> <p>Professional development funds for faculty and staff</p>
<p>ASSESSMENT MEASURES:</p> <ul style="list-style-type: none"> • Enrollment in and completion of gatekeeper course

- Completion of courses attempted per semester and year
- Average number of hours earned by graduates
- Number of certificates/degrees earned annually
- National Clearinghouse data listing all NOC transfer schools
- Percentage of undeclared majors in first semester of enrollment vs. second semester of enrollment
- Retention and persistence rates broken down by student populations and by major
- Retention and persistence rates broken down by original admit code to identify success rates for transfer students and for first-time students at NOC
- Retention and persistence rates for undeclared majors
- Licensure exam pass rates
- Exit surveys delivered at graduation practice
- Exit surveys given to students who have withdrawn or been dropped from all classes (Why did you leave?)

APPENDIX A
DEFINITIONS FOR
SEM PLAN

Definitions (Note: all definitions mirror those used in the institutional Fact Book; a fuller institutional dictionary may be found in that document online at www.noc.edu.)

Academic Program IPEDS definition: An instructional program leading toward an associate, bachelor, master, doctoral, or first-professional degree or resulting in credits that can be applied to one of these degrees.

Academic Year The period from May of one calendar year to May of the following year during which students attend an educational institution. It includes a summer, fall, and spring term or semester.

Associate Degree An award that normally requires at least 2 but fewer than 4 years of full-time equivalent college work.

Associate in Arts A two-year degree preparing students for transfer to a four-year institution with a foundational education in liberal arts.

Associate in Science A two-year degree preparing students for transfer to a four-year institution with a foundation in science, engineering, and mathematics.

Associate in Applied Science A two-year degree designed for students who intend on entering the workforce immediately after graduation.

Cohort A specific group of students established for tracking purposes.

Credit Hours IPEDS definition: A unit of measure representing the equivalent of an hour (50 minutes) of instruction per week over the entire term. It is applied toward the total number of credit hours needed for completing the requirements of a degree, diploma, certificate, or other formal award.

Degree IPEDS definition: An award conferred by a college, university, or other postsecondary education institution as official recognition for the successful completion of a program of studies.

Developmental Courses Courses offered to aid students in obtaining the educational information needed to proceed into a college level course.

Enrollment

Full-time Students enrolled in 12 or more credit hours for the semester.

Part-time Students enrolled in 1-11 credit hours for the semester.

Sophomore Students with 31-60 credit hours of course work completed.

Freshman Students with 0-30 credit hours of course work completed.

Fall Cohort IPEDS: The group of students entering in the fall term established for tracking purposes. For the Graduation Rates component, this includes all students who enter an institution as full-time, first-time degree or certificate-seeking undergraduate students during

the fall term of a given year.

GPA Grade point average of a student is a calculation based off of a student's credit hours taken and grades received for those credit hours.

Graduation Rate IPEDS: This rate is calculated as the total number of completers within 150% of normal time divided by the revised adjusted cohort.

Headcount The total number of individuals enrolled in the educational institution or program.

High School GPA A student's weighted or unweighted GPA from his/her high school transcript.

High School Rank A student's placement in high school compared to peers in the same grade based on GPA.

Retention IPEDS definition: A measure of the rate at which students persist in their educational program at an institution, expressed as a percentage. [For community colleges] this is the percentage of first-time degree/certificate-seeking students from the previous fall who either re-enrolled or successfully completed their program by the current fall.

Student

Concurrent Students enrolled in high school and taking college coursework at the same time.

First-time Full-time Students enrolled in 15 or more credit hours of course work for the first time at any educational institution.

First-time IPEDS: A student who has no prior postsecondary experience (except as noted below) attending any institution for the first time at the undergraduate level. This includes students enrolled in academic or occupational programs. It also includes students enrolled in the fall term who attended college for the first time in the prior summer term and students who entered with advanced standing (college credits earned before graduation from high school).

Part-time Students enrolled in between 1-11 credit hours a semester.

Time to Degree Time a student takes to finish a degree. For a two-year institution 100% of time to degree would be two years. For 150% time to degree, time to degree would be three years.

Transfer-out Rate Total number of students who are known to have transferred out of the reporting institution within 150% of normal time to completion divided by the adjusted cohort.

Unduplicated Headcount IPEDS: The sum of students enrolled for credit with each student counted only once during the reporting period, regardless of when the student enrolled.

APPENDIX B

First Generation Survey Results

First-Gen Survey Results

Were you a first generation student?

	<i>Yes</i>	<i>No</i>	<i>Total Surveyed</i>	<i>% of First Gen</i>
Faculty	34	29	63	54%
Staff	18	15	33	55%
Total	52	44	96	54%

Would you be interested in learning more about this network?

	<i>Yes</i>	<i>No</i>	<i>Total Surveyed</i>	<i>% Interested</i>
Faculty	42	20	63	67%
Staff	24	9	33	73%
Total	66	29	96	69%

NOC First Generation Report Fall 2015

Office of Institutional Research and Assessment

For Fall 2015, **1,322** students declared first generation out of 4,642 (28%). Of the 1,322 students, **1,170** were NOC only students.

Fall 2015	Enid	Stillwater	Tonkawa	Total	Online
Freshman First Generation (<30 Hours)	225	230	262	717	126
Gender					
Men	100	98	105	303	29
Women	125	132	157	414	97
Age					
<18	0	2	8	10	0
18-24	192	204	218	614	80
25-29	11	9	13	33	15
30-39	16	11	15	42	21
>40	6	4	8	18	12
Ethnicity					
American Indian	19	43	63	125	15
Asian	1	0	4	5	0
Black/African American	14	31	20	65	7
Native Hawaiian	9	1	2	12	0
Hispanic	54	10	33	97	15
White	127	145	140	412	88
Non-resident/Alien	0	0	0	0	0
Two or more	1	0	0	1	1
Enrollment Status					
Full-time	165	156	210	531	56
Part-time	60	74	52	186	70
Commuter Status					
Commuters	176	0	170	346	-
Non-commuters	49	230	92	371	-

Approximately 24% of the students living in the dorms were first generation students.

*Data collected from POISE ADM_APPLICATION file using PARCOLLEGE field
6/27/2016

APPENDIX C
SEM TOWN HALL QUESTIONS
AND
RESPONSES

Strategic Enrollment Management Town Halls
Tonkawa-September 19, 2016
Enid-September 21, 2016
Stillwater-September 29, 2016

An asterisk indicates comment was shared by more than one participant.

Breakout 1.

1. In what ways can we assist area high schools in increasing college-going rate?

Tonkawa Input:

Capitalize on opportunities when HS students are on campus

Challenge the view as fall back. How do we become 1st choice? Family-like atmosphere, close, a good value, 3 sites with all sorts of activities, quality faculty, small classes

Educate students on NOC affordability, majors available, facilities**

Connect jobs to education—work to getting back cooperative agreements

Poll current students—why are they here?

Target mailing, define service area, and target other communities—churches, social clubs

What do we offer a student that another 2-yr. college does not?

Who limits bridges to ITV enrollment? Target regions more.

Better relationships with HS counselors—counselor retreats, open communication*

Educate area counselors more on costs and offerings.

Smart choice for financial savings, online courses

Every student can attend college. Identify more broadly who is “college material”

More connections with high schools**

Educating parents (e.g. financial aid info, how to complete FAFSA)***

Increase awareness about concurrent enrollments—smaller classes, local, ITV*

Incentives for concurrent enrollment to stay at NOC (make campus “more fun,” offer break on housing, contract for gas cards to get students here)

Market how well our students do after transfer, highlighting their successes.

Enid Input:

Parent Outreach Programs

Taking college students back to their school for recruiting

Is there demographic data on who is not going to school

Better relationships with counselors

Consider business model for recruitment with financial rewards—who do we need to target to draw larger groups in?

Start earlier with upper elementary, middle school

Programs to show younger kids benefits of education with life skills, on campus field trips

Give data on benefits

Parent education programs

Home school preview day-Northern Exposure?

Invite certain HS clubs to campus

Find more ways for community to know:

NOC is Less expensive

Have expertise-faculty

Stillwater Input:

Recruit more at high school activities--college days, award ceremonies, academic bowl, interscholastic. Send faculty out to local high schools. Go to more HS award ceremonies to give our scholarships. Have more presence at small area high schools.

Build better relationships with high school counselors.

Financial aid workshops for parents

Articulation meetings with high schools—English, Math, Science

Host seminar for enrollment process from HS to college.

Be a booster for high school extracurricular activities—e.g. advertise in their programs.

Set aside money for food and giveaways to make Mav Pride day feel special (from faculty who attended welcome back on both campuses).

Work with Stillwater High School to find space for us to offer Pre-ACT workshop.

Have summer camps for mid high and high school.

Use student testimonials more in marketing. Get students involved in recruiting.

Offer Summer Bridge program between high school and college.

Update website for easier access.**

2. How might we better communicate our presence and offerings to potential non-traditional students?

Tonkawa input:

Promote self

Attend job fairs

Connect with communities-churches, rodeos

Cooperation with community chambers to get NOC advertised to parents

Recruiters to area businesses-e.g. CRMJ to police department, market in daycares, DHS offices, etc. Create presence in sites linked to social services and workforce development to spread message of advancement possibilities.

Promote online classes more

More total degrees online

Offer more online and evening classes**

Offer more early evening classes.

Improve faculty interaction with online students

Consistent expectations of faculty involvement

Full-time support of online curriculum

Increase marketing efforts for non-traditional students

Market to Spanish speaking better

Marketing/encourage students to compare costs to other colleges/institutions

More marketing via social media

Assist with daycare*

Develop strong veteran program

Address limited evening student services.

Enid Input:

Peer relationships non-trad with non-trad

Child care-DHS Partnership, GED Link

Getting HS students to campus to build more awareness about NOC

Social media presence
More billboards around Enid
Market to Hispanic and Marshallese language (FAFSA help)
Market to strategic places:
Daycare
Churches
CDSA-nonprofit center
Hope outreach
TPI
Lincoln Academy
Enid workforce
United Way

Stillwater Input:

Offer experiences to get non-traditional in to visit a class, comparable to Northern Exposure.
Childcare in conjunction with Childhood Development program, especially evenings
Veterans (can we use their military credits?)
Public Library programs to connect with non-trads interested in learning
Thrift stores advertisement
Advertise on tables, community boards, YMCA
Trade industries-communication boards
Food service industries (table)
Mini-mester courses
More non-traditional offerings-Weekend, hybrid, interim, evenings
More online/night classes, more weekend classes, hybrids
Services for homeless outreach (offer in conjunction with community programs)
Aging out conference
Problems with Blackboard—eats grades, doesn't record attendance, not as intuitive, every course looks different. OSU is moving from D2L to Lotus Notes/Bright Space. Online Committee could once again review platforms.
Radio ads for Gateway
Visit NOC-Stillwater experience/offerings

3. What might improve the admission/enrollment experience for our students?

Better communication*
Blackboard, myNOC, WebAssign—not a one stop shop.
HS student's presence on campus numerous times before they actually become a student
Printer outside of Bookstore to print schedules
Stress that we are a stepping stone to a university
Mimic UConnect software for enrollment / Improve degree audit system--student friendly, able to look at multiple degree options, very user friendly to identify what courses would plug in
Eliminate redundancy (Electronic improvement)
Enrollment online without restrictions
Flag "F"
Accessibility (advisors, etc.)

Allow advisors to override some holds-probations

Automatic wait list needed so students don't have to come back

Consistencies among all campuses concerning admissions/enrollment process and everyone is informed (in writing) that is involved. *

Organize offices (STW)

Continue to simplify and streamline the process *

Insure processes are updated in all communication so students are given correct information from everyone. Put processes in writing for admission and communicate to everyone, all campuses.

Insure accessibility to advisors

Review customer service and enrollment checklist, streamline processes. *

Complete enrollment checklist

Enid Input:

Scholarships-reapply each year

We need a way to get info across and make it easier

Reduce runaround

Warm handoff

Freshman Friday structure

Peak enrollment times have faculty present

Open up computer enrollment for advisors during early enrollment

Making our website more user friendly

Stillwater Input:

Communicate to students earlier the importance of using email; try to use secondary email as well in sending messages. Students emailing from Blackboard with "no reply" messages are issue. Ensure student emails are forwarded and functioning.**

Institute enrollment clearance plan--start admissions process as soon as semester is over with code word before they meet with advisor.

Advisors need clearance process to insure they know who should go to probation specialist instead of faculty advisor.

Degree audit needs to go away for be easier for students to understand.

More scholarships and short-term loans need to be available for Stillwater students.

Online app for international population

International recruitment-funded

Create clear flowchart of enrollment experience

Add Student conduct questions to online app

Continue backing up enrollment date after classes begin

Combine steps to speed up process

Previous coursework from transcripts earlier

Week prior to classes-daily workshops for financial aid, etc.

Admissions codes-myNOC and Campus Connect

Campus connect-we can't see holds, transcripts, etc.

Consistent info to share such as a script with "If . . . then" scenarios. How to set up a refund is confusing. Have stump speech.

Customer service workshops for faculty and staff and follow-up with procedures

afterward

Mentors

More manpower *

Testing specialist access to enter test scores—we bounce students around a lot.

Wasting paper after ID processed—accept electronically.

4. What new academic programs would best serve regional needs, and how can we develop them in tough budget times?

Review our existing programs-add or update classes to match 4 yr universities.

Focus on online programs-ITV courses are ineffective.

Delete outdated programs

Work towards getting back coop agreements

Technology overall

Increase grants for students

Tribal needs

Programs:

ESL

Human resources

Business

Network engineer

Communication

Healthcare

Cyber security

Safety requirement-OSHA

EMT

Second languages

HR

Tribal needs-casinos

More online programs

Roll ITV into online programs

Certificate Programs-Ag Tech, Env. Tech, pesticide completion, seminars

PTA-Physical therapy asst, allied health

CRMJ is under-developed-Need AAS in police science, CLEET Academy, Paralegal

Technology-grants for iPads for students

Review grants for student services and programs

Enid Input:

Graphic Arts in Enid

Cross Country Soccer

Wrestling

Engineering

Healthcare

Physical Therapy assistant

Horticulture/Turf management

Stillwater Input:

Talk to local manufacturing about needed programs.

Faculty would need to be added for expansion.

Possible areas for expansion:

Applied science

Computer Programming
Criminal Justice-expand to Stillwater *
Dental Hygiene
Digital media/graphic design
Higher math-Trig, Business Calc
Mass Communication
Native American studies
Classes for Vet school
Graphic Design

Review MOU
Articulation meetings

Breakout Session 2

1. What are we doing well in regards to retention that we should build on?

Retention Specialists

Early Alert System (Stw note-262 early alerts in one week, many did not see first alert because they weren't using student emails; in Sept. 2015, 265 total)

Personal emails get more responses because they go to phones. Can personal emails be added to early alert system?

Can it be attached to Blackboard and send it there as well as to school and secondary address?

What we do well is build relationships (e.g. Kathy LeGrand)

Gen ed instructors too readily say students should just drop the class instead of leading students to help. Consult with students more before full drops to see if some hours could be salvaged.

Non-trads, help them set reasonable goals for how many hours they can be successful in.

Help them understand the time commitment per credit hour.

Consider adding a graduation workshop to help with streamlining process.

App for graduation is hard to find on website. We need to email

Phone calls

Contacting students

Everyone's job to help with retention

Relationships with students to faculty and staff

Better communication between staff and faculty

Seeing better students

SOS-Nursing

Weekly student activities

Positive comments about campus(es)

2. What factors do you believe contribute to students leaving NOC with a degree and how might we address those factors?

Competitive scholarships for athletes
Forgiveness policy
HS concurrent students have earned as many hours that will transfer
Timing of day and evening classes

Counseling Military
Excessive Absences Out of state
Family-childcare Personal issues
Financial Poor choices
Health Scholarships
Bad classroom or advising experience
None degree seeking

Exit survey to get more data
Form why leaving?

Lack of activities
No fun
Not aware of benefit of transfer with degree
Don't see the importance of associate degree
Follow degree course/rotation
Reverse graduation
Showing they are close to getting a degree

3. **What other ways should NOC communicate to students the importance of applying for graduation?**

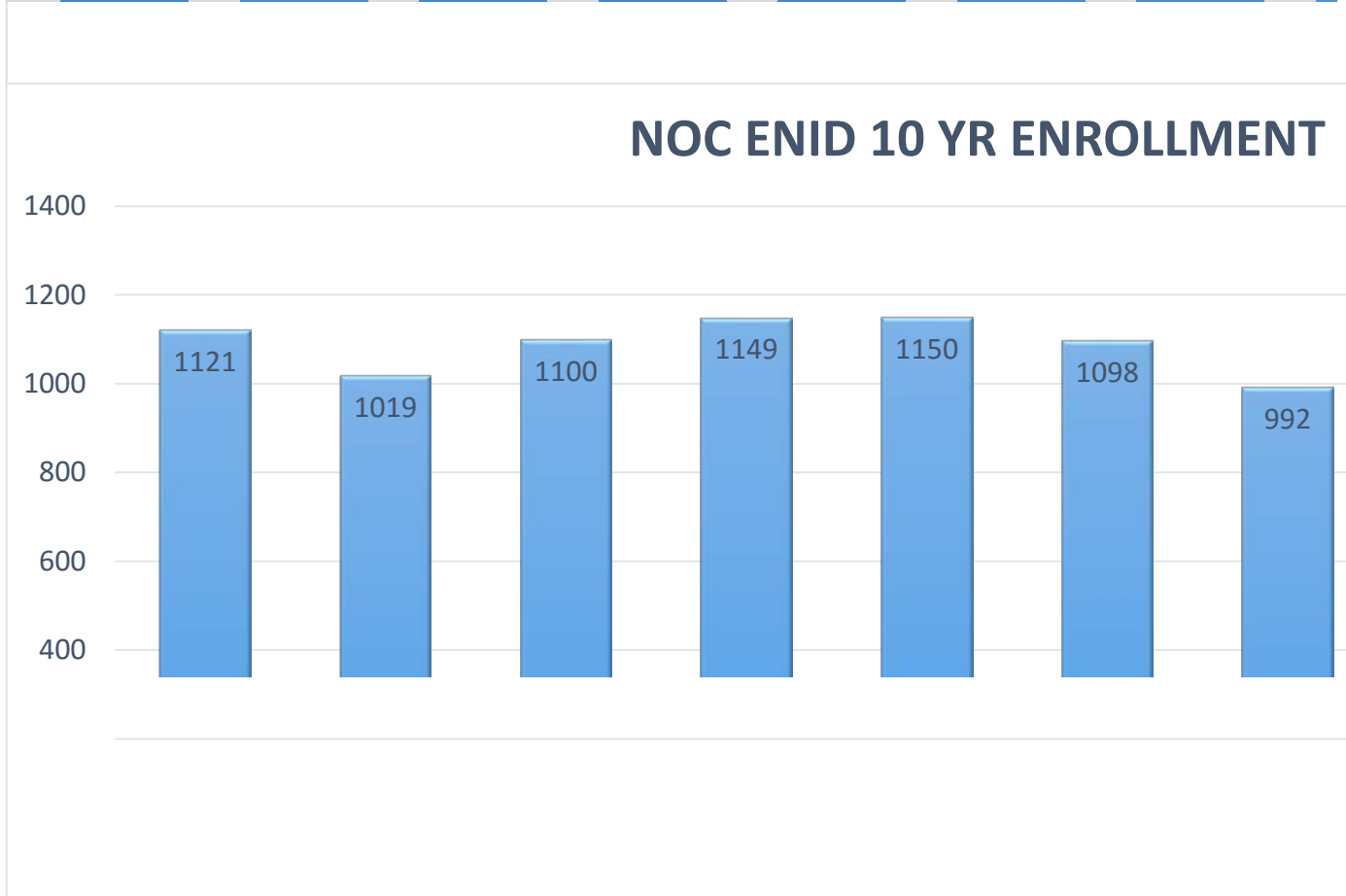
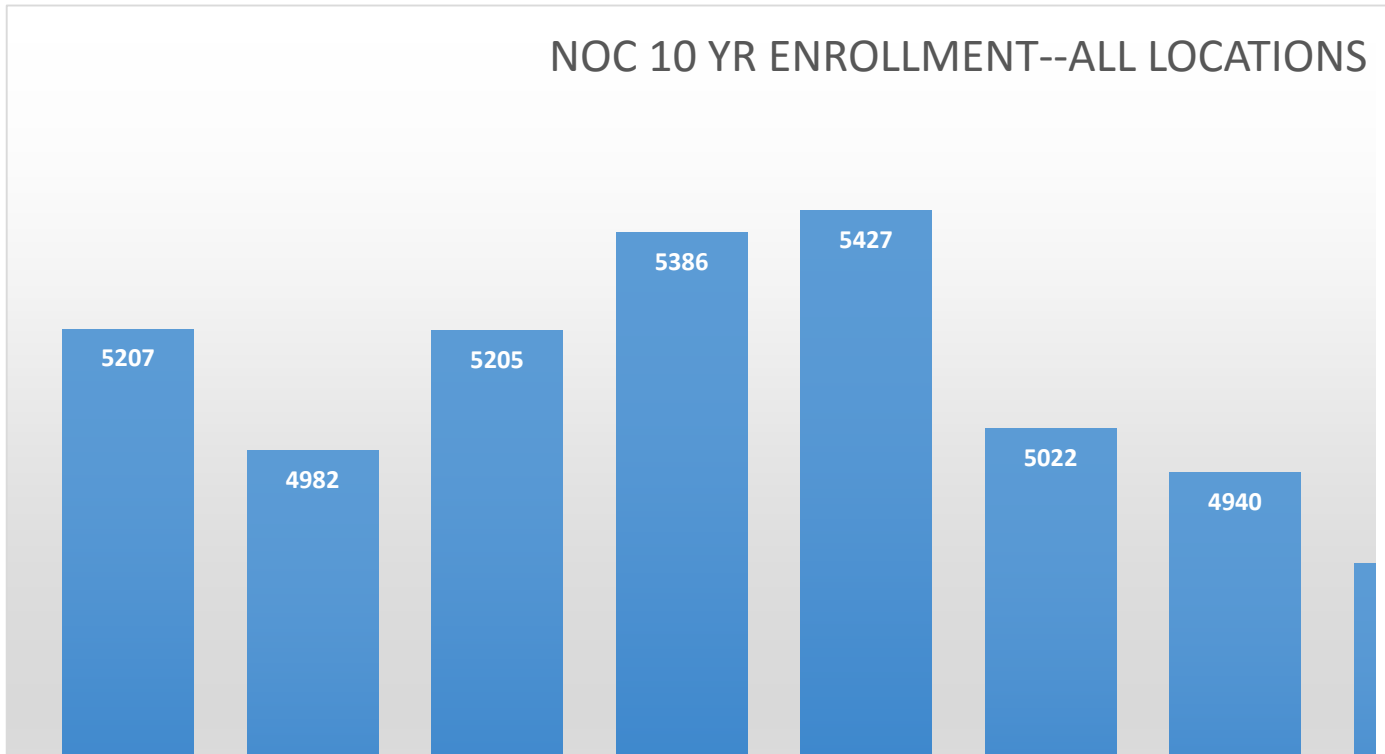
Value of degree-Earned it!!
Benefits of having a degree
Gifts for graduation
Communicate graduation process (faculty)
Seamless transfer
Educate the importance of most courses transferring to a 4 yr college
Higher earning potential
Positions require an associate will open more doors

Exit process:
Why did you leave?
Did you complete your degree?
Financial Aid?

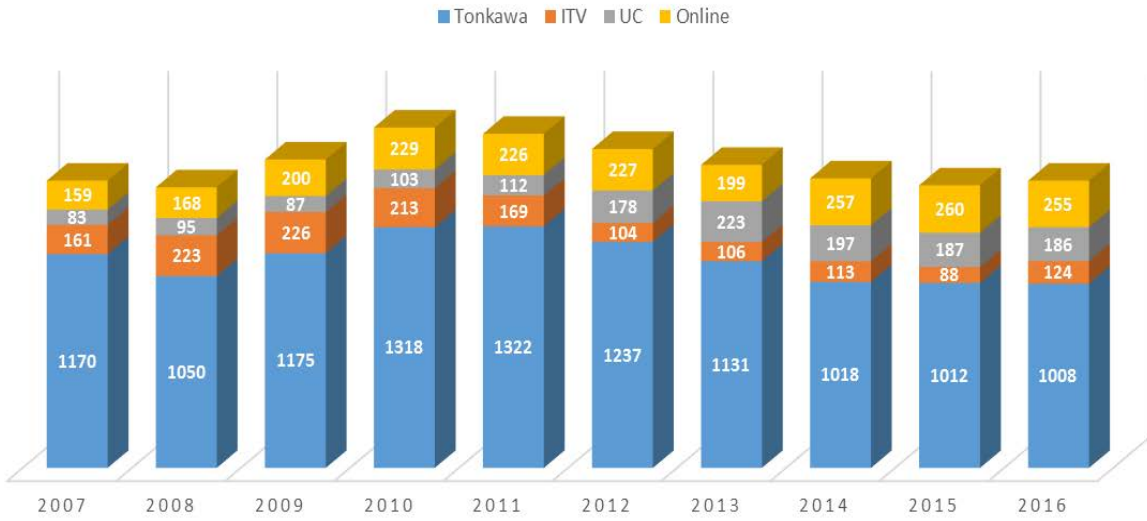
2 Degrees AAS vs AS
Alumni speakers
Orientation class focus on graduation benefits
Social media
Using social media-twitter, snapchat, Instagram, remind.com

APPENDIX D
ENROLLMENT TRENDS
FROM NOC and
AREA HIGH SCHOOLS

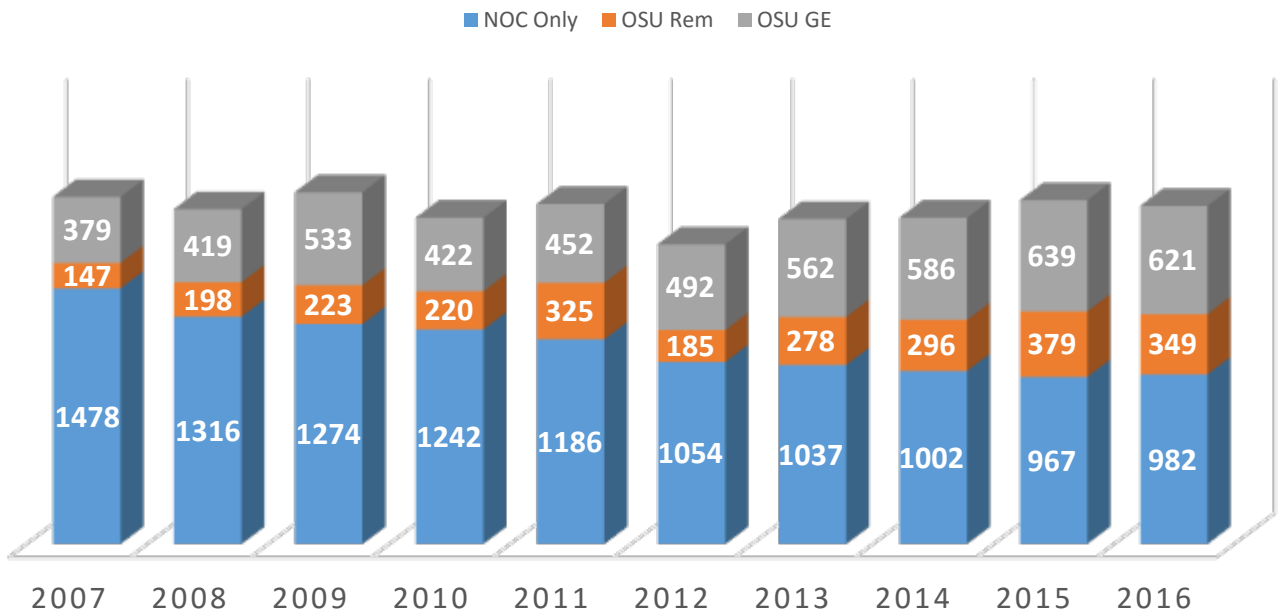
NOC Enrollment History



NOC TONKAWA 10 YR ENROLLMENT



NOC/OSU GATEWAY 10 YR ENROLLMENT



High School Enrollment Trends						
County/High School/Grade	Code	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Alfalfa						
Burlington 370505						
8th		9	12	9	9	11
9th		14	10	9	8	11
10th		10	14	11	8	11
11th		15	7	12	8	10
12th		12	16	4	12	9
Enrolled at NOC the following fall		0	1	0	0	2
% of HS Grads enrolled at NOC		0%	6%	0%	0%	22%
Cherokee 370705						
8th		21	27	19	21	31
9th		26	27	29	21	22
10th		17	25	27	26	22
11th		16	19	29	28	28
12th		22	16	21	23	33
Enrolled at NOC the following fall		0	2	0	0	4
% of HS Grads enrolled at NOC		0%	13%	0%	0%	12%
Timberlake 371665						
8th		25	15	19	14	16
9th		17	25	19	18	22
10th		19	15	24	18	13
11th		13	17	18	25	13
12th		14	14	16	16	25
Enrolled at NOC the following fall		3	6	1	5	1
% of HS Grads enrolled at NOC		21%	43%	6%	31%	4%
High School Enrollment Trends						
County/High School/Grade	Code	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Blaine						
Canton 370580						
8th		40	31	26	20	27
9th		28	36	31	22	25
10th		15	27	34	30	23
11th		24	13	27	25	30
12th		28	29	16	25	29
Enrolled at NOC the following fall		2	4	5	3	0
% of HS Grads enrolled at NOC		7%	14%	31%	12%	0%
Okeene 372615						
8th		17	26	23	24	18
9th		22	18	24	23	28

10th	23	23	20	23	22
11th	21	22	24	23	26
12th	28	15	23	25	18
Enrolled at NOC the following fall	0	4	1	1	0
% of HS Grads enrolled at NOC	0%	27%	4%	4%	0%

Watonga 373815					
8th	37	63	55	48	57
9th	53	37	64	62	52
10th	38	49	37	59	57
11th	52	34	43	33	53
12th	40	36	33	45	30
Enrolled at NOC the following fall	1	1	0	0	0
% of HS Grads enrolled at NOC	3%	3%	0%	0%	0%

High School Enrollment Trends						
County/High School/Grade	Code	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016

Dewey						
Seiling 373195						
8th	35	30	30	42	29	
9th	31	39	32	31	43	
10th	27	29	33	34	27	
11th	32	26	28	31	32	
12th	31	31	22	26	30	
Enrolled at NOC the following fall	1	0	0	2	3	
% of HS Grads enrolled at NOC	3%	0%	0%	8%	10%	

Taloga 373480						
8th	5	3	7	5	4	
9th	5	5	2	5	12	
10th	2	4	4	3	3	
11th	7	1	3	5	2	
12th	6	7	2	2	4	
Enrolled at NOC the following fall	0	0	0	1	0	
% of HS Grads enrolled at NOC	0%	0%	0%	50%	0%	

Vici 373730						
8th	23	25	25	25	20	
9th	23	23	22	24	27	
10th	20	25	24	20	21	
11th	20	19	23	26	18	
12th	11	19	15	23	23	
Enrolled at NOC the following fall	0	0	0	0	0	
% of HS Grads enrolled at NOC	0%	0%	0%	0%	0%	

High School Enrollment Trends					
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County/High School/Grade	Code	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Garfield						
Chisholm 371241						
8th		65	67	77	78	78
9th		74	73	74	82	80
10th		69	70	74	73	78
11th		58	69	78	72	68
12th		50	50	62	69	74
Enrolled at NOC the following fall		9	10	21	15	19
% of HS Grads enrolled at NOC		18%	20%	34%	22%	26%
Covington-Douglas 370915						
8th		18	22	25	13	15
9th		22	20	24	24	16
10th		14	21	22	24	19
11th		20	18	20	19	28
12th		25	19	16	20	16
Enrolled at NOC the following fall		5	2	2	11	4
% of HS Grads enrolled at NOC		20%	11%	13%	55%	25%
Drummond 371090						
8th		21	27	17	23	14
9th		30	21	24	19	24
10th		19	31	23	18	18
11th		22	17	33	25	20
12th		18	23	18	30	22
Enrolled at NOC the following fall		1	6	1	10	8
% of HS Grads enrolled at NOC		6%	26%	6%	33%	36%
High School Enrollment Trends						
County/High School/Grade	Code	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Oklahoma Bible Academy 372365						
8th						
9th						
10th						
11th						
12th						
Enrolled at NOC the following fall		6	3	5	7	7
% of HS Grads enrolled at NOC		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Enid 371242						
8th		488	474	477	488	514
9th		487	519	501	505	495
10th		466	468	463	484	490
11th		445	404	434	425	431

12th	363	389	405	419	397
Enrolled at NOC the following fall	53	64	65	88	57
% of HS Grads enrolled at NOC	15%	16%	16%	21%	14%
Garber 371420					
8th	23	33	27	29	28
9th	29	26	34	30	27
10th	28	27	23	35	28
11th	33	25	27	24	31
12th	16	32	23	25	22
Enrolled at NOC the following fall	8	6	1	5	3
% of HS Grads enrolled at NOC	50%	19%	4%	20%	14%

High School Enrollment Trends						
County/High School/Grade	Code	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Kremlin-Hillsdale 372040						
8th		22	27	27	22	31
9th		31	18	25	27	16
10th		25	33	14	24	28
11th		23	23	26	11	24
12th		17	18	22	24	11
Enrolled at NOC the following fall		0	4	3	5	2
% of HS Grads enrolled at NOC		0%	22%	14%	21%	18%
Pioneer-Pleasant Vale 373830						
8th		47	39	48	43	38
9th		42	39	41	38	47
10th		43	46	41	37	40
11th		23	35	38	36	37
12th		37	22	37	39	36
Enrolled at NOC the following fall		11	8	13	15	16
% of HS Grads enrolled at NOC		30%	36%	35%	38%	44%
Waukomis 373825						
8th		28	30	19	33	29
9th		22	27	33	19	33
10th		20	24	27	37	17
11th		24	20	23	30	35
12th		16	20	20	20	31
Enrolled at NOC the following fall		1	8	2	8	7
% of HS Grads enrolled at NOC		6%	40%	10%	40%	23%

High School Enrollment Trends						
County/High School/Grade	Code	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Grant						
Deer Creek-Lamont 372050						

8th	13	18	11	20	9	
9th	16	13	18	13	21	
10th	8	13	15	17	13	
11th	15	7	11	14	17	
12th	16	15	7	12	14	
Enrolled at NOC the following fall	5	6	2	0	0	
% of HS Grads enrolled at NOC	31%	40%	29%	0%	0%	
Medford 372355						
8th	15	22	25	30	17	
9th	16	18	19	27	25	
10th	23	16	16	18	24	
11th	22	18	12	19	15	
12th	21	20	19	11	17	
Enrolled at NOC the following fall	2	5	6	3	8	
% of HS Grads enrolled at NOC	10%	25%	32%	27%	47%	
Pond Creek-Hunter 372910						
8th	22	21	26	21	25	
9th	18	27	19	24	20	
10th	21	16	28	22	27	
11th	28	25	15	27	21	
12th	20	26	26	14	20	
Enrolled at NOC the following fall	4	11	8	6	4	
% of HS Grads enrolled at NOC	20%	42%	31%	43%	20%	
High School Enrollment Trends						
County/High School/Grade	Code	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Harper						
Laverne 372060						
8th	29	36	43	30	35	
9th	30	27	37	42	30	
10th	30	37	26	36	40	
11th	36	29	34	29	36	
12th	22	35	26	32	25	
Enrolled at NOC the following fall	1	2	2	1	0	
% of HS Grads enrolled at NOC	5%	6%	8%	3%	0%	
Kay						
Blackwell 370340						
8th	97	104	102	98	90	
9th	123	103	109	109	112	
10th	80	127	97	115	107	
11th	101	80	120	91	108	
12th	87	91	69	103	89	

Enrolled at NOC the following fall		23	14	24	28	17
% of HS Grads enrolled at NOC		26%	15%	35%	27%	19%
Newkirk 372535						
8th		60	53	74	70	73
9th		61	69	65	80	82
10th		68	63	71	64	74
11th		64	62	60	51	55
12th		62	71	64	56	62
Enrolled at NOC the following fall		14	15	13	11	16
% of HS Grads enrolled at NOC		23%	21%	20%	20%	26%
High School Enrollment Trends						
County/High School/Grade	Code	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Ponca City 372895						
8th		359	367	377	357	359
9th		400	389	376	419	370
10th		437	372	366	370	406
11th		369	397	355	340	354
12th		345	344	382	371	346
Enrolled at NOC the following fall		77	76	71	74	74
% of HS Grads enrolled at NOC		22%	22%	19%	20%	21%
Tonkawa 373560						
8th		57	63	59	61	45
9th		43	53	60	64	53
10th		49	38	51	64	58
11th		62	50	36	51	60
12th		58	58	46	40	48
Enrolled at NOC the following fall		27	33	19	18	15
% of HS Grads enrolled at NOC		47%	57%	41%	45%	31%
Logan						
Crescent 370945						
8th		36	45	45	49	52
9th		53	38	45	49	51
10th		44	46	40	36	50
11th		32	45	48	33	43
12th		49	31	42	45	33
Enrolled at NOC the following fall		0	1	1	3	0
% of HS Grads enrolled at NOC		0%	3%	2%	7%	0%
High School Enrollment Trends						
County/High School/Grade	Code	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Muhall-Orlando 372775						
8th		23	15	17	18	15

9th	18	22	12	17	19	
10th	21	18	22	13	17	
11th	19	21	16	20	14	
12th	10	14	20	14	19	
Enrolled at NOC the following fall	3	2	6	1	3	
% of HS Grads enrolled at NOC	30%	14%	30%	7%	16%	
Kingfisher						
Cashion 370645						
8th	41	48	36	35	42	
9th	31	37	52	38	35	
10th	37	31	35	52	36	
11th	34	35	35	31	43	
12th	25	33	30	35	36	
Enrolled at NOC the following fall	1	6	3	6	2	
% of HS Grads enrolled at NOC	4%	18%	10%	17%	6%	
Dover 371080						
8th	11	10	17	16	9	
9th	23	9	11	15	16	
10th	15	21	11	11	18	
11th	18	13	16	9	7	
12th	14	17	14	17	10	
Enrolled at NOC the following fall	3	3	2	4	1	
% of HS Grads enrolled at NOC	21%	18%	14%	24%	10%	
High School Enrollment Trends						
County/High School/Grade	Code	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Hennessey 371675						
8th		50	74	61	64	68
9th		61	46	79	61	73
10th		58	63	55	78	62
11th		54	60	62	52	73
12th		54	55	63	67	54
Enrolled at NOC the following fall		7	14	8	9	9
% of HS Grads enrolled at NOC		13%	25%	13%	13%	17%
Kingfisher 371995						
8th		104	74	89	95	124
9th		88	46	108	98	104
10th		86	63	119	106	95
11th		80	60	96	115	104
12th		92	55	86	93	106
Enrolled at NOC the following fall		3	4	6	6	4
% of HS Grads enrolled at NOC		3%	7%	7%	6%	4%

Lomega 372760						
8th		16	15	17	20	16
9th		12	13	15	10	16
10th		9	11	11	15	12
11th		10	9	10	10	18
12th		13	8	8	10	10
Enrolled at NOC the following fall		1	2	1	3	0
% of HS Grads enrolled at NOC		8%	25%	13%	30%	0%

High School Enrollment Trends						
County/High School/Grade	Code	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Okarche 372607						
8th		15	20	21	27	23
9th		19	21	33	26	36
10th		23	20	21	33	25
11th		21	20	21	23	34
12th		24	20	19	19	24
Enrolled at NOC the following fall		0	0	1	0	0
% of HS Grads enrolled at NOC		0%	0%	5%	0%	0%

Major						
Aline-Cleo 370085						
8th		15	9	15	12	11
9th		10	12	11	16	13
10th		5	10	15	9	18
11th		11	6	11	11	7
12th		5	12	6	10	12
Enrolled at NOC the following fall		0	1	0	2	0
% of HS Grads enrolled at NOC		0%	8%	0%	20%	0%

Cimarron 372045						
8th		17	22	21	16	15
9th		20	25	17	22	17
10th		21	21	20	14	22
11th		20	22	22	18	14
12th		25	15	18	19	18
Enrolled at NOC the following fall		4	3	4	7	6
% of HS Grads enrolled at NOC		16%	20%	22%	37%	33%

High School Enrollment Trends						
County/High School/Grade	Code	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Fairview 371280						
8th		33	51	44	55	45
9th		48	35	49	44	53
10th		45	49	35	58	45

11th	46	49	49	33	56	
12th	25	50	49	42	28	
Enrolled at NOC the following fall	2	2	3	2	2	
% of HS Grads enrolled at NOC	8%	4%	6%	5%	7%	
Ringwood 373070						
8th	26	24	34	38	30	
9th	21	27	26	32	38	
10th	32	24	25	27	32	
11th	21	31	22	24	27	
12th	28	18	29	23	26	
Enrolled at NOC the following fall	8	6	5	3	5	
% of HS Grads enrolled at NOC	29%	33%	17%	13%	19%	
Noble						
Billings 370320						
8th	4	3	5	7	6	
9th	6	3	3	4	11	
10th	3	5	6	3	6	
11th	9	3	3	6	6	
12th	6	5	4	3	5	
Enrolled at NOC the following fall	2	2	0	0	1	
% of HS Grads enrolled at NOC	33%	40%	0%	0%	20%	
High School Enrollment Trends						
County/High School/Grade	Code	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Frontier 372265						
8th		27	28	24	35	31
9th		26	28	29	26	35
10th		21	24	25	34	27
11th		23	19	21	26	30
12th		21	18	16	22	23
Enrolled at NOC the following fall		2	5	1	9	6
% of HS Grads enrolled at NOC		10%	28%	6%	41%	26%
Morrison 372435						
8th		49	38	40	38	39
9th		31	44	38	39	43
10th		43	26	42	35	36
11th		30	38	26	42	30
12th		43	29	35	22	41
Enrolled at NOC the following fall		5	2	8	1	7
% of HS Grads enrolled at NOC		12%	7%	23%	5%	17%
Perry 372850						
8th		65	84	81	97	89

9th	92	64	85	85	97
10th	85	95	60	86	77
11th	78	81	94	58	83
12th	64	75	74	85	59
Enrolled at NOC the following fall	8	15	16	15	9
% of HS Grads enrolled at NOC	13%	20%	22%	18%	15%

High School Enrollment Trends						
County/High School/Grade	Code	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016

Osage

Pawhuska 372820					
8th	63	69	54	47	63
9th	55	70	74	59	50
10th	74	58	68	70	58
11th	63	67	54	61	65
12th	63	62	71	45	57
Enrolled at NOC the following fall	1	3	4	5	4
% of HS Grads enrolled at NOC	2%	5%	6%	11%	7%

Shidler 373280					
8th	23	16	16	18	16
9th	17	23	20	16	20
10th	20	19	24	18	15
11th	13	21	16	22	15
12th	15	12	18	12	21
Enrolled at NOC the following fall	4	5	1	3	3
% of HS Grads enrolled at NOC	27%	42%	6%	25%	14%

Woodland 371270					
8th	26	28	28	27	25
9th	33	29	24	26	27
10th	28	35	30	28	29
11th	27	25	31	28	26
12th	24	22	25	33	27
Enrolled at NOC the following fall	5	6	3	6	11
% of HS Grads enrolled at NOC	21%	27%	12%	18%	41%

High School Enrollment Trends						
County/High School/Grade	Code	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016

Pawnee

Cleveland 370805					
8th	141	130	129	113	142
9th	141	145	143	126	121
10th	112	132	135	136	129
11th	137	112	124	128	131

12th	120	116	99	120	126	
Enrolled at NOC the following fall	2	8	8	5	3	
% of HS Grads enrolled at NOC	2%	7%	8%	4%	2%	
Pawnee 372825						
8th	53	45	53	52	47	
9th	56	61	45	55	61	
10th	56	52	56	44	52	
11th	38	51	50	53	47	
12th	45	39	50	51	43	
Enrolled at NOC the following fall	4	10	6	9	6	
% of HS Grads enrolled at NOC	9%	26%	12%	18%	14%	
Payne						
Cushing 370965						
8th	105	115	140	121	115	
9th	158	133	137	162	158	
10th	135	126	121	116	136	
11th	105	127	116	115	118	
12th	113	109	115	99	106	
Enrolled at NOC the following fall	6	17	11	9	8	
% of HS Grads enrolled at NOC	5%	16%	10%	9%	8%	
High School Enrollment Trends						
County/High School/Grade	Code	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Glencoe 371465						
8th		36	14	20	28	23
9th		27	36	18	21	33
10th		32	24	36	16	24
11th		25	30	22	34	16
12th		20	22	34	19	34
Enrolled at NOC the following fall		5	5	7	6	8
% of HS Grads enrolled at NOC		25%	23%	21%	32%	24%
Perkins-Tryon 372835						
8th		111	96	88	112	103
9th		88	113	107	95	105
10th		106	90	99	107	94
11th		90	91	78	95	96
12th		88	84	86	70	101
Enrolled at NOC the following fall		9	9	11	3	15
% of HS Grads enrolled at NOC		10%	11%	13%	4%	15%
Ripley 373075						
8th		38	33	29	31	36
9th		35	38	31	26	37

10th	40	29	35	25	26
11th	39	39	30	36	25
12th	39	37	37	31	37
Enrolled at NOC the following fall	6	5	4	0	0
% of HS Grads enrolled at NOC	15%	14%	11%	0%	0%

High School Enrollment Trends						
County/High School/Grade	Code	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016

Stillwater 373370						
8th		382	398	398	426	412
9th		353	367	384	392	413
10th		363	365	369	370	401
11th		364	381	364	359	369
12th		392	354	368	369	372
Enrolled at NOC the following fall		41	28	36	26	27
% of HS Grads enrolled at NOC		10%	8%	10%	7%	7%

Yale 374005						
8th		31	49	42	33	26
9th		44	56	69	44	40
10th		35	33	36	61	41
11th		28	36	40	36	52
12th		40	33	30	42	38
Enrolled at NOC the following fall		2	7	5	5	4
% of HS Grads enrolled at NOC		5%	21%	17%	12%	11%

Texas						
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Guymon 371570						
8th		210	226	199	213	195
9th		199	199	239	224	244
10th		203	214	218	240	249
11th		167	174	184	195	197
12th		161	146	143	157	158
Enrolled at NOC the following fall		0	2	0	1	0
% of HS Grads enrolled at NOC		0%	1%	0%	1%	0%

High School Enrollment Trends						
County/High School/Grade	Code	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016

Tulsa						
Sperry 373330						
8th		125	99	97	91	100
9th		120	119	111	107	110
10th		77	91	89	88	76
11th		71	75	92	77	85
12th		73	58	60	99	79

Enrolled at NOC the following fall	1	0	1	2	1	
% of HS Grads enrolled at NOC	1%	0%	2%	2%	1%	
Woods						
Alva 370115						
8th	65	68	73	78	63	
9th	60	68	63	78	70	
10th	65	69	68	59	78	
11th	63	59	65	60	61	
12th	46	62	58	57	53	
Enrolled at NOC the following fall	1	1	1	2	0	
% of HS Grads enrolled at NOC	2%	2%	2%	4%	0%	
Freedom 371405						
8th	8	1	8	8	5	
9th	9	8	2	7	10	
10th	2	8	11	5	6	
11th	5	4	10	9	0	
12th	10	4	4	7	7	
Enrolled at NOC the following fall	0	0	0	0	1	
% of HS Grads enrolled at NOC	0%	0%	0%	0%	14%	
High School Enrollment Trends						
County/High School/Grade	Code	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Waynoka 373845						
8th		19	16	14	20	19
9th		13	22	19	15	15
10th		18	10	22	20	12
11th		12	18	16	24	20
12th		18	15	17	16	20
Enrolled at NOC the following fall		1	1	1	2	0
% of HS Grads enrolled at NOC		6%	7%	6%	13%	0%
Woodward						
Fort Supply 371355						
8th		7	8	8	7	7
9th		11	5	9	6	7
10th		5	7	7	8	7
11th		8	6	8	6	7
12th		14	8	7	8	9
Enrolled at NOC the following fall		0	0	0	0	0
% of HS Grads enrolled at NOC		0%	0%	0%	0%	0%
Sharon-Mutual 372505						
8th		20	23	18	24	24
9th		16	23	26	20	22

10th	16	15	21	23	21	
11th	17	14	12	18	21	
12th	22	14	12	11	18	
Enrolled at NOC the following fall	0	0	0	0	1	
% of HS Grads enrolled at NOC	0%	0%	0%	0%	6%	
High School Enrollment Trends						
County/High School/Grade	Code	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Woodward 373970						
8th		179	198	207	197	190
9th		209	208	204	235	224
10th		161	172	195	178	186
11th		129	134	155	177	163
12th		137	130	137	155	161
Enrolled at NOC the following fall		7	12	8	1	4
% of HS Grads enrolled at NOC		5%	9%	6%	1%	2%
Mooreland 372420						
8th		33	37	40	31	46
9th		34	33	40	36	30
10th		35	34	36	31	38
11th		38	31	36	31	35
12th		31	35	27	32	31
Enrolled at NOC the following fall		0	4	1	3	2
% of HS Grads enrolled at NOC		0%	11%	4%	9%	6%

APPENDIX E
CURRENT ADVERTISING,
RECRUITING, AND MARKETING INITIATIVES

Northern Oklahoma College Marketing – Advertising Breakdown November 2016, Rachel Kirk

General Advertising

- High School Yearbook Sponsorships
- Newspapers – Tonkawa News, Ponca City News, Newkirk Herald, Enid News and Eagle, Stillwater News Press
- Radio – KAYE (ours), KNID & KXLS (Enid, KPNC & Sunny 104.7 (Ponca City), Stillwater Radio, KGYN/KGSO (Guymon)
- Enid Buzz – Enid community website
- Billboards – I-35 at Fountain Rd. and I-35 exit 186
- Dancey-Meador Publishing advertising on webpage and app.
- Chamber of Commerce advertisements/Directories: Tonkawa, Ponca City, Blackwell, Enid and Stillwater
- Cable One – Holiday Ad

Reach Higher Program – Non-traditional targeting (*In addition to regular radio broadcasting of specifically scripted commercials.)

- Stillwater Cinema – purchased through Screenvision, we are running a short video before movies in this theater. Due to lower attendance in Ponca City we chose to focus on Stillwater.
- KFOR Digital Advertising – this is a first for us. Today I received a report that we are at a 0.15% click through rate, which is 3 times better than the national average on banner ads.

Website Report from Website Manager Shannon Lorg, November 8, 2016

Website has been viewed **4,767,610** times.

Website has been viewed **31,019** times in the last 30 days.

Top 5 pages hit in last 30 days:

- Mavericks
- Stillwater
- Academic Calendars
- Calendar
- Current Students

Top referrer: Google

Top items being searched on the website in the last 30 days:

- Blackboard
- Directory
- Nursing
- Transcript Request
- Transcript

Facebook: 4,081 Friends

People who like our Facebook page:

69% Women (.33% 13-17, 19% 18-24, 17% 25-34, 15% 35-44, 11% 45-54, 4% 55-64, 2% 65+)

30% Men (0.118% 13-17, 9% 18-24, 10% 25-34, 5% 35-44, 4% 45-54, 1% 55-64, 0.967% 65+)

Top countries liking our page:

- USA
- United Kingdom
- Australia
- Canada
- Ghana
- Bangladesh
- Mexico
- Spain
- India
- France

Top cities liking our page:

- Enid
- Ponca City
- Stillwater
- Tonkawa
- Oklahoma City
- Blackwell
- Tulsa
- Perry
- Edmond
- Newkirk

People reached by our posts in the last 28 days:

62% Women

37% Men

People reached by our posts in the last 28 days by country:

- USA - 31,241
- Zambia - 1,101
- Mexico - 542
- United Kingdom - 373
- Ghana - 288
- Canada - 129
- South Africa - 62
- Brazil - 46

- Sweden - 34
- Dominican Republic - 29

People reached by our posts in the last 28 days by city:

- Ponca City - 1,880
- Oklahoma City - 1,578
- Stillwater - 1,201
- Enid - 1,170
- Lusaka, Lusaka Province, Zambia - 856
- Tulsa - 787
- Blackwell - 742
- Tonkawa - 629
- Norman - 456
- Edmond - 435

People reached by our posts in the last 28 days by language:

- English (US) - 32,189
- English (UK) - 1,143
- Spanish - 627
- Spanish (Spain) - 76
- Portuguese (Brazil) - 49
- French (France) - 45
- Swedish - 27
- German - 20
- Portuguese (Portugal) - 16
- Japanese - 12

**Recruiting/Marketing Materials Currently Developed in Print Shop
(List provided by Jamie Haney, Nov. 11, 2016)**

Recruiters Materials

Institutional Profile Sheets
Traditional All Campus Brochure
Non-Traditional All Campus Brochure
PLC Scholarship Sheet
Ag Scholarship Sheet
Fine Arts Scholarship Brochures
Fine Arts Audition Recruiting Brochure
Division Brochures
Specialty Brochures – DMI, Process Tech, Sheep Center, Astronomy, Athletic Training
T/E Residence Hall Flyer
Location Maps
NOC Notepads
Prospective Student Info Card
Small Viewbook
Transfer Day Posters/Flyers
Mailing - Northern Exposure Posters/Post cards
Admissions Checklist Cards
Mailing In the past – Summer/Fall Enrollment Postcards

Registrar Office

Mailing - We Miss You Postcards
Mailing - Freshman Friday Postcards/Flyers
Mailing - Welcome Postcards
Enrollment Checklist Brochure

Child Development

Mail - Postcard Letters to Schools
Mail - Recruitment Postcard
Contact Info Bookmarks
Recruit Brochures
Recruitment Poster
Scholars Newsletter

Study Abroad

Trips – Posters/Flyers
Recruiting Posters
Sets up display/Table at community events

Fine Arts

Mailing - Audition Recruit Brochure, Scholarship Brochure, Recruitment Letter - August
Mailing - Reminder postcard - January
FA Student Information Cards

Roustabouts Recruit Postcard
 FA Recruit Postcard
 Play, Musical, Band Posters & Programs
 Roustabouts Posters & Programs, Benefit Show
 High School & Civic Organization Shows with recruiting table/display



Miss NOC
 Scholarship
 Pageant -
 October
 Student Art
 Exhibits
 Fine Arts
 Scholarship
 Brochures
 Fine Arts
 Friday -

January
 Honor Band – January
 Chorale Music Contest
 Arts Adventure Camp – Summer, Distribute brochure at area schools for registration
 Division Pop-Up Stand
 Event Pop-Up Stand
 Yearly Events Booklet
 E-Band Concerts
 DMI Epic Shorts Film Festival, Student Work
 DMI Student Showcase/Ice Cream Social

Ag
 Sheep Center Brochure
 Fall Steer & Heifer Show
 Maverick Sheep Show
 Pop Up Stand
 Ag Scholarship Sheets
 Livestock Judging Show

Academic Affairs
 Freshman Orientation
 Orientation - Study Skills Handbook
 Enrollment App Packet

Gateway Program
 GW Brochure

Success Center Brochure/Flyers
Get Going with Gateway Flyers
International Student Activities
 Saudi Arabia Day
 Hispanic Heritage

Athletics

Mailing - Baseball Coach Recommendations - December
Media Guides
Basketball Classics - November
Basketball & Baseball Camps - Summer
North Country Basketball Tournament - January
Pocket Schedules
Softball Christmas Cards
Basketball Christmas Cards
Hosts Region II Baseball Tournament

Native American Leadership

Spring Enrollment Flyers/Postcards – distribute at Pow Wows/Mail
NA Leadership Day Program/Activities
Activities-Drum Expo/Food Tasting/Rock Your Mocs/Stickball/Social Games/ NA Song &
Dance Exhibitions
Curtis Washington Speaker/Buffalo
Standing Bear Story, TL Walker Speaker

Language Arts

Red & Silver Review Newspaper
Mavericks Newspaper
Careers in Television Speaker
Chikaskia Literary Festival
T-Poke Stop
T-Constitution Day
Salt Fork Review - Student Works Publication
Academic Interscholastic Contest

Student Activities – Posters/Flyers

Mental Health Fair
Transfer Day
Career Fair
Intramurals
Weight Loss Challenge

E-NOC/NWOSU Bridge BBQ
E-Pumpkin Carving & Painting
E-Family Feud Game Night
E-Jets Give Back

E-My Online Life
E-Color Wars
E-Miss America Watch Party
E-BBQ Bubble Soccer
E-Movie Night
E-Mardi Gras Valentine Party
E-Super Bowl Party
E-Dorm Session, Healthy Relationships
E-Football Game Party
E-Free Starbucks Student Appreciation Day
E-Finals Week Late Night Breakfast
E-Basketball Halftime Shot
E-Bull Riders Rodeo
E-Corey Kent White Concert
E-Call of Duty Tournament
E-Ice Cream Social
E-March Madness Bracket Challenge
E-Luau
E-Christmas Study Break
E-Craft Night
E-Halloween Dance
E-Football Kickoff Party
E-Jurassic World Movie Night

T/E-Pack the Park
T/E-Bingo for Food
T/E-Ping Pong Tournament
T/E ACT Workshops
T/E-Homecoming Activities
T/E-Move-In Weekend Activities Postcard/Flyer
T/E/S-NOC Olympics

T-Bubble Soccer
T-Flag Football
T-Halloween Dance
T-Game Shack Trailer
T-Spring Fling
T-Easter Egg Hunt
T-Super Bowl Party
T-Hypnotist

Student Affairs

Campus Crime Brochures
Disabilities Handbook
Where to Go Flyers

PLC

PLC NOC Cove Retreat

PLC Activities

PLC Scholarship Sheets

NOCF/Lectureship/Alumni

Lectureship – Spring and Fall/ Texas Tenors Concert

Free Home Athletic and Fine Arts Events

Christmas Cards