

# Enrollment and Student Services

*Putting the pieces together  
for Student Success*



**2009 - 2010 Annual Report  
Oklahoma City Community College**

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**DEPARTMENT: ADMISSIONS AND RECORDS**

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**UNIT: 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: 13.64

Exempt: 10

Non-Exempt: 3.64

**Staff Development:**

- All staff participated in participated in quarterly Health and Safety activities
- Staff members participated in multiple cross-functional staff meetings with Admissions & Advisement
- Staff members (4) attended the Women in Higher Education Conference.
- Staff members (2) attended OACRAO 15<sup>th</sup> Annual Policy and Issues workshop
- Staff members (2) attended the Strategic Enrollment Management Workshop
- Staff members (2) attended the GPACAC Conference
- Staff members (2) attended the NAFSA State Conference
- One staff member, Jon Horinek, attended the SACRAO Regional Conference
- One staff member, Jon Horinek, attended the Datatel Users Group Conference

**Financial Resources:**

10-15-51110 Budget is funded through E&G

Personnel Salaries and Benefits	\$659,012.00
Operations, Supplies, Memberships, Services	\$ 65,453.00
Total	\$724,465.00

## **Function: High School Recruitment**

### **Program Highlights & Information:**

For the 2009-2010 Academic Year a renewed emphasis was placed on building relationships within all area high schools. Additionally, recruiters focused on underrepresented high school populations as well as concurrent and transfer opportunities. Efforts included:

- Time, effort, and money directed toward enhancing our image with high school students through the updating of visual displays, written materials, posters, and recruitment handouts. Phased out college viewbook in favor of targeted publications designed for potential students.
- Continued to utilize Hobsons EMS to generate automated email recruitment campaigns for adult, traditional, transfer and international students.
- Continued practice of bringing large groups of students from area high schools on campus for small preview and application events.
- Focused on college affordability and access talking points through presentations and events.
- Worked with the Oklahoma City Public Schools to increase the overall enrollment of graduates.
- Utilized XAP online application to generate leads and increase yield.
- Increased visits with prospective students by increasing, the numbers of high school visits, attending more college fairs, and making more presentations within high school classrooms.
- Continued group tours from area high schools and middle schools.
- Held third annual Counselor Breakfast for High School Guidance Counselors.
- Continued recruitment efforts in the Native American community by participating in several college fairs and working with Native American organizations.
- Continued increased recruitment efforts in the Hispanic community by maintaining a strong presence in the predominantly Hispanic schools in Oklahoma City, such as Capital Hill, U.S. Grant, and Southeast High Schools while working to strengthen ties with Hispanic community organizations.
- Implemented appointment program for prospective high school students.
- Recruited two valedictorian students from Classen School of Advanced Studies and John Marshall High Schools. These schools are typically low yield and valedictorian students are rarely “first choice” potential students.
- Using intuitive funding Recruitment and Admissions hosted 8 middle school awareness events for more than 1000 middle school students from around the metro. Additional funding was utilized to produce publications and materials for continued early college awareness programs.

### **Qualitative & Quantitative Assessment & Usage Data**

- Admissions Advisors participated in 4 Counselor Only events and distributed more than 500 information packets to counselors from throughout the state.

- Attended 28 College Fairs and distributed information to students from throughout the state. (SEE GRAPHIC A.1)
- Gave approximately 100 tours to individuals and 18 large group tours with 15-100 students per group.
- Utilized Hobsons system for lead generation and mailed more than 850 follow-up pieces to student contacts.
- Worked with faculty from Film and Video Production and gave presentations regarding specific programs in area high schools to approximately 100 students.
- Application signing days were held at Oklahoma City area high schools where more than 100 students filled out applications and submitted all support documents for admissions.
- Admissions Advisors attended awards assemblies at area high schools to award scholarships.
- Multiple visits were made to area high schools. Information was passed out and presentations were given at these high schools.
- Large groups of 20 and more students from area high schools were brought to campus to get the entire admissions and enrollment process completed, including a campus tour.
- Worked with the Financial Aid office to provide financial aid information sessions at area high schools students and their parents.
- Approximately 90 high school counselors attended a Counselor Breakfast where materials and information was presented.
- High School frequency report indicated a 7.9% increase in first time freshman (SEE GRAPHIC A.2)

**Future Plans:**

- Improve student contacts through the use of better automated communications and advisor follow-up.
- Utilize the XAP software to communicate more effectively with prospects and track their conversion rate
- Work closely with academic faculty to increase the number of program presentations in the high schools.
- Produce targeted recruitment publications for specific student populations.
- Expand recruitment efforts with adult students

**Function: OKC-GO!**

**Program Highlights and Information:**

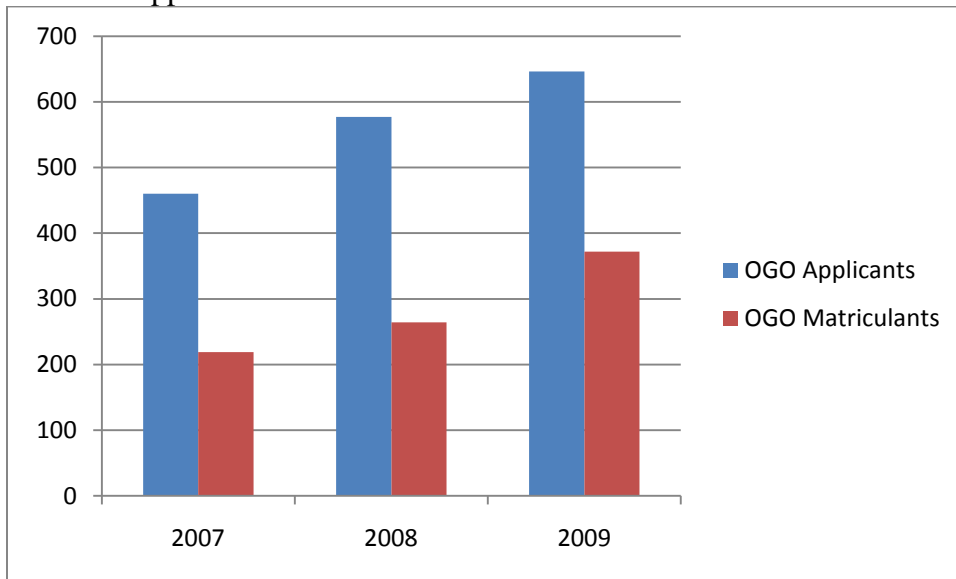
For the 2009-2010 academic year we focused on expanding and revamping the OKC-GO program.

- Improved billing and waiver application procedures for students in program.
- Held OKC-GO Pep-Rally events at all OKCPS High Schools.
- Continued to conduct mid semester interviews with each student to monitor academic progress and improve retention rates.
- Continued marketing efforts through media which included local news channels, news article releases and outreach via Hispanic media.

**Qualitative and Quantitative Assessment and Usage Data:**

- Increased program applications from 577 in 2008-2009 to 646 in 2009-2010, an increase of more than 11%.

OGO Applicants Vs. Matriculants



OGO Persistence and Retention – Western Heights Study Group

STUDY GROUP	Persistence Fall 08 - Spring 09	Retention Fall 08 - Fall 09
COHORT EXCLUDING WH	85%	34%
COHORT INCLUDING WH	54%	30%
WESTERN HEIGHTS ONLY	49%	30%

**Future Plans:**

Future plans include streamlining the process for billing, tracking and the application of waivers. Additionally, a partnership program has been developed and expanded to facilitate a better transition for students from applicant to enrollment and advisement.



## **Function: Concurrent Enrollment**

### **Program Highlights and Information**

During this past year efforts continued in promoting concurrent enrollments in both on-site and on-campus classes. In an effort to help high school counselors track credit for students more than 1000 concurrent students' transcripts were sent at the end of each semester. Additionally, students who are no longer eligible for concurrent enrollment are automatically restricted but encouraged to apply after graduation. A contract was drafted with the Western Heights Public School District to allow for contract concurrent classes to be offered at Western Heights High School. One class was offered in Spring 2010 and two are planned for Fall 2010. Recruitment and Admissions staff met with all OKCPS counselors twice to discuss advantages of concurrent enrollment programs.

### **Qualitative and Quantitative Assessment and Usage Data:**

- 44 individual college level classes were offered at area OKC Public Schools that included: Northeast Academy, Northwest Classen, U.S, Grant, Southeast, Douglass, and Western Heights.
- Fall 2009 enrollment in on-site courses - 141 students. Spring enrollment in on-site courses – 176 students
- Fall 09 concurrent enrollment was 624.
- Spring 2010 concurrent enrollment was up 36% from 504 in Spring 2009 to 690 in Spring 2010.
- Summer 10 concurrent enrollment was up by 72 %, from 153 in the Summer of 09 to 306 in the Summer of 10.

### **Future Plans**

Better utilize retention alert module to communicate with students who are at risk.

Mandatory concurrent student orientations will be held at all on-site schools.

Fully implement correspondence to this group of students will be initiated from several offices to welcome them to the college and invite them to take advantages of support services.

Conduct orientation for all faculty members teaching on the high school campuses.

Explore the inclusion of additional school districts in the contract program.

Further efforts will be made to increase our concurrent classes in the high schools especially to the OKC Public Schools.

A special attempt will be made to personally recruit graduating seniors who have successfully participated in an OCCC concurrent class.

## **Function: Hispanic Recruitment**

### **Program Highlights & Information:**

During the 2009-2010 year, the Office of Recruitment and Admissions participated in a number of Hispanic Recruiting events targeting both high school students and adults. Additionally, staff participated actively in various community oriented affairs and worked with the various Hispanic media outlets to let the community know about OCCC.

#### **High Schools:**

The recruitment staff covered all of the heavily Hispanic populated high schools. Among these schools were Northwest Classen, Capitol Hill, South East, US Grant, Emerson and other surrounding schools. Visits were made to these schools on a regular basis to communicate with students as well as staff. Recruitment activities included:

#### **High school college enrollment dates**

The recruitment staff successfully partnered with local area high schools with high Hispanic populations to bring their students on campus for an enrollment day. Students were pre-admitted before coming to the campus and once they arrived they completed any required assessment testing and visited with an academic advisor. After advisement they were enrolled and received their OCCC college ID. They also were advised of opportunities through the college TRIO program and encouraged to apply. This jointly sponsored event allowed our Admissions Advisors to work closely not only with students but also with counselors, principals and faculty. Participating schools included: Capitol Hill, US Grant, Emerson, and Northwest Classen.

#### **College Fairs**

We participated at various college fairs through out the school year. For the most part these fairs included senior high school students but also included students in grade 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup>. These fairs were well attended with an average participation of about 150 students per fair. College fairs attended included, Northwest Classen, U.S. grant, Southeast, Capitol Hill, Douglass, Star Spencer, Centennial High School, John Marshall.

#### **Financial Aid Presentations**

The recruitment staff was successful in getting many of the inner city schools to do financial aid presentations. Many of these inner city schools have a high Hispanic population. Financial aid presentations were done as a joint effort between the office of financial support and the office of recruitment and admissions. Often the financial aid counselors would travel to the high schools with the recruitment staff to do the workshops. The workshop presentations were open to all senior students at the high schools. Among some of the schools where these workshops were presented were: U.S. Grant, Emerson, Star Spencer, Northwest Classen, Capitol Hill, and Southeast.

### **Coordinated Peer to Peer recruitment efforts at the schools**

The recruitment staff was successful in partnering with the Hispanic Organization to promote Education (HOPE) to go to the various high schools to do peer to peer recruitment. Our HOPE students attended lunch time recruitment efforts. They along with the recruitment staff were successful in conveying the importance of a college education as well as the aspects of college life. In addition, many of the students that accompanied the recruitment staff were recent graduates from those high schools.

### **Met with students one on one**

After group presentations, follow up visits were scheduled to meet with the students on a more personal setting. The meetings would take place at the schools where pertinent OCCC information and materials were shared with the student.

### **Academic leadership event**

Admissions Advisors staffed a booth at the TREE leadership conference which was held on the University of Oklahoma campus. Approximately 400 Hispanic students from Oklahoma City and surrounding communities attended the event. Additionally, the staff attended and had a booth at the Oklahoma Hispanic leadership conference held at the campus of Oklahoma City University.

### **Community Organizations/Agencies**

The Latino Community development Agency (LCDA) is an instrumental institution within Oklahoma City that provides a variety of social services to the Hispanic community. Agency events in which we participated included the following:

LCDA college awareness day. The recruitment staff was asked to participate in this event by doing a presentation to the Hispanic community about financial aid, the OKC-GO program and the opportunities available for non-documented and documented students to continue their college education. This event was attended by more than 85 people many of which were parents.

Another key program at the LCDA is the Latino Leadership Clubs. The Latino Leadership clubs are established educational programs within all Oklahoma City high schools. The purpose of the clubs is to make Hispanic students aware of the educational opportunities available to them as well as to establish leadership within the schools. The recruitment staff attended club meetings at the various schools and spoke to the students about OKC-Go and other funding opportunities for documented and undocumented students. Schools where staff participated were: Capitol Hill, Southeast, Emerson, Santa Fe South, Putnam City Original, and U.S. Grant.

Senior Banquet- The college participated in the banquet and staffed a recruitment/information booth. Over 400 people (high school seniors and their parents) attended this event.

The recruitment staff participated in the July 2009 Hispanic Expo sponsored by the Hispanic Chamber of Commerce held at the Oklahoma State Fairgrounds. This event was attended by a record crowd of approximately 10,000 people. Plans have also been made to attend the 2010 Hispanic Expo.

**Future Plans:**

Continuing to participate in “value added” events, i.e. offering to do workshops or have enrollment days at the high schools or participating in community events, we are telling the community that we are not there as recruiters but rather as members of the community helping to establish strong community ties and a strong sense of community. Some of the future events that we have planned are:

- Continue to 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.
- Continue to have our name brand out in the community by working with the different media channels that are available.
- Continue our aggressive high school recruitment within the schools with the most Hispanic population.

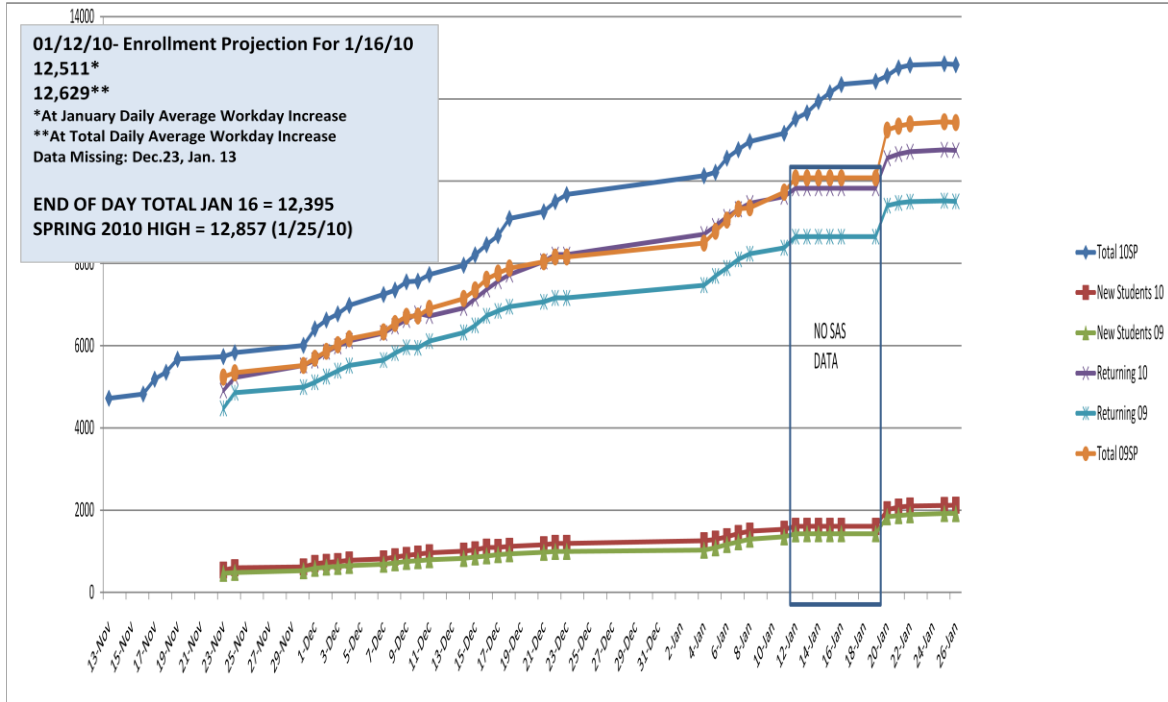
## **Function: Admit Students**

### **Program Highlights & Information:**

- Admissions Advisors and Academic Advisors met on a regular basis to discuss procedures and assessment/advising concerns to ensure students are being served in a consistent manner.
- Reduced wait time for processing of mail, fax-in applications
- Updated comprehensive training program for admissions advisors
- Made efforts to improve accuracy in data entry and admissions decision points
- Utilized Datatel Business Advisory Consulting to improve data entry accuracy, speed, and efficiency. This reduced key-stroke times and automated processes resulting in a 48 hour application processing time during off-peak periods.
- Revamped application to reduce paper and waste.
- Implemented automated admission letters and testing required letters.
- Developed plans to fully automate the pending application process.

### **Qualitative and Quantitative Assessment and Usage Data:**

- During the 2009-2010 year, 12,705 new applications were processed. The applications were submitted in person, via mail, online or fax, or by liaisons for our cooperative agreements with area high schools and technology centers.
- Admissions Advisors met in-person with 8,823 students
- Approximately 370 residency petitions were processed this academic year representing a 50% increase. Another 31 petitions are in pending status waiting on students to provide further documentation.
- Created and tested an enrollment projection system accurate to within 150 students for spring 2010.



- 4853 Applications were submitted online with a conversion rate of 34%.

### Online Application Submissions

Application Submission Report		
From 7/1/2009 to 6/30/2010		
Submittal Term	Submittal Month	Records
09F	9-Jul	537
09F	9-Aug	391
09F	9-Sep	51
09F	9-Oct	29
10F	10-Feb	60
10F	10-Mar	213
10F	10-Apr	259
10F	10-May	274
10F	10-Jun	375
10SP	9-Aug	7
10SP	9-Sep	122
10SP	9-Oct	263
10SP	9-Nov	347
10SP	9-Dec	306

10SP	10-Jan	380
10SP	10-Feb	153
10SU	10-Feb	42
10SU	10-Mar	291
10SU	10-Apr	407
10SU	10-May	297
10SU	10-Jun	49
Total		4853

**Future Plans:**

- Continue to move toward paperless admission process
- Implement automatic upload of XAP application images to Singularity significantly reducing scanning loads
- Fully implement admission by appointment

**Function: Selective Program Admission  
Health Care Programs**

**Program Highlights & Information:**

- Applications along with curriculum and prerequisite data were made accessible to students on line in an attempt to provide easier access and increase the applicant pool.
- Admissions and Recruitment met with Health Professions faculty to outline departmental roles, set deadlines and improve communication.
- Increases in applications were experienced in all programs with the exception of BADNAP

**Quantitative Assessment & Usage Data**

Competitive Health Program	Applicants	Qualified	Ineligible	Class Size	GPA	Point Min
Traditional RN Program SP10	154	149	5	72	3.1800	16
Traditional RN Program F10	224	214	10	72	3.0886	17
BADNAP	69	60	9	60	2.5392	N/A
Career Ladder Pathway	54	52	2	52	2.5000	N/A
Occupational Therapy Asst.	51	N/A	N/A	N/A	N/A	N/A
Physical Therapist Asst.	93	82	11	22	3.2156	14
<b>Total</b>	<b>645</b>	<b>557</b>	<b>37</b>	<b>278</b>		

**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.
- Split evaluation workload between two Admissions Advisors



## **Function: Academic Scholarship Program**

### **Program Highlights & Information:**

#### **Academic Scholarship Requirements:**

A total of 228 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 or a 3.7 GPA and top 5% or rank first or second in graduating class. OCCC is allowed five (5) nominees. Five nominees were nominated with ACT scores ranging from 27 to 31. Five accepted their nomination and enrolled for fall 2009 semester. 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 higher or GPA 3.9. Thirty-three applicants qualified for Regents by ACT alone but only five were awarded. Tuition is paid for sixty credit hours (30 for fall and spring) and book money of \$375 per semester.

**Presidents Scholarship** (a two-year scholarship) requires a minimum ACT 24 or higher or a 3.5 GPA. Fifty 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 and Western Heights Public Schools who exhibit both academic and leadership qualities. Students who receive this scholarship are encouraged to be involved in leadership 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. Four 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-one 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. Sixteen students were awarded the ACTII Scholarship in varying amounts for fall and spring 2009-2010.

**Career Development Scholarships** are paid from OCCC academic scholarship funds and are awarded to adults in the workforce seeking to develop career potential 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 \$363.30 (2009-2010 tuition) waived **or** \$125.00 book credit to be used in the OCCC bookstore. Seventy-four applications were received for the Fall 2009 semester with nine awarded tuition waiver and twenty-eight book allowances. For Spring 2010 fifty applications were received and twenty-six were awarded tuition waivers and fifteen awarded book money. We can offer more tuition waivers and book money for spring semester than for fall after the monies are paid for the other academic scholarships. For the fall 2010 semester twenty-nine have applied to date with a deadline of July 15 when we expect an increase.

**Additional Scholarships:**

**William P. Willis Scholarship** in the amount of \$2,000 is awarded by the State Regents for Higher Education and OCCC is allowed to submit one nominee and one alternate. 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. Twenty-eight applied and one nominee and one alternate were nominated.

**Future Teachers Scholarship** in the amount of \$500 is awarded in teacher shortage areas by the State Regents for Higher Education. Three applications were received and one nominee was submitted June 2, 2009.

**Qualitative and Quantitative Assessment and Usage Data:**

SCHOLARSHIP	AWARDED	ACCEPTED	AMOUNT AWARDED	TUITION PAID
State Regent Academic	5	5	\$ 9,082.50	
OCCC Regent	5	4	\$ 7,266.00	
OCCC President	15	14	\$ 25,431.00	
OCCC Leadership	4	2	\$ 3,633.00	
OCCC Freshman	51	45	\$ 81,742.50	
Total	80	70	\$ 127,155.00	
ADDITIONAL SCHOLARSHIP				
ACTII	16	14	\$ 18,165.00	
Career Development	35	35	\$ 12,715.50	
Total	51	49	\$ 30,880.50	

SECOND YEAR RETURNING				
State Regent Academic		6	\$ 10,899.00	
OCCC Regent		4	\$ 7,266.00	
OCCC President		6	\$ 10,899.00	
OCCC Leadership		5	\$ 9,082.50	
Total		21	\$ 38,146.50	
Grand Total			\$ 196,182.00	\$ 160,699.40

**Department: Registration and Graduation Services**  
**Unit: 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: 13.32

Exempt: 4

Non-Exempt: 12

**Staff Development:**

- All staff (15 individuals) participated in quarterly Health and Safety activities
- Registration Services Assistant (Leandra Bessinger) On-Site Datatel Training -March 2010
- Records & Graduation Services Clerk (Mia Diaz): OACRAO (Oklahoma Association of Collegiate Registrars & Admissions Officers) Front-line workshop - September 2009; On-site Datatel training – March 2010; On-site Datatel Communication Management Consulting – April 2010
- Coordinator of International Student Services (Sunshine Garner): Oklahoma State NAFSA Conference in Alva, OK – April 2010, Region III NAFSA Conference in Dallas, TX – October 2009, Region III Two-Year College Liaison 2010, National NAFSA Oklahoma State Whip 2010
- International Student Services Assistant (Michele Heaton): Oklahoma State NAFSA Conference in Alva, OK – April 2010
- Coordinator of Records & Registration (LaJuana King): OACC Conference in Oklahoma City, OK – October 2009; OACC Conference in Midwest City, OK – March 2009; On-site Datatel Training – March 2010
- Registration Assistant (Nikki Schausten): OACRAO (Oklahoma Association of Collegiate Registrars & Admissions Officers) Front-line workshop - September 2009; On-site Datatel training – March 2010
- Registrar (Alan Stringfellow): OACRAO (Oklahoma Association of Collegiate Registrars and Admission Officers) Conference - October 2009, Datatel User Group Conference in Washington DC - April 2010; On-site Datatel training – March 2010; On-site Datatel Communication Management Consulting – April 2010

- Records & Graduation Services Clerk (Paris Triplet): OACRAO (Oklahoma Association of Collegiate Registrars & Admissions Officers) Front-line workshop - September 2009
- Records & Graduation Services Clerk (Katie Watkins): OACRAO (Oklahoma Association of Collegiate Registrars & Admissions Officers) Front-line workshop - September 2009; NAFSA Region III Conference in Dallas, TX - October 2009; NAFSA State Conference in Broken Arrow, OK - April 2010
- Records & Graduation Services Clerk (Colette Williams): OACRAO (Oklahoma Association of Collegiate Registrars & Admissions Officers) Front-line workshop - September 2009

**Department's Financial Resources: \$485, 346.00**

Personnel Salary and Benefits: \$584,338.00

Operations: Supplies, Memberships, Services: \$21,575.00

**Function: Enroll Students**

**Program Highlights & Information:**

- Processed approximately 48,626 transactions on-campus. This is an 18% increase from the previous fiscal year.
- MineOnline enrollment activity increased by 31% due to the continued effort to reduce enrollment barriers for students wishing to enroll on-line and increase in overall enrollment.
- Continue to develop and implement changes within Registration with hopes of streamlining the enrollment process.
- Increased the number of student workers employed in registration by taking advantage of the STEP program.

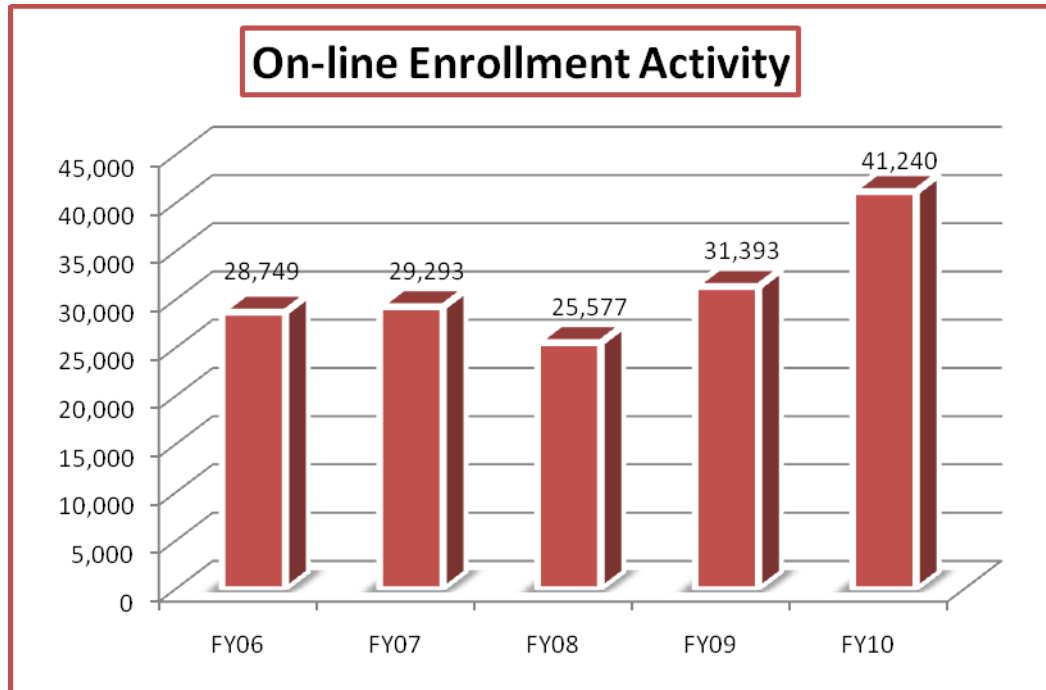
- Developed and implemented a process that will automatically send a student a confirmation e-mail upon enrolling via MineOnline. (See image below)



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### Qualitative and Quantitative Assessment and Usage Data:

- Approximately 89,866 **(24% increase)** on-line and on-campus enrollment transactions were processed which includes 48,626 on-campus **(18% increase)** and 41,240 on-line **(31% increase)** transactions (See Below).



- The Registrar's Office responded to approximately 5,086 phone calls associated with student registration and records issues.
- Approximately 2,300 verifications were provided upon student request. These include verifications processed and distributed by registration staff and the records front-counter.

### Future Plans:

- Develop and implement a system whereby students enrolling on-campus will receive an e-mail as confirmation.
- Increase on-line enrollment activity by 5% during the next year.
- Implement the self-serve component of the National Student Clearinghouse enrollment verification software.
- Implement new on-campus enrollment process which is intended to eliminate inefficiencies while providing better services to students who need assistance with schedule building and section availability determination.

## **Function: Student Record Maintenance**

### **Program Highlights & Information:**

- Modified the OCCC transcript to create a more user-friendly document that displays information which is more applicable to students and third-party recipients.
- Developed and implemented an automated system for recording students who never attend class. The new process eliminated the use of paper documents being distributed and completely automated a 20 year process that was entirely manual.
- Implemented software used to automate the degree verification process. This implementation significantly decreased the number of calls made to our office to verify degrees received.
- Streamlined the process for posting grade changes by taking full advantage of Datatel functionality.

### **Qualitative and Quantitative Assessment and Usage Data:**

- Approximately 121,999 records were scanned and archived into over 40 different document types.
- Approximately 175 petitions/challenges to student records were received, researched, and resolved.

### **Future Plans:**

- Implement a process where faculty is required to enter a last date of attendance for all students receiving a grade of "F". This implementation will significantly streamline the student appeal process.
- Implement enrollment verification software from the National Student Clearinghouse to further automate the verification of student enrollment and degrees received.
- Develop and implement a process where students are automatically sent confirmation e-mails upon submitting requests for transcripts, name changes, social security number changes, address changes, etc.
- Streamline the Academic Retention process so that students are automatically sent correspondence in an electronic format (e-mail) rather than letters being mailed.



## **Function: Front Counter Services**

### **Program Highlights & Information:**

- Developed documentation that was used as a resource to provide better services to our international student population
- Supported international student services in training front-counter staff to take on an increased role in meeting student needs.
- Increased the number of student workers employed at the front-counter by taking advantage of the STEP program.
- Supported the process of cross training with registration staff in an effort to create a more cross-functional team within the Records & Graduation Services front-counter and Registration.

### **Qualitative and Quantitative Assessment and Usage Data:**

- The front-counter staff assisted approximately 26,343 students with a variety of requests associated with registration, records, and graduation services
- Processed 33,134 transcript requests that were submitted either by fax, mail, or on-campus.
- Front-counter staff responded to 17,282 telephone calls.
- Approximately 5,742 transcripts were received and evaluated for high school curricular deficiencies and minimums assessment.
- Approximately 4,186 address change requests were received and processed.
- The front-counter staff created approximately 11,292 ID's for faculty/staff and students.
- Approximately 6,809 parking decals were distributed to students.

### **Future Plans:**

- Collaborate with other student services areas and the Bursar's Office to streamline the dissemination of information.
- Continue to review current procedures in hopes of streamlining procedures while reducing inefficiencies.
- Assist Recruitment and Admissions with training as international student services transitions to that area.
- Continue to take advantage of staff development opportunities for all front-counter staff.

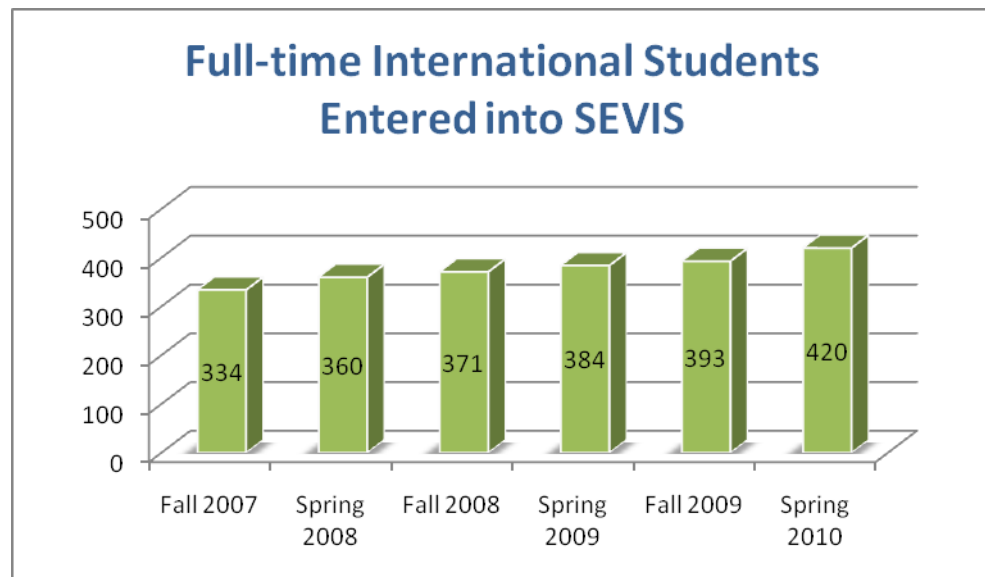
## Function: International Student Services

### Program Highlights & Information:

- Approximately 633 full-time (F-1) international students attended Oklahoma City Community College.
- Approximately 1,003 full-time and part-time international students attended Oklahoma City Community College.
- Spring orientation was offered for the first time to our full-time international students.
- In preparation for SEVIS II, all full-time records were reviewed and updated to meet the stringent guidelines for recertification. The Department of Homeland Security is expected to require recertification during this next year.

### Qualitative and Quantitative Assessment and Usage Data:

- Approximately 2,136 requests were made by new and returning international students.
- Approximately 10,855 e-mail inquiries and 2,992 telephone calls were received and answered by prospective, new, and returning international students.
- The number of full-time international students (F-1) has increased 9% from the Spring of 2009 to the Spring of 2010 (See Graph Below)



- Approximately 6,919 individual inquires for additional information have been received from the Hobson's web site for students in Asia and South America. This web site is a recruiting tool for our international students.

**Future Plans:**

- Coordinate with records personnel to ensure all current/active international files are scanned and indexed in a timely manner.
- Continue to coordinate with the Department of Homeland Security in implementing SEVISII and recertification.
- Create and distribute International Student Surveys to improve recruitment efforts and services provided to international students.
- Support institutional efforts in implementing new reporting software. Develop current reports using this new software to ensure DHS compliance.

**Department: Admissions and Records**  
**Unit: Graduation Services**

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

**Organization and Management:**

Total FTE: 5.58

Exempt: 3

Non-Exempt: 2.58

**Staff Development:**

Katie Kennedy is attending University of Central Oklahoma working on her Masters degree in Adult Education and Kyron Smoot has been accepted into the Masters program at Southern Nazarene University. Kyron Smoot represents our office on the Enrollment and Student Services Advisory Board (ESSAB). Amanda Williams is working on her Masters degree at the University of Oklahoma.

Rhonda Uffen graduated this spring with her Associates degree from OCCC.

All staff members participated in quarterly safety training and sexual harassment training.

Barbara Gowdy, Director  
Tulsa

OACRAO Fall Conference,

Spring OACRAO Regent  
Policy workshop, Oklahoma  
City

Women in Higher Education  
Conference, Edmond  
SACRAO Conference,  
Chattanooga

Katie Kennedy, Graduation Advisor

Oklahoma City; Women in  
Higher Education Conference,  
Edmond

Amanda Williams, Graduation Assistant  
Kyron Smoot, Graduation Advisor  
Jennifer Demas, Transfer Evaluation Specialist  
in Broken Arrow  
Rhonda Uffen, Graduation Services Clerk

OACRAO Frontline Workshop

(is part time and started after  
the frontline workshop)

**Financial Resources:**

Graduation Services Budget is funded through E&G:

Personnel Salaries and Benefits	\$268,903.00
Operations, Supplies, Memberships, Services	9,265.00
Total	\$278,168.00

**Function: Graduation Outreach**

**Program Highlights & Information:**

- Graduation Services continued with its “Degree Check It Out” events this year.
- Continued to collaborate with Advising and Career Services by manning a table for Transfer Fair events held in the fall and spring semesters.
- Staff met with the Nursing, OTA and PTA students to assist in ensuring that graduation applications and release of transcript forms were filled out correctly.

**Qualitative and Quantitative Assessment and Usage Data:**

- Held the “Degree Check It Out” event in the fall and spring semesters.
- Participated with Advising and Career Services in the Transfer fairs held in the fall and spring.

**Future Plans:**

- Continue with degree check it out events in the fall and spring semesters.
- Implement a plan using Communication Management to contact students.
- Review using the online graduation application and implications inherent with that.

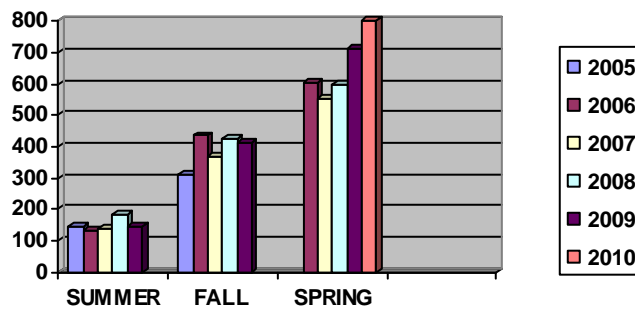
## Function: Graduation Audits

### Program Highlights & Information:

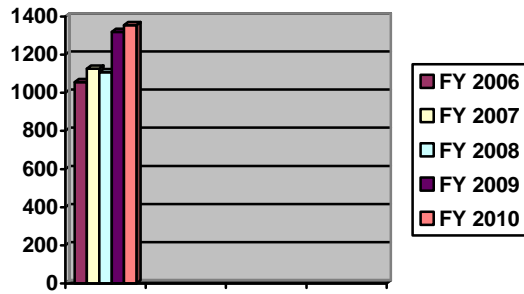
- Graduation Advisors were responsible for manning the degree check it out events, the transfer fairs and meeting the health program classes.
- Graduation files were made for each graduation application received, degree audits processed and correspondence sent to students with copies to faculty advisors.
- Graduation database was maintained and updated as needed.
- Graduation Services continues to work closely with Advising, Financial Aid and faculty to ensure that students are given correct information regarding degree requirements.
- Diplomas were printed and mailed to students at the end of each semester.

### Qualitative and Quantitative Assessment and Usage Data:

- One thousand three hundred and fifty four (1,354) degrees and certificates were conferred.



**This chart represents the differences in degrees and certificates awarded for the last four fiscal years per semester. Summer 05 -142; Summer 06 – 134; Summer 07- 140; Summer 08 – 180 Summer-09 - 144; Fall 05 – 311, Fall 06 - 435; Fall 07 -367; Fall 08 – 424; Fall 09 – 410; Spring 06- 603, Spring 07- 557; Spring 08 – 599; Spring 09 – 713; Spring 10 - 800**



**This chart represents the total of degrees and certificates for the 06, 07, 08, 09 and 10 fiscal years. FY 06 was 1056, FY 07 was 1126, FY 08 was 1106, FY 2009 was 1317 and FY 2010 was 1354**

- Reports on graduation numbers were provided to various divisions, transfer institutions, etc., throughout the year. Continue to receive requests from individual faculty members for graduate information from their programs for use in assessment and accreditation.
- Staff worked with faculty to ensure all course substitutions, approvals, etc. met both institutional and OSHRE guidelines. Over five hundred degree advisement worksheets were received and entered into students' degree audits.
- 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. Approximately two hundred fifteen diversified contracts were processed and entered into student's program evaluation.
- Over six hundred ninety degree audits were completed for students who were required to submit a form for continued eligibility for financial aid purposes.
- The office worked closely with the Health Professions area to ensure that transcripts were available to be sent health profession licensure boards so that graduates would be eligible to take exams. Over 200 transcripts were prepared and made available immediately after the degree was posted for the nursing department to deliver to the Nursing Board. PTA student transcripts were mailed to the Oklahoma Medical Licensure Board.
- Diplomas were mailed out to students at the end of each semester.
- Curriculum changes and new programs were entered into the student information degree audit system. Director continues to serve on Curriculum Committee.

### **Future Plans:**

- Review and improve procedures as needed.
- Implement the use of the online graduation application
- Review and implement communication management in recording and communicating with students regarding graduation application, transfer evaluations, advanced standing and academic forgiveness appeals.

### **Function: Credentials**

### **Program Highlights & Information:**

- Graduations Services continued to process and evaluate transfer and advanced standing credit. Over 10,000 transcripts are received annually in Records and Graduation Services. These are scanned in the records area and then evaluated by staff in Graduation Services.
- The Transfer Evaluation System through College Source was purchased. It has proven invaluable in looking up course descriptions from other institutions. It enables us to email these when necessary to faculty which reduces the time in which a decision on equivalency can be made.
- Applications for forgiveness continue to be processed in a timely manner. We work closely with the health applications to ensure that those students' appeals are processed efficiently so that it does not have a negative impact of their application.

### **Qualitative and Quantitative Assessment and Usage Data:**

- Over 100,000 transfer courses were entered in the student system, evaluated and posted to individual student records. This represents over 11,000 transcripts. The office and staff continue to work diligently in an effort to get transfer credit entered and evaluated in an efficient and timely manner.
- One hundred and ninety one students earned credit with OCCC through advanced standing credit. This includes military training, certifications, testing, Cooperative Alliance credit, CLEP, DANES, and AP. This credit was evaluated and electronically posted to students' records resulting in two thousand two hundred seven hours awarded.
- Staff continues to work closely with faculty and divisions to ensure accuracy of course equivalencies through transfer credit, testing, etc.
- Staff continues to process applications for forgiveness in a timely manner.
- Nine hundred and nine (909) requests for the Repeat Provision of the State Regent's Academic Forgiveness policy were submitted, resulting in the approval of forgiveness for 4,256 semester hours.
  - This number is up approximately 138 from last year.



- Because of this provision, some students have been able to graduate by raising the GPA to a 2.00 or higher.
- Fifty four (54) students were granted reprieves through the Reprieve Provision of the State Regent's Academic Forgiveness policy, resulting in the approval of reprieve forgiveness for 77 semesters.
  - The last 3 years show the number of petitions vary, however the number of semesters awarded remain between 70 and 80.
- Three (3) students petitioned for the Renewal Provision of the State Regent's Academic Forgiveness policy, resulting in the approval of renewal forgiveness for 16 semesters.
  - The number of petitions has remained the same from last year, while the number of semesters awarded has increased 1.45%.
- ❖ The Academic Forgiveness Provision provides students the opportunity to increase their GPA so that they may become more competitive for selection into our health care program.

#### **Future Plans:**

- Continue to evaluate external transcripts in a timely manner to ensure students' records are current enabling them to enroll, graduate, etc.
- Research and update standard equivalencies for area institutions.
- Process forgiveness applications in a timely manner ensuring students are able to apply for health programs, graduate, be accepted into transfer institutions, etc.
- Continue to work with Transfer Evaluation System through College Source. We plan to revamp the equivalency tables to ensure accuracy. Our main focus will be to update many of the equivalencies to ensure we are using current course numbers and titles. It will take several staff members and a number of months working on this project before we can obtain the full benefits from this system. Our Transfer Evaluation Specialist left at the end of May; therefore, training will be an issue and some of the transfer equivalency building will be postponed until after the new person is adequately trained.

## **Function: Commencement**

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

### **Program Highlights & Information:**

Once again commencement activities resulted in a memorable service to our students. Approximately 370 students participated which is the largest number of participants in recent history. Students received medallions in the robing area to commemorate this special occasion.

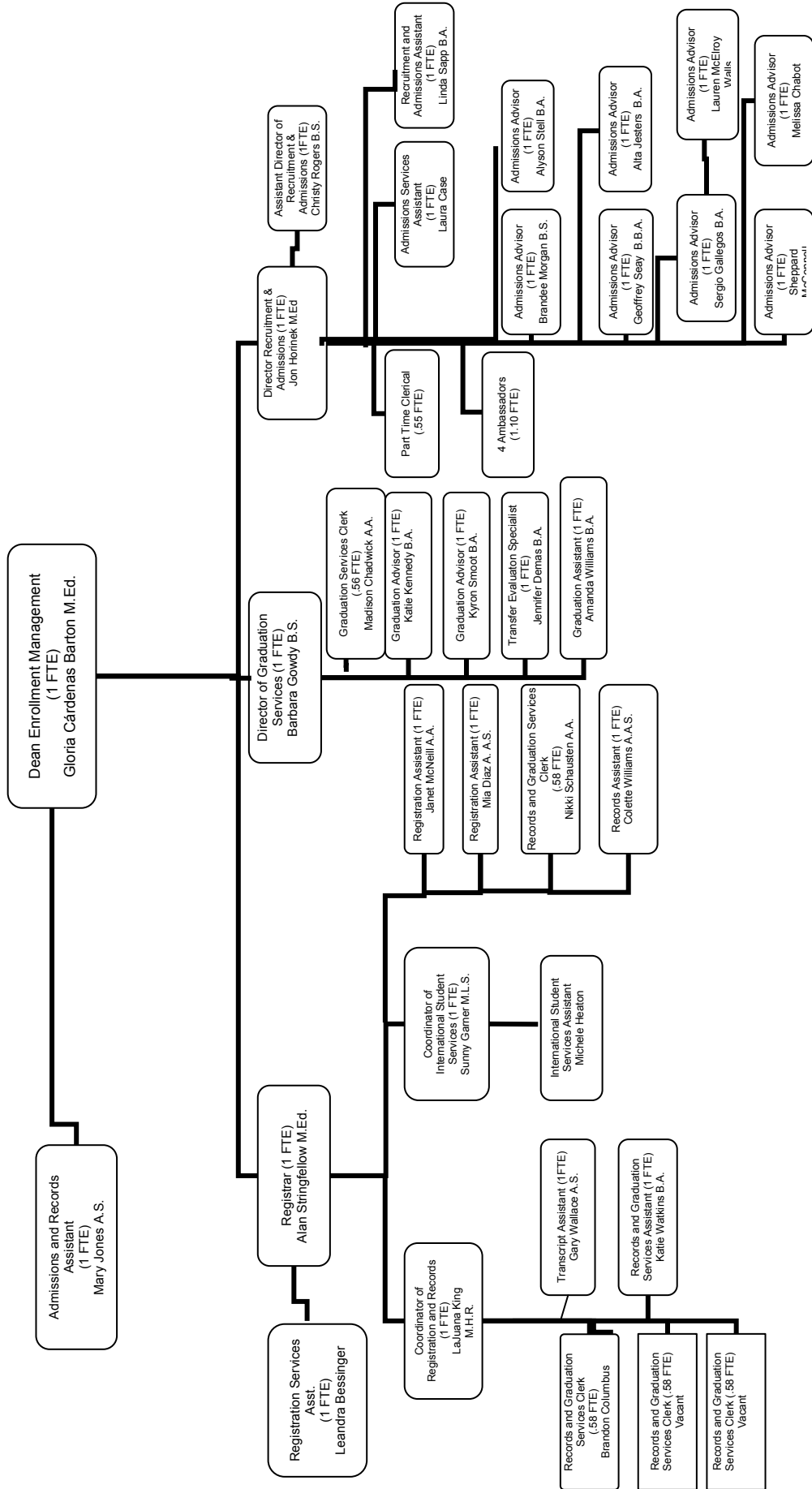
### **Qualitative and Quantitative Assessment and Usage Data:**

- OCCC Commencement Committee met to make plans for commencement. Representatives from the committee met with Convention Center staff in the spring to discuss plans and prepare for the ceremony.
- Graduation Services works closely each year with the following areas to ensure this event is a success:
- There were several changes that had to be made at the last minute; however, the ceremony went off without a hitch and proved to be 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
  - Physical Plant
  - Instructional Video Services

### **Future Plans:**

- Continue to provide a memorable event for our graduates and their families.

# Admissions and Records



**Child Development Center and Lab School (CDCLS)  
FY10**

**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 and subsequently improve parenting skills.

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, 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

Dr. Barbara Carter Assistant Director FTE 1.00 Full-time Exempt

BA Religious Education  
Oklahoma Baptist University  
MA Christian School Education  
Southern Baptist Theological Seminary  
Ph. D. Educational Ministry  
Southern Baptist Theological Seminary

Lee Ann Townsend Lab Supervisor FTE 1.00 Full-time Exempt

AA Child Development Oklahoma City Community College  
BA Art Education K-12 Phillips University, Enid, OK  
M.ED Early Childhood Education 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  
MA Leadership and Adult Education Mid America Christian University

Anita Carson Secretary 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  
Present enrolled in coursework – AA in Business – Oklahoma City Community College

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

Lisa Jones Child Development Teacher (Preschool) FTE 1.00 Full-time Exempt  
AA Child Development Oklahoma City Community College  
Present enrolled in BS Family Life and Gerontology  
Southern Nazarene University

Theresa Cooper Child Development Teacher (Preschool) FTE 1.00 Full-time Exempt  
BS Early Childhood Elementary Education Angelo State University

Constance Pidgeon Child Development Teacher (Preschool) FTE 1.00 Full-time Exempt  
AA Child Development Oklahoma City Community College  
Present 33 hours completed-Liberal Studies Leadership Concentration  
University of Oklahoma

Alexandra Sitzman Teacher Assistant (Infant/Toddler) FTE 1.00 Regular Full-time  
Non-Exempt  
Present 68 hours completed - AA- Child Development Oklahoma City Community College

Sarah McElvany Teacher Assistant (Infant/Toddler) FTE 0.75 Regular Part-time  
Non-Exempt  
Present 76 hours completed- AA- Child Development Oklahoma City Community College

Rebecca Linger Teacher Assistant (Infant/Toddler) FTE 1.00 Full-time Non-Exempt

AA Child Development Oklahoma City Community College  
Present 125 hours completed- BS- Early Childhood Education University of Central  
Oklahoma

Scarlett Shannon Teacher Assistant (Evening Care – Infant/Toddler) FTE 1.00 Full-time  
Non-Exempt  
AA Child Development Oklahoma City Community College

Lisa Beeman Teacher Assistant (Preschool)  
FTE 0.75 Regular Part-time Non-exempt  
Present 64 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 FY10.

Dr. Mary McCoy

- Development Committee Member: *Oklahoma Early Learning Guidelines for Children Ages Three through Five: Core Competencies*
- Vice President of Chapters of *Early Childhood Association of Oklahoma (NAEYC state affiliate)*
- Advisory Committee Member: OCCC Child Development Advisory Committee
- Advisory Board Member: OCCC Career Transitions Advisory Board
- Advisory Board Member: Oklahoma State University Early Care Education Academic Program Advisory Committee
- Smart Start Central Oklahoma Leadership Team member
- NAEYC Peer Review visits; Community college child development degree programs in Iowa
- National Coalition for Campus Children's Centers (NCCCC) OK Chapter President
- Level III Specialist – Adult Education training with the Center of Early Childhood Professional Development (CECPD)
- Oklahoma's Center for Early Childhood Professional Development Leadership Academy 2, graduate
- Center for Early Childhood Professional Development Oklahoma Registry – Oklahoma Professional Development Ladder Achievement Certificate – Level 10
- Oklahoma Child Care Conference attendee; 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
- Presenter at the OCCC CDCLS Early Childhood Conference: *The Effective Director*
- Annual CDCLS Early Childhood Conference Committee Member
- National Incident Management System – Emergency Management Institute, IS-00700.a; FEMA
- National Incident Management System – Emergency Management Institute, ICS-100; FEMA

Dr. Barbara Carter

- Entry Level Child Care Training; CECPD
- Sexual Harassment: Maintaining a Respectful Educational Environment training
- Pediatric First Aid and CPR training/certificate; American Red Cross
- Multi-Cultural Education Institute; University of Central Oklahoma
- Child and Adult Care Food Program training
- Introduction to Child Development CD 1013; OCCC
- National Coalition for Campus Children’s Centers Conference attendee; Orlando, FL
- Presenter at the OCCC CDCLS Early Childhood Conference: *Leadership that Counts: Enhancing Leadership Skills in the Child Care Community and Much More than a Box of Crayons: Multi-Cultural Education in the Early Childhood Development Classroom*

Lee Ann Townsend

- Women of Higher Education Conference attendee; Edmond, OK
- Medication Administration training/certificate; CDCLS
- Pediatric First Aid and CPR training/certificate; American Red Cross
- Sexual Harassment: Maintaining a Respectful Educational Environment training
- National Coalition for Campus Children’s Centers (NCCCC) OK Chapter Treasurer
- Positive Guidance A – Z; OK City-County Health Department
- Turning Point; Public Health OK
- Building Positive Relationships; OK Department of Health
- Children and Literacy; CDCLS Parenting Skills Series
- First Responders; OCCC
- Trauma on Young Children; Pearson
- Child and Adult Food Program Training; CACFP
- OCCC Child Development Degree Program Advisory Committee Chair
- Annual CDCLS Early Childhood Conference Committee Member
- Pediatric First Aid and CPR training/certificate; American Red Cross



- CDCLS Early Childhood Conference
- Children's Oral Health Fair participant

Anita Carson

- Medication Administration training/certificate; CDCLS
- Pediatric First Aid and CPR training/certificate; American Red Cross
- Child and Adult Food Program Training; CACFP
- Ronald McDonald House Tour
- Ronald McDonald Kick-off – Christmas in July
- Arts Festival volunteer
- Parenting Skills Series; CDCLS
- Children's Oral Health Fair participant
- CDCLS Children's Annual Art Show participant
- Scholars for Excellence in Child Care Pinning Ceremony
- CDCLS Early Childhood Conference
- Sexual Harassment: Maintaining a Respectful Educational Environment training
- American Red Cross CPR/First Aid trainer

Kendra Miller

- Pediatric First Aid and CPR training/certificate; American Red Cross
- Medication Administration training/certificate; CDCLS
- Sexual Harassment: Maintaining a Respectful Educational Environment training
- National Coalition for Campus Children's Centers (NCCCC) OK Chapter Membership Co-Chair
- Annual CDCLS Early Childhood Conference Co-Presenter; *Are You Stuck in the Box: Creative New Ways to Recycle Materials for Your Early Childhood Classroom*
- Raising a Reader – Smart Start participant; OKC
- Child and Adult Care Food Program Food training

Lisa Jones

- Pediatric First Aid and CPR training/certificate; American Red Cross
- Medication Administration training/certificate; CDCLS
- Sexual Harassment: Maintaining a Respectful Educational Environment training
- Raising a Reader – Smart Start participant; OKC
- CDCLS Children's Oral Health Fair
- Annual OCCCDCLS Early Childhood Conference Presenter; *Why do I do this again? The positive impact of quality child care on American Families and Communities*
- Child and Adult Care Food Program Food Handlers training
- Arts Festival of Oklahoma – Co-Chair Children's Tent

Theresa Cooper

- 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 Conference Co-Presenter; *Are You Stuck in the Box: Creative New Ways to Recycle Materials for Your Early Childhood Classroom*
- Sexual Harassment: Maintaining a Respectful Educational Environment training
- The Art of Meaningful Mentoring* training; Center for Early Childhood Professional Development

Constance Pidgeon

- Pediatric First Aid and CPR training/certificate; American Red Cross
- Medication Administration training/certificate; CDCLS
- Ronald McDonald House Tour
- Ronald McDonald Kick-off – Christmas in July
- Annual CDCLS Early Childhood Conference Event Co-Chair
- Annual CDCLS Early Childhood Conference Co-Presenter; *Down to Earth*
- Sexual Harassment: Maintaining a Respectful Educational Environment training
- CDCLS Parent Staff Committee Co-Chair

Alexandra Sitzman

- Bloodborne Pathogens training
- Pediatric First Aid and CPR training/certificate; American Red Cross
- Medication Administration training/certificate; CDCLS
- Annual CDCLS Early Childhood Conference Co-Presenter; *Are You Stuck in the Box: Creative New Ways to Recycle Materials for Your Early Childhood Classroom*
- Sexual Harassment: Maintaining a Respectful Educational Environment training
- Child and Adult Care Food Program Food Handlers training
- Fire Extinguisher Training; OCCC

Sarah McElvany

- Bloodborne Pathogens training
- Pediatric First Aid and CPR training/certificate; American Red Cross
- Medication Administration training/certificate; CDCLS
- Annual CDCLS Early Childhood Conference Co-Presenter; *Why do I do this again? The positive impact of quality child care on American Families and Communities*
- Sexual Harassment: Maintaining a Respectful Educational Environment training

- Child and Adult Care Food Program Food Handlers training

Rebecca Linger

- Pediatric First Aid and CPR training/certificate; American Red Cross
- Medication Administration training/certificate; CDCLS
- Sexual Harassment: Maintaining a Respectful Educational Environment training
- Multi-Cultural Education Institute; University of Central Oklahoma
- Creativity in Early Childhood Education; University of Central Oklahoma
- Annual CDCLS Early Childhood Conference Co-Presenter; *Get me out of here: The importance of outdoor play*
- Child and Adult Care Food Program Food Handlers training
- Fire Extinguisher Training; OCCC

Heather Pierce

- Pediatric First Aid and CPR training/certificate; American Red Cross
- Medication Administration training/certificate; CDCLS
- Annual CDCLS Early Childhood Conference Co-Presenter; *Get me out of here: The importance of outdoor play*
- Sexual Harassment: Maintaining a Respectful Educational Environment training
- Teaching Early Learners; Smart Start Central Oklahoma
- Turning Points; Oklahoma Public Health Department
- Fire Extinguisher Training; OCCC
- What Neuroscience and Attachment Tell Us: Practical Strategies for Therapeutic Work; Center for Children and Families, Inc.

Mary Fitzgerald

- Pediatric First Aid and CPR training/certificate; American Red Cross
- Medication Administration training/certificate; CDCLS
- Annual CDCLS Early Childhood Conference – presenter and attendee
- Sexual Harassment: Maintaining a Respectful Educational Environment training
- OK State Department of Education Children and Adults in Care Food Program (CACFP) training
- Child and Adult Care Food Program Food Handlers - presenter
- Fire Extinguisher Training; OCCC

Lisa Beeman

- Pediatric First Aid and CPR training/certificate; American Red Cross
- Medication Administration training/certificate; CDCLS
- Sexual Harassment: Maintaining a Respectful Educational Environment training
- CDCLS Children's Oral Health Fair
- Language and Literacy; OCCC

- Working Successfully with Difficult Children; Bureau of Education and Research
- Fire Extinguisher Training; OCCC
- Annual CDCLS Early Childhood Conference Co–Presenter; *Why do I do this again? The positive impact of quality child care on American Families and Communities*

Sandra Pogue

- Fire Extinguisher Training; OCCC
- Pediatric First Aid and CPR training/certificate; American Red Cross
- Medication Administration training/certificate; CDCLS
- Sexual Harassment: Maintaining a Respectful Educational Environment training
- Entry Level Child Care Training; Center for Early Childhood Professional Development
- Working Successfully with Difficult Children; Bureau of Education and Research
- Turning Point; Oklahoma Public Health
- Annual CDCLS Early Childhood Conference Co–Presenter; *Down to Earth*

Scarlett Shannon

- Fire Extinguisher Training; OCCC
- Pediatric First Aid and CPR training/certificate; American Red Cross
- Medication Administration training/certificate; CDCLS
- Sexual Harassment: Maintaining a Respectful Educational Environment training
- Annual CDCLS Early Childhood Conference Co–Presenter; *Down to Earth*
- Child and Adult Care Food Program Food Handlers training
- Teaching Children in a Diverse Society; OCCC
- Early Childhood Leadership Institute; Early Childhood Education Institute – University of Oklahoma, Tulsa

### **Student Workers**

The CDCLS employed fifteen student workers (STEP) in FY10. As required by Oklahoma Licensing requirements and the National Association for the Education of Young Children Child Care Standards criteria, the student workers participated in a minimum of 20 clock hours of child development training sessions. This group also completed all required training opportunities mandated by OCCC.

At the beginning of each semester students confer with the CDCLS Director to review the hours needed for course attendance, the student’s anticipated hours required for study, and student’s attendance in and participation of college events. Based on these items the student determines the amount of work hours they feel are comfortable for their academic responsibilities.

Students are not included in the teacher/child ratio. They serve in the capacity of a teacher assistant and must be under the supervision of a classroom teacher at all times. Several work in the Student Scheduled Evening Child Care program. In FY10 we added a student worker office aid position to our program who also works in evening care.

## Financial Resources

E & G	GL Account 10-11-12040
Personnel Salaries and Benefits	\$ 416,162.00
Non-Personnel	\$ 81,304.00

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	\$ 13,736.00

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, bicycle helmets, 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	\$ 53,881.00
Non-Personnel	\$ 25,392.00
Carry-over for FY10	\$ 65,474.00

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, including salaries, wages and benefits of additional staff as needed to meet licensing and accreditation standards and requirements. Carry-over funds were utilized to increase Student Scheduled Daytime and Evening Care staffing needs.

## **Function: 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 Christmas in July Shower
- Community Outreach – Ronald McDonald House Can-Tab Collection (fund raiser for the Ronald McDonald House)
- Community Outreach – Warmth for Winter; YWCA – mittens and caps collection
- Evaluation, assessment, and future plans of the CDCLS – Annual Meeting
- Six CDCLS Family Events – planning and implementation
  - Potluck Supper
  - Picnic on the Playground
  - Children's Annual Art Show participation
  - Preparing Your Child for Kindergarten
  - Raising a Reader Program participation of all CDCLS families
  - Children's Oral Health Fair
- Preparation of the NAEYC Accreditation Project / Building the Program and Classroom Electronic Portfolios (on-going)

#### Family/Teacher Conference

- Spring and Fall Conferences
- Children's Assessment and Goals Reports
- Collaboration with Professional Organizations as needed
- Ages and Stages Screening Instrument administered

#### Family Events

- Family Orientation
- Breakfast at McDonalds
- Picnic on the CDCLS Playground
- Christmas Caroling on the OCCC Campus
- Parenting Skills Series – six sessions and a variety of topics

- Children's Annual Art Show
- Children's Oral Health Fair

**Qualitative and Quantitative Assessment and Usage Data:**

Bi-annual family and staff surveys are distributed. Results are used to determine any necessary changes and/or improvements to be implemented in the CDCLS program.

High Scope Evaluation and Assessment software program is utilized to track progress of children.

Ages and Stages Assessment instrument software program was implemented for the first time. This will be the assessment tool for the Student Scheduled Child Care program. This provides a snapshot of the developmental level of children and involves parent surveys regarding children's growth and development.

**Future Plans:**

The Family-Staff Committee will participate in the national accreditation renewal self-study. Committee members will select an accreditation standard and serve in an advisory capacity to determine evidence of standard criteria.

**Function: 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.

**Student Scheduled Child Care (SSCC) Evening Care Program**

SSCC evening care was introduced in spring 2008 and continued in the summer 2008 semester. The pilot program provided an opportunity to announce the availability of the SSCC initiative. Exploration produced ways to inform OCCC students and OCCC prospective students of this service. Students reserve a slot for their child by semester-long reservations. Research indicates students with young children who have quality, affordable child care are more likely to graduate with a college degree.

Enrollment of student-parent children increased each semester. SSCC is now a vital component of the CDCLS and targets the needs for quality child care of OCCC student-parents. Expansion of the SSCC program now includes daytime slots for children (see specific SSCC data further in this report). The space for SSCC is shared with the full-time CDCLS program. Children from infant to age eight years old may attend SSCC evening care.

**Smart Start Central Oklahoma**

CDCLS staff participates in the Smart Start Central Oklahoma Greater Community Partnership. Quarterly training luncheons provide opportunities to network with area advocates for early childhood issues.

Raising a Reader program sponsored by Smart Start continued with the CDCLS families as participants. Children were provided with Raising a Reader Library bags to take to their public library at the completion of this year's program.

CDCLS staff distributed Smart Start Book Bundles to a variety of South Oklahoma City public waiting rooms. Books are written in English and Spanish. Bundles recipients consisted of several OCCC reception areas, as well as dentist and doctors' office waiting rooms.

CDCLS Director serves on the Smart Start Central Oklahoma Leadership Team and keeps the organization aware of opportunities for students at OCCC.

#### Oklahoma Early Learning Guidelines for Infants, Toddlers and Twos

The CDCLS Director contributes to the development of the Early Learning Guidelines for Oklahoma's youngest members. The guidelines are designed to align with the *Oklahoma Priority Academic Student Skills (PASS)*, *Head Start Performance Standards*, and *Oklahoma Early Learning Guidelines for Children Ages Three through Five*, and promote early learning experiences that lead to children's success.

#### Family Support Services List

The CDCLS continues to improve and revise the list of area family support services 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, visited the CDCLS twice to administer free immunizations to children. Families from surrounding child care facilities, as well as OCCC students were invited to participate.

#### Partnerships with Community Health Professionals

Ocean Dental administered screenings for children's oral developmental. Screenings were conducted at the CDCLS. A Children's Oral Health Fair, sponsored by the CDCLS increased opportunities to collaborate with a wide range of area health professionals.

#### University of Oklahoma (OU) Nursing Department

An agreement is incorporated with the University of Oklahoma Nursing program to allow OU's nursing students to conduct teaching labs in the CDCLS children's classrooms.

#### 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 *Christmas in July* "Shower" items to the house, along with a large collection of can-tabs. The can-tabs are recycled. CDCLS staff and families met at a local McDonalds for breakfast before the delivery.

#### Oklahoma City YWCA

The CDCLS families collected winter caps and mittens to support the YWCA *Warmth for Winter* project. Staff delivered the items to the local YWCA.

#### Parenting Workshop Series

The CDCLS organized and implemented a series of six sessions related to parenting skills. Speakers included: Toni Viles, RD, LD, Community Dietician of Norman Regional Health System; Jane Humphries, Ed. D., CCPS, Director of Child Development Services of Oklahoma Department of Health and Child Guidance Services; Katherine Broekhuysen, M. Ed of the Oklahoma City-County Health Department.

#### **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. Data provide direction of annual initiative decisions.

#### **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. The Student Scheduled Child Care – Day and Evening will continue in FY11. Classrooms dedicated to SSCC for infants/toddlers and preschool and older children are planned in the Family and Community Education Center (FACEC).

## **Function: Teachers/Staff**

#### **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.

#### Assistant Director

Fiscal Year 2010 marks a first time event for the CDCLS, hiring an Assistant Director. Dr. Barbara Carter's experiences as a missionary include serving as Director of several preschool through high school academies in Costa Rico and Mexico City. Speaking fluent Spanish and having first-hand knowledge of cultural diversity she is able to further enrich the CDCLS learning environment. She was hired in November 2009 and has been an outstanding addition to the CDCLS program.

### 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 FY10. Many staff members went beyond the 20 clock hour minimum. Forty-seven percent of the CDCLS teaching staff enrolled and completed college coursework in FY10. Certificates and transcripts record participation.

### Child Development Teacher and Lab Assistant position

In December 2005, it was mandated that all Child Development Teacher and Lab Assistants were required to obtain a baccalaureate degree by December 2010. A classification review for the position of Child Development Teacher and Lab Assistant was conducted for possible reclassification. The position was reclassified and the salary became more competitive with similar positions in the Oklahoma City job market. The title of this position changed from Child Development Teacher and Lab Assistant to Child Development Teacher, Exempt, Range A.

### CDCLS Sixth Annual Early Childhood Conference

The CDCLS teaching staff 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. Approximately 140 area child care providers and directors were in attendance. A separate session approved by Oklahoma Center for Early Childhood Professional Development was conducted by Dr. Mary McCoy, *The Effective Director*. Smart Start Central Oklahoma and Rainbow Fleet joined the CDCLS team as partners.

Participants completed surveys following the presentations. Certificates of Achievement were issued.

### National Coalition for Campus Children's Centers (NCCCC) Oklahoma Chapter

CDCLS staff members fill the positions of President, Secretary, and Membership Co-Chair on the NCCCC Oklahoma Chapter Board. Two CDCLS staff attended the national conference in Orlando, FL.

In collaboration with the Tulsa Community College Child Development Center, the CDCLS held the spring NCCCC Oklahoma Chapter meeting and staff development event at OCCC. The topic guest speaker was Susie Price, Director of Calm Waters.

### **Qualitative and Quantitative Assessment and Usage Data:**

Certificates, transcripts, conference programs, attendance records and participant surveys are used to report success of goals and activities.

**Future Plans:**

Staff development and educational progress will continue. A seventh Annual Early Childhood Conference will be conducted in the spring of 2011. Staff is encouraged to submit proposals for the NCCCC 2011 Conference to be held in San Francisco, CA.

**Function: 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.

**Parent Room**

A resource room devoted to parent materials and an area for parent/teacher conferences was built into the existing CDCLS main office area. This room also allows breastfeeding mothers the privacy they need. A loveseat and arm chair were purchased to provide comfort to parents, families, teachers, students and others meeting in this very busy room.

**Student-Teacher Workroom**

The Ellis die-cut collection was enlarged by request from the Child Development degree program students. The supply of consumable materials is maintained to aid students in course projects and assignments.

**Quantitative and Qualitative Assessment and Usage Data:**

Licensing and accreditation visit reports confirm the improvements meet the requirements and standards. Attendance and usage records track the reasons and frequency the areas are utilized.

**Future Plans:**

There is a plan in progress to relocate the CDCLS to the Western Heights School District donated former John Glenn Elementary School building at 6500 South Land Avenue, OKC. This building is 1.1 mile from the OCCC. The building has been renamed the Family and Community Education Center (FACEC). This move will allow for an increase in the number of children and families served. Physical improvements will continue to be made to meet national and state standards for the child care facility. Plans include a natural playground and a Reggio Emilia Art room.

**Function: National Accreditation****Program Highlights and Information:**

The CDCLS staff prepared and presented candidacy materials for the National Association for the Education of Young Children (NAEYC) accreditation in 2007. 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 collaborative effort to accomplish this goal.

#### NAEYC Accreditation

Following an assessment visit on June 6, 2007, the CDCLS was awarded renewed accreditation status in September 2007. This accreditation award is valid until August 31, 2012. The CDCLS continues to update the Standard criteria as an ongoing process. Improvements and/or changes to the CDCLS program must be reported within 90 days of the change. NAEYC Program Standard Portfolios are now in an electronic format through the work of the CDCLS Assistant Director, who has developed an on-line portfolio.

The NAEYC Standards are as follows:

- Standard 1 – Relationships
- Standard 2 – Curriculum
- Standard 3 – Teaching
- Standard 4 – Assessment of Child Progress
- Standard 5 – Health
- Standard 6 – Teachers
- Standard 7 – Families
- Standard 8 – Community Relationships
- Standard 9 – Physical Environment
- Standard 10 – Leadership and Management

#### **Quantitative and Qualitative Assessment and Usage Data:**

Determination of CDCLS program success is evaluated by the result of accreditation status and scores of specific NAEYC Standards. An unannounced assessment visit from a NAEYC representative may occur at any time. Therefore, keeping all records current is of vital importance.

#### **Future Plans:**

Improvements and changes will be on-going in order to maintain all NAEYC criteria, of which there are over 400. Implementation of the electronic portfolios will continue.

#### **Function: 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 (TCC CDC), continue to develop a state organization to support college campus children's centers. This process began with conversation at the 2004 NCCCC Conference in Charleston, SC. Several staff members from both entities make-up the OK NCCCC Board. Other colleges joining the state

organization are Oklahoma State University Child Development Center - Stillwater, University of Central Child Development Center, and Oklahoma State University Child Development Center – OKC. The TCC CDC hosted a NCCCC Oklahoma Chapter meeting and staff development training event, Calm Waters, on May 23, 2009 in Stroud, OK. **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 NCCCC Oklahoma Chapter. Feed-back from meetings indicates areas of strength and areas of challenge. Approximately 30 participants attend the spring NCCCC Oklahoma Chapter meeting and staff development event each year. TCC CDC and OCCC form the foundation of the Oklahoma Chapter. Gaining regular attendance at the spring event from other Oklahoma colleges and universities remains our greatest challenge. However, increased membership in the NCCCC organization has been noted. **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. OCCC CDCLS and TCC CDC staffs are encouraged to submit proposals to present at the NCCCC 2011 Conference. **Student**

### **Scheduled Child Care**

The Child Development Center and Lab School (CDCLS) considers student families be an asset to Oklahoma City Community College and the greater community. Just as OCCC offers a quality education at an affordable cost, the CDCLS is offering student families quality education at a low cost for their children while parents attend classes. Much like enrolling in a college class, parents make a semester long reservation for their children reflective of their own schedules. We accept children from six weeks to five years during sessions one and two; and children six weeks to eight years during sessions three, four, five. The sessions are Monday through Friday (No Student Scheduled Child Care on Friday for sessions three, four, five).

- Session 1:** 7:30 a.m. - 10:30 a.m.
- \*Session 2:** 10:30 a.m. - 1:30 p.m.
- Session 3:** 1:30 p.m. - 4:30 p.m.
- \*Session 4:** 4:30 p.m. - 7:30 p.m.
- Session 5:** 7:30 p.m. - 10:30 p.m.

Student Scheduled Child Care (SSCC) began as a pilot program during the summer semester of 2008, with one student occupying one scheduled spot, assisting one parent. The program has grown to thirty-three pre-enrolled students occupying 158 scheduled spots, assisting thirty-one parents. There has been a steady rate of increase from one semester to the next since the inception of the program. Although the SSCC program is only two years old we have been able to determine a

consistent pattern of enrollment growth, with fewer students being enrolled during the summer semesters and more students being enrolled during the Fall semesters (data reflected in the charts below).

We are currently conducting a survey of all former and current student families who have had their children in the SSCC program. The ten question form is designed to evaluate the perceived need for the program and the overall satisfaction with the program, according to student families.

Semester	Children	Semester	Number enrolled	Difference	Enrollment Increase/decrease
Summer 08	1	Fall 08	3	+2	+66%
Fall 08	3	Spring 09	11	+8	+72%
Spring 09	11	Summer 09	7	-4	-36%
Summer 09	7	Fall 09	26	+19	+73%
Fall 09	26	Spring 10	30	+4	+13%
Spring 10	30	Summer 10	16	-14	

#### Student Scheduled Child Care Rate of Increase

#### Student Scheduled Child Care Enrollment by Semester

05101520253035EnrollmentSu 08Fa 08Sp 09Su 09Fa 09Sp 10Su 10

## **Scholars for Excellence in Child Care (SECC)**

### **Mission Statement:**

The Scholars for Excellence in Child Care (Scholars) Program ensures that eligible child care professionals in the state of Oklahoma have an opportunity to attend a technology center or community college to further their education while earning a Child Development Associate (CDA) Credential, Certificate of Mastery, Director's Certificate of Completion, and/or an associate degree in child development or early childhood education.

**Organization and Management:** Scholar Coordinator Full Time 1 Exempt

### **Staff Development:**

Deidra Thompson:

- ECAO (Early Childhood Association of Oklahoma) Fall Conference, Oklahoma City, OK
- NCCCC (National Coalition for Campus Childcare Center) Annual Conference, Orlando, FL
- Scholars Program State Coordinators Meeting, Oklahoma City, OK
- Oklahoma Women in Higher Education, Edmond, OK
- OCCC Child Development Advisory Committee

### **Financial Support:**

All funds and staffing are 100% grant funded through the Department of Human Services/Oklahoma Child Care Services. FY 10 Awarded Grant Amount: \$81,946.

## **Program Highlights & Information**

### **New Scholar Orientation:**

The New Scholar orientation is scheduled at the beginning of each fall and spring semester. The orientation is held the morning of Oklahoma City Community College (OCCC) opening day from 9:00a.m.-12:00p.m. The orientation was implemented to allow the newly enrolled OCCC Scholars to receive essential information that will allow them to be successful with their educational goals.

Fall 2009: August 22, 2009 (26 scholars attended)

Spring 2010: January 16, 2010 (24 scholars attended)

### **Scholar Informational Meeting:**

The Scholar Informational Meeting is held once during the fall and spring semester. During this informational meeting the scholars receive updates on current child care events and policies, available child care resources, SECC program, and the OCCC

Child Development program. Also at the conclusion of the meeting, enrollment is completed for the upcoming semester.

Fall 2009: November 7, 2009 (23 scholars attended)

Spring 2010: March 27, 2010 (37 scholars attended)

**Scholar Progress Reporting System:**

The Scholar Progress Reporting System was created to serve as an early alert system to the Scholar Coordinator (SC). The alert indicates intervention is needed to assist in the academic success of the scholar. Each semester every Child Development instructor completes and submits a mid-semester progress report for each scholar on their class roster. The SC reviews the information and meets with the scholar and creates a plan of action for the student to follow which will aid in the successful completion of the course.

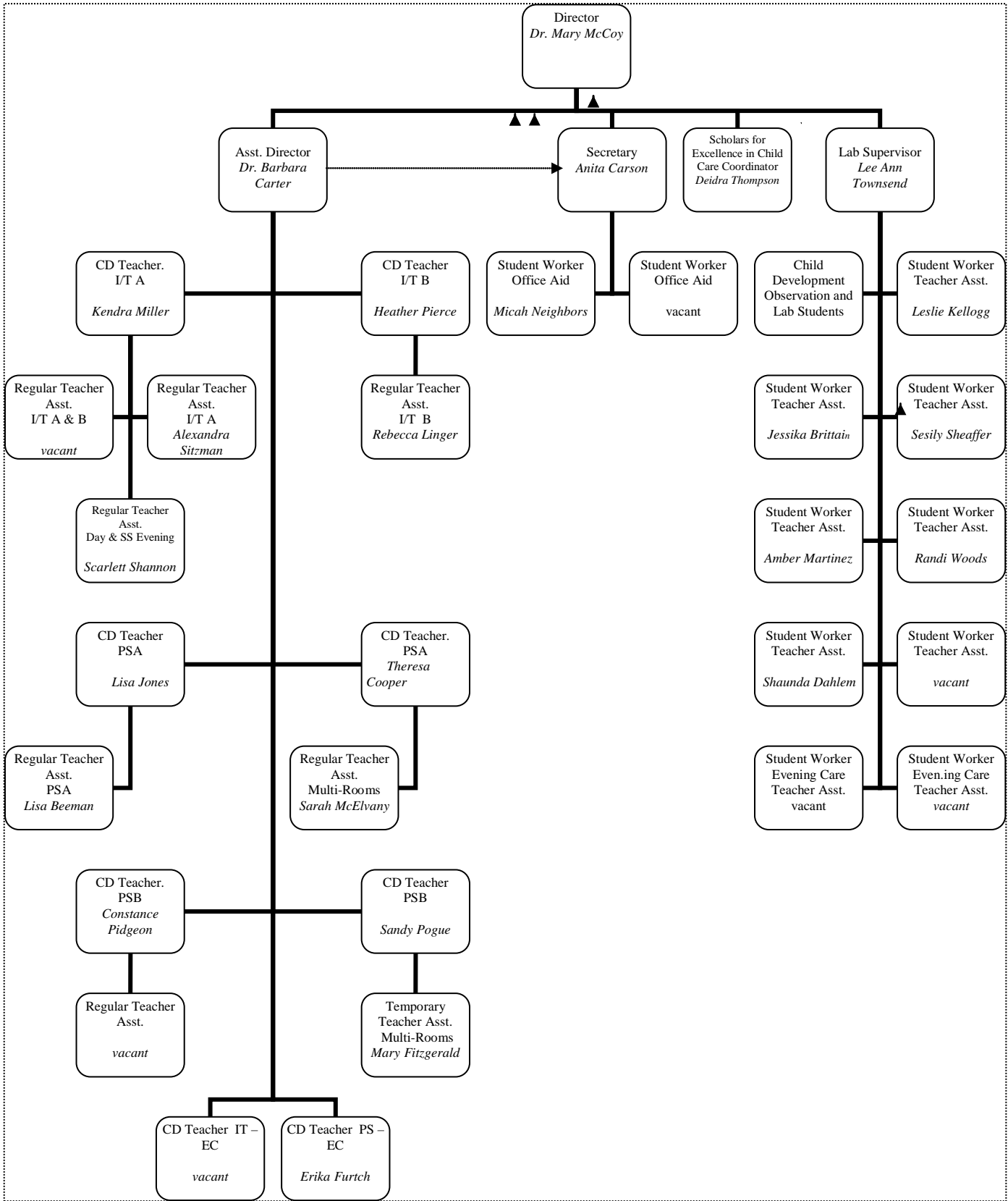
**Scholar Pinning Ceremony:**

The Scholar Pinning Ceremony was created in spring 2005 to recognize the scholars that successfully complete their CDA (Child Development Associate Credential), Certificate of Mastery in Child Development, and/or Associate of Arts degree in Child Development. The scholar receives an achievement pin and certificate. The 2010 Scholars pinning ceremony was held, June 3, 2010.

13 Certificate of Mastery pins were awarded

5 Associate of Arts in Child Development pins were awarded





**Department: Office of Academic Advising  
Unit: Student Development**

**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: 11 Exempt  
                  1 Non-Exempt  
Part-Time: 2 Exempt  
                  9 Temporary

**Professional Development:**

Melissa Aguigui, Academic Advisor	9/11/09 9/30-10/3/09 9/09 11/20/09 2/19/10 3/9/10-3/13/10 4/16/10 4/10	Counselors' Workshop at OUHSC NACADA Annual Conference Generational Communications OKWHE Conference OACADA Conference at OCU NACADA Annual Conference-Region 7 OU Advisors Conference Advising Undecided Students for Success
Mary Ann Bodine, Assistant Director of Academic Advising	9/09 10/8/09 11/20/09 4/10 4/10	Generational Communications Veterans Conference OKWHE Conference Advising Undecided Students for Success ACPA National Conference
Brenda Clink, Personal & Academic Advisor	9/09 4/10	Generational Communication Advising Undecided Students for Success
Claire Echols, Academic Advising Coordinator for Health Professions	9/09 2/19/10 4/10	Generational Communication OACADA Conference at OCU Advising Undecided Students for Success
Tennent Emmons, Academic Advisor	9/11/09	Counselors' Workshop at OUHSC

	9/09	Generational Communication
	2/9/10	UTAAA Conference in Arlington, TX
	2/19/10	OACADA Conference at OCU
	3/11-13/10	NACADA Annual Conference-Region 7
	4/16/10	OU Advisors Conference
	4/10	Advising Undecided Students for Success
Lois Ganick, Personal & Academic Advisor	9/09	Generational Communications
	4/10	Advising Undecided Students for Success
Marcelene James, Personal & Academic Advisor	9/11/09	Counselors' Workshop at OUHSC
	9/09	Generational Communication
	2/5/10	OU College of Engineering
	2/19/10	OACADA Conference at OCU
	4/16/10	OU Advisors Conference
	4/10	Advising Undecided Students for Success
Liz Largent, Dean of Student Development	9/09	Generational Communication
	11/20/09	OKWHE Conference
	1/27/10	Conf of Nat'l Institute for Transfer Students
	3/8/10	Grant Writing Conference
	4/28/10	OCSPA Conference
	4/10	Advising Undecided Students for Success
Kim Lusk, Assistant to the Dean of Student Development	9/09	Generational Communication
	10/9/09	OACC Conference
	11/20/09	OKWHE Conference
	4/10	Advising Undecided Students for Success
George Maxwell, Personal & Academic Advisor	9/11/09	Counselors' Workshop at OUHSC
	9/30-10/3/09	NACADA Annual Conference
	9/09	Generational Communication
	9/09	Helping Veteran Students
	2/5/10	OU College of Engineering
	2/9/10	UTAAA Conference in Arlington, TX
	4/16/10	OU Advisors Conference
	4/10	Advising Undecided Students for Success
Sara McElroy, Transfer & Academic Advising	9/09	Generational Communication

Coordinator

9/28/09 NRC Conference for Students in Transition  
 11/20/09 OKWHE Conference  
 1/27/10 Conf of Natl Institute for Transfer Students  
 2/5/10 OU College of Engineering  
 4/10 Advising Undecided Students for Success

Debbie Pierce,  
 Academic Advisor

9/11/09 Counselors' Workshop at OUHSC  
 9/09 Generational Communication  
 11/19/09 Career Aspirations Workshop at UCO  
 11/20/09 OKWHE Conference  
 2/5/10 OU College of Engineering  
 2/19/10 OACADA Conference at OCU

Ed Williams,  
 Personal &  
 Academic Advisor

9/30-10/3/09 NACADA Annual Conference  
 9/09 Generational Communication  
 2/5/10 OU College of Engineering  
 4/10 Advising Undecided Students for Success

**Financial Resources:**

*Account # 11-13110 (E&G)*

Used to support all advisement administrative functions.

FT Prof.	PT Prof.	PT Prof. Temp	FT Classified	PT Classified	PT Classified Temp	Non Staff
\$477,622	\$76,361	\$56,948	\$48,463	\$10,702	\$37,660	\$41,975

*Account # 11-01-93182 (Student Development)*

Used to support advisement outreach programs.

FT Prof.	PT Prof.	PT Prof. Temp	FT Classified	PT Classified	PT Classified Temp	Non Staff
\$0	\$0	\$0	\$0	\$0	\$0	\$9,800

## **Function: Academic Advising**

### **Program Highlights & Information:**

#### **Advisement Month**

During fall 2009 (October) and spring 2010 (April) various activities and events were planned to promote the student visits to the office of academic advising to enroll early for the upcoming semester. The following is a summary list of those activities:

- Flyers distributed throughout campus to remind students to enroll early.
- E-mail sent to all students encouraging them to meet with an advisor to plan their coursework and register for classes.
- Peer Advisors staff advising tables in College Union promoting Advisement Month, making appointments and answering questions.
- Promoted in all SCL1001 Advising Sessions.

#### **Advisement Sessions**

All sections of the SCL1001 course, designed for new students, were required to attend a 50 minute presentation on academic advising in the fall and spring. Approximately 3,000 students attended the sessions, which were lead by Sara McElroy, Transfer and Academic Advising Coordinator and Mary Ann Bodine, Assistant Director of Academic Advising. Topics included: academic planning, course load, academic policies, selection of major, etc.

#### **Distance Advisement**

This year two e-mails were created ([healthproadvisor@occc.edu](mailto:healthproadvisor@occc.edu) and [academicadvisor@occc.edu](mailto:academicadvisor@occc.edu)) for students to ask questions and receive general advising via email. Sara McElroy, Transfer and Academic Advising Coordinator and Tennent Emmons, Academic Advisor were the primary individuals responsible for receiving and responding to distance advisement requests and Kim Lusk, Assistant to the Dean of Student Development, was responsible for the tracking of the distance advisement correspondence. Efforts are made to respond to the distance advising email requests within 24 hours.

In the upcoming year distance advisement services will be expanded, as part of the Achieving the Dream initiative, and a real-time, instant messaging advisement software program called SightMax will be implemented.

#### **E-Advising Module**

E-Advising was implemented in fall of 2009 and training materials were distributed to academic advisors and faculty advisors. This product takes advantage of current installed Datatel features such as Degree Audit , Educational Plan, and WebAdvisor Registration along with new web-based software to create an on-line advising solution that supplements formal advisor/advisee relationships, supports walk-in advising centers, and enables a self-serve advising model.

After having had an opportunity for limited use of the product, additional consulting dollars have been budgeted for FY11 for consulting and support to aid in making the product function in a more user friendly fashion.

**Faculty Advisor Pilot**

During the summer of 2009, 13 faculty signed up to be a part of a pilot program in which they worked 5 hours a week in the Office of Academic Advising during the 8-week summer session in an effort to provide additional advisement services to students in a convenient manner. Faculty advisors were compensated on a special contract for 2 credit hour adjunct equivalent pay.

The general target population of this project is a student with 30+ successful hours of college-level coursework completed and in need of guidance regarding the selection of courses to complete an associate’s degree, the selection and approval of electives, approval for a deviation from pre and co-requisites listed on the degree sheet and other common issues students face that are best responded to by a faculty member who is an expert in the area of study.

Over the summer, 266 students took advantage of faculty advising services, 12% for IT, 11% for Science & Math, 31% Arts & Humanities, 29% for Business and 18% for Social Sciences. 93% of the students who visited with a faculty advisor in the summer of 2009 were still enrolled in courses 6 weeks into the fall 2009 semester. Below is a summary of the reasons students gave for visiting a faculty advisor:

<b>Reason</b>	<b># and %</b>
Academic Plan	20 – 12%
Appointment	30 – 19%
Career Exploration	10 – 6%
Course Planning	48 – 30%
Course Sub/Elective Approval	24 – 15%
New Student w/ Scores	9 – 6%
New Transfer	8 – 5%
Other	12 - 7%

The pilot was determined successful and fully implemented for summer 2010. Ten faculty advisors participated and the usage and success of the students served will be assessed following the completion of the summer 2010 semester.

**Master Advisor Workshop**

One Master Advisor Workshop was held in January 2010. Evaluations collected following the event were extremely positive. The topics and schedule are listed below:

- |            |                                       |               |
|------------|---------------------------------------|---------------|
| 8:45 a.m.  | Advising Theory                       | Liz Largent   |
| 9:15 a.m.  | Transfer Center Resources             | Sara McElroy  |
| 9:30 a.m.  | MineOnline & MultiDivisional Programs | Bertha Wise   |
| 10:30 a.m. | FERPA                                 | Gloria Barton |

11 a.m.	Policies & Procedures Jeopardy	L. Largent & Mary Ann Bodine
Noon	Lunch	Carson's Catering
1 p.m.	Case Scenarios	M. A. Bodine & M. Franco
2 p.m.	Q & A	Mary Ann Bodine

### **Peer Advising**

The Peer Advisors teach the students how to navigate *Mine Online*, create a class schedule and register new students for classes through Datatel's RGN screen. There has been a very positive response from the students and Academic Advisors in providing this service since the program originally began in the spring of 2007. Throughout FY2010, the Office of Academic Advising employed approximately 9 peer advisors at any given time.

### **Pre-Assessment Success Seminar**

The Office of Academic Advising, the Office of Recruitment & Admissions, the Division of Mathematics and the Communications Lab collaborated to pilot a preparation workshop for new students prior to taking the assessment tests. The goal of the workshop is to introduce students to the overall structure of each assessment (reading, writing and math) and ease their fears so that the students may perform their best on the instruments. Three staff from both the math lab and the communications lab will present the 10 minute workshop every half hour beginning at 9 a.m. running from July 6 – August 20, 2010.

Following completion of the pilot program, an assessment will be conducted to determine whether or not the program was successful. If the program is found to be successful, the program will be fully implemented in the summer of 2011 with appropriate adjustments made as necessary.

### **Prior Learning Assessment**

Liz Largent, Dean of Student Development, is the contact person for the Prior Learning Assessment. 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. No students applied for the PLA program during this year and 2 inquired about this program. In FY2011 print and electronic PLA materials will be updated for clarity and usability.

### **Probation Outreach**

In an effort to impact persistence and retention among at-risk students, the academic advisors outreached to students, currently enrolled, taking one or more developmental reading or writing classes in fall 2009 and spring 2010. Incentives to

draw students to participate included: Office of Advising T-Shirts; 19” Flat Screen TV. Assessment of the outreach effort revealed that students who participated in the program were much more likely to successfully complete their courses than those who did not participate. Full information regarding the data is listed in the quantitative data section of this report.

### **Professional Development**

There were several professional development opportunities for the Academic Advising staff this year. Some were group events and others were individual assignments. The Academic Advising staff met with several of the OCCC departments/divisions during the year. We invited guests to our weekly staff meetings to provide updates, presentations, and any other information they felt would be useful to our Advisors when meeting with students. Invited guests included:

- Jim Ellis, Director of Testing and Assessment Services
- Tamara Carter, Director of Mathematics
- Molly Henderson, Director of Cooperative Alliance Programs
- Alexa Mashlan, Coordinator of Cooperative Alliance Programs
- Janis Armstrong, Coordinator of Veterans Services
- Alicia Harris, Assistant Director of Student Aid Programs and Services
- Cecilia Pittman, Child Development Faculty
- Ray McCullar, History Faculty (collaborative learning)
- Tom Ashby, Acting Dean of Information Technology
- Penny Hampton, Director of Professional Development
- Mary Turner, Learning Support Specialist
- Jon Horinek, Director of Recruitment and Admissions
- Richard Steere, Automotive Technology Program Chair
- Johnny Allen, Coordinator of Technology Training
- Ted Lemser, Database Administrator
- Stephanie Baird, Coordinator of New Student Orientation and Student Life Programs
- Francine Gissy, Corporate Learning Consultant
- Tammy Burnett, Engineering Program
- Dr. Charles Marshall, SEOSU Aviation Program
- Melissa Watson, SEOSU Aviation Program
- Dr. Debra Vaughn, Director of Student Employment & Career Services
- Dr. Toure, Superintendent in OKCPS

### **Publications**

#### Academic Advising Handbook for Students

The Academic Advising Handbook is used in individual advisor/student meetings and also used in presentations to all Success and College and Life course sections, which are lead by Sara McElroy. The purpose of the handbook is to provide students a resource guide that offers as much academic advising information as possible in one tool.



### Academic Advising Guidebook for Advisors

The purpose of the Academic Advising Guidebook for Advisors is to provide the advisors a resource guide that offers quick reference and lookup for most of the information they need on a daily basis. The guidebook was distributed to all faculty advisors who requested a copy.

### Accuplacer Preparation Guide

The guide is distributed to new students through the office of recruitment and admissions and to students as needed through the advising office and the test center. The guide offers resources to prepare for the test, test taking tips and sample questions for students to review in an effort to ensure they do the best they can on the exam.

### MineOnline Handout

This handout is used primarily by the peer advisors as a reference for students who wish to utilize MineOnline for course selection and registration.

### **Website**

The Office of Academic Advising maintains a website located at:

<http://www.occc.edu/ACS/>. The website provides links for the students for distance advising, degree program inventories, student academic plans, personal learning styles, and academic advising articles. The website content is maintained on a day-to-day basis by Kim Lusk and the content is managed on a big picture level by Mary Ann Bodine.

## Assessment and Usage Data:

### Academic Advising Usage Totals

Month	Total Student Visits	Triage	Mtg. w/ Advisor in Central Office	Health Pro.	Peer Advisor	# of Working Days	Avg. Seen Per Day
Jul-09	4,405	1,191	2,088	85	1,041	22	200
Aug-09	8,504	749	4,686	154	1,454	21	405
Sep-09	1,733	319	1,126	76	26	20	87
Oct-09	3,794	378	1,948	139	547	22	172
Nov-09	4,307	470	1,902	128	694	19	227
Dec-09	4,549	588	1,773	74	810	17	268
Jan-10	4,972	479	3,159	181	1,211	18	276
Feb-10	1,299	218	1,002	72	37	19	68
Mar-10	1,992	269	1,453	145	120	18	111
Apr-10	3,850	517	2,465	129	718	22	175
May-10	3,205	515	1,931	79	700	19	169
Jun-10	3,609	553	2,065	101	975	22	164
<b>Total</b>	46,216*	6,246	25,598	1,363	8,333	239	194

\*26% increase in student visits over FY2009

### FY09 Comparative Data

Total Student Visits	Triage	Mtg. w/ Advisor in Central Office	Health Pro.	Peer Advisor	# of Working Days	Avg. Seen Per Day
36,398	10,758	18,326	1,447	5,391	225	151

### 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. A total of 3407 change of major and faculty advisor requests were processed in the Advising Office this fiscal year. 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.

# of student requests for a faculty advisor, per division	AH	BUS	IT	SM	SS	HP
	850	756	253	727	628	68
<b>Total requests</b>	<b>3,282</b>					

**Distance Advisement****Traditional**

July	45
August	29
September	5
October	10
November	15
December	9
January	21
February	13
March	10
April	37
May	35
June	37
<b>Total</b>	<b>266</b>

**Health Professions**

July	7
August	0
September	15
October	2
November	4
December	9
January	7
February	2
March	4
April	9
May	9
June	12
<b>Total</b>	<b>80</b>

**Probation Outreach Overview**

	<b>Fall 2009</b>	<b>Spring 2010</b>
Total Number of Students identified for Outreach	288	233 (111 identified as OKC-GO students)
Total Number of Students Contacted by email.	288	233
Total Number of Students who were contacted by phone (This includes those where a message was left and those who answered)	231	214
Total Number of students that responded to email.	35	7
Total Number of students advised by email.	26	7
Total number of office visits through appointments due to Outreach. (This includes those students who made multiple visits.)	64	9
Total number of no-shows for office visits (This includes those students who made multiple appointments.)		10
Total number of students who were serviced in the Office of Academic Advising either by appointment or who walked in after receiving an email without an appointment. (This includes those students who made multiple visits.)	Stack from Lea	56
Total Number of students that were miss-identified for outreach purposes.	57	0

### Fall 2009 Probation Outreach GPA Overview

Students who DID NOT receive services through the Office of Academic Advising:

No Services Spring 09	Students (#)	Mean	Median	Mode	Range
Sp 09 Sem. GPA	179	.6875	0	0	0 – 4.0
Sp 09 Cum. GPA	179	.85	1	0	0 – 1.957
Fall 09 Sem GPA	179	1.0377	0	0.333	0 – 4.0
Fall 09 Cum GPA	179	1.0223	1	0	0 – 3.077

Of the 179 above reported on students that attended in the spring of 2009 only 33.5 % returned for classes in the fall of 2009 and persisted without services from the Office of Academic Advising.

Students who DID receive services through the Office of Academic Advising:

With Services Spring 09	Students (#)	Mean	Median	Mode	Range
Sp 09 Sem. GPA	49	.5118	0	0	0 – 3.000
Sp 09 Cum. GPA	49	.7644	.714	0	0 - 1.889
Fall 09 Sem. GPA	49	1.807	1.5	0	0 – 4.000
Fall 09 Cum GPA	49	1.2657	1.1	0	0 – 3.25

Of the 49 above reported students that attended in the spring of 2009, 53% returned for classes in the fall of 2009 and persisted with services from the Office of Academic Advising.

### Spring 2010 Probation Outreach GPA Overview

Students who DID NOT receive services through the Office of Academic Advising

No Services Spring 09	Student #	Mean	Median	Mode	Range
Fall 09 Sem. GPA	191	.48	.36	0	0.0 – 4.0
Fall 09 Cum. GPA	191	.56	.57	0	0.0 – 4.0
Sp 2010 Sem. GPA	123	.70	0	0	0.0 – 4.0
Sp 2010 Cum GPA	123	.97	.36	0	0.0 – 4.0

Of the 191 students listed above, only 123 completed courses at the end of sp 2010. Some dropped before the deadline. Of the 123 that came back to attend and completed courses in Sp 2010 only 14% returned for classes in the spring of 2010 and persisted (were **not** eligible for suspension at the end of sp 2010) without services from the Office of Academic Advising.

Students who DID receive services through the Office of Academic Advising

With Services Spring 09	Student #	Mean	Median	Mode	Range
Fall 09 Sem. GPA	42	0.70	0.41	0	0.0 – 3.0
Fall 09 Cum. GPA	42	0.71	0.46	0	0.0 – 3.0
Sp 2010 Sem. GPA	42	1.04	0.33	0	0.0 – 4.0
Sp 2010 Cum GPA	42	1.11	0.90	0	0.0 – 4.0

Of the 42 above reported students that attended in the fall of 2009, 62% returned for classes in the spring of 2010 and persisted (were **not** eligible for suspension at the end of sp 2010) with services from the Office of Academic Advising.

## **Function: Transfer Center**

### **Program Highlights & Information:**

#### **School Visits**

20 institutions scheduled visits to the OCCC campus to recruit and provide information to students. Many of these universities have standing weekly or monthly visits to the Transfer Center so they are available to speak to the students about the university they represent and the programs and scholarships that are offered.

#### **Transfer Fairs**

The bi-annual Transfer Fairs were held in September 2009 and February 2010. Universities attended to assist students and provide information concerning admissions policies, scholarships, and transferring. Student Employment & Career Services and Graduation Services also attended the fair to answer questions. Both dates were successful and many students were in attendance. The February fair was the largest one to date, with over 30 different institutions in attendance. An invitation was emailed to approximately 2000 students each semester.

#### **Transfer Guide**

The Transfer Guide continued to be a resource for students to aid in the transfer process. The information contained within provides contact information to various four-year universities, tips, checklist, listing of transfer scholarships, and other pieces of resourceful material. It was reviewed and updated in August 2009.

#### **Transfer Center Website**

The Transfer Center website is [www.occc.edu/transfercenter](http://www.occc.edu/transfercenter) and can be accessed from the OCCC home page, or through the Office of Academic Advising website. Much of the information within the Transfer Center website can be found within the Transfer Guide. There is also a link to the university visit calendar and upcoming campus tour dates. The transfer equivalency guide link continues to be popular with students and staff alike.

#### **Campus Tours**

The Transfer Center offered campus tours to better assist students in the transfer process. The universities chosen were based on the universities students transfer to most often and by inquiries and interest shown by students.

## Assessment and Usage Data:

### Summary of Transfer Tours to 4-Year Institutions

University Offered	Total Visits Scheduled	Total Students Signed Up	Total Students Attended
UCO	4	35	17
OU	4	40	24
OCU	1	4	3
OSU	2	9	7
<b>TOTALS</b>	<b>11</b>	<b>88</b>	<b>51</b>

### Summary of Transfer Tours to 4-Year Institutions By Month

Month	Total Visits	Total Students Attended
September	2	12
October	3	20
November	1	4
February	3	9
April	2	6
	<b>11</b>	<b>51</b>

### Summary of Visits By 4-Year Institutions By Month

Month	Total Visits
July	9
August	5
September	13
October	12
November	11
December	8
January	7
February	13
March	13
April	16
May	9
June	5
<b>TOTAL</b>	<b>121</b>

### Comparison of Visits to OCCC By 4-Year Institution

University	Total Visits FY 2010	Total Visits FY 2009
Cameron	1	6
DeVry	8	0
ECU	0	1
Grand Canyon University	0	1
Langston	0	4
Langston – OKC	1	0
MACU	0	10
Newman	1	10
OBU	4	4
OCU	5	4
OK Wesleyan	1	1
OSU	7	13
OU	15	19
OU-CCE	3	3
OU-CLS	18	34
St. Gregory's	2	0
SNU	6	0
SWCU	0	5
UCO	29	21
UCO – ROTC	2	0
USAO	0	24
UT Arlington	8	6
UMUC	8	0
University of Tulsa	0	1

### **Transfer Fair Survey**

The Transfer Fair Survey was sent out consisting of five questions to the university recruiters that attended the Transfer Fairs at Oklahoma City Community College. The survey was intended to obtain suggestions from the university recruiters in an effort to improve the Transfer Fair.

Number of Surveys Sent: 39

Number of Surveys Received: 16

How satisfied were you with the fall 2009 Transfer Fair at OCCC?

68.8% - very satisfied; 25% - satisfied; 6.3% - dissatisfied

What suggestions do you have for future Transfer Fairs?

1. No suggestions – happy with the event – 10
2. More advertising – 1
3. More comfortable chairs – 1
4. Hold the Fair in a place where only students near degree completion will come so the schools do not waste their time – 1

Would you be willing to participate in an evening Transfer Fair?

62% - yes & 38% - no

What information about our students would aide you in your recruitment efforts?

1. Nothing more that is currently being done. – 3
2. List of students and their contact information. – 2 (This list is provided upon registration for the Transfer Fair.)
3. Enrollment numbers by program. – 1

### **Transfer Student Survey**

In October 2009, a survey was sent out to students who had earned 30 or more credit hours regarding the individual's future plans upon graduating from Oklahoma City Community College. The survey was intended to get the experiences and opinions of upcoming graduates to better assist them in transferring to a four-year university as well as offer resources to guide, aid, and prepare them.

Target Student Population: The survey was sent to current OCCC with 30 credit hours or more.

Number of Surveys Sent: Approximately 1700

Number of Surveys Received: 41

Are you planning to transfer to a 4 year institution to complete a Bachelor's degree?

82.9% - yes & 17.1% - no

Are you planning to earn your Associate's Degree at OCCC?

97.6% - yes & 2.4% - no

What is your intended transfer major? Top 5:

1. Business, 2. Nursing, 3. Psych./Soc., 4. Child Development, 5. Education



If you are planning to transfer, what factors are you considering in choosing a 4 year university?

1. Location,
2. Cost/scholarships,
3. Programs offered/reputation of programs,
4. Variety of class times/Scheduling (online, nights, weekends),
5. Transferability of credits from OCCC to senior institution

Have you met with a representative from your chosen 4 year institution?

28.2% - yes & 71.8% - no

What differences, if any, are you expecting when you transfer to a 4 year institution?

Top 5:

1. Larger classes/Campus,
2. Harder classes/Increased work load,
3. Nothing,
4. Less personal attention (especially from professors),
5. Higher tuition

The Transfer Fair, which is held every semester, was just held on September 30, 2009. Have you ever attended a Transfer Fair?

33.3% - yes & 66.7% - no

Are you aware of the Campus Tours that the Transfer Center offers?

70% - yes & 30% - no

Do you have a copy of the OCCC Transfer Guide which contains a variety of information to help students in their transfer process?

25.6% - yes & 74.4% - no

If you would like additional information about transferring, please provide your name and address. Nineteen students provided their names and addresses and were contacted by the Transfer Center.

What services do you think that OCCC should offer students who are planning to transfer to a 4 year institution? Top 5:

1. Continue offering current services,
2. Help knowing what courses will transfer,
3. Degree planning,
4. Assistance for a smooth transition,
5. Scholarship information

## FY 2011 Plan: Office of Academic Advising

Goal or Initiative Name	Description of Goal or Initiative
<b>Student Outreach</b>	<ul style="list-style-type: none"> <li>• Continue OKC-Go and probation outreach projects, as well as, expand outreach efforts to include students who withdraw from developmental reading or writing courses.</li> </ul>
<b>Faculty Advisor Summer Program</b>	<ul style="list-style-type: none"> <li>• Continue faculty advisor summer program, enhance training and marketing.</li> </ul>
<b>Distance Advisement</b>	<ul style="list-style-type: none"> <li>• Implement, promote and assess a real-time, instant messaging, distance advisement program.</li> </ul>
<b>New Student Advisement Workshop</b>	<ul style="list-style-type: none"> <li>• Explore options for offering new students group advisement sessions.</li> </ul>
<b>Training Scenarios</b>	<ul style="list-style-type: none"> <li>• Begin discussing advising scenarios as a means of professional development at staff meetings when time allows.</li> </ul>
<b>Expand Written and On-line Resources</b>	<ul style="list-style-type: none"> <li>• Explore the creation of an informational wall to include: MOL, testing, ANGEL, FAQ for degree sheets, etc.</li> </ul>
<b>Peer Advisors</b>	<ul style="list-style-type: none"> <li>• Expand use of peer advisors to “work the line” during peak periods to answer students’ simple questions or provide information to prevent students from waiting unnecessarily.</li> </ul>
<b>Transfer Center Target Population</b>	<ul style="list-style-type: none"> <li>• Clearly define and track the population to be served by the Transfer Center.</li> </ul>
<b>Transfer Week</b>	<ul style="list-style-type: none"> <li>• Expand current transfer fair each fall and spring to include events throughout the week to promote students’ successful transfer to four year universities.</li> </ul>
<b>Update Transfer Center Website</b>	<ul style="list-style-type: none"> <li>• Work with peer advisors to review and enhance the Transfer Center website.</li> </ul>
<b>University Recruiter Outreach</b>	<ul style="list-style-type: none"> <li>• Enhance recruiter training and on-going communication.</li> </ul>
<b>Academic Planning On-line Tool</b>	<ul style="list-style-type: none"> <li>• Adjust the current on-line academic plan to be easier for students to utilize.</li> </ul>
<b>Electronic Processes</b>	<ul style="list-style-type: none"> <li>• Explore through the implementation of on-line paperwork process, such as diversified studies contracts, degree advisement forms, approval of electives, course substitutions and overrides.</li> </ul>

**Department: Student Employment & Career Services**  
**Unit: Student Development**

**Mission:**

To provide employment and career service opportunities to OCCC students and alumni.

**Organization and Management:**

Full-time: 2-Exempt

Part-time: 2-Non-Exempt (30 hours per week)

FWS: 1-Federal Work Study

**Professional Development:**

Oklahoma Association & Career Employment Professionals (OACEP)

Debra Vaughn 1 meeting

Judi McGee 1 meeting

Oklahoma City Metro Employers Council-Monthly meetings

Debra Vaughn 1 meeting

Judi McGee 3 meetings

Career Guidance Network of Oklahoma

Debra Vaughn 1 meeting

Judi McGee 1 meeting

OUHSC Academic Advisor Workshop

Debra Vaughn 1 meeting

WOW Sessions:

Durell Carter 05; Nicholas Lyon 02; Judi McGee 05; Debra Vaughn 06; Christopher White 05

**Financial Resources:**

E&G - 13350: Operation of Student Employment & Career Services

Total Budget \$6,065.00

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

Total Budget \$12,987.00

Job Locations & Development Program (JLD) - 18052:

Total Budget \$18,500.00

## Function: Student Employment Services

### Program Highlights & Information:

#### Students Employed

Each year the Office of Student Employment & Career Services surveys employers who participate in job fairs and online job postings to determine how many students were employed and what the average salary and economic impact is on these services. Below is a summary of that data.

#### Total Students Employed

06-07	07-08	08-09	09-10
412	726	793	963

#### Total Reporting Employers

	06-07	07-08	08-09	09-10
General/Health	42	60	57	73
Career Transitions Emphasis			96	157

#### Average Student Salary

06-07	07-08	08-09	09-10
\$15,630.34	\$16,634.56	\$17,475.43	\$17,986.56

#### Total Student Economic Impact

06-07	07-08	08-09	09-10
\$6,439,700.20	\$7,386,890.76	\$7,948,257.05	\$8,628,239.43

### Top Employers and Salaries/Economic Impact

Below are the data regarding the top 10 employers of OCCC students and the top 10 employers by salary of those that hired OCCC students.

<u>Top 10 OCCC Student Employers</u>	<u>Students Hired</u>
1. Oklahoma City Community College	225
2. HCA Healthcare (OU Medical Center)	64
3. Wellness and Fitness Center	64
4. United Parcel Service	37
5. Fedex/ATT	34
6. Sitel/CSC	27
7. Parks & Recreation	22
8. Hobby Lobby/CVS Pharmacy/Walgreen	17
9. Lowes/Home Depot	15
10. Tinker Credit Union/Banc 1 <sup>st</sup>	14

<u>Top 10 OCCC Student Employers</u>	<u>Salary Impact/Contribution</u>
1. Oklahoma City Community College	\$1,528,664.22
2. HCA Healthcare (OU Medical Center)	1,400,697.37
3. United Parcel Service	496,489.41
4. OK Parks & Recreation	480,480.00
5. ATT/FEDex	440,236.26 (Same \$ for both)
6. Home Depot/Lowes	324,880.00
7. Total Medical Personal Services	314,034.00 (Same \$ for both)
8. Accel Financial Staffing	270,140.36
9. CIT Group/Farmers Inc.	268,540.22 (Same \$ for both)
10. OK DPS	236,450.21

Note: U.S. Census 2010 Campaign, OCCC SE&CS recognition for donation of space; distribution of marketing materials; testing site and OCCC Job Fair importance to the success of the decennial census. Ray Janik, AMR ELCO

### **Student Temporary Employment Program**

OCCC is committed to providing employment opportunities for its students. The Office of Student Employment & Career Services works to help connect students to these jobs by aiding in completing the online application process and hosting student employment events. Below are the data regarding the number of students who were employed at OCCC through these efforts.

	FY08	FY09	FY10
Federal Work Study	30	53	225*
Student Workers Non Work Study	41	124	*Student employees are now grouped together as a part of the Student Temporary Employment Program (STEP)

STEP complements the educational process and provides students with work experience to enhance knowledge, assist in meeting student employment needs, utilize student knowledge and skills, and achieve college goals. FY10 saw the addition of a STEP Training session for a new total of six annually. SE&CS staff averaged distributing 230 student invitations (RSVP's) to campus departments for each STEP training.

Date	Topic	Attendance
9/16/10	Internship Search/Application	37
10/21/09	Resume & Cover Letter Development	42
11/18/09	Job Interview Appropriate Dress for Success	33
2/17/10	Tinker Jobs/Internships	27
3/31/10	Optimal Resume Interview Skills	32
4/21/10	How to Tie a Necktie (Job Interview/Workplace)	34
	Total	205

Student end-of-program STEP Training evaluations were 100% positive. Job/Work topics for FY11 were submitted by students for consideration.

In order to promote student employment at OCCC, Student Employment & Career Services partners with Karen Schmidt, an HR representative, to present “How to Work on Campus” to interested students. The fall and spring sessions and attendance is depicted in the table below.

	08-09	09-10
Fall	38	24
Spring	31	32

In order to make the process of applying for on campus jobs easier for students, students may submit their work study authorization forms to the Student Employment & Career Services Office to be forwarded to Karen Schmidt in HR. In FY2010 243 work study authorizations were submitted to SE&CS, compared to 240 in FY2009. This service allows students with transportation challenges (cannot visit the John Massey Center, etc.) to continue their job application process for Work-Study positions.

**College Central Network (CCN) OCCC Student/Alumni Job Board**

The online job board is available 24/7 for on-campus & off-campus jobs & internships. Approximately 200-225 daily job listings & students may post their resumes. CCN also provides 71,000 nationwide job and internship listings.

Total number of students registered on the Job Board: 1,814  
 Total number of employers registered on the Job Board: 1,808

	06-07	07-08	08-09	09-10	% of Increase or Decrease
New Student Registrations	159	342	891	689	22% Decrease
New Jobs Posted	914	1,240	1,109	662	40% Decrease
New Employer Registrations	353	305	227	142	37% Decrease

Full Time 304      Part Time 322      Co-op 02  
 Internship 87      Seasonal 34      Work Study 27

Current Job Board local and national internship listings: 134

**Optimal Resume, Cover Letter & Interview Program**

Optimal Resume is a program available 24/7 for creation of job search documents. The skills center portion of the program provides practice interviewing. Interview Types include: behavioral, initial, business, medical, law, final candidate and build your own Interview

Total Number Students Registered

07-08	08-09	09-10	% Increase/Decrease
318	1,449	3,253	124%

The average amount of time devoted to each student or alumni seeking assistance with resume, cover letter and job search guidance is approximately 1.5 hours. The

addition of 1,804 resumes to the Optimal Resume database represents at least 2,706 staff hours of direct one-on-one assistance to this amount of students. (This initial time allocation does not include students that visit our office multiple times to apply for multiple job opportunities).

Optimal Resume reports that of their 150, West/Mid-West Regional Clients we are ranked #6 in program student usage.

**Job Flier Postings Bulletin Boards/Job Tables**

To promote on and off campus employment, flyers and tables are set up through the Student Employment and Career Services Office. 27,494 flyers and/or job tables were posted or facilitated.

Employer Campus Recruitment Visits

06-07	07-08	08-09	09-10	% Increase/Decrease
99	175	100	14	Decrease of 86%

**Job Fairs (General & Health Employers) Fall 2009 & Spring 2010**

Fall Job Fair: Wednesday, October 7, 2009

General Employers 10-2:00 pm 60  
 Health Employers Noon-6:00 pm 25  
 Total Employers 85

Spring Job Fair: Wednesday, March 3, 2010

General Employers 10-2:00 pm 60  
 Health Employers Noon-6:00 pm 26  
 Total Employers 86

Academic Year Employer Total Attendance at Job Fairs: 171

Job Fair & Health Job Fair estimated attendance by those seeking employment for fall 2009 was 3,000 and attendance for Spring 2010 was 2,500 for a total of 5,500.

99% of employers attending the Fall 09 & Spring 10 job fairs indicated that they plan to participate in the future.

**Meetings & Class Presentations**

To promote and provide services to a broad array of students, each staff member within Student Employment & Career Services presents to various student groups throughout the year. During FY2010 a total of 144 presentations were made.

Durell Carter, Federal Student Worker

STEP Training Luncheons	06	Opening Day	01
Engineering Classroom	03	Recruitment Table	53
		Total:	<u>63</u>

Nicholas Lyon, Employment Assistant

STEP Training Luncheons	03	Engineering	02
General Classroom Presentations	02	Total:	<u>07</u>
Judi McGee, Employment Coordinator			
STEP Training Luncheons	06	TLC	02
General Classroom Presentations	06	Opening Day	02
Business Classroom Presentations	12	Greater Grads	
Career Transitions Workshops	25	Meetings	03
Latino Community Development	02	Total:	<u>56</u>
Christopher White, Employment Clerk			
STEP Training Luncheons	06	Engineering	05
PSY-1001, Career Transitions Class	04	Greater Grads	03
		Total:	<u>18</u>



## Function: Career Services

### Program Highlights & Information:

#### Career Days Events

A number of career day events are hosted to introduce students to various job and internship opportunities locally and nationally.

	08-09 Attendance	09-10 Attendance
FAA Jobs Workshop	0	76
Tinker AFB Intern Program Business Majors	28	21
Tinker AFB Jobs/Internships	0	75
Disney Internship Program	23	31
Greater Grads Workshop	19	20
Greater Grads Career Fair/Cox Center	8	0
US Military Career Fair	500	500
	578	723

#### DISCOVER (ACT) Career Guidance Program Usage

The DISCOVER program is used to aid students in selecting a career field based on their personality and preferences.

	06-07	07-08	08-09	09-10	% Increase
# of unique/individual users	265	1,122	1,366	1,623	18%
# of DISCOVER uses	965	3,186	4,130	4,650	12%

#### Employment & Career Power Workshops

	07-08 # of Workshops	07-08 Attend	08-09 3 of Workshops	08-09 Attend	09-10 # of Workshops	09-10 Attend
Fall	9	23	10	51		63
Spring	8	27	10	63		58
Summer				19		16
Total						

#### Greater Oklahoma City Chamber of Commerce Greater Grads Summer Internship Program

This program is designed to introduce Oklahoma college and university students to the benefits of living and working in the state of Oklahoma. Through the efforts of the Student Employment and Career Services Office, OCCC sponsors students to participate in the program each year.

07-08	08-09	09-10
8	15	23

#### Group Meetings & Classroom Presentations: Debra Vaughn

PSY 1001-Career Exploration Classes: 2-Eight Week Sessions, F/Sp 64

Success in College & Life	91	Greater Grads Meetings	03	Engineering	02
INFO Fest	02	STEP Trainings	06	Career Fest	01
OCCC Opening Day	02	Transfer Day	01	Fin Aid	01
OKC Downtown College	01	Counselor Breakfast	01	Student Life	01
					Total: <u>175</u>

The 91 classroom presentations for the “Success in College & Life” classes has provided the opportunity to share SE&CS services information to approximately 2,275 students.

**PIONEER Newspaper Articles, Advertisements, PSA’s**

A total of 101 articles, advertisements and/or public service announcements were featured in the student newspaper regarding services offered through the Student Employment & Career Services Office.

**Student & Employer Contacts**

In-office; appointments and walk-ins; phone calls; emails; mailings; events; classroom and workshop presentations increased by 14% over the previous fiscal year.

	08-09	09-10
Debra Vaughn	6,373	7,010
Judi McGee (#’s include job board e-mails to students, alumni and employers)	36,548	40,202
Nicholas Lyon	103	1,350
Christopher White	3,225	3,548
Durell Carter	360	2,115
Total Contacts	47,528	54,285

**Student Employment & Career Services Guide Book**

Approximately 5,000 guidebooks have been utilized and distributed. It is an extremely valuable educational (Job Search, Career Guidance and Professional Development) tool. The Guidebook has been revised for FY-2011 with new-resumes, cover letters, additional sample job duties, addition of “How to tie a Necktie” illustration.

## FY2011 Plan: Student Employment & Career Services

Goal, Task or Initiative Name	Description
<b>Increase usage of Optimal Resume online Interviewing</b>	Student utilization of online interviewing within our office area
<b>Telephone Installation in Interview Room</b>	To assist/accommodate students communicating with employers to arrange job interviews or to conduct phone interviews. Will also enhance job search processes by students.
<b>Career Exploration Class Promotional Fliers</b>	Fliers were developed and displayed to encourage student enrollment and participation.
<b>Local employer registration on Job Board</b>	New hire will contact local employers to share Job Board registration options.
<b>Guidebook Updates 5,000 Distributed</b>	Based on student usage and staff evaluations per needed service requests

**Department: Student Life  
Unit: Student Development**

**Mission**

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

**Purpose**

The Office of 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 Service Learning, New Student Orientation, campus activities, 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  
Part-Time: 6 Non-Exempt (Student Workers)  
3 Graduate Student Interns (open)\*

\* Three positions are open based on placement from the University of Oklahoma higher education graduate internship program. Applications were submitted to offer unpaid, course graded internships for Service Learning, NSO, and Leadership Development.

**Professional Development:**

Darin Behara – Director of Student Life

Professional Development

“Web Time Entry for Supervisors”, August 19, 2009  
Enrollment & Student Services Division Meeting, “Survive and Thrive in a Multigenerational World,” Dr. Rita M. McMurray, September 17, 2009  
NASPA National Annual Conference, March 2010  
OCSPA Conference, May 2010

Presentations

Student Life Presentation to SCL1001, Aug.-Sept. 2009  
MBTI Sessions for SCL1001, Fall 2009 and Spring 2010  
“Civic Engagement for At-Risk Students,” NASPA, March 9, 2010

Adjunct

Success in College and Life, August-October 2009

Committees

President’s Advisory Committee, 3 year term (Fall 2009 – Spring 2012)  
United Way of Central Oklahoma, Community Investment Volunteer Benefits Committee Chair, October 2008- Present  
Wellness Task Force, August 2008- Present

Katie Treadwell – Service Learning and Student Life Programs Coordinator

Professional Development

OCCC Web Time Entry Training, August 12, 2009  
Enrollment & Student Services Division Meeting, “Survive and Thrive in a Multigenerational World,” Dr. Rita M. McMurray, September 17, 2009  
Linking OKC’s Young Adult Leaders (LOYAL), Leadership OKC, 2009 - 2010  
NASPA Region IV-West Annual Conference, November 3-6, 2009  
OKWHE Annual Conference, November 20, 2009  
“Effective Forms of Teaching and Learning,” Dr. Palmer, February 10, 2010  
OCCC Digital Signage Training, February 23, 2010  
NASPA Annual Conference, March 6-10, 2010  
OCCC Events Training – Customer Contacts, May 22, 2010  
OCSPA Annual Conference, May 24, 2010

Presentations

New Faculty Service-Learning Orientation and Implementation, August 2009  
Service-Learning, Faculty Planning and Prep Week, Aug. 2009  
Service-Learning Course Orientations, Fall 2009 (16 sessions)  
MBTI for Success in College and Life, September 2009 (14 sessions)  
“Civic Engagement for At-Risk Students,” NASPA, November 4, 2009  
Service-Learning Course Orientations, Spring 2009 (14 sessions)  
Student Life Presentation to SCL1001, February-April 2010 (3 sessions)  
MBTI for Success in College and Life, February 2010 (5 sessions)  
“Civic Engagement for At-Risk Students,” NASPA, March 9, 2010  
Brown Bag Presentation – “Going Green,” April 21, 2010

Adjunct

Success in College and Life, Fall 2009, Spring 2010

Committees

Enrollment and Student Services Advisory Board, May 2009-June 2010  
United Way Employee Giving Campaign, Chair, September-November 2009  
Timely Emergency Communications Task Force, March-May 2010  
Student Employment Assistant Search Committee, June 2010

Stephanie Baird – First Year & Student Life Programs Coordinator

Professional Development

New Employee Orientation, July 10, 2009  
OCCC Web Time Entry Training, August 12, 2009  
Enrollment & Student Services Division Meeting, “Survive and Thrive in a Multigenerational World,” Dr. Rita M. McMurray, September 17, 2009  
OKWHE Annual Conference, November 20, 2009  
“Effective Forms of Teaching and Learning,” Dr. Palmer, February 10, 2010  
29th Annual Conference on the First Year Experience, February 11-16, 2010  
OCCC Digital Signage Training, February 23, 2010  
OCCC Events Training – Customer Contacts, May 22, 2010  
OCSPA Annual Conference, May 24, 2010

Presentations

Brown Bag – “Student Involvement & Success,” September 1, 2009

Brown Bag Presentation – “Time Management,” September 15, 2009  
Student Life Presentation to SCL1001, September 2009 (3 sessions)  
Student Life Presentation to SCL1001, February-March 2010 (3 sessions)  
Brown Bag Presentation – “Going Green,” April 21, 2010  
New Student Orientation, May-June 2010 (5 sessions)

Adjunct

Success in College and Life, August-October 2009  
Success in College and Life, January-March 2010 (2 sections)

Publications

“Money Matters Makes Cents,” Enrollment & Student Services Newsletter  
Oct. 2009  
“New Student Orientation Continues to Grow,” Enrollment & Student Services  
Newsletter (June 2010)

Committees

TRIO Student Support Services Advisor, Search Committee, December 2009

Marcy Roll - Student Life Assistant

Professional Development

Leadership Oklahoma City Community College Class of 2010  
Web Time Entry for Supervisors, August 2009  
“*Survive and Thrive in a Multi-Generational World*” presented by Rita Murray  
September 17, 2009  
PBP Executive Reports entitled “*8 Do’s and Don’ts of Motivating Employees:  
What Managers Need to Know.*” November 2009  
Online management/supervision training product offered by  
American Society for Training & Development (ASTD) has declared  
December 7-11, 2009, as “Employee Learning Week (ELW).”  
*OUCH! That Stereotype Hurts*, December 9, 2009  
OCCC Association of Alumni and Friends, January, 2010  
Supervisor Academy: *Training Supervisors to Supervise, January-May, 2010*

Karlen Grayson – Student Organizations Assistant

Professional Development

Enrollment & Student Service Division Meeting, “Survive and Thrive in a  
Multi-Generational World”, presented by Rita Murray, September 17, 2009  
Enrollment & Student Services Division Meeting, Dr. Paden, March 25, 2010  
OCCC Administrative Professionals Networking Reception, April 22, 2010  
New Events Management Training System, April 7, 2010

Presentations

Student Life Presentation to SCL1001, Fall 2009 and Spring 2010 (13)  
Student Life Presentation to Career Development Classes, Fall 2009 (2)

**Financial Resources:**

91370	Auxiliary	Student Life	\$422,182
		<i>Professional Full-time</i>	86,232
		<i>Classified Full-Time</i>	82,453
		<i>Benefits</i>	90,487
		<i>Operations</i>	162,920
15-51160	E&G	New Student Orientation	\$114,992
		<i>Professional Full-time</i>	37,333
		<i>Classified Temporary</i>	35,543
		<i>Benefits</i>	22,700
		<i>Operations</i>	20,000

Several changes to the budget were made during fiscal year 2010. All student employment budget lines were transferred to human resources STEP accounts in April 2010. Professional full-time wage and benefits were transferred from E&G New Student Orientation to Auxiliary Student Life mid-year. One part-time temporary classified position was transferred from Student Life to be utilized by The Division of Enrollment and Student Services.

## **FUNCTION: SERVICE-LEARNING**

### **Program Highlights and Information:**

#### **Academic Service-Learning**

The Office of Student Life's Service-Learning Center entered its fifth full year of operation with noteworthy increases in faculty participation, student interest, and community partnerships. Most notably, programmatic changes were made to address faculty involvement and increased opportunities for student service based on various academic disciplines.

Specifically, the following program changes were made:

- Increased number of community agency partnerships
- Improved agency communication and training
- Improved in-class reflection
- Improved student training and preparation
- Increased number of student service days

The following courses participated in service-learning during the 2009-2010 year:

- Nursing Process I, 2 sections
- Nursing Process II, 2 sections
- Nursing Process III, 2 sections
- Nursing Process IV, 2 sections
- Nursing BADNAP, 4 sections
- Nursing CLP, 4 sections
- Paramedic Care I, 2 sections
- Physical Therapy Assistant Systems, 1 section
- Occupational Therapy Group Dynamics, 1 section
- Developmental Psychology, 3 sections
- Advocates of Peace, 2 sections
- Introduction to Public Speaking, 3 sections
- Success in College and Life, 2 sections

#### **Co-Curricular Service-Learning**

The Office of Student Life staff continues to support the objectives of service-learning, and 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 Day program enables students to participate in structured learning activities at community sites around Oklahoma City. Student Life sponsored four to five Service Days each semester that were open to all OCCC students. In addition, Student Life also sponsored four Service Days each semester specifically for OKC-Go students. The following agencies participated in the Service Days program during the 2009-2010 academic year:

- Adopt-A-Street: four service days (two open to all students, two open to OKC-Go)



- Habitat for Humanity: five service days (three open to all students, two open to OKC-Go, one cancelled)
- Regional Food Bank: six service days (two open to all students, four open to OKC-Go, one cancelled)
- Salvation Army: one service day (open to all students)
- Special Care: one service day (open to all students)

Student Life also hosted two **Volunteer Fairs** on campus during the year to highlight community partner agencies and to encourage students to get involved in service. Approximately 500 students participated in each Volunteer Fair, resulting in 1,000 total students participating.

The **Civic Honors** program entered its third full year of implementation during the 2009-2010 academic year with better than anticipated participation from students as compared to previous years. Twenty-eight students are currently enrolled in the program. OCCC student Aaron Victor completed the program and graduated with Civic Honors in May 2010. In addition, previous Civic Honors recipient Faustino Ceballos, Jr. earned the President's Volunteer Service Award from United States President Barak Obama.

**Assessment and Usage Data:****Service Days**

Students Participating in Service Days: 168  
OKC-Go Students Participating in Service Days: 104  
Service Day Total Hours Served: 877  
Financial Value of Hours Served: \$18,285.45\*

**Volunteer Fairs**

Agencies Attending Volunteer Fairs: 43 (26 in Fall, 17 in Spring)  
Students Attending Volunteer Fairs: 1000 (500 in Fall, 500 in Spring)

**Civic Honors Service Award Program**

Students Participating in Civic Honors: 28  
Students Completing Civic Honors: 1  
Civic Honors Total Hours Served (completed students only): 108  
Financial Value of Hours Served: \$2,251.80\*

**President's Volunteer Service Award Program**

Students Participating in President's Volunteer Service Award: 7  
Students Completing President's Volunteer Service Award: 1  
Service Award Total Hours Served (completed students only): 139  
Financial Value of Hours Served: \$2,898.15\*  
Total Students Completing Service Award in Program History: 2

**Participating Community Agencies**

Total Community Partner Agencies: 101  
Agencies Served in 2009-2010: 97 (58 partner, 39 non-partner agencies)  
New Agencies in 2009-2010: 11  
Agencies Attending Volunteer Fairs: 43 (26 in Fall, 17 in Spring)

**Academic Service-Learning Participation and Evaluations**

Faculty Members Participating in Service Learning: 15  
Courses Including Service-Learning: 30 sections in 13 different courses  
Students Participating in Service-Learning (based on course capacity): 1,370  
(717 in Fall, 653 in Spring)  
Service-Learning Evaluations Returned: 655 (47.81%)  
Hours Served (based on course capacity and assignments): 10,582  
Financial Value of Hours Served: \$220,634.70\*

*\*Calculations based on Independent Sector value of volunteer hour: \$20.85 in 2009.*

	2008	2009	2010
The service increased my awareness of the larger community.	4.06	4.11	4.19
The service helped me better understand community needs.		4.12	4.17
The service helped me better understand course material.	4.10	2.93	3.13
The service made me more interested in attending class.		2.67	2.95
The service helped me reflect on my life and goals.	3.79	3.72	3.78
The service helped me reflect on my career goals.	3.03	3.11	3.12
The service has increased my interest in future service.	3.78	3.86	3.91
I would recommend this activity to my friends.	3.87	3.86	3.97
My experience with the community agency was positive.	4.31	4.41	4.50
My experience with the service-learning program was positive	4.17	4.13	4.26

	Overall	Other	Nurse
The service increased my awareness of the larger community.	4.19	4.29	4.15
The service helped me better understand community needs.	4.17	4.29	4.12
The service helped me better understand the course material.	3.13	3.79	2.95
The service made me more interested in attending class.	2.95	3.62	2.76
The service helped me reflect on my life and goals.	3.78	4.15	3.64
The service helped me reflect on my career and life goals	3.12	3.40	3.01
The service has increased my interest in doing further service.	3.91	4.21	3.79
I would recommend this activity to my friends.	3.97	4.30	3.84
My experience with the community agency was positive.	4.50	4.63	4.45
My experience with the service-learning program was positive.	4.26	4.57	4.14

## Additional Student Survey Results

### Defining Service

Prior to participation in a service-learning course, students ranked the following statements based on four choices: 1 (strongly disagree) to 4 (strongly agree).

I have a responsibility to serve my community.	3.33
I have a good understanding of the needs and problems facing the community in which I live.	2.94
I have a good understanding of my roles as a responsible citizen.	3.27
I regularly participate in community service or volunteer work.	2.26
I am interested in participating in community service or volunteer work.	3.09

### Civic Attitudes and Skills

Following participation in a service-learning course, students ranked the following statements on a scale of 1 (strongly disagree) to 5 (strongly agree).

1. I plan to do some volunteer work.	3.72
2. I plan to become involved in my community.	3.72
3. I plan to participate in a community action program.	3.24
4. I plan to become an active member of my community.	3.65
5. In the future, I plan to participate in a community service organization.	3.64
6. I plan to help others who are in difficulty.	4.28
7. I am committed to making a positive difference.	4.36

8. I plan to become involved in programs to help clean up the environment.	3.45
9. I can listen to other people's opinions.	4.40
10. I can work cooperatively with a group of people.	4.39
11. I can think logically in solving problems.	4.39
12. I can communicate well with others.	4.36
13. I can successfully resolve conflicts with others.	4.18
14. I can easily get along with people.	4.40
15. I try to find effective ways of solving problems.	4.44
16. When trying to understand the position of others, I try to place myself in their position.	4.36
17. I can think analytically in solving problems.	4.26
18. I try to place myself in the place of others in trying to assess the situation.	4.32
19. I tend to solve problems by talking them out.	4.10
20. I am aware of current events.	3.79
21. I understand the issues facing this nation.	3.76
22. I am knowledgeable of the issues facing the world.	3.67
23. I am aware of the events happening in my local community.	3.65
24. I plan to be involved in the political process.	2.88
25. I understand the issues facing my community.	3.47
26. I am a better follower than a leader.	2.89
27. I am a good leader.	3.83
28. I have the ability to lead a group of people.	3.98
29. I would rather have somebody else take the lead to find a solution.	2.97
30. I feel that I can make a difference in the world.	4.04
31. I don't understand why some people are poor when there are boundless opportunities available to them.	2.65
32. People are poor because they choose to be poor.	2.17
33. Individuals are responsible for their own misfortunes.	2.66
34. We need to look no further than the individual in assessing their problems.	2.37
35. In order for problems to be solved, we need to change public policy.	3.09
36. We need to institute reforms within the current system to change our communities.	3.31
37. We need to change people's attitudes in order to solve social problems.	3.68
38. It is important that equal opportunity be available to all people.	4.28
39. It is hard for a group to function effectively when the people involved come from very diverse backgrounds.	2.42
40. I prefer the company of people who are very similar to me in background and expressions.	2.77
41. I find it difficult to relate to people from a different race or culture.	2.06
42. I enjoy meeting people who come from backgrounds very different from my own.	4.14
43. Cultural diversity within a group makes the group more interesting and effective.	4.13

44. It is important for me to learn what is being taught in this course.	4.46
45. I dislike most of the work in this course.	2.29
46. I like what I am learning in this course.	4.18
47. I think that I will be able to use what I am learning in this class in other classes.	4.25
48. I think that what we are learning in this course is valuable.	4.34
49. I think that what I am learning in this course is useful for me to know.	4.37
50. It is important for me to really understand the materials covered in this course.	4.44
51. Through this course I am taking this semester: I gained a deeper understanding of things I learned about in this course.	4.27
52. I learned to apply concepts from my course to real situations.	4.32
53. I became more interested in the field represented by this course.	4.27
54. I better understand the role of a professional in this field.	4.50
55. I became more interested in a career in community work.	3.50
56. I learned about the community.	3.64
57. I learned how to work with others effectively.	3.98
58. I learned to appreciate different cultures.	3.92
59. I learned to see social problems in a new way.	3.66
60. I became more aware of the community of which I am a part.	3.60
61. In my service-learning experience, I was appreciated when I did a good job.	4.03
62. I feel that I made a real contribution through my service-learning activity.	3.71
63. In service-learning, I was free to develop and use my ideas.	3.29
64. My service-learning activity met needs of the community.	4.01

### **Qualitative Summary**

The majority of students stated that they enjoyed their service-learning experience and completed the learning objectives. Some students in the nursing program expressed frustration with the academic requirement and the perceived lack of connection to course material. This suggests that reinforced learning objectives, reflection, faculty training and agency training may be necessary.

## FUNCTION: NEW STUDENT ORIENTATION

### Program Highlights & Information:

New Student Orientation (NSO) was implemented on June 9, 2006. The program is offered to students as a one-time 2 ½ hour session, which was designed to assist them in their academic, financial, and personal transitions to Oklahoma City Community College. Students participated in the sessions by enrolling in the non-credit course, NSO 0500, during the registration process. This enrollment could also be done online or with the assistance of the Office of Student Life at no cost to the student. In the Summer and Fall of 2009, 32 NSO sessions were held. A total of 885 students attended, averaging 27.6 students per session. Likewise, 10 NSO sessions were offered in the Spring of 2010. A total of 248 students attended, averaging 24.8 students per session. While we are still awaiting persistence and comparison rates between participants and non-participants, we plan to follow retention rates in the first cohort in 2006 and duplicate this data beginning with Fall 2009 students.

### Staffing

While numerous staff from the Office of Student Life and other functional areas assisted with NSO, the program is primarily staffed by one full-time master's level professional coordinator and three part-time student staff members. Below are the brief descriptions of the professional and student positions:

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

### Online Orientation

Information contained in "The Book" (The New Student Guide) is available to students online at <http://www.occc.edu/orientation>. Efforts were made to offer NSO as an online course in Spring 2010; however, the goal for the completion of this project is now Summer/Fall 2010.

## Assessment & Usage Data:

### Summer & Fall 2006-2009

Assessment Area	Usage Data				Change		
	SF06	SF07	SF08	SF09	SF06-07	SF07-08	SF08-09
Total # of Sessions Offered	26	26	30	32	0	+4	+2
Total # of Students Attending	640	451	703	885	-189	+252	+182
Average Session Size	24.6 1	17.3 4	23.4 3	27.6 5	-7.27	+6.09	+4.22

### Spring 2007-2009

Assessment Area	Usage Data			Increase	
	S07	S08	S09	S07-08	S08-09
Total # of Sessions Offered	10	8	10	-2	+2
Total # of Students Attending	114	93	133	-21	+19
Average Session Size	11.40	11.62	13.3	+22	+1.68

## Self Report Knowledge

The following data are based on a self-report inventory that participants completed at the end of each NSO session.

### Summer & Fall 2007-2009

Knowledge Area	Prior to Attending			After Attendance			Increase (Prior to After)		
	SF07	SF08	SF09	SF07	SF08	SF09	SF07	SF08	SF09
Financial Aid	3.48	3.14	3.07	4.37	4.15	4.25	+0.89	+1.01	+1.18
Payment/Bursar	3.28	2.74	2.65	4.38	4.21	4.29	+1.10	+1.47	+1.64
Syllabus	3.81	3.32	2.99	4.51	4.50	4.40	+0.70	+1.18	+1.41
Study Skills	3.88	3.45	3.34	4.51	4.34	4.41	+0.63	+0.89	+1.07
Time Management	3.84	3.37	3.38	4.55	4.35	4.41	+0.71	+0.98	+1.03
Note Taking	3.97	3.53	3.45	4.52	4.40	4.41	+0.55	+0.87	+0.96
Campus Labs	2.74	2.37	2.34	4.32	4.39	4.39	+1.58	+2.02	+2.05
Academic Advisement	3.06	2.64	2.89	4.29	4.30	4.38	+1.23	+1.66	+1.49
MineOnline	2.74	2.28	2.41	4.42	4.32	4.31	+1.68	+2.04	+1.9

### Summer & Fall 2006-2009

Statement	Mean			
	SF06	SF07	SF08	SF09
Attending NSO eased my concerns about college.	4.13	4.01	3.83	4.24
Attending NSO will help me be more successful.	4.06	3.97	3.76	4.24
I would recommend attending NSO to my friends.	4.38	4.21	4.02	4.49
Overall, my experience with NSO was positive.	4.59	4.42	4.17	4.63

### Spring 2008-2010

Knowledge Area	Prior to Attending			After Attendance			Increase (Prior to After)		
	SP08	SP09	SP10	SP08	SP09	SP10	SP08	SP09	SP10
Financial Aid	3.13	3.19	3.10	4.37	4.31	4.42	+1.2	+1.1	+1.3
Payment/Bursar	3.01	2.83	2.75	4.32	4.21	4.46	+1.3	+1.3	+1.7
Syllabus	3.68	3.29	3.00	4.63	4.37	4.46	+0.95	+1.0	+1.4
Study Skills	3.79	3.44	3.22	4.59	4.33	4.43	+0.80	+0.89	+1.2
Time Management	3.73	3.60	3.41	4.49	4.40	4.46	+0.76	+0.80	+1.0
Note Taking	3.80	3.60	3.43	4.57	4.31	4.48	+0.77	+0.71	+1.0
Campus Labs	2.61	2.45	2.48	4.47	4.31	4.45	+1.8	+1.8	+1.9
Academic Advisement	2.85	2.88	2.91	4.33	4.19	4.47	+1.4	+1.3	+1.5
MineOnline	2.60	2.71	2.69	4.36	4.35	4.48	+1.7	+1.6	+1.7

### Spring 2007-2010

Statement	Mean			
	SP07	SP08	SP09	SP10
Attending NSO eased some of my concerns about college.	4.13	4.39	4.38	4.31
Attending NSO will help me be more successful.	4.06	4.36	4.33	4.24
I would recommend attending NSO to my friends.	4.37	4.54	4.55	4.53
Overall, my experience with NSO was positive.	4.60	4.74	4.68	4.62

\*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.



### New Student Orientation Survey

At the end of each NSO session, students were asked to complete a survey concerning their experience. Data from two open-ended questions within that survey were coded and the most salient topics are as follows:

What did you find most useful about NSO?			
SF06	SF07	SF08	SF09
1. The tour	1. The tour	1. The tour	1. The tour
2. Lab information	2. Everything	2. Everything	2. General Info
3. Resource Info	3. Financial aid	3. Eased Stress	3. Financial aid

What could have been done to improve your NSO experience?			
SF06	SF07	SF08	SF09
1. Detailed tour	1. Nothing	1. Nothing	1. Nothing
2. More activities	2. Detailed tour	2. More food	2. Detailed tour
3. More online info	3. More food	3. Detailed tour	3. More food

What did you find most useful about NSO?			
S07	S08	S09	S10
1. The tour	1. The tour	1. The tour	1. The tour
2. General info	2. General info	2. Everything	2. General info
3. Everything	3. Everything	3. Resource Info	3. Financial aid

What could have been done to improve your NSO experience?			
S07	S08	S09	S10
1. Nothing	1. Nothing	1. Nothing	1. Nothing
2. Detailed tour	2. More food	2. Help find classes	2. More food
3. More food	3. Shorter time	3. Detailed tour	3. Detailed tour

### New Student Needs Survey

The New Student Needs Survey, which originally assessed new student needs in Fall 2005, was re-administered at the Office of Recruitment & Admissions in Fall 2009. A total of 120 full-time and part-time students completed the survey, representing 75 local and national high schools. The high schools most commonly represented were Ardmore, Moore, Norman North, Northwest Classen, Southeast, Westmoore, and Yukon. About half of these students graduated from high school within the last five years. When asked to share their intended major (or plan of study), one-third of the students said Business, General Education, or that they were still undecided. Other common major choices included Computer Science, Engineering, and Nursing. Overall, 48 of the students planned to earn a degree from OCCC. Thirty-two said that they did not plan to earn a degree, while 40 were unsure.

### **Self-Assessment of Needs**

The following data are based on the results of the New Student Needs Survey, in which the participants self-assessed the information they would need at different points throughout the academic year. The most salient topics are as follows:

<b>What information do you need now or at least 6 weeks prior to the beginning of fall classes?</b>	
Campus Parking Permit and Information	40
Information About Your Chosen Major	29
Financial Aid Information	29
Find Your Classes	28

<b>Now imagine that it is the day before classes start. What information do you believe that you would need then?</b>	
Find Your Classes	33
Campus Parking Permit and Information	30
Library Services	21
Information About Your Chosen Major	18

<b>Now imagine that you are enrolled in the first year course, Success in College and Life, which is designed to help further orient students to the college environment by providing academic success strategies. What topics would be important then?</b>	
Information About Your Chosen Major	18
Study Skills Information	14
Find Your Classes	13
General Campus Tour	12

## FUNCTION: CAMPUS ACTIVITIES

### Program Highlights & Information:

The Office of Student Life planned and implemented a total of 155 events open to all members of Oklahoma City Community College, an increase of 22 events from 133 events in the previous academic year. With 154\* planned events over a 32 week two-semester time period, Student Life has averaged hosting 4.8 events per week. This event listing does not include events open only to a specific group of students. An estimated total of 21,304 students (12,364 in the fall, 8,940 in the spring) participated in these events.

\*The Leadership Retreat is not held during the 32 week fall and spring combined semesters.

### Fall 2009

Leadership Retreat	August 7-9, 2009
Opening Day	August 22, 2009
Welcome Week (WW)	August 24-28, 2009
Welcome Breakfast (WW)	August 24, 2009
Make Your Own Chapstick (WW)	August 25, 2009
Free Popcorn (WW)	August 26, 2009
Math Lab Open House & Free Pizza (WW)	August 26, 2009
Deal or No Deal (WW)	August 27, 2009
Free SnoCones (WW)	August 28, 2009
Brown Bag – Student Involvement & Success	September 1, 2009
Student Organizations Fair	September 2-3, 2009
OCCC Night at the OKC Redhawks	September 2, 2009
Brown Bag – Study Skills	September 8, 2009
Brown Bag – Study Skills	September 9, 2009
LeaderQUICK	September 9, 2009
Hispanic Heritage Day – Mariachi Lopez	September 15, 2009
Brown Bag – Time Management	September 15, 2009
LeaderQUICK	September 16, 2009
Constitution Day	September 17, 2009
OKC-Go Service Day: Adopt-A-Street	September 18, 2009
Anniversary Week (AW)	September 21-25, 2009
Blood Drive	September 21-22, 2009
Free Popcorn (AW)	September 21, 2009
Volunteer Fair (AW)	September 22, 2009
Brown Bag – E-Learning	September 22, 2009
Photo Booth (AW)	September 23, 2009
Musician Sherree Chamberlain (AW)	September 23, 2009
Free SnoCones (AW)	September 23, 2009
LeaderQUICK	September 23, 2009
Campus Voices – “Dream No Little Dream” (AW)	September 24, 2009
OCCC 37 <sup>th</sup> Birthday Party (AW)	September 25, 2009
Service Day: Adopt-A-Street (AW)	September 25, 2009
LeaderQUICK	September 30, 2009
Service Day: Regional Food Bank	October 3, 2009
Brown Bag – Test Taking	October 6, 2009
Campus Voices – “Counterterrorism”	October 6, 2009
LeaderQUICK	October 7, 2009

OKC-Go Service Day: Habitat for Humanity	October 9, 2009
Alcohol Awareness Week (AAW)	October 12-14, 2009
Mocktails & Music (AAW)	October 12, 2009
Airbrush Tattoos (AAW)	October 13, 2009
Brown Bag – Substance Abuse/Domestic Violence (AAW)	October 13, 2009
Free Popcorn (AAW)	October 14, 2009
Beer Goggles Obstacle Course (AAW)	October 14, 2009
LeaderQUICK	October 14, 2009
Deal or No Deal	October 20, 2009
Brown Bag – Enrollment Basics	October 20, 2009
Brown Bag – Enrollment Basics	October 21, 2009
LeaderQUICK	October 21, 2009
Money Matters – Banking & Budgeting	October 27, 2009
LeaderQUICK	October 28, 2009
Money Matters – Funding College	October 29, 2009
Halloween Carnival	October 30, 2009
Money Matters – Smart Credit	November 3, 2009
Brown Bag – Term Papers	November 3, 2009
Brown Bag – Term Papers	November 4, 2009
Money Matters – Identity Theft	November 5, 2009
Brown Bag – Transfer Basics	November 10, 2009
Money Matters – Loan Repayment	November 10, 2009
Veteran's Day Reception	November 11, 2009
Money Matters – Financial Future	November 12, 2009
OKC-Go Service Day: Regional Food Bank	November 13, 2009
International Education Week (IEW)	November 16-20, 2009
Language Fest/Open House (IEW)	November 16, 2009
Name on Rice (IEW)	November 17, 2009
Campus Voices: "Around the World in 90 Minutes" (IEW)	November 17, 2009
Blood Drive	November 18-19, 2009
Music Showcase (IEW)	November 18, 2009
Brown Bag – Stereotypes & Diversity (IEW)	November 18, 2009
OCCC Night at the OKC Thunder	November 20, 2009
Service Day: Habitat for Humanity	November 21, 2009
World AIDS Day – HIV Testing	December 1, 2009
World AIDS Day – "Rent" Movie Showing	December 1, 2009
Brown Bag – Surviving Holiday Stress	December 1, 2009
OKC-Go Service Day: Regional Food Bank	December 4, 2009
Service Day: Salvation Army	December 5, 2009
Brown Bag – Finals Prep	December 8, 2009
Brown Bag – Finals Prep	December 9, 2009
Candle Creations	December 9, 2009
Finals Breakfast	December 14, 2009

### Spring 2010

Opening Day	January 16, 2010
Welcome Week (WW)	January 19-22, 2010
Welcome Breakfast (WW)	January 19, 2010
Campus Tour (WW)	January 19, 2010
Wax Hands (WW)	January 20, 2010
Campus Tours (WW)	January 20, 2010
Campus Tour (WW)	January 21, 2010
Deal or No Deal (WW)	January 21, 2010

Campus Tour (WW)	January 22, 2010
Free Popcorn (WW)	January 22, 2010
Leadership Workshop	January 23, 2010
Brown Bag – Note-Taking	January 26, 2010
Student Organizations Fair	January 27, 2010
OCCC Night at the OKC Thunder	January 27, 2010
Haiti Earthquake Relief Drive	February 1, 2010
Volunteer Fair	February 2, 2010
LeaderQUICK	February 2, 2010
Candle Creations	February 9, 2010
LeaderQUICK	February 9, 2010
Blood Drive	February 10-11, 2010
Brown Bag – Healthy Relationships	February 10, 2010
OKC-Go Service Day: Regional Food Bank	February 12, 2010
Service Day: Regional Food Bank	February 13, 2010
Relationship U	February 15, 2010
Brown Bag – Study Skills	February 16, 2010
LeaderQUICK	February 16, 2010
Relationship U	February 17, 2010
Relationship U	February 22, 2010
Brown Bag – Test Taking	February 23, 2010
LeaderQUICK	February 23, 2010
Relationship U	February 24, 2010
“50 Years of Photojournalism at the Daily Oklahoman”	March 1-12, 2010
Relationship U	March 1, 2010
Brown Bag – Term Papers	March 2, 2010
LeaderQUICK	March 2, 2010
Relationship U	March 3, 2010
Celebrate Students Week (CSW)	March 8-12, 2010
Beer Goggles Obstacle Course & Alcohol Screening (CSW)	March 8, 2010
Deal or No Deal (CSW)	March 9, 2010
LeaderQUICK	March 9, 2010
Photo Booth (CSW)	March 10, 2010
Brown Bag – Substance Abuse (CSW)	March 10, 2010
Campus Voices – “The Dating Doctor” (CSW)	March 11, 2010
Free SnoCones (CSW)	March 12, 2010
Brown Bag – Transfer Basics	March 23, 2010
LeaderQUICK	March 23, 2010
Service Day: Habitat for Humanity	March 27, 2010
LeaderQUICK	March 30, 2010
Brown Bag – Enrollment Basics	March 31, 2010
OKC-Go Service Day: Adopt-A-Street	April 2, 2010
Dream Week (DW)	April 5-9, 2010
Brown Bag – Succeeding in Online Classes	April 6, 2010
Campus Voices – “Oklahomans Who Followed Their Dreams” (DW)	April 6, 2010
Lecture w/ Makenna Smith, Miss Oklahoma 2007 (DW)	April 7, 2010
OKC Thunder Photo Shoot w/ Rumble (DW)	April 8, 2010
Service Day: Special Care (DW)	April 9, 2010
President’s Award of Excellence Luncheon	April 13, 2010
Brown Bag – Stress Management	April 15, 2010
Student Awards Ceremony	April 16, 2010
Green Week (GW)	April 19-23, 2010

Christmas Connection Clothing Drive (GW)	April 19-23, 2010
OKC Memorial Remembrance Ceremony	April 19, 2010
Blood Drive	April 21-22, 2010
Make Your Own Chapstick (GW)	April 21, 2010
Brown Bag – Going Green (GW)	April 21, 2010
Bicycling Safety Demonstration (GW)	April 22, 2010
Service Day: OKC Beautiful LitterBlitz (GW)	April 23, 2010
Brown Bag – Finals Prep	April 27, 2010
Student Organizations Jubilee	April 29, 2010
OKC-Go Service Day: Habitat for Humanity	April 30, 2010
Graduate Pinning Ceremony	May 3, 2010
Brown Bag – Summer Employment	May 4, 2010
Finals Breakfast	May 10, 2010
2010 FIFA World Cup Watch Parties	June 11-29, 2010

### **Opening Day**

In Fall 2009, Opening Day took place on Saturday, August 22, 2009. Over 200 faculty, staff, student, and family volunteers assisted in implementing the additional events of Opening Day, which included staffing departmental and information booths, handing out free balloons, cotton candy, popcorn, and SnoCones, and giving personalized campus tours for individual students' class schedules. About 310 students signed up to receive these tours; approximately 285 tours were given. Overall, an estimated 450-500 students participated in Opening Day with friends and family members.

In Spring 2010, Opening Day took place on Saturday, January 16, 2010, thanks to the help of over 50 faculty, staff, student, and family volunteers. Approximately 198 students signed up to receive personalized tours; about 171 tours were given. A scavenger hunt was also held to help students become familiar with campus resources like the library, Communication Lab, and the Office of Safety and Security. The 143 students who completed the scavenger hunt received a long-sleeve OCCC tee-shirt. Likewise, 154 students entered a drawing to win an HDTV or Wii. Overall, an estimated 350 students participated in Opening Day.

### **Themed Educational Programming**

Student Life planned and implemented a variety of themed educational activities to address cultural, awareness, health, and enrichment needs of OCCC students. Such events included both passive and active programming efforts, as follows:

- Welcome Week (Fall 2009)
- Hispanic Heritage Day
- Constitution Day
- Anniversary Week
- Alcohol Awareness Week
- Veteran's Day
- International Education Week
- World AIDS Day
- Welcome Week (Spring 2010)
- Celebrate Students Week
- Dream Week
- Green Week
- Oklahoma City Memorial Remembrance

### **Brown Bag Lecture Series**

The Brown Bag series continued to be one of Student Life's most successful co-curricular programs. During the 2009-2010 academic year, Student Life sponsored, marketed, and presented 29 Brown Bag lunch lectures to 479 students (256 in the Fall, 223 in the Spring). Student Life expanded the topics offered to appeal to a wide variety of student interests and needs. Topics included:

- Student Involvement & Success
- Study Skills
- Time Management
- E-Learning
- Test Taking
- Substance Abuse & Domestic Violence
- Enrollment Basics
- Term Papers
- Transfer Basics
- Stereotypes & Diversity
- Surviving Holiday Stress
- Finals Prep
- Note-Taking
- Healthy Relationships
- Succeeding in Online Classes
- Stress Management
- Going Green
- Summer Employment

### **Campus Voices Lecture Series**

The Office of Student Life planned six educational lectures during the 2009-2010 academic year (an increase from five the previous year). These lectures addressed major cultural and educational issues for OCCC students. Speakers included national experts and local leaders involved in key current events. Student Life partnered with academic divisions to engage a wider variety of students and faculty in the lecture topics. Approximately 465 total students attended the lectures, which included:

- "Dream No Little Dream," Legacy of Robert S. Kerr Film & Discussion Panel (partnership with Arts and Humanities)
- "Counterterrorism" with David Cid, Acting Director for the Memorial Institute for the Prevention of Terrorism
- "Around the World in 90 Minutes" with Marty Essen, Award-Winning Author & Traveler
- "The Maltese Falcon," Big Read Film & Discussion with Reel Classics Founder Elizabeth Anthony (partnership with OCCC Library)
- "The Dating Doctor" with David Coleman, Speaker and Author
- "Oklahomans Who Followed Their Dreams" with Dr. Bob Blackburn, Executive Director of the Oklahoma Historical Society

### **Money Matters**

In October and November of 2009, the Office of Student Life teamed up with TRiO Student Support Services to implement a three week, six-session financial management series. This program featured both on- and off-campus speakers, including OCCC ING representatives and coordinators from Oklahoma Money Matters (an Oklahoma Guaranteed Student Loan Program), who focused on different aspects of financial literacy and money management. Students who participated in five of the six sessions earned a certificate of achievement. Of the 37

students who attended Money Matters, seven students received a certificate of achievement. The topics were as follows:

- Banking & Budgeting
- Funding College
- Smart Credit
- Identity Theft
- Loan Repayment
- Financial Future

### **Relationship U**

In February and March of 2010, the Office of Student Life brought Relationship U to campus. This healthy relationship series is implemented by the Oklahoma Marriage Initiative, who assisted in sponsoring, marketing, and presenting six sessions to approximately 43 students. Topics included essential success skills as follows:

- Seven Principles of Smart Love
- Expectations in Relationships
- Colors Personality Profile
- Sliding vs. Deciding
- Four Danger Signs in Communication
- Time Out/Speaker-Listener Techniques

### **Online Book Board**

The online service allowing students to buy, sell and trade textbooks and school supplies was implemented in January 2006. The Online Book Board continues to be a self-sustaining service with as many as 300 active postings depending on the specific time of academic year. As of June 9, 2010, there were 159 current active posts.

### **Graduate Pinning Ceremony**

Graduating students were invited to attend a pinning ceremony to receive an Oklahoma City Community College lapel pin as a gift from the college. The event was held May 3, 2010. They also received an invitation to join the alumni association. Two hundred and thirty-eight students received a lapel pin, free one-year membership to the alumni association, and an alumni association water bottle. Following the ceremony, graduates were invited to take a class photo outside the Library. Approximately 400 people, including families and faculty members, attended the event.

### **OC3**

Throughout the summer and fall of 2009, the Office of Student Life partnered with Instructional Video Services to film a webisode series titled OC3. This series followed the experiences of three fictional OCCC students named Dion, Nina, Pete, and Tre, and highlighted the college's history, mission, and academic programs, as well as important Student Life programs like New Student Orientation. The series was made up of ten episodes, which are titled as follows:

- Episode 1: Orientation
- Episode 2: Just Checking In
- Episode 3: The In Between
- Episode 4: Hiding in Plain Sight
- Episode 5: The Letter
- Episode 6: Who Is Dion Nix?
- Episode 7: The Mission
- Episode 8: Finish
- Episode 9: Did You Think It Would Be So Easy? Part I
- Episode 10: Did You Think It Would Be So Easy? Part II



The series premiered in the fall of 2009 and aired on TV monitors throughout campus, as well as on the Student Life website at <http://www.occc.edu/studentlife/oc3.html>. Each episode lasted approximately four minutes and the project received a total of 1958 page views on the Student Life website.

### **Haiti Relief Fund**

In response to the earthquake disaster in Haiti, Student Life placed donation containers at Carson's registers, the Bookstore Registers, and in Student Life in an effort to raise funds for the American Red Cross. The American Red Cross requested only financial contributions due to the overwhelming response by the American public. OCCC donated a total of \$433.22 within a 5 day fundraising period.

## Assessment & Usage Data:

### Brown Bags

Throughout the academic year, students who attended Brown Bags were asked to complete surveys regarding their satisfaction with the event and how they believed attending such events contributed to their academic success and sense of connectedness. Students were asked to rate their responses on a 1 to 5 scale, with “1” equaling “Strongly Disagree” and “5” equaling “Strongly Agree.”

### Fall 2009

Mean	Statement			Total Averages
	This was a quality event.	Attending events such as this helps me feel more “connected” to OCCC.	Attending events such as this contributes to my success in college.	
<b>Student Involvement &amp; Success</b>	4.73	4.73	4.86	<b>4.77</b>
<b>Study Skills</b>	4.44	4.25	4.58	<b>4.42</b>
<b>Time Management</b>	4.68	4.38	4.59	<b>4.55</b>
<b>E-Learning</b>	4.76	4.72	4.76	<b>4.74</b>
<b>Test Taking</b>	4.54	4.26	4.54	<b>4.45</b>
<b>Substance Abuse &amp; Domestic Violence</b>	4.24	3.68	3.80	<b>3.90</b>
<b>Enrollment Basics</b>	4.31	4.31	4.31	<b>4.31</b>
<b>Term Papers</b>	4.22	4.22	4.34	<b>4.26</b>
<b>Transfer Basics</b>	4.15	4.00	4.35	<b>4.16</b>
<b>Stereotypes &amp; Diversity</b>	4.78	4.65	4.52	<b>4.65</b>
<b>Surviving Holiday Stress</b>	4.31	4.00	4.11	<b>4.14</b>
<b>Finals Prep</b>	4.38	4.34	4.50	<b>4.40</b>

Spring 2010

Mean	Statement			Total Averages
	This was a quality event.	Attending events such as this helps me feel more "connected" to OCCC.	Attending events such as this contributes to my success in college.	
<b>Note-Taking</b>	4.46	4.40	4.52	<b>4.46</b>
<b>Healthy Relationships</b>	4.22	4.11	4.15	<b>4.16</b>
<b>Study Skills</b>	4.28	4.10	4.20	<b>4.19</b>
<b>Test Taking</b>	4.63	4.48	4.56	<b>4.55</b>
<b>Term Papers</b>	4.55	4.22	4.47	<b>4.41</b>
<b>Substance Abuse 411</b>	4.33	3.95	4.05	<b>4.11</b>
<b>Transfer Basics</b>	4.32	4.00	4.23	<b>4.18</b>
<b>Enrollment Basics</b>	4.55	4.45	4.55	<b>4.51</b>
<b>Succeeding in Online Classes</b>	4.76	4.64	4.68	<b>4.69</b>
<b>Stress Management</b>	4.30	4.19	4.11	<b>4.20</b>
<b>Going Green</b>	4.33	3.93	4.00	<b>4.08</b>
<b>Finals Prep</b>	4.10	4.19	4.24	<b>4.17</b>
<b>Summer Employment</b>	4.53	4.33	4.33	<b>4.39</b>

### Money Matters

Throughout the academic year, students who attended Money Matters were asked to complete surveys regarding their satisfaction with the event and how they believed attending such events contributed to their academic success and sense of connectedness. Students were asked to rate their responses on a 1 to 5 scale, with “1” equaling “Strongly Disagree” and “5” equaling “Strongly Agree.”

Mean	Statement			Total Averages
	This was a quality event.	Attending events such as this helps me feel more “connected” to OCCC.	Attending events such as this contributes to my success in college.	
<b>Banking &amp; Budgeting</b>	4.63	4.56	4.63	<b>4.60</b>
<b>Funding College</b>	4.46	4.38	4.31	<b>4.38</b>
<b>Smart Credit</b>	4.45	4.18	4.27	<b>4.30</b>
<b>Identity Theft</b>	4.50	4.00	4.30	<b>4.26</b>
<b>Loan Repayment</b>	4.67	4.53	4.60	<b>4.60</b>
<b>Financial Future</b>	4.27	4.18	4.45	<b>4.30</b>

### Graduate Pinning Ceremony

Graduating student attendance comparison.

2008	175
2009	211
2010	238

### Marketing

Students also reported the most common ways in which they heard about Student Life events. The results are as follows:

Faculty/Staff Encouragement	38%
Flyers and Posters	16%
Banner in the Main Building	12%
Friend	8%
Other	7%
Banner in the College Union	7%
College Website	4%
The Pioneer	2%
EdUpdate	2%
Facebook	2%
Twitter	2%

## Function: Leadership Programs

### Program Highlights and Information:

Participation in a student club at Oklahoma City Community College should provide a positive experience that supports the continued development and success of the individual through the construct of group activities. The Office of Student Life strives with intention to support student success, and we therefore resolve our continued commitment to the students and club sponsors of Oklahoma City Community College. Additionally, Student Life supports leadership development through offering the annual Leadership Retreat in the fall and the Leadership Workshop in the spring semester. LeaderQUICK is a short eight week program designed to offer a certification to those students that participate in 7 sessions.

### Student Organizations

39 Student clubs & organizations remain consistent with enrollment and 600 student club activities, meetings and events happened this academic year. New heights were reached in the contributions to the community and Oklahoma City Community College. **Nursing Student Association** sponsored the 5K Lifesaver Run and raised \$4,350 for scholarships and ranked the best fundraiser of the year. **Health Professions** received the Best Community Service award for logging in 40 man hours at the J.D. McCarty Center. The Best Educational Program went to **Advocates of Peace** for their documentary night on “Invisible Children”. The documentary night presented details of the current affairs of the children in Africa. Advocates of Peace was able to raise money and awareness for the Invisible Children cause by signing a petition asking Tom Coburn, an Oklahoma Senator, to help pass a bill that would allow the U.S. to get involved in this area. The bill successfully passed through Congress. **Psychology/Sociology** club featured Don Hockenbury as a guest speaker author of their psychology textbook. He spoke on “Parasomnias”. Psychology/Sociology also had the best social activity Wii Night which provided students campus wide the opportunity to relax and have fun playing Wii and board games after mid-terms. **Engineering** took the title of “Club of the Year” and “Sponsor of the Year”.

Several new clubs came on this year Kappa Beta Delta (KBD), Latter Day Saints Student Association (LDSSA) and Political Science Association (PSA). In order to serve the students best interest a couple of clubs became agents of change by giving themselves new names Business Professionals of America (BPA) became Students in Free Enterprise (SIFE) and Biology Ecology became the Environmental club.

### Honor Societies

- *Kappa Beta Delta*, a national honor society to encourage and recognize scholarship and accomplishment among students of business, management, and administration; and to encourage and promote aspiration toward personal and professional development and a life distinguished by honorable service to humankind. Students must attain a cumulative GPA of 3.0 after at least 15 credit hours for membership.

- *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 3.50 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 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 chapters, 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

- *College Poets & Writers* bring student poets & writers of various genres together and work collectively and individually on different projects. Enabling them to share, critique and learn from each other’s works and inspirations.
- *Computer Arts & Technology (CATS)* 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 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 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.
- *Nursing Student Association (NSA)* activities are designed to contribute to the student’s development as a member of the discipline of nursing through contact with others in the program, as well as other programs throughout the state and nation. Membership is open to nursing students.
- *Oklahoma Biotech Club* encourages interest in Biotechnology to provide students access to content topics and to promote the biotechnology programs on campus and in the community.
- *The Photography Club* brings photography lovers together to share tips, techniques and to critique each other’s 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.
- *Student Emergency Technician Association (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.

- *Students in Free Enterprise (SIFE)* provide students the best opportunity to make a difference and develop leadership, teamwork and communication skills through learning, practicing and teaching the principles of free enterprise.
- *Society of Performing Artists (SPA)* promotes the College's theater arts program and provides an environment for sharing ideas and common interest relating to theater and the performing arts. This group also assists with the theater productions that are presented twice each semester.
- *Student Occupational Therapist Association (SOTA)* 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.
- *Student Physical Therapy Assistant's Organization (SPTAO)* purpose is to increase educational, social and professional opportunities for students enrolled in the Physical Therapy Assistant program. This organization enables the student to network with fellow students and professional colleagues within the state and nation.
- *Student Art Guild (SAG)* is composed of students, professionals and anyone with a love for art. The group participates in field trips to museums, demonstrations and lectures.

#### Special Interest Organizations

- *Advocates of Peace* educates the College community on issues of peace and justice.
- *Asian Student Association* purpose is to encourage understanding and friendship among Asian students and between Asian students and others.
- *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.
- *Environmental Club* promotes a greener college and more environmentally-friendly habits among students.
- *Future Alumni Network (FAN)* builds OCCC future alumni leadership by providing current students networking opportunities as well as leadership skills.

- *Gay Straight Alliance (GSA)* 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.
- *Hispanic Organization for the Promotion of Education (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.
- *International Student Association (ISA)* promotes educational opportunities among the international student community, encourages socialization with other students and shares cultures with the college.
- *Military Student Association (MSA)* purpose is to make known the academic services available; to provide a networking system within; to assist in providing a more favorable experience; and, aid in the transition from military to civilian life. These services will be made available to OCCC students, and specifically, all OCCC veterans of the United States Armed Forces.
- *Native American Student Association (NASA)* is dedicated to the promotion and education of the ideologies of the ethnic spirit typifying the various representatives of indigenous tribes who attend Oklahoma City Community College. The organization supports cultural awareness by promoting and participating in social and educational events on and off campus. Membership is open to those interested in the cultures of Native Americans.
- *Political Science Association (PSA)* brings together many different people from different backgrounds with different political beliefs. This will enable a wide variety of ideas to be proposed for debate and discussion.
- *Salam's* purpose is to promote peace and global awareness with an emphasis on intercultural relations.
- *The Leadership Council (TLC)* is made up of a representative from each of the clubs on campus, plus at-large members through application. TLC provides a forum for exchange of information between the student body and college administrators. TLC members have direct input into many of the decisions on campus that affect students. Members of the group are also invited to serve on various administrative committees on campus. This organization serves as a resource for the Vice President's Cabinets, providing open, honest feedback about all aspects of the campus environment. (*TLC is not recognized as a club, but an advisory board to the Vice President for Enrollment and Student Services*)
- *Transitions*, provides support for adult learners who are transitioning into new careers with educational challenges and family responsibilities.

#### 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.
- *Christians on Campus* is sponsored by the Church in Oklahoma City. This group provides a Bible study available to all students at the College. The goal of this organization is to promote spiritual enjoyment and growth.
- *Latter Day Saints Student Association (LDSSA)* encourages and support members of LDSSA in achieving their academic goals and maintaining a balanced life while on campus. LDSSA currently needs an on campus sponsor.

Promotion of the various student clubs & organizations is done through a variety of avenues. Presentations are done in the Success in College and Life classes, New Student Orientation sessions and the Career Exploration course. *CampusGroups* and the Student Club & Organization Fair are the two means in which a student can actively join a club through their direct personal action and decision. Utilizing *CampusGroups* 2,974 students joined a club or organization.

### **Student Awards Ceremony**

The annual Student Awards Ceremony was held on April 16, 2010, with approximately 400 faculty, staff, students, and community members in attendance. 92 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, Recognition of Honors Graduates, Civic Honors Medallion

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 Club Award & Funding Levels Criteria**

A new program designed to improve club programming and student development. This program was launched on a test cycle during the spring 2010 semester. Outlined below are the objectives and criteria.

#### **Objectives**

- Provide clubs with a systematic approach to planning each semester
- Establish a framework for clubs to set and achieve goals
- Encourage club leaders to challenge themselves and their members
- Maintain club accountability and integrity
- Support clubs with a framework to access financial resources
- Support clubs with opportunities to increase their financial resources

#### **Award Level Criteria**

1. Clubs determine their award level.

2. The spring 2010 semester is the implementation of the system.
3. Each level builds upon the previous level of production.
4. All criteria must be met in order to move the next funding level.
5. Levels are fluid; therefore, clubs can move up or down during a current semester.
6. Club Goal Sheets are a tool designed to aid in the achievement of a desired funding level.
7. The Student Clubs and Organizations Assistant will track clubs' status using excel and *campusgroups* reports.
8. One probation category freezes club funds temporarily.
9. Club funds can be reactivated by fulfilling the requirement or meeting with SL staff.
10. Student Life will listen to constructive feedback regarding the process.

#### Club Award & Funding Levels

##### *Dean's Award Level: \$100 Level Academic Year (\$50/semester)*

- Current Constitution
- Current Officer List
- Officer Contact Information
- TLC Rep Information
- Sponsor Contracts
- Maintain *campusgroups* Information
- TLC Meetings (max 2 absences)
- Fall Leadership Retreat or Follow-Up Workshop
- Spring Leadership Workshop or Follow-Up Workshop
- Regular Club Meetings (2/semester)
- Community Service Project (1/academic year)
- Educational / Awareness Program (1/academic year)
- Submit All Event Summaries

##### *Vice Presidential Award Level: \$250 Level Academic Year (\$125/semester)*

- All \$100 Level completed
- TLC Meetings (max 1 absence)
- Regular Club Meeting (1/month)
- Officer Meeting (1/month)
- Halloween Carnival
- Social Event (1/academic year)
- Fundraising Event (1/academic year)
- Apply for Annual Club Awards
- Fall Community Service Project
- Fall Educational / Awareness Program
- Spring Community Service Project
- Spring Educational / Awareness Program

##### *Presidential Award Level: \$500 Level Academic Year (\$250 per semester)*

- Complete \$100 and \$250 Levels
- Perfect TLC Attendance
- Regular Club Meetings (2/month)
- Officer Meetings (2/month)
- Fall Student Organization Fair
- Fall Fundraising Event
- Fall Educational Program #2
- Spring Student Organization Fair
- Spring Fundraising Event
- Spring Educational Program #2

*Probation = No Funding*

- No Current Constitution
- No Current Officer List
- No Officer Contact Information
- No TLC Rep Information
- No Sponsor Contract
- Missing Event Summary
- More Than Two Missed TLC Meetings
- Missed Fall Leadership Retreat and Follow-up Workshop
- Missed Spring Leadership Workshop and Follow-up Workshop
- Failure to Comply with Student Organization Manual Standards

**Student Organization Jubilee**

The Student Organization Jubilee was held on April 30, 2009, with approximately 100 students, sponsors and family members in attendance at the OCCC Courtyard. The number in attendance more than doubled from last year's event. The purpose of the Jubilee is to celebrate and recognize the accomplishments of the student organizations over the past academic year. In an effort to improve student organization participation in the jubilee and awards process, as well as, attach club funding to performance, Student Life launched a new system for allocating student club funds by levels of performance in January 2010. The award system reflected a club's level of performance by category.

Awards were given out as follows:

- Most Improved Club
  - *Dean Award Level* – Psychology/Sociology Club
  - *Vice Presidential Award Level* – Health Professions Club
  - *Presidential Award Level* – Student Physical Therapy Assistant Organization
- Outstanding Club of the Year
  - *Vice Presidential Award Level* – Black Student Association
  - *Presidential Award Level* – Engineering Club
- Best New Club – Kappa Beta Delta
- Educational Event – Advocates for Peace, Documentary Invisible Children
- Website– Psychology / Sociology Club
- Community Service Event– Health Professions Club
- Fundraiser – Nursing Student Association, 5K Run
- Best New Member – Hossain Heidari – Health Professions
- Club Officer of the Year – Faustino “Tino” Ceballos Jr. – Kappa Beta Delta
- Volunteer of the Year – Sarah Belleau, Health Professions
- Sponsor of the Year – Tammy Burnett, Engineering Club

### **Student Activities & Recognition Transcript**

The Student Activities and 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. START can be used to maintain an accurate record of on and off campus activities and awards that were earned during a student's college experience. 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 and 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 Leadership events were held in 2009-2010. 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 which was held at Southwestern Oklahoma State University (SWOSU) in Weatherford, Oklahoma, two Follow-up Leadership Retreats in September and the annual Student Leadership Workshop in January. The Leadership Workshop was held at the Oklahoma City National Memorial & Museum in Oklahoma City, Oklahoma.

### **LeaderQUICK**

LeaderQUICK is designed to provide an access point for students who are interested in developing leadership skills. The program strives to help students discover how they are already leaders in their own lives and how these skills can be enhanced and utilized during their college experience and beyond. Students who participate in seven or eight sessions in one semester earn a certificate of completion, which may be documented on their Student Activity and Recognition Transcript (START) and resume. A total of 33 students participated in the program during the Fall and Spring semesters. The Fall semester had 13 students participate and the Spring had 20 different students participate. Fall and Spring outlines are listed below.

- Wednesday, September 9: *Self Discovery @ 12 p.m.* (Oklahoma Room)
- Wednesday, September 16: *What is a Leader? @ 12 p.m.* (CU5)
- Wednesday, September 23: *Goals & Vision @ 12 p.m.* (Oklahoma Room)
- Wednesday, September 30: *Ethics & Values @ 12 p.m.* (Oklahoma Room)
- Wednesday, October 7: *Trust & Integrity @ 12 p.m.* (CU5)
- Wednesday, October 14: *Service Leadership @ 12 p.m.* (Oklahoma Room)
- Wednesday, October 21: *Organization @ 12 p.m.* (CU5)
- Wednesday, October 28: *Leadership in Action @ 12 p.m.* (Oklahoma Room)
- Tuesday, February 2: *Consciousness of Self @ 12:30 p.m.* (Oklahoma Room)
- Tuesday, February 9: *Congruence @ 12:30 p.m.* (Oklahoma Room)
- Tuesday, February 16: *Commitment @ 12:30 p.m.* (Oklahoma Room)

- Tuesday, February 23: *Collaboration @* 12:30 p.m. (Oklahoma Room)
- Tuesday, March 2: *Common Purpose @* 12:30 p.m. (Oklahoma Room)
- Tuesday, March 9: *Controversy with Civility @* 12:30 p.m. (Oklahoma Room)
- Tuesday, March 23: *Citizenship @* 12:30 p.m. (Oklahoma Room)
- Tuesday, March 30: *Change @* 12:30 p.m. (Oklahoma Room)

### **OKC-Go**

Student Life hosted four events designed as outreach to OKC-Go students, and maintained communication through email and phone calls to offer reminders about upcoming events. Student Life engaged the students at each event, providing two laptop computers for the students to document their 8 hours per semester community service through the START program at each event. In support of pursuing and completing the 8 required hours Student Life Service Learning Center planned 9 service day opportunities for OKC-Go Students.

### **Sponsor Programs**

A number of activities and events were held throughout the year to train, 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:

- *Sponsor Session @ Retreat* – During the 2009 Student Leadership Retreat at SWOSU, a special session was offered to the sponsor's in attendance on Friday evening. A schedule of future lunch meetings was presented, and a discussion on the focus of those meeting topics ensued.
- *Sponsors' Appreciation Week* – In November of 2009 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 2010, each club sponsor was recognized with a gift to thank them for their year of service.
- *Coffee Crew Lunch Meetings* - Monthly meetings were held for the club sponsors to provide updates and improve communication with the Office of Student Life. Meetings started at 11:30 a.m. and ran on two cycles through to 1:00 p.m. so the sponsors could come and go as their schedules allowed. The last meeting of the year in April we invited the sponsors to bring incoming and outgoing officers to participate in a "transitions meeting" officers and sponsors from HOPE, HPC, BCM, and SOTA participated.

### Assessment and Usage Data:

Student organizations held 600 events throughout the year compared to 528 in FY 2009. 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 or their sponsors. FY 2010 numbers show an increase in the number of social, educational, and service events, but a continued decline in the number of students participating. With the addition of three new clubs we unfortunately had three clubs go silent for the year with zero student participation.

### 3 Year Student Club Event and Attendance

Event Type	FY2008		FY2009		FY2010	
	# of Events	# of Participants	# of Events	# of Participants	# of Events	# of Participants
<b>Social</b>	56	3866	27	1912	63	770
<b>Educational</b>	94	3560	35	1419	89	2168
<b>Community Service</b>	56	3549	12	880	16	209
<b>Fund Raisers</b>	73	NA	56	NA	55	NA
<b>Club Meetings</b>	544	NA	324	NA	377	NA
<b>TOTAL</b>	823	10,975	528	4211	600	3147

### OKC-Go

		FY 2009	FY 2010
September	Kickoff Event	25	44
December	Celebration	8	24
February	Kickoff Event	31	38
May	Celebration	25	52
September	Adopt-A-Street		14
October	Habitat for Humanity		8
November	Regional Food Bank		18
December	Regional Food Bank		18
February	Regional Food Bank	4	4
April	Adopt-A-Street	10	14
April	Habitat for Humanity		18
May	Adopt-A-Street	7	

	<u>FY 2009</u>	<u>FY2010</u>
Total number of OKC-Go students in the Excel spreadsheet	415	497
Total number of hours required per student per fiscal year	20	8
Total number of community service hours	1106.5hrs	656.9hrs
Total number of students documenting hours	52	114
Average number of hours per student completing any hours	21.3hrs	5.76hrs
Average number of hours completed by all OKC-Go	2.7hrs	1.32hrs
Total number of students documenting hours through START	49	114
Total number of students with START profile with zero hours	2	53

### **START**

Below is a four year history of growth in the number of students who utilized START.

FY 2005	195 students
FY 2006	459 students
FY 2007	673 students
FY 2008	809 students
FY 2009	922 students
FY 2010	1080 students

### **Leadership Retreat Event Feedback Information**

The following data are based on an inventory that participants completed at the end of the Leadership Retreat. These numbers were collected on a 5-point Likert scale with "5" being a "Strongly Agree" response and "1" being a "Strongly Disagree" response.

Attending the retreat will help me and my club be more successful.	4.83
The retreat helped me get to know many of the other leaders on campus.	4.71
Being involved in student clubs and attending these types of events contributes to my success as a student.	4.86
The overview of the club policies and skits was a clear and effective method to learn about club policy.	4.50
The event planning presentations were beneficial.	4.72
Tracy Knofla's presentations were useful.	4.68
The SWOSU campus was a good location.	4.40
The hotel rooms were of good quality.	4.56
The food for meals was good.	3.36
I had fun!	4.79
<b>Overall Average</b>	<b>4.54</b>

### Leadership Workshop Event Feedback Information

The following data are based on an inventory that participants completed at the end of the Leadership Workshop. These numbers were collected on a 5-point Likert scale with “5” being a “Strongly Agree” response and “1” being a “Strongly Disagree” response.

The icebreaker was a good way to get the workshop started.	4.40
The information about the club funding and awards programs made sense to me.	4.51
The information about the club funding and awards programs will motivate and encourage my club to perform at a higher level.	4.30
I was satisfied with the quality and quantity of my lunch.	4.75
The information about campus groups will contribute to my club’s success.	4.47
I appreciated the tour of the Oklahoma City National Memorial and Museum.	4.67
The dates and times of the workshop were reasonably convenient.	4.23
The Oklahoma City National Memorial and Museum was a good location for the workshop.	4.50
<b>Overall Average</b>	<b>4.47</b>

### LeaderQUICK

	<u>Students Participated</u>	<u>Earned Certification</u>
Fall 2008	19	6
Spring 2009	9	4
Fall 2009	13	8
Spring 2010	20	6
FY09	28	10
FY10	33	14



## FY2011 Plan: Student Life

- Service Learning: During the 2010-2011 academic year staff will work to increase the number of participating faculty members by expanding the faculty service-learning guide and hosting additional training sessions on incorporating service-learning into OCCC courses. Launch a new interactive website that will support student, faculty, and agency needs. Student Life staff will continue to develop relationships with key community partner agencies and expand opportunities for student service. Service-Learning Center staff plans to develop additional publications (both print and electronic) for students, faculty and community partner agencies.
- New Student Orientation: The Office of Student Life will continue this program as implemented in FY2010 with updates to publications, websites, and other media that are instrumental in delivering NSO. Based on the information received in FY2010 evaluations, relevant changes will be made. Furthermore, the Office of Student Life will continue its commitment to the growth and evolution of the program so that a significant impact can be made in the overall success of new students at Oklahoma City Community College. Efforts have been completed to offer an ANGEL section for an online delivery for NSO 0500 in August 2010. Expand the number sessions offered to include an additional Saturday session in July.
- Student Organizations: Update Sponsor manuals, and improve communication with monthly email correspondence and reminders. Launch real time club status on award funding levels through *CampusGroups*.
- LeaderQUICK: Evaluate and implement a field trip or service project to the program.
- Campus Activities: The Office of Student Life plans to enhance all programming efforts to engage an even wider student population. Unless student surveys request programming at new or different times, Student Life has maximized the programming calendar based on the desire of student responses for when and where they want events. Future priorities include expanding assessment of participants, and begin to develop methods to track persistence and retention of students that actively participate in Student Life sponsored programs. Student Life also plans to continue expansion of online services, including the use of networking sites, improved Student Life website, and online access for programs such as the Brown Bag and Campus Voices lecture series. The Fall 2009 Brown Bag series is currently being captioned in order to place online for students and staff to access beginning in the Fall 2010. We will offer Money Matters in both fall and spring semesters. Improve the awareness of Themed Weeks for better support and participation from faculty, students, and staff.

**Department: Testing and Assessment**  
**Unit: Student Development**

**Mission:**

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

**Organization and Management: (hours)**

<u>Director:</u> Jim Ellis	40
<u>Coordinator:</u> Brian Nguyen	40
<u>Student Development Assistant:</u> Paul Roudebush	40
<u>Testing and Assessment Specialist:</u> Vaneza Ceballos	40

Test Center Staff:

Ron Brooks	40
Jackie Mayo	40
vacant	40
Diana Hulseberg	30
Kari Glidewell	25
Kristina Taylor	25
Samantha Olson	25

GED Examiners:

Jessica Russell	20
Aspen Svec	20
Mary Lee Swanson	20
Melissa White	20

Full Time:	7
Part Time:	8
Permanent:	11
Temporary:	4
Professional:	2
Classified:	13
Student:	0
<b>FTE:</b>	<b>12.5</b>

**Staff Development:**

1. GED Examiners Conference
2. Accuplacer National Conference
3. OCCC WoW Sessions
4. Health and Safety Training
5. ACT Southwest Regional Conference

**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	dependent on registrations	
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	"	"

## Function: Specialty and Proctored Testing

### Program Highlights & Information:

TOEFL, NET, later TEAS, and Residual ACT exams were administered during the fiscal year. Each of these exams is directly necessary to the admission of a student to the College or one of its programs.

Proctored exams (194) from other colleges, universities and institutes were arranged and given.

Through the ACT Center 402 certification exams were proctored.

A total of 191 CLEP exams were administered with 141 (74%) receiving credit.

### Qualitative and Quantitative Assessment and Usage Data:

#### PROCTORED EXAMS

	TOEFL		NET		ACT	
	Taken	Passed	Taken	Passed	Taken	Passed <sup>^</sup>
July	27	10	27	16	21	12
August	68	29	64	39	70	38
September	0	0	91	40	3	3
October	29	11			11	3
November	80	31			70	12
December	37	12			24	14
January	34	9			26	10
February	31	11			30	10
March	40	5			9	2
April	39	14			7	3
May	33	9			37	21
June	74	29	241	148	28	12
<b>Total</b>	<b>492</b>	<b>170</b>	<b>423</b>	<b>243</b>	<b>336</b>	<b>140</b>
<b>% Passed</b>		<b>35%</b>		<b>57%</b>		<b>42%</b>

## Function: Entry Level Assessment

### Program Highlights & Information:

Continuing evaluation of the placement process and delivery has continued through the year. The Math Faculty has instituted MAP placement in math courses. TAS staff participated in revising the process of launching placement in MAP.

### Qualitative and Quantitative Assessment and Usage Data:

The chart below reflects the usage of Accuplacer

	CPT R		CPT W		CPT M**	
	Total	Min	Total	Min	Total	Min
July	790	451	856	378	998	127
August	1073	610	1146	477	1395	189
September	214	149	211	114	194	43
October	286	170	293	142	339	37
November	315	209	324	166	384	67
December	598	292	391	194	447	97
January	621	353	656	295	767	131
February	190	117	184	97	161	27
March	365	260	355	220	166	41
April	529	287	493	233		
May	534	270	493	213		
June	615	335	658	261	2141	50
<b>Total</b>	<b>6130</b>	<b>3503</b>	<b>6060</b>	<b>2790</b>	<b>6992</b>	<b>809</b>
<b>% Met Minimum College Level</b>		<b>57%</b>		<b>46%</b>		<b>12%</b>

\*\*The MyMathTest placement was instituted on March 23, 2010 to follow the revised developmental math sequence of the Math Department. The figures in June, 2010, for math reflect the results of the MAP testing.

<b>Chem-D deficiency:</b>	
<b>Taken</b>	<b>Passed</b>
6	0
% Passed	0%

	<b>A&amp;P</b>		<b>Bio- D(Riverside)*</b>	
	<b>Taken</b>	<b>Passed</b>	<b>Taken</b>	<b>Passed</b>
July	68	25	29	2
August	54	29	45	4
September	3	1	8	0
October	33	15	16	0
November	60	28	24	1
December	45	17	27	1
January	46	22	45	3
February	3	1	10	0
March	10	2	18	0
April	29	15	16	2
May	13	6	20	0
June	22	10	31	2
<b>Total</b>	<b>386</b>	<b>171</b>	<b>289</b>	<b>15</b>
<b>% Passed</b>		<b>44%</b>		<b>5%</b>

## Function: Academic Exams

### Program Highlights & 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.

80,000 exams were administered in the Test Center. This is a 10,000 exam increase over the previous fiscal year.

### Qualitative and Quantitative Assessment and Usage Data:

<b>Monthly Test Center figures: FY2010</b>					
<b>Month</b>	<b>Assessment</b>	<b>Academic</b>	<b>Total</b>	<b>Days Open</b>	<b>Tests Per Day</b>
July	2799	3822	6621	22	301
August	3908	324	4232	23	184
September	727	5631	6358	24	265
October	1007	6684	7691	27	285
November	1097	6067	7164	22	326
December	1665	6656	8321	20	416
January	2146	494	2640	19	139
February	662	6549	7211	24	300
March	1085	5824	6909	21	329
April	1604	7527	9131	26	351
May	1662	6991	8653	24	361
June	2210	2564	4774	22	217
<b>Total</b>	<b>20572</b>	<b>59133</b>	<b>79705</b>	<b>274</b>	<b>291</b>

## Function: GED Program

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. The Oklahoma City Community College Adult Learning Center assumed the responsibility for the instruction program, not only on campus, but for the Oklahoma County area—less the OKC Public School District—as well.

One thousand four hundred seventy-three for the exam with 879 passing (60%), a 4 per cent increase. A cooperative effort with the Adult Learning Center allowed a 20% discount for students who had achieved 60 hours of class time with the ALC.

### Qualitative and Quantitative Assessment and Usage Data (begin July, 2009):

<b>GED</b>		
	<b>Taken</b>	<b>Passed</b>
July	125	78
August	132	68
September	86	38
October	143	87
November	93	60
December	97	54
January	116	75
February	111	65
March	118	80
April	189	116
May	138	83
June	125	75
<b>Total</b>	<b>1473</b>	<b>879</b>
<b>% Passed</b>		<b>60%</b>



## **FY2011 Plan: Testing and Assessment**

General: Computerized delivery of academic exams continued. The full scale plan was addressed as computers were purchased and power access installed.

General: Data connections' installation was completed during the Fall 2010 term. The next area to address will be the Group Testing Room (1F6).

General: A computer security program was purchased and will be installed after pilot testing is completed.

General: Security hardware was modified slightly to enhance surveillance.

General: The College Board's i3 platform added diagnostic capability in January. Uses of the diagnostics are in planning stages.

General: ESL Accuplacer cutoff scores were set and are currently in use for college credit courses.

General: Other responsibilities for test delivery will continue as done with an effort to modify procedures as the need arises. The current procedure manuals will be updated during the Fall Semester.

General: The search to fill the last vacant staff positions began in June.

General: Providing service with adjusted and expanded hours of operation became necessary in response to situations beyond anyone's control.

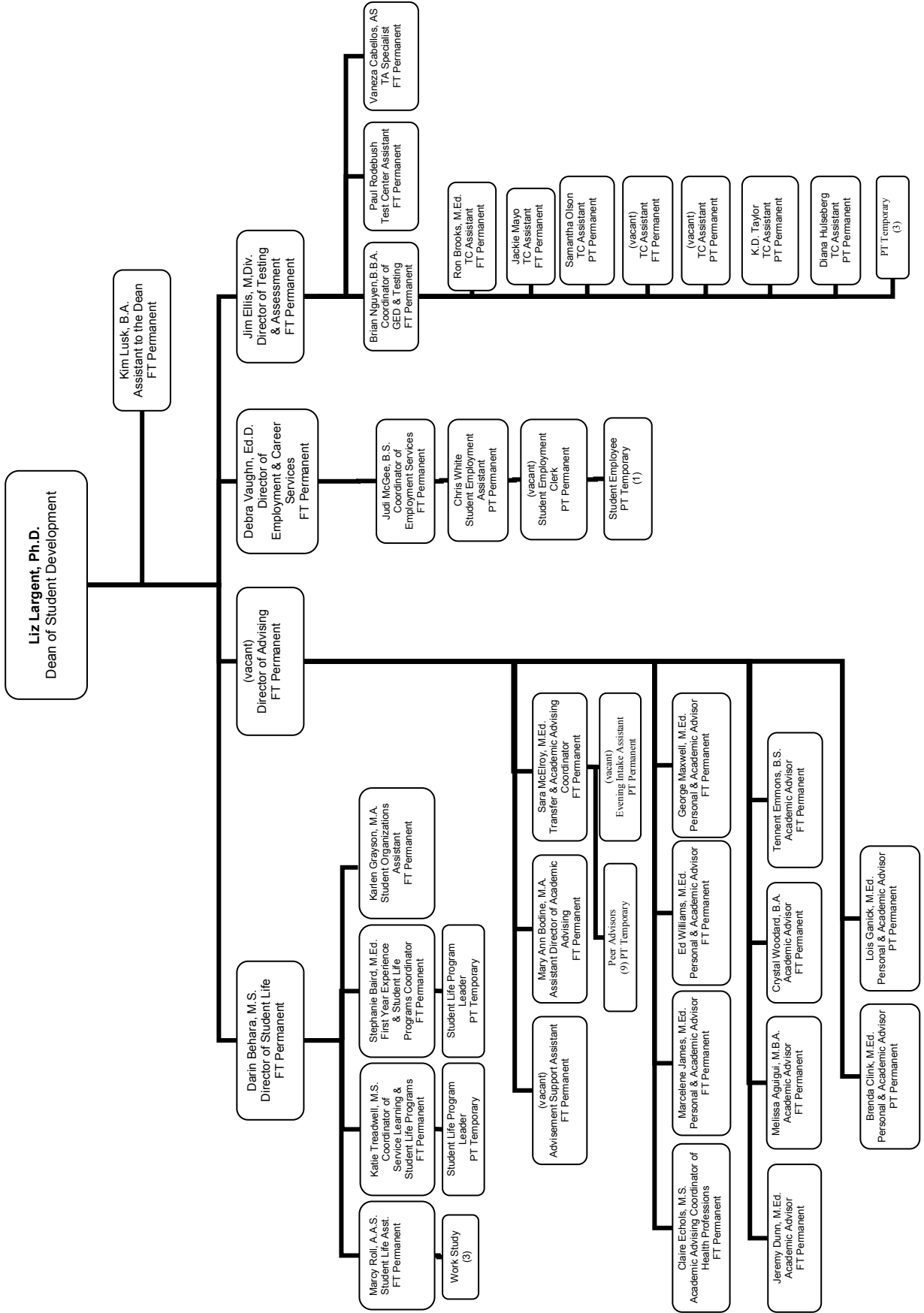
Specialty and Proctored Testing: ATI's TEAS test became the administered preference point exam for nurses' applications in October, 2009. Since then, the TEAS (Test of Essential Academic Skills)-V has been introduced and utilized by OCCC.

Entry Level Assessment: TAS is preparing possible responses to changes in placement instruments which may be adopted by ELAC.

Entry Level Assessment: College Board introduced its i3 platform for Accuplacer. The transition has been completed at OCCC by Paul Roudebush and the TAS staff.

GED: OCCC will participate in the electronic registration and scoring of exams during FY2011. Hardware is in place. Training is being done. The target date for implementation is August 2, 2010.

# Student Development Organizational Chart July 1, 2010



## **Student Financial Support Services Annual Report FY 2010 (2009-2010)**

**Mission:** Provide financial assistance for Oklahoma City Community College students enabling access to educational opportunity and in support of persistence toward successful completion of their educational goals.

**Organization and Management:** Total FTE: 15.61

Full time:	4.0	Non-Exempt
	11.0	Exempt
Part time:	.61	Temporary Part-time

### **Staff Development:**

#### **Janis Armstrong**

**Coordinator of Veterans Services:** Veterans Administration Regional Conference (Oklahoma City).

#### **Alicia Harris**

**Assistant Director of Financial Aid:** U.S. Department of Education Webinar: Business Office Training-Direct Loans OSRHE Workshop: Grants and Scholarships, Veterans Administration Regional Conference (Oklahoma City), Datatel Consulting: F.A. Set-up 2010-11, Datatel Consulting Communication Management, Financial Student Aid Conference (Nashville), U.S. Department of Education Webinar: Year Round Pell Grant, OSRHE/NOEL Levitz Statewide Conference (Oklahoma City), U.S. Department of Education Webinar: What's New in Direct Lending, NASFAA Annual Conference (San Antonio), NASFAA Webinar: Net Cost Calculator, Oklahoma Money Matters: Financial Literacy Training, U.S. Department of Education Webinars: Direct Lending Suite.

#### **Linette McMurtrey**

**Loan Coordinator:** Federal Student Aid Conference (Nashville), U.S. Department of Education Webinars: Direct Lending Suite, U.S. Department of Education Webinar: Year Round Pell, NASFAA Webinar: Net Cost Calculator, Oklahoma Money Matters: Financial Literacy Training, NASFAA Annual Conference (San Antonio), Datatel Webinar: Direct Loan Set-Up, Datatel Consulting: 2010-11 FA Set-Up, Datatel Consulting Communications Management, Datatel training: Business Objects Overview, U.S. Department of Education Webinar: What's New in Direct Lending, U.S. Department of Education Webinar: Business Office Training-Direct Loans.

#### **Meghan Morgan**

**Coordinator of Client Services:** OASFAA Annual Conference (Norman), OSGSLP Annual Conference (Norman), U.S. Department of Education Webinars: Direct Lending Suite, U.S. Department of Education Webinar: Year Round Pell, U.S. Department of Education Webinar: What's New in Direct Lending, NASFAA

Webinar: Net Cost Calculator, Datatel Consulting: 2010-11 FA Set-Up, Datatel Consulting: Communications Management, Oklahoma Money Matters: Financial Literacy Training

### **Harold Case**

**Dean, Student Financial Support Services:** Federal Student Aid Conference (Nashville), U.S. Department of Education Webinars: Direct Loans Suite, U.S. Department of Education Webinar: Year Round Pell, NASFAA Webinar: Net Cost Calculator, U.S. Department of Education Webinar: What's New with Direct Lending, Datatel Consulting: 2010-11 FA Set-Up, Datatel Consulting: Communications Management, ATD Strategies Conference (Charlotte), Datatel Training: Business Objects Overview, U.S. Department of Education Webinar: Business Office Training-Direct Loans.

### **Pat Hauck**

**Senior Financial Aid Advisor:** Federal Student Aid Conference (Nashville), U.S. Department of Education Webinar: Year Round Pell, NASFAA Webinar: Net Cost Calculator, U.S. Department of Education Webinar: What's New in Direct Loans, Datatel Consulting: 2010-11 FA Set-Up, Datatel Consulting: Communications Management.

### **C.W. West**

**Financial Aid Advisor:** NASFAA Webinar: Net Cost Calculator, U.S. Department of Education Webinar: Year Round Pell, U.S. Department of Education Webinar: What's New in Direct Loans, Datatel Consulting: Communications Management

### **Joan Sublett**

**Financial Aid Advisor:** NASFAA Webinar: Net Cost Calculator, U.S. Department of Education Webinars: Year Round Pell, U.S. Department of Education Webinar: What's New in Direct Loans, Datatel Consulting: Communications Management.

### **Amy Mains**

**Financial Aid Assistant:** OGSLP Annual Conference (Norman), U.S. Department of Education Webinar: What's New in Direct Loans, OSRHE Workshop: Grants and Scholarships, Datatel Consulting: Communications Management.

### **Erik Hedges**

**Systems Coordinator:** Federal Student Aid Conference (Nashville), U.S. Department of Education Webinars: Direct Loans Suite, U.S. Department of Education Webinar: Year Round Pell, NASFAA Webinar: Net Costs Calculator, Datatel Consulting: 2010-11 FA Set-up, Datatel Consulting: Communications Management, U.S. Department of Education Webinar: What's New in Direct Loans, Datatel Training: Business Objects, U.S. Department of Education Training: Business Office Training-Direct Loans.

**Cynthia Morris**

**Financial Aid Advisor:** NASFAA Webinar: Net Cost Calculator, U.S. Department of Education Webinar: Year Round Pell, U.S. Department of Education Webinar: What’s New in Direct Loans, Datatel Consulting: Communications Management.

**Leanne Drury**

**Financial Aid Loan Assistant:** OGSLP Annual Conference (Norman), OASFAA Financial Aid Support Staff Training (NSU Broken Arrow), U.S. Department of Education Webinars: What’s New in Direct Lending, NASFAA Webinar: Net Cost Calculator

**Dixie Devilbiss**

**Financial Aid Advisor Assistant:** OASFAA Financial Aid Support Staff Training (NSU Broken Arrow), NASFAA Webinar: Net Cost Calculator, U.S. Department of Education Webinar: What’s New in Direct Lending.

**Shelley McCullough**

**Financial Aid Phone Receptionist:** OASFAA Financial Aid Support Staff Training (NSU Broken Arrow), NASFAA Webinar: Net Cost Calculator, U.S. Department of Education Webinar: What’s New in Direct Lending

**Kris Ellis**

**Client Services Specialist:** NASFAA Webinar: Net Cost Calculator, U.S. Department of Education Webinars: Direct Loans Suite, U.S. Department of Education Webinar: Year Round Pell, Datatel Consulting: Communications Management, U.S. Department of Education Webinar: What’s New in Direct Lending

<b>Department’s Total Financial Resources:</b>	\$627,338
Staff Salaries/Wages and Benefits	\$578,856
Operations	\$37,906
Travel	\$10,576
Total	\$627,338

**Hightlights and Information:**

- Implemented Direct Lending for the 2010-2011 award year, effective July 1, 2010.
- Managed and reported on \$44,794,919 to 9,842 students representing a 34.5% increase in dollars and a 22% increase over the number of students served in 2008-2009.
- Reorganized selected responsibilities of Assistant Director, Coordinator of Client Services, Loan Coordinator, and established a Senior Financial Aid Advisor position.
- Successful implementation of Veterans Chapter 33, New G.I. Bill.

- Continued to utilize technology in support of high tech/high touch initiative, by expanding use of email as method of communication with prospective and current students.
- Successful outreach event conducted. With the support of the Academic, Enrollment and Student Services, Business and Finance Divisions Financial Aid was able to bring 15 community based agencies to campus to interact with OCCC staff to learn about OCCC and make connections for referrals and program input.

**Distribution of Funds:**

<u>Program</u>	<u>Dollars Disbursed</u>	<u>Awards By Program</u>
Federal Pell Grant	\$16,598,553	5,670
Federal SEOG	207,539	848
Federal ACG	96,488	139
OTAG	984,447	1,277
OHLAP	1,255,664	1,453
BIA Grant	594,285	315
Tuition Waivers	2,146,125	2,698
Scholarships (OHLAP)	474,599	1,467
Loans: Subsidized	10,354,296	3,562
Loans: Unsubsidized	10,181,211	2,617
Loans: Plus	43,740	5
Loans: Alternative	159,666	32
Federal Work Study	191,688	96
Student Employment	1,016,876	355
Scholarships (other)	489,742	416
<b>Total Dollars</b>	<b>\$44,794,919</b>	

**Dollar Amount By Program:**

Grants	\$18,481,312
Loans	\$20,738,913
Waivers	\$ 2,146,125
Scholarships (OHLAP)	\$ 1,730,263

**Unduplicated Head Count: 9,842**

Scholarships Other	\$489,742
Federal Work Study	\$191,688
Student Employment	\$1,016,876

Grants:	44.3%
Loans:	46.3%
Scholarships:	5.0%

Work:	2.7%
Waivers:	4.7%

**SUMMARY 2009-2010 YEAR**

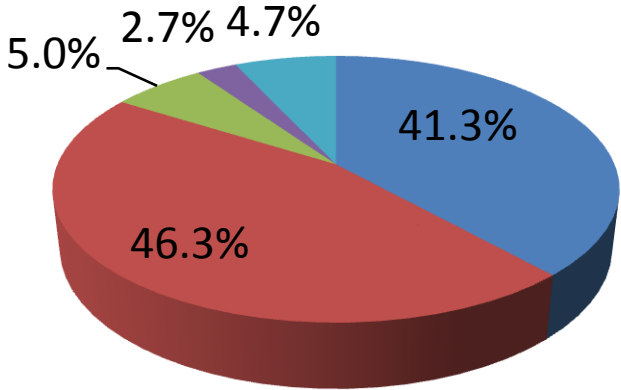
**Book Store Charges Authorized\***

Fall 2009	\$1,829,427	3,126
Spring 2010	\$2,712,475	3,907
Summer 2010	<u>\$681,976</u>	<u>1,163</u>
	5,223,878	8,196 duplicated

\*These amounts were authorized but not necessarily charged

# Percentages

■ Grants ■ Loans ■ Scholarships ■ Work ■ Waivers



## Departmental Focus for FY 2010 (2009-2010):

- Implement, Analyze, and Report on Achieving the Dream (ATD) initiatives for FY 2010.
  1. Increase the number of joint recruitment and financial aid presentations to schools. FY09:7 FY10:13
  2. Increase number of financial aid presentation at all New Student Orientations sessions. FY09:30 FY10:32
  3. Enhance features and marketing on Financial Aid Webpage.  
The webpage has been updated to be focused on the 2010-2011 year. Special attention was given to the transition to Direct Lending from traditional student lending by banks, credit unions and other financial institutions.
  4. Increase the number of financial aid presentations to Success in College and Life classes. FY09:06 FY10:37
  5. Conduct outreach activity focused on community-based agencies serving adults and families.  
This event was conducted bringing representatives from 15 community based agencies to campus. Feedback was very positive.
  6. Conduct financial aid events for current students to encourage early FAFSA filing and provide key financial aid information.  
Two specific events were conducted. A come and go event with information tables and information fact sheets was conducted in December 2009. The purpose was to encourage current students to prepare for 2010-2011 by filing the FAFSA early in 2010.  
A week of scheduled activities was held February 22-26, 2010 in support of Financial Aid Awareness month.
  7. Enhance Financial Aid Office website to prepare for 2010-11 year to reflect major changes stemming from Higher Education Opportunity Act (HEOA).  
This has been accomplished. The webpage is up-to-date for 2010-11. The Financial Aid Office updates and enhances it's site as needed.



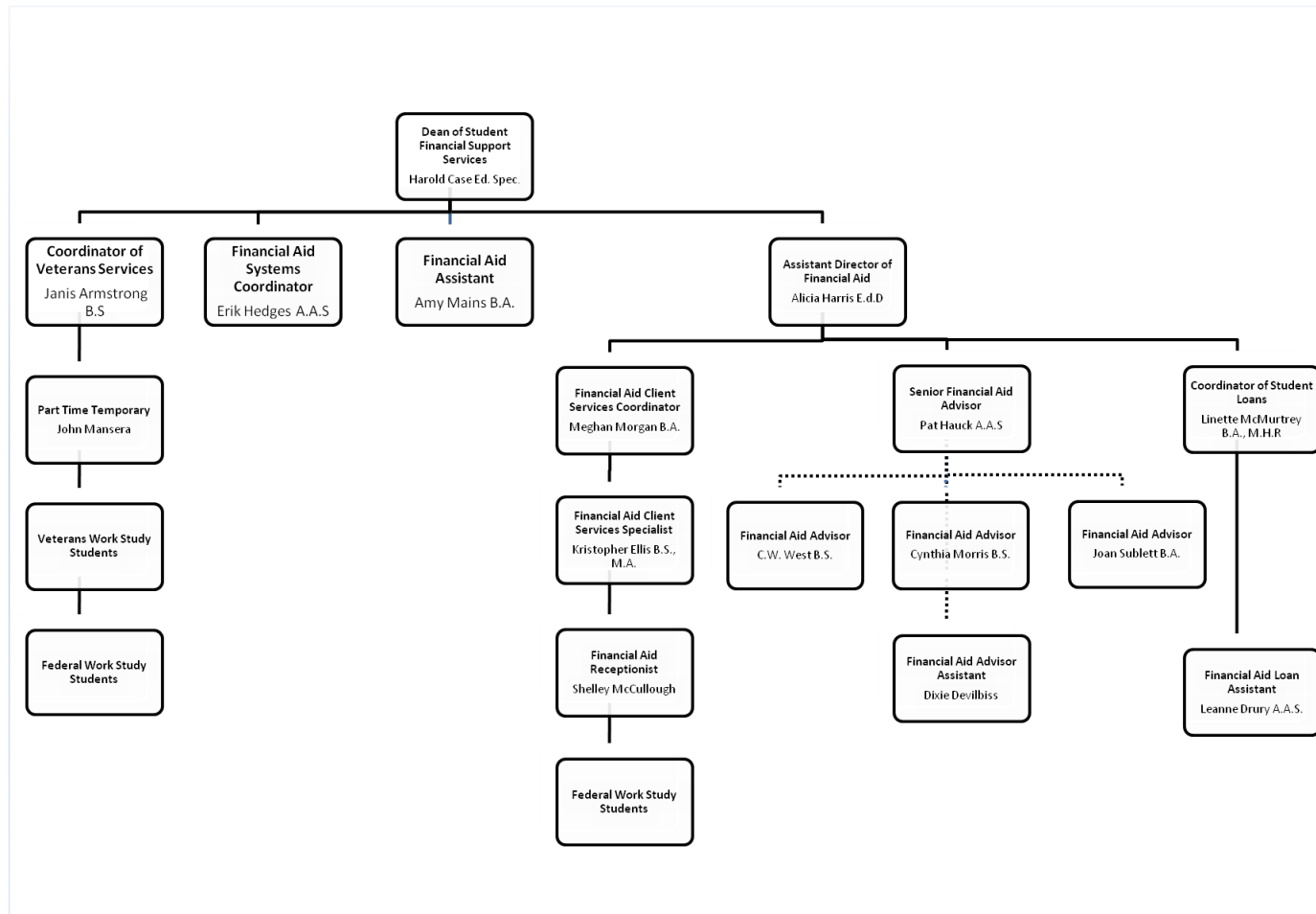
8. Organize Financial Aid office to expand the number full-time staff available to work the front counter.  
Through scheduling a balanced approach to a combination of student workers and full time professional staff working the front counter, Financial Aid has managed to maintain professional presence at the counter.
9. Develop a professionally oriented student loan and financial literacy service to accommodate increased loan volume and need for quality financial planning information.  
The loan Unit was established to be fully functional for the 2009-10 year. This unit has been in place throughout the year and currently the Financial Aid webpage is updated with financial literacy information. More initiatives are planned for the 2010-11 year to reach students through the Financial Aid Office PowerPoint presentation on the webpage and through Success in College and Life classes.
10. Utilize early contact letters with concurrently enrolled high school/ OCCC students and Oklahoma Promise students enrolled at OCCC to encourage them to file the FAFSA.  
This was completed for the second year in a row and is designed to introduce Financial Aid Office and encourage these student groups to file the FAFSA.
11. Continue to improve workflow processes by utilizing technology and process analysis.  
During the 2009-10 year, Financial Aid analyzed our workflow processes with the ultimate goal of improving operational efficiency. Transitioning to a greater use of online forms and email as a key means of communication occurred during the year is preparation for 2010-11.
12. Continue to improve consumer information on college website, and key documents (Catalog, Student Handbook) including "net cost" information.  
Expansion of consumer information was implemented during 2009-10 and is being further expanded for 2010-11 as an initiative.

### **Departmental Focus for FY 2011 (2010-2011): Unit Plan**

- In addition to continuing all Achieving the Dream initiatives already in place, additional new initiatives are the departmental focus for the 2010-2011 year.
  1. Establish a financial literacy service for all current student loan borrowers and include financial literacy as a component of New Student Orientation and Success in College and Life classes.
  2. Increase the number of notifications to FAFSA filers who have not submitted required documents to Financial Aid Office.
  3. Collaborate with other campus offices to establish Net Costs Calculator on College webpage.

4. Increase focus on support services to veterans and service members. Promote collaboration between Veterans Services, Student Support Services, and other college offices providing services to members of the military and veterans.
5. Early identification of At Risk/at Promise students who have filed the FAFSA to ensure support services are offered and referrals are made as needed.
6. Continued efforts to insure federal consumer information requirements are met.

## Financial Aid Organizational Chart:





Assistant Director of Disability Services: Student Veteran's Statewide Conference; OK-AHEAD Fall Disability Training Institute; OKWHE Annual Conference; 4<sup>th</sup> Annual AHEAD Management Institute; OK-AHEAD Spring Conference

Learning Specialist: Black, Brown, and College-Bound; NACADA Annual Conference

Student Support Services Assistant: OACC Support Staff Conference; Management Skills for Administrative Personnel

Disability Accommodation Assistant: OACC Support Staff Conference; OK-AHEAD Spring Conference

Adaptive Technology Specialist: OK-AHEAD Spring Conference; Low Vision and Blindness Workshop; Bridges Out of Poverty Workshop

Disability Assistant: OK-AHEAD Spring Conference

Student Support Services personnel are given time to attend WOW sessions with complete support from the Director.

Three staff members attended WOW sessions from July 2009 through May 2010.

**Financial Resources:**

Student Support Services: Total \$635,688  
Personnel Salary and Benefits: \$564,358  
Part time temporary: \$29,886  
Contract Service: \$7,491  
Contract Service: \$5,000  
Operations: Supplies, Memberships,  
Service \$5740

**Financial Resources:**

TRiO UB Grant: \$295,834.00  
(\$223,684.00 award: \$72,150.00 carryover),  
account # 18049  
Salaries (Sept – Apr): \$74,368.16  
Benefits (Sept – Apr): \$44,873.70  
Travel (Sept – Apr): \$1,550.06  
Equipment (Sept – Apr): \$0.00  
Materials & Supplies (Sept – Apr): \$300.17  
Contract Services (Sept – Apr): \$1,198.96  
Participant Costs (Sept – Apr): \$19,337.

**Financial Resources:**

TRiO SSS Grant: \$230,066.00  
Salaries (Sept-Apr): \$64,930.25  
Benefits (Sept-Apr): \$34,414.32  
Travel (Sept-Apr): \$595.50  
Equipment (Sept-Apr): \$0.00  
Material & Supplies (Sept-Apr):  
\$1,602.89  
Contract Services (Sept-Apr):  
\$1,384.95  
Participant Costs (Sept-Apr):  
\$3,130.50

**Financial Resources:**

Carl Perkins Grant  
Award for 2009-2010: \$145,026.00  
Adaptive technology for  
disabilities: \$5,014.63

## **Program Highlights & Information:**

- Campus Alert Response and Evaluation (CARE) team completed guidelines and is in the process of creating a webpage and a brochure. Our team plans to interact with another CARE team from a university in order to compare systems and make adjustments if deemed necessary is in the planning stage and will occur this summer.
- Retention system allowed more direct contact with student in a timely manner which resulted in a 270% increase of actual contact with students over the old Early Alert System.
- Filled position of Assistant Director of Disabilities.
- Created and filled an evening Counselor position.
- Applied for Trio Student Support Services new five year grant.
- Applied for Carl Perkins grant and completed an on-site audit for the previous 3 years.
- Requested and was approved through budget process for physical realignment of Upward Bound and Student Support Services Trio Programs.
- Fully staffed open positions within the TRIO programs.
- Through Achieve the Dream initiative funding provided a Specialist in Learning Disabilities to train tutors working in the Communications and Math labs in order to assist students who have a learning disability.
- Staff provided training to math instructors about learning styles and differences.
- Two staff personnel participated in the Leadership program.
- Adaptive Technology Specialist was selected as Employee of the Year in the non-exempt category.
- Initiated Advisor Trac for each center in Student Support Services.
- Initiated Hershey Scanning system for archiving disability records and eventually all records including current students' files will be electronically stored.
- Assisted with the justification data and best practices for submission of congressional grant for service men and women.
- Achieving the Dream leadership teams have and will continue to engage many staff members as we research best practices and make recommendations.
- Staff continues to commit to instruct the Success in College and Life Course.
- New department brochures were created and distributed.
- Additional updates and additions to the websites.
- Continue the CABA contract for providing counseling to students if a significant critical incident were to happen on campus.
- College policies pertaining to counseling, disabilities, and accommodation grievances were reviewed and updated by the College's policy committee.

## **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.

## **Future Plans:**

- Collaborate with veterans coordinator to implement congressional earmark grant for service men and women.
- Support for OCCC's "Achieving the Dream" project.
- Collaborate with other higher education counseling units in order to establish a possible counselors' organization to provide support for addressing mental health issues in higher education.
- Collaborate with the Oklahoma Board of Regents of Higher Education in order to link local mental health agencies as resources for students.
- Develop surveys for students and faculty to determine the types of support systems that need to be initiated and then establish as funds are available.
- Support training opportunities for faculty and staff through the Carl Perkins grant.
- Continue to provide projects, workshops, and training for faculty, staff and students by means of existing venues and more deliberate separate delivery modes.
- Realign job descriptions within the department to respond to student needs.
- Continue to research with IT how to establish an electronic notification system for accommodations.

## Learning Support

### Retention Alert

#### **Program Highlights & Information:**

Retention Alert, previously known as “Early Alert”, is an electronic warning system used by faculty to indicate that a student is not performing well or has attendance issues and may need some type of support to successfully complete a class. Retention alerts and CARE (Campus Area Response and Evaluation) reports go directly to the Learning Support Specialist and are maintained in that office. Additionally, this system also supports referrals to CARE.

#### **Qualitative and Quantitative Assessment and Usage Data:**

##### **Referrals At A Glance**

**(Includes only students formally referred via the early alert system)**

Summer of 2009: 32 (old system)

Fall of 2009: 569

Spring of 2010: 432

Total for 09-10 year: 1033

This represents approximately a 12% increase in the number of referrals received for fall and spring. However, the number of student contacts (email, phone calls, and in person visits) increased over 300% due to the automated communication system and the campaign to raise student awareness of what early alert is.

#### **Future Plans:**

- Continued training on the Datatel Retention Alert System and on the Communications Management Systems.
- Continue to train faculty on the new process and encouraged use of the system.
- Continuation of the awareness campaign to teach students what the system is so that they will be less resistant to it.



## Health

### **Program Highlights & Information:**

- The H1N1 influenza epidemic of 2009 necessitated the ongoing dissemination of information related to the illness, adjusted attendance policies related to the illness, and to community resources for students without health insurance who needed medical intervention. No official count of student absences related to the epidemic were kept.
- A seasonal flu clinic was planned in cooperation with the Oklahoma City/County Health Department for October, 2009, but that clinic was pre-empted for a special H1N1 flu clinic. The feasibility of hosting a seasonal flu clinic for students will continue to be explored.
- Brochures and other print information related to health are available for students on the wall outside the Student Support Services office.
- Links to health related information are available from the Student Support Services website.
- Insurance information is available for students in the information center on the wall outside the Student Support Services office and as links on the Student Support Services website.
- Responsibility for the brochure, "Learning About Your Drug, Alcohol, and Tobacco Free College" and the Biennial Review was handed over to the Director of Student Relations.
- Informational slides were prepared and run on the digital TV's around campus to provide general information regarding the flu, swine flu, hand-washing, and other health related topics.
- The second Health and Wellness Awareness Fair was held in February 2010.
- Health presentations were made in a couple of sections of Success in College and Life.
- *Healthy Matters*, a monthly health and wellness newsletter was launched during the summer of 2008. It is available in print and also online via the employee homepage and the current student homepage. The publication is used in the Success classes and has been well received on campus.

### **Qualitative and Quantitative Assessment and Usage Data:**

- Between 200 and 300 packets of health insurance information have been distributed this year.
- A few hundred handouts on various health related topics have been distributed.
- Approximately 1500 print copies of *Healthy Matters* are made available each month in addition to web access.

### **Future Plans:**

- Continue to work toward providing a free seasonal flu clinic to OCCC students.
- Request an auxiliary budget to provide incentives for student health and wellness initiatives.
- Offer additional slide shows on health related topics.

## Student Outreach

### **Program Highlights & Information:**

The name of the program has been changed to reflect the inclusive nature of outreach activities, including Brown Bag workshop presentations, in class presentations, special presentations for allied health students, and faculty presentations.

- A special presentation addressing how to accommodate individual learning styles and behaviors was designed and developed in collaboration with the Assistant Director of Disability Services and presented to math faculty during a Saturday conference.
- A similar presentation involving Math Lab tutors and staff has been proposed.
- Activities typically run between one and two hours 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.
- Workshop topics included effective study strategies and effective test-taking strategies.
- Handouts on various student success topics are available at the Office of Student Support Services.
- Links to websites providing information on Learning Styles, Critical Thinking, Study Skills, Test-taking Skill, and Alleviating Test Anxiety are available on the Student Support Services website.

### **Qualitative and Quantitative Assessment and Usage Data:**

- Made over 65 presentations in Success classes, Learning Skills classes, and Brown Bag workshops.
- Developed 7 slide show presentations for use on the digital system.
- Established a blog/twitter account for health and academic issues.

### **Future Plans:**

- Collaborate with other Student Support Services staff members to offer a wider variety of workshops.
- Work on getting additional professional personnel (via use of interns or a part time professional position) to increase the number of outreach activities that can be offered.
- Collaborate with nursing and other faculty to develop and offer a critical thinking class designed specifically for the allied health programs.

- Develop a series of presentations designed to enhance the critical thinking and test taking skills of nursing students.
- Work with Achieve the Dream team to develop and implement programs/resources to provide greater educational access and academic success to males of color.

## Counseling

### Program Highlights & Information:

The Office of Student Support Services continues 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. In response to faculty request for evening students to have access to counseling services, a new part time evening counselor was hired.

- **Counseling** - The counselor provided short-term counseling based on the needs of the student.
  - New evening counseling services: Monday through Thursday, 4 pm to 8pm.
- **Crisis Intervention:** Counselor provided Critical Incident Stress Debriefing for two groups who experienced stressful events. Counselor facilitated students connecting to emergency mental health services (e.g. Crisis Center) by identifying students in crisis and coordinating with family, social networks and the community mental health resources to transport student to the appropriate crisis mental health services.
- **Referrals** - When it was determined that the student is best assisted with consistent, long-term counseling, hospitalization and other outside community resources, the counselors provided assistance in connecting students with these services.
- **Casework Management** - The counselors provided and maintained a confidential system of casework management as appropriate to the requirements of the individual and for the purposes of statistics, documentation, and reporting.
- **CARE Team** – As an active member of the CARE team the counselor assisted with development and consultation.
- **Faculty and Staff orientation:** Student Support Services provided Distressed Student Workshops to faculty and staff.
- **Web pages** – updated web pages adding detailed information about community mental health resources and mental health self help information.
- **Community Collaboration** – Met with key personal at the Crisis Center to better facilitate referral for our students. Through the Board of Regents initiative, met with other college counseling and community mental health personal. Collaborated with community agencies to provide services to our students (e.g. YWCA, OU medical center).

- **Outreach** - The counselor collaborated with student life and other departments on campus to provide workshops and programs to enhance students' abilities to develop strategies to address issues of potential impediments or deterrents toward reaching their educational goals.
  - ❖ Fall programs
    - Silent Witnesses – The National Initiative to stop Domestic Violence
      - News Channel 9 provided media coverage of this event
    - Depression Screening
    - Eating disorder Screening
    - Surviving Holiday Stress Brown bag
  - ❖ Spring programs
    - Dating / Violence and Rape Brown Bag – Erin Walker from YWCA
    - Drug and Alcohol Screening
    - Drug and Alcohol presentation Brown Bag - Erin Koos from OU Health and Sciences
  - ❖ Second Annual Health and Wellness fair in collaboration with other departments on campus. Around 30 participants- including members from the mental health, medical and community.

Community Participants included:

- ✓ Low cost medical resources
- ✓ Community Mental Health Centers
- ✓ Many other community resources to provide needed services to students

### **Qualitative and Quantitative Assessment and Usage Data:**

- In 2009 -2010 there were 405 reported counseling services delivered to 189 individual students.
  - Counseling services included, but not limited to:
    - ❖ 1 hour sessions
    - ❖ Phone consultation
    - ❖ Wellness checks/ assessments
    - ❖ Community resource referrals
    - ❖ Crisis interventions
  - There was an 89% increase of students served over last year.
- Faculty continue to be the most active point of referral origin.
- The counselor has addressed a wide variety of issues ranging from depression, anxiety, suicide ideations, self harm, domestic violence, relationship problems,

eating disorders, drug and alcohol addictions, academic success, pregnancy and health issues.

- Students were referred to community services and these included: mental health centers, alcohol and chemical dependency recovery programs, inpatient treatment, domestic violence centers, basic need resources (low cost food, financial assistance, housing etc...) and low cost community medical resources.

#### **Future Plans:**

- Continue building and improving the CARE Team.
- Continually update website linkages to reflect current student issues.
- Continue providing workshops and outreach to students– Current plans include: gambling workshop, domestic violence week, depression and stress relief, alcohol awareness etc...
- Continue to network and build relationships with community resources. We want to help establish an Oklahoma Post Secondary Counseling Association.
- Provide Suicide Prevention Program – Staff and student training to identify students at risk and refer them to counseling.
- Establish OCCC Counseling Office name on campus – through advertising and marketing our programs and office.

## Disability Services

### Program Highlights & Information:

The Office of Student Support Services continued to create and provide ADA accommodations and services to students.

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.
- Provided free psycho-educational evaluations through OU counseling and testing services for 12 OCCC students.

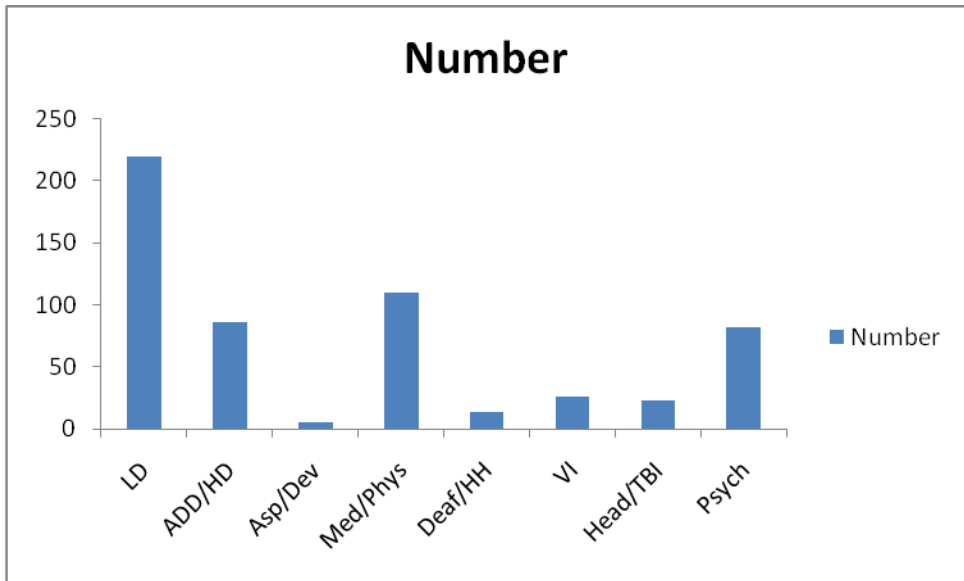
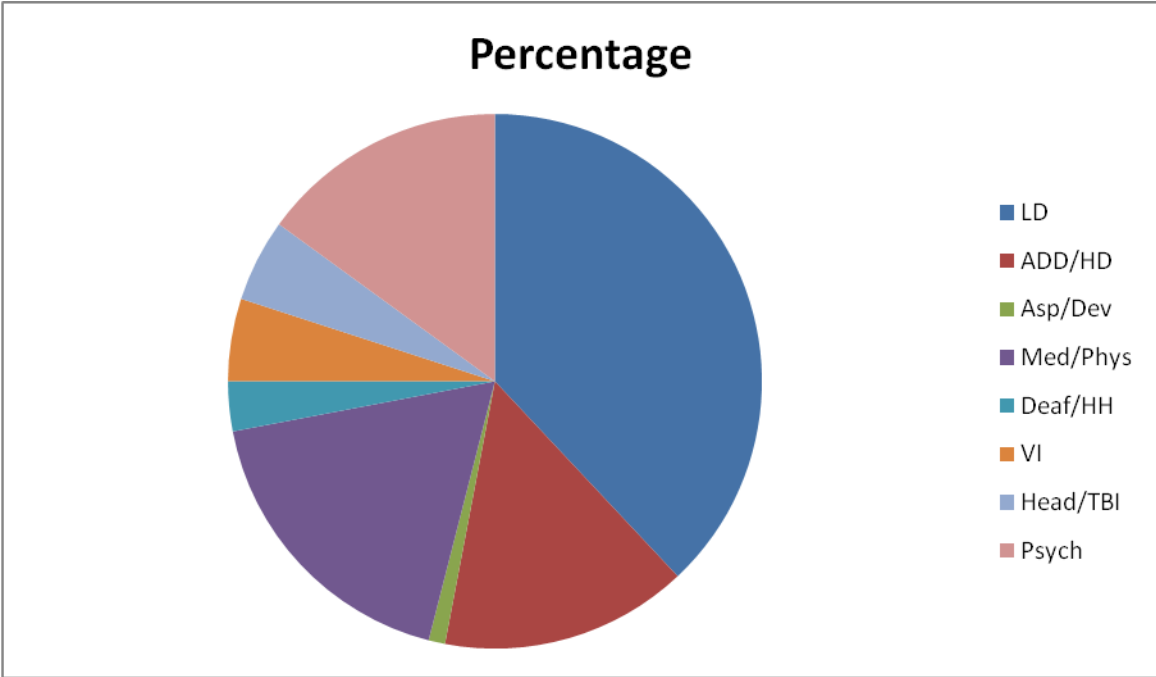
New Initiatives this year included:

- The appointment of an Assistant Director of Disability Services and the gradual transition in management of disability services personnel from the Director of Student Support Services to the Assistant Director.
- Preparation in collaboration with E-Student Services to scan archived and current files in order to transition from paper to electronic format for DSS records.
- Revision of intake form to better capture multiple disabilities and to have more accurate data on the students we serve, including veteran status.
- Together with the Learning and Retention Specialist, provision of training for the mathematics faculty on learning styles and differences.

### Qualitative and Quantitative Assessment and Usage Data:

535 open files reflect Section 504 and ADA related advisement activity during FY 09-10 (Summer 09, Fall 09 Spring 10)

<b>Disability</b>	<b>Number</b>	<b>Percentage</b>
Learning Disability	220	38
ADD/ADHD	86	15
Aspergers/Developmental	5	1
Medical/Physical/Mobility/Dexterity	110	18
Deaf/Hard of Hearing	13	3
Visually impaired	26	5
Brain/ Head Injury	23	5
Psychiatric/Psychological	82	15
Total	565 ( some with >1 disability)	100





## **Faculty Surveys:**

In an attempt to collect faculty feedback regarding student accommodations and services, survey forms were sent to faculty serving students with disabilities during the Fall 2009 and Spring 2010 semesters.

### **Fall '09 Semester:**

One hundred eighty one (181) surveys were sent to faculty in the fall '09 semester with a 93.9% response rate. 79.7% reported providing the accommodations suggested by the Advisor and 21.7% responded that they provided assistance other than what was requested by the Assistant Director.

### **Spring '10 Semester:**

Two hundred and one (201) survey requests were sent out to faculty in the spring '10 semester, with a 94.5% response rate. 89.1 % reported providing the accommodations suggested by the Advisor and 31.3% responded that they provided assistance other than what was requested by the Advisor.

## **Student Satisfaction Surveys:**

Because response rates to Student Satisfaction Surveys have been so low in recent semesters, a decision was made to suspend the administration of the survey this academic year. However, we fully intend to gather student satisfaction data in other ways in the near future.

## **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:

- Psycho-educational testing for students – to provide testing for students who cannot obtain it on their own.
- Continue providing tours for local high schools and collaborating with high school counselors.
- Consider reformulation of a student activity and support group focusing on the issue of disability.
- Continue working with Information Technology to use the Datatel communication management system to its full capacity.
- Continue to plan and implement the digitization of archived and current disability records.
- Staff participation in appropriate continuing staff development and education.

New Plans include:

- Provide WOW sessions to increase faculty and staff awareness about disabilities and provide practical methods in helping students with specific disabilities.
- Provide training for Mathematics Lab staff and student employees regarding learning differences and styles.
- Attend division or departmental meetings as time allows in order to introduce and clarify disability related topics and information.
- Administer a general faculty survey related to awareness of and knowledge about disability support services and knowledge about ADA requirements.
- Work with other Student Support Services units to implement a user tracking system.

## Adaptive Technology

### **Program Highlights & Information:**

A total of \$17,275.90 was spent from the Carl Perkins Grant for adaptive technology, software upgrades, and student psycho-educational testing.

- Adaptive Technology Lab: JAWS Screen Reading Software, Dragon Naturally Speaking Software and ABBYY FineReader Software were updated for the Technology Lab for use by students with disabilities.
- Training: Six students were trained in the use of WYNN software for learning disabled students, and Dragon Naturally Speaking speech to text software for students with dexterity and learning disabilities.

### **Qualitative and Quantitative Assessment and Usage Data:**

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

### **Future Technology Acquisitions:**

Adaptive software upgrade purchases of \$2,757 were proposed for inclusion in the application for the Carl Perkins Federal grant for fiscal year 2010.

### **Additional Activities:**

Represented OCCC at the Oklahoma State Regents Single Mother Academic Resource Team "Mom's 2 College Fair" at OSU-OKC .

## Alternative Text

### **Program Highlights & Information:**

Alternative Text is an accommodation for students whose disability interferes with learning from a printed text format. Students with appropriate documentation may receive their text books, and instructional materials in an alternative format, such as, word (which can be read to a student with certain software products as they follow the text), enlarged text or audio CD. Adobe, Abby Fine Reader, Word, and Text Aloud are software programs that are used to achieve this.

The process is to contact the publisher to request permission to change the format if the publisher cannot provide an electronic form of the textbook. Books must be acquired, scanned, and changed into a format for enlarged text, a format that can be read by certain software or converted into an MP3 audio file.

### **Qualitative and Quantitative Assessment and Usage Data:**

The total number of books requested for alternative text for Fiscal year 2009-2010 is 117. The requests were as follows:

Summer 2009	5 Books requested (3 Students)
Fall 2009	57 Books requested (20 Students)
Spring 2009	52 Books requested (17 Students)

Total Books Requested: 117

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 needed by the student, the graphics of the text, and how many chapters or pages are in the book.

### **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.
- Textbooks will be borrowed from the OCCC Student Store or from the students when e-text cannot be acquired from the publisher. When books are borrowed from the book store, then the timing of the process is extended because the binder must remain intact requiring a page by page copy and scan.

- A filing system has been set-up so this office will have e-text on CD's ready for students. However, it is a continuing process, since books change frequently.
- Out-dated CD's will be discarded (continuing process). A new system was set-up for back-up and extra CD's.

## Interpreting Services and Community Outreach

### Program Highlights & Information:

Provide access, opportunities, and quality accommodation services that include advisement, classroom and extra-curricular interpreting, providing note takers, 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:** 1,984 classroom hours of interpreting for forty two classes were requested.
- **Extra-curricular Interpreting:** Provided 134.5 additional hours of extra-curricular interpreting. This included special presentations on and off campus, student participation in club activities, and site tours.
- **Note taking:** Peer note takers provided classroom notes for students. The amount is dependent on the type of class taken and the number of classes requiring note taking services.
- **Tutoring:** Provided 231 hours of individual tutoring in classroom subjects, as well as interpreting for on-campus learning and tutoring labs.
- **Advisement:** Provided 97 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:**
  - Attended and presented Professional Day at West Moore High School and Central Junior High School to provide career information on interpreting for the Deaf.
  - Evaluator for the State of Oklahoma's Quality Assurance Testing Program which certifies interpreters.
  - Provided 4 "Communicating with Deaf Patients and Medical Situations" presentations to nursing students and the Student Nursing Organization.
  - Guest presenter at OSU-OKC.
  - Guest presenter at South Oklahoma City Rotary Club.
  - Guest presenter at Midwest City Rotary Club.
  - Member of Leadership OCCC Class II.

### **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% indicated that services were excellent.
- Retention of students: Summer '08 – 1 returning student; Fall '08 – 2 retained students from Spring '08. Spring '09 – 4 students; 2 returning and 2 retained from Fall '08. Summer '09 – 2 retained students from Spring '09 (pending enrollment).

### **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.
- Investigate and set up yearly Open House and Tour for parents and students.
- Continue sensitivity training relating to deafness for the nursing and paramedic program.
- Continue “Discovery” and WOW sessions, and Brown Bag lectures in American Sign Language.

## 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 in the timely completion of captioning video requests.

- Full time and part-time captioners provided the real-time and video captioning services detailed below for a total of **744** hours.
- Full-time captioner additionally provided real-time captioning for students to be able to attend 3 lectures by guest speakers and a video screening event of a movie about Robert S. Kerr that was produced by an OCCC professor and shown on campus, followed by a panel discussion.
- One student received a scholarship and a President's Award.
- Captioner attended and captioned the OCCC graduation ceremony.
- Captioner collaborated extensively with the Instructional Video department this year in captioning videos to be aired on television and on the TV monitors around campus to make available to deaf students all the information that is put out for the general public.
- Brown Bag sessions were captioned to be shown on the monitors for students who weren't able to attend.

### Qualitative and Quantitative Assessment and Usage Data:

- **Classroom Real-time:**
- **632** hours of classroom real-time were requested.
  - In the Fall of 2009 our full-time captioner accommodated 3 students in 8 classes for a total of **320 hours** of real-time captioning.
  - In the Spring semester of 2010 our full-time captioner provided real-time accommodations in the classroom for 3 students in 8 classes, a total of **312 hours**.
- Because of scheduling conflicts, a contracted and additional captioner was hired to cover 6 additional classes in 2009 for an additional **212 hours** of accommodation.



- **Instructional Video Captioning:**

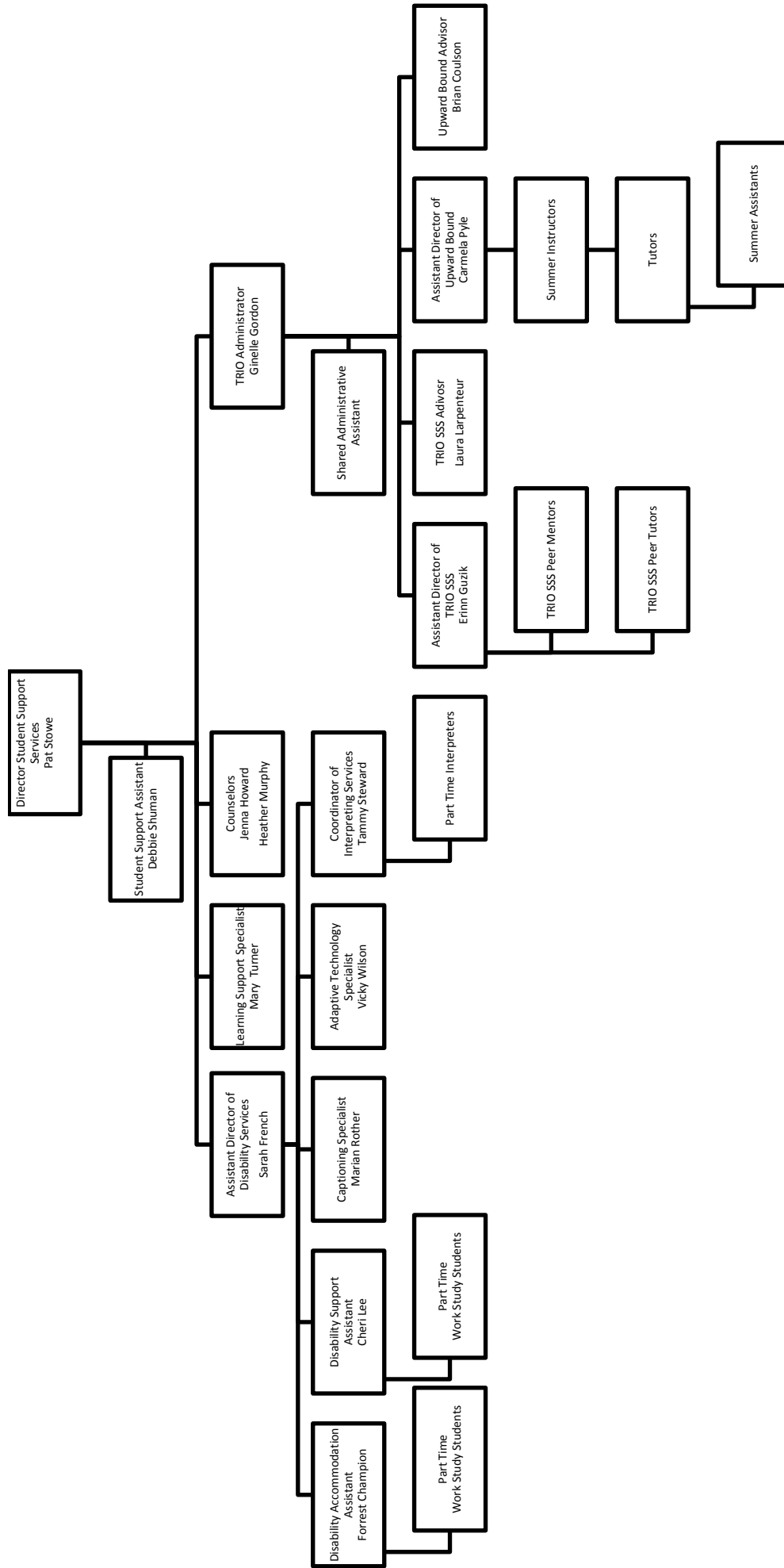
- Provided captioning for 29 videos to be shown in classroom settings for approximately 24 hours of film time.
- Captioned 7 in-house promotional videos for various departments in the institution, 13 Around Campus Episodes for broadcast on television and 2 special campus learning events for an additional 10 hours of captioning.
- This was a total of **51 projects**, and approximately **34 hours** of captioning.

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

**Future Plans:**

FY11 new equipment and software will be used to make production more professional and efficient.

# Student Support Services



## Carl Perkins Grant 2009-2010

### **Program Highlights & Information:**

The Carl Perkins grant is a federal grant to support students in Vocational Technical Programs. The regulations permit and endorse students having access to the newest technological advances in their technical vocational fields of endeavor. Preparing students for the workforce is the objective of the use of funds from the Carl Perkins grant. Additionally, the Perkins grant will also support students with disabilities in order to provide them equal access to the programs and activities.

The programs which receive Carl Perkins support at Oklahoma City Community College are: Health Professions, which include Nursing, OTA, PTA, and EMS, Biotechnology, and Graphic Communications.

Student Support Services administers the grant and communicates with the Vocational/Technical academic programs, with the state administrator and Finance to facilitate the award distribution and providing a tracking system of all purchases.

Compliance to all regulations and timelines are adhered to and monitored. A typical cycle would be:

- Application for federal funds due June 15
- Self-monitoring report of previous year due with application
- Approval for expenditures October
- All equipment purchases made prior to end of April
- Report for Pell and BIA recipients requested in March
- Notification of funds available for the following year May – June

Additionally, June 3, 2010 there was a successful on-site audit from the Oklahoma Career Technology Carl Perkins Administrator to ensure funds were directed toward targeted goals of the federal funding package to enhance opportunities for students to prepare for high wage, high demand careers.

### **Qualitative and Quantitative Assessment and Usage Data:**

The award for 2009-2010 was \$145,026.00

Distribution of the Carl Perkins funds were:

All aspects of industry:	\$ 7,000.00
Use of technology:	5,014.63
Professional development:	2,265.15
Modernization and expansion:	113385.36
Services and Activities:	17,265.15

**Future Plans:**

- Continue to ensure effective communication with all programs specific to the grant.
- All timelines met regarding the reporting periods to the state administrator.
- All purchases against the grant tracked from requisition to delivery, and verified through the integrated information system of the College.
- Ensure technical vocational industry standards are incorporated into the curriculum.
- Equal access is afforded to students with disabilities within the curriculum.
- Provide for effective professional development.
- Offer the latest in technological advances that support students.

Federal Funded Trio Programs  
Student Support Services and Upward Bound

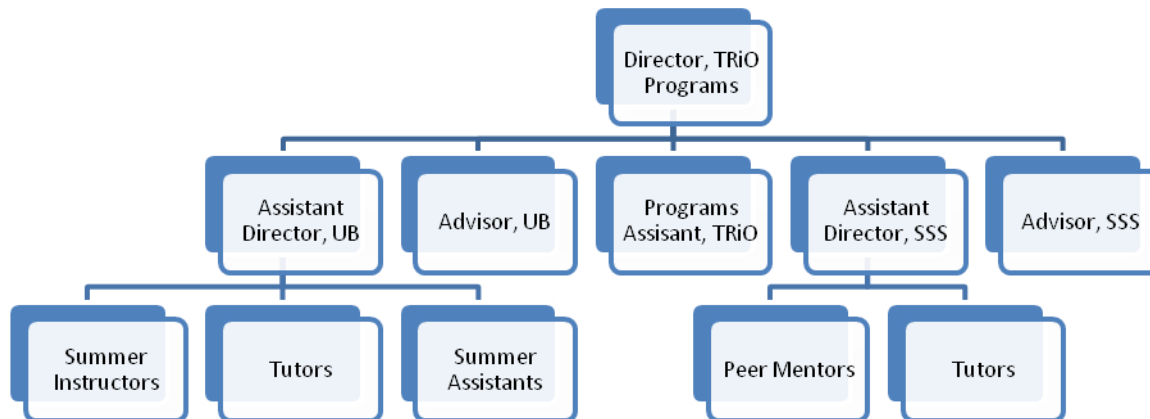
**Mission:**

The TRiO Programs at OCCC are **Student Support Services (SSS)** and **Upward Bound (UB)**, which are funded through a U.S. Department of Education grant. The universal purpose of these programs is to increase retention and graduation rates of eligible students. Upward Bound is a pre-college program whose purpose is to increase the rate at which students complete secondary education and enroll in and graduate from institutions of postsecondary education. Student Support Services is a college program whose purpose is to increase the college retention and graduation rates of its participants and help students make the transition from one level of higher education to the next.

SSS – The program provides opportunities for academic development, assists students with basic college requirements, and serves to motivate students toward the successful completion of their postsecondary education.

UB – The program provides fundamental support to participants in their preparation for college entrance and ultimately in their higher education pursuits.

**Organization and Management:**



Ginelle R. Gordon – Director, TRiO Programs (50% SSS, 50% UB) – Master of Science in Counselor Education, Emporia State University

Daniel French – Programs Assistant, TRiO Programs (50% SSS, 50% UB) – Bachelor of Science in Psychology, University of Science and Arts of Oklahoma; Master of Business Administration, Mid-America Christian University in progress

Carmela E. Pyle – Assistant Director, Upward Bound (100% UB) – Master of Human Resources in Counseling, University of Oklahoma

Brian Coulson – Advisor, Upward Bound (100% UB) – Master of Science in Human Resources Counseling, East Central University

Jeff Coe, Liliana Herrera, and John Tran – Academic Year Tutors, Upward Bound (academic year only)

Chandra Miller and Sammy Khader – Summer Office Assistants, Upward Bound (6 weeks only)

Sharlet Banks, Kristyl Baron, Gary Bramlett, Sarah Bui, Jon Corea, Gerald Griffin, Dan Krutka, Chris Pratt, Mark Schneberger, Bill Smiley, Michael Stafford, Carolyn Thomas, and Nhanh Vo - Summer Instructors, Upward Bound (6 weeks only)

Erinn K. Guzik – Assistant Director, Student Support Services (100% SSS) – Master of Arts in Clinical Psychology, University of Massachusetts-Dartmouth

Laura Larpenteur – Advisor, Student Support Services (100% SSS) – Master of Education in Counseling and Human Development, Hardin-Simmons University

Steve Deckard, Alexis Easterling, Michael Hendricks, Erika Ochoa – Peer Mentors, Student Support Services – OCCC Students

Marijah Adams, Maz Bombaywala, Donovan Clayton, Giovani Djipsu, Chris Palmer, Stacy Putz, Immanuel Suleiman – Tutors, Student Support Services

### **Staff Development:**

CNCTYC Summer Leadership Academy, June 14-16, 2009 – Ginelle R. Gordon, Erinn K. Guzik

College Board Financial Aid Counselor Workshop, September 22, 2009 –Carmela E. Pyle, Brian Coulson

Oklahoma Division of Student Assistance Fall Summit, October 10, 2009 – Brian Coulson

SWASAP Annual Conference, November 8-11, 2009 – Carmela E. Pyle, Brian Coulson

Oklahoma Women in Higher Education Annual Conference, November 20, 2009 – Ginelle R. Gordon, Erinn K. Guzik

Oklahoma Division of Student Assistance Spring Conference, March 10-12, 2010 – Ginelle R. Gordon, Daniel French, Carmela E. Pyle, Brian Coulson, Erinn K. Guzik, Laura Larpenteur

Oklahoma Women in Higher Education Networking Conference, April 27, 2010 – Erinn K. Guzik

Oklahoma College Student Personnel Association Spring Conference, May 24, 2010 – Ginelle R. Gordon

## Student Activities

### Program Highlights and Information:

#### SSS – Campus Visits:

- University of Oklahoma Transfer Visit – September 25, 2009 (4 students)
- University of Science and Arts of Oklahoma Transfer Visit – October 2, 2009 (3 students)
- University of Central Oklahoma Transfer Visit – November 6, 2009 (9 students)
- University of Science and Arts of Oklahoma Transfer Visit – February 23, 2010 (3 students)
- University of Oklahoma Transfer Visit – April 9, 2010 (1 student)
- University of Central Oklahoma Transfer Visit – April 23, 2010 (3 students)

#### Educational/Cultural Events:

- Ice Cream Social Open House – September 2, 2009 (7 students)
- Cultural Holiday Celebration – December 10, 2009 (18 students)
- Ice Cream Social Open House – January 27, 2010 (11 students)
- TRiO Day at the State Capital - February 17, 2010 (3 students)
- TRiO SSS Student Celebration – April 15, 2010 (16 students)
- Rocktown – Rock Climbing – April 20, 2010 (5 students)
- Oklahoma River Trail Walk – April 30, 2010 (3 students)

#### Educational Workshops:

- TRiO Orientation – August 22, 2009 (6 students)
- Money Matters (w/Student Life) – October 27, 29; November 3, 5, 10, 12, 2009 (4 TRiO students)
- De-Stress with TRiO SSS – December 14-15, 2009 (13 students)
- FAFSA Workshop – February 3, 2009 (3 students)
- Healthy Eating and Exercise – April 1, 2010 (12 students)
- De-Stress with TRiO SSS – May 10-14, 2009 (11 students)

#### Community Service:

- Habitat for Humanity – July 23, 2009 (6 students)
- Adopt-a-Street – September 25, 2009 (4 students)

#### UB – Campus Visits:

- Midwestern State University *Mustang Rally* - November 7, 2008 (20 students)
- Northeastern State University *Riverhawk Jam* – February 13, 2010 (10 students)
- Rose State College Campus Visit – February 17, 2010 (12 students)
- University of Missouri – April 23-24, 2010 (11 students)

#### Educational/Cultural Events:

- TRiO Day at the State Capital - February 17, 2010 (12 students)

33<sup>rd</sup> Annual Upward Bound Leadership Conference – April 9-10 (4 students)  
UB Graduation – May 17, 2010 (29 students, 19 parents)

**Educational Workshops:**

Sexual Harassment in the Workplace – October 22, 2009 (28 students, 11 parents)  
Career Decision Workshop – October 24, 2009 (32 students)  
Sexual Awareness – November 14, 2009 (30 students)  
ACT Prep Workshop – January 25, 2010 (38 students)  
Financing Your College Education – February 20, 2010 (29 students)  
Suicide Awareness – March 13, 2010 (32 students)  
Victims' Impact Panel – April 17, 2010 (27 students)  
Eating Disorders – April 29, 2010 (19 students, 11 parents)

**Group Counseling:**

September – COPS Interest Inventory (28 students)  
October – COPS Score Review (33 students)  
November – Power of choice (27 students)  
December – Planning for college (32 students)  
January – Do you have a stimulus plan for college? (34 students)  
February – College Prep Exams (33 students)  
March – How to choose a major (31 students)  
April – Coping with stress (28 students)  
May – Personal goal setting (21 students)

**Community Service:**

Food Bank – October 3, 2009 (8 students)  
Special Olympics – October 23, 2009 (5 students)  
Christmas Connection – December 5, 2009 (13 students)  
YWCA – March 6, 2010 (11 students)  
Special Olympics – April 10, 2010 (11 students)

**UB Student Council:**

September 23, 2009 (7 students)  
October 14, 2009 (6 students)  
November 4, 2009 (7 students)  
December 10, 2009 (7 students)  
January 21, 2010 (4 students)  
February 4, 2010 (6 students)  
March 4, 2010 (4 students)  
April 17, 2010 (4 students)



### **Qualitative and Quantitative Assessment and Usage Data:**

SSS – Number of Students Served	162
Tutoring Hours	200
Mentoring Hours	91
Contact Hours	1,857
Number of Students with GPA 2.0 or better	141
Number of Graduates	16
Number of Transfers (graduates & non-graduates)	11
Five students plan to transfer to University of Central Oklahoma	
Two students plan to transfer to University of Oklahoma	
Other schools students plan to attend: East Central University, Oklahoma State University – Oklahoma City, and University of Science and Arts of Oklahoma	
UB – Number of Students Served	55
Tutoring Hours	584
Contact Hours	5,652
Number of Graduates	8
Four students plan to attend OCCC	
Other schools students plan to attend: Southwestern Oklahoma State University, University of Central Oklahoma, and University of Oklahoma	

### **Future Plans:**

TRiO Programs – Academic Year Planning Retreat – late July/early August

SSS – Professional Development for Peer Mentors/Tutors

    TRiO SSS Orientation

    Transfer Visits: Oklahoma State University, University of Central Oklahoma, University of Oklahoma, University of Science and Arts of Oklahoma

    Community Service: Habitat for Humanity, OCCC Life Saver 5K

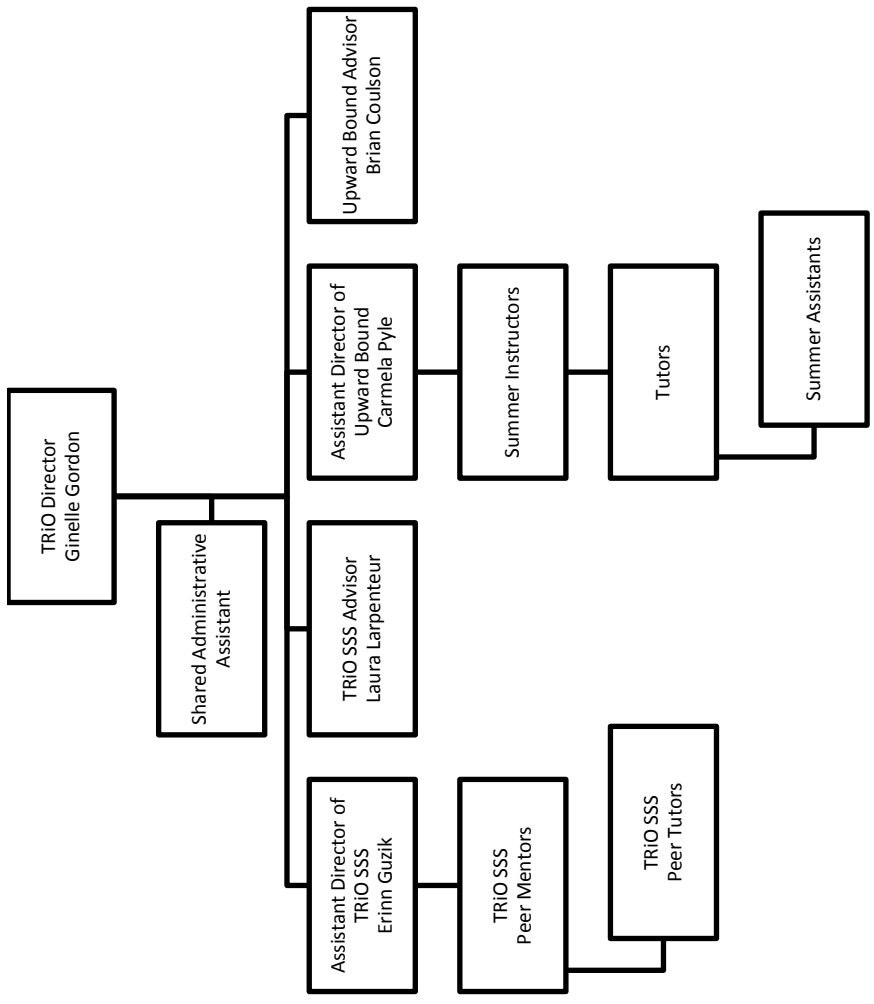
UB – Summer Mini College – June 7 – July 16, 2010 (24\* students enrolled) \*as of 5 - 27-10

    Friday Field Trips – Oklahoma City National Memorial; Project Adventure (on campus); Oklahoma City University, VA Hospital, Telemundo; End-of-Summer Picnic

    Bridge Program – OCCC Summer Session (5 students enrolled)

# Trio Student Support Services Programs

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**Department: Enrollment and Student Services**  
**Unit: Electronic Student Services**

**Mission:**

To assist all departments within the Division of Enrollment and Student Services in the planning, creation, design, implementation and maintenance of efficient and cost effective web applications, information systems, and network operations that assist in improving delivery of services to students and prospective students.

**Organization and Management:**

Full Time: 1 Director of e-Student Services – Exempt  
1 Imaging Specialist – Non-Exempt

**Professional Development**

There were professional development opportunities this year for the Director of e-Student Services and the Imaging Specialist, both group events and individual activities.

**E.J. Warren      Director of e-Student Services**

7/16/2009 Webinar: Strategic Scheduling Check-Up - Astra Scheduler  
7/27/2009 Datatel Retention Module: Communications Management  
7/29/2009 Webinar: Extending IT Into The Cloud with Virtualization  
8/4/2009 Webinar: Putting the Stimulus Package to Work for You  
8/11/2009 Active Data Calendar - Introduction to Advanced Registration  
8/17/2009 Angel 7.4 Training - OCCC  
8/18/2009 Webinar: Student E-Expectations and the Higher Ed Website  
8/19/2009 Critical Student Interventions - CABA  
8/20/2009 Generation Next Comes to College - Mark Taylor  
Webinar: Cognitive Learning Innovations For Consumers: Brain  
8/25/2009 Fitness And Brain Trainers.  
9/8/2009 Webinar: The 7 Deadly Sins of Training. Learn.com  
Webinar: Revitalizing Learning to Meet Today's Challenges.  
9/10/2009 Learn.com  
Webinar: Generating Motivation & Buy In: Essential Elements for  
9/15/2009 Producing Measurable Results. Knowledge Advisors  
Survive & Thrive in a Multi-Generational World presented by Rita  
9/17/2009 Murray  
Virtual Conference: What Do You Bring to the Table?  
9/23/2009 InformationWeek 500  
9/23/2009 Webinar: Why Can't Suzie Write? Wimba  
Information Week 500 Virtual Event: What Do You Bring to the  
9/23/2009 Table?

Webinar: Statewide Professional Development Through A Virtual Classroom To Save Thousands Of Dollars. Idaho Digital Learning Academy  
 9/30/2009  
 9/30/2009 Webinar: Use of a Virtual Classroom. Wimba  
 10/5-10/9/09 Hershey User's Conference, San Diego, Ca  
 Webinar: Implementing Social Media Effectively: Addressing the Critical Organizational Challenges. Brandon Hall Research  
 10/14/2009  
 10/14/2009 Webinar: Gaining Leverage from Leadership  
 10/15/2009 Webinar: Embracing the Culture of Collaboration. FCW InSight  
 10/18-10/21/09 Ad Astra User's Conference, Kansas City, KS  
 10/29/2009 Webinar: Critical New Findings from Managing Online Education  
 11/4/2009 Webinar: The Road to 2010 - Quest Business  
 11/17/2009 Webinar: Green Solutions for Community Colleges. CISCO  
 11/17/2009 Presentation: Around the World. OCCC  
 Oklahoma Women in Higher Education Conference, UCO, Edmond, OK  
 11/20/2009  
 12/3/2009 Webinar: Campus Technology Virtual Conference 09  
 12/8/2009 Webinar: Hershey Culverin Training  
 Webinar: A Whole New Workforce: Educating & Engaging Employees in a Right-Brain World  
 12/8/2009  
 12/8/2009 Webinar: Datatel Communication Management  
 12/10/2009 Webinar: Virtual Training World Conference  
 Webinar: Please Ignore the Message I Just Sent You; Communication Etiquette for Professionals  
 12/15/2009  
 Webinar: Get Strategic & Get More Done: 4 Secrets of the C Level Brain  
 1/7/2010  
 1/18-1/21/10 Ad Astra Administrator Training, Kansas City, KS  
 1/25/2010 Webinar: Datatel Business Objects  
 1/26/2010 Webinar: E Learning is Not What You Think It Is  
 Webinar: The Missing Wing-Why Women Leaders are Needed for All of Us to Soar  
 2/11/2010  
 2/16-2/17/2010 Datatel On-Site Training - Financial Aid  
 2/18/2010 Webinar: The Future of Angel LMS  
 2/22/2010 Webinar: Datatel Business Objects  
 2/25-2/26/10 OACC Conference, Reed Center, Midwest City, OK  
 3/2/10 Classroom Response Clicker Training  
 3/4/2010 Presentation: Right Shoes, Right Exercise. OCCC  
 3/5/2010 Datatel Training: Maintaining Rooms & Buildings  
 3/9-3/10/10 Datatel On-Site Training - Records & Registration  
 Datatel On-Site Training - Communication Management - Records & Registration  
 3/11-3/12/10

3/23-3/24/10 Datatel On-Site Training - Communication Management -  
 Recruitment & Admissions  
 DUG - Datatel Users Conference - National Harbor-Washington  
 3/28-3/31/10 DC  
 4/6-4/7/10 Events Management System Training - Campus Wide OCCC  
 4/20-4/21/10 Datatel On-Site Training  
 4/22/2010 Webinar: All Things Cyber  
 4/27-4/28/10 Datatel On-Site Training  
 5/10-5/14/10 Events System Training: User/Guest/Approvers  
 Datatel On-Site Training - Communications Management -  
 5/19-5/20/10 Financial Aid  
 6/15/10 Webinar: NetPage Unlimited

### **Committees – E.J. Warren**

Academic and Event Scheduling Software Project Team  
 Achieving the Dream Team  
 Data Governance Committee  
 Higher Learning Commission – Acquisition, Discovery, and Application of  
 Knowledge  
 Institutional Intelligence (I<sup>2</sup>) Student Success Team  
 Leadership OCCC Planning Committee  
 Online Learning Committee  
 SAS Training Team  
 Student Success Leadership Roundtable

### **Josh Wade**

### **Imaging Specialist**

4/28/2009 UMUC webinar learning "real time" PeopleSoft Integration  
 4/29/2009 Building a Veteran Friendly Campus  
 4/30/2009 Dealing with intense Students  
 6/14/2009 Hershey Transcript Template Training  
 8/20/2009 Generation NeXt goes to College with Dr. Mark Taylor  
 Webinar with Bob Pike: The 7 Greatest Mistakes made by Trainers  
 9/9/2009 and how to Avoid Them  
 Webinar with Lou Russell: 10 Steps to Successful Project  
 9/15/2009 Management  
 Survive and Thrive in a Multi-Generational World with Rita M.  
 9/17/2009 Murray  
 No Borders, No Boundaries: Support Staff Conference with  
 10/9/2009 Oklahoma Association of Community Colleges  
 11/17/2009 Records Management WOW Session  
 Please Ignore the Message I Just Sent You! Communication  
 12/15/2009 Etiquette for Professionals

3/2/2010 Classroom Response Clicker Training  
3/23/2010 I'm Ok, you're an Idiot: Working Well With People You Don't Like  
4/6/2010 Astra Schedule VII Training  
Mark Woodward, Spokesman with the Oklahoma Bureau of  
4/22/2010 Narcotics and Dangerous Drugs  
5/10/2010-  
5/14/10 Events Training Guest/User/Resources  
5/19/2010- Datatel-Onsite-Financial Aid Communications Management  
5/20/10 Training

## Function: e-Student Services

### Program Highlights & Information:

#### **AdvisorTrac**

The AdvisorTrac software is a web-based software program which is being used to improve services to advisors and students. The software allows each center to schedule student appointments or provide walk-in service for customer service needs specific to each center.

AdvisorTrac is currently used by the following departments within Enrollment and Student Services:

- Academic Advising
- Records and Graduation
- Recruitment and Admissions
- Student Support Services (go-live July 1, 2010)

The Office of Student Support Services requested the installation of AdvisorTrac for their centers. Meetings were held and system setup was completed in June 2010 for a go-live date of July 1, 2010.

Project Sponsor: Pat Stowe, Director of Student Support Services

A separate instance of the AdvisorTrac software was implemented in the Office of Career Transitions on August 1, 2009. I assisted with their initial implementation and user training and provided initial support for a total of 16 hours of assistance.

Project Sponsor: Nora Pugh-Seemster, Director of Career Transitions Program

#### **Datatel – Business Advisory Services**

Datatel offers a complimentary service to their customers to assist in planning for the future and developing a road map for success. The service is designed to include an initial site visit and then continuous communication and planning for a 3-year business plan and road map.

The Business Advisory Services plan was created with input from across OCCC and the Datatel consultants were Gail Baird, Business Advisory Services; Jeanie Ralston, Client Business Relations Manager, and Matt Smith, Datatel Production Specialist.

Year one initiatives were determined for each area and site visits and conference calls were conducted throughout the year with emphasis on specific training for specific needs in each specific area – truly a customized approach for OCCC.

Meetings, conference calls and site visits will continue to be scheduled during the next two years and a promotional video is scheduled for August 2010.

Project Sponsor: Dr. Marion Paden, Vice President for Enrollment and Student Services

### **Datatel – Retention Referral System**

In August of 2009, the Office of Student Support Services rolled out the Datatel Retention Referral System to the campus. This Datatel module was implemented to replace and enhance the existing Early Alert solution.

The testing of the new module was conducted in May, June and July under the direction of Mary Turner. Mary recruited faculty from across the campus to participate in the testing of the system and provide feedback to her. Cases are created by the staff or faculty using a template as a guideline. There are daily reports and activities performed by Mary to send out email communications to the faculty and to specific students regarding the case information.

Specifics on this module will be included in the annual report from the Office of Student Support Services.

Project Lead: Mary Turner, Learning Support Specialist  
Project Sponsor: Pat Stowe, Director of Student Support Services  
IT Project Lead: Connie Drummond, Coordinator Programming & Systems Analyst

### **Digital Signage System**

The Digital Signage System has been operational across the campus, but more units were added in fall 2009 in areas outside of the Division of Enrollment and Student Services. Currently, these areas with the ESS division have digital display monitors:

- Academic Advising
- Records and Graduation
- Recruitment and Admissions
- Student Life
- Student Support Services (2 units)
- Vice President of Enrollment and Student Services

The content on the units is submitted from all across campus. At the present time, all of the units within the division have the ability to select their own customized content or run the content being displayed across the campus. Currently, each month, PowerPoint presentations are submitted to me for processing and uploading. There are currently twenty-two units on campus with plans for additional units as needed in 2010. The system software was upgraded in late spring 2010.



The technical day-to-day support is being provided by Mike Bates, Video Broadcast Engineer. The functional day-to-day support is being provided by EJ Warren, Director of e-Student Services. There are plans for the future to integrate the new Events system activities and the new way finder information in with the digital signage system. Funding for the integration project is outside of the scope of our division's responsibilities.

Project Sponsor: Dave Anderson, Director of Information Technology  
Infrastructure

### **Hershey Singularity (Imaging Center)**

The virtual Hershey Singularity Imaging Center has continued to provide electronic imaging functionality to the Division of Enrollment and Student Services as well as many other divisions and departments at OCCC.

Currently, e-Student Services is providing the daily functional support, help-desk, user security setup and user training for 100 users in the following areas:

- Bursar
- Enrollment and Student Services
  - Academic Advising
  - Financial Aid
  - Records and Graduation
  - Recruitment and Admissions
  - Student Support Services (go-live July 1, 2010)
- Human Resources
- President's Office

One of the goals for the division is to have all of the departments using the imaging technology for electronic storage of documents. We met with the Office of Student Support Services during May and June preparing the document tree structure, user security, user training, and project timeline with the go-live date of July 1, 2010.

Project Lead: Sarah French, Assistant Director, Services to Students with Disabilities

Project Sponsor: Pat Stowe, Director of Student Support Services

### **Hershey Singularity and Culverin**

The Culverin module allows use of automated uploads of electronic documents between external software solutions and Hershey. The online application from XAP was identified as the first upload to automate. This will allow the four-page application to be automatically downloaded from XAP and uploaded into the student record in the Hershey system. The module was activated, the functionality tested, but the implementation of the automated process has been delayed by the Office of Recruitment and Admissions and the Office of the Registrar.

Project Lead: Jon Horinek, Director of Recruitment and Admissions

Project Sponsor: Dr. Marion Paden, Vice President for Enrollment and Student Services

### **Hershey Singularity and Mass Access**

The Mass Access module allows use of online forms for students. The forms are interactive and are automatically routed behind the scenes to the appropriate individual or group of individuals, as deemed appropriate.

Twelve forms were redesigned and linked to the updated Financial Aid Forms webpage. We utilize Adobe Professional 9 with building forms and Hershey Singularity to build the matching workflow for each online form.

#### The new forms for 2009/2010 are:

- Additional Information for Non-Loan Students
- Additional Loan Request
- Change in Graduation
- Clarification of Program of Study
- Continued Eligibility Request
- Loan Request
- Request for Special Consideration
- Statement of Income and Living Expenses Dependent & Independent
- Suspension Appeal Request
- Worksheet – Dependent & Independent Verification

Project Sponsor: Harold Case, Dean of Student Financial Support Services

### **Hershey Singularity and Name Change Project**

The current process for changing name information on the student accounts is extremely cumbersome and requires hours of manual entry in order to properly update each archived document in the student's electronic records. Once a name was updated from the "old" to the "new" the historical information was lost. A field was created to store "former name" information for last, first and middle names.

An interactive online form was created to allow the new and old name information to be entered in the correct fields on the report and automatically updated on every existing document in the student's file within the Hershey Singularity system. With the automated process, the "old" name moves to the new "former name" field and allows users to search this field to find student records in their former name(s).

A review was completed in September 2009 of all of the existing 10,000 + electronic student record files which contain a name change document. The file was compared to the current 50,000 + name changes in the Datatel system. All of these old name change documents were processed using a custom script to populate the old name information in the "former name" field which will now allow users to search with former names on all documents stored in the Hershey Singularity system.

Project Lead: Alan Stringfellow, Registrar  
Project Sponsor: Dr. Marion Paden, Vice President for Enrollment and Student Services

### **Hershey Singularity and Safekeep Server**

In reviewing the documents archived in Hershey, it was determined that an encryption key had not been utilized to protect the documents and provide an additional layer of security against unauthorized access.

Singularity Safekeep was purchased and implemented to protect all current and future documents through encryption hashing. Currently, over 1.3 million documents were stored in the database and needed to be processed for encryption. The task was accomplished by dividing up the documents into batches and processing the encryption keys over a few days. All documents now processed each day are automatically encrypted.

Through the license agreement, the encryption key is maintained by an offsite attorney firm and can be obtained for disaster recovery purposes.

Project Lead: EJ Warren  
IT Project Lead: Jonathan Overholt, SQL Server Administrator  
Project Sponsor: Dr. Marion Paden, Vice President for Enrollment and Student Services

## Campus-wide Projects:

### Ask Tripp

Ask Tripp was the name created for the Hobson's Enrollment Management Technology (EMT) Answer module. The module is a 24/7 virtual OCCC office that automatically answers questions submitted via the web site. Visitors to the Ask Tripp web site get speedy answers, while possibly reducing time-consuming emails and phone calls to departments across campus.

"Tripp" is represented by a Canadian goose, designed primarily by Marketing and Public Relations. The goose is a representation for the Answer module and is not intended as a mascot for OCCC. The goose was chosen as representation of the Canadian Geese which migrate to our campus each year and make their home.



OCCC decided to make use of this new resource dedicated to answering general Frequently Asked Questions (FAQs) about OCCC. The Division of Enrollment and Student Services (ESS) was the first division to begin populating "Ask Tripp". All Academic divisions and other areas on campus were invited to submit topics and questions.

The module came delivered with 92 typically asked questions for higher education institutions. OCCC has utilized 63 of the delivered questions and created 120 custom questions or topics specific to our institution. The custom topics were created by the departments within ESS and with information published in the student handbook, college catalog and other publications, both internal and external.

By simply typing your question or keyword into the search box and clicking Ask, Tripp will search for an answer to best match your information request. If Ask Tripp comes back with information that doesn't quite fit your question, or if you want a more in-depth answer, you can submit your question directly to Ask Tripp's support and researchers will provide you with a personal response in 24 hours.

FAQs are available for OCCC in general, as well as these departments within the Division of Enrollment and Student Services:

- Academic Advising
- Child Development Center and Lab School

- Financial Aid
- Records and Graduation
- Recruitment and Admissions
- Student Employment and Career Services
- Student Life
- Student Support Services
- TRIO Student Support Services
- Testing Center

Ask Tripp went live on December 14, 2009 and by June 30, 2010 provided responses as follows:

- Custom Topics – 7,200
- Delivered Topics – 3,700
- Personal responses to inquirers – 160

Daily functional maintenance and reporting is provided by e-Student Services. Technical support is provided by Hobson's Communications.

Project Lead: EJ Warren, Director of e-Student Services  
 Project Sponsor: Dr. Marion Paden, Vice President for Enrollment and Student Services

### **Astra Schedule VII**

Astra Schedule VII was selected to be the software solution for academic and events scheduling in 2008/2009. The project team included representatives from every division and almost every department on campus. The software was implemented during the 2009/2010 academic calendar year, with a go-live date of May 1, 2010.

As the project manager, I completed administrator training in January 2010 and began preparing for the implementation. I created user testing scripts and training guides for use during the testing period in March and April 2010. In preparation for go-live, I created six training guides customized to the specific user roles and responsibilities within the system. The initial hands-on user training was coordinated and conducted by our department, with the training sessions customized to the appropriate user role. After the bulk of the user training and the go-live was complete, the training for the guest user role was turned over to Professional Development.

The Events system go-live was technically May 3, 2010. We asked each authorized user to review their existing room reservations beginning with May 1, 2010 and create them in the new Events system during the first two weeks of May, if possible. Most of the areas were able to do so and generally, by the end of June, all previously scheduled future events were in the new Events system. All of the Events for the College Union were verified and created in the new Events system through December 31, 2012.

By June 30, 2010, approximately 2550 events were requested and approved for events between May 1, 2010 and December 31, 2012.

Security is based on roles and currently, there are 100 authorized users and approximately 125 customer contacts at OCCC. All Guests have access to the Events portal, which includes calendars for academic class schedules and events, holidays and announcements, and event request templates.

The system was setup with rooms divided into Regions. The use of Regions allows for approving room usage requests by area. There were approximately 50 users trained for Room Approval responsibilities.

Resources are required for most events and require approval of the resource request before the resource is scheduled. There were approximately 20 users trained for Resource Approval responsibilities. The resources on campus were established in the following categories:

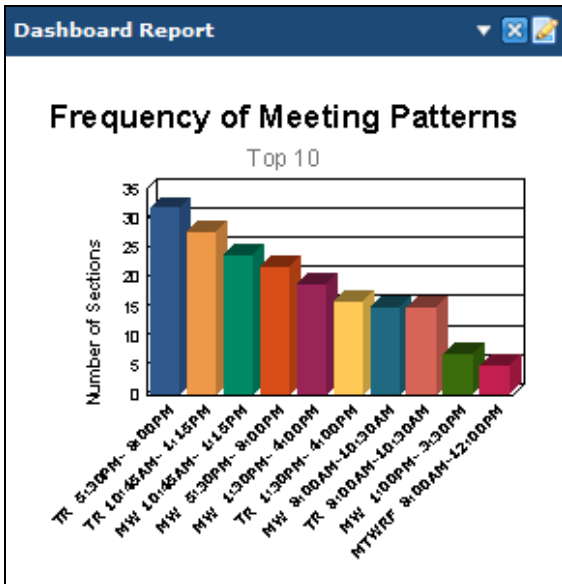
- Catering Services
- Facility Maintenance
- Furniture
- IVS Equipment
- Janitorial Service
- Recreation and Fitness
- Security Officers

The Events system has replaced the internal documents required for event setups and now provides a portal into the system available for authorized users and guests. The Events system is located at <http://events.occc.edu> and is available from the OCCC web pages.



The system provides dashboard and reporting capabilities for the authorized users. There are currently eight delivered Dashboard Reports and approximately seventy delivered reports. Access to the dashboards and reports has been granted to all of the President's Cabinet members, Academic Deans and authorized system users.

Below is an example of a Dashboard – *Frequency of Meeting Patterns*, using summer 2010 data



Automated daily report subscriptions have been established and activity reports are distributed daily to:

- Catering
- Facility Management
- IVS
- Security
- Welcome Center

Below is an example of an Events report by Selected Building:

ASTRA SCHEDULE								
Events from 6/15/10 to 6/15/10				By Selected Building				
Building	Room	Reservation	Name	Dates	Time	Attend.	Status	Customer
<b>Building: CU</b>								
CU	CU1	20100603-00019	Personal Life Skills - Upward Bound	6/15/10 - 6/15/10	1:00 pm - 2:00 pm	45	Scheduled	TRIO Programs, Office of
CU	CU3	20100504-00015	Summer Institute	6/15/10 - 6/15/10	8:00 am - 2:00 pm	0	Scheduled	Science and Mathematics, Division of
CU	GDA	20100615-00019	2010 FIFA World Cup	6/15/10 - 6/15/10	6:30 am - 4:30 pm	100	Scheduled	Student Life, Office of

The day-to-day support and user training is provided through e-Student Services by Josh Wade, Imaging Specialist and EJ Warren, Director of e-Student Services. The technical support is provided by Jonathan Overholt, SQL Server Administrator.

Phase II of the Events implementation includes activation of the *Optimizer* module and is scheduled for fall 2010. This feature will allow the academic divisions the

ability to review their current classroom configurations and assignments and allow the system to run “what if” scenarios for optimal utilization of classroom space. Currently two divisions have requested to be included in the pilot of this feature: Arts & Humanities and Social Sciences.

Project Lead: EJ Warren, Director of e-Student Services  
IT Project Lead: Jonathan Overholt, SQL Server Administrator  
Project Sponsor: Dr. Marion Paden, Vice President for Enrollment and Student Services



**FY 2011 Planning Document  
e-Student Services**

<b>Goal, Task or Initiative Name</b>	<b>Description</b>	<b>Department</b>	<b>Individual(s) Responsible</b>
<b>Application Upload (Datatel)</b>	Assist, as requested, R&A with testing and implementation of automatically transferring the XAP online application to the Hershey Singularity system to reduce paperwork and manual processing of applications.	Recruitment & Admissions	Jon Horinek
<b>Automation of Manual Processes</b>	Assist, as requested, review and evaluate all manual processes being performed to upload data into any of the integrated software solutions. Determine best process to automate these manual procedures.	All	Directors/Deans
<b>Datatel Business Advisory Services</b>	Assist, as requested, the ESS users with best practices review of the Datatel system and all of its capabilities. To include improving MineOnline, placement of holds for Advising needs, and students updating their student records online.	All	Directors/Deans
<b>Datatel Retention Alert</b>	Assist, as requested, with ATD initiative in maintaining and supporting the new Retention Alert module in Datatel. Provide assistance with reporting needs, testing and training for new features and additional functionality.	Student Support Services	Pat Stowe
<b>Disability Notification</b>	Assist, as requested, Office of Student Support Services with use of new or existing technology to automate notification to faculty members for student needs.	Student Support Services	Pat Stowe
<b>Electronic Initiatives</b>	Explore possibilities for enhanced technology for all departments to best meet student's needs. To include: MineOnline, Online Academic Plans, Distance Advising, Probation Students, Transfer Planning, Academic Evaluations, Student Address Changes, Transcript Records, Financial Aid processes and all student related forms and workflows.	All	Directors/Deans
<b>Hershey - Online Forms</b>	Assist, as requested, all departments within ESS in identifying which paper forms can be transformed into online	All	Directors/Deans

	forms with established workflow to properly move documents through OCCC for completion, approval, and necessary processing.		
<b>Hershey – System Upgrade</b>	Continue to monitor the Hershey Singularity software solution (and Catapult) for continued success. Identify any issues or additional features that can be utilized by the users to increase productivity and functional use of this online resource.	Imaging Center	EJ Warren
<b>Hobson’s Answer FAQ</b>	Provide daily support, reporting, and updating of Frequently Asked Questions for use across the campus for providing consistent answers to the employees, students and public for Ask Tripp.	All	Directors/Deans
<b>Paperless Processing</b>	Assist, as requested, review current processes and research new possibilities to offer more online testing and services to the students to reduce the amount of paper tests and documents needed in the Testing Center.	Testing & Assessment	Dr. Liz Largent
<b>Procedure Manuals</b>	Assist, as requested, research each office’s needs in terms of procedural manuals related to departmental activities and assist in creating manuals, as appropriate.	All	Directors/Deans
<b>Professional Development Plan</b>	Research opportunities for online webinars or seminars for e-Student services products and best practices. Attend software conferences when possible to maintain the edge and be better prepared for the future needs of OCCC students and administration	All	EJ Warren
<b>Technology Plan for ESS</b>	Establish a written technology plan that encompasses the ESS department’s needs for the next one, three, and five year marks.	All	Directors/Deans
<b>Technology Review</b>	Review and survey each ESS department to determine their current and future needs for: hardware, software, shadow systems, business processes, and best practices within our industry.	All	Directors/Deans

## Institutional Initiatives

<b>Goal, Task or Initiative Name</b>	<b>Description</b>	<b>Department</b>	<b>Individual(s) Responsible</b>
<b>Achieving the Dream</b>	Assist with ATD initiatives as they relate to ESS	All	Director w/ATD Team
<b>Ad Astra Scheduler VII</b>	Provide daily support for users across campus with event requests and reporting needs.	All	Director
<b>Datatel Business Objects</b>	Assist with plans for implementation, testing and use of Business Objects to replace Query Builder in Datatel	All	Director w/Project Team
<b>Digital Signage System &amp; Events</b>	Assist, as requested, with the linking of the Digital Signage system and the Events system for display screens for the CU rooms and the boardroom	IT	Tim Whisenhunt
<b>Hobson's Communication</b>	Work with Recruitment & Admissions and Public Relations in developing communications for prospective students and various other outreach projects for ESS departments.	All	Director w/Jon, and Paula
<b>SQL Conversion</b>	Assist, as requested, with conversion from Unidata to SQL with testing and use of Datatel user functionality within ESS.	All	Director w/Project Team

## Student Conduct Enrollment and Student Services FY2010 Annual Report

### Highlights and Information

- Erin Logan, Director of Student Relations, served as the designated representative of Dr. Marion Paden, Vice President for Enrollment & Student Services to adjudicate Student Conduct Complaints during FY10.
- All Student Conduct Complaint forms received were processed in compliance with the Code of Student Conduct outlined on pages 40-44 in the 2009-2010 Student Handbook
- Processed forty-five (45) student conduct complaints
- Zero (0) conduct appeal hearings were held
- One (1) 'warning' appeal was made to Dr. Paden
- Two (2) student grievances were filed and forwarded to the appropriate President's Cabinet Member

### Quantitative Information: Conduct Code Violations, Sanctions, and Grievances

Summary of Student Conduct Code Violations			
SCCV #	SCCV Description	Occurrence	Change
1	Interference with the college	<b>16</b>	<b><i>Increase of 7</i></b>
2	Dishonesty, cheating, etc...	<b>1</b>	<b><i>No Change</i></b>
3	Abuse, threats, assault, etc...	<b>15</b>	<b><i>Increase of 11</i></b>
4	Drug and alcohol	<b>1</b>	<b><i>Decrease of 3</i></b>
5	Lewd, indecent or obscene act	<b>0</b>	<b><i>Decrease of 3</i></b>
6	Refusal to comply with direction	<b>4</b>	<b><i>No Change</i></b>
7	Hazing or mistreatment of others	<b>4</b>	<b><i>Decrease of 4</i></b>
8	Stalking	<b>2</b>	<b><i>Increase of 1</i></b>
9	Possession of weapons	<b>0</b>	<b><i>Decrease of 1</i></b>
10	False reporting of threat	<b>0</b>	<b><i>No Change</i></b>
11	Violation of law	<b>10</b>	<b><i>Decrease of 2</i></b>
12	Refusal to pay	<b>0</b>	<b><i>No Change</i></b>
13	Solicitation	<b>0</b>	<b><i>No Change</i></b>
14	Refusal to give ID	<b>0</b>	<b><i>Decrease of 2</i></b>
15	Actions off campus	<b>0</b>	<b><i>Decrease of 2</i></b>
16	Theft, vandalism, misuse of property	<b>7</b>	<b><i>Increase of 2</i></b>
17	Littering	<b>0</b>	<b><i>No Change</i></b>
18	Tobacco use in buildings	<b>0</b>	<b><i>No Change</i></b>
19	Acceptable use policy	<b>6</b>	<b><i>Decrease of 3</i></b>
<b>Total Code Violations</b>		<b>66</b>	<b>FY08 Total: 65</b>

<b>SUMMARY OF SANCTIONS</b>	
<b>Sanction or Resolution Description</b>	<b>Occurrence</b>
Warning	<b>15</b>
Probation	<b>10</b>
Suspension	<b>0</b>
Expulsion	<b>0</b>
No Violation Determined	<b>4</b>
No Action Taken - No Violation	<b>4</b>
No Action Taken - Not a Current Student	<b>5</b>
No Action Taken - Report Received After Allowed Time	<b>2</b>
Disciplinary Hold - Placed on Student Record	<b>3</b>
Disciplinary Hold - Removed from Student Record	<b>2</b>
<b>Total Number of Student Conduct Cases</b>	<b>45</b>

<b>SUMMARY OF FORMAL STUDENT GRIEVANCES</b>		
<b>Forwarded To...</b>	<b>Division</b>	<b>Reason</b>
Dr. Felix Aquino	Arts & Humanities	Inappropriate and Unfair Treatment
Dr. Felix Aquino	Science & Mathematics	Unfair Treatment in Class

# **The Leadership Council Enrollment & Student Services Annual Report FY2010**

## **Topics Discussed and/or Addressed**

- Campus Safety & Security – Staying Safe on Campus
- OCCC Go Green Taskforce – Recycling
- President Paul Sechrist – College Updates, Budget Information
- Student Employment & Career Services – Career Fair and Services Offered
- Dr. Glenne' Whisenhunt and Amanda Little – Email, ANGEL, and MineOnline
- Student Support Services – Services Offered
- Graduation Services – Graduation Fair
- Transfer Center – Transfer Fair
- Child Development Center and Lab School – Services Offered

## **Resolutions & Formal Actions**

- Supported a tuition increase due to economic downturn

## **Leadership Development & Events**

- Oklahoma Student Leadership Conference, October 2009
- Students volunteered to present the Pledge of Allegiance and prayer at 5 board meetings

## **Issues and Changes**

- An Executive Board Member was released from duties in October 2009 due to being placed on conduct probation
- An Executive Board Member resigned in November 2009 for personal reasons
- In January 2010, a new member joined the Executive Board

## **Student Suggestion Cards**

- Submitted - 72
- Answered - 48
- Not Answered - 24

## **Qualitative and Quantitative Assessment**

Interest surveys were conducted of the TLC membership in August and January. Results of the survey provided direction in the development of each TLC meeting agenda.

## **Future Plans**

TLC sponsors will continue to mentor, train and encourage the growth and development of TLC executives and members. TLC continues to hope to provide leadership and representation of the student voice on campus.

**The**  
***Leadership* Council**  
**O - Triple - C**  
***Reaching New Heights***

Student Suggestions and  
Comments

2009 - 2010

## The Leadership Council Suggestion Cards 2009 - 2010

**Suggestion(s) or Comment(s):** The most beautiful campuses have one thing in common – their trees – we should never plant a tree unless it is to achieve our ultimate objective. The right trees planted in the best location would make our campus inviting and memorable. The right trees require very little maintenance and can last hundreds of years. We should shade as many parked cars as possible. This should be among our top priorities, with a different plan to work toward. You can probably get our socialist government to give you someone else's money to do it with.

**Response(s):** Oklahoma City Community College appreciates your observation and comments regarding the use of trees and their beautification enhancements to campuses. OCCC's Board of Regents approved a Master Site Plan earlier this year which includes planting of trees throughout the campus. OCCC also has recently submitted a request for 250 trees through the Tree Bank Foundation and the Apache Foundation. Thank you for your concern and input.

**Suggestion(s) or Comment(s):** Here it is the middle of the 3rd week of school and several of my books still have not arrived at the bookstore. I am sorry but this is not acceptable by any standards. If we can't get the books then how are we to study? We have been told for 3 weeks that the books were supposed to be shipped yet they are not here. How this institution accepts behavior like this, I do not know. This should never happen and someone needs to address it.

**Response(s):** I appreciate your concern and apologize that the out of stock book caused you problems. The textbook you are referring to was on backorder from our distributor which is out of the control of the Bookstore. This book was ordered in July along with the rest of the textbooks, so I did everything I could to have the book here on time. There are certain times that the Bookstore is at the mercy of the publishers and/or the distributors and it is unfortunate for the Bookstore and the student. We will continue in the future to do everything within our control to have books here before the semester begins. Thank you for submitting your concern through the comment/suggestion box.

Brenda Reinke  
Bookstore Director

**Suggestion(s) or Comment(s):** You should update your test center website to say current OCCC ID not just Current Photo ID – if you won't accept that to take a test.

**Response(s):** Checked the test center website and the site does say specifically that an OCCC student ID is required for academic exams, which contradicts the information contained on the suggestion/comment card. Student did not request a response.

Liz Largent  
Dean of Student Development



**Suggestion(s) or Comment(s):** I am having a problem with just viewing example cause when it gets to test time you word the problem different. I want to know could you change your teaching and view real problem that will be on test

**Response(s):** Your comment seems to indicate a difficulty with test-taking. As you do not tell which course it is, it is difficult to give advice. I would recommend that you take advantage of the multiple tutoring opportunities that we offer. The math lab offers free tutoring in the math and the communications lab can help you with any term papers that you might have. In addition, we have an accounting lab that can help you in that area. If you need help in other areas, please go to the appropriate division office where they can help you.

Dr. Felix Aquino

Vice President for Academic Affairs

**Suggestion(s) or Comment(s):** If it wasn't for the accounting lab I would never understand. <Specific employee> and <Specific employee> are the best. Keep the accounting lab open. I'm sure many others feel the same. The Accounting Lab personnel does more for me than the professors

**Response(s):** Thank you for your kind words on the accounting lab and its staff. We are very proud of it and have received numerous testimonials from students. We have no intention of closing the lab.

Dr. Felix Aquino

Vice President for Academic Affairs

**Suggestion(s) or Comment(s):** I really love the hand sanitizing stations around campus. I would like to recommend the brand of hand sanitizer that they use in hospitals which is called Gelsan because it feels smoother when you rub it in your hands and doesn't have a strong lasting odor like Purell does. Just a suggestion!!

**Response(s):** The College researched several types of hand sanitizer products and dispensers prior to deciding on the Purcell product. At least two hospitals reviewed do use the Purcell product. Purcell was recommended by our major suppliers as well as being the "#1 doctor recommended product" on the market. Purcell also has an "Emollient" ingredient and leaves no residue.

J.B. Messer

Director of Facilities Management

**Suggestion(s) or Comment(s):** I personally think there needs to be a hand sanitizer outside of EVERY bathroom. Some bathrooms don't have them. And usually they remind students to use them and that could help a lot more with the flu virus spreading around.

**Response(s):** The College has recently been proactive in supplying hand sanitizer stations at each set of restrooms and at all the College entryways. If you see that the hand sanitizers are not in these locations or they are out of service, please call the College Operator or Facilities Management Department at extension 7554.

J.B. Messer

Director of Facilities Management

**Suggestion(s) or Comment(s):** I live in the apartments across the street. There are a lot of us elderly people that like to take a walk around your pond in the cool of the evening. I believe that it would be very nice if there were benches put out there along the trail for people, like myself, that need to take a break every so often. I would greatly appreciate your consideration in this matter! Thank you!

**Response(s):** There is outdoor furniture currently in the College Master Plan. The desire of the College is that we provide furniture for the pond area, as well as other outside gathering areas, as funds are available.

J.B. Messer

Director of Facilities Management

**Suggestion(s) or Comment(s):** I went to the testing center last night to take 3 exams. I have a family crisis going on and needed to be able to be contacted in case of an emergency. I knew I would be in there for a while and since I cannot take my cell phone in, asked for an emergen . . .

**Response(s):** Thank you for your suggestion. Unfortunately we cannot allow cell phones in the test center due to issues of academic integrity as well as disruption to other students. There are, however, ways to overcome your situation and if a similar ordeal occurs in the future, I'd be happy to meet with you prior to your testing to outline a plan so that you may be contacted during your testing.

Jim Ellis

Director of Testing and Assessment Services

**Suggestion(s) or Comment(s):** If Mine Online must be taken offline for general tech issues. Please don't do it on the last drop/add day. Its kind of stressful for students who need to make changes and don't want to be charged for a class they aren't going to be taking.

**Response(s):** OCCC recognizes the need to have MineOnline available to students and staff as much as possible. For this reason, to have the least impact on students and faculty; when necessary, maintenance to MineOnline is scheduled to occur between 2:00am and 6:00am. Recent technical problems caused MineOnline to be unavailable for a few hours during the day. During this time, the MineOnline web page contained a statement 'MineOnline is currently unavailable'. The IITS staff worked as quickly as possible to resolve the problem and MineOnline was made available as quickly as possible. We apologize for any inconvenience this unforeseen outage caused to students and staff.

Denny Myers

Director of Information Systems and Services

**Suggestion(s) or Comment(s):** The Communicate Lab need to stop letting student talk on cell phone and talking to loud when in the Lab. The lab is just like being in a library. Also if people are going to bring there kids under 16 make them sit with them, no wondered and plus there IPod, DS in plus and sit in students seat at the computer to charge the IPod's, DS's.

**Response(s):** Please note that I am in receipt of your Comment/Suggestion card where you discuss practices in the Communications Lab. Please also note that I have passed your card on to the Dean of Arts and Humanities for investigation. Thank you for bringing this matter to my attention.

Felix Aquino, Ph.D.  
Vice President for Academic Affairs

The Comment/Suggestion card was received by the Dean of Arts and Humanities. Currently, the Communications Lab is in the process of hiring a new Supervisor in the coming months and this issue will be brought to his/her attention.

Susan Vanschuyver  
Dean of Arts and Humanities

**Suggestion(s) or Comment(s):** I don't understand how an Adjunct instructor can bring there infant 2 to 3 year old child to this college. And let them pull apart the students assignments that she was returning to them, and does nothing about. The child not only pulled the assignments apart, but was very interruptive was bother the student, while <Adjunct instructor> was lecturing. Something should be done about it. Just do something about that instructor <name> Eng Comp II on Tues at 5:30 – 8pm. That's worst then letting people talk on there cell phone in class. And there are a lot of instructors doing that. Adjunct instructors.

**Suggestion(s) or Comment(s):** One Adjunct instructor has his/her infant daughter in our English Comp II class. The child was all over the place, as well as pulling students assignment a part. That <Adjunct Instructor> had his/her table that she was returning to student from the past assignments. Its not right.

**Suggestion(s) or Comment(s):** I Adjunct instructor <name> has her infant daughter in our English Comp II class, Tuesday March 9, 2010 @ 5:30 p.m. The child was all over the places, as well as pulling students assignment a part. That <Adjunct Instructor> had a her table that she was returning to student from the past assignments. Its not right.

**Response(s):** The three Comment/Suggestion cards were received by the Dean of Arts and Humanities and were given to the current Writing Coordinator to share with the Adjunct Professor and take the appropriate action.

**Suggestion(s) or Comment(s):** I'm about to graduate and have been enrolled here on and off since 02. I'm a CAT Major and I'm bothered by the assistance in the lab.. First they don't have anything to do but talk among themselves's and distract student. Then if you have a question for the most part they can't answer it. If they guess its mostly wrong and not what the instructor wants and will have to be redone. All the student I talk to in my classes feel the same <specific student name>. Not all the assistance are that bad but there are a few that have cost me more time than I would like to admit. If they don't know something it should be there job to find out in case the same question comes up. PS – I have CAD, Inventor, And Rivet question that can't be answered in lab. So I have to wait on my teacher. So why pay any lab assistants.

**Response(s):** Please note that I am in receipt of your Comment/Suggestion card where you discuss practices in the Computer Lab. Please also note that I have passed your card on to the Acting Dean of Information Technology for investigation. Thank you for bringing this matter to my attention.

Dr. Felix Aquino

Vice President for Academic Affairs

**Suggestion(s) or Comment(s):** The math lab is a wonderful resource here at OCCC and therefore should have the accommodations that are in other areas here. Such as a drink machine. Thanks! ☐

**Suggestion(s) or Comment(s):** The math lab is of great importance to many students. They should have access to a coke machine that is located close to math lab.

**Response(s):** Thank you for your comments on the Math Lab. We are very proud of what it does. As far as drinks and snacks are concerned, please note that there is a bank of drink/snack machines by 2N6, behind the Pioneer office. This is approximately a 30 second walk from the Math Lab. Of course, you may bring the drinks/snacks into the Math Lab with you.

Dr. Felix Aquino

Vice President for Academic Affairs

**Suggestion(s) or Comment(s):** Having the option of using Rosetta stone as a way to get credits for foreign language. I have learned more through Rosetta Stone vs. classes.

**Response(s):** Please note that I am in receipt of your Comment/Suggestion card where you suggest the use of Rosetta Stone as a way of earning foreign language credits in lieu of instruction. Please note that Rosetta Stone is intended to be used as a supplement for in-class instruction. However, if you feel that, via Rosetta Stone, you have learned sufficiently to earn credits, you can always take the advanced placement test and have credits awarded that way.

Dr. Felix Aquino

Vice President for Academic Affairs

**Suggestion(s) or Comment(s):** Chemistry should not be a requirement for Traditional Nursing. We should go back to Math for Health Careers!!!

**Response(s):** The OCCC Nursing Program believes that it is critical to update the curriculum to match current nursing practice. That is why the chemistry requirement was added to the curriculum.

Dr. Felix Aquino

Vice President for Academic Affairs

**Suggestion(s) or Comment(s):** Your website is hard to navigate; doesn't share much info about your programs; their requirements. Lots of people don't have time to come in a wait in line to speak with an advisor. Your website should at least give them an idea of what to expect. Your bookstore staff is unfriendly. Never returns calls left on voicemail.

**Response(s):** We are currently reviewing & evaluating the college's website and navigation issues, we want to update and make it easier for students.

Pat Berryhill

Executive Director of Institutional Advancement

**Suggestion(s) or Comment(s):** In the computer lab assistance are too loud and need something to do other than personal conversations and video games.

Maybe find a room for them so students don't have to hear their disturbing stories while we are trying to work.

**Response(s):** Please note that I am in receipt of your Comment/Suggestion card where you discuss practices in the Communications Lab. Please also note that I have passed your card on to the Dean of Arts and Humanities for investigation.

Thank you for bringing this matter to my attention.

Felix Aquino, Ph.D.

Vice President for Academic Affairs

The Comment/Suggestion card was received by the Dean of Arts and Humanities. Currently, the Communications Lab is in the process of hiring a new Supervisor in the coming months and this issue will be brought to his/her attention.

Susan Vanschuyver

Dean of Arts and Humanities

**Suggestion(s) or Comment(s):** Students need to know about the threat posed by identity theft. They need to know how to check their credit scores. Students need to know to shred sensitive documents. Computer crimes are a growing problem. Phishing, viruses, and spyware can be a big problem. Students need to use an antiphishing toolbar. Free antivirus/spyware software is available from Grisoft, Avira, or Alwil. (Avg, Antirir, Avast)

**Response(s):** Credit and computer security issues significantly impact OCCC students, and our Success in College and Life course provides an introduction to these important topics. Identity theft and credit reporting are included in the Money Management unit, and an introduction to computer security issues is included in the Effective Technology Use unit. We hope the information provided will help students make informed decisions to protect their credit and computer security.

Darby Johnsen

Coordinator of Student Learning

**Suggestion(s) or Comment(s):** The accounting lab is great. It is very important we keep it. There is room for some improvement: \*hire more tutors \*extend hours – needs to be opened on Saturday. Friday hours: closes way too early

**Suggestion(s) or Comment(s):** No suggestions – they all do a great job in the Accounting lab. I do believe that I couldn't have done this class w/out them. They make it very enjoyable to come in to the lab for even long hours. All so – helpful! Thanks!!!

**Suggestion(s) or Comment(s):** This financial accounting lab is the only reason I have an “A” in my accounting 2 class. It has been there when my professor wasn’t. They have all helped me when I needed help and didn’t understand anything. Keep it OPEN, best lab ever. . .

**Suggestion(s) or Comment(s):** The Acct. Lab are a wonderful resource for all of the Acct. students. I have spent so much time in the lab in the last 2 years & probably wouldn’t still be an Acct. major if it wasn’t for a specific employee. She is so dedicated to helping the students & making sure we are prepared for our exams. Wow, she probably works 60-70 hours per week & she’s worth probably twice what she gets paid. Ha-ha. I am really going to miss the Acct. lab next year at OU & I hope she runs that lab forever for the benefit of all the future Acct. students.

**Suggestion(s) or Comment(s):** There is a specific employee that is extremely helpful. She knows how to teach as well as encourage. One thing for certain, she doesn’t wait on anyone to ask for help, she is on top of it. Constantly assisting everyone. The hours are not great for students with full time jobs. Saturday mornings would be great.

**Response(s):** Thank you for your comments on the Accounting Lab. We are very proud of what it does. We are always looking to expand hours. Unfortunately, budget constraints make it difficult to expand the hours beyond the 42 hours per week that it is open.

Dr. Felix Aquino

Vice President for Academic Affairs

**Suggestion(s) or Comment(s):** Advising needs to be open later more times per week to accommodate working adults. Also, math placement tests should tell you what class you placed in, instead of waiting in line or coming back another day for advisement. Compas tests gave students an idea of where they placed, not keeping them in suspense and causing undue stress. Not all students are 18-21, some have to arrange sitters and work schedules to come here earlier.

Advisement worked better when open later on Thursday.

**Response(s):** Thank you for your suggestion regarding academic advising services. While we are open Mondays until 8 p.m. and Tuesdays, Wednesdays, and Thursdays until 6 p.m., I understand that it can still be difficult to balance all your life’s priorities and still be able to make time to come into the Office of Academic Advising. Be aware that you can schedule an appointment with an academic advisor that fits into your schedule by contacting 682-7535. You may also contact an academic advisor via e-mail at [academicadvisor@occ.edu](mailto:academicadvisor@occ.edu). We will be mindful of your suggestion as we make plans for the future.

In terms of the placement test score sheet, each should reflect the course for which your test score relates. I will double check to ensure that still occurs.

Again, thank you for your suggestion.

Dr. Liz Largent

Dean of Student Development

**Suggestion(s) or Comment(s):** Student should not be in the testing center if they are ill. Students continuously coughing break the concentration of other students and should be asked to leave. Also requests for scratch paper ect should be made BEFORE entering the testing room. I think a policy about disruptions should be implemented. I was just forced (I was taking a test and could not leave) to be in the testing center with a student that coughed the whole time. Not fair to me or others testing.

**Response(s):** Thank you for your suggestion regarding distractions in the test center. Maintaining an environment that is conducive to student success in the test center is of high priority to us. While cold and flu season can be a challenging time, we will consider ways we might be able to reduce the distractions coughing and other noises related to a cold may be able to be minimized. Again, thank you for your suggestion.

Dr. Liz Largent

Dean of Student Development

**Suggestion(s) or Comment(s):** I am in the military and I have to deal with the VA regularly. Most of them are very nice but the one man, I do not know his name because he never gives it to me, but he is an overweight Hispanic man, is ALWAYS rude to me. I almost think it is because I am female. He talks down to me like I am a child. I think someone needs to speak to him about how to treat people, especially people in the military. Military personell are the only reason that man has a job in the first place!

**Response(s):** Dr. Marion Paden, Vice President for Enrollment & Student Services has spoken with the Coordinator of Veterans Services about this complaint. The Coordinator has assured Dr. Paden that she has communicated with the employee in question to remind him of the responsibility to respect the dignity of all students whatever their gender or race. Future contacts should show an improved situation.

**Suggestion(s) or Comment(s):** I was wondering if you guys thought about turning that empty place in the Arts & Humanity office into a student lounge since there has been an increase on students, and it is getting a bit crowded to find a relaxing place now-a-days.

**Response(s):** Please note that I am in receipt of your Comment/Suggestion card where you suggest that an empty space in the Arts & Humanities area be converted to a student lounge. I believe you mean the space that used to be the Pottery Lab. Please note that this space will be converted to faculty offices and the office of the Pioneer. While it is true that our enrollment growth has led to increased use of our student lounge space, the college still has an abundance of lounging areas for students ranging from the General Dining Area, to the Coffee Shop, to lounge furniture placed in the halls, to the Library. I am sure that with a little hunting about you can find the lounge space that most fits your needs.

Thank you for bringing this matter to my attention.

Dr. Felix Aquino

Vice President for Academic Affairs

# ENROLLMENT AND STUDENT SERVICES

## JUNE 2010

