STUDENT SERVICES

PUTTING THE PIECES TOGETHER

2006-2007 ANNUAL REPORT

OKLAHOMA CITY COMMUNITY COLLEGE

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ADMISSIONS AND RECORDS

Early College Awareness

Mission:
To connect students in grades K-12 to educational opportunities at OCCC by working directly with individual students, parents, schools, districts and community organizations to provide college awareness, preparation activities and concurrent enrollment assistance.

Organization and Management:
Organizational Chart Attached
Total FTE: 1
Exempt
NOTE: FTE is included in REGISTRAR Budget

Staff Development:
- J.P. Johnson:
  - Oklahoma Women in Higher Education conference
  - Marketing to Hispanics seminar
  - Customer Service audio conference
  - Sexual Harassment training
  - Oklahoma State GEAR UP conference (member of state advisory board)
  - OSRHE OHLAP Grant Partnership conference

Financial Resources:
10-15-51120 Budget is funded through E&G

Materials, Supplies, Services	$1,050.00

Concurrent Enrollment

Program Highlights & Information:
Early and timed marketing was used to reach concurrent enrollment decision makers and influencers--homeschool organizations, principals, counselors, parents and students.

- Early delivery of concurrent enrollment and senior tuition waiver information and admission/enrollment forms to high school principals and/or counselors in Central Oklahoma prior to beginning of 2006-07 public school year
- OCCC was represented at OKCPS high school open houses
- Information about concurrent enrollment included in all high school recruitment packets and presented at all events
- OCCC transcripts presented to students, who had successfully completed concurrent coursework, at high school award ceremonies
- Postcards mailed at key times (July, November & May) to 3,872 parents of OKCPS juniors and seniors as well as to parents of 200 concurrent enrollment eligible students on National ACT exam list (May 2007)
- Three press releases (August and November 2006, May 2007)
- Channel 9 appearance of current and former OCCC concurrent enrollment students (May 2007)
- Presented first-ever concurrent enrollment video conference with Boise City High School students, faculty, administrators and parents
- Presentation to all ASTEC Charter School sophomores and juniors as well as to 30 ASTEC parents
- Emails of concurrent enrollment forms and information to over 200 high school counselors as well as to homeschool parent organizations (May 2007)
- Establishment of OCCC as an OKCPS prime vendor and creation of district - wide educational services contract

Qualitative and Quantitative Assessment and Usage Data
- Improved quality and quantity of communication re. concurrent enrollment with principals and counselors in OKCPS and in outlying schools
- Steady increase in number and frequency of concurrent enrollment inquiries from principals, counselors, organizations, parents and students (Anecdotal, Admissions and Recruitment personnel)
- Steady increase in number of schools hosting concurrent enrollment classes:
    - 2 in 2005-06 (CHHS & NEA)
    - 3 in 2006-07 (CHHS, NE and DOVE)
    - 5 projected for 2007-08 (CHHS, NE, DOVE, USGHS, NW Classen)
- Added one high school hosting online concurrent enrollment classes
    - Hooker HS, added Millwood HS
- Concurrent enrollment numbers were up and continue to increase
    - Spring 07—362 (up 38.7% over the Spring of 06)
    - Summer 07--111 (up 158% over the Summer of 06)

2007-08 Most Significant Achievement:
Federal and state GEAR UP partnership funding for concurrent enrollment ended in 2006. However, using the last two years of that funding to build a demand for concurrent enrollment in OKCPS resulted in increased concurrent enrollment not only in OKCPS but also in other districts. After 10 years of partnership work with OKCPS, OCCC was made a prime vendor of concurrent enrollment educational services with a district-wide budget of up to $276,473.80

Future Plans:

- Increase concurrent enrollment outside of OKCPS
- Monitor and improve the retention rate of concurrently enrolled high school students.
- Monitor and improve the conversion rate of concurrent students who choose to stay at OCCC after high school graduation.
- Improve orientation and assistance available for off campus concurrent enrollment students
- Renew OCCC presence in OKCPS 6th through 9th grades

Graduation Services

Mission:
Promote and encourage students toward the completion of their individual educational goals.

Organization and Management:
Organizational chart is attached
Total FTE: 4.58
Exempt 1
Non-Exempt 3
Temporary .58

Note: For FY 08 Total FTE increased to 5.58 with Exempt increasing to 3; Non-Exempt decreasing to 2; and Temporary changing to permanent part-time.
See attached Graduation Services FY07 organizational chart.

Staff Development:
- All staff members participated in:
  - Quarterly Safety Training
  - Sexual Harassment Training.
- Barbara Gowdy, Director:
  - OACRAO Fall Conference, Tulsa
  - Spring OACRAO Regent Policy workshop, Oklahoma City
  - SACRAO conference, Little Rock, Arkansas
  - Datatel User's Group (DUG) conference, Washington D.C.
  - Webinar – Understanding and Recruiting Hispanics, OCCC
  - Webinar – College Student Death:Guidance for A Caring Campus, OCCC
- LaJuana King:
  - OACRAO Frontline Workshop, Lawton
- Joan Sublett:
  - OACRAO Frontline Workshop, Lawton
- Natalie Wells:
  - Postal Seminar

Financial Resources:
10-15-56020 is funded through E&G:

Personnel Salaries and Benefits	$183,194.28
Operations, Supplies, Memberships, Services	10,135.00
Total	$193,329.28

Commencement

Note: Funding for Commencement is through Auxiliary funds from the Vice President's office.

Program Highlights & Information:

- Worked with the Bookstore to improve procedure for identifying candidates for graduation who wish to purchase caps and gowns. Staff in both areas indicated that the process was more efficient.
- Promoted commencement by placing signs throughout campus indicating when and where commencement would be held. Letters were mailed to commencement participants telling them the time and date to pick up their name cards at a table in the foyer of the college. The table was made festive with graduation decorations and free popcorn. It was a day for celebration and was enjoyed by both staff and students. Students who could not make it to the table were allowed to pick up their cards at commencement. Bottled water was provided to students and faculty.
- The commencement ceremony was planned with the Centennial theme. Centennial medallions were purchased and handed to graduates as they checked in to the robing area.
- New diploma covers with our new college color were purchased and presented to graduates.

Qualitative and Quantitative Assessment and Usage Data:

- OCCC Commencement Committee met several times throughout the year starting in October to plan for commencement. Representatives from the committee met with Convention Center staff several times in the spring to discuss plans and prepare for this great event.

- Graduation Services works closely each year with the following areas to ensure this event is a success:
    - Vice President for Enrollment and Student Services
    - President's Office
    - Academic Affairs
    - Recruitment and Admissions
    - Records and Graduation Services
    - Marketing and Public Relations
    - Student Support Services
    - Physical Plant
    - Instructional Video Services

Future Plans:

- Research the feasibility of having live streaming service to ensure those living at a distance can share this important event with their graduate.
- Research the possibility of selling CD's of the commencement to graduates.
- Continue to provide a memorable event for our graduates and their families.

Credentials

Program Highlights & Information:

- A procedures manual was developed and written on the process of evaluating and posting external transcripts to student's records. All staff in Records and Graduation Services was cross-trained on the data entry of transcripts.
- Team building sessions were held on Thursday mornings for several months which resulted in a team project being launched. Members of the Records and Graduation Services staff set a goal of posting 1000 transcripts in a 5 week period. The goal was surpassed with 1,111 transcripts being evaluated. It was a significant accomplishment and morale booster for the staff.
- The Director served on the Prior Learning Assessment Committee to discuss and review changes in the process.

Qualitative and Quantitative Assessment and Usage Data:

- Approximately, 131,485 courses were entered in the Datatel-Colleague, evaluated and posted to individual student records. This represents approximately 400,000 credit hours and an increase of 25% over the previous year.. The transcript project as well as cross-training of staff increased the efficiency of our process.
- Two hundred and seventy-two (272) students earned credit with OCCC through advanced standing credit. This includes military training, certifications, testing, Cooperative Alliance credit, CLEP, DANTES, and AP. This credit was evaluated and electronically posted to students' records resulting in 2,616 hours awarded.
- Staff continues to work closely with faculty and divisions to ensure accuracy of course equivalencies.

Future Plans:

- Beginning this fiscal year, the responsibility for forgiveness will be with Graduation Services. The plan is to review the process and implement improvements if necessary.
- Continue to evaluate external transcripts in a timely manner to ensure students' records are current enabling them to enroll, graduate, etc.
- Evaluate methods of improving posting of "unevaluated" credit.
- Research and update standard equivalencies for area institutions.

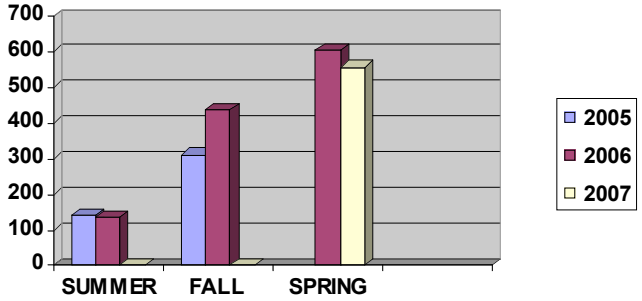
Graduation Audits

Program Highlights & Information:

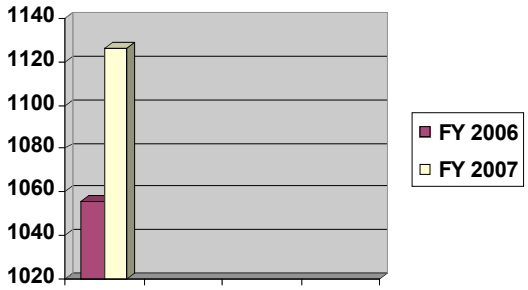
- Developed and implemented a new database for graduation audits. This system improved the efficiency of corresponding with students, improved accuracy of data to create reports, and resulted in an overall improvement of the graduation audit process.
- A work study position was created and filled added to the efficiency of the audit process. This part-time position assists in preparing files which frees up full-time staff for direct work with students and degree audit processing.
- A reclassification review was processed for the Graduation Services Specialist position. This resulted in an upgrade to exempt and an increased level of responsibility assigned to this position.

Qualitative and Quantitative Assessment and Usage Data:

- Over 1500 applications for graduation were received and records evaluated for completion of degree requirements. Evaluation results were sent to applicants.
- One thousand, one hundred and twenty-six (1,126) degrees and certificates were conferred. **This represents a 6.5% increase over last year.** The Fall 06 semester showed a remarkable increase of 124 degrees and certificates which represented an almost 40% increase. Both Summer 06 and Spring 07 were down slightly.



- ❖ **This chart represents the differences in degrees and certificates awarded for the last two fiscal years per semester. Summer 05 -142; Summer 06 – 134; Fall 05 – 311, Fall – 06 435; Spring 06- 603, Spring 07 557**



- **This chart represents the total of degrees and certificates for the 06 and 07 fiscal years. FY 06 had 1056 and FY 07 had 1126. There was a 6.5 percent increase.**

- Reports on graduation numbers were provided to various divisions, transfer institutions, etc., throughout the year.
- Staff worked with faculty to ensure all course substitutions, approvals, etc. met both institutional and OSHRE guidelines. These were processed and entered electronically into students' records.
- Diversified Studies Contracts were audited to ensure they met all institutional and OSHRE guidelines and approved contracts posted on-line for student and advisor access. Staff works closely with the Multi-Divisional Program Director and Advising and Career Services to ensure a smooth process for students.
- Just under three hundred degree audits were completed for students who were required to submit a form for continued eligibility for financial aid purposes.
- The Graduation Office supports Health Profession graduates by ensuring that degrees are posted within a timeframe that allows them eligible to complete licensure exams immediately after graduation. Over 200 transcripts were prepared and made available immediately after the degree was posted.
- Research was conducted as to the financial feasibility of mailing out diplomas. Beginning Fall 06, diplomas were mailed to graduates thereby improving service to students.
- Over 200 graduates qualified for forgiveness through the repeat process. These were processed by staff in Graduation Services prior to conferring degrees.
- Curriculum changes and new programs were entered into the student information degree audit system.

Future Plans:

- As Graduation Services has an almost entirely new staff, next year's emphasis will be on training new staff members.
- Evaluate and implement a plan to improve how diversified studies contracts are approved, posted and tracked.
- Review and improve procedures as needed.

- Develop a plan to make effective use of email to communicate with our students regarding degree requirements, graduation, and commencement which will improve the overall efficiency of our office processes.

Graduation Outreach

Program Highlights & Information:

- Graduation Services designed a campaign to promote graduation and commencement. The campaign consisted of letter writing, signs posted throughout the college, articles in the *Pioneer* and "degree check-it out" events held in the fall and spring. The campaign focused on making graduation services more visible and accessible to students. It was received enthusiastically by faculty, staff and students. Staff in Graduation Services had fun as well!
- Collaborated with Advising and Career Services by manning a table for Transfer Fair events held in the fall and spring semesters.

Qualitative and Quantitative Assessment and Usage Data:

- Over 1,100 letters were mailed to students who completed 45 hours of credit or more but earned no degree at OCCC. The letter encouraged them to discuss degree options with an advisor in the Office of Advising and Career Services. Academic advisors reported that students brought the letter in to discuss degree options and some did requested and processed diversified studies contracts.
- 06-07 students who successfully completed their first semester at OCCC were sent a congratulatory letter encouraging them to work with an advisor to map out their degree plan. A copy of the letter was also sent to either the student's faculty advisor or to the division office. Some divisions now use this letter to proceed with faculty advisor assignment. *Note: Many students still do not have a faculty advisor assigned by the end of their first semester*.
- Conducted the first "Degree Check It Out" event in December of 06. Over 55 graduation applications were submitted during the event. Additionally questions were answered and degree checks printed for over 200 students. In April, 2007, a second "Degree Check It Out" event was held in conjunction with division offices. Participation of students was lighter, although a number of applications were received and over 100 students received advice or information. Faculty offered suggestions for future events.
- Graduation Services Office participated with Advising and Career Services in Transfer fairs held in the fall and spring.
- Worked with both *Pioneer* staff and News Writing students to have articles printed in the student newspaper regarding graduation and commencement. These articles appeared almost once per month during the school year.

Future Plans:

- Continue to host the "Degree Check It Out" programs and events using suggestions made by faculty.
- Communicate with students who indicate they are degree seeking elsewhere and who have had at least one successful semester at OCCC. Inform them of the benefits and advantages to earning an OCCC degree before transferring.
- Contact recently deactivated (students who fell short of degree requirements) graduation applicants. Encourage them to return to OCCC or to transfer back

any hours subsequently earned at another institution to complete degree requirements.

International Student Services

Mission: To effectively produce high-quality international student services, growth and retention.

Organization and Management:
Organizational Chart is attached
Total FTE: 2
Exempt: 1
Non-Exempt: 1
NOTE: FTEs are included in REGISTRAR Budget

Staff Development:

- Michele Heaton:
  - "Oklahoma Business Going Global"
  - "A Journey to Nepal" presented by Professor Gyanendra Baral Oklahoma State NAFSA Conference
  - Participated in weekly meetings with Records, Registration and Graduation
  - International Student Awareness Day at the Oklahoma State Capitol Oklahoma NAFSA Advocacy Committee
  - Attended Sexual Harassment Training

- Sunny Garner:
  - "WOW" sessions:
    - "Traveling to International Conferences" by Professor Steven Kamm
    - "Book Reviews: Leadership and Education" by Cecelia Yoder, Stu Harvey and Mindie Dieu
  - "Get Motivated" Seminar in conjunction with Leadership Development Program
  - Oklahoma State NAFSA Conference
  - Region III NAFSA Conference
  - International Student Awareness Day at the Oklahoma State Capitol
  - Webinar: "Understanding and Recruiting Hispanics"
  - Attended Sexual Harassment Training

Financial Resources:
All monies are included in REGISTRAR Budget

Program Highlights and Information:

- Oklahoma City Community College had a record-breaking four hundred and nine (409) international students attending Oklahoma City Community College in the spring 2007 semester. For the first time, Oklahoma City Community College had over four hundred international students and over one hundred students from a single country, Nepal.

- OCCC staff worked closely with NASFA in the draft and proposal of a state resolution of support for International Education Week. The college received the original Proclamation of House Concurrent Resolution 1041.
- OCCC was responsible for the second year for planning and coordinating the Oklahoma State NAFSA Conference.
- Modified the International Student Orientation to include aspects of cultural adjustment for international students during the fall 2006 semester.
- WOW! Session "Creating Success for International Students" was presented
- Arrangements were made for faculty and students to attend International Student Awareness Day at the Oklahoma State Capitol. Two faculty members and over twenty-five students were in attendance.
- Recruitment initiatives were drafted and explored for 2007/2008 fiscal year.
- Operated in conjunction with International Student Association and club sponsors to identify criteria and filtered applicants for an international student scholarship.
- Participated in training with Recruitment and Admissions and revised International Admission Procedural Manual for distribution to Recruitment and Admissions and Records and Graduation.
- Collaborated with Student Life on the Global Family Initiative connecting international students to current Oklahoma City Community College students.

Qualitative and Quantitative Assessment and Usage Data:

- Approximately 1600 new and returning international students came in on a walk in basis from May 2006 through May 2007 to receive immigration advisement and related services. This is an increase from the previous year by 25%.

- From the fall 2006 semester to the spring 2007, international students from Nepal increased 47%, making Nepal the first country at Oklahoma City Community College to have over 100 students from any one country. The increase of international student enrollment increased from fall 2006 to spring 2007 was 13%. The overall increase from the previous year was 5%.

Future plans:

- Plan for e-International Services including:
    - Revamping electronic services
    - Creating an FAQ and information page webpage
    - Creating a translation template for webpage
    - Researching IPOD cast download of information and/or live chats
    - Electronic instructions for filing procedures, international verifications, and other services provided for international students
- Continue research on paperless file system for international student records
- Address Batch Process SEVIS processes instead of manual procedures
- Recruitment:
    - Advertise in global markets
    - Develop brochure for international student recruitment

Research surveys to determine the reason international students choose Oklahoma City Community College for pursuing their higher education objectives and other relevant information.

ADMISSIONS AND RECORDS
RECRUITMENT AND ADMISSIONS

Mission:
Recruitment and Admissions provides prospective students with information about and access to educational opportunities at Oklahoma City Community College.

Organization and Management:
Organizational Chart is attached
Total FTE: 12.54
Exempt: 9
Non-Exempt: 3.54

Staff Development:

- All staff participated in:
  - Sexual Harassment Training
  - Safety Training – Airborne Allergens
  - Learning Communities presentation - Susan VanSchuyver.
  - Accuplacer - Testing Center.
  - The Way Forward - Dr. Sechrist .
  - Student Services Assembly -
- Tennent Emmons:
  - Placement/Advising Issues – WOW Session
  - Degree Shoppers – WOW Session
  - Performance Appraisals – WOW Session
  - Customizing Groupwise – WOW Session
  - NAFSA Regional meeting
- Brooke Newton:
  - Webinar: “College Student Death: Guidance for a Caring Campus”
  - Audio Conference: “Why Students Leave Your Institution and What You Can Do About It Today”
  - Query Builder Training – Brooke Newton
  - Communication Management Training – Brooke Newton
  - Student Success Instructor Training – Brooke Newton, Christy Rogers, Gayla Holmes and Brandee Morgan
  - Instructors for Success in College and Life course for Fall 2007 - Brooke Newton, Christy Rogers, Gayla Holmes, Brandee Morgan, and Michele Goar
- Sergio Gallegos:
  - How to Recruit Hispanic Students – Sergio Gallegos
  - How to Impact Retention Rates – Sergio Gallegos
- Linda Sapp:
  - OACRAO Front Line Workshop – Cameron University
- Lyndsie Stremlow:
  OACRAO Front Line Workshop – Cameron University

- Michele Goar:
  - Mercy Health Center's Health Careers Exploration Day - January 26, 2007

Financial Resources:
10-15-51110 Budget is funded through E&G

Personnel Salaries and Benefits	$640,322.40
Operations, Supplies, Memberships, Services	$ 50,843.70
Total	$691,166.10

Academic Scholarship Program

Highlights & Information:
Over the last few years, the academic quality of our scholarship applicant pool has continued to increase as has the competition for an award. Three years ago an ACT score of 18 would likely result in a scholarship award. In 2007, several applicants with ACT scores of 20 did not meet the cutoff and were not awarded a scholarship. A combination of ACT and high school GPA are used to determine awards. Forty-three applicants had ACT scores of 24 or higher.

Academic Scholarship Requirements:
A total of 193 students applied for a scholarship of some type during this past year. From that group:

- The **Regents Academic Scholarship** awarded by the State Regents for Higher Education requires a minimum National ACT 29 and a 3.7 GPA. OCCC is allowed five (5) nominees. Five nominees were nominated with ACT scores ranging from 29 to 34. Three have accepted their nomination and are enrolled for fall 2007 semester. Two have declined and attend other institutions. Regent Academic scholars receive $1800 per year (excluding summer) with $900 awarded each fall and spring semester.
- The **Regents Scholarship** (a two-year scholarship) requires a minimum ACT 26 or high school GPA of 3.9. Sixteen applicants qualified for Regents by ACT alone but only seven were awarded. Tuition is paid for sixty credit hours (30 for fall and spring) credit hours.
- **Presidents Scholarship** (a two-year scholarship) requires a minimum ACT 24 or higher or a 3.5 GPA. The nine qualifying applicants not awarded the Regents scholarship were also considered for the Presidents scholarship. Twenty-one qualified for Presidents by ACT alone. Fifteen applicants were awarded the Presidents Scholarship. Tuition is paid for sixty credit hours (30 for fall and spring) with a book account of $200 per semester and require student be enrolled in a minimum of twelve hours.
- **Leadership Scholarship** is also a two-year scholarship. It is awarded to graduates of Oklahoma City Public Schools who exhibit both academic skills and leadership qualities. Students who receive this scholarship are encouraged to be involved in leader's activities at OCCC. Tuition is paid for sixty credit hours (30 for fall and spring) $200 per semester book money, $200 fees paid per semester. Recipients must be enrolled in a minimum of twelve hours. Eight students were awarded this scholarship.
- The **Freshman Scholarship** is a one-year scholarship with tuition paid up to thirty hours per year. No book money is awarded. Fifty-four Freshman scholarships were awarded.
- **ACTII Scholarships** are awarded from OCCC academic scholarship funds for first-year Freshman scholarship recipients as a retention incentive. Criteria for awards include academic excellence and participation in clubs and organizations,

leadership qualities and written essay. Fourteen students were awarded the ACTII Scholarship in varying amounts for fall and spring 2007-2008.

- **Career Development Scholarships** are paid from OCCC academic scholarship funds and are awarded to adults in the workforce seeking to develop career skills through education. Other requirements include Oklahoma residency, good academic standing, enrollment in at least six credit hours and written essay. Award options include a choice of six credit hours of tuition in the amount of $327.30 (2007-2008 tuition) waived **or** $125.00 book credit to be used in the OCCC bookstore. Fifty-one applications were received for the fall 2007 semester. Ten tuition waivers were awarded in the amount of $327.00 each and ten were awarded a book allowance of $125.00. Awards included 14 tuition waivers (2006-2007 tuition) for fall 2006 in the amount of $4,414.20 with six awarded book money in the total amount of $750. Spring 2007 awards included 13 tuition waivers in the amount of $4,098.90 with 14 students awarded books in the amount of $1,750. Thirty-seven applicants applied for 2006-2007.

Additional Scholarships:

- **William P. Willis Scholarship** in the amount of $2,000 is awarded by the State Regents for Higher Education. OCCC is allowed to submit one nominee and one alternate with approval of the College President. Requirements for scholarship are (1) Oklahoma resident, (2) be enrolled full-time, (3) plan to remain enrolled full-time for fall and spring semesters, (4) low-income $32,000 or less per year. The college submitted two names and the alternate took advantage of the scholarship
- **Future Teachers Scholarship** in the amount of $500 is awarded by the State Regents for Higher Education. OCCC is allowed one nominee and the nominee was submitted June 26, 2007.

SCHOLARSHIP	AWARDED	ACCEPTED	AMOUNT AWARDED	AMOUNT PAID FALL
State Regent Academic	5	3	$ 8,182.50	$ 2,291.10
OCCC Regent	7	6	$ 11,455.50	$ 4,582.20
OCCC President	15	15	$ 24,547.50	$10,146.25
OCCC Leadership	8	5	$ 13,092.00	$ 3,273.00
OCCC Freshman	54	44	$ 88,371.00	$32,184.30
Total	**89**	**73**	**$145,648.50**	**$52,476.85**
ADDITIONAL SCHOLARSHIP				
ACTII	17	17	$19,965.30	$ 9,491.70

Career Development	10	10	$ 3,273.00	$ 3,273.00
Total	**27**	**27**	**$23,238.30**	**$12,764.70**
SECOND YEAR RETURNING				
State Regent Academic		6	$ 9,819.00	$ 3,109.35
OCCC Regent		5	$ 8,182.50	$ 2,891.15
OCCC President		14	$ 22,911.00	$10,582.70
OCCC Leadership		2	$ 3,273.00	$ 1,309.20
Total		**27**	**$44,185.50**	**$17,892.40**
Grand Total			**$213,072.30**	**$83,133.95**

Future Plans:

- There has also been an increase in the number of working adults applying for the Career Development scholarship. Additional funding might be considered.
- Work closely with the Coordinator of Transfer and Distance Advising to identify and make students aware of transfer scholarship opportunities.

Admit Students

Program Highlights & Information:
The Office of Recruitment and Admissions admits students in person, by fax, and by mailed-in applications. Admissions Advisors provide students with information regarding assessment testing, financial aid, scholarships, OKC-GO, degree selection, transfer equivalency, course selection and enrollment prerequisites. Other functions performed by the Admissions Advisors include selective health programs, OKC-GO processing, concurrent student alliances admissions, residency petitions, and community program admissions such as the OKC Public Schools, Clemente, and Integris Health.

During the 2006-2007 year, the Office of Recruitment and Admissions continued to streamline procedures and reorganize to better assist students, promote a customer-friendly admissions procedure, and enhance student recruitment and retention. These efforts include the following:

- A new welcome letter was developed for all applications received via fax or mail. This letter is sent as soon as the application is received and prior to the processing of the application so the student knows it has been received and will be processed soon. It informs the student they will hear from an Admissions Advisor regarding the status of their admission to OCCC.
- Students who designate OCCC as one of their colleges of choice when taking the ACT are now added to the student system as prospects. The creation of this prospect account makes scores and other information immediately available for students who choose to apply.
- Admissions Advisors and Academic Advisors met on a regular basis to discuss procedures and assessment/advising concerns to ensure that students are being served in a consistent manner. These meetings have created a positive rapport between offices.
- New procedures manuals with screen shots are being developed to better ensure consistency between Admissions Advisors. Regular procedures meetings are held to discuss proper admission requirements for each of the 25 admit types.
- A new interactive online application is in the process of being developed. Staff has worked on enhancing information currently obtained to streamline coding required to process applications more timely with this new submission method.
- A partnership with UCO resulted in OCCC's participation in the UCOMPASS program. Under this program UCO now refers students who do not meet their admission standards to OCCC to complete their first two years of education. During these two years, the students have student ID's from both colleges, and have certain student rights at UCO. Upon completion of a degree at OCCC, the students will transfer back to UCO to finish their Bachelor degree. An Admissions Advisor was assigned as liaison to create procedures and to be responsible for all students referred by UCO.
- The selective admissions applications have been posted online so that students can have easier access to them.

- Pending admissions application files have been more routinely reviewed for updates to decrease the possibility of dual records.

Qualitative and Quantitative Assessment and Usage Data:

- During the 2006-2007 year, a total of 10,678 new applications were processed. The applications were submitted in person, via mail or fax, or by liaisons for our cooperative agreements with area high schools and technology centers.
- Admissions Advisors enrolled 3,737 (35%) new students at the time of admission.
- Approximately 115 applications were processed for community programs such as TEACH, Clemente, and OKC Public schools.
- Admission was given to 2,713 prospects obtained from high school visits and college fairs, etc…
- Approximately 277 residency petitions were processed this academic year. Another 30 petitions were in pending status waiting on students to provide further documentation.

Future Plans:

The Office of Recruitment and Admissions will continue to improve and streamline procedures to better meet student needs and increase student retention. Communication of ideas and plans will continue both within the office and with other Student Services offices. Plans are as follows:

- Provide more follow-up on newly-admitted students by sending a letter to all who entered and enrolled in the Fall 2007 semester. The letter will reiterate their welcome to OCCC and to give them opportunity to contact an Admissions Advisor should they have any more questions or concerns.
- Test and implement the online interactive application.
- Staff will research the possibility of turning pending transcripts and test scores into prospects into the system to eliminate the paper files and save staff time in researching documents.
- Research newer and more innovative uses for the Admissions and Recruitment home pages to both recruit and retain new students. (Blogs, residency petitions and health application presentation)
- Continue to meet regularly with the Advising and Records offices to increase communication and ensure consistent services to students.
- Revise the selective health program applications to improve the format so that program requirements are better understood. A new checklist will be developed to assist students in determining if they meet application requirements.
- Utilize student perceptions and concerns provided in the Success in College and Life course to improve functions or provide new services they may need.

Adult/Community Recruitment

Program Highlights & Information:
During the 2006-2007 year, the Office of Recruitment and Admissions began rebuilding its adult recruitment program. Admissions Advisors participated in a number of Adult/Community Recruiting events targeting members of the population who have already graduated from high school. These events included programs held at various facilities within the college's service area and are represented by the programs listed below.

- **Workforce Oklahoma** determined an immediate need to provide educational information for the employees who were affected by the announcement of the Dayton Tire/Bridgestone Firestone plant closure. This event was held on November 9th and 16th, 2006.
- **Tinker Air Force Base Junior Force Council**'s Career Development Fair was held November 8-9, 2006. This event was open to all areas of the base including U.S. Air Force, U.S. Navy, and Civilian Personnel.
- The **U.S. Navy** hosted an educational fair on February 13, 2007 that was part of the Navy College Program that provides opportunities to Sailors to earn college degrees by providing academic credit for navy training, work experience, and off-duty education.
- Contact was also made with the **U.S. Navy** Education office to obtain a list of students who currently have OCCC listed as their home school in the **SOCNAV** program. Ongoing communication will be made with these students throughout their time as students at OCCC.
- **Farmers Insurance** headquarters at Shepherd Mall hosted a Career and Education Fair for all employees in this location. Ten colleges and universities, including OCCC, participated in the event. The fair was held January 17-18, 2007.
- The college staffed a booth at the July 2006 **Hispanic Expo** held at the Oklahoma State Fairgrounds. Approximately 5,000 people were in attendance. Plans are currently underway to attend the 2007 Hispanic Expo scheduled for July 28, 2007.
- Admissions Officers made personal contacts with over 100 **area businesses** in an effort to contact employees with tuition reimbursement benefits. Materials were also distributed through **neighborhood libraries**.

Qualitative and Quantitative Assessment and Usage Data:
During the 2006-2007 year, the Office of Recruitment and Admissions attended 13 events that have been categorized as targeting strictly Adult and Community members. The data reflects the fact that the heavier recruiting periods for these types of events is in the latter fall and early winter months, which tends to coincide with the heavy recruitment period of high school students (a topic addressed separately in this report.)

Date	# of Technology Fairs held at area Technology Centers	# of Church Fairs	#of College/Career Fairs
July-06	-	-	1
August-06	-	-	-
September-06	-	1	1
October-06	2	-	-
November-06	-	-	3
December-06	-	-	1
January-07	-	-	2
February-07	-	-	1
March-07	1	-	1
April-07	-	-	-
May-07	-	-	-
June-07	-	-	-
Totals	**3**	**1**	**9**

Admissions will continue to reach out to the Oklahoma City adult population in order to better meet this sector's needs, and to participate in the growing trend of adults either attending school for the first time, or those who are returning to further career skills and life interests.

Future Plans:

- Expanding participation in community career fairs and expos, including those at Tinker Air Force Base, the Hispanic Expo, Red Earth, various Oklahoma Centennial celebrations, and technology center fairs.
- Continuing staff development/training on recruiting and retaining adult students.
- Host adult open house programs on a semi-annual basis to orient prospective adult students to the OCCC campus and to be available for various questions that this population might have.
- Work collaboratively with OCCC's Center for Corporate Learning in contacting business and offering educational opportunities to employees.
- Continue to develop relationships with businesses across the metro area that have tuition reimbursement assistance programs and communicate with their employees.
- Work with Tinker Air Force Base Officials to expand the possibility of recruiting on base, and developing the SOCNAV collegial program with the U.S. Navy.
- Drop off materials at various churches, unemployment offices, faith-based organizations, government agencies, libraries and the Chambers of Commerce within the local commuting area.
- Increase automated follow –up communication with prospects. Research support software solutions and recommend purchase.

High School Recruitment

Program Highlights & Information:
For the 2006-2007 Academic year a significant emphasis was placed on expanding recruitment efforts and building relationships within the high schools. Efforts included:

- Reassignment of Admission Advisors to area high schools to better reflect geographical areas of responsibility and increase efficiency of personal visits and contacts.
- Increased visits with prospective students by increasing numbers of high school visits, attending more college fairs, and making presentations within classrooms.
- Development of a newsletter to be sent to prospective students, counselors and parents on a regular basis.
- Improved/redesigned brochure and prospect card for the high school students
- Development of an information link on the OCCC website for prospective students to request information. Students receive both e-mail and hard copy correspondence.
- Designed and sent out Christmas Cards to prospective students, high schools counselors and other contacts
- Increased recruitment efforts in the Hispanic community by establishing a stronger presence in the predominantly Hispanic schools in OKC such as Capital Hill, U.S Grant and Southeast High School

Qualitative and Quantitative Assessment and Usage Data

- Admission Advisors participated in counselor only events and distributed approximately 400 information packets to counselors from throughout the state
- Attended 16 College fairs and distributed information to students from approximately 160 schools throughout the state. An average if 150 students were seen at each college fair program.
- Hosted the “official” college fair for the Oklahoma City Public School system. Colleges from across the entire state participated as did over a thousand prospective students and their parents.
- Continued contact with prospective students (persons who self identified as having an interest in the college) by sending out just over 2000 “Christmas” postcards
- The number of college tours offered to interested high school students doubled during this last year
- 10 mass mailings were sent to over 3000 prospective students encouraging their interest in the college and inviting them to events held on campus such, as the OKC-GO information night, the college fair, open enrollment, etc.
- Faculty from specific academic disciplines, such as IT and Business, visited schools with Admissions Advisors and made classroom presentations
- Application signing days were held at various high schools where students filled out applications and submitted all support documents for admission. Approximately 20 applications from each school were submitted at these events.

- Over 550 students, who had been admitted but not enrolled, were personally phoned to inquire as to their continuing interest in the college. Of those that were actually contacted, most indicated that work and/or family concerns were postponing their educational plans.
- Sent out informational letters to all students who had their ACT scores forwarded to OCCC
- Admissions Advisors attended sixteen (16) senior assemblies at area high schools to award scholarships and awards
- The high school newsletter was mailed to over 600 prospective students who had been admitted but not yet enrolled in the fall semester

Future Plans:

- Increase the numbers and types of events that bring high school students and their parents on campus. Such events might include:
    a. A live remote from one or more prominent radio stations. Such an event would help get the name of the college out in the community and serve to invite the community to come to the college campus. Additionally, the event will promote the concept that recruitment is an institution wide responsibility. Faculty, staff, and current students would be incorporated in such an activity.

    b. Conduct Parent Open House Night/Events emphasizing financial assistance, OKC-GO and scholarship programs

    c. A GED enrollment day for all area GED recipients who have earned their GED certificate within the last semester

- Increase automated follow –up communication with prospects. Research support software solutions and recommend purchase.
- Renew emphasis on recruitment within the Moore/Norman area
  Increase recruitment efforts in the Moore/Norman area to reclaim market share of graduates.
- Promote OCCC image of quality within the community by purchase and use of upgraded marketing and display materials.
- Work closely with academic faculty to bring faculty and program presentations into the high school classroom**.**

Hispanic Recruitment

Program Highlights & Information:
During the 2006-2007 year, the Office of Recruitment and Admissions worked to increase its visibility within the Hispanic community. Three bilingual Admissions Officers were added to the staff during the last academic year. These advisors actively participated in community oriented events to better educate this community about the college. Some of the activities and events in which the college participated are:

- High Schools
  Bilingual staff was assigned to area high schools with high Hispanic populations. Among these schools were Northwest Classen, Capitol Hill, South East, US Grant, Santa Fe South, and Emerson. Advisors arranged to make presentations to every Capitol Hill senior English class. Similar presentations were held at other schools where admission policy, financial aid, and student life at OCCC were discussed. Schools supported individual follow-up visits by providing staff with office space. The college also participated in Hispanic leadership programs at the University of Oklahoma and the University of Central Oklahoma. An approximate 550 students were contacted through these programs.
- Community Agencies
  Admissions Advisors placed an emphasis on building a stronger relationship with community organizations including the Latino Community Development Agency (LCDA), the Hispanic Chamber of Commerce, The League of United Latin American Citizens (LULAC), the American GI Forum (Hispanic veteran organization). Events in which the college participated included:
    - LCDA High School Senior Banquet (approx 400 attendees)
    - LCDA Christmas Party (approx 1000 attendees)
    - LCDA High School Leadership Club Presentation (approx 40 attendees)
    - LULAC video regarding immigration legislation and its impact on college access (distributed via Hispanic media throughout OKC and Tulsa areas)
    - Planning for LULAC/OCCC hosted scholarship banquet (approx 100 attendees)
    - Hispanic Chamber Sponsored Hispanic Expo
    - GI Forum Leadership Conference (approx 250 attendees)
- Clemente Course in the Humanities
  The college, in partnership with the Oklahoma Humanities Council, the Oklahoma Community Foundation, and the Inasmuch Foundation conducted a college level humanities program for low income Hispanic students. The seven month program began with 25 students. Eighteen of those students completed the entire program and earned 9 credit hours from OCCC. Of those who completed, 10 have enrolled at OCCC for the Fall semester.

Qualitative and Quantitative Assessment and Usage Data:

The number of Hispanic students enrolled at OCCC in the Summer of 07 was up 16.3%, while up in the Fall by only 1.8%. OCCC continues to have the largest number of undocumented students in the state.

Future Plans:

OCCC will continue with its "value added" approach to recruiting within the Hispanic community. Workshops, enrollment programs within the high schools, and presentations within the community will all serve to strengthen the perception that OCCC is an integral member of the community. Future activities and events will include:

- An Hispanic leadership conference to promote the importance of a college education as an component of leadership
- Partner with community organizations to supplement existing programs that have already proven to be effective within the schools. One of these programs is the Latino Leadership clubs.
- Build stronger ties with the Hispanic media, television/radio/print in promoting higher education within the community. Become the primary source of higher education information within the Hispanic community.
- Continue an aggressive high school recruitment program.. Ensure that all students, and their parents, are familiar with financial options regarding the payment of college expenses
- Increase automated follow –up communication with prospects. Research support software solutions and recommend purchase.

OKC-GO!

Program Highlights and Information:
For the 2006-2007 academic years we focused on increasing the number of students participating in the OKC-GO! Program. I have highlighted below some of the areas in which we put a heavy emphasis on recruiting for the OKC-GO! Program.

- Increased our recruitment efforts in the Hispanic community by establishing a stronger presence in the predominantly Hispanic schools in OKC such as Capital Hill, U.S Grant and Southeast High School
- Increased communication with parents of prospective students by use of direct mailings and on-campus orientations for OKC-GO.
- Place a renewed emphasis on getting OKC-GO information to eligible students. A new brochure and a redesigned application will draw attention to the program and collect better information form applicants.

Qualitative and Quantitative Assessment and Usage Data
- 365 students received a total of $269,589.00 in tuition waivers for the 2006
- Held the OKC-GO Night for students and parents to attend, had approximately 50 families attend. To promote this event we sent out 3000 letters to parents of OKCPS graduates and those students.
- Sent out letters to all OKC-GO applicants welcoming them to the OKC-GO program and the school. For the 2006-2007 academic year we had approximately 480 applicants. To date for the 2007-2008 academic year we have approximately 550 applicants.
- Conducted and information night program for students and parents interested in OKC-GO, approximately 50 families attended.
- At least 10 mass mailing were sent to over 3000 prospective student encouraging their interest in the college and inviting them to events held on campus such, as the OKC_GO information night
- Mass mail outs were sent to prospects re: summer enrolment and summer/fall concurrent enrollment were sent to all OKC-Go applicants welcoming them to the OKC-GO program and the school.

Future Plans:
Future plans for OKC-GO are to restructure the program through the initiation of more astringent requirements such as having a minimum GPA, applying for financial aid through FAFSA, and meeting residency requirements. We will develop a better marketing plan and increase the communication to the public and OKCPS by designing new marketing materials both in English and Spanish and holding more information sessions about OKC-GO. We will also include more social events for the students which will include but are not limited to the following:
- **OKC-GO** Group service project. This could include a Service Saturday event with Student Life or a project that they decide to do on their own.

- **Back to school and end of the school year socials.** This activity will focus on the students and their achievements throughout the year. New OKC-GO prospective students and their parents would be invited to this activity. This would be a great time for the prospective students to learn more about the OKC-Go program. We will provide food and recognition for the students.

Selective Program Admission
Health Care Programs

Program Highlights & Information:

- Supported efforts using area hospitals to introduce health care professions to high school students. Participated in Mercy Health Center's Health Careers Exploration Day.
- Revised spring 2008 health application to improve overall clarity for students and staff.
- For the first time, health applications were made accessible to students on line.
- Improved communications with applicants by sending an immediate follow-up letter outlining expectations, time frame, and the complete readiness process for students seeking selection into the Health Programs.

Qualitative and Quantitative Assessment and Usage Data:

- With the addition of the new Baccalaureate to A.D.N program, enrollment for the Nursing program increased. The size of the Traditional Program is 72 people while the accelerated Baccalaureate to A.D.N. program (also known as BADNAP) has added 30 more students to its program. This addition has allowed more students the opportunity to become accepted into our nursing program.
- The Career Ladder RN program, also known as CLP has developed substantially in size as well, making the program the most competitive it has been in the history of the program. Our involvement with area technology centers as well as community awareness has contributed to this increase in interest.
- PTA and OTA have remained steady. There have been no additions to class size in this area, although interest and applicant size have increased.
- The following data reflects the total number of applicants applying to our health programs in the 2006-2007 academic year:

PROGRAM	TERM	NUMBER OF APPLICANTS APPLIED	NUMBER OF APPLICANTS SELECTED	% TOTALS FROM PREVIOUS SEMESTER
RN-Traditional	Fall 2006	194	72	
RN-Traditional	Spring 2007	206	72	Up 5.8%
RN-Traditional	Fall 2007	166	72	Down 19.5%
RN-BADNAP	Fall 2007	73	30	New
RN-CLP	Fall 2006	29	60	
RN-CLP	Fall 2007	78	60	Up 37.2%
PTA	Fall 2006	67	20	
PTA	Fall 2007	75	20	
OTA	Fall 2006	55	24	
OTA	Fall 2007	47	23	

- There has been a decrease in the number of applicants in the Spring 2007 Traditional RN program from the Fall 2006 Traditional Program. It is a direct reflection of the addition of the Baccalaureate to A.D.N. program. The addition has enabled students who have received a Bachelors degree and fulfilled prerequisite criteria an opportunity to receive a RN degree in only ten months.
- This new program has also sparked the interest of many of our qualified applicants who would have normally applied to the traditional program but meet prerequisite requirements and have a minimum of a qualifying bachelor's degree. The addition has made an overall increase in the total number of applicants to the RN program.

Future Plans:

- Continue to provide support and assistance to students in the areas of health professions by assisting with ensuring their readiness to meet program requirements.
- A total modification of all health program applications. This application will be easier for staff and students to interpret and it will also include the schools name and logo with a watermark.
- Attendance at more Health Career Fairs would be recommended. This seems to be an area of interest that is extremely attractive to high school students, as well as adult students.
- Initiate a program that automatically sends updates to a students account via mine online informing them of the status of their health application.

ADMISSIONS AND RECORDS
REGISTRAR

Mission: To provide leadership and management oversight for the college recruitment, admission, registration, records, international student, and graduation functions.

Organization and Management:
Organizational Chart is attached
Total FTE: 2
Exempt: 1
Non-Exempt: 1

Staff Development:

- All staff participated in:
  - Safety Training - Airborne Allergens
  - Sexual Harassment Training
- Mary Jones:
  - WOW Travel Reimbursement
- Gloria Barton:
  - AAHHE National Conference

Financial Resources:
10-15-51030 Budget is funded through E&G

Personnel Salary and Benefits:	$149,769.59
Operation, Services, Supplies, Memberships	$ 31,838.00
Total	$181,607.59

NOTE: Personnel salary and benefits for International Student Services as well as Operations, Services, Supplies, and Memberships monies are included in this budget. Also includes postage money for mailing Transcripts and Retention letters.

ADMISSIONS AND RECORDS
REGISTRATION AND RECORDS

Mission:
To enable students to meet their educational goals by providing quality registration and records services.

Organization and Management:
Organizational Chart is attached
Total FTE: 10.48
Exempt: 2
Non-Exempt: 11

Staff Development:

- All enrollment staff:
  - Quarterly Health and Safety Training.
  - Sexual Harassment Session - August 2006 - June 2007.
- Leandra Bessinger:
  - ABC's of Travel WOW session - February 2007.
- Colette Williams:
  - OACC (Oklahoma Association of Community Colleges) Support Staff Workshop - October 2006.
- Gary Wallace:
  - OACC (Oklahoma Association of Community Colleges) Support Staff Workshop - October 2006
  - Speed Learning WOW session - April 2007
- Natalie Deitz-Bales:
  - OACRAO (Oklahoma Association of Collegiate Registrars & Admissions Officers) Front-line workshop - September 2006
- LaJuana King:
  - ABC's of Travel - February 2007
- Eileen Clark:
  - Sign-Language Communication WOW session - September 2006.
- Mia Diaz:
  - OACRAO (Oklahoma Association of Collegiate Registrars & Admissions Officers) Front-line workshop - September 2006.
- Alan Stringfellow:
  - OACRAO (Oklahoma Association of Collegiate Registrars and Admission Officers) Conference - October 2006
  - OACRAO Spring Workshop - February 2007
  - Datatel User Group Conference - March 2007

Department's Financial Resources:
10-15-51110 Budget is funded through E&G

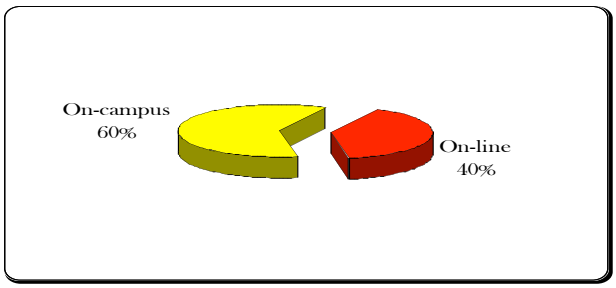
Personnel Salary and Benefits:	$420,105.54
Operations: Supplies, Memberships, Services:	$ 10,930.00
Total	$431,035.54

Program Highlights & Information:

- Established pro-active e-mail and letter campaign, for returning students, to eliminate potential barriers to enrollment.
- Implemented procedure to enroll University of Oklahoma Health Science Center (OU-HSC) students in OCCC nursing courses held on our campus.
- Participated in Registration & Records Office campaign to evaluate all transfer transcript coursework to support efforts in increasing on-line enrollment activity.

Qualitative and Quantitative Assessment and Usage Data:

- Approximately 73,677 on-line and on-campus enrollment transactions were processed, which includes 44,384 on-campus and 29,293 on-line transactions. **Note:** These figures include all students transactions, including those who do not normally have the option to use automated enrollment functionality (i.e. first time admits, concurrent students, etc...).



- A total of 3,060 verifications were provided upon student request. These include verifications processed and distributed over the counter and by mail/fax.

Future Plans:

- Plans to increase on-line enrollment activity will continue with the hopes of increasing the number of on-line transactions to above 50%.
- Communication management will continue to be used to pro-actively communicate with students concerning potential enrollment barriers that include high school curricular deficiencies and records restrictions. E-mail and text messaging should be looked at as potential tools for this activity.
- Potential barriers to on-line enrollment will continue to be identified and eliminated in an effort to increase usage of on-line enrollment.

- MineOnline 3.0 will be implemented and available for student use beginning in the Fall of 2007.
- Purchase and implement Datatel's workflow component to create a more fluent system of updating student records while enrolling students on-campus.
- Take advantage of Hershey Business System's workflow component to simplify the override/late registration process.

Front Counter Services

Program Highlights & Information:

- Began initial phase in converting front counter area to a one-stop-shop environment in an effort to centralize services to students.
- Remodeled and added two additional stations to the front counter in support of one-stop-shop approach.
- Developed detailed procedure manuals used as a tool for training exercises while providing a standardized methodology for the numerous services that are offered.

Qualitative and Quantitative Assessment and Usage Data:

- There were 29,866 official transcript requests submitted and processed. Requests include those submitted at our front counter and via mail and/or fax.
- Due to transition in leadership and responsibilities, quantitative numbers were limited

Future Plans:

- Continue efforts in creating a one-stop-shop approach to serving students which will include assisting students with records needs along with basic Financial Aid, Bursar, and academic forgiveness requests.
- Implement new ID and tracking systems.
- Develop a plan for creating 12,000 new ID's for all returning students.
- Develop a method by which international students can be served more efficiently through our front counter area.
- Simplify and eliminate steps associated with official transcript requests.
- Develop a quantitative and qualitative assessment plan to identify the effectiveness of services provided

Student Record Maintenance

Program Highlights & Information:

- Evaluated current record's functions to identify inefficiencies with student record processing which resulted in the following changes:
  - Moved the function of processing in-coming and out-going transcripts to the front-counter
  - Implemented new procedures for evaluating high school and college transcripts for high school curricular deficiencies and minimum assessment
  - Simplified process of document tracking in an attempt to eliminate confusion of locating records
  - Moved mail distribution function to the front-counter to eliminate bottlenecks in processing in-coming transcripts while simplifying the entire process
- Trained the Transcript Assistant to scan, index, and evaluate transcripts. This training was intended to provide a backup to our Records Assistant, but also allowed us to scan and index transcripts at a record pace during peak enrollment periods.
- Participated in Registration & Records Office campaign to evaluate all transfer transcript coursework to support efforts in reducing the number of transcripts that needed to be added to student record files.
- Evaluated current academic retention process and adjusted procedures to simplify the process which allowed us to mail standing letters to students faster than ever before. In addition, a procedures manual was developed to identify the new methodology.

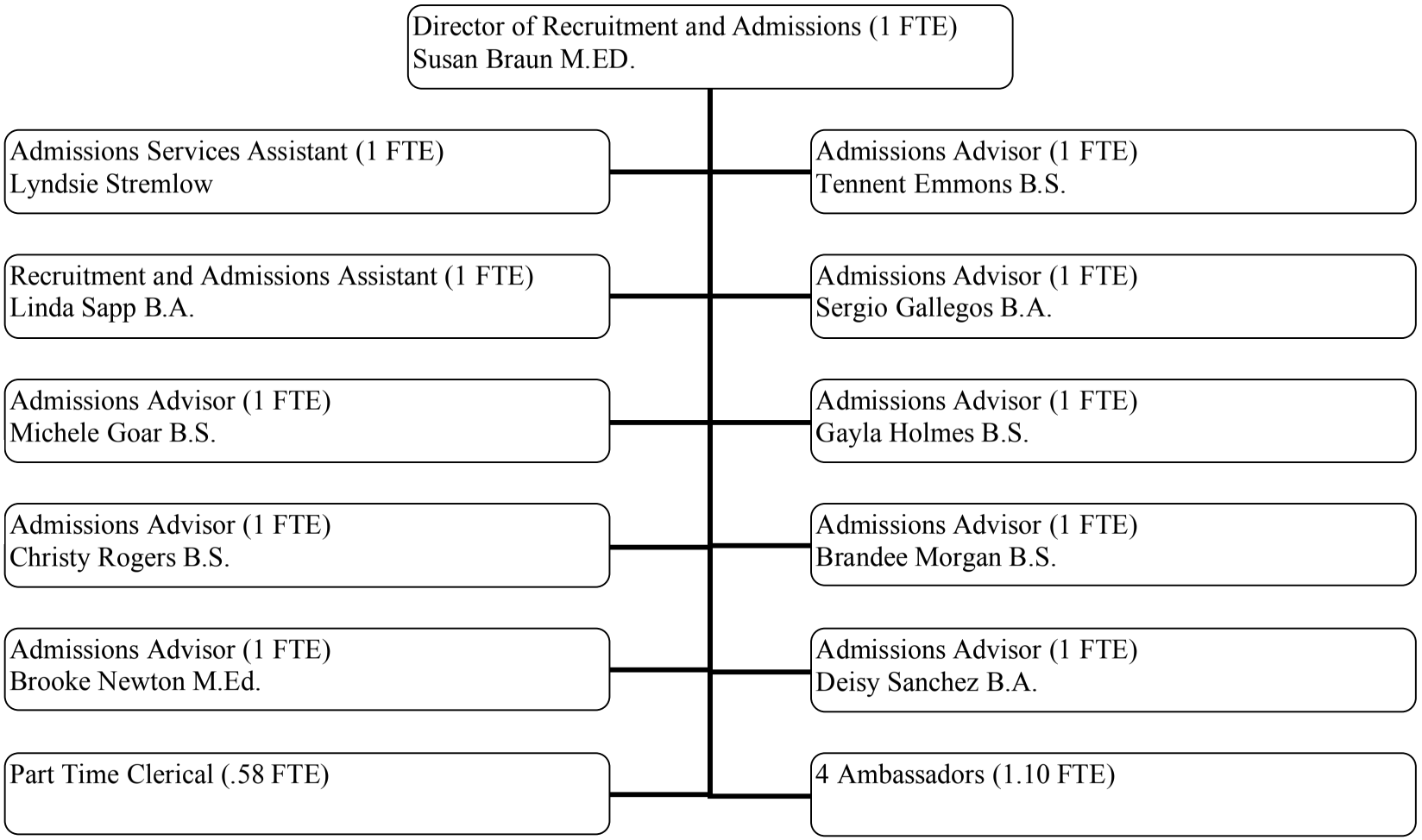
Qualitative and Quantitative Assessment and Usage Data:

- Approximately 3,372 grade changes were submitted and posted to student academic records.
- Approximately 245 petitions/challenges to student records were received, researched, and resolved.
- In compliance with State Regent standards, 207 Oklahoma City Community College students were placed on academic notice, 2,826 were placed on academic probation, and 1,079 were suspended from classes for at least one sixteen week semester.
- A total of 47 of the suspended students submitted petitions for readmission to the Admissions Appeals Committee. Only 21 of those appeals could be approved in accordance with State Regent "exceptional circumstances" criteria. Fourteen (14) of those students have successfully completed courses each term since suspension. Fifteen (15) students have remained eligible to enroll for more than one semester even though they were not completely successful in all of their classes. Eight (8) students were suspended for a second time after completing one or more semester(s) and one (1) withdrew from classes.

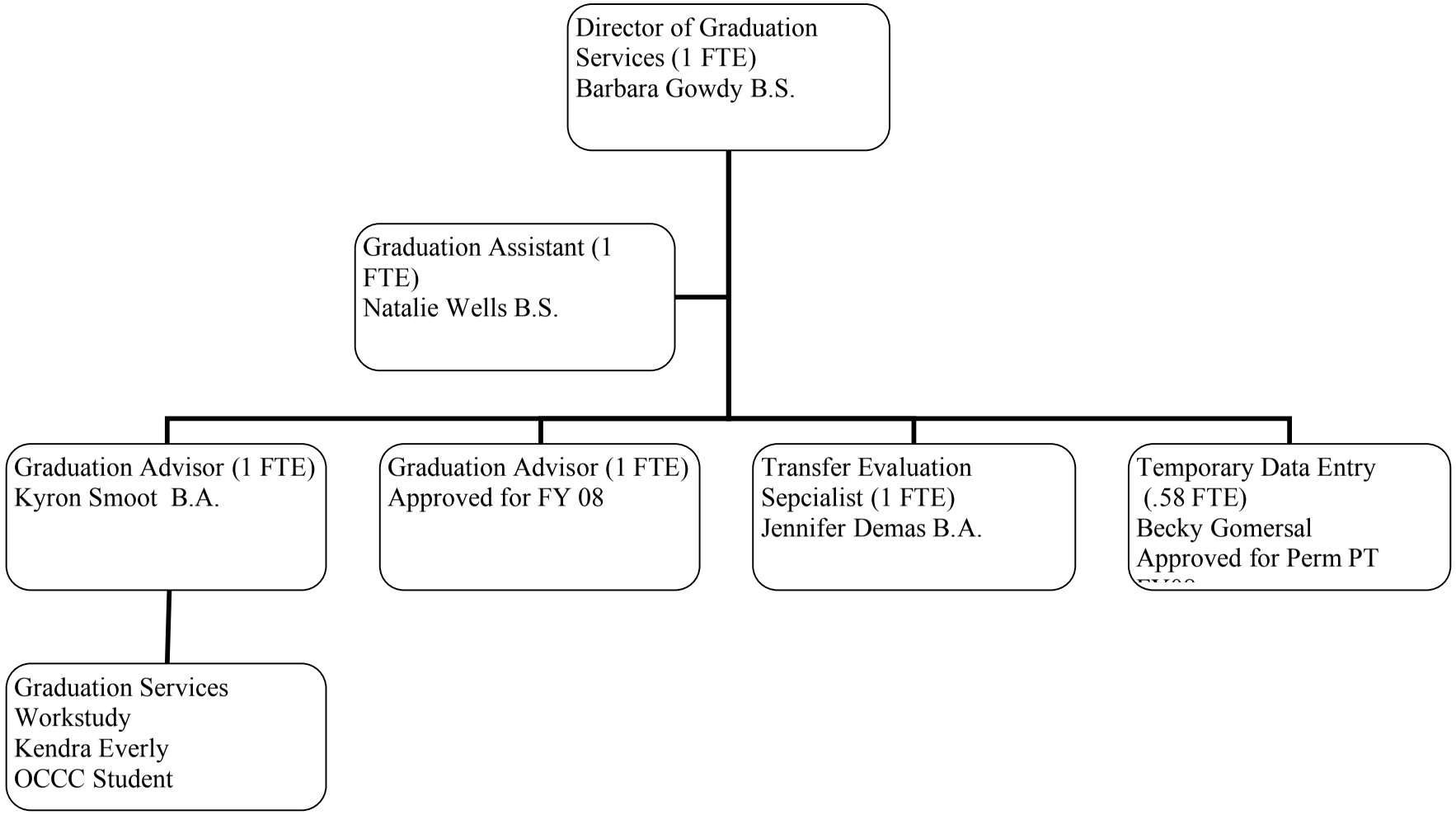
Future Plans:

- Support implementation efforts of Hershey Business System's Workflow module.
- Develop a more efficient process for mailing official student transcripts.
- Implement enrollment and degree verify software from Credentials Inc. to further automate the verification of student enrollment and degrees received.
- Implement new late withdrawal procedure in hopes of simplifying the process.
- Take advantage of Hershey Business System's workflow component to simplify the grade change process.

RECRUITMENT AND ADMISSIONS
June 30, 2007



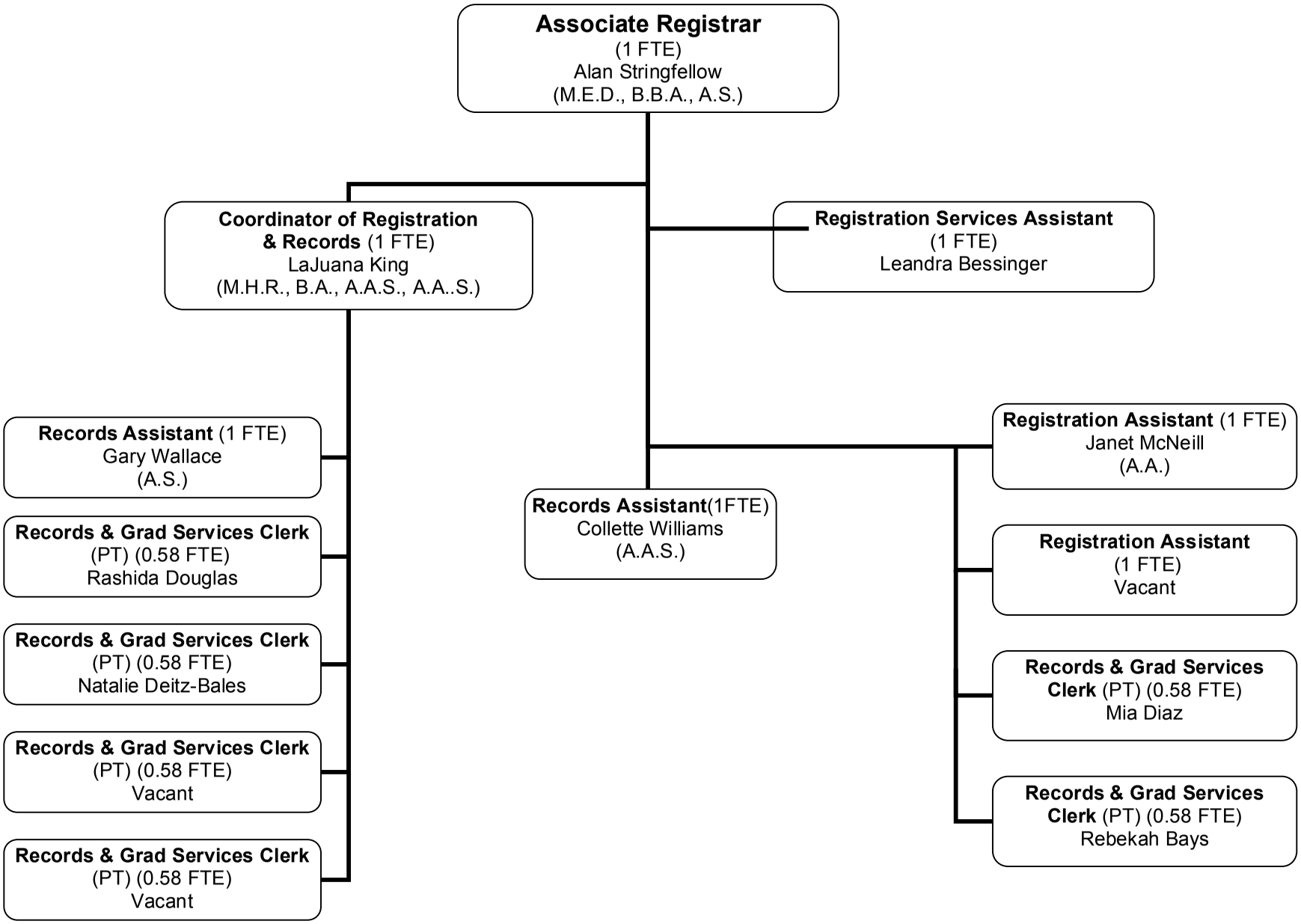
GRADUATION OFFICE
June 30, 2007



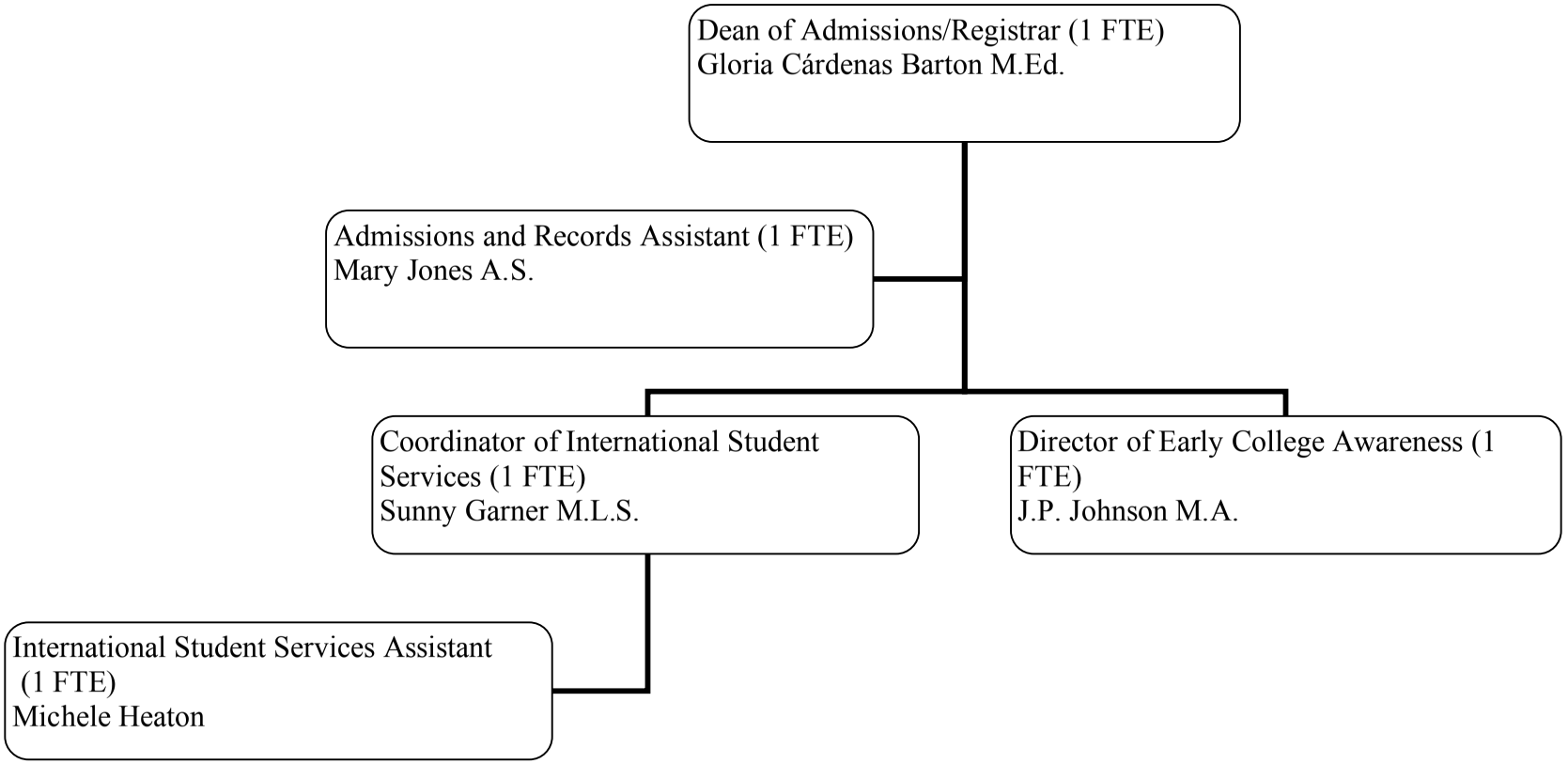
OCCC Records and Registration Organizational Chart

July 2007

(10.48 Total FTE)



REGISTRAR'S OFFICE
October 26, 2007



CHILD DEVELOPMENT CENTER AND LAB SCHOOL (CDCLS)

Mission Statement:
We believe children are unique, capable, creative, problem-solvers, eager to learn. The CDCLS Staff is committed to designing and implementing a safe, friendly, nurturing environment, which promotes high quality care, and physical, intellectual, and social-emotional developmental growth, in a collaborative effort with children, families, community, and one another.

Philosophy:
The program staff considers the development of the whole child and concentrates on children as unique individuals, allowing each child to develop at his/her own pace. Each child and family member is treated with respect and dignity. Play is recognized as the direct avenue to learning, realizing the vital importance of discovery, investigation, creativity, and problem-solving opportunities. Partnerships with families are identified as a key component in creating a collaborative team for the purpose of cultural awareness and raising children to become productive, responsible citizens.

Program Goals and Objectives:
Our primary goal for the children and the families is to provide a positive atmosphere, which will promote all areas of a young child's growth and development, as well as increase parent's knowledge about young children.

The children will develop:

- a healthy self-concept
- socially and emotionally
- an enjoyment of creative experiences and fine arts
- a trust in adults and peers
- an independence and responsibility for self
- a sense of security and success
- skills in the physical, cognitive, social, and linguistic domains

Objectives are developed from content areas of classroom and teacher/child-directed projects, activities, and lessons.

Our primary goals for parents and families are to:

- understand appropriate expectations of young children
- develop positive guidance techniques
- create an atmosphere of open communication with the child's school
- realize the importance of active involvement with the child's teaching team

Annual Initiatives are grounded in the CDCLS Mission, Philosophy, Goals and Objectives, as well as *Our Ends, Our Mission, Our Vision, and Our Values* of Oklahoma City Community College.

Organization and Management:

(See CDCLS Organizational Chart on last page)
Educational Information

Dr. Mary McCoy Director FTE 1.00 Full-time Exempt
AA Child Development
Oklahoma City Community College
BS Early Childhood Education
University of Central Oklahoma
M. ED. Early Childhood Education
University of Central Oklahoma
Ph. D. Instructional Leadership & Academic Curriculum
Early Childhood Education
University of Oklahoma

Lee Ann Townsend Lab Supervisor FTE 9.00 9 month Exempt
AA Child Development
Oklahoma City Community College
BA Art Education K-12
Phillips University, Enid, OK
Enrolled 25 hours completed- M.ED in Early Childhood Ed
University of Central Oklahoma

Deidra Carpenter Scholars for Excellence in Child Care Coordinator Grant funded
FTE 1.00 Full-time Exempt
BS Early Childhood Development
Langston University
Enrolled 23 completed-MLE in Leadership and Adult Education
Mid America Christian University

Anita Carson Clerk Typist FTE 1.00 Full-time Non-Exempt
AAS Word Processing
Rose State College
AA Psychology
Rose State College
AA Child Development
Oklahoma City Community College

Kendra Miller Child Development Teacher and Lab Assistant (Infant/Toddler Room) FTE 1.00 Full-time Non-Exempt
AA Child Development
Oklahoma City Community College
BS Family Life Ed-Child Development
University of Central Oklahoma

Z. Carole Robbins Child Development Teacher and Lab Assistant (Infant/Toddler Room) FTE 1.00 Full-time Non-Exempt
AA Child Development
Oklahoma City Community College
Enrolled 16 hours completed-BS Family Life Ed-Child Development
University of Central Oklahoma

Lisa Jones Child Development Teacher and Lab Assistant (Preschool A)
FTE 1.00 Full-time Non-Exempt
AA Child Development
Oklahoma City Community College
Enrolled 6 hours completed-BS Family Life ED-Child Development
University of Central Oklahoma

Kristal Cantwell Child Development Teacher and Lab Assistant (Preschool A)
FTE 1.00 Full-time Non-Exempt
BS Family Life ED-Child Development
University of Central Oklahoma

Constance Pidgeon Child Development Teacher and Lab Assistant (Preschool B)
FTE 0.75 9 months Non-Exempt
AA Child Development
Oklahoma City Community College
Enrolled 12 hours completed-Liberal Studies Leadership Concentration
University of Oklahoma

Jessica Hesseltine Child Development Teacher and Lab Assistant (PreschoolB)
FTE 1.00 Full-time Non-Exempt
AA Child Development
Oklahoma City Community College
Alexandra Sitzman Teacher Assistant (Infant/Toddler)
FTE 0.75 Regular Part-time Non-Exempt
Enrolled 9 hours completed- AA- Child Development
Oklahoma City Community College

Sarah McElvany Teacher Assistant (Infant/Toddler)
FTE 0.88 Regular Part-time Non-Exempt
Enrolled 50 hours completed- AA- Child Development
Oklahoma City Community College

Rebecca Linger Teacher Assistant (Preschool A)
FTE 0.75 Regular Part-time Non-Exempt
AA Child Development
Oklahoma City Community College
Enrolled 9 hours completed- BS- Early Childhood Education
University of Oklahoma

Brady Brown Teacher Assistant (Preschool B)
FTE 0.75 Regular Part-time Non-Exempt
Enrolled Graduates Summer 2007- AA- Child Development
Oklahoma City Community College

Mary Fitzgerald Teacher Assistant (all rooms)
FTE 0.88 Regular Part-time Non-Exempt
Enrolled 27 hours completed – AA – Child Development
Oklahoma City Community College

Staff Development:
The following is a list of conferences, workshops, webinars and other professional development activities engaged in by the CDCLS staff in FY07.

Dr. Mary McCoy

- Development Committee Member: *Oklahoma Early Learning Guidelines for Children Ages Three through Five*
- Alumni Board Member: OCCC Alumni Association
- Advisory Board Member: University of Central Oklahoma Early Childhood Education Advisory Board
- Advisory Committee Member: OCCC Child Development Advisory Committee
- Advisory Board Member: OCCC Career Transitions Advisory Board
- NAEYC Peer Review visits; Community college child development degree programs in SC and NC
- National Coalition for Campus Children's Centers (NCCCC) OK Chapter President
- NCCCC teleconference with national organization President and OK Chapter members; Tulsa, OK
- Oklahoma Child Care Conference attendee; Tulsa, OK
- Oklahoma Pathway to Child Development Associate credential training; OKC, OK
- Women of Higher Education Conference attendee; Edmond, OK
- Medication Administration training/certificate; CDCLS
- Pediatric First Aid and CPR training/certificate; American Red Cross
- Nutrition in the Early Childhood Classroom training; CDCLS
- Sexual Harassment: Maintaining a Respectful Educational Environment training
- Raising a Reader – Smart Start participant; OKC

- High Scope COR Children's Assessment Trainer; CDCLS
- Presenter at Early Childhood Association of Oklahoma Conference: *Leadership and Management in a NAEYC Accredited Child Care Program;* OKC, OK
- Presenter at the CDCLS: *Staying Afloat or Reaching the Shore: Quality Child Care Management*
- National Coalition for Campus Children's Centers Conference; St. Louis, MO
- Strategies for Teaching Healthy Emotional Development in Young Children training participant; OK Child Guidance Department, OKC
- Annual CDCLS Early Childhood Mini-Conference Presenter
- Pandemic Planning team member; OCCC
- ADA Training; Progressive Independence
- NAEYC Professional Development Institute attendee; Pittsburgh, PA
- OCCC Leadership and Management meeting: *Way Forward and Why It Matters*
- Presenter at Integris Children's Place Parent Meeting, OKC: *The Power of Play*
- Emergency Response Plan group meeting; local pandemic planning efforts; OCCC
- NAEYC Re-accreditation preparation and assessor visit; CDCLS

<u>Lee Ann Townsend</u>

- OK State Department of Education Children and Adults in Care Food Program (CACFP) training
- Women of Higher Education Conference attendee; Edmond, OK
- Medication Administration training/certificate; CDCLS
- Pediatric First Aid and CPR training/certificate; American Red Cross
- Nutrition in the Early Childhood Classroom training; CDCLS
- Sexual Harassment: Maintaining a Respectful Educational Environment training
- High Scope COR Children's Assessment Training; CDCLS
- ADA Training; Progressive Independence
- Annual CDCLS Early Childhood Mini-Conference Presenter
- NCCCC teleconference with organization President and OK Chapter members; Tulsa, OK
- National Coalition for Campus Children's Centers (NCCCC) OK Chapter Treasurer
- NAEYC Re-accreditation preparation and assessor visit; CDCLS
- Developmental Learning and Family Involvement (college credit course); University of Central Oklahoma

<u>Deidra Carpenter</u>

- Diversity in Higher Education / OACADA Spring Conference
- Sexual Harassment: Maintaining a Respectful Educational Environment training

- High Scope COR Children's Assessment Training; CDCLS
- ADA Training; Progressive Independence
- Mentor Training; Center for Early Childhood Professional Development (CECPD); Norman
- NAEYC Professional Development Institute attendee; Pittsburgh, PA

Anita Carson

- OK State Department of Education Children and Adults in Care Food Program (CACFP) training
- Medication Administration training/certificate; CDCLS
- Pediatric First Aid and CPR training/certificate; American Red Cross
- Nutrition in the Early Childhood Classroom training; CDCLS
- Sexual Harassment: Maintaining a Respectful Educational Environment training
- High Scope COR Children's Assessment Training; CDCLS
- ADA Training; Progressive Independence
- National Coalition for Campus Children's Centers Conference; St. Louis, MO

Kendra Miller

- Pediatric First Aid and CPR training/certificate; American Red Cross
- Medication Administration training/certificate; CDCLS
- Nutrition in the Early Childhood Classroom training; CDCLS
- Sexual Harassment: Maintaining a Respectful Educational Environment training
- High Scope COR Children's Assessment Training; CDCLS
- ADA Training; Progressive Independence
- NAEYC Re-accreditation preparation and assessor visit; CDCLS
- National Coalition for Campus Children's Centers (NCCCC) OK Chapter Membership Co-Chair
- Annual CDCLS Early Childhood Mini-Conference Presenter
- NCCCC teleconference with organization President and OK Chapter members; Tulsa, OK
- Raising a Reader – Smart Start participant; OKC
- Global Protocol and Diversity (college credit course); University of Central Oklahoma

Zandra Carole Robbins

- ADA Training; Progressive Independence
- NAEYC Re-accreditation preparation and assessor visit; CDCLS
- NCCCC teleconference with organization President and OK Chapter members; Tulsa, OK
- Pediatric First Aid and CPR training/certificate; American Red Cross
- Medication Administration training/certificate; CDCLS
- Nutrition in the Early Childhood Classroom training; CDCLS

- Sexual Harassment: Maintaining a Respectful Educational Environment training
- High Scope COR Children's Assessment Training; CDCLS

Lisa Jones
- ADA Training; Progressive Independence
- NAEYC Re-accreditation preparation and assessor visit; CDCLS
- NCCCC teleconference with organization President and OK Chapter members; Tulsa, OK
- Pediatric First Aid and CPR training/certificate; American Red Cross
- Medication Administration training/certificate; CDCLS
- Nutrition in the Early Childhood Classroom training; CDCLS
- Sexual Harassment: Maintaining a Respectful Educational Environment training
- Raising a Reader – Smart Start participant; OKC
- High Scope COR Children's Assessment Training; CDCLS
- Annual CDCLS Early Childhood Mini-Conference Presenter
- Pandemic Planning; OCCC
- Language and Literacy with Young Children (college credit course); OCCC
- Behavior and Guidance (college credit course); OCCC

Kristal Cantwell
- ADA Training; Progressive Independence
- NAEYC Re-accreditation preparation and assessor visit; CDCLS
- NCCCC teleconference with organization President and OK Chapter members; Tulsa, OK
- Pediatric First Aid and CPR training/certificate; American Red Cross
- Medication Administration training/certificate; CDCLS
- Nutrition in the Early Childhood Classroom training; CDCLS
- Annual CDCLS Early Childhood Mini-Conference Presenter
- Sexual Harassment: Maintaining a Respectful Educational Environment training
- High Scope COR Children's Assessment Training; CDCLS

Constance Pidgeon
- ADA Training; Progressive Independence
- NAEYC Re-accreditation preparation and assessor visit; CDCLS
- NCCCC teleconference with organization President and OK Chapter members; Tulsa, OK
- Pediatric First Aid and CPR training/certificate; American Red Cross
- Medication Administration training/certificate; CDCLS
- Nutrition in the Early Childhood Classroom training; CDCLS
- Annual CDCLS Early Childhood Mini-Conference Presenter
- Sexual Harassment: Maintaining a Respectful Educational Environment training

- High Scope COR Children's Assessment Training; CDCLS
- NAEYC Professional Development Institute attendee; Pittsburgh, PA
- Leadership in Organizations (college credit course); University of Oklahoma
- Women of Higher Education Conference attendee; Edmond, OK
- Conference for Oklahoma Pre-Kindergarten Teachers; OKC

Jessica Hesseltine

- NAEYC Re-accreditation preparation and assessor visit; CDCLS
- Pediatric First Aid and CPR training/certificate; American Red Cross
- Medication Administration training/certificate; CDCLS
- Nutrition in the Early Childhood Classroom training; CDCLS
- Annual CDCLS Early Childhood Mini-Conference Presenter
- Sexual Harassment: Maintaining a Respectful Educational Environment training
- Chairperson: Ronald McDonald House of OKC Shower and Tour of Facility (CDCLS community outreach project)
- Behavior and Guidance (college credit course); OCCC

Alexandra Sitzman

- Bloodborne Pathogens training
- ADA Training; Progressive Independence
- High Scope COR Children's Assessment Training; CDCLS
- NCCCC teleconference with organization President and OK Chapter members; Tulsa, OK
- NAEYC Re-accreditation preparation and assessor visit; CDCLS
- Pediatric First Aid and CPR training/certificate; American Red Cross
- Medication Administration training/certificate; CDCLS
- Nutrition in the Early Childhood Classroom training; CDCLS
- Annual CDCLS Early Childhood Mini-Conference Presenter
- Sexual Harassment: Maintaining a Respectful Educational Environment training
- Behavior and Guidance (college credit course); OCCC
- Curriculum Activities (college credit course); OCCC

Sarah McElvany

- Bloodborne Pathogens training
- ADA Training; Progressive Independence
- High Scope COR Children's Assessment Training; CDCLS
- NCCCC teleconference with organization President and OK Chapter members; Tulsa, OK
- NAEYC Re-accreditation preparation and assessor visit; CDCLS
- Pediatric First Aid and CPR training/certificate; American Red Cross
- Medication Administration training/certificate; CDCLS
- Nutrition in the Early Childhood Classroom training; CDCLS
- Annual CDCLS Early Childhood Mini-Conference Presenter

- Sexual Harassment: Maintaining a Respectful Educational Environment training
- Curriculum Activities (college credit course); OCCC
- Introduction to Child Development (college credit course); OCCC
- Health, Safety and Nutrition (college credit course); OCCC

Rebecca Linger

- NAEYC Re-accreditation preparation and assessor visit; CDCLS
- Pediatric First Aid and CPR training/certificate; American Red Cross
- Medication Administration training/certificate; CDCLS
- Nutrition in the Early Childhood Classroom training; CDCLS
- Sexual Harassment: Maintaining a Respectful Educational Environment training
- Completed OCCC Child Development AA degree

Brady Brown

- ADA Training; Progressive Independence
- High Scope COR Children's Assessment Training; CDCLS
- NCCCC teleconference with organization President and OK Chapter members; Tulsa, OK
- NAEYC Re-accreditation preparation and assessor visit; CDCLS
- Pediatric First Aid and CPR training/certificate; American Red Cross
- Medication Administration training/certificate; CDCLS
- Nutrition in the Early Childhood Classroom training; CDCLS
- Annual CDCLS Early Childhood Mini-Conference Presenter
- Sexual Harassment: Maintaining a Respectful Educational Environment training
- Early Childhood - Integrated Curriculum II (college credit course); OCCC

Mary Fitzgerald

- ADA Training; Progressive Independence
- High Scope COR Children's Assessment Training; CDCLS
- NCCCC teleconference with organization President and OK Chapter members; Tulsa, OK
- NAEYC Re-accreditation preparation and assessor visit; CDCLS
- Pediatric First Aid and CPR training/certificate; American Red Cross
- Medication Administration training/certificate; CDCLS
- Nutrition in the Early Childhood Classroom training; CDCLS
- Annual CDCLS Early Childhood Mini-Conference Presenter
- Sexual Harassment: Maintaining a Respectful Educational Environment training
- Raising a Reader – Smart Start participant; OKC
- National Coalition for Campus Children's Centers Conference; St. Louis, MO
- Buying Food Guide Training Seminar; University of Mississippi / OKC

- OK State Department of Education Children and Adults in Care Food Program (CACFP) training
- Child and Family in Society (college credit course); OCCC

Financial Resources:

E & G	GL Account 10-11-12040
Personnel Salaries and Benefits	$505,681.00
Non-Personnel	$ 43,573.00

E & G is used for the general maintenance of the center, as well as materials and supplies required to keep the program aligned with the requirements of licensing and accreditation entities, food for the children's meals, furniture replacement, playground maintenance and equipment, children's books, licensing and accreditation fees, annual reporting fees, staff development activities, printing, and communication expenses.

CD Student Lab Fees	GL Account 10-11-12041
Personnel	$ 0.00
Non-Personnel	$ 3,384.00

The CD Student Lab Fees cover the expenses of materials (consumable and non-consumable) and equipment and supplies used by the students during lab-work sessions, including equipment and materials used in designing classroom projects, such as the use of a laminator, die-cuts, and paper-cutters.

Activity Fee Account	GL Account 60-15-59301
Personnel	$ 0.00
Non-Personnel	$ 5,500.00

The Activity Fee account is a revenue account. Families pay a fall and spring semester fee. This fee covers the cost of children's fall photographs, children's OCCC Spirit Day t-shirts, honorariums for guest speakers related to project topics, and materials and supplies for special projects (consumable and non-consumable).

Department of Human Services	GL Account 20-15-18504
Personnel	$ 0.00
Non-Personnel	$ 37,000.00

This revenue account is provided through the Oklahoma Department of Human Services (DHS) Licensing Division, based on the number of children enrolled in the program eligible for DHS assistance. According to the DHS, this fund is to be utilized for any improvements made to the center to enhance the care and education of young children and the children's families. Funds focus on aligning the center with the Oklahoma licensing requirements.

CCAMPIS	GL Account 20-11-18041	
Personnel	$	11,143.00
Non-Personnel	$	31,849.00

The *Child Care Access Means Parents in School* (CCAMPIS) grant is a four-year award, at $42,992.00 per year. The year ranges from October 1 – September 30th. The goal of this grant is to keep parents in college until they complete a degree (student retention). The grant recipients are allowed to be flexible in obtaining this goal. The CDCLS approved plan includes child care tuition subsidy, travel expenses to the National Coalition for Camps Children's Centers (NCCCC – organization in collaboration with the development of the CCAMPIS program), and personnel salaries and benefits.

Community Relationships

Program Highlights and Information:
The CDCLS establishes relationships with and uses the resources of the surrounding community to support the achievement of the CDCLS program goals.

Family Support Services List
The CDCLS developed a list of area family support services, which is available to families. Families are assisted in locating, contacting, and utilizing community resources to support the children's well-being and positive development.

Caring Van
The Oklahoma Caring Foundation, Inc, a non-profit organization sponsored by Blue Cross-Blue Shield, visits the CDCLS twice a year to administer free immunizations to children. Families from surrounding child care facilities are invited to participate.

Partnerships with Community Health Professionals
Prevent Blindness of Oklahoma, Oklahoma City-County Health Department, and Ocean Dental all participated in screenings for children's developmental needs. Screenings were conducted at the CDCLS.

Grandparents Raising Grandchildren Workshops
Workshops were conducted to inform grandparents of the best ways in which young children learn. Interactive activities, as well as local guest speakers, served as learning tools. Sessions were held at the South Oklahoma Chamber of Commerce, the OCCC Pool, and the CDCLS.

Ronald McDonald House
The families and staff of the CDCLS donated canned food, sheets, comforters, cleaning supplies, and kitchen supplies to the Ronald McDonald House. Several families and staff members delivered the "Shower" items to the house, along with a large collection of can-tabs. The can-tabs are recycled.

Family Expectations
Family Expectations is a program for expectant couples who want to make their relationship stronger and find ways to work as a team in raising their child. This is a free service.

Qualitative and Quantitative Assessment and Usage Data:
Family bi-annual surveys include questions related to Community Relationships. Also, the attendance of each event is recorded and used to determine the event's success rate.

Future Plans:
Survey and attendance results are reviewed and future activities are determined based on the needs and interests of the CDCLS children and families.

Families

Program Highlights and Information:
The CDCLS establishes and maintains collaborative relationships with each child's family to foster children's development in all settings. These relationships are sensitive to family composition, language, and culture.

Family – Staff Committee
- Community Outreach – Ronald McDonald House Shower
- Community Outreach – Ronald McDonald House Can-Tab Collection (fund raiser for the Ronald McDonald House)
- Evaluation, assessment, and future plans of the CDCL – Annual Meeting
- Six monthly planning meetings
- Six CDCLS Family Events – planning and implementation
    - Bikers Against Child Abuse
    - Challenges of Oklahoma Native Families
    - Family Expectations (OKC Outreach Group for First Time Parents)
    - Reading with Your Child
    - Writing with Your Child
    - Science, Art, Mathematics and Literature Activities for Families
- Preparation of the NAEYC Re-Accreditation Project / Building the Program and Classroom Portfolios

Family/Teacher Conference
- Spring and Fall Conferences
- Children's Assessment and Goals Reports
- Collaboration with Professional Organizations as needed
- City-County Health Department developmental screenings
- Prevent Blindness visual screenings

Family Events
- Family Orientation
- Mazzio Pizza Outing and purchasing fish at Pet Smart
- Picnic and swimming at Early Wine Park
- Watermelon Feast on the CDCLS Playground
- Christmas Caroling on the OCCC Campus
- Infant/Toddler Family Literacy Night
- Preschool Family Literacy Night
- Children's Annual Art Show
- Grandparenting – Educational Activities to do with Grandchildren

CCAMPIS program
- Five children receive full child care tuition based on economic status (determined by Pell Grant) and one parent must be enrolled at OCCC.

Qualitative and Quantitative Assessment and Usage Data:
Bi-annual family surveys are distributed. Results are used to determine any necessary changes and/or improvements to be implemented in the CDCLS program.

Future Plans:
The Family-Staff Committee will plan family events to include more culturally diverse activities.

National Accreditation Process

Program Highlights and Information:
Throughout FY07 the CDCLS staff prepared for the National Association for the Education of Young Children (NAEYC) accreditation process. The center has been accredited since 1989. However, a revised system was implemented by the NAEYC to accredit child care programs. The new system requires centers to conduct a self-study which involves at least one year of preparation. CDCLS families and staff, along with other stakeholders, such as instructors from the OCCC Child Development degree program, Facilities Management team, and community health professionals, worked in a collaborated effort to accomplish this goal.

NAEYC Assessor Visit
An assessor visit was conducted on June 6, 2007. Results are pending.

Quantitative and Qualitative Assessment and Usage Data:
The NAEYC assessor's report did not reveal any non-compliance items. Determination of CDCLS program success will be evaluated by the result of accreditation status when received.

Future Plans:
Improvements and changes will be on-going In order to maintain all NAEYC criteria, of which there are over 400.

National Coalition for Campus Children's Centers (NCCCC)

Program Highlights and Information:
The CDCLS, in collaboration with the staff of Tulsa Community College Child Development Center, continue to develop a state organization to support college campus children's centers. Several staff members from both entities make-up the OK NCCCC Board. Other colleges joining the state organization in FY07 were Oklahoma State University Child Development Center - Stillwater, University of Central Child Development Center, and Oklahoma State University Child Development Center – OKC.

Quantitative and Qualitative Assessment and Usage Data:
Data collection from state NCCCC meetings attendance lists and the organization's membership enrollment numbers constitute information to determine growth, progress, and success of the OK NCCCC. Feed-back from meetings indicates areas of strength and areas of challenge.

Future Plans:
Based on data collection, the CDCLS will continue to be involved in this state effort to create a supportive network of college campus children's centers.

Physical Environment

Program Highlights and Information:
The CDCLS has a safe and healthful environment that provides appropriate and well-maintained indoor and outdoor physical environments. The environment includes facilities, equipment, and materials to facilitate child, Child Development degree program students, and staff learning development.

Carpet Replacement
The CDCLS received carpet replacement throughout the whole facility. Carpet cleaning services were contracted to maintain monthly carpet cleaning in the infant/toddler classroom and quarterly cleaning in the complete center.

Pavilion
A shade area was installed on the preschool playground to meet the national accreditation standards. This area is used for a variety of purposes, including the development of outdoor learning centers. Child-size picnic tables, activity shelves, and storage units complete the center atmosphere.

American Disability Act Center Survey
A survey of the CDCLS was conducted by Progressive Independence in accordance with the ADA guidelines. A report of the results of the survey will be received in FY08.

Quantitative and Qualitative Assessment and Usage Data:
Licensing and accreditation visit reports confirm the improvements meet the requirements and standards.

Future Plans:
Physical improvements will continue to be made to meet national and state standards for child care facilities.

Teachers

Program Highlights and Information:
The CDCLS employs and supports a teaching staff that has educational qualifications, knowledge, and professional commitment necessary to promote children's learning, and development and to support families' diverse needs and interests.

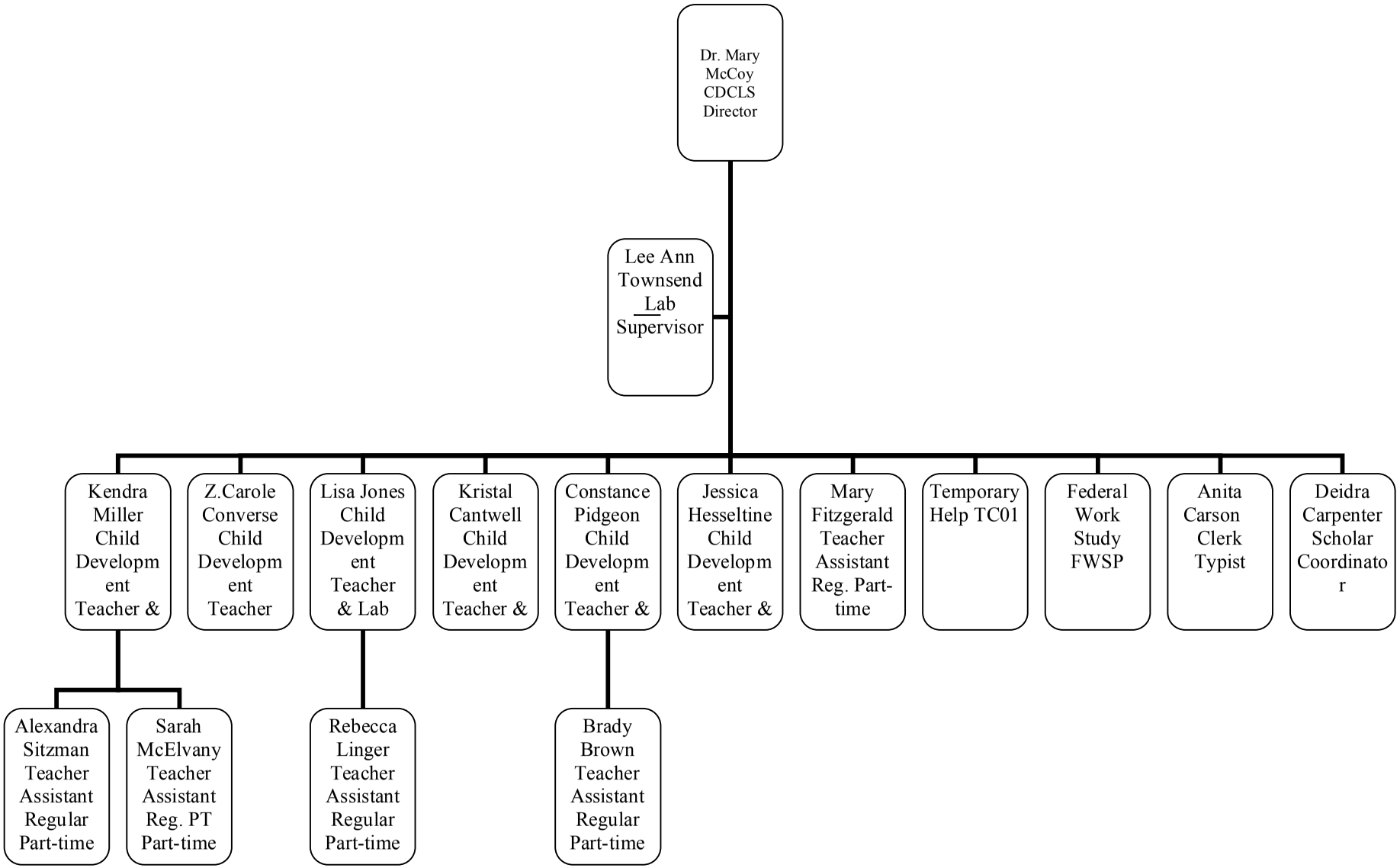
Staff Development
All teachers and assistant teachers are required by Oklahoma licensing to receive no less than 20 clock hours of training related to the early childhood field each year. All CDCLS teaching staff met this requirement in FY07. Certificates record participation.

Educational Goals
To align with the national accreditation standards, all CDCLS full-time teachers must complete a baccalaureate degree in child development or related field by 2010. There are six teachers. In fall of 2006, a second teacher received a BS in Family Studies from the University of Oklahoma. The four remaining full-time teachers have all made progress toward this goal in FY07. Two of five part-time teacher assistants received OCCC Child Development Associate degrees in FY07. Transcripts record educational plan progress.

CDCLS Early Childhood Third Annual Mini-Conference
The CDCLS teaching staff, in collaboration with the Tulsa Community College Child Development Center, organized and conducted a conference for the staffs of local child care community and community college campus facilities. All CDCLS teaching staff presented at the conference. Participants completed surveys following the presentations.

Qualitative and Quantitative Assessment and Usage Data:
Certificates, transcripts, and participant surveys are used to report success of goals and activities.

Future Plans:
Staff development and educational progress will continue. A fourth Early Childhood Mini-Conference will be conducted in the spring of 08.


Dr. Mary McCoy CDCLS Director
Lee Ann Townsend Lab Supervisor
Kendra Miller Child Development Teacher &
Z.Carole Converse Child Development Teacher
Lisa Jones Child Development Teacher & Lab
Kristal Cantwell Child Development Teacher &
Constance Pidgeon Child Development Teacher &
Jessica Hesseltine Child Development Teacher &
Mary Fitzgerald Teacher Assistant Reg. Part-time
Temporary Help TC01
Federal Work Study FWSP
Anita Carson Clerk Typist
Deidra Carpenter Scholar Coordinator
Alexandra Sitzman Teacher Assistant Regular Part-time
Sarah McElvany Teacher Assistant Reg. PT Part-time
Rebecca Linger Teacher Assistant Regular Part-time
Brady Brown Teacher Assistant Regular Part-time

STUDENT DEVELOPMENT
Advising and Career Services

Mission:
To assist students in the development of meaningful educational plans and enhance their overall educational experiences through individualized academic advising, while preparing the student to make well-suited academic, career, and life goals, plans and choices.

Organization and Management:
Full Time: 10 Exempt
2 Non-Exempt
Part-Time: 4 Exempt
5 Non-Exempt

Staff Development:

Liz Largent, Dean of Student Development	10/18/06	NACADA National Conference
	11/2/06	Students in Transition Regional Conference
	2/15/07	First Year Exp. & Students in Transition Nat'l Conference
	2/20/07	OHRE Enrollment Management Conference
	3/5/07	UCO Transfer Center Success Workshop & Open House
	4/1/07	ACPA / NASPA Joint Conference
	6/13/07	Webinar: "College Student Death: Guidance for Caring Campus"
	6/19/07	Audio Conference - "Why Students Leave Your University and What You Can Do About It Today"
E.J. Warren, Director of Academic Advising	3/1/07	CPT Training
	3/5/2007	UCO Transfer Center Success Workshop & Open House
	3/15/07	AdvisorTrac Training
	4/2007	Zogotech, SAS and COGNOS data warehouse presentations.
	5/30/07	National Campus Security Summit
	6/13/07	Webinar: "College Student Death: Guidance for Caring Campus"
	6/19/07	Audio Conference - "Why Students Leave Your Institution and What You Can Do About It Today"
	SP 07	Prior Learning Assessment Committee
	SP 07	Data Warehouse and Reporting Tool Task Force
	SP 07	Data Warehouse and Reporting Tool Oversight Committee
	SP 07	Communications Management Team
	SP 07	Student Services Technology Team
	SP 07	Graduation Advisor Interview Committee

Claire Echols, Academic Advising Coordinator for Health Professions	9/22/06	OACADA meeting at UCO
	9/28/06	OUHSC-Counselor Workshop
	11/30/06	Advancer Training
	3/1/07	CPT Training
	3/13/07	attended meeting to discuss Health Professions topics
	6/13/07	Webinar: "College Student Death: Guidance for Caring Campus"
George Maxwell, Personal & Academic Advisor	9/22/06	OACADA meeting at UCO
	9/28/06	OUHSC-Counselor Workshop
	9/28/06	Spoke to TRIO program about Transfer
	10/18/06	NACADA Nat'l Conference in Indianapolis, Indiana
	12/7/06	Advancer Training
	12/14/06	Holiday Celebration Committee
	2/16/07	Master Advisory Workshop
	2/22/07	Webinar - NACADA on Faculty Advising
	3/1/07	CPT Training
	3/2/07	OACADA meeting at OU
	5/20/07	Teleconference - Campus Crisis Response
	5/5/07	Quiz Show for Advisement Month
	6/13/07	Webinar: "College Student Death: Guidance for Caring Campus"
	6/19/07	Audio Conference - "Why Students Leave Your University and What You Can Do About It Today"
Marcelene Rogers, Personal & Academic Advisor	9/22/06	OACADA meeting at UCO
	9/28/06	OUHSC-Counselor Workshop
	12/7/06	Advancer Training
	3/1/07	CPT Training
	All	Native American Student Assoc. Co-Sponsor
	4/07-05/07	Human Resources Policies & Procedures Committee
Ed Williams, Personal & Academic Advisor	9/22/06	OACADA meeting at UCO
	9/28/06	OUHSC-Counselor Workshop
	12/7/06	Advancer Training
	3/1/07	CPT Training

Sue Oates, Personal & Academic Advisor		Early Alert Retention subcommittee
		WOW session for teaching online classes
		Online presentation for Advising Students with Disabilities
Melissa Aguigui, Academic Advisor	12/7/06	Advancer Training
	2/22/07	NACADA sponsored Webinar
	2/27/07	Presented: Enrollment Essentials lecture
	3/1/07	CPT Training
	3/2/07	OACADA meeting at OU
	5/23/07	Success Training
	6/13/07	Webinar: "College Student Death: Guidance for Caring Campus"
	6/19/07	Audio Conference - "Why Students Leave Your University and What You Can Do About It Today"
	6/22/07	OACADA Steering Committee meeting
Craig Carter, Academic Advisor	12/7/06	Advancer Training
	2/15/07	Big XII Conference
	3/1/07	CPT Training
	3/2/07	OACADA meeting at OU
Melanie Lawrence, Academic Advisor	12/7/06	Advancer Training
	2/22/07	NACADA sponsored Webinar
	3/1/07	CPT Training
	3/2/07	OACADA meeting at OU
	3/13/07	Pioneer article, *The Difference Between Failure and Success*
	5/23/07	Success Training
	6/13/07	Webinar: "College Student Death: Guidance for Caring Campus"
	ongoing	Co-liasion to Business and Nursing CBSN divisions
Elizabeth Pressler-Henderson, Academic Advisor	12/7/06	Advancer Training
	2/19/07	Pioneer article, *Finding Your Direction*
	2/22/07	NACADA sponsored Webinar - "Components of a Successful Faculty Advising Program"
	2/27/07	Trained the new Peer Advisor

	3/1/07	CPT Training
	3/2/07	OACADA meeting at OU
	5/23/07	Success Training
	6/11/07	Instructed the Writing Summer Bridge class
Leslie Jones, Secretary to the Dean of Student Development	9/1/06	Offered seminars to students
	10/13/06	OACC Conference
	10/24/06	Fall College Transfer and Graduation Fair --29 Colleges attended
	12/7/06	Advancer Training
	2/15/07	WOW Session on Travel
	3/1/07	CPT Training
	3/5/07	UCO Transfer Center Open House & Building Bridges for Student Success Workshop
	4/3/07	Spring College Transfer and Graduation Fair
	4/17/07	Pioneer Article - *Are You Prepared for Success?*
	4/19/07	Served on Student Traffic and Parking Appeals committee
	6/13/07	Webinar: "College Student Death: Guidance for Caring Campus"
	ongoing	Updated the ACS web site
ACS Staff - All	9/7/06	Staff Development Activity with Julie Corf-- "How to Communicate Effectively"
	12/7/06	Advancer Training
	3/1/07	CPT Training

Financial Resources:

Account # 11-13110 (E&G)

Used to support all advisement functions, including: outreach programs, materials and supplies, equipment purchases and maintenance and some professional development.

Non-Personnel	FT Professional	FT Classified	PT-Temp. Professional	FT Classified	PT Classified	PT-Temp Classified
$26,135	$433,885	$50,125	$75,460	$66,987	$10,185	$17,835

Program Highlights & Information:

Advisement Month

During the Spring of 2007, specifically during March and April, the academic advising staff created and implemented Advisement Month. The purpose of the month of activities was to promote early enrollment for the summer and fall semesters. Below is a list of activities hosted during the month:

Scavenger Hunt

- Melanie Lawrence and Sue Oates coordinated a campus-wide scavenger hunt for students to familiarize themselves with important College resources. The prize was a I-Pod Nano.

Quiz Show

- George Maxwell and Melissa Aguigui planned a game show with various small prizes from the bookstore to familiarize students with academic degree requirements.

Office Decorations

- Elizabeth Pressler-Henderson, Leslie Jones and Meredith Franklin decorated the office with a "Chart Your Course" theme to bring attention to advisement month activities.

Outreach Letters

- 1078 Advisement Month postcards were sent out to students on probation regarding Advisement Month, to encourage them to enroll for Summer or Fall and to offer assistance from the professional advising staff. The 1078 letters were divided among seven of the full-time academic advisors and signed accordingly. Academic advisors also contacted their individual student lists as time allowed.
- 348 Advisement Month postcards were sent out to the OKC-Go students regarding Advisement Month, encouraging them to enroll for Summer or Fall.

# of Students Leaving Dropped

In a continued effort to better serve students, it is important to note some of the significant changes that occurred as a result of hiring the four new full-time academic advisors, which was an FTE increase of 2.0. One of the most notable changes was with the percentage of students who left the office before being served, due to long wait times was reduced from 3% or 698 in the fall semester to 1% or 228, in the spring semester.

Distance Advisement

A link was created on the Advising and Career Services web site (http://www.occc.edu/ACS/Distance2.html) for students to ask questions and receive general advising via email. Many students indicated a need for this service and emails have been received not only with their questions, but also with additional thanks for the provided service.

Leslie Jones, Secretary to the Dean of Student Development and Elsa Gonzalez, Advisement Support Assistant received these emails. The majority of the questions

were requesting general information about OCCC, transferring to and from OCCC, classes offered at OCCC, career choices, and probation and academic forgiveness. All of the distance advising email requests received a response within 24 hours. The general questions received a response from Leslie Jones, Secretary to the Dean of Student Development or Elsa Gonzalez, Advisement Support Assistant. The more specific questions were forwarded to an Academic Advisor, who then responded to the student.

Position Changes: Academic Advisors, Director, Dean
Four academic advisor positions were developed and filled this fiscal year and classified as Professional A. The four positions grew out of two and a half vacant Student Development Counselor positions, with additional funding for the positions transferred from the part-time counselor salary budget. The positions were filled by Melissa Aguigui, Craig Carter, Melanie Lawrence and Elizabeth Pressler-Henderson. For consistency, and due to the creation of a Counselor position in Student Support Services, the title of Student Development Counselor was changed for full and part-time staff to Personal and Academic Advisor.

During the planning and budgeting process, a Director of Academic Advising position was created for fiscal year 2007. After a second search process, E.J. Warren was hired to fill the position. The new position directly oversees all advisement functions and personnel, instead of the Dean of Student Development.

In September of 2006 the position of Dean of Student Development was assumed by Liz Largent. Duties of the position were adjusted to include oversight over the Test Center, Career and Employment Services, Advising and Career Services and Student Life.

Peer Advising
During the spring of 2007, a peer advising pilot program was established with one Peer Advisor hired and paid from the supplemental instructor budget line. The Peer Advisor was selected and trained by Leslie Jones, Secretary to the Dean of Student Development and Elizabeth Pressler-Henderson, Academic Advisor. Angela Wilson began performing the duties of Peer Advisor in April 2007. She assists students with reading the Course Catalog and Class Schedules, as well as mentoring them from the perspective of a fellow OCCC student. She also teaches the students how to navigate *Mine Online,* as well as the OCCC web site. One of her main duties is to help students create a class schedule that fits their availability.
There has been a very positive response from the students and Academic Advisors in providing this service. The number of students Ms. Wilson assisted increased from 29 in April to 76 in June.

Master Advisor Workshop
Two Master Advisor Workshops were held, one in August and the other was postponed until February. All new faculty and a few returning full-time faculty members were in

attendance at each workshop. Approximately 20 faculty members attended each workshop, which lasted approximately 6 hours. Mary Turner and George Maxwell, Academic Advisors, presented the workshops and prepared the handout materials. The new Director of Academic Advising, E.J. Warren, will work to enhance the materials and the presentation in the future.

Change of Major

Students may request a change of major at the triage desk or while meeting one-on-one with an Academic Advisor. A total of 2726 change of major and faculty advisor requests were processed in the Advising Center this fiscal year. When a student changes their major, the advisor changes the information in Datatel and completes a form which is processed by the support staff to request a new faculty advisor from the respective division. Approximately 10 business days following the first request to the division, the advising support staff checks each individual student in Datatel to see if they have been assigned a faculty advisor. If they have not, then a second request for a faculty advisor is sent to the division. A summary of the total first and second advisor requests sent to divisions and a record of those students still waiting for a faculty advisor following the second request is listed in the usage data reports in the following section. Generally, each division immediately assigns a faculty advisor and issues a letter to the student. An exception is the division of Business, in which a large number of students continue to wait for a faculty advisor assignment due to that division's criteria for faculty advisor assignments. Also note, that faculty sends change of major requests to the advising office, which are processed in the same fashion by the support staff and are summarized in the usage data section below.

Diversified Studies

282 diversified studies contracts were processed in the Advising & Career Services Office during FY2007. This is a reduction of 104 contracts from FY2006, during which 393 contracts were processed. Mary Turner, Student Development Counselor, was the primary person responsible for process contracts from July – February. She then transitioned into a position in Student Support Services and the Dean of Student Development assumed responsibility for processing the contracts. The procedure for processing Diversified Studies Contracts is as follows:

1. Contracts are completed by the student and Academic Advisor.
2. Contracts are sent to the Dean of Student Development to review for accuracy and logged into the tracking spreadsheet on the "O" drive.
3. Contracts are sent to the faculty member in Arts & Humanities responsible for the area of diversified studies that reviews them again for accuracy, facilitates any necessary changes, signs and returns them to the Dean of Student Development.
4. The approved contract is then logged into the tracking spreadsheet and the student's major is changed in Datatel, with a message sent to the Dean of Arts & Humanities for the assignment of major.
5. At the completion of this process, the contract is forwarded to Graduation Services to be officially entered into the Datatel system as the student's degree plan.

Probation Student Outreach
In October 2006, 930 letters were sent out from Dean Largent with a campus reference list to students on probation, encouraging them to enroll for the Spring.
In an effort to reach out to students currently on probation, in March 2007, 1078 Advisement Month postcards were sent out to students on probation encouraging them to enroll for Summer or Fall and to offer assistance from the professional advising staff. The 1078 letters were divided among seven of the full-time academic advisors and signed accordingly. Academic Advisors also contacted their individual student lists as time allowed.

Website
In addition to routine updates and enhancements of the existing information available to students on-line, two important additions were made during FY2007. In January 2007, the Degree Program Inventory was updated and added to the Advising & Career Services website along with the General Education Requirements and an Anticipated Outline of Classes. Also, a Resource link was created and added to the website that contains a link to a website to help students discover their learning styles.

Faculty Referrals – Early Warning
237 Early Warning Faculty Referrals were received and responded to from July 1, 2006 to February 2007. The function and personnel responsible for this function was transferred to Student Support Services on February 1, 2007.

Prior Learning Assessment
In April, May, and June 2007, E.J. Warren, Director of Academic Advising served on the committee for the PLA program. The goal of OCCC is to implement a Prior Learning Assessment Program (PLA) for the students beginning in Fall 2007. The PLA program allows adults to demonstrate their competence in certain areas and translate that competence into college credit. Experience can be obtained from Departmental Testing, Certification, Licensure, Course Evaluation, or Portfolio Evaluation. Adults may develop, and submit for review, a professional portfolio for assessment of academic credit. Faculty members will evaluate the portfolio using the principles of experiential learning, as defined by The Council for Adult & Experiential Learning (CAEL), to determine college-level learning gained from experience. Adults will pay a nominal fee per credit hour to have the academic credit recorded and posted to their transcripts.

Qualitative and Quantitative Assessment and Usage Data:

Usage Totals

Date	Total Students Visited Advising	Triage	Seen by F/T	Seen by P/T	Seen by C. Echols in Health Prof.	Seen by Peer Advisor	Left	# of Working days	Avg. # of Students seen per day
July-06	4784	2826	777	1008			173	20	239.2
			44%	56%					
August-06	7242	4501	1336	1223			182	24	301.8
			52%	48%					
September-06	1995	1295	388	278			34	20	99.8
			58%	42%					
October-06	3800	2299	785	580			136	22	172.7
			58%	42%					
November-06	3423	2107	695	529			92	19	180.2
			57%	43%					
December-06	3360	2175	717	392			75	15	224
			65%	35%					
January-07	5683	3457	1626	544			56	20.5	277.2
			75%	25%					
February-07	1892	1238	496	145			13	20	94.6
			77%	23%					
March-07	2226	1238	785	180			23	17	130.9
			81%	19%					
April-07	3935	2358	1099	424		29	54	21	187.4
			72%	28%					
May-07	4074	2250	1215	551		45	58	22	185.2
			69%	31%					
June-07	3174	1685	1120	343		76	24	21	132.3
			77%	23%					
TOTALS	**45,588**	**27,429**	**65.4%**	**34.6%**	**1700**	**150**	**920**	**241.5**	**185.4**

*Note: C. Echols moved to the Health Professions Division in September 2006.

FY 2006 Comparative Data

Total Students Visited Advising	Triage	Seen by F/T	Seen by P/T	Left	# of Working days	Avg. # of Students seen per day
49,601	**28,951**	**49.6%**	**50.4%**	**1511**	**247**	**197.3**

	Nursing	Office Hours	Transfer ?'s	Calls for staff	Records	Testing & Asses	Other
	18	21	20	5	3	9	53
	5%	6%	6%	2%	0.9%	3%	16%

Total calls 330

Change of Major Report

Students may request a change of major at the triage desk or while meeting one-on-one with an Academic Advisor. When a student changes their major, the advisor changes the information in Datatel and completes a form which is processed by the support staff to request a new faculty advisor from the respective division. Approximately ten business days following the first request to the division, the advising support staff checks each individual student in Datatel to see if they have been assigned a faculty advisor. If they have not, then a second request for a faculty advisor is sent to the division. Below is a summary of the total first and second faculty advisor requests sent to the divisions and a record of those students still waiting for a faculty advisor following the second request. Generally, each division immediately assigns a faculty advisor and issues a letter to the student. The exception is the division of Business, in which a large number of students continue to wait for a faculty advisor assignment due to that division's criteria for faculty advisor assignment. Also note faculty also send change of major requests to the advising office, which are processed in the same fashion by the support staff and are summarized below.

# of student requests for a faculty advisor, per division (waiting and assigned)	AH	BUS	IT	SM	SS
	697	847	233	520	429
Total requests	**2726**				

# of 2nd requests	**276**

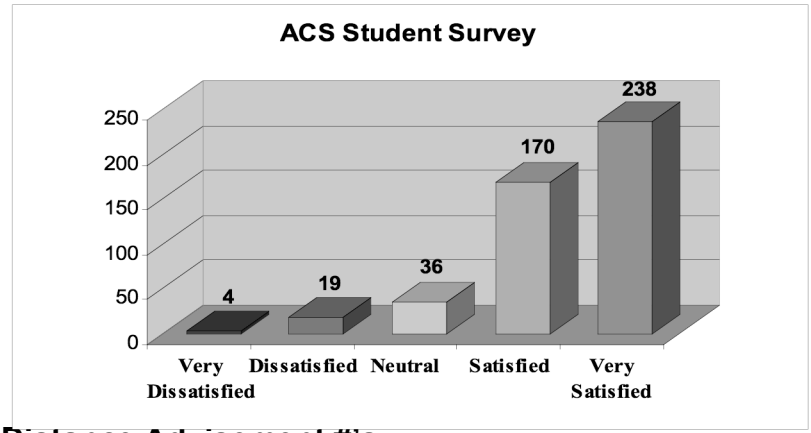
# Assigned after 1st request	# Assigned after 2nd request
2020 or 74%	**109 or 39%**

# Still Waiting	AH	BUS	IT	SM	SS
Total waiting 597 or 22%	38	469	22	36	32

# Faculty initiated change of major	**147**

On-Going Satisfaction Survey Data

Advisor Name	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
M. Aguigui	1			8	25
C. Carter		3	2	8	9
B. Clink				6	14
C. Echols		3	2	8	9
M. Lawrence		1		8	32
G. Maxwell		3	2	11	17
J. O'Dell	1	2	7	12	8
S. Oates		1	3	11	9
E. Pressler-Henderson			4	24	29
M. Rogers	1	2	7	12	11
M. Turner		1	3	10	16
E. Williams	1	1	6	17	36
Misc.		2		35	23
TOTAL	**4**	**19**	**36**	**170**	**238**



Distance Advisement #'s

July	11
August	37
September	29
October	52
November	36
December	25
January	51
February	30
March	29
April	54
May	47

June	18
Total	**419**

Future Plans:

Prior Learning Assessment	Review recently approved PLA procedures. Meet with appropriate parties to produce necessary forms and specific processes. Implement procedures and train staff as necessary.
Peer Advisors	Hire, train and manage new peer advisor positions.
Advisement Taskforce or Advisory Committee	Define purpose of such a taskforce or advisory committee; identify appropriate persons to serve in that capacity and pilot group beginning in the fall.
Master Advisor Workshop	Meet with appropriate persons and redesign and present the Master Advisor Workshop in the fall and spring.
Professional Development Plan	Develop a comprehensive plan for new and continuing education of advising staff; including conferences and webinars, meetings with internal constituencies, meetings with off campus resources and special guests at staff meetings. (annual office retreat, meetings with admissions after heavy enrollment, read a common book, internal and external meeting speakers, webinars, OCADA, etc.)
Group Advisement	Explore the usage of a group advisement/informational process.
Update/Enhance Website	Expand and enhance current resources and services available through the advising website.
Tracking & Case Management Software	Train and implement a system to track overall office usage as well as manage student files for advisors.
Procedure Manuals	Research office needs in terms of procedural manuals related to advisement and create as appropriate.
Advisor's To Divisions	Research advisement models, usage, student needs, etc. and create a comprehensive plan with consideration to moving an advisor into each academic division.
Curriculum Changes	Consider and if possible implement a means by which to better formalize the process for the advisors to receive good information regarding changes to the curriculum. (maybe each liaison sits down with each department chair once a semester?)
Advisor Resources On-Line	Develop and implement an on-line resource site for faculty and staff advisors.
Advisement Month	Coordinate an advisement month at the beginning of each big enrollment period.
Publications	Review all office publications to students. Enhance, update and create as appropriate. (how to use MineOnline, how to follow a degree sheet, etc.)
Tracking	Consider all services and programs and implement or enhance tracking. (general advisement, distance advisement, A+dvancer, presentations to student groups, etc.)
WOW Sessions	Consider producing on-going WOW sessions to aid in training faculty advisors.
Assessment	Explore and implement ways in which to get good data from students and faculty regarding general and specific services and activities.

A+dvancer Special Initiative

Program Highlights & Information:

Summary

As part of a mid-year student success initiative program at the College, Advisement and Career Services received $47,000 to purchase a web based diagnostic and tutorial tool designed aid students in improving their skills in order to retake the entry level placement test. All monies were spent to purchase over 3,000 units. There was no cost to students for utilizing the program. Advising staff, interested faculty members and appropriate support staff all received training on use of the A+dvancer.

Summer Bridge

The A+dvancer was used as the primary diagnostic and teaching tool in the Writing and Math Summer Bridge Pilot Programs during the summer 2007.

Individual Faculty Use

Carlotta Hill and Berta Wise, faculty teaching remedial writing courses, both used the A+dvancer as a tool to gain a better diagnostic analysis of students' skill sets, as well as a supplemental instructional tool.

Preparation for Placement Testing

Academic Advisors in the Office of Advising and Career Services recommended use of the A+dvancer to students who did not place in college level math and/or writing courses to brush up their skill set in preparation to retake the placement test.

Qualitative and Quantitative Assessment and Usage Data:

	# of Students Assigned to the Advancer	# of Students Who Accessed the Coursework	Average Time Spent in Coursework	# of Students Who Retested	# of Who Improved Their ELP Score	Average Score Increase
Fall 2006	139	106	24 min	40	18	8.675
Spring 2007	34	18	4h 34 min	11	7	12.375

General Observations:

- Use of the A+dvancer may not be cost effective as use through the advisement process as a tutorial tool to help students brush up their skills and retake the entry level placement exam.
- Use of the A+dvancer as an instructional instrument in the bridge pilot programs appears positive, as does use of the A+dvancer as a supplemental instructional instrument in developmental courses.
- In reviewing the data, there does not appear to be a correlation between the time spent working with the tutorial materials and the students' likelihood of increasing their test score.

Future Plans:

Goal, Task or Initiative Name	Description
A+dvancer Upkeep & Tracking	Explore methods by which to use A+dvancer more effectively and track its use so a decision can be made in March of 2008 as to whether or not to keep it.

ACT Advisement Survey Special Initiative

Program Highlights & Information:
As part of a mid-year student success initiative program at the College, Advisement and Career Services was given $10,000 to administer and receive the results of a standardized academic advising survey through ACT. The survey was administered in February and 257 usable surveys were collected over a 10 day period. The sample, although small, was relatively representative of the OCCC student demographics. A normative report based on 44,572 student records from 67 colleges was provided by ACT. The data was and will be used to continue to enhance programs and services in the advising area. An overview of the results is listed below. It is important to note that, while the results are valuable, the survey was written in such a way as to not distinguish between academic advisors and faculty advisors, which must be taken into consideration when reading the results.

Qualitative and Quantitative Assessment and Usage Data:
Below are the summarized results of the ACT advisement survey. This summary includes both the national normative data, as well as the results of the additional questions, which were added by OCCC.

How well does the academic advising system meet your needs?

	OCCC	National Norm
Exceptionally Well	18.7%	20.9%
More than adequately	21.2%	21.9%
Adequately	45.3%	39.8%
Less than adequately	9.9%	7.5%
Very poorly	4.9%	3.0%

Description of current Academic Advisor

	OCCC	National Norm
Faculty Member	32.8%	51.2%
Advising center staff	25.8%	24.4%
Other college staff member	3.9%	4.6%
College-appointed peer counselor	6.2%	1.4%
Do not have an advisor	31.2%	10.3%

During the past year, how often did you meet with your advisor?

	OCCC	National Norm
Never	30.5%	12.6%
Once	30.0%	21.0%
Twice	22.1%	20.6%
Three times	9.5%	13.0%
Four or five times	2.6%	10.1%
More than five times	5.3%	8.7%

How much time do you usually spend in each meeting with your Advisor?

	OCCC	National Norm
Have not met with an advisor	28.0%	11.3%
Less than 5 minutes	9.3%	8.4%
5 to 15 minutes	34.2%	42.1%
16 to 30 minutes	21.8%	19.7%
More than 30 minutes	6.7%	4.5%

Satisfaction with Advisor's assistance

	OCCC	National Norm
My academic progress	4.04	4.16
Scheduling/Registration Procedures	4.18	4.15
Dropping/adding courses	4.25	4.17
Obtaining course credit through nontraditional means	3.96	4.08
Selecting/changing my major area of study	4.15	4.15
Meeting requirements for graduation, student teaching, certification, etc	4.18	4.21
Improving my study skill and habits	4.00	4.19

Matching my learning style to particular courses, course selection, or instructors	4.03	4.20
Obtaining remedial/tutoring assistance	4.28	4.10
Clarifying my life/career goals	4.36	4.25
Identifying career areas which fit my current skills. Abilities, and interests	4.17	4.25
Coping with academic difficulties	4.11	4.14
Obtaining financial aid	3.98	4.17
Obtaining employment on campus	4.14	4.05
Finding a job after college or job placement	4.10	4.12
Continuing my education after graduation	4.15	4.22
Withdrawing/transferring from this institution	4.10	4.12
Dealing with personal problems	4.00	4.19

** Average based on 5 point Likert scale 5 = very satisfied 1 = very dissatisfied*

Impressions of your Advisor

	OCCC	National Norm
Respects my right to make my own decisions	4.09	4.08
Keeps personal information confidential	4.02	4.00
Provides me with accurate information about requirements, prerequisites, etc.	3.93	4.00
Is approachable and easy to talk to	3.92	4.02
Is a helpful, effective advisor whom I would recommend to other students.	3.92	3.94
Encourages me to achieve my educational goals	3.91	3.91
Respects my opinions and feelings	3.89	3.95
Is a good listener	3.88	4.02
Has a sense of humor	3.88	3.97

Seems to enjoy advising	3.87	3.95
Checks to make sure we understand each other	3.84	3.88
Provides a caring, open atmosphere	3.81	3.93
Is flexible in helping me plan my academic program	3.76	3.89
Encourages me to assume an active role in planning my academic program	3.74	3.80
Allows sufficient time to discuss issues or problems	3.73	3.90
Is on time for appointments with me	3.72	3.89
Expresses interest in me as a unique individual	3.65	3.74
Shows concern for my personal growth and development	3.64	3.75
Helps me to examine my needs, interests, and values	3.63	3.74
Helps me identify the obstacles I need to overcome to reach my educational goals	3.62	3.73
Helps me select the courses that match my interest and abilities	3.61	3.89
Is available when I need assistance	3.60	3.82
	OCCC	**National Norm**
Refers me to other sources from which I can obtain assistance	3.59	3.68
Is knowledgeable about courses outside my major area of study	3.58	3.72
Encourages my interest in an academic discipline	3.57	3.58
Clearly defines advisor/advisee responsibilities	3.50	3.77
Is willing to discuss personal problems	3.47	3.58
Accepts constructive feedback concerning his/her effectiveness as an advisor	3.44	3.66
Is familiar with my academic background	3.41	3.64
Helps me explore careers in my field of interest	3.40	3.49

Anticipates my needs	3.38	3.59
Encourages me to talk about myself and my college experiences	3.37	3.39
Encourages my involvement in extracurricular activities	3.29	3.35
Keeps me up to date on changes in academic requirements	3.29	3.6
Knows who I am	3.22	3.66
Takes the initiative in arranging meetings with me	3.05	3.34

**Based on 5 point Likert Scale 5=strongly agree 1=strongly disagree*

Additional Questions

	Yes	No
Are you aware that students can schedule an appointment with a counselor /advisor in Advising and Career Services?	72.0%	14.8%
Have you ever scheduled an appointment with a counselor/advisor in Advising and Career Services?	36.6%	50.6%
Did you know that you can make an appointment with a counselor /advisor in Advising and Career Services?	71.6%	15.6%
Other than the Advising and Career Services counselor/advisor or faculty advisor, would you utilize the services of and academic advisor who was assigned to a specific academic department?	74.3%	12.1%
Do you plan to receive a degree from Oklahoma City Community College?	70.0%	16.3%
Are you aware of the differences between an AS, AAS, and an AA degree?	33.1%	53.7%
If you have been advised before, did anyone discuss your educational goals with you?	50.2%	36.6%
Did anyone show you how to look up classes online?	48.2%	38.9%

Did anyone discuss Mine Online with you?	49.0%	37.7%
Are you familiar with the services the Testing and Assessment department offers?	57.2%	29.6%
Are you aware that OCCC offers an online listing of Oklahoma City area jobs?	34.2%	52.5%
Are you aware that OCCC offers to assist students in getting jobs on campus?	55.6%	31.1%
Are you aware that OCCC offers services to aid students in selecting a career and major?	54.1%	32.3%

	Strategic planning	Gen. academic planning	Recovering from probation / suspension	Improve academic skills	Improve study skills	Personal counseling	GPA repair
Which one of the above is most important to you?	21.0%	31.5%	1.9%	7.8%	7.8%	4.3%	10.9%
Which one of the above is most important to you?	12.5%	40.9%	2.7%	7.0%	9.7%	5.4%	5.4%

	1-3	4-6	more than 6	Never been
How many times have you seen a counselor/advisor in Advising and Career Services?	54.1%	12.1%	2.7%	16.3%

	Associate's degree, then work	Associate's degree, then Bachelor's	Personal enrichment	Transfer to another institution	Other
What is your primary goal at this time?	16.3%	48.2%	1.9%	16.0%	3.1%

	Very knowledgeable	Somewhat knowledgeable	Not at all knowledgeable
How would you rate the knowledge of the Advising and Career Services staff?	40.5%	37.7%	6.2%

	Faculty advisor	Faculty member	Peer advisor	Academic advisor	A friend	Doesn't matter
Please identify one source from which you would prefer receiving your educational information:	27.2%	5.4%	5.8%	24.5%	2.7%	19.5%

	Assistance with an on campus job	Assistance deciding a career	Assistance with an off campus job	None
Please identify one service that is most important to you:	13.2%	34.2%	16.0%	21.4%

	To a great extent	To a little extent	To no extent
To what extent do you use the counselors/advisors in Advising and Career Services to get help with scheduling classes?	31.5%	29.2%	23.3%
To what extent do you use the counselors/advisors in Advising and Career Services to get help with learning about the College?	14.4%	34.2%	35.4%
To what extent do you use the counselors/advisors in Advising and Career Services to get help with creating a plan for a major?	28.8%	30.0%	25.7%
To what extent do you use the counselors/advisors in Advising and Career Services to get help with creating a plan for a career?	20.6%	27.2%	35.8%
To what extent do you use the counselors/advisors in Advising and Career Services to get help with creating a plan for transfer?	21.4%	21.4%	39.7%

Future Plans:

ACT Advising Survey	Coordinate the dissemination of results from the 2007 survey and explore whether or not to administer it again in Spring 2008.

OKC-Go Outreach

Program Highlights & Information:
In an effort to provide more personalized and specialized support to at-risk/at-promise students in the OKC-GO program, the advising staff sent three informational newsletters, two personalized advising reminder letters and also called each student, once in the fall and once in the spring. These outreach efforts were made in hopes of contributing to OKC-GO student success and retention.

Qualitative and Quantitative Assessment and Usage Data:
Retention Rates

	Fall 2006 Enrollment Total	Spring 2007 Enrollment Total
2005 Graduates	82	30
2006 Graduates	313	95
Total	**395**	**126**

Letters, dates and #'s
- In October 2006, 79 letters were sent out from the four full-time counselors to the new OKC-GO students encouraging them to enroll for the Spring, including a brief list of many resources to aid in the students' success. Academic Advisors also contacted their individual student lists over the course of the semester, as time allowed.
- In March 2007, 348 Advisement Month postcards were sent out to all OKC-GO students encouraging them to enroll for Summer and Fall. Academic Advisors also contacted their individual student lists over the course of the semester, as time allowed.

Future Plans:
In an effort to enhance outreach efforts to OKC-GO students and improve their retention rates and opportunities for success, Sara McElroy in the Office of Student Life, in close coordination with Gayla Holmes, in the Recruitment and Admissions office, will implement, oversee, and assess OKC-GO outreach efforts during FY08. Below is a description of the outreach efforts to begin in August 2007.

Purpose:
To provide high quality support programs for OKC-GO program recipients throughout the fall and spring semesters, and to aid in their retention and graduation from OCCC.

Mission:
To serve OKC-GO program recipients with respect and concern, and be their principle advocate in ensuring they receive appropriate educational planning, support services and mentoring, with the goal of graduating from OCCC.
Vision:
The Way Forward and Why It Matters has identified ten initiatives to achieve greater significance and to increase the number of students graduating from OCCC. We will

work with these initiatives to meet the unique needs of our OKC-GO students. We will be more intentional in our co-curricular programming, providing support services to these students.

PROGRAM COMPONENTS:

Individual Education and Career Plan

Each OKC-GO student will develop an individual education and career plan in conjunction with the OKC-GO Coordinator and the First Year Experience Coordinator. The education plan is designed to give students a road map of courses to complete to achieve their goals. The career plan will vary depending on the student, but will keep the student motivated to complete his/her education. Referral to the Career Services Office will be a part of this plan. Both of these plans will be reviewed in September and in February.

Email Distribution List

Each OKC-GO student will be included in an email distribution list to alert them of upcoming events, important dates and resource opportunities. These emails will be sent monthly.

Monthly Encounters

OKC-GO students will have the opportunity to attend a monthly event featuring topics and speakers specifically targeted to them. The meetings will be over the lunch hour, with food provided. Topics are still TBD. The meetings will begin in August and be held monthly.

Mid-Term Progress Inquiries

Each OKC-GO student will receive a mid-term progress inquiry from either the OKC-GO Coordinator or the First Year Experience Coordinator. This will be completed in a timely manner, to allow us time to address any problems with classes.

Group Service Project

In the fall and the spring semesters, OKC-GO students will be encouraged to participate in a group service project. This service project could be a Service Saturday or a project they decide to do on their own.

End of the Year Social Activity

This activity will focus on the students and their achievements throughout the year. Parents, new OKC-GO prospective students and their parents would be invited to this activity. This would be a great time for the prospective students to learn more about the OKC-GO program. We will provide food and recognition for the students.

Summer Bridge Pilot Program

Program Highlights & Information:
The Summer Bridge Pilot Program included a math and a writing session. The primary focus of the program was to aid students in refreshing their skills in order to retake the entry level placement test in hopes of scoring into higher levels of math and writing courses. Each was held for three weeks and met two nights each week from 5:30 – 7 p.m. in the math lab. Students in both the math and the writing sections used the A+dvancer as the primary instructional tool. The facilitator of each session served primarily to answer questions as they arose and to prepare mini lectures as needed. The Writing Summer Bridge was held the last three weeks in June and was facilitated by Elizabeth Pressler-Henderson, an Academic Advisor with a master's degree in English as part of her regular work schedule. The Math Summer Bridge, scheduled in July, will be instructed by two adjunct math faculty funded through the Division of Science and Math. The capacity of each session was set at 35, with an anticipated attendance of 20 students.

Qualitative and Quantitative Assessment and Usage Data:
- In May 2007, 1289 letters were sent out with flyers to new students regarding the Summer Bridge Program and the Learning Communities.
- 19 students enrolled in the Writing Summer Bridge Program and 12 attended on a regular basis.
- Currently 35 students are enrolled in the Math Summer Bridge Program, 20 are expected to attend.
- Satisfaction and retention data is being collected on both the math and writing summer bridge pilot programs and will be used to make future decisions maintaining and/or enhancing the program in subsequent semesters.

Writing Summer Bridge Evaluation Summary

Question	Mean
Participating in the summer bridge program will help me be more successful in college writing.	4.67
I would recommend the summer bridge program to a friend.	4.75
The Advancer is a good tool that helped me learn.	5

*Based on a 5-point Likert scale. 1=Strongly Disagree, 5=Strongly Agree

Future Plans:

Summer Bridge	Collect and assess satisfaction and success data from the students who participate in the writing and math summer bridge pilot programs and explore with appropriate campus constituencies whether or not to continue the program in subsequent semesters.

Program Highlights & Information:

School Visits

Leslie Jones, Secretary to the Dean of Student Development, created a listing of 31 Oklahoma Universities and contacted the university representatives regularly to invite them to visit the OCCC campus. They were also invited to bring information, brochures and applications to provide to the students to assist in the decision process of choosing a university to continue their education.

Many of these universities scheduled weekly or monthly visits to the Transfer Center so they could be available to speak to the students about the university they represent and the programs and scholarships that were offered.

Transfer Fairs

Inquiries were received from many universities concerning a possible Transfer Fair to be offered on the OCCC campus. Leslie Jones, Secretary to the Dean of Student Development, organized the Fall Transfer and Graduation Fair held in October 2006. It was quite a success and many students received information from universities in Oklahoma, Arkansas, and Texas. The OCCC Graduation Services and Employment Services also had booths at the Fall Transfer Fair to assist students.

Due to the success of the Fall Transfer Fair, it was decided to have annual Fall and Spring Transfer Fairs and continue to invite universities from Oklahoma, as well as the surrounding states.

Leslie Jones, Secretary to the Dean of Student Development, organized the Spring Transfer and Graduation Fair held in April 2007. More universities were invited to the Spring Transfer Fair, and universities from Oklahoma, Texas, Kansas, and Colorado were in attendance. The OCCC Graduation Services and Employment Services again had booths at the Spring Transfer Fair and assisted many current and prospective students.

Qualitative and Quantitative Assessment and Usage Data:

Comparison of Visits By College

University	Total Visits FY 2007	Total Visits Jan - June 2006
BYU Indep. Study	1	
Cameron	2	
DeVry	13	
ECU	6	
Kaplan	1	
Langston	31	10
MACU	19	
Newman	13	
OBU	3	2
OKCU	11	20
OSU	6	
OU	25	2
OU-CCE	13	2
OU-CLS	5	
Regis	2	
Rogers State	1	
SNU	3	2
SOSU	14	
St. Gregory's	7	2
SWCU	5	1
UCO	15	12
Univ. of Phoenix	1	1
USAO	4	3

Summary of Visits By Month

Month	Total College Visits FY 2007	Total College Visits Jan - June 2006
July	22	
August	24	
September	20	
October	19	
November	23	
December	15	
January	9	9
February	20	15
March	18	13
April	13	15
May	15	10
June	7	2
TOTAL	**205**	**64**

Future Plans:

Transfer Coordinator & Expansion of Transfer Center	Hire a Transfer Coordinator and expand services in that area to include probation student outreach, the development of a transfer and advising guidebook for students and enhancements to distance advisement. The area will report directly to the Dean of Student Development.

STUDENT DEVELOPMENT
Career & Employment Services

Mission:
To provide career and employment services to OCCC students and alumni.

Organization and Management:
Full Time: 2 Exempt
Part-Time: 2 Non-Exempt

Staff Development:
Oklahoma Association of Career & Employment Professionals (OACEP)
- Quarterly Meeting-Redlands Community College
- Debra Vaughn & Laura Choppy
- Fall 2006 Conference-Debra Vaughn & Laura Choppy
- "Perfect Interview" workshop presenters.

Oklahoma City Metro Employers Council, monthly meetings
- Debra Vaughn-Attended 5 meetings
- Laura Choppy-Attended 8 meetings

Oklahoma Association of Colleges & Employers (OkACE)
- (Endorsed by Southwest Assoc. of Colleges and Employers-SWACE)
- Spring Meeting-Tulsa University
- Debra Vaughn

Oklahoma Academic Advising Association (OACADA)
- Fall 2006 Conference-UCO
- Debra Vaughn & Laura Choppy

Oklahoma State Department of Education-Indian Education Expo
- UCO, Edmond, OK
- Debra Vaughn

Career Guidance Network of Oklahoma
- Fall Meeting-OBU, Shawnee, OK
- Debra Vaughn & Laura Choppy
- Spring Meeting-ECU, Ada, OK
- Debra Vaughn

WOW Sessions:

Debra Vaughn	10
Laura Choppy	09
Nicholas Webb	05
Porsha Webb	10
Total	34

Financial Resources:
E&G-13350: Operation of Career & Employment Services Office

Equipment	$550.00
Supplies & Resource Materials	3,290.00

Services	1610.00
Professional Memberships	650.00
Total Budget	6,100.00

Job Fair-18809: Presentation of two Job Fairs per academic year

Materials & Supplies (504)	$3,000.00
Services (505)	3,850.65
Total Budget for 07-08 (as of 07/01/2007)	6,850.65

Job Locations & Development Program (JLD)-18032:
One of the Federal Work-Study programs designed to locate and develop off-campus job opportunities for students who are currently enrolled…and who want jobs regardless of financial need.

Salary/wages:	$6,538.00
Benefits:	546.00
Materials & Supplies	7,166.00
Services	1,750.00
Travel	1,000.00
Registration & Fees	500.00
Budget Total:	$17,500.00

Career Services

Program Highlights & Information:
Career & Employment Services has produced increases in each area of reporting data during the 06-07 academic year.

Qualitative and Quantitative Assessment and Usage Data:
Total Student & Employer Contacts: 4,218

Career Days		Attendance
Disney Internship Program	11/01/06	15
DELL Computers	11/28/06	101
Tinker AFB Internship Program (TIP)	05/02/07	35
Total		151

OCCC PIONEER Newspaper Articles
(Career Power articles; Employment articles; Public Service Announcements; Advertisements; Quotes) = 85

Career Power in 25 Minutes! (Fall 2006)

Careers	09/13/06 dv	3
DISCOVER	09/20/06 dv	5
Job openings	09/27/06 lc	4
Cover letter	10/11/06 lc	4
Resume	10/18/06 lc	5
Interviewing	10/25/06 lc	2
Thank you letter	11/01/06 lc	2
Work ethics	11/08/06 lc	3
Balancing school, work, family & career	11/15/06 dv	6
Work after college	11/29/06 dv	2
Total		36

Career & Employment Power in 25 Minutes! (Spring 2007)

Self-Directed Search	01/29/07 dv	2
Career Search	02/12/07 dv	4
DISCOVER	02/19/07 dv	2
Job applications	02/26/07 lc	3
Success at a Job Fair	02/27/07 lc	6
Job search	03/12/07 lc	3
Cover letter	03/26/07 lc	3
Resume	04/09/07 lc	3
Ethics in the 21st century workplace	04/23/07 lc	2
Work, school balance	04/30/07 dv	3
Total		31

Discover (ACT) career guidance usage:

Number of unique (Individual) users	265
Number of (DISCOVER) uses	965
Number who used DISCOVER more than once	123
Mean use time (min:sec)	62:09

Group Meetings & Classroom Presentations: Debra Vaughn:

Career Exploration Class, fall & spring
(Two, 8-week classes per semester)
Dayton Tire Education Day
UPS-Education Fairs (05/02 & 05/15/07)
At OCCC:
Upward Bound Students (60)
Study Skills Class/es (3)
Career Transitions Classes (3)
TLC, BPA, Phi-Theta-Kappa, Black Student Association
STEP (Student Temporary Employment Program) (3)
Dean's Council; Director's Meeting
Oklahoma City Chamber of Commerce-Greater Grad Career Fair
OCCC Transfer Fair
OCCC Opening Day

Future Plans:

Academic year 07-08 will see the addition of the Optimal Resume program currently utilized at over 125 campuses, including: The University of Oklahoma; OSU-OKC; OCU; William & Mary; Rutgers; Kansas St.; and the University of Arkansas Business College.

Features include:

- An institution branded resume website
- Complements current CCN Job Board
- Students may create/update/delete resumes on a 24/7 basis
- Students access program with their 7-digit student ID number (Just like the CCN Job Board)
- Resume presentation options-
  - As an interactive & graphically enhanced website in Flash
  - As a saved Word compatible file for use as an attachment for printing & emailing or uploading to job boards
  - As an online Word compatible file with an online link
  - As a Plain Text compatible file, also with an online link
  - Counselor Administration System on a secure server to manage The flow of resumes and monitor quality

07-08 Career Days

- OCCC Career Day with Greater Grad Internship Program

(Greater Oklahoma City Chamber of Commerce)
Wednesday November 7, 2007-12:30 to 1:15, College Union II, III
WOW session-Greater Grad Internship Program
(Currently being scheduled for late September or early October 2007)

OCCC Career Day with United States Military Recruiters (Including Health Career Recruiters (TBA)

Continuation of “Career & Employment Power in 25 Minutes!” workshops

Enhanced 07-08 marketing plan to better communicate Career and Employment Services availability to student population: Additional recruitment table presence; Additional coverage in the Pioneer; Additional community outreach; Additional partnership building with campus programs (For example: Career Transitions and Student Life clubs and organizations).

Employment Services

Program Highlights & Information:
Employment Services has produced increases in each area of reporting data during the 06-07 academic year.

Qualitative and Quantitative Assessment and Usage Data:

Employment survey results from Employer email (through CCN Job Board registrants) and phone calls; Graduation, Student (mailed) postcard; Student email through CCN Job Board registrants; Phone calls to Employers who registered for free on-campus recruitment tables

Total students employed	**412**
Total employers	**42**
Average student salary	**$15,630.34**
Total student economic impact	**$6,439,700.20**

Top 10 OCCC Student Employers (total students hired):

1.	OCCC	115
2.	HCA Healthcare (OU Medical Center)	50
3.	United Parcel Service	38
4.	Client Logic	13
5.	Great Plains Coca Cola Bottling Plant	11
6.	Harry Bears Restaurant	10
7.	CVS Pharmacy	10
8.	Lowes	08
9.	Hobby Lobby	06
10.	OCCC Aquatic Center	06

Top 10 OCCC Student Employers (salary impact/contribution)

1.	HCA Healthcare (OU Medical Center)	$1,219,920.00
2.	OCCC	515,200.00
3.	United Parcel Service	470,288.00
4.	Client Logic	223,080.00
5.	Fowler Auto Group	220,000.00
6.	Great Plains Coca Cola Bottling Plant	206,606.40
7.	Lowes	138,045.44
8.	Harry Bears Restaurant	137,020.00
9.	CVS Pharmacy	127,400.00
10.	Midwest Regional Medical Center	121,680.00

OCCC College Central Network-Job Board (July 1, 2006-June 30, 2007)

New-Jobs posted	1,538
New-Employer registrations	359
New-Students registrants	285

Job Fairs

Career & Employment Services presented two Job Fairs for students, alumni and community members (College Union I, II, III and General Dining Area).

Fall Job Fair-Wed., October 4, 2006 from 9:00 am – 2:00 pm
(No-charge-OCCC Recreation & Community Services)
Employers 75

Spring Job Fair-Wed., March 7, 2007
(Regular job fair from 9:00 am – 2:00 pm)
Employers 77

Spring Health Job Fair-Wed., March 7, 2007
(Noon until 6:00 pm)
Health Employers 33
(No charge-OCCC
OCCC/SOSU Aviation Management Programs
Cooperative Alliances
Recreation & Community Services)

Total Employers: 110

Job Fair Employer Evaluations: (135 of 185 employers responded)

100% state they plan to participate in future Job Fairs
98% gave the Job Fair an overall rating of "Excellent" or "Good"

Employer campus recruitment (recruitment tables) in con-junction with Student Life and Marcy Roll:

Career & Employment Services	27
Vector Marketing	23
CSC-OKC	11
UPS	36
Navy	03
Advance Auto Parts	01
Oklahoma Air National Guard	02
Ross Dress for Less	04
Opening Day	02
Brickshaw Buggy, LLC	01
Army National Guard	01
Sante Fe Cattle Company	11
USAF	01
US Army	04
Avon	01
Marines	04
Yellowstone	02
OU Army ROTC	01
Norman Police Department	02
Park West Staffing	02

Best Buy	03
United American Insurance	01
Total employer recruitment visits-	141

Meetings & Class Presentations:

Laura Choppy

STEP (Student Temporary Employment Program) (3)
Career Exploration Class (fall & spring)
Business Class-Anita Williams
Business Class-Jack Kraettli
TLC, BPA, Phi-Theta-Kappa
Oklahoma City Metro Employer Council Job Fair
Oklahoma City Chamber of Commerce-Greater Grad Career Fair
OCCC Transfer Fair
OCCC Opening Day

Nicholas Webb

STEP (Student Temporary Employment Program) fall & spring (3)
Career Exploration Class (fall & spring)
Career Transitions Class (fall & spring)

Porsha Webb

STEP (Student Temporary Employment Program) (3)
Career Exploration Class-CCN Job Board (fall & spring)
Study Skills Class-CCN Job Board
Career Transitions Class (fall & spring)
BSA (Black Student Association) spring

Future Plans:

Academic year 07-08 will also (along with Career Services) utilize the Optimal Resume Program (Described above).

The fall 2007 and spring 2008 Job Fair targets for employer participation is 131 at each event. These numbers include 81 regular employers (College Union Dining Area) and 40 health recruiters (College Union II & III).

Another new feature will be the use of College Union I for employer/recruiter lunch and snack breaks. (Spring 06 employer evaluations noted that the Oklahoma Room was too small). CU 1 will also be used to "spotlight" OCCC programs of employer-related interests, including:

Career Transitions
Corporate Learning
Downtown College Consortium

Continuation of "Career & Employment Power in 25 Minutes!" workshops.

Enhanced 07-08 marketing plan to better communicate Career and Employment Services availability to student population: Additional recruitment table presence; Additional coverage in the Pioneer; Additional community outreach; Additional partnership building with campus programs and Academic Divisions
(For example: Career Transitions and Student Life clubs and organizations).

STUDENT DEVELOPMENT
Student Life

Mission:
The Office of Student Life empowers students to become community assets.

Purpose:
Student Life operates within the fundamental principles of student development theory in order to provide a variety of programs and services that support students in their pursuit of a successful higher education experience. Programs and services offered include New Student Orientation, Service Learning, and Co-Curricular Leadership Activities and Events.

The content of the Student Life Annual Report is compiled as a collaborative effort of Student Life Staff, students, and organization sponsors.

Organization and Management:
Full Time: 3 Exempt
2 Non-Exempt
1 Non-Exempt (open)
Part-Time: 4 Non-Exempt
6 Non-Exempt (open)

Staff Development:
Darin Behara
WOW Session, Sexual Harassment Training, April 2007
Oklahoma College Student Personnel Association Conference, May 2007
Webinar, "Death of a Student: Caring Campus", June 2007
"The Way Forward", Dr. Sechrist, June 2007

Jon Horinek
ACPA/NASPA Leadership Educators Institute, Dec. 2006
Oklahoma College Student Personnel Association Conference, May 2007
Sexual Harassment Training, 2006
Campus Security Briefing, June 2007
"The Way Forward", Dr. Sechrist, June 2007

Sara McElroy
National Conference on Students in Transition, November 2006
Annual Conference on the First Year Experience, February 2007
Oklahoma College Student Personnel Association Conference, May 2007
American College Personnel Association, Member
National Association of Student Personnel Administrators, Member
"The Way Forward", Dr. Sechrist, June 2007

Marcy Roll
Oklahoma Association of Community Colleges Support Staff Institute, October 2006
Sexual Harassment Training, WOW October 2006

"Understanding & Recruiting Latino Students"
Academic Impressions Webinar**,** November 2006
ABC's of Travel, WOW February 2007
Telephone Training Session, June 2007
"College Student Death: Guidance for a Caring Campus", Webinar, June 2007
"The Way Forward and Why It Matters" with Dr. Paul Sechrist, June 2007
"Why Students Leave Your College and What You Can Do About it Today"
Audio Conference June 2007
Achieved 2 gallon status as blood donor

Karlen Grayson

M.A. Management (Community College Management Emphasis)
Anticipated Graduation June 2008

Currently pursuing my graduate degree at Antioch University McGregor, Yellow Springs, OH. I have completed 29 hours toward my graduate degree with 23 remaining hours before completion.

- EDH600 The American Community College
- EDH620 The Community College Student
- EDH650 Community Relations for CC
- IS600 Administrative Technology Planning
- MGT500 Foundations Mgt Theory
- MGT595 Team Development I
- MGT621 Financial Systems
- MGT626 Strategic Marketing for CCs
- MGT627 Strategic Planning for CCs
- MGT635 Negotiation and Dispute Resolution
- MGT636 Community College Finance
- MGT647 Managerial Accounting in HEd
- MGT665 Human Resource Management

Planning Meeting, "Career Day Dell", August 2006
WOW – Faculty & Staff Development, "ABC's of Travel"**,** February 2007
Presented on Student Clubs & Organizations to OCCC Career Development Class, September 2006, February 2007 and May 2007
Academic Impressions Webinar, "Understanding and Recruiting Hispanics**",** November 2006
Webinar, **"**Death of a Student: Caring Campus**",** June 2007
Student Service Meeting, **"**The Way Forward**"**, Dr. Sechrist, June 2007

Financial Resources:

91370	Auxiliary	Student Life	$405,617.51
	Professional Full-time		*81,961*
	Classified Full-Time		*75,859*
	Classified Part-Time		*1,560*
	Operations		169,600
15-51160	E&G	New Student Orientation	$105,176.24

Professional Full-time	*33,900*
Classified Temporary	*32,604*
Operations	20,000

Program Highlights and Information

Fall 2006

Leadership Retreat	8/11-13/06
Open House	8/17/06
Opening Day	8/19/06
FREE Sno Cones	8/21/2006
Wax Hands	8/22/2006
Wacky Candy	8/23/2006
Service Fair	8/23/2006
Tye Dye T-Shirts	8/24/2006
Game Show	8/30/2006
Write Your Name on Rice	8/31/2006
Study Skills Workshop	9/6/2006
Test Taking Workshop	9/7/2006
Service Saturday - Special Care Inc.	9/9/2006
Follow-Up for Leadership Retreat	9/12-13/2006
Colleges Anniversary Party	9/14/2006
Mexico Independence Day-Viva Mexico!	9/15/2006
Hispanic Heritage Week	9/18/2006
Mariachi Orgullo de Americas Performance	9/19/2006
Zumbamba Folkloric Dancers	9/21/2006
MineOnline Workshop	9/26/2006
Campus Blood Drive I	9/28/2006
Service Saturday - Westwood Elementary	9/30/2006
Enrollment & Academic Planning Workshop - Are you	10/5/2006
Big Beach Party Children's Concert	10/6/2006
Transfer Preparation Workshop	10/10/2006
Budgeting Workshop	10/12/2006
Campus Voices Lecture - Pandemic Flu - Daniel Boat	10/12/2006
Service Saturday - Blind Nature Trail	10/14/2006
Cyber Security Game Show!	10/18/2006
Term Paper Workshop	10/19/2006
BB- Sign Language Workshop	10/23/2006
Ability Awareness Week	10/23/2006
Airbrush Tattoos	10/24/2006
BB- Cyber Security - Viruses and Worms	10/24/2006
Depression & Mental Health Screening	10/25/2006
Halloween Carnival	10/27/2006
Game Show	11/7/2006
Make Your Own Dog Tag	11/29/2006
Finals Prep Workshop	11/30/2006
Stress Management Workshop	12/5/2006
FREE Pancake Breakfast	12/11/2006

Spring 2007

T-Shirt Exchange	1/24/2007
Make Your Own Bookmarks	1/25/2007
Musician - Doug Wood	1/25/2007
Study Skills BB	1/30/2007
Organization Fair	1/31 & 2/1/2007
Game Show	1/31/2007
AirBrush Tattoos	2/1/2007
OCCC Volunteer Fair	2/6/2007
Term Paper BB	2/6/2007
Test Taking BB	2/8/2007
Service Saturday: Christmas Connection	2/10/2007
Lecture: Turkey Ilhan Uzghel	2/13/2007
Relationship BB	2/14/2007
Blood Drive III	2/14/2007
MineOnline BB	2/15/2007
Chinese New Year Celebration	2/15/2007
Lecture: Rilla Askew	2/19/2007
Fat Tuesday	2/20/2007
Lecture: Klan-destine Relationships	2/22/2007
Service Saturday: Habitat	2/24/2007
Enrollment BB	2/27/2007
Wax Hands	3/1/2007
Booze Jeopardy	3/6/2007
Budgeting BB	3/8/2007
Service Saturday: Regional Food Bank	3/10/2007
Transfer BB	3/13/2007
Chocolate Day	3/14/2007
Write Your Name on Rice	3/29/2007
Display: Native American Games	4/1/2007
Lecture: The Oklahoma Panhandle	4/5/2007
Spring Family Carnival	4/7/2007
NASCAR Simulator	4/9/2007
Service Saturday: Oklahoma Heritage	4/14/2007
Blood Drive IV	4/18/2007
Finals BB	4/24/2007
Stress Management BB	5/1/2007
Pancake Breakfast	5/7/2007

Brown Bag Lecture Series

The Brown Bag Lecture Series has become one of the most successful co-curricular programs presented by the Office of Student Life. During the 2006-2007 academic year, Student Life sponsored, marketed, and presented 26 Brown Bag Lunch Lectures to

more than 250 students. Topic included essential student success skills, including: study prep, test-taking, and transferring, as well as cultural and general interest topics. Complete list of lecture topics:

- Study Skills
- Test Taking
- Term Papers
- Mine Online
- Enrollment Essential
- Budgeting
- Transferring
- Finals Prep
- Stress Management
- Discover China
- Quality Childcare
- Relationships 101
- Introduction to Sign Language
- Alcohol 101
- DUI Simulator

Themed Educational Programming
Themed Educational Programming presented by The Office of Student Life addressed cultural/awareness, health, and enrichment needs of students through both passive and active co-curricular programming. Student Life partners with student clubs and organizations to present programming on campus.

Often themes with educational topics are too broad to compress into a one week format, and in most cases, especially related to cultural topics, events are planned for an one-month period with one week of intense programming called a “Focus Week.”

Hispanic Heritage Month/Focus Week:
Co-Sponsor – HOPE
Major Events included:
Mexico Independence Day Celebration, Performers, and Student Life Display

Constitution Week:
Event included a display and interactive quiz

Ability Awareness Week:
Co-Sponsor – Abilities Galore
Major events included:
Ability Obstacle Course and Learning Disability Display

Cyber Security Awareness Month:
Co-Sponsor – Division of Information Technology
Major events included displays, presentations and a game show

Mental Health Awareness Week:
Event included displays and depression screening

International Education Week:
Co-Sponsors – Global Education Committee and International Student Association
Major event included cultural performers, lectures, social events, and ceremonies..

Sexual Health Awareness Week:
Event included Free HIV testing, discussion panel, information booths and displays

Black History Month:
Co-Sponsor – Black Student Association
Major Events included two lectures and displays.

Oklahoma Heritage Month:
Co-Sponsor – Native American Student Association
Major events included lectures Oklahoma Humanities Council Exhibit "Native American Games."

Educational Lecture Series
The Office of Student Life reformatted the Educational Lecture Series in 2006-2007 and renamed the program Campus Voices. While there were four planned lectures, the office worked with other campus constituencies and groups to accommodate special programs as needed.
Campus Voices Schedule:
"Pandemic Flu: Preparing Public Health for Disasters" - Daniel Boatright Ph.D.
"Rwanda: A Timeless Message of Peace & Reconciliation" - Rwanda Parliament Member Joseph Sebarenzi
"Klan-Destine Relations"- With Race Relations Expert Daryl Davis
"The Oklahoma Panhandle as a Passageway." - With Sara Jane Richter and Tom Lewis
"Turkey: The Crossroads Country on the Verge of the Twenty-First Century."- Fulbright Scholar Dr. Ilhan Uzgel
"Oklahoma Author Rilla Askew"- Author of "Fire in Beulah"

OKC Excursions Program
The Office of Student Life initiates planned visits and tours of local museums and historic sites as scheduling and thematic elements presented themselves.

Tour of "Treasures from Egypt" Art Exhibit at the Oklahoma City Museum of Art

Online Book Board
The online service for students to buy, sell, trade textbooks and supplies was made implemented in January 2006. It continues to be a self sustaining service with as many as 300 postings active depending on the time of the academic year.
DISCOVER "Sign Language"

The Office of Student Life created the DISCOVER program as a pilot space for a learning series on a topic that could not fit in the traditional Brown Bag Lecture format. This Spring, Student Life worked with Tammy Earl of Student Support Services to offer a 8-week learning series on American Sign Language.
Series Session Topics:

- Manual Alphabet, Numbers 1- 20, Greetings
- Education-related signs, Gender signs, Asking a Question
- Environment signs, Food signs
- Family signs, Relationship signs
- Time-related signs, Place signs
- Direction signs, Description signs, Colors
- Description pronouns, Animals
- Student requested signs, Review

Assessment and Usage Data:

Educational Activity Assessment

Throughout the academic year, students who attended educational events were asked to complete a survey regarding their satisfaction with the event and how they believed attending such events contributed to the academic success and sense of connectedness. 205 total surveys were collected.

Students were asked to rate their responses on a 1 to 5 scale, with 1=Strongly Disagree and 5=Strongly Agree.

Statement	1	2	3	4	5
This was a quality event.	1%	1.4%	4.4%	16%	77%
Attending events such as this helps me feel more connected to OCCC.	3.9%	4.3%	14.6%	26%	51.2%
Attending events such as this contributes to my success in college.	3.9%	1.4 %	8.8%	26%	59.5%

FUTURE PLANS:

Maintain and enhance ongoing lecture series, brown bag, and social activities. Pursue the development of possible off campus events. Begin a new program celebrating veteran's day currently scheduled for Monday, November 12th.

Program Highlights and Information

By year end, 38 clubs and organizations had aspired to come together and be a positive force on the OCCC campus. Several clubs made outstanding contributions to the community and Oklahoma City Community College. **Advocates of Peace** sponsored a Day of Peace and Justice, which entailed the planting of a Peace Pole, Peace walk on campus and a donation to Wheels of Justice. **College Democrats** raised money through bake sales for Body Armor to help equip our U.S. troops. This event attracted media attention and was telecast by various channels which broadcasted the event. **Business Professionals of America (BPA)** placed in state competitions, which made them eligible to participate in the Nationals held this year in New York City. Our BPA placed among the top ten and one member took first place in their category on prepared speech. **Black Student Association (BSA)** formed their first dance team and, in preparation for their Dance Show to be held during the summer, performed on campus in the College's General Dining Area. **The Leadership Council (TLC**) Chairman was also one of the speakers at Higher Ed Day at the Capitol representing Oklahoma City Community College. Overall the Clubs & Organizations were very active.

During the Spring, some clubs struggled with club attendance and a few of them will be reorganizing and recruiting in the Fall. The clubs that will be reorganized are Biology Ecology, Christians on Campus, Computer-Aided Design, and Native American Student Association. One new club, GeoPaleo, was formed in the Spring. Also a petition was given out for the formation of Transitions, a new club for the Fall. Gay and Lesbian Alliance (GALA) submitted a new constitution to change their name to Gay Straight Alliance (GSA). Spring also brought about the graduation of many of the present club officers. Several clubs will be undergoing reorganization Biology/Ecology, Christians on Campus, Club Rec, College Republicans and Native American Student Association. Thus far 101 club officers, representing 28 clubs, have submitted their officers list for the 2006-2007 academic year. Totals are expected to rise with Fall recruiting at the Student Clubs & Organization Fair.

Honor Societies

Phi Theta Kappa is an international honor society for community and junior college students. Students who have completed 12 credit hours, have applied to a degree program at Oklahoma City Community College, and ~~who~~ have maintained a grade point average of at least 3.75 are eligible and will be invited to join Phi Theta Kappa. Eligible students are notified by mail and induction ceremonies are held in the Fall and Spring.

Psi Beta is the national honor society in psychology for community and junior colleges, and recognizes students with outstanding scholarship and an interest in psychology. The students who qualify to be members of Psi Beta will be notified by the chapter, via mail. Students must attain a cumulative GPA of 3.0 after at least 12 credit hours,

maintain a "B" average in psychology courses and demonstrate a genuine interest in psychology.

Departmental Clubs

The *Biology & Ecology Club* promotes interest and awareness in the natural sciences and conservation, provides access to current topics and a forum for exchange, and promotes communication to persons interested in diverse areas of the natural sciences

Business Professionals of America is designed for students interested in business careers ~~in~~ and recognizes them for the development of career-related skills.

CADS is an organization of students and professionals whose purpose is to advance the science of computer-aided design; membership is open to anyone with an interest in CAD or computer graphics.

The Child Development Club promotes awareness and professional development within child development/early childhood education.

Cinematheque Society enhances the film community at Oklahoma City Community College as well as the local Oklahoma City area. Cinematheque works with the Oklahoma Film Institute to bring in guest speakers.

The *Engineering Club* is designed to promote interest in engineering education and professions. The club provides opportunities for students to learn the most recent developments in engineering through forums, small projects, guest speakers and field trips.

The GeoPaleo Club strives to provide information and hands-on opportunities to further educate students interested in the fields of paleontology and geology.

The Health Professions Club provides an opportunity for students, who are interested in a wide variety of health-related fields, to meet for the purposes of professional growth and social interaction, field trips and educational experiences. The group's website is www.occc.edu/healthpr/

Biotech Club encourages interest in Biotechnology to provide students access to current topics and to promote the biotechnology program on campus and in the community.

NSA's activities are designed to contribute to the student's development as a member of the discipline of nursing through contact with others within the program, as well as other programs throughout the state and nation. Membership is open to nursing students.

*The Photography Clu*b brings photography lovers together to share tips, techniques and to critique each others work. Their goal is to teach and learn about photography.

The Psychology Sociology Club provides students interested in understanding human behavior in any setting the opportunity to meet with individuals who have similar interests. Meetings are traditionally highlighted by guest speakers. In addition, interested members may have the opportunity to participate in the Oklahoma Psychology Association's Fall conference and the Oklahoma Psychological Society's Spring conference.

SEMTA is designed to promote interest in the Emergency Medical Services professions and to provide access to current topics through providing guest speakers and a forum for exchange of ideas.

SPA promotes the College's theater arts program and provides an environment for sharing ideas and common interests relating to theater and the performing arts. This group also assists with the theater productions that are presented twice each semester.

SOTA's purpose is to increase social and educational opportunities for students enrolled in the Occupational Therapy Assistant program. SOTA also provides the opportunity for community service activities and projects that support persons with physical or mental limitations.

SPTAO's purpose is to increase educational, social and professional opportunities for students enrolled in the Physical Therapist Assistant program. This organization enables the student to network with fellow students and professional colleagues within the state and nation.

SAG is composed of students, professionals and anyone with a love for art. The group participates in field trips to museums, demonstrations and lectures.

SOEA provides an opportunity for students to investigate teaching as a career, to learn more about the art of teaching and to keep abreast of various curriculum requirements for education majors. This organization also provides a venue in which students may interact with guest speakers, College faculty and fellow students who have a common interest in education.

The *Writing Club's goal* is to bring student writers of various genres together and work collectively and individually on different writing projects.

Special Interest Organizations

Abilities Galore provides mutual support for academic and career goals of students with and without disabilities. The group also coordinates activities to increase public awareness and understanding of people with disabilities.

Advocates of Peace educates the College community on issues of peace and justice.

The *Black Student Association's purpose* is to serve as a focal point for African-American students at the College by enhancing educational goal completion, making a zealous effort to increase the retention of all students and by promoting awareness of the African-American culture.

The *College Democrats* fosters and promotes a wide range of political viewpoints. Students are encouraged to participate in campaign issues, as well as current legislation, that are before the Oklahoma House and Senate. This organization welcomes all students who have an interest in these issues and who have a desire to become involved through political action.

The *College Republicans* serve as a training ground for future Republican leaders. College Republicans are not simply oriented toward political campaigns and candidates~~;~~ but also focus attention on particular issues. College Republicans provide young people with opportunities to demonstrate their leadership potential through political activism.

GALA promotes the health, rights and well-being of sexually diverse students, their families~~,~~ and friends. The group offers support to cope with an adverse society, supplies accurate information on the issues surrounding sexual orientation, and provides educational speakers with the goal of creating a society that is respectful of human diversity.

HOPE is a social organization for Hispanics and/or people interested in the Hispanic/Latino culture. This group plans activities on campus and offers service to the Hispanic community.

Religious Organizations
Baptist Collegiate Ministries provides Christian fellowship and encouragement for the campus community. Weekly meetings are held to help guide members in Christian growth and discipleship and involve them in responsible church membership.

Chi Alpha Christian Fellowship has weekly meetings, which are open to students interested in fellowship with other Christians, as well as growing spiritually through Bible study, worship and prayer.

Sigma Lambda
The Office of Student Life took over the operation of Scholar's League in 2006-2007 and recreated and remarketed the organization as Sigma Lambda. The pilot leadership emersion program was designed to test curricular elements of the LEAD Leadership Development program currently in development.

Student Awards Ceremony
The annual Student Awards Ceremony was held on April 20, 2007 with approximately 325 faculty, staff, students, and community members in attendance. 110 students were

recognized during the ceremony for their achievements inside and outside of the classroom.
Awards given included:

- Pioneer Award,
- Student Organization Award
- President's Award for Excellence
- English Student Essay Award
- Scholarship recognition
- Certificate of Achievement and
- Recognition of honors graduates

In addition to the ceremony, a luncheon was held in honor of recipients of the President's Award for Excellence. Students receiving this award and the College's President's Cabinet members were in attendance at the luncheon.

Student Organization Jubilee & Crazy Olympics
The Student Organization Jubilee was held on April 28, 2006 at Earlywine Park in south Oklahoma City. The purpose of the Jubilee was to celebrate and recognize the accomplishments of the student organizations over the past year. The Crazy Olympics were held prior to the Jubilee, with four student organizations participating in the three different competitions; approximately 35 students and sponsors were in attendance. Awards were given out as follows:

- Most Improved Club – Chi Alpha
- Club of the Year – Business Professionals Association
- Educational Event of the Year – Advocates for Peace, Day of Peace and Justice
- Social Event of the Year – Black Student Association for their Winter Ball
- Community Service Event of the Year – Business Professionals Association
- Fundraiser of the Year – Business Professionals of America, Silent Auction
- Best Scrapbook of the Year – H.O.P.E.
- Best New Member of the Year – Rebekah Green, Phi Theta Kappa
- Club Officer of the Year – Laurie Thornton, Psi Beta
- Volunteer of the Year – Grebil Castilliano, H.O.P.E.
- Sponsor of the Year – Stephen Morrow, Advocates for Peace

Other Nominees:

- Black Student Association, Craig Carter
- HOPE, Jessica Martinez Brooks
- Business Professionals Association, Vijayan Ramachandran
- TLC, Mary Candler
- Black Student Association, Alexis Griffis
- Business Professionals Association, Meredith Drake
- Business Professionals Association, Chris Stewart
- Phi Theta Kappa, Keith Hurdelbrink
- Chi Alpha, Priscilla Jaramillo
- Chi Alpha, Miranda Noakes

- Phi Theta Kappa, Brittney Hodges
- Black Student Association, Simona Murphy
- HOPE, Sergio Gallegos
- Advocates for Peace, Jennifer Akapabio
- Business Professionals Associationa, Dustin Fisher
- Black Student Association, Sharee Demby
- HOPE, Francisco Cervantes "Pancho"
- Chi Alpha, Joyette Farquharson

Student Activities & Recognition Transcript
The Student Activities & Recognition Transcript (START) is a self-report college document that verifies a student's activities and awards, similar to an academic transcript, which verifies a student's academic performance. The START can be used to maintain an accurate record of on and off campus activities and awards, which were earned during a student's college experience. The START may serve as a supplement to a student's resume, scholarship applications or other job and college related applications. Categories in START include Leadership Involvement, Professional Development, Honors & Awards, and Community Service. After extensive research and collaboration with various departments at the College, the transcript became a service available to students in July 2003.

Student Leadership Programs
Four student leadership events were held in 2006-2007. The purpose of such leadership events is to assist in educating and motivating club sponsors and student organization leaders in order that they may achieve success within their individual groups. Leadership events included the Student Leadership Retreat in August, two follow-up Leadership Retreats in September and the annual Student Leadership Workshop in January.

Sponsor Recognition
A number of activities and events were held throughout the year to recognize, thank and motivate our club sponsors who volunteer so much of their time and energy to assist our student organizations. Activities throughout the year included:
Sponsors' Open House – In August of 2006 an Open House was held in the Office of Student Life in honor of all club sponsors to thank them for their past efforts as well as for their service in the upcoming year. This event replaced the Sponsor's Luncheon.
Sponsors' Appreciation Week – In November of 2006 a week was set aside to recognize and give appreciation to the club sponsors. The Office of Student Life sent out cards and small gifts to each sponsor. Student organizations were encouraged to think of creative and individualized ways to thank their sponsors.
End Of The Year Recognition – In May 2007, each club sponsor was recognized with a gift along with a certificate of appreciation to thank them for their year of service.

Assessment and Usage Data:

Student organizations held 793 events throughout the year. Below is a summary of types of events, number of events held in each category and total number of participants who attended or assisted with events in each category. Information about club activities is based on event summary forms submitted by student leaders.

Event Type	FY2005		FY2006		FY2007	
	# of Events	# of Participants	# of Events	# of Participants	# of Events	# of Participants
Social	38	1,708	23	537	44	2,722
Educational	79	3,819	67	1,884	75	5,142
Community Service	16	1,179	16	629	28	3,282
Fund Raisers	61	NA	77	NA	70	NA
Club Meetings	579	NA	537	NA	576	NA
TOTAL	773	6,706	720	3,050	793	11,146

Two Organization Fairs were held this year, one in August and another in January. The purpose of the organization fairs is to solicit membership in the various student organizations and to promote the formation of new clubs.

Term	# Clubs Represented	Day One	Day Two	Total
Fall	24	485	304	789
Spring	23	218	131	349

A three year history of growth in the number of students who utilized START.

FY 05 195 students
FY 06 459 students
FY 07 673 students

Future Plans:

Latitude - Develop and implement international student peer mentor program. Program will consist of monthly meetings and a variety of programs and events designed to engage our international student with a resident or second year international student.

Emerging Leaders - Develop and implement program based on social change model to target student leadership development. The co-curricular program will include monthly meetings, service component, travel, and workshop style training that will encourage the development and use of leadership skills.

Sponsor Development- In addition to annual retreat and workshop, offer continuing education and updates to student organization sponsors. Monthly meetings sessions Sept – Dec and Feb – April.

New Student Orientation

Program Highlights & Information:
New Student Orientation was implemented on June 9, 2006. The program was offered to students as a one-time 2 ½ hour session, and it was designed to assist them in their academic, personal and financial transition to Oklahoma City Community College. The sessions were offered throughout the summer in small groups; typically between 15 and 25 students at each session. Students participated in the session by enrolling in the non-credit course, NSO 0500, during the registration process, and there was no cost to the student. Twenty-six NSO sessions were held in the Summer and Fall of 2006, and eleven sessions were held in the Spring of 2007. While we are still awaiting persistence rates and comparison rates between non-participants for the Spring, there were some notable comparisons from the Summer and Fall sessions.

Staffing
Although numerous staff from the Office of Student Life, as well as other functional areas, assisted with New Student Orientation, the program was staffed primarily by one full-time master's level professional coordinator and two part-time student staff members. In preparation for the summer 2006 orientation sessions, the Director of Student Life served in the capacity of coordinator until the budget approval allowed for the hiring of a professional position in late July. Funding for the student staff positions was made available in June, and a formal budget line was approved in July for continued funding. The two students were identified through the traditional human resources process and were interviewed, hired and began aiding in the administration and presentation functions of the orientation sessions in mid June of 2006.
Below are the brief descriptions of both the professional and student positions:

- The *First Year and Student Life Programs Coordinator* develops, plans, implements, and assesses New Student Orientation sessions, welcome events, social programs, family activities, student academic success seminars, and other relevant services to enhance the success of a diverse student population.
- *Student Programs Leader* provides student leadership and support for the New Student Orientation program, Service-Learning initiatives as well as other related Student Life programs. These programs provide students with information that foster academic success, campus and community involvement, and degree completion.

Online Orientation
Information contained in "The Book" was also made available to students online at http://www.occc.edu/orientation.

Assessment and Usage Data:

Summer and Fall 2006

Total # of Sections Offered	26
Total # of Students Attending	640
Average Section Size	24.615

Spring 2007

Total # of Sections Offered	10
Total # of Students Attending	114
Average Section Size	11.4

Persistence Rates Comparison from Summer and Fall 2006

Persistence from Fall to Spring	NSO Students N = 601		Non-NSO Students N = 9,019	
Attended Spring 2007	423	70.4%	5839	64.7%

*Data for Spring NSO not available until Fall 2007

Persistence & Notable Group Comparisons

● NSO participants had a higher persistence rate (70.4%) than non-participants (64.7%).
● Approximately two-thirds (66.1%) of the NSO participants attended one or more developmental classes compared to slightly more than half (52%) of the non-participants.
● Ethnic/racial minorities were overrepresented in the NSO participants (33.6%) while the percent of ethnic/racial minorities in the non-participants (29.3%) was basically the same as the College credit student population.
● 48.6% of the NSO participants indicated that they planned on pursuing a credential at OCCC (certificate or associate degree) compared to 58.4% of the non-participants.
● 46.8% of the NSO participants indicated that they planned on transferring and receiving a degree at a college other than OCCC compared to 34.9% of the non-participants.
● Approximately two-thirds (65.6%) of the NSO participants are pursing an AA/AS degree compared to slightly more than half (54.9%) of the non-participants.
● There is a lower percentage of undecided students in the NSO participants (10.1%) than in the non-participants (12.4%).
● NSO participants have a greater percentage of PELL[1] eligible and OKC-GO! students than the non-participants.
● Students receiving a GED comprised approximately 8% of both groups.

Self Report Knowledge
The following data are based on a self-report inventory participants completed following each session.

Summer and Fall 2006

Knowledge Area	Prior to Attending	After Attendance	Mean Increase
Financial Aid	3.3259	4.2306	+.9047
Payments/Bursar	3.1184	4.2457	+1.1273
Syllabus	3.5514	4.5653	+1.0139
Study Skills	3.6378	4.4819	+.8441
Time Management	3.61	4.4879	+.8779
Note-Taking	3.689	4.4794	+.7904
Campus Labs	2.7138	4.437	+1.7232
Academic Advisement	2.8591	4.3368	+1.4777
Mine Online	2.7638	4.3488	+1.585

Spring 2007

Knowledge Area	Prior to Attending	After Attendance	Mean Increase
Financial Aid	3.4737	4.1327	+.659
Payments/Bursar	3.3246	4.3097	+.9851
Syllabus	3.5044	4.5221	+1.0177
Study Skills	3.6754	4.3540	+.6786
Time Management	3.7193	4.3451	+.6258
Note-Taking	3.8230	4.3363	+.5133
Campus Labs	2.6754	4.2920	+1.6166
Academic Advisement	2.9561	4.2655	+1.3094
Mine Online	2.9123	4.3540	+1.4417

Evaluation Summary
The following data are collected from an evaluation participants completed following each session.

Summer and Fall 2006

Question	Mean
Attending new student orientation eased some of my concerns about college.	4.1372
Attending new student orientation will help me be more successful.	4.0687
I would recommend attending new student orientation to my friends.	4.3892
Overall my experience with new student orientation was positive.	4.5913

Question	Mean
Attending new student orientation eased some of my concerns about college.	4.1364
Attending new student orientation will help me be more successful.	4.0636
I would recommend attending new student orientation to my friends.	4.3727
Overall my experience with new student orientation was positive.	4.6000

*All data was collected on a 5 point Likert scale with 5 indicating a high or strongly agree response and 1 indicating a low or strongly disagree response.
NOTE: ANOVA, using Tukey's post hoc test, was performed for age range, major and ethnicity, no significant difference in groups were found in overall satisfaction.

New Student Orientation Survey

Following the New Student Orientation, students were given a survey concerning their experience. The following information was extracted from two open-ended questions within that survey. Data from the questions was coded and most salient topics are listed.

Summer and Fall 2006

What did you find most useful about NSO?

1. Tour
2. Information on Labs
3. Knowing where to find help/resources
4. They answered all of my questions
5. Everything
6. Online information
7. The BOOK
8. Understanding what college is about, what to expect

9. Eased some stress
10. Being able to ask questions
11. Note taking, study skills
12. Financial Aid

What could have been done to improve your NSO experience?

1. More detailed tour
2. More activities
3. More information on online courses
4. More information on financial aid
5. More information on classes/classrooms

Spring 2007

What did you find most useful about NSO?

1. Tour
2. General information
3. Everything
4. Information on Labs
5. Time management
6. Friendly atmosphere
7. Financial Aid
8. Staff

What could have been done to improve your NSO experience?

1. Nothing
2. More detailed tour
3. Have food
4. Session was too long

Future Plans:

Continue program as implemented in FY '07 with updates to publications, website, and other media used in delivering NSO. Make relevant changes / updates gleaned from FY 2007 evaluations. Continue the commitment to the growth and evolution of the orientation program so that a significant impact can be made in the overall success of new students to Oklahoma City Community College.

Service Learning

Program Highlights & Information:
Academic Service-Learning
The Office of Student Life's Service-Learning Center entered its second full year of operation with modest increases in faculty participation, student interest and community partnerships. Most notably programmatic changes were made to address student satisfaction and learning concerns raised by the research conducted during the first year of operation.

Specifically, the following program changes were made:
- Improved agency communication and training
- Comprehensive training session for nursing faculty
- Improved in-class reflection
- Improved student training and preparation

Co-Curricular Service-Learning
The Office of Student Life continues to support the objectives of Service-Learning, and the Student Life staff continues to support efforts by student clubs and organizations to be involved in community service by assisting in the planning and organization of club service projects.

Additionally, the Service Saturday program enables students to participate in structured learning activities at community sites around Oklahoma City. The following agencies participated in the Service Saturday program during the 2006-2007 academic year:
- Central Oklahoma Habitat for Humanity
- Regional Food Bank of Oklahoma
- The Salvation Army
- Oklahoma Library for the Blind and Physically Handicapped
- The Christmas Connection
- Oklahoma Heritage Association
- Special Care Inc.
- Oklahoma City Public Schools – Westwood Elementary

The office also hosted two Volunteer Service Fairs on campus during the year to highlight agencies that encourage students to get involved in service.

The Civic Honors program entered its first full year of implementation during 2006-2007 with less than anticipated participation from students. Of the five students that started the program, three of those have lost contact with the Office of Student Life, and the remaining students have not completed the program.

Assessment and Usage Data:

Service Saturday Participation – 118 Students

62 Participating Community Agencies

Academic Service-Learning Participation and Evaluations
18 Faculty members in 18 courses
Total year based on class capacity – 540
Total year based on survey returns – 459

Evaluation Means

The service increased my awareness of the larger community	4.04
The service helped me better understand the course material	4.09
The service helped me reflect on my life and goals	3.78
The service helped my decide on career and life goals	3.02
The service has increased my interest in doing further service	3.78
I would recommend this activity to my friends	3.85
My experience with the community agency was positive	4.27
My experience with the Service-Learning Program has been positive	4.13

Qualitative summary
The qualitative results from the Academic Service-Learning were similar to previous semesters will the majority of students who completed the survey stating that they enjoyed they service and successfully completed the related learning objectives. Again, some students in nursing courses expressed frustration with both the academic requirement and the perceived lack of connection to course material. Once again, it appears that Students in other courses were able to make these connections. This suggests that reinforcement of learning objectives in addition to more faculty and agency training may be needed.

Future Plans:
During the 2007-2008 academic year staff will work to increase the number of participating faculty members by hosting at least two WOW sessions and redesigning and redistributing brochures and faculty guides. Continue training for agencies on how OCCC provides services and access to student body. Adjust Service Day program (formerly Service Saturday) and policies to improve student participation. Staff will also explore ways to improve training for students, agencies and faculty.

STUDENT DEVELOPMENT
Testing and Assessment

Mission:
The Test Center provides high quality service and positive personal interaction to deliver placement and classroom exams to students.

Organization and Management:

Full Time:	5
Part Time:	7
Permanent:	8
Temporary:	4
Professional:	2
Classified:	9
Student:	0
FTE:	9

Staff Development:

1. GED Examiners Conference
2. Accuplacer National Conference
3. OCCC WoW Sessions
4. ACT Webference (Certificate program)

Financial Resources:
Testing and Assessment houses nine financial accounts:

Number	type	use	personnel	non-personnel
10-11-13220	E&G	office operation	225,000	42,000
10-11-13230	E&G	test center operation	zero	10,000
23-11-18801	(Aux)	pay temporary staff	~40,000	zero
23-15-18815	(Aux)	pool for ACT incomes	IAAR	IAAR
23-15-18816	(Aux)	pool for TOEFL fees	"	"
23-15-18817	(Aux)	pool for GED fees	"	"
23-15-18818	(Aux)	pool for retest fees	"	"
23-15-18821	(Aux)	pool for NET fees	"	"
23-15-18833	(Aux)	pool for CLEP fees	"	"

The Office of Testing and Assessment administered 73,000 (rounded) exams during the Fiscal Year 2007.

Issues: Cybersecurity and academic dishonesty have been the major issues faced in the Test Center operation. The two shared links. All issues of Academic Dishonesty were delivered to the pertinent Faculty members, and subsequently, to the Office of Academic Affairs where final appeal rests. Steps have been outlined to address the issues.

Activity and Resultant Plans:

1. Computerized delivery of academic exams continued. The full scale plan was completed and submitted for consideration.
2. Phase two of the computerization has been set to begin during the Fall 207 term.
3. Electronic devices which could provide actual computer file and hardcopy documents for testing were selected and tested for their usability in showing actual work on tests.
4. Security issues created the need to modify Test Center policies and led to the purchase of external lockers for any student's personal possessions. No personal items will be allowed in the testing rooms under the new policies.
5. Additional monitoring devices were investigated for the purpose of increasing video and audio recording of Test Center activity.
6. Due to Staff presence at the Accuplacer National Conference conversations with Technical Staff at College Board clarified the infrastructure of CPT uploads directly into Datatel. The Testing and Assessment Staff will be working to bring this near-real-time upload to fruition.
7. A procedure for setting ESL Accuplacer cutoff scores into College credit courses was discussed with College Board staff. A committee of Language Skills and English Composition faculty will be recruited to select the questions which lead to an appropriate cutoff score for placement of international students.
8. The need for exit interview evaluations by students became needful. A workstudy staffed program of guiding students who have just completed testing will be inaugurated. Questions focusing on the students' experiences during testing and with the Test Center will be asked as well as leading the student to the next step in their enrollment process at the Advising Office.
9. Other responsibilities for test delivery will continue as currently done with an effort to modify procedures as the need arises.

Academic Exams

Program Highlights and Information:
The Test Center offers Faculty members the opportunity to allow their exams to be administered outside the classroom setting. Three hundred sixty-six (64%) of the Faculty utilized this function during the Fiscal Year. Program Information: 70,000 academic exams were distributed.

Qualitative and Quantitative Assessment and Usage Data:
Monthly Test Center figures: FY2007

month	assessment	academic	total	days open
Jul. 2006	2266	4458	6724	20
Aug. 2006	3093	250	3343	24
Sep.2006	601	5561	6162	24
Oct.2006	827	6831	7658	26
Nov.2006	826	5514	6340	22
Dec.2006	1139	5595	6734	17
Jan.2007	1648	318	1966	21
Feb.2007	651	5490	6141	24
Mar.2007	786	5336	6122	21
Apr.2007	1041	6597	7638	25
May.2007	1432	6501	7933	25
Jun.2007	1314	2695	4049	21
Totals	15624	55146	70770	270

Future Plans: See "General Functions".

Entry Assessment

Program Highlights & Information:
During the FY, College Board's Accuplacer program replaced the COMPASS for entry-level placement purposes. Evaluations of the 07Su term and 07F terms will be made to assure proper adjustment of cutoff scores, if necessary. A breakfast to introduce the new placement program was held in March for Recruiting and Admissions, Advising, Student Support Services, Cooperative Education and others with interest. At that time, referral codes and procedures were distributed.

Qualitative and Quantitative Assessment and Usage Data:
The chart below reflects the usage and success of COMPASS.

COMP R		COMP W		COMP M**	
Total	**Min**	**Total**	**Min**	**Total**	**Min**
576	320	651	210	325	42
757	420	842	304	449	65
193	135	190	92	94	12
227	144	231	86	102	8
247	198	215	88	120	17
368	169	260	88	147	116
369	217	434	146	263	46
107	78	106	48	55	7
216	170	197	111	108	13
94	67	88	45	48	4
165	87	92	40	43	1
60	41	48	18	27	6
3379	2046	3354	1276	1781	337
	61%		38%		19%

FY2007	A&P		Bio-D(Riverside)*	
	Taken	Passed	Taken	Passed
Jul	108	21	1	0
Aug	76	9	16	0
Sep	23	2	5	0
Oct	59	13	2	0
Nov	52	11	5	1
Dec	36	10	8	0
Jan	53	15	38	1
Feb	22	1	8	0
Mar	16	3	16	0
Apr	55	10	35	0
May	59	17	13	1
Jun	34	11	9	0
TOT	593	123	156	3
		21%		2%

*Chem-D deficiency resolution:	3	0

Future Plans:

A request has been made to create the electronic process which will allow similar data gathering for the Accuplacer results. Using the Accuplacer platform, OCCC paper-pencil placements can be computerized. Divisions, specifically Math/Science, will be asked for approval to do so. Multiple forms of the A & P placement exam will be requested from Math/Science.

GED Program

Program Highlights and Information:
Oklahoma City Community College houses both the instruction and testing segments of the General Education Development program.

One thousand students registered for GED classes during the Fiscal year.

Nearly one thousand fifty-six sat for the exam with 635 passing (60%). The program held two graduation ceremonies. Dr. Paul Sechrist, President of Oklahoma City Community, delivered the May address. Ms. Marie Howard, Associate Director of Project Hope in the Putnam City-Francis Tuttle district, spoke to the November graduation group. The GED program launches an estimated 15% of the GED graduates into college study.

Qualitative and Quantitative Assessment and Usage Data:

GED	
Taken	**Passed**
83	54
138	85
80	50
85	48
77	45
59	29
67	43
83	55
98	55
87	49
111	76
88	46
1056	635
	60%

Specialty and Proctored Testing

Program Highlights & Information:
TOEFL, NET and Residual ACT exams were administered during the FY. Proctored exams (155) from other colleges, universities and institutes were arranged and given. Each of these exams is directly necessary to the admission of a student to the College or one of its programs.

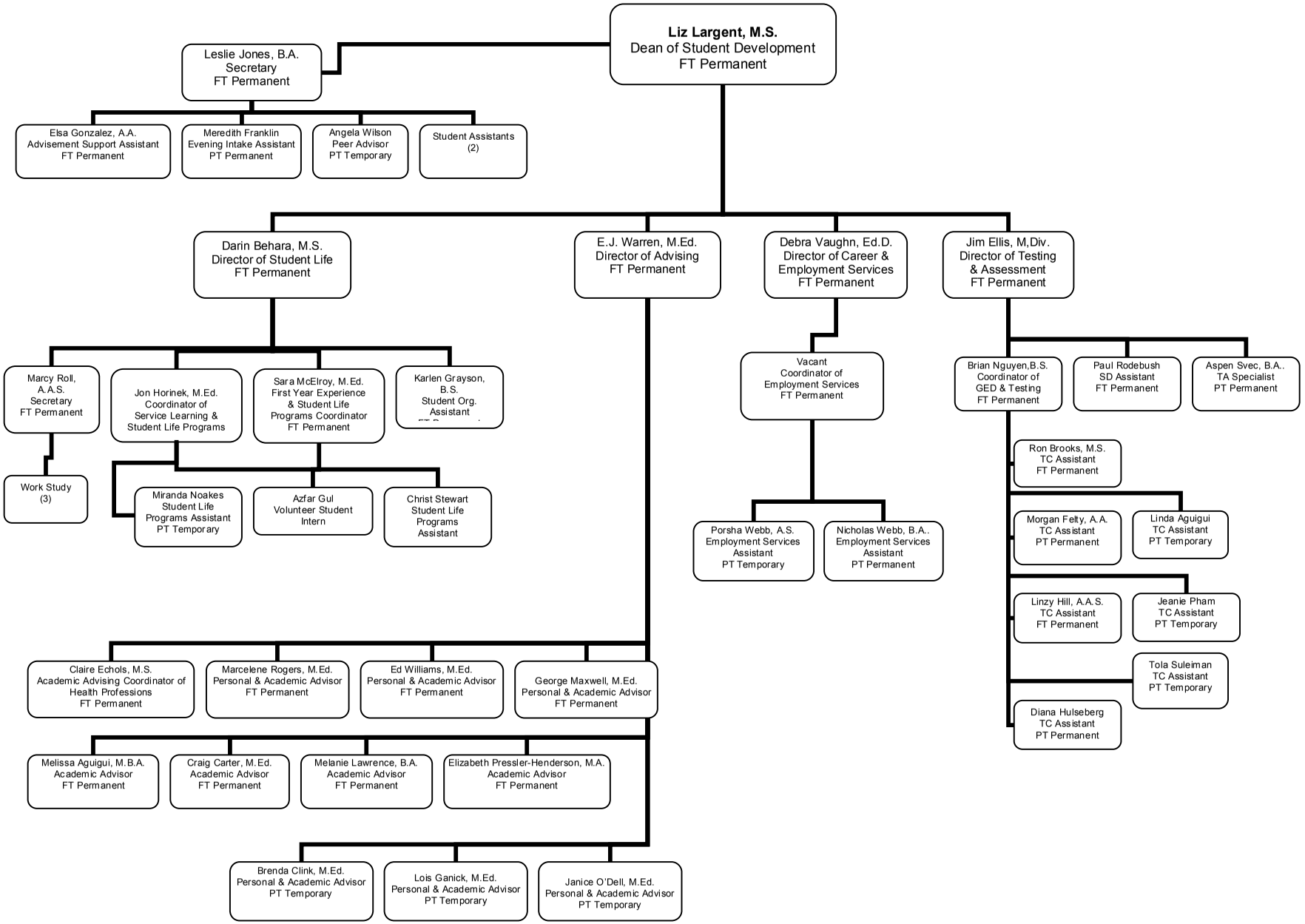
Assistance in instituting the A+dvancer was given to Advising by setting the connecting pathways to A+dvancer on the Test Center computers and hosting the diagnostic tests.

Qualitative and Quantitative Assessment and Usage Data:

TOEFL		NET		ACT	
Taken	Passed	Taken	Passed	Taken	Passed^
30	8	72	34	16	8
0	0	77	47	112	44
0	0	51	23	8	4
40	19	4	1	7	2
82	30	10	5	113	57
0	0	17	11	16	3
0	0	31	18	26	12
36	9	32	16	6	3
38	12	73	36	7	4
33	7	31	23	79	39
40	11	19	10	120	39
69	20	13	5	34	16
368	116	430	229	544	231
	32%		53%		42%

Future Plans:
Continue offering the specialty program without change as outlined by the guidelines provided by the various exam vendors.

As of June 30, 2007

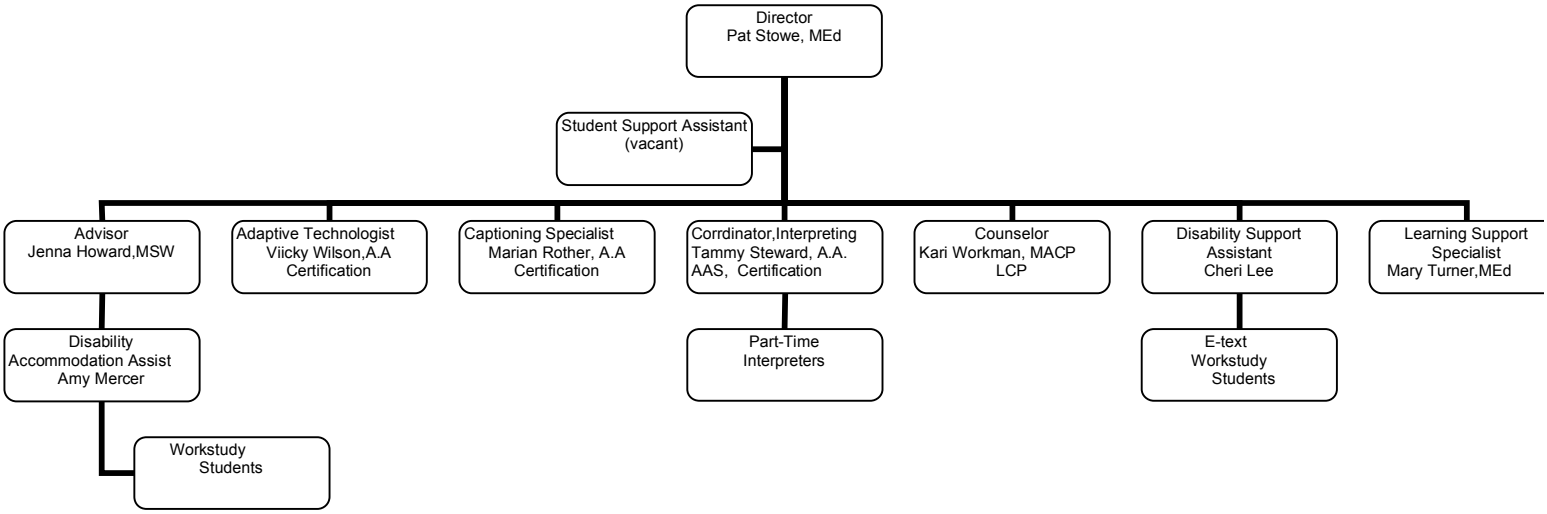


STUDENT SUPPORT SERVICES

Mission: Student Support Services provides exceptional services and resources that promote personal growth and educational success.

Organization and Management: Total FTE: 12.63

Full Time:	6	Non-Exempt:
	4	Exempt
Part-time:		Federal Work Study
		Interpreters



Staff Development:
All staff received safety training this past year in Sexual Harassment,

Specific Professional Development Opportunities included:

Director: AHEAD, FYE (First Year Experience), OK-AHEAD fall and spring, Web seminars (Suicide Prevention, Effective Crisis Management, Customer Service)

Advisor: AHEAD (Assoc. of Higher Ed. And Disabilities), OK-AHEAD spring and fall, CISM Crisis Intervention, Oklahoma Transition Institute, Web Seminars (Suicide Prevention, Effective Crisis Management, College Student Death: Guidance for Caring Campus)

Adaptive Technology Specialist: OK-AHEAD spring, Carl Perkins Grant Workshop, Accuplacer, Low Vision and Blindness Workshop, Web seminar (Customer Service)

Disability Accommodation Assistant: OK-AHEAD

Captioning Specialist: Real-time software training

Coordinator of Interpreting Services: Texas Interpreting Conference

Counselor: CISM Group Crisis Intervention, Sundance Counseling: Suicide Assessment, Web Seminars (Suicide Prevention, Effective Crisis Management, College Student Death: Guidance for Caring Campus) WOW Session (Design, Develop, Conduct & Report on a Focus Group)

Learning Support Specialist: OACADA (Oklahoma Academic Advising Assoc.), OSRHE Grant Writing, CPT/Accuplacer Training, Web Seminars (Pandemics), WOW sessions (Excel, Focus Groups)

Department's Financial Resources: $391,410.33

Accommodations:

Personnel Salary and Benefits:		$202,228.28
Operations: Supplies, Memberships, Services:		$6,643
	Total	$208,871.28

Interpreter Services:

Personnel Salary and Benefits:		$181,098.05
Contract Service:		$2441
	Total:	$182,539.05

Program Highlights & Information:

- The Office name was changed from Services to Students with Disabilities to Student Support Services.
- Five Student Success Initiatives were submitted and approved.
  1. The one having the greatest immediate impact for students was providing assessments for students in cooperation with the Psychology department at the University of Oklahoma. Twenty students were diagnosed with learning disabilities that had no previous testing or no current diagnosis. This allowed these students to be eligible for accommodations.
  2. Established a Counselor position. That position was filled in April.
  3. Cooperation between Student Support Services, the Math and Communication labs provided training to faculty from outside consultants.
  4. A new higher definition scanner was purchased for providing alternate format.
  5. Funds were made available to assist with programming for ADA purposes.
- A Learning Specialist position was created and a staff person previously experienced with many of those duties was transferred into the area.
- Supplemental Instruction Leaders will be a part of the new Learning Communities.
- A Supplemental Instruction room has been assigned on the first floor of the Library.
- Two staffing positions were reassessed to allow maximum student support services.

- In response to faculty concerns an attendance marketing strategy resulted in collaborating with Public Relations and marketing to create posters to be released for fall 07.
- The Carl Perkins grant was monitored for FY07 and resubmitted for $180,000 for FY08.

Qualitative and Quantitative Assessment and Usage Data:

All assessment and usage data is reported throughout the rest of the document as it pertains to each functional area.

Departmental Focus for FY 2008 :

- Establish a three year plan for the Office of Student Support Services,
- Support for OCCC's "Achieving the Dream" project.
- Develop surveys for students and faculty to determine the types of support systems needed to be initiated and then establish as funds are available.
- Create a stronger SI Leader Program.
- Conduct a research project to compare success rates of students using SI to those students who do not.
- Collaborate with faculty to strengthen the Early Alert Warning System.
- New brochures will be created to accurately convey the functions of Student Support Services.
- Develop a new website to be ready prior to the beginning of the fall 07 semester.
- Investigate creation of IPOD delivery of information for student success.
- Collaborate with Learning labs for supporting students in Developmental classes.
- Provide opportunities for students to mentor.
- Investigate possible needs for targeted adult student support.

Adaptive Technology

Program Highlights & Information:

Four new computers were purchased through the Carl Perkins Grant, one each for the Adaptive Technology Lab, E-Text lab, Captioning Lab, and the reduced distraction testing room in the Test Center.

A total of $21, 587.68 was spent from the Carl Perkins Grant for adaptive technology, software upgrades, and to upgrade the Captioning Lab.

Adaptive Technology Lab:

The Adaptive Technology Lab was relocated to the front of the Student Support Services office next to the Adaptive Technology Specialist. This lab area contains four computers with standard Microsoft Office Suite software and adaptive software. JAWS screen reading software for blind students and WYNN software for learning disabled students was upgraded. This area contains a printer for student use and a partitioned area for use of Dragon Naturally Speaking speech to text software.

Training:

Group training and demonstration of adaptive software was presented to seven visiting high school groups.

Fourteen students were trained in the use of adaptive software, JAWS screen reading software for blind students, WYNN software for learning disabled students, and Dragon Naturally Speaking speech to text software for student with dexterity disabilities. JAWS and WYNN software are available for student use in the Adaptive Technology Lab, Communications Lab, Library, and the Computer Lab.

Three work study students were trained to use a scanner and ABBYY electronic text conversion software for preparation of textbooks in audio format.

Qualitative and Quantitative Assessment and Usage Data:

The Adaptive Technology Lab was used by students with disabilities for test taking with adaptive software.

Alternative Text

Program Highlights & Information:

Alternative Text is an accommodation for at promise learning disabled, low vision, and blind students to have equal access to the learning environment. Students with appropriate documentation may receive their text books, and instructional materials in an alternative formats, such as, word (which can be read to a student with certain software as they follow the text), enlarged text or audio CD. Adobe, Abby Fine Reader, Wynn, Word, and Text Aloud are software programs that are used to achieve this.

The process is to request books from the publisher first; but most of the time our office receives copyright permission to change the format. Books must be acquired, scanned, and changed into a format for enlarged text, a format that can be computer read by transferred into a software to make an MP3 audio file.

Consulting services have been provided to OSU and OU as to type of equipment, software and process that is used by OCCC Student Support Services office. This office goes a step further than most institutions; as it strives to provide the best accommodation for each student. Because we truly care, it is our sincere hope that each individual whom we have contact with will accomplish their goals, their dreams and achieve success.

Qualitative and Quantitative Assessment and Usage Data:

The need for alternative text has been gradually increasing over the last two years. The total number of books requested for alternative text for Fiscal year 2006-2007 is 106. The requests were as follows:

Summer 2006	9	Books requested
Fall 2006	49	Books requested
Spring 2007	48	Books requested
Total Books Requested:	106	

This workload is accomplished with four to five work study positions, along with the Disability Support Assistant. The time it takes to convert a book into these alternative formats depends on what format is required for the specific student, the graphics of the text, and how many chapters or pages are in the book.

On surveys, students continually say that OCCC has the best accommodations for alternative text.

Future Plans:

Student Support Services will continue to purchase equipment and software as it becomes available to provide an even better product.

- This office will continually strive to work with the textbook publishers to procure E-text.
- Collaborate with any internal or external agency to allow acquisition of textbooks to be altered for student use.
- Set-up a filling system that will have e-text on CD's ready for students.

Captioning Services

Program Highlights & Information:

Captioning services include providing real-time captioning for academic and college activities for students who are hard of hearing or deaf but do not know sign language. Captioning services also include providing open or closed captioning of instructional video information.

Providing positive liaison services between those students and faculty is also an important function to ensure smooth accessibility can occur not only in the classroom but also timely completion of captioning video requests.

- This year a cooperative project was initiated with Video Services department to make science lab videos available on-line. Also a promotional video for Biotechnology was captioned.

- Recruitment efforts were supported by demonstrating real-time at Westmoore High School and at the School for the Deaf in Sulphur.

- One student utilizing this service received a scholarship from a state organization.

Qualitative and Quantitative Assessment and Usage Data:

- Classroom Real-time: 960 hours of classroom real-time were requested.

- Instructional Video Captioning: 145

- On-line science labs: 65

- On-line math: 34 modules of Basic Math

Industry standards dictate that in order to provide 1 hour of video captioning it requires an additional 10 hours for preparation.

Future Plans:

FY08 new equipment and software will be used to make production more professional and efficient.

Carl Perkins Grant Administration

Program Highlights & Information:

The propose of the Carl Perkins Act is to develop more fully the academic and career and technical skills of secondary education students and postsecondary education students who elect to enroll in career and technical education programs.

Career and technical programs supported by the federal grant at Oklahoma City Community College are:

- Health Professions
- Biotechnology
- Graphics Communications

The Act also includes those students who are considered as special populations, ie., students with disabilities.

FY 2007 was the last year for the current federal guidelines for the Carl Perkins grant. Recent reauthorization of the grant will change some reporting methods and allowable expenditure of funds.

Federal Legislation Assistance Division for Oklahoma offered two workshops for recipients of the grant to understand the new language and expectations of the legislation.

FY 2008 will be called a "Transition Year."

Qualitative and Quantitative Assessment and Usage Data:

FY07 grant allotment totaled: $154,474.00

$130,287.04	Equipment and software for the technical vocational programs
$ 10,491.96	Equipment and software for servicing students with disabilities
$ 6,695.00	Registrations and flights
$ 7,000.00	Consortium

.

A cycle of timelines have been met for FY07.

- Application for federal funds due July 30, 2006
- Report of Performance Indicators July 15, 2006
- Approval for expenditures October 20, 2006
- All equipment purchases made prior to April 15, 2007
- Report for Pell and BIA recipients March 2007

- Notification of funds available for FY08

Future Plans:

Continue to use Carl Perkins funds to support the efforts of students in career and technical education.

Counseling

Program Highlights & Information:

The Office of Student Support Services introduced Professional Counseling services to OCCC students in April 2007. The Licensed Professional Counselor's goal is to provide quality services to students in a manner to promote learning and personal growth. This is accomplished through supportive, solution-oriented interventions and educational services.

- **Counseling** - The counselor will provide short-term counseling based on the needs of the student.

- **Referrals** - When it is determined that the student can best be assisted with consistent, long-term counseling, a referral system is available to help students access community resources.

- **Casework Management** - The counselor provides and maintains a confidential system of casework management as appropriate to the requirements of the individual and for the purposes of statistics, documentation, and reporting.
  *Developed emergency protocols/procedures
  *Created casework documentation

- **Outreach** - The counselor will lead and/or collaborate with other departments to provide training sessions and workshops to enhance students' abilities to develop strategies to address issues of potential impediments or deterrents toward reaching their educational goals.

  *Responded to Virginia Tech crisis and OCCC campus threat
  *Provided consultation to Faculty and Department of Safety and Security

Qualitative and Quantitative Assessment and Usage Data:

- As of June 22, 2007, 21 students have accessed the counseling office.

- OCCC faculty/staff referred 16 students to the counseling office whereas 5 students were self-referrals.

- The counselor has addressed a wide variety of issues ranging from depression, anxiety, suicide ideations, domestic violence, relationship problems, eating disorders, academic success, and health issues.

- Approximately 50% of the students have been referred to community services for further counseling.

Future Plans:

- Continually update website linkages to reflect current student issues.
- Create a *Student in Distress* booklet for faculty and staff.

- Offer student organizations information on counseling program and workshop/seminar possibilities.

- Promote through different venues to the campus community that counseling services for current students are available.

Disability Services

Program Highlights & Information:
The Office of Student Support Services continued to create and provide ADA accommodations and services to students.

Other programs that we continued this year included:

- High School recruitment – provided campus tours and disseminated post-secondary disability information to students and high school counselors.
- In collaboration with the testing center, we created reduced distraction testing rooms within the testing center.
- Ability Awareness Week – Collaborated with Student Life and the Abilities Galore club to provide a campus wide awareness of disabilities.

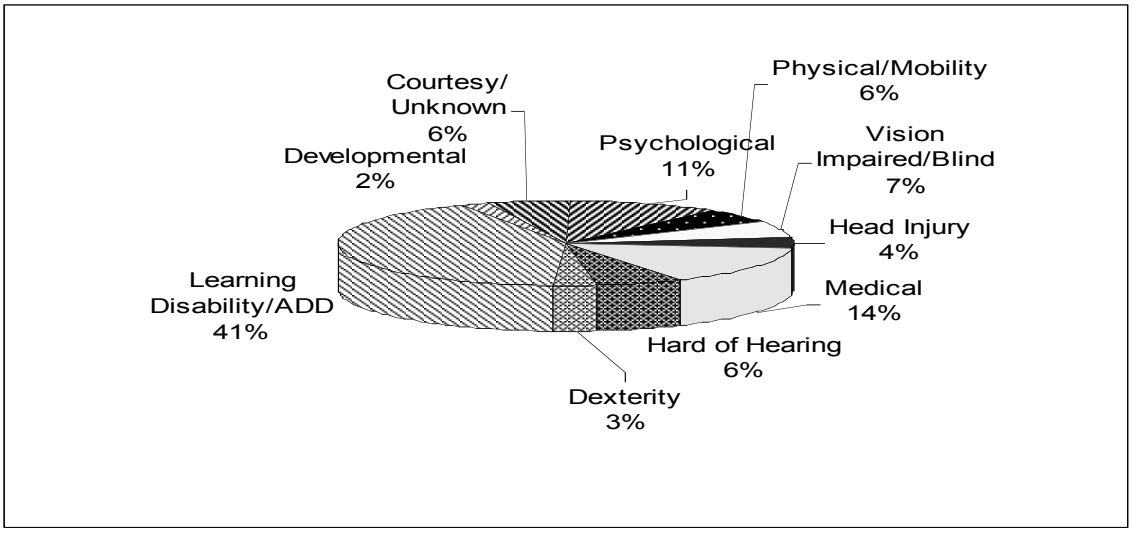
New programs and initiatives included:

- Graduation reception for the students that graduated during the fall or spring semester.
- Provided 20 students with free psycho-educational evaluations through OU counseling and testing services.
- College experience for High School students - Santa Fe South High School received in-class college experience, met with OCCC students with disabilities to hear advice on college transition from peers, met with faculty and the Financial Aid office. This was done in collaboration with OCCC professors and teachers from Santa Fe South high school.
- Advisor to students with disabilities met with counselor at Santa Fe High School to provide practical information about documentation needed for post-secondary disability accommodations.

Qualitative and Quantitative Assessment and Usage Data:

- 596 open files reflect Section 504 and ADA related advisement activity during FY 06-07 (summer 06, fall 06, spring 07). Of those 596 students, 216 were new students.
- Types of Disabilities, or special conditions reported in the open files are as follows:

249	Learning Disabilities (Including ADD/ADHD)	21	Head injury
65	Psychological/Emotional	18	Physical Dexterity
89	Medical	36	Hard of Hearing
33	Physical Mobility	35	Courtesy/unknown
39	Vision Impaired/Blind	11	Developmental



- In an effort to ensure that appropriate accommodations were provided to students, survey forms were sent to faculty the fall and spring semester.

  - Fall '06 Semester Results:
    Two hundred twenty seven surveys were sent to faculty in the fall '06 semester, with a 54% response.
    74% of 122 responses of faculty reported providing the accommodations suggested by the Advisor and 22% responded that the accommodations were different from what had been recommended.

  - Spring '07 Semester Results:
    Two hundred thirty four surveys were sent to faculty in the spring '07 semester, with a 66% response.
    68% of 154 responses of faculty reported providing the accommodations suggested by the Advisor and 16% responded that the accommodations were different from what had been recommended.

  - Student satisfaction surveys were sent to 276 students using OCCC student email. The response was too low to provide adequate information.

Future Plans:
Future Plans include the continuation and growth of last year's goals along with implementing new programs.

- Those programs we want to continue and improve are the following
  - Psycho-educational testing for students – to provide testing for 40 students, doubling last year's commitment.
  - Continue providing tours to local high schools and collaborating with high school counselors.

- Growth of Abilities Galore – increase student support and outreach to students with disabilities, those new to OCCC and in High School

- New Plans include:

  - Advisor active participation on the Oklahoma City Metro Transition Team (Collaboration to promote effective transition into higher education or work for people with disabilities)
    - Fall 2007, Students from OCCC who have disabilities will provide information and mentoring to Capital Hill High School Students
    - Fall 2007, Provide Disability information to Capital Hill High School
  - Advisor Participation on Disability Interest Group – to help connect students with disabilities to community resources.
  - Developing an assessment of student strengths and needs for at-promise students in order to more effectively connect students to resources and services that will help them be successful.

Early Alert

Program Highlights & Information:
Early Alert is an electronic warning system used by faculty to indicate that a student is not performing well or may need some type of support to successfully complete a class.

- Information concerning Early Alert was presented to all academic divisions during the April, 2007, division meeting. Feedback on the existing form was solicited from faculty.
- Through collaboration with faculty, a new form was created.
- A new desk top icon is now available to provide easy access to faculty.
- Information regarding the program was presented at the June, 2007, Dean's Council meeting.

Qualitative and Quantitative Assessment and Usage Data:
- 227 referrals were addressed during 07sp.
- 10 referrals were addressed for the 07sp Early Warning pilot (participating faculty called students who missed their first class, and referred students they could not reach).
- 14 referrals were addressed during 07su
- Referrals may be sent at any time during a semester. For 07sp, the earliest referrals were sent during week 1; the latest one was sent during week 15.

Future Plans:
- Information regarding Early Alert will be presented to faculty during staff development week in August.
- A prototype of an early alert system developed by Datatel has been identified and will be explored for adoption as funds are available.

Health

Program Highlights & Information:

- Information regarding meningitis and the vaccine against the disease was disseminated in February. Oklahoma City-County Health Department contact information was also provided.
- Meningitis disease and vaccine information were displayed on the College's website.
- Handouts on health-related topics are made available at the Office of Student Support Services.
- Health-related website links will be available on the Student Support Services website.
- Health insurance brochures are available at the Office of Student Support Services.
- Health insurance website links will be available on the Student Support Services website.
- Information related to the abuse of prescription drugs was included in the Student Handbook and in the brochure entitled, "Learning about Your Drug, Alcohol, and Tobacco Free College."
- The brochure, "Learning about Your Drug, Alcohol, and Tobacco Free College" are now available to new and prospective students via the packets distributed by the Office of Recruiting and Admissions. A link to this brochure will also be available on the Student Support Services website.

Qualitative and Quantitative Assessment and Usage Data:

- Approximately 250 health insurance brochures have been distributed since February.
- Approximately 100 handouts on various health related topics have been distributed.

Future Plans:

- Conduct Student Success Seminars on health related topics.
- Identify and sponsor guest speakers to present on health related topics.
- Develop CDs of health related information to give students
- Write articles on health related topics for the *Pioneer*.

Interpreting Services and Community Outreach

Program Highlights & Information:
Provide access, opportunities, and quality accommodation services that include advisement, classroom and extra-curricular interpreting, providing notetakers, and tutoring for students who are deaf to achieve their academic and personal goals. Community Outreach includes a collaborative effort among the college, community, local and regional day programs for the Deaf and the residential school for the Deaf to recruit potential students to OCCC, provide information regarding the services provided, and increase awareness of deaf issues and American Sign Language.

- **Interpreting:** 996 classroom hours of interpreting for eighteen classes were requested.
- **Extra-curricular Interpreting:** Provided 52 additional hours of extra-curricular interpreting. This included special presentations on and off campus, student participation in club activities, and site tours.
- **Notetaking:** Peer notetakers provided classroom notes for students. The amount is dependent on the type of class taken and the number of classes requiring notetaking services.
- **Tutoring:** Provided 100 hours of individual tutoring in classroom subjects, as well as interpreting for on-campus learning and tutoring labs.
- **Advisement:** Provided 60 hours of student advisement relating to course work, accommodations needed, and classes required for transfer to other educational institutions and vocational programs, and explanation of college policies and procedures.
- **Outreach:**
    - Contacted seven Oklahoma City area schools with Deaf Education programs.
    - Attended College Fair Day at the Oklahoma School for the Deaf in Sulphur, Oklahoma.
    - Provided an 8 week “Discovery” series class on American Sign Language – beginner level.
    - Offered WOW sessions for faculty and staff in “Communicating with Sign Language”.
    - Presented Brown Bag lunch seminars for students in Sign Language.
    - Attended and presented Professional Day at West Moore High School to provide career information on interpreting for the Deaf.
    - Sponsored and provided Deaf Awareness Day information and activities on-site and in the community.
    - Evaluator for the State of Oklahoma’s Quality Assurance Testing Program which certifies interpreters.

Qualitative and Quantitative Assessment and Usage Data:

- On-line Student Satisfaction Survey sent to all deaf students at the end of each semester to be used as a tool to evaluate service provision and provide an avenue for students to express concerns or issues related to accommodations. Surveys are anonymous and confidential. Of the surveys returned 100% indication that services were more than satisfactory.
- Retention of students: Fall 06 – 3 students; 1 returning and 2 retained. Spring 07 – 3 students; 1 returning; 1 retained and 1 new. Summer 06 to Spring 07 = 6 different students. Spring 07 – 1 Graduate; transferring to OU Health Sciences Radiology Program.
- Attendance and participation verification of “Discovery” classes for 8 weeks with a student high of 16 and a student low of 6.
- Brown Bag and WOW satisfaction surveys passed out to participants.

Future Plans:

- Continue to provide exceptional communication access and services to students who are deaf that include, but are not limited to, interpreting classroom instruction.
- Maintain strong, positive liaisons between faculty, staff and students to ensure student success and retention.
- Continue college and community outreach through established avenues.
- Set up yearly Open House and Tour for parents and students.
- Develop and implement sensitivity training relating to deafness for the nursing and paramedic program.
- Continue “Discovery” sessions in American Sign Language.

Student Success Seminars

Program Highlights & Information:

Student Success Seminars are workshops designed to teach students about topics related to their academic success, such as identifying one's learning style, developing effective study strategies, and reducing test anxiety.

- Seminars are typically an hour in length.
- Special topics may be requested by specific programs or by individual faculty (eg, critical thinking for nurses or learning to set goals for students in developmental courses).
- Seminars are designed to provide general information. Students are invited to meet with Student Support Services personnel for more personalized information and strategies.
- The link between one's health and one's academic success is stressed.
- Only workshops on critical thinking were offered during 07sp.
- A special critical thinking workshop was offered for first year PTA students.
- A critical thinking workshop was presented on June 6 for BADNAP students.
- A test-taking workshop was presented on June 12 for BADNAP students.
- Handouts on various student success topics are available at the Office of Student Support Services.

Qualitative and Quantitative Assessment and Usage Data:

- 100% of 07spring participants rated the critical thinking workshops as "helpful" or "very helpful."

Future Plans:

- Workshops will be presented for nursing students entering the traditional and LPN-to-RN nursing tracks during 07su.
- Workshops will be offered for each nursing process class during 07f.
- A workshop will be held for PTA students during 07f.
- A special "Teaching Critical Thinking Skills" workshop will be presented to PTA faculty before the start of 07f.
- Additional presenters will be recruited and sponsored by Student Support Services.
- A schedule of seminars and dates will be published on the Student Support Services website.

Supplemental Instruction (SI)

Program Highlights & Information:
SI is a program that was developed in 1973 at the UMKC Medical School to help students survive the rigors of an intense professional program. The program is designed to target historically challenging courses (courses in which nonsuccess rates, as defined by W's, F's, and D's, exceed 40%) as opposed to "at-risk" students.
SI differs from basic tutoring in that tutoring addresses knowledge level skills and information while SI addresses critical thinking and problem-solving skills.

- A professor who wishes to participate in SI identifies a student who has exemplified excellence in his or her class and invites that student to become an SI student leader.
- Student leaders work with their respective professors and hold study sessions outside of class to help current students learn how to think critically and problem solve for the classes.
- Learning Community (LC) classes will be supported by SI. All but one SI leader has been identified for the 07fall term.
- On June 8, training for the LCSI student leaders was held.
- An all faculty email was sent at the end of 07sp to alert faculty that SI funds would be available for FY08 and to solicit participation in the program.
- A room for SI study sessions has been identified on the first floor of the Library. SI session schedules will be posted outside this room and also on the Student Support Services website.

Qualitative and Quantitative Assessment and Usage Data:
- UMKC has kept statistical data on SI since 1973. Data show that students who participate in SI sessions earn more than one letter grade higher than do students who do not participate.
- Participating students will be required to sign in for each session, and their final grades will be compared against those of their classmates who do not participate.

Future Plans:
- Faculty will continue to be encouraged to participate in SI so that more sections of courses are covered and persistence/retention rates are positively affected.
- Potential grant resources will be explored so that SI can provide a more extensive supporting role in historically challenging programs such as nursing and developmental studies.

STUDENT FINANCIAL SUPPORT SERVICES

Annual Report FY 2007 (2006-2007)

Mission: Provide financial assistance for students enabling access to educational opportunity and persistence toward their goals.

Organization and Management: Total FTE: 14.53

Full time:	4	Non-Exempt:	
	9	Exempt	
Part-time:		Temporary Part-time	.61 FTE
		Federal Work Study	.92 FTE

Staff Development:
All staff received safety training during the year in Sexual Harassment. Federal Work Study students also received training through Employment Services in three sessions: Resume Development, Job Search, and Luncheon Interview Etiquette.

Janis Armstrong
Coordinator of Programs and Services: Regional Veterans Administrators Conference (Tulsa), State Veterans Administrators Conference (Quartz Mtn.), Federal Student Aid Conference (Las Vegas).

Erik Hedges
Systems Coordinator: Datatel Users Group (DUG) (Arlington, VA.).

Meghan Morgan
Coordinator of Client Services: Oklahoma Association of Student Financial Aid Administrators (OASFAA) (Oklahoma City).

Monica Johanntoberns
Financial Aid Advisor: Oklahoma Association of Student Financial Aid Administrators (OASFAA) (Oklahoma City).

C.W. West
Financial Aid Advisor: Federal Student Aid Conference (Las Vegas), State Veterans Administrators Conference (Quartz Mtn.), Oklahoma Association of Student Financial Aid Administrators (Oklahoma City).

Pat Hauck
Financial Aid Advisor: National Association of Student Financial Aid Administrators (NASFAA) Webinar: Academic Competitiveness Grant (ACG).

June Waters

Financial Aid Assistant: W.O.W. Sessions: Excel I and II, Access I and II, ABC's of Travel, Creating Requisitions and Budgets, People Admin., Welcome to OCCC.

Harold Case
Dean Student Financial Support Services: National Association of Student Financial Aid Administrators (NASFAA) Webinar: Academic Competitiveness Grant (ACG).

Department's Financial Resources: $488,372.00

Personnel Salary and Benefits: $450,441.00
Operations: $37,931.00

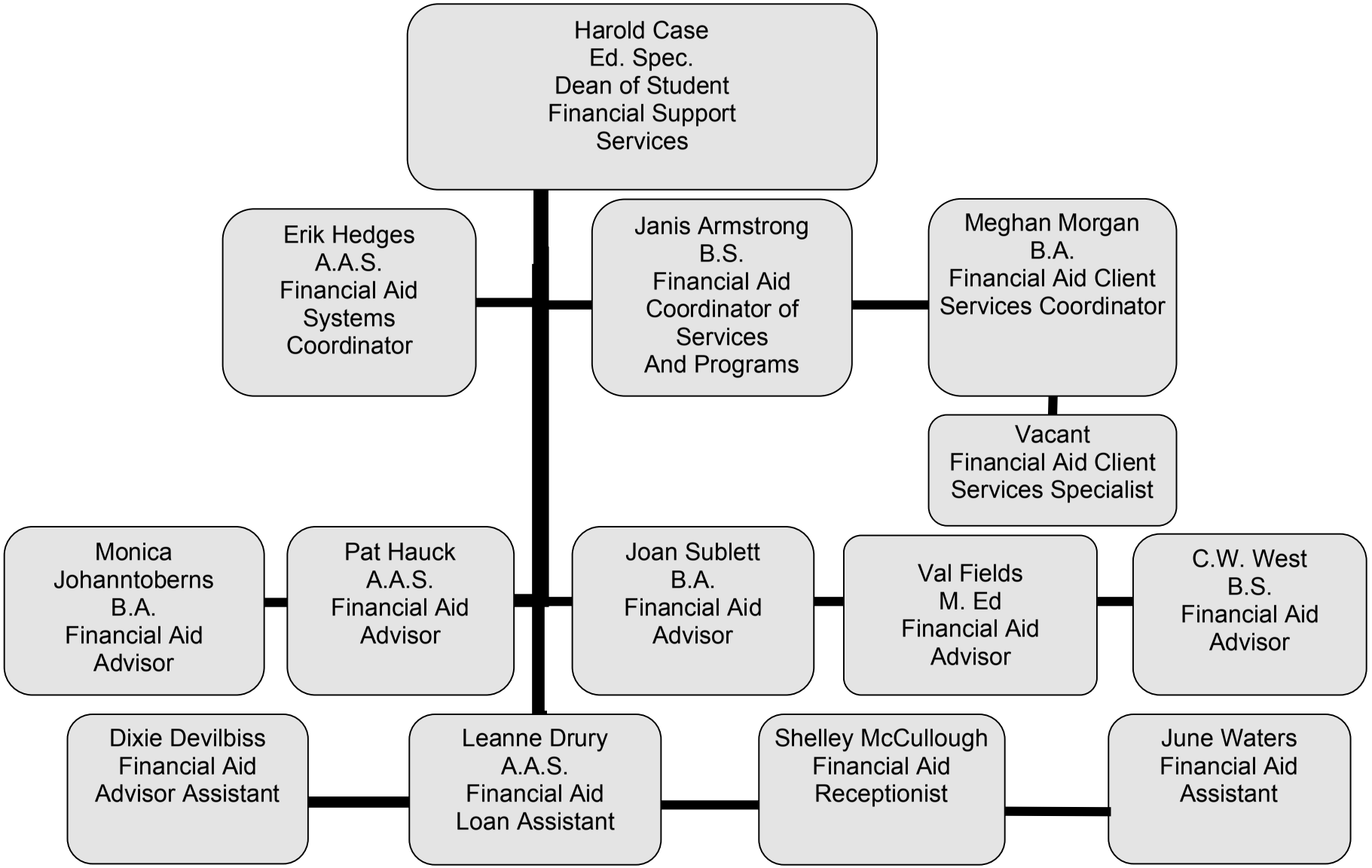
Program Highlights and Information:

- Two Student Success Initiatives were submitted and approved.
    1. Approval was granted to establish a new full time professional Client Services Specialist in support of the Client Services Coordinator to provide more professional service to current and prospective students at the Financial Aid Front Counter. In addition, the client Services Specialist provides interventions to help current students through information and referral services.
    2. Approval was granted to contract with the National Association of Student Financial Aid Administrators (NASFAA) for consulting services through its Standards of Excellence Program to help improve both financial aid services and compliance.
- Student Financial Aid continues to provide significant amounts of assistance dollars to thousands of students as summarized below.

Program	Dollars Disbursed	No. Awards
Federal Pell Grant	$6,833,798	3,220
Federal SEOG	$187,750	781
Federal ACG	$ 51,013	80
OTAG	$660,001	1,063
OHLAP	$533,660	501
BIA Grant	$277,553	186
Tuition Waivers	$1,500,000	1,854
Loans	$7,423,405	3,730
Federal Work Study	$165,218	85
	$17,651,168	11,500

Percent of Total: Grants $8,562,545 48.5%, Waivers $1,500,000 8.5%, Loans $ 7,423,405 42.0%, Work $165,218 1.0% Unduplicated Head Count: 6,900
Departmental Focus for FY 2008 (2007-2008):

- Address all recommendations from the NASFAA Standards of Excellence review.
- Expand number of financial aid presentations over FY 2007 year.
- Develop a financial resources component of Financial Aid Office Webpage.
- Minimize number of financial aid application processing edits resulting in increased numbers of batch awards and less delays in awarding assistance.
- Fully utilize Client Services Coordinator and Client Services Specialist positions to solve student processing issues and help expedite awarding student assistance.
- Utilize available College e-services to expedite processing of student financial assistance applications.
- Develop interactive forms to enable all students to complete key financial aid forms online reducing reliance on fax and regular mail.
- Insure collaboration among Financial Aid Advisors and Financial Client Services staff to assist in resolution of processing issues and expedite awarding of assistance.
- Establish interventions to be implemented by the Client Services Specialist to raise awareness among financial assistance recipients of the array of College student support services available to help them become successful.
- Evaluate financial aid packaging policy to insure students receive sufficient resources to help with access and persistence.
- Improve Financial Aid Office Webpage and outreach information services.
- Insure broader awareness of financial aid services through expanded distribution of the Financial Aid Brochure.

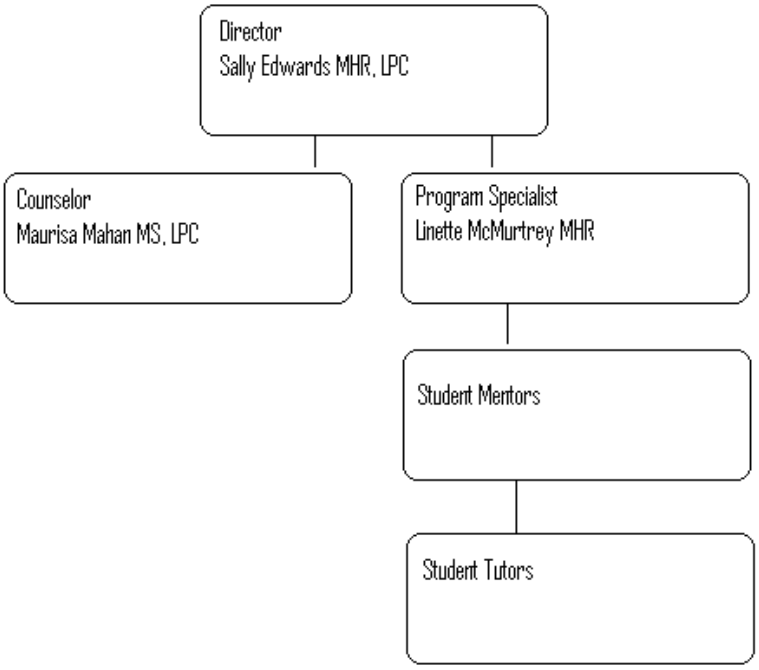

Harold Case
Ed. Spec.
Dean of Student
Financial Support
Services
Erik Hedges
A.A.S.
Financial Aid
Systems
Coordinator
Janis Armstrong
B.S.
Financial Aid
Coordinator of
Services
And Programs
Meghan Morgan
B.A.
Financial Aid Client
Services Coordinator
Vacant
Financial Aid Client
Services Specialist
Monica
Johanntoberns
B.A.
Financial Aid
Advisor
Pat Hauck
A.A.S.
Financial Aid
Advisor
Joan Sublett
B.A.
Financial Aid
Advisor
Val Fields
M. Ed
Financial Aid
Advisor
C.W. West
B.S.
Financial Aid
Advisor
Dixie Devilbiss
Financial Aid
Advisor Assistant
Leanne Drury
A.A.S.
Financial Aid
Loan Assistant
Shelley McCullough
Financial Aid
Receptionist
June Waters
Financial Aid
Assistant

TRIO STUDENT SUPPORT SERVICES

Mission:

Increase retention, graduation and transfer rates for a targeted group of at-risk students while creating an institutional climate supportive of their success.

Organization and Management:



Staff Development:

Director: Sally Edwards
Southwest Association of Student Assistants
Sexual Harassment Workshop
Persist Training – U.S. Department of Education

Counselor: Maurisa Mahan
Oklahoma Division of Student Assistants
Bridges Out of Poverty Trainer Course
Sexual Harassment Workshop

Assistant: Linette McMurtrey
Southwest Association of Student Assistants
Oklahoma Division of Student Assistants
Sexual Harassment Workshop

Financial Resources: $218.592 Account Number: 20-15-18035

Personnel Salary and Benefits:	$190,420.00
Operations: Activities, supplies, etc.	$ 28,172.00

Program Highlights & Information:

- Accomplished all measurable grant objectives for 2007
- 26 TRIO students graduated (16%)
- 28 TRIO students transferred (17.5%)
- Twelve workshops were held – Topics include: Time Management, Stress Management, Diversity, Relationships, Family Issues and Alcohol and Drug Abuse.
- Provided 959 hours of mentoring
- Arranged 6 transfer trips
- Provided 200 hours of individual tutoring
- Provided 987.54 hours of individual counseling
- Attended 2 cultural events
- Hosted 3 social activities

Qualitative and Quantitative Assessment and Usage Data:

Annual Performance Report was submitted to the U. S. Department of Education in accordance with department policies, regulations and deadlines. All objectives of the grant which are measurable at the time were met.

Department Focus for 2007 – 2009:

Focus on accomplishing objectives of the goal and meeting the needs of the participants of the program. Grant objectives are:

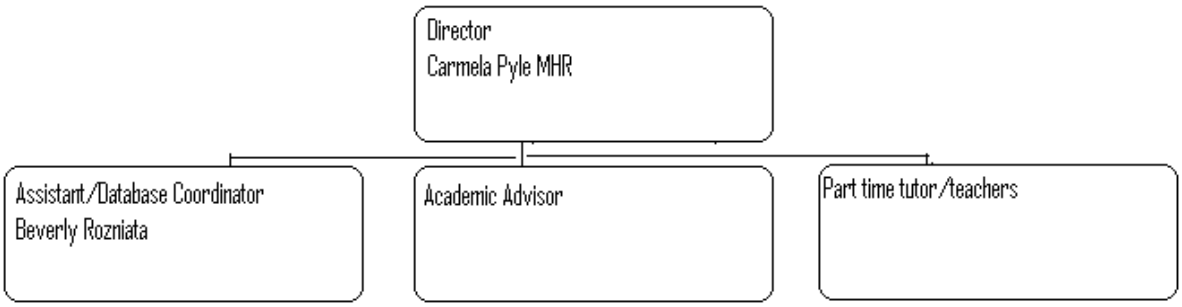
- Pass rate for participants in remedial courses at 55% or higher for each cohort group.
- 70% of each cohort group will meet College standards for satisfactory progress.
- Participants will persist at a rate of 50% for year 1 to year 2 and 30% for year 2 to year 3
- 10% of each cohort group will graduate within 3 years of entering the program.
- 30% of each cohort group will transfer to a 4 year college within 3 years of entering the program.
- Improve institutional climate for first generation, low income and students with disabilities.

Upward Bound

Mission:

To increase the retention and graduation rates of low-income/first generation high school students and help them acquire the skills and motivation necessary to succeed in high school and postsecondary education.

Organization and Management:



Staff Development:

Director: Carmela Pyle
Grant Writing workshop in Memphis, TN
Sexual Harassment at OCCC
Gear Up College Access Conference
Career Choices Workshop
Oklahoma Division Student Assistants Spring Conference

Academic Coordinator: Pat Anquoe (No longer employed)
Sexual Harassment

Assistant: Beverly Rozniata
Sexual Harassment

Financial Resources: Account Number: 18033

Personnel Salary and Benefits:	$112,268.16
Operations: Activities, supplies, etc.	$ 91,613.60

Program Highlights & Information:

- Conducted 8 **workshops** – ACT Prep, PSAT Prep, Team Building, Career, Time Management, Test Anxiety, Internet Dangers,
- Arranged 8 **events** – National TRIO Day at the Capitol, UB Leadership Conference in Tulsa, Math/Physics Day at Six Flags Over Missouri, Senior Recognition Banquet, National Leadership Congress in Washington, D.C., Ropes Course, UB Olympics at ECU.
- **Campus Visits** (4) – Texas Christian University, Missouri State University, East Central University, Tulsa University.
- Participated in 7 **Community Service** Projects – Ronald McDonald House, Christmas Connection, Salvation Army, Feed the Children, Special Olympics, Regional Food Bank, Mountain West Swim Meet.
- **Summer Program –** 56 high school participants and 14 Bridge participants**,** 12 teachers, classroom instruction topics included Webpage, English, History, Science, Math, Ballroom Dancing, CIS Forensics, Nutrition, Hebrew, French, Astronomy and Psychology. Summer Program ended with a Recognition Banquet.

Qualitative and Quantitative Assessment and Usage Data:

Annual reports are prepared and submitted electronically as directed by the U.S. Department of Education. All objectives were met for the year.

Departmental Focus for 2007 – 2009:

- **Academic Improvement on Standardized Tests**: 35% of participants will achieve at the proficient level on state assessment in reading, language arts and math.
- **Retention:** 75% of 9th, 10th and 11th grade participants will continue in the program and in high school to the next year.
- **Postsecondary Enrollment**: 75% of participants will enroll in postsecondary education by the fall term immediately following graduation.
- **Postsecondary Persistence**: 60% of participants who enrolled in postsecondary education immediately following high school graduation will be enrolled for the fall term of the second academic year.

VICE PRESIDENT FOR ENROLLMENT AND STUDENT SERVICES
Student Relations

Mission:
Student Relations provides assistance to students, faculty and staff in the areas of formal and informal student grievances, student discipline, student traffic and parking appeals and other matters of student concern.

Organization and Management:
An organizational chart is not needed since there is one full time employee in this unit.

Director of Student Relations, Mary Candler
Juris Doctor, Master of Education, Bachelor of Arts

Staff Development:

- COSA Retreat that included training on Campus Security Act and FERPA
- Oklahoma State Regents Legal Issues Conference
- Oklahoma Women in Higher Education
- OCCC Leadership Development Activities and Meetings
- National Student Leadership Conference, sponsor training tract
- HEACO Legislative Workshop
- HEACO TABOR Forum
- Webinar: Emergency Response Planning
- Various crisis training webinars and workshops- planned by Safety & Security
- Webinar: Reaching Hispanic Students
- Webinar: Textbook Affordability Act of 2007
- UCO Student Personnel Academy: Student Development Theory

Financial Resources:
Source of Revenue: Auxiliary
Personnel Salary and Benefits: $64,256.81
Operations: $6,534
Student Handbooks: $5500

Student Discipline and Sexual Assault

Program Highlights & Information:

- Provided direct support to faculty and staff that required assistance in dealing with difficult student situations.
- Adjudicated twenty six (26) student conduct complaints.
- Acted as the College representative during one (1) conduct appeal hearing.
- All formal complaints were processed in accordance with College administrative procedures.
- There were no reported sex offense incidents on campus this year.

Future Plans:

Administrative procedures that apply to student discipline and on campus sex offenses will be reviewed and updated during the next fiscal year.

Student Grievances and Complaints

Program Highlights & Information:
Fifty two (52) student concerns and complaints were documented between July 1, 2006 and June 30, 2007. Examples of documented concerns this year involve student enrollment concerns, problems related to transferring from another institution, graduation concerns, the quality of advisement services in the area of degree completion, difficulties with on-line student services, financial aid concerns, and problems that involved at least one area of Student Services plus other areas outside of Student Services like the Bursar or Bookstore.

There were no formal grievances filed during this academic year.

Qualitative and Quantitative Assessment and Usage Data:
A total of 52 complaints were presented to the Vice President's office. These were the most complex and difficult complaints that other divisions within Student Services were unable to provide adequate assistance. Information was collected in order to provide input to the managers and the Vice President for Enrollment and Student Services about student issues and areas of possible improvement.

Future Plans:
It is expected that financial aid complaints filed in this office will further decline with the addition of client services staff in the Financial Aid area.

Student Parking and Traffic Appeals

Program Highlights, Usage Data & Information:
In fiscal year 2007, a total of twenty four (24) appeals were submitted to the Student Traffic and Parking Appeals Committee for consideration. Fifteen (15) appeals were unanimously denied by the committee. The committee this year began using a creative solution for the problem of parking in fire lanes by having student violators submit editorials to the student newspaper. This not only served to reprimand the student offender but also served to increase community awareness of this issue.

Future Plans:
Maintain schedule of meetings during each of the major academic semesters.

The Leadership Council

Program Highlights, Data & Information:

TLC Input Given for College Improvement
- The Testing Center and Academic Advisement
- Civic Honors program and new student orientation program
- Financial Aid and minimizing tuition increases

TLC Topics of Interest Discussed
- Employment, career exploration and transfer preparation
- Study Skills, Library Services, Food Service
- Safety & Security
- Physical Plant/Construction
- Recreation/Wellness Center

TLC Service Events/Activities
- Voter Registration Drive – September 28-29
- Civic Engagement Display – Week of February 20
- Veteran's Panel – February 20
- Adopt – A – Unit – February 20 – March 3

TLC Leadership Development
- Oklahoma State Student Leadership Retreat- September 22-23
- Higher Education Day – February 15
- TLC Members served on 8 College Committees
- Students served on employment committees to hire 16 College employees
- TLC Representatives served at 6 Board of Regents meetings
- Eight members served on committees that provided direct input to the College President

TLC Student Suggest Cards
- 96 Suggestions/Comments Received
- College Administration Responded To 77 Suggestion Cards

Qualitative and Quantitative Assessment:
Interest surveys were administered to TLC members twice during the 2006-2007 academic year. These surveys provided direction to the executive committee in planning TLC meetings.

Future Plans:
TLC sponsors will continue to mentor, train and encourage student leaders. Additionally, TLC hopes to provide leadership for the initiative to name (at least some of) the hallways on campus.

Welcome Center
Annual Report FY 2007 (2006-2007)

Mission: Provide timely and courteous first class informational services with an innovative team committed to exceeding student, faculty and community orientation, educational and enrichment expectations.

Organization and Management: Total FTE: 2.83

Full time:	1	Exempt	
Part-time		Temporary Part-time	.81
		Federal Work Study	1.02

Staff Development: All staff received safety training during the year in Preventing Sexual Harassment and the progressive audio conference on Student Recruitment and Retention. Work Study students received training through employment services on Resume Development and Writing, Job Searching and Interview techniques and Etiquette.

Jack Kraettli
Administrator of Extended Services
Evening Administrator
Site Supervisor-Oklahoma Money Matters: AmeriCorps Training, Spring Site Supervisor Resource Training, Fall Site Supervisor Resource Training (Oklahoma City)

Program Highlights and Information:

Recruited four students for the Oklahoma Money Matters Program.
Completed financial training for two members
Presented payroll computation sheet for inclusion in statewide training
Delivered information to 121 students in the TEEM Educational Ministry Program
Participated in the Jump-Start Financial Coalition
Delivered financial seminar to The Leadership Council
Delivered financial seminar to the Hispanic Organization to Promote Education
Delivered financial seminar to the seminar to the Black Student Organization
Delivered financial information to three Introduction to Business classes
Delivered budget and credit report seminar to 49 participants a AVIA
Delivered financial seminar to 11 participants at HERTZ Corporation

Focus for FY 2008 (2007-2008)

Develop a master activity schedule to supplement the classes register at the Welcome Center

Improve the functionality of Welcome Week to better assist and aid students in locating classrooms and laboratories.

Ensure broader awareness of informational services at the Welcome Center.

Recruit and train six new members for the Oklahoma Money Matters Program.

Develop the OKMM FINANCIAL FRIDAY information program and establish an e-mail account to assist in financial questions dissemination and answers.

Establish weekly information exchanges for OKMM.

Improve on the DON'T CANCEL CLASS educational program for OKMM.