

Department: Advising & Career Services
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: 10 Exempt
 2 Non-Exempt
Part-Time: 4 Exempt
 5 Non-Exempt

Staff Development:

**Liz Largent, Dean
of Student
Development**

10/18/06	NACADA National Conference
11/2/06	Students in Transition Regional Conference
2/15/07	First Year Exp. & Students in Transition Nat'l Conference
2/20/07	OHRE Enrollment Management Conference
3/5/07	UCO Transfer Center Success Workshop & Open House
4/1/07	ACPA / NASPA Joint Conference
6/13/07	Webinar: "College Student Death: Guidance for Caring Campus"
6/19/07	Audio Conference - "Why Students Leave Your University and What You Can Do About It Today"

**E.J. Warren,
Director of
Academic Advising**

3/1/07	CPT Training
3/5/2007	UCO Transfer Center Success Workshop & Open House
3/15/07	AdvisorTrac Training
4/2007	Zogotech, SAS and COGNOS data warehouse presentations.
5/30/07	National Campus Security Summit
6/13/07	Webinar: "College Student Death: Guidance for Caring Campus"
6/19/07	Audio Conference - "Why Students Leave Your Institution and What You Can Do About It Today"
SP 07	Prior Learning Assessment Committee
SP 07	Data Warehouse and Reporting Tool Task Force
SP 07	Data Warehouse and Reporting Tool Oversight Committee
SP 07	Communications Management Team
SP 07	Student Services Technology Team
SP 07	Graduation Advisor Interview Committee

Claire Echols,	9/22/06	OACADA meeting at UCO
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**Academic Advising
Coordinator for
Health Professions**

9/28/06 OUHSC-Counselor Workshop
11/30/06 Advancer Training
3/1/07 CPT Training
3/13/07 attended meeting to discuss Health Professions topics
6/13/07 Webinar: "College Student Death: Guidance for Caring Campus"

**George Maxwell,
Personal &
Academic Advisor**

9/22/06 OACADA meeting at UCO
9/28/06 OUHSC-Counselor Workshop
9/28/06 Spoke to TRIO program about Transfer
10/18/06 NACADA Nat'l Conference in Indianapolis, Indiana
12/7/06 Advancer Training
12/14/06 Holiday Celebration Committee
2/16/07 Master Advisory Workshop
2/22/07 Webinar - NACADA on Faculty Advising
3/1/07 CPT Training
3/2/07 OACADA meeting at OU
5/20/07 Teleconference - Campus Crisis Response
5/5/07 Quiz Show for Advisement Month
6/13/07 Webinar: "College Student Death: Guidance for Caring Campus"
6/19/07 Audio Conference - "Why Students Leave Your University and What You Can Do About It Today"

**Marcelene Rogers,
Personal &
Academic Advisor**

9/22/06 OACADA meeting at UCO
9/28/06 OUHSC-Counselor Workshop
12/7/06 Advancer Training
3/1/07 CPT Training
All Native American Student Assoc. Co-Sponsor
4/07-
05/07 Human Resources Policies & Procedures Committee

**Ed Williams,
Personal &
Academic Advisor**

9/22/06 OACADA meeting at UCO
9/28/06 OUHSC-Counselor Workshop
12/7/06 Advancer Training
3/1/07 CPT Training

**Sue Oates,
Personal &
Academic Advisor**

Early Alert Retention subcommittee
WOW session for teaching online classes
Online presentation for Advising Students with Disabilities

**Melissa Aguigui,
Academic Advisor**

12/7/06 Advancer Training
2/22/07 NACADA sponsored Webinar
2/27/07 Presented: Enrollment Essentials lecture
3/1/07 CPT Training
3/2/07 OACADA meeting at OU
5/23/07 Success Training
6/13/07 Webinar: "College Student Death: Guidance for Caring Campus"
Audio Conference - "Why Students Leave Your University and What
You Can Do About It Today"
6/19/07
6/22/07 OACADA Steering Committee meeting

**Craig Carter,
Academic Advisor**

12/7/06 Advancer Training
2/15/07 Big XII Conference
3/1/07 CPT Training
3/2/07 OACADA meeting at OU

**Melanie Lawrence,
Academic Advisor**

12/7/06 Advancer Training
2/22/07 NACADA sponsored Webinar
3/1/07 CPT Training
3/2/07 OACADA meeting at OU
3/13/07 Pioneer article, *The Difference Between Failure and Success*
5/23/07 Success Training
6/13/07 Webinar: "College Student Death: Guidance for Caring Campus"
ongoing Co-liaison to Business and Nursing CBSN divisions

**Elizabeth Pressler-
Henderson,
Academic Advisor**

12/7/06 Advancer Training
2/19/07 Pioneer article, *Finding Your Direction*
NACADA sponsored Webinar - "Components of a Successful Faculty
Advising Program"
2/22/07
2/27/07 Trained the new Peer Advisor
3/1/07 CPT Training
3/2/07 OACADA meeting at OU
5/23/07 Success Training

6/11/07 Instructed the Writing Summer Bridge class

**Leslie Jones,
Secretary to the
Dean of Student
Development**

9/1/06 Offered seminars to students
10/13/06 OACC Conference
10/24/06 Fall College Transfer and Graduation Fair --29 Colleges attended
12/7/06 Advancer Training
2/15/07 WOW Session on Travel
3/1/07 CPT Training
3/5/07 UCO Transfer Center Open House & Building Bridges for Student Success Workshop
4/3/07 Spring College Transfer and Graduation Fair
4/17/07 Pioneer Article - *Are You Prepared for Success?*
4/19/07 Served on Student Traffic and Parking Appeals committee
6/13/07 Webinar: "College Student Death: Guidance for Caring Campus"
ongoing Updated the ACS web site

ACS Staff - All

9/7/06 Staff Development Activity with Julie Corf-- "How to Communicate Effectively"
12/7/06 Advancer Training
3/1/07 CPT Training

Financial Resources:

Account # 11-13110 (E&G)

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

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

Function: **Academic Advising**

Program Highlights & Information:

Advisement Month

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

Scavenger Hunt

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

Quiz Show

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

Office Decorations

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

Outreach Letters

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

of Students Leaving Dropped

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

Distance Advisement

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

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

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

Position Changes: Academic Advisors, Director, Dean

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

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

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

Peer Advising

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

There has been a very positive response from the students and Academic Advisors in providing this service. The number of students Ms. Wilson assisted increased from 29 in April to 76 in June.

Master Advisor Workshop

Two Master Advisor Workshops were held, one in August and the other was postponed until February. All new faculty and a few returning full-time faculty members were in attendance at each workshop. Approximately 20 faculty members attended each

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

Change of Major

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

Diversified Studies

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

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

Probation Student Outreach

In October 2006, 930 letters were sent out from Dean Largent with a campus reference list to students on probation, encouraging them to enroll for the Spring.

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

Website

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

Faculty Referrals – Early Warning

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

Prior Learning Assessment

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

Qualitative and Quantitative Assessment and Usage Data:

Usage Totals

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

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

FY 2006 Comparative Data

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

July 2006 - December 2006

Total Students visited Advising	# helped at Triage	% helped at Triage	# left	% left	# seen by F/T	# seen by P/T	# seen by C.Echols in HP
24,604	10,853	44%	693	3%	4,698	4,010	687

*Note: After the hiring of four F/T Academic Advisors, the percentage of students who left prior to meeting with an Advisor dropped significantly; the percentage of students helped at the Triage desk increased; and the number of students seen by F/T and P/T Advisors changed significantly.

January - June 2007

Total Students visited Advising	# helped at Triage	% helped at Triage	# left	% left	# seen by F/T	# seen by P/T	# seen by Claire in HP	# seen by Peer Advisor	Avg. Longest wait time
20,926	12,226	58%	228	1%	6,341	2,187	1013	150	49.6 min

Incoming Telephone Calls

In a continued effort to gather better data regarding the usage and effectiveness of the Advising Center, a two-week pilot tracking system was implemented to track incoming calls answered by the support staff. The goal of the pilot tracking project was to determine the total number of calls received and the nature of those calls so that services to students could be enhanced.

DATE	Admissions	Appt Request	Bursar's Office	Classes	Concurrent	Financial Aid	Mine Online
6/18- 6/29	36	39	2	95	2	16	11
	11%	12%	0.6%	29%	0.6%	5%	3%
	Nursing	Office Hours	Transfer ?'s	Calls for staff	Records	Testing & Asses	Other
	18	21	20	5	3	9	53
	5%	6%	6%	2%	0.9%	3%	16%

Total calls 330

Change of Major Report

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

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

# of 2nd requests	276
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Assigned after 1st request
2020 or 74%

Assigned after 2nd request
109 or 39%

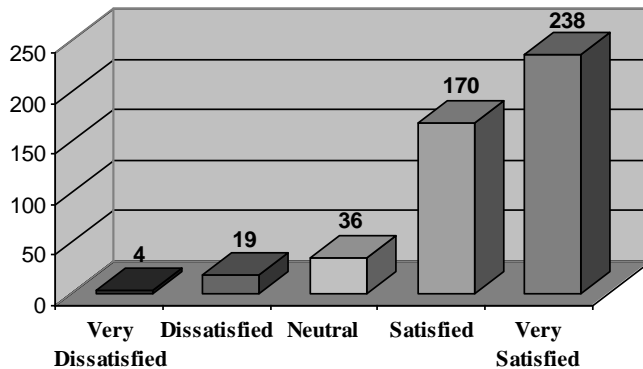
# Still Waiting	AH	BUS	IT	SM	SS
Total waiting 597 or 22%	38	469	22	36	32

# Faculty initiated change of major	147
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On-Going Satisfaction Survey Data

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

ACS Student Survey



Distance Advisement #'s

July	11
August	37
September	29
October	52
November	36
December	25
January	51
February	30
March	29
April	54
May	47
June	18
Total	419

Future Plans:

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

Function: OKC-Go Outreach

Program Highlights & Information:

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

Qualitative and Quantitative Assessment and Usage Data:

Retention Rates

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

Letters, dates and #'s

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

Future Plans:

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

Purpose:

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

Mission:

To serve OKC-GO program recipients with respect and concern, and be their principle advocate in ensuring they receive appropriate educational planning, support services and mentoring, with the goal of graduating from OCCC.

Vision:

The Way Forward and Why It Matters has identified ten initiatives to achieve greater significance and to increase the number of students graduating from OCCC. We will work with these initiatives to meet the unique needs of our OKC-GO students. We will

be more intentional in our co-curricular programming, providing support services to these students.

PROGRAM COMPONENTS:

Individual Education and Career Plan

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

Email Distribution List

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

Monthly Encounters

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

Mid-Term Progress Inquiries

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

Group Service Project

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

End of the Year Social Activity

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

Function: **Transfer Center**

Program Highlights & Information:

School Visits

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

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

Transfer Fairs

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

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

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

Qualitative and Quantitative Assessment and Usage Data:

Comparison of Visits By College

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

Summary of Visits By Month

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

Future Plans:

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

Program Highlights & Information:

Summary

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

Summer Bridge

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

Individual Faculty Use

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

Preparation for Placement Testing

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

Qualitative and Quantitative Assessment and Usage Data:

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

General Observations:

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

Future Plans:

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

Function: **ACT Advisement Survey Special Initiative**

Program Highlights & Information:

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

Qualitative and Quantitative Assessment and Usage Data:

Below are the summarized results of the ACT advisement survey. This summary includes both the national normative data, as well as the results of the additional questions, which were added by OCCC.

How well does the academic advising system meet your needs?

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

Description of current Academic Advisor

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

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

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

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

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

Satisfaction with Advisor's assistance

	OCCC	National Norm
My academic progress	4.04	4.16
Scheduling/Registration Procedures	4.18	4.15
Dropping/adding courses	4.25	4.17
Obtaining course credit through nontraditional means	3.96	4.08
Selecting/changing my major area of study	4.15	4.15
Meeting requirements for graduation, student teaching, certification, etc	4.18	4.21
Improving my study skill and habits	4.00	4.19
Matching my learning style to particular courses, course selection, or instructors	4.03	4.20
Obtaining remedial/tutoring assistance	4.28	4.10
Clarifying my life/career goals	4.36	4.25
Identifying career areas which fit my current skills. Abilities, and interests	4.17	4.25
Coping with academic difficulties	4.11	4.14
Obtaining financial aid	3.98	4.17
Obtaining employment on campus	4.14	4.05
Finding a job after college or job placement	4.10	4.12
Continuing my education after graduation	4.15	4.22
Withdrawing/transferring from this institution	4.10	4.12
Dealing with personal problems	4.00	4.19

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

Impressions of your Advisor

	OCCC	National Norm
Respects my right to make my own decisions	4.09	4.08
Keeps personal information confidential	4.02	4.00
Provides me with accurate information about requirements, prerequisites, etc.	3.93	4.00
Is approachable and easy to talk to	3.92	4.02
Is a helpful, effective advisor whom I would recommend to other students.	3.92	3.94
Encourages me to achieve my educational goals	3.91	3.91
Respects my opinions and feelings	3.89	3.95
Is a good listener	3.88	4.02
Has a sense of humor	3.88	3.97
Seems to enjoy advising	3.87	3.95
Checks to make sure we understand each other	3.84	3.88
Provides a caring, open atmosphere	3.81	3.93
Is flexible in helping me plan my academic program	3.76	3.89
Encourages me to assume an active role in planning my academic program	3.74	3.80
Allows sufficient time to discuss issues or problems	3.73	3.90
Is on time for appointments with me	3.72	3.89
Expresses interest in me as a unique individual	3.65	3.74
Shows concern for my personal growth and development	3.64	3.75
Helps me to examine my needs, interests, and values	3.63	3.74
Helps me identify the obstacles I need to overcome to reach my educational goals	3.62	3.73
Helps me select the courses that match my interest and abilities	3.61	3.89
Is available when I need assistance	3.60	3.82

	OCCC	National Norm
Refers me to other sources from which I can obtain assistance	3.59	3.68
Is knowledgeable about courses outside my major area of study	3.58	3.72
Encourages my interest in an academic discipline	3.57	3.58
Clearly defines advisor/advisee responsibilities	3.50	3.77
Is willing to discuss personal problems	3.47	3.58
Accepts constructive feedback concerning his/her effectiveness as an advisor	3.44	3.66
Is familiar with my academic background	3.41	3.64
Helps me explore careers in my field of interest	3.40	3.49
Anticipates my needs	3.38	3.59
Encourages me to talk about myself and my college experiences	3.37	3.39
Encourages my involvement in extracurricular activities	3.29	3.35
Keeps me up to date on changes in academic requirements	3.29	3.6
Knows who I am	3.22	3.66
Takes the initiative in arranging meetings with me	3.05	3.34

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

Additional Questions

	Yes	No
Are you aware that students can schedule an appointment with a counselor /advisor in Advising and Career Services?	72.0%	14.8%
Have you ever scheduled an appointment with a counselor/advisor in Advising and Career Services?	36.6%	50.6%
Did you know that you can make an appointment with a counselor /advisor in Advising and Career Services?	71.6%	15.6%
Other than the Advising and Career Services counselor/advisor or faculty advisor, would you utilize the services of an academic advisor who was assigned to a specific academic department?	74.3%	12.1%
Do you plan to receive a degree from Oklahoma City Community College?	70.0%	16.3%
Are you aware of the differences between an AS, AAS, and an AA degree?	33.1%	53.7%
If you have been advised before, did anyone discuss your educational goals with you?	50.2%	36.6%
Did anyone show you how to look up classes online?	48.2%	38.9%
Did anyone discuss Mine Online with you?	49.0%	37.7%
Are you familiar with the services the Testing and Assessment department offers?	57.2%	29.6%
Are you aware that OCCC offers an online listing of Oklahoma City area jobs?	34.2%	52.5%
Are you aware that OCCC offers to assist students in getting jobs on campus?	55.6%	31.1%
Are you aware that OCCC offers services to aid students in selecting a career and major?	54.1%	32.3%

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

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

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

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

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

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

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

Future Plans:

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

Program Highlights & Information:

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

Qualitative and Quantitative Assessment and Usage Data:

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

Writing Summer Bridge Evaluation Summary

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

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

Future Plans:

Summer Bridge	Collect and assess satisfaction and success data from the students who participate in the writing and math summer bridge pilot programs and explore with appropriate campus constituencies whether or not to continue the program in subsequent semesters.
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Department: Career & Employment Services
Unit: Student Development

Mission:

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

Organization and Management:

Full Time: 2 Exempt

Part-Time: 2 Non-Exempt

Staff Development:

Oklahoma Association of Career & Employment Professionals (OACEP)

Quarterly Meeting-Redlands Community College

Debra Vaughn & Laura Choppy

Fall 2006 Conference-Debra Vaughn & Laura Choppy

“Perfect Interview” workshop presenters.

Oklahoma City Metro Employers Council, monthly meetings

Debra Vaughn-Attended 5 meetings

Laura Choppy-Attended 8 meetings

Oklahoma Association of Colleges & Employers (OkACE)

(Endorsed by Southwest Assoc. of Colleges and Employers-SWACE)

Spring Meeting-Tulsa University

Debra Vaughn

Oklahoma Academic Advising Association (OACADA)

Fall 2006 Conference-UCO

Debra Vaughn & Laura Choppy

Oklahoma State Department of Education-Indian Education Expo

UCO, Edmond, OK

Debra Vaughn

Career Guidance Network of Oklahoma

Fall Meeting-OBU, Shawnee, OK

Debra Vaughn & Laura Choppy

Spring Meeting-ECU, Ada, OK

Debra Vaughn

WOW Sessions:

Debra Vaughn 10

Laura Choppy 09

Nicholas Webb 05

Porsha Webb 10

Total 34

Financial Resources:

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

Equipment	\$550.00
Supplies & Resource Materials	3,290.00
Services	1610.00
Professional Memberships	650.00
Total Budget	6,100.00

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

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

Job Locations & Development Program (JLD)-18032:

One of the Federal Work-Study programs designed to locate and develop off-campus job opportunities for students who are currently enrolled...and who want jobs regardless of financial need.

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

Function: Career Services

Program Highlights & Information:

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

Qualitative and Quantitative Assessment and Usage Data:

Total Student & Employer Contacts: 4,218

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

OCCC PIONEER Newspaper Articles

(Career Power articles; Employment articles; Public Service Announcements; Advertisements; Quotes) = 85

Career Power in 25 Minutes! (Fall 2006)

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

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

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

Discover (ACT) career guidance usage:

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

Group Meetings & Classroom Presentations: Debra Vaughn:

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

Future Plans:

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

Features include:

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

07-08 Career Days

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

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

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

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

Function: **Employment Services**

Program Highlights & Information:

Employment Services has produced increases in each area of reporting data during the 06-07 academic year.

Qualitative and Quantitative Assessment and Usage Data:

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

Total students employed	<u>412</u>
Total employers	<u>42</u>
Average student salary	<u>\$15,630.34</u>
Total student economic impact	<u>\$6,439,700.20</u>

Top 10 OCCC Student Employers (total students hired):

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

Top 10 OCCC Student Employers (salary impact/contribution)

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

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

New-Jobs posted	<u>1,538</u>
New-Employer registrations	<u>359</u>
New-Students registrants	<u>285</u>

Job Fairs

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

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

Employers 75

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

Employers 77

Spring Health Job Fair-Wed., March 7, 2007
(Noon until 6:00 pm)

Health Employers 33

(No charge-OCCC

OCCC/SOSU Aviation Management Programs

Cooperative Alliances

Recreation & Community Services)

Total Employers: 110

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

100% state they plan to participate in future Job Fairs

98% gave the Job Fair an overall rating of “Excellent” or “Good”

Employer campus recruitment (recruitment tables) in conjunction with Student Life and Marcy Roll:

Career & Employment Services	27
Vector Marketing	23
CSC-OKC	11
UPS	36
Navy	03
Advance Auto Parts	01
Oklahoma Air National Guard	02
Ross Dress for Less	04
Opening Day	02
Brickshaw Buggy, LLC	01
Army National Guard	01
Sante Fe Cattle Company	11
USAF	01
US Army	04
Avon	01
Marines	04
Yellowstone	02
OU Army ROTC	01
Norman Police Department	02
Park West Staffing	02
Best Buy	03
United American Insurance	01
Total employer recruitment visits-	<u>141</u>

Meetings & Class Presentations:

Laura Choppy

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

Nicholas Webb

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

Porsha Webb

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

Future Plans:

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

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

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

Career Transitions
Corporate Learning
Downtown College Consortium

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

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

Department: Student Life
Unit: Student Development

Mission:

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

Purpose:

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

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

Organization and Management:

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

Staff Development:

Darin Behara

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

Jon Horinek

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

Sara McElroy

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

Marcy Roll

Oklahoma Association of Community Colleges Support Staff Institute, October 2006
Sexual Harassment Training, WOW October 2006
"Understanding & Recruiting Latino Students"
Academic Impressions Webinar, November 2006

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

Karlen Grayson

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

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

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

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

Financial Resources:

91370	Auxiliary	Student Life	\$405,617.51
		<i>Professional Full-time</i>	81,961
		<i>Classified Full-Time</i>	75,859
		<i>Classified Part-Time</i>	1,560
		<i>Operations</i>	169,600
15-51160	E&G	New Student Orientation	\$105,176.24
		<i>Professional Full-time</i>	33,900
		<i>Classified Temporary</i>	32,604
		<i>Operations</i>	20,000

Function: **Service Learning**

Program Highlights & Information:

Academic Service-Learning

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

Specifically, the following program changes were made:

- Improved agency communication and training
- Comprehensive training session for nursing faculty
- Improved in-class reflection
- Improved student training and preparation

Co-Curricular Service-Learning

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

Additionally, the Service Saturday program enables students to participate in structured learning activities at community sites around Oklahoma City. The following agencies participated in the Service Saturday program during the 2006-2007 academic year:

- Central Oklahoma Habitat for Humanity
- Regional Food Bank of Oklahoma
- The Salvation Army
- Oklahoma Library for the Blind and Physically Handicapped
- The Christmas Connection
- Oklahoma Heritage Association
- Special Care Inc.
- Oklahoma City Public Schools – Westwood Elementary

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

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

Assessment and Usage Data:

Service Saturday Participation – 118 Students

62 Participating Community Agencies

Academic Service-Learning Participation and Evaluations

18 Faculty members in 18 courses

Total year based on class capacity – 540

Total year based on survey returns – 459

Evaluation Means

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

Qualitative summary

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

Future Plans:

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

Function: **New Student Orientation**

Program Highlights & Information:

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

Staffing

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

Below are the brief descriptions of both the professional and student positions:

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

Online Orientation

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

Assessment and Usage Data:

Summer and Fall 2006

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

Spring 2007

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

Persistence Rates Comparison from Summer and Fall 2006

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

*Data for Spring NSO not available until Fall 2007

Persistence & Notable Group Comparisons

<ul style="list-style-type: none"> • NSO participants had a higher persistence rate (70.4%) than non-participants (64.7%).
<ul style="list-style-type: none"> • Approximately two-thirds (66.1%) of the NSO participants attended one or more developmental classes compared to slightly more than half (52%) of the non-participants.
<ul style="list-style-type: none"> • Ethnic/racial minorities were overrepresented in the NSO participants (33.6%) while the percent of ethnic/racial minorities in the non-participants (29.3%) was basically the same as the College credit student population.
<ul style="list-style-type: none"> • 48.6% of the NSO participants indicated that they planned on pursuing a credential at OCCC (certificate or associate degree) compared to 58.4% of the non-participants.
<ul style="list-style-type: none"> • 46.8% of the NSO participants indicated that they planned on transferring and receiving a degree at a college other than OCCC compared to 34.9% of the non-participants.
<ul style="list-style-type: none"> • Approximately two-thirds (65.6%) of the NSO participants are pursuing an AA/AS degree compared to slightly more than half (54.9%) of the non-participants.
<ul style="list-style-type: none"> • There is a lower percentage of undecided students in the NSO participants (10.1%) than in the non-participants (12.4%).
<ul style="list-style-type: none"> • NSO participants have a greater percentage of PELL¹ eligible and OKC-GO! students than the non-participants.
<ul style="list-style-type: none"> • Students receiving a GED comprised approximately 8% of both groups.

Self Report Knowledge

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

Summer and Fall 2006

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

Spring 2007

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

Evaluation Summary

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

Summer and Fall 2006

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

Spring 2007

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

*All data was collected on a 5 point Likert scale with 5 indicating a high or strongly agree response and 1 indicating a low or strongly disagree response.

NOTE: ANOVA, using Tukey's post hoc test, was performed for age range, major and ethnicity, no significant difference in groups were found in overall satisfaction.

New Student Orientation Survey

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

Summer and Fall 2006

What did you find most useful about NSO?

1. Tour
2. Information on Labs
3. Knowing where to find help/resources
4. They answered all of my questions
5. Everything
6. Online information

7. The BOOK
8. Understanding what college is about, what to expect
9. Eased some stress
10. Being able to ask questions
11. Note taking, study skills
12. Financial Aid

What could have been done to improve your NSO experience?

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

Spring 2007

What did you find most useful about NSO?

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

What could have been done to improve your NSO experience?

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

Future Plans:

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

Function: **Campus Activities**

Program Highlights and Information

Fall 2006

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

Spring 2007

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

Brown Bag Lecture Series

The Brown Bag Lecture Series has become one of the most successful co-curricular programs presented by the Office of Student Life. During the 2006-2007 academic year, Student Life sponsored, marketed, and presented 26 Brown Bag Lunch Lectures to more than 250 students. Topics included essential student success skills, including: study prep, test-taking, and transferring, as well as cultural and general interest topics.

Complete list of lecture topics:

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

Themed Educational Programming

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

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

Hispanic Heritage Month/Focus Week:

Co-Sponsor – HOPE

Major Events included:

Mexico Independence Day Celebration, Performers, and Student Life Display

Constitution Week:

Event included a display and interactive quiz

Ability Awareness Week:

Co-Sponsor – Abilities Galore

Major events included:

Ability Obstacle Course and Learning Disability Display

Cyber Security Awareness Month:

Co-Sponsor – Division of Information Technology

Major events included displays, presentations and a game show

Mental Health Awareness Week:

Event included displays and depression screening

International Education Week:

Co-Sponsors – Global Education Committee and International Student Association

Major event included cultural performers, lectures, social events, and ceremonies..

Sexual Health Awareness Week:

Event included Free HIV testing, discussion panel, information booths and displays

Black History Month:

Co-Sponsor – Black Student Association

Major Events included two lectures and displays.

Oklahoma Heritage Month:

Co-Sponsor – Native American Student Association

Major events included lectures Oklahoma Humanities Council Exhibit “Native American Games.”

Educational Lecture Series

The Office of Student Life reformatted the Educational Lecture Series in 2006-2007 and renamed the program Campus Voices. While there were four planned lectures, the office worked with other campus constituencies and groups to accommodate special programs as needed.

Campus Voices Schedule:

"Pandemic Flu: Preparing Public Health for Disasters" - Daniel Boatright Ph.D.

"Rwanda: A Timeless Message of Peace & Reconciliation" - Rwanda Parliament

Member Joseph Sebarenzi

"Klan-Destine Relations"- With Race Relations Expert Daryl Davis

"The Oklahoma Panhandle as a Passageway." - With Sara Jane Richter and Tom Lewis

"Turkey: The Crossroads Country on the Verge of the Twenty-First Century."- Fulbright Scholar Dr. Ilhan Uzgel

"Oklahoma Author Rilla Askew"- Author of “Fire in Beulah”

OKC Excursions Program

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

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

Online Book Board

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

DISCOVER “Sign Language”

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

Series Session Topics:

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

Assessment and Usage Data:

Educational Activity Assessment

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

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

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

FUTURE PLANS:

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

Function: Leadership Programs

Program Highlights and Information

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

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

Honor Societies

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

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

Departmental Clubs

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

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

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

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

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

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

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

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

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

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

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

The Psychology Sociology Club provides students interested in understanding human behavior in any setting the opportunity to meet with individuals who have similar

interests. Meetings are traditionally highlighted by guest speakers. In addition, interested members may have the opportunity to participate in the Oklahoma Psychology Association's Fall conference and the Oklahoma Psychological Society's Spring conference.

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

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

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

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

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

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

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

Special Interest Organizations

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

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

The *Black Student Association's purpose* is to serve as a focal point for African-American students at the College by enhancing educational goal completion, making a

zealous effort to increase the retention of all students and by promoting awareness of the African-American culture.

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

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

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

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

Religious Organizations

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

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

Sigma Lambda

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

Student Awards Ceremony

The annual Student Awards Ceremony was held on April 20, 2007 with approximately 325 faculty, staff, students, and community members in attendance. 110 students were recognized during the ceremony for their achievements inside and outside of the classroom.

Awards given included:

- Pioneer Award,

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

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

Student Organization Jubilee & Crazy Olympics

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

Awards were given out as follows:

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

Other Nominees:

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

- Advocates for Peace, Jennifer Akapabio
- Business Professionals Association, Dustin Fisher
- Black Student Association, Sharee Demby
- HOPE, Francisco Cervantes “Pancho”
- Chi Alpha, Joyette Farquharson

Student Activities & Recognition Transcript

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

Student Leadership Programs

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

Sponsor Recognition

A number of activities and events were held throughout the year to recognize, thank and motivate our club sponsors who volunteer so much of their time and energy to assist our student organizations. Activities throughout the year included:

Sponsors' Open House – In August of 2006 an Open House was held in the Office of Student Life in honor of all club sponsors to thank them for their past efforts as well as for their service in the upcoming year. This event replaced the Sponsor's Luncheon.

Sponsors' Appreciation Week – In November of 2006 a week was set aside to recognize and give appreciation to the club sponsors. The Office of Student Life sent out cards and small gifts to each sponsor. Student organizations were encouraged to think of creative and individualized ways to thank their sponsors.

End Of The Year Recognition – In May 2007, each club sponsor was recognized with a gift along with a certificate of appreciation to thank them for their year of service.

Assessment and Usage Data:

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

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

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

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

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

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

Future Plans:

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

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

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

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:

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

Staff Development:

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

Financial Resources:

Testing and Assessment houses nine financial accounts:

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

Function: Specialty and Proctored Testing

Program Highlights & Information:

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

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

Qualitative and Quantitative Assessment and Usage Data:

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

Future Plans:

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

Function: Entry Assessment

Program Highlights & Information:

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

Qualitative and Quantitative Assessment and Usage Data:

The chart below reflects the usage and success of COMPASS.

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

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

*Chem-D deficiency resolution:

3	0
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Future Plans:

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

Function: GED Program

Program Highlights and Information:

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

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

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

Qualitative and Quantitative Assessment and Usage Data:

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

60%

Function: Academic Exams

Program Highlights and Information:

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

Qualitative and Quantitative Assessment and Usage Data:

Monthly Test Center figures: FY2007

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

Future Plans:

See under "General Functions" below.

Function: **General**

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

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

Activity and Resultant Plans:

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

As of June 30, 2007

