

ANNUAL REPORT 2005-2006

Office of Student Life: Summary

Strategies, Measurements & Initiatives for FY 2006:

STRATEGY 1:

Provide excellent employment services to students, faculty, staff and alumni.

Initiative A: Generate awareness and broaden usage of services.

Measurement A-1: Increase available staff hours by 50%, by taking the coordinator position from ½ time to ¾ time and taking one of the employment services positions from ½ time to full-time.

Measurement A-2: Increase the employer listings on the College Central website by 15%.

Measurement A-3: Increase student usage of the College Central website by 15%.

Measurement A-4: Purchase 6 additional bulletin boards to hang throughout campus to publicize job listings and educate students regarding resources available through employment services.

Initiative B: Expand resources related to employment services.

Measurement B-1: Develop a resume template for use by 1,000+ students in their job search endeavors.

Measurement B-2: Prepare 3 presentations that may be used for students in the classroom that cover a variety of topics including: resume development, interview skills and job search techniques with an 80%+ satisfaction rating among students served by the presentations.

Measurement B-3: Plan and implement three job search seminars for students each semester with an 80%+ satisfaction rating among those who attend each seminar.

Measurement B-4: Provide mock interview sessions done by human resource managers throughout the academic year for interested students from each division.

Measurement B-5: Work with the Graduation Office to provide a written evaluation of employment readiness for students graduating with applied associate degrees followed by a personalized mentoring session available to those needing assistance in overcoming employment barriers.

Measurement B-6: Assume responsibility for work study placement and coordination and increase work study employment by 30%.

STRATEGY 2:

Provide quality educational, service and leadership opportunities to enhance student success and learning.

Initiative A: Establish a center for community-based learning and service programs which includes a walk-in volunteer resource center, a civic honors program and faculty support services for service-learning.

Measurement A-1: Present two WOW workshops to introduce the use of service learning as a teaching tool.

Measurement A-2: Develop a service learning guidebook to be distributed to all faculty members by August 2005.

Measurement A-3: Develop an on-line syllabi database for use by faculty members by July 2005.

Measurement A-4: Conduct service and learning needs assessment of faculty, community agencies and students by July 2005.

Measurement A-5: Market the community-based learning program to faculty and students.

Measurement A-6: Plan, implement and market 10 one-time service projects throughout the academic year.

Measurement A-7: Serve 525 students during the pilot year for the community-based learning center.

Measurement A-8: Seek out grant funding of \$1000+ to assist in financial support of the community-based learning center.

Measurement A-9: Serve 25 students in the civic honors program during this pilot year.

Measurement A-10: Hire two additional student workers to aid in services offered through the community-based learning center.

Initiative B: Provide educational programming options that contribute to students' academic success.

Measurements B-1: Implement 2 on-line educational sessions each semester to reach a broader audience.

Measurement B-2: Have an 80%+ satisfaction rating on all students surveyed at educational events.

Measurement B-3: Plan, implement and market 5+ cultural awareness events each semester.

Measurement B-4: Plan, implement and market a formal educational lecture series, which includes 4+ lecturers.

Measurement B-5: Plan, implement and market 6+ brown bag lunch workshops each semester.

Measurement B-6: Plan, implement and market 2+ health related educational opportunities each semester.

Initiative C: Provide leadership development opportunities and student organization support services.

Measurement C-1: Explore the purchase of additional resources to support student organizations, including: 5 poster stands, fold away work table, cotton candy machine, large velcro banner and laptop computer.

Measurement C-2: Update all club materials including: manual, brochure and forms.

Measurement C-3: Revise club policies and procedures that streamline the process of planning events.

Measurement C-4: Develop a leadership education series, including 2+ sessions each semester.

Measurement C-5: Work collaboratively with Richard Rouillard in developing a leadership certificate of mastery as part of the educational course offerings.

STRATEGY 3:

Maintain a high level of service and efficient processes with the Office of Student Life.

Initiative A: Use technology to effectively serve students and streamline processes.

Measurement A-1: Assess and update all components of the Student Life and Employment Services website.

Initiative B: Provide professional development opportunities for staff.

Measurement B-1: Each staff member may attend at least one professional or personal development workshop or meeting.

Measurement B-2: Develop and implement a monthly inter-office training program.

Measurement B-3: Establish an on-going celebration and recognition program.

STATUS OF GOAL ATTAINMENT:

The Office of Student Life planned, promoted and implemented a variety of educational, social and community service programs throughout the academic year in the areas of co-curricular activities, leadership programs, student clubs and organizations and employment services. The use of technology to achieve all objectives was critical. The primary initiatives during FY06 included: creation of a plan for the implementation of new student orientation and related new student programs, full implementation and assessment of the curricular service learning program, and creation of a plan for the implementation of a civic honors program.

SPECIAL INITIATIVES:

On-Line Book Board

In an effort to bring additional services to students via an on-line format, a book board was created for students to buy, sell and trade textbooks and supplies on-line. The service became available in January 2006 and in the first two weeks had almost 300 listings.

Service-Learning Implementation

Academic, co-curricular and volunteer center initiatives were fully implemented in August 2005 and were well received by students, faculty and community agencies. A complete summary of the program is included in this report. The Civic Honors program, the final element of the service-learning initiative will be implemented in August 2006.

New Student Orientation Planning Phases

Planning for the implementation of a first year experience program was developed throughout the year and includes three parts: new student orientation sessions, an opening day event and a new student seminar course. New student orientation sessions are being piloted in the summer of 2006, will full implementation expected for November 2006. The Opening Day event will be fully implemented in August 2006. Planning will continue throughout the year on the development of an effective first year experience seminar course, with full implementation expected in August 2007.

START Update

In an effort to continuously improve services, the START system was re-programmed during the fall of 2005. Although the process and components remain generally the same, the new system is more student friendly, allows users to enroll on-line and has a more updated appearance.

STAFF OVERVIEW & ACCOMPLISHMENTS:

Liz Largent, Director of Student Life

B.A. Journalism and Broadcasting

M.S. Student Personnel Administration

American College Personnel Association Conference, April 2006

Presented on Service Learning at National ACPA conference, April 2006

Jon Horinek, Community Engagement Coordinator

B.A. Journalism

M.Ed. Adult & Higher Education Administration

American College Personnel Association Conference, April 2006

Presented on Service Learning at National ACPA conference, April 2006

Marcy Roll, Student Life Assistant

A.A.S. Office Administration

Excel Cells, September 2005

Pronouncing International Names, September 2005

Creating an Access Database, September 2005

Hostile & Violent Situations, September 2005

Groupwise Scheduling, October 2005

OACC Profession & Support Staff Conference, October 2005

Student Services Retention Workshop, October 2005

MBTI Training, October 2005

Pizzazz to Word Documents, December 2005

7 Lessons in Leadership, March 2006

Karlen Grayson, Student Organizations' Assistant

A.A. Diversified Studies

B.S. Liberal Studies

Student Services Workshop, Tim Culver Noel Levitz, October 2005
The 7 Lessons in Leadership, Dr. Paul Sechrist, November 2005
Grant Writing, Alexis Carter Black, March 2006
Access – Creating Databases & Tables, Becky Graves, April 2006
MS Access – Queries, Becky Graves, April 2006
MS Access – Forms, Becky Graves, April 2006
MS Access – Reports, Becky Graves, April 2006
MS Excel – Analyzing Data, Becky Graves, April 2006
MS Excel – Graphing, Becky Graves, April 2006

Erik Hedges, Student Life Technician
AAS in E-Commerce & Webmaster Technology

Kelly Strait, Student Life Intern
M.Ed. Adult & Higher Education Administration
National Association of Student Personnel Administrators Conf., April 2006

Linda Fay, Employment Services Coordinator
M.Ed. Secondary Administration
Certification: Guidance and Counseling
BCM Sponsor; BCM Citywide Sponsor Meeting, July 2005
Member Oklahoma Association of Career and Employment Professionals
OACEP Quarterly meetings 7/05; 1/06; 4/06 Fall Conference 11/05
OKC Employer Council – Monthly meetings
Regents Committee for Building Alliance between OESC & College Career Services Fall 05
Regents planning committee for Employer/Career Services Workshop, Nov. 05
Community college rep. on speakers' panel at OKACE fall conference, Nov. 05
Writing Job Descriptions, October 2005
Pizazz to Word Documents, December 2005
The Seven Lessons in Leadership, March 2006
MS PowerPoint, April 2006
Student Services Noel Levitz Workshop, October 2005
Myers-Briggs Workshop, April 2006
Strong Interest Inventory Workshop, April 2006
JobFit soft skills assessment system, May 2006
OKACE and NACE member 05-06

Porsha Webb, Employment Services Assistant
Currently pursuing an associate's degree at OCCC
Charts & Tables in Word, November 2005

Mari-Ann Fenn, Employment Services Advisor
AAS in Business – Emphasis in Accounting
Open Finance Lab, October 2005
7 Lessons in Leadership, November 2005

Office of Student Life: Co-Curricular Programs

SUMMARY OF ACTIVITIES TO SUPPORT AND ACCOMPLISH GOALS:

1. General Co-Curricular Program Summary

The Office of Student Life offered a variety of educational, social and community service related co-curricular programming throughout the academic year, with exceptional participation from students. The chart below indicates the type of events, number of events in each category and total number of participants in each category as compared to FY 04 and FY05.

Event Type	FY2004		FY2005		FY2006	
	# of Events	# of Participants	# of Events	# of Participants	# of Events	# of Participants
Social	26	4,655	34	4,788	29	6,256
Educational	33	5,007	109	15,495	128	21,648
Community Service	16	2,844	20	4,680	21	3,697
TOTAL	75	12,506	163	24,963	178	31,601

2. Calendar Highlights

Fall 2005:

Student Leadership Retreat, August 12-14
 Sponsors' Luncheon, August 17
 Free Sno Cones, August 22
 Name on Rice, August 23
 Hunting Simulator, August 24
 Tye-Dye T's, August 25
 Singer Lauren Sonder, August 31
 Student Org. Fair, Aug. 31-Sept. 1
 Photo Sticker Booth, September 1
 Study Smart Workshop, September 1
 Study Smart Workshop II, September 7
 Test Taking Workshop, September 7
 U.S. Constitution Display, September 11-16
 Blood Drive, September 12
 Resume Workshop, September 13
 Mini Leadership Workshop, September 14 & 15
 Interviewing Workshop, September 14
 Lecturer Alexander Sanger, September 15
 Mexico Independence Day, September 15
 Latino Community Panel, September 20
 Anniversary Celebration, September 22
 Graffiti Service Project, September 24
 Time Management Workshop, September 26
 Job Fair, September 28
 Shana Banana Children's Concert, Sept. 30
 Adopt A Street Service Project, October 1
 Breast Cancer Display, October 3-7
 Make A Frame, October 4
 Discover China Workshop, October 4
 Understanding Auto Insurance, October 6
 Habitat Service Project, October 15

Game Show, October 18
 Beginning Sign Language, October 18
 Abilities Obstacle Course, October 19
 Term Paper Workshop, October 25
 Depression Screening, October 26
 Positive Exposure Lecture, October 26
 Halloween Carnival, October 28
 Transferring Workshop, November 1
 Airbrush Tattoos, November 2
 Adopt A Street Service Project, November 4
 Lecturer Michael Czanecki, November 8
 Oki Taiwa Drumming, November 15
 Irish Arts Performer, November 17
 Campus Food Drive, November – December
 Sexual Health Display, November 28 –
 December 2
 Finals Prep Workshop, November 29
 20 Minute HIV Test, November 29
 Blood Drive, November 30-December 1
 Salvation Army Kettle Ringing, December 3
 Student Art Show, December 5
 Pancake Breakfast, December 12

Spring 2006:

Funny T's, January 18
Free Massages, January 19
Leadership Workshop, January 21
Study Skills Workshop, January 24
Org. Fair, January 25-26
Free Hot Chocolate, January 25-26
Beet the Geeks Game Show, January 25
Study Skills Workshop 2, January 25
VITA, January 30-April 13
Chinese New Year, January 31
Test Taking Workshop, February 1
Regional Food Bank Service, February 4
Transferring Workshop, February 7
Make A Frame, February 8
Hornets Game, February 10
Performer Diedre McCullough, February 14
Blood Drive, February 15-16
Higher Education Day, February 15
Lecturer Johnnie Stevenson, February 15
Adopt A Street Service Project, February 17
Civic Responsibility Display, February 20-24
Veterans' Panel, February 20
Resume Workshop, February 21
Beaded Necklaces, February 22

Care Package Service Project, February 27
Fat Tuesday, February 28
Interviewing Workshop, February 28
Depression Speaker, March 1
DUI Simulation Speaker, March 2
Women's History Display, March 6-10
Job Fair, March 8
Budgeting & Credit Seminar, March 23
Habitat Service Project, March 25
Term Paper Workshop, March 28
First Americans Exhibit, April
Campfire Island Project, April 8
Native American Craft Fair, April 10
Oklahoma Fancy Dancers, April 12
NASA Astronaut Speaks, April 13
Spring Family Carnival, April 15
Earth Day Display, April 17-21
Finals Prep Workshop, April 18
Blood Drive, April 19-20
Awards Ceremony, April 21
Jubilee, April 28
Cinco De Mayo, May 5
Pancake Breakfast, May 8
Graduate Pinning, May 8

3. 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. 345 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.	2%	0%	6.8%	25.7%	64.4%
Attending events such as this helps me feel more connected to OKCCC.	2%	2.6%	17.3%	29%	49%
Attending events such as this contributes to my success in college.	2%	1.5%	3.3%	31.6%	61%

4. 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 2005-2006 academic year Student Life sponsored, marketed, and presented 26 Brown Bag Lunch Lectures to more than 250 students. Topics included essential student success skills such as study prep, test-taking, and transferring as well as cultural and general interest topics.

Complete list of lecture topics: Study Skills I & II, Test Taking, Job Applications and Resumes, Interviewing to WIN!, Time Management, Discover China, Understanding

Auto Insurance, Introduction to Sign Language, Term Paper Workshop, Transferring, Discover South Africa, Finals Prep, The Music and Stories of Deidra McCalla, Veteran's Panel, Resumes Etc, Understanding Depression, Alcohol 101 and DUI Simulator, Basic Budgeting and Credit Workshop.

The Brown Bag Lecture Series was originally designed to host more general interest workshops, however student have expressed continued interest in student success skills. Therefore in 2006-2007 The Brown Bag Lecture Series will be split into two separate programs.

1. **Brown Bag Lunches:** These workshops will address topics of general interest, career exploration, hobbies, and life-skills.
2. **The Essentials Workshops:** Like the Brown Bag Series these workshops will be held during the noon hour but will focus exclusively on student success skills such as learning styles, test-taking, and study tips.

Both programs are extremely cost effective as Student Life works with other campus partners to bring in speakers and presentations.

5. Themed Educational Programming

Themed Educational Programming presented by The Office of Student Life addresses 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 educational topics are too broad to compress into a one week format. 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, Latino Community Panel, and the Oklahoma Humanities Exhibit "Still the Golden Door: Immigrant Communities In Oklahoma.

Ability Awareness Week

Co-Sponsor – Abilities Galore

Major events included a Wheelchair Basketball Demonstration, Ability Obstacle Course, and Learning Disability Display.

International Education Week

Co-Sponsors – Global Education Committee and International Student Association

Major event included cultural performers, lectures, social events, and ceremonies. The week-long celebration was the largest and most attended in the history of the college.

Black History Month

Co-Sponsor – Black Student Association

Major Events included a cultural performance, a lecture by an Oklahoma author, and displays.

American Indian Week

Co-Sponsor – Native American Student Association

Major events included lectures, cultural performances, and Oklahoma Humanities Council Exhibit "First Americans, First Oklahomans"

Office of Student Life: Service-Learning Program

SUMMARY OF ACTIVITIES TO SUPPORT AND ACCOMPLISH GOALS:

1. Activity Overview

This year marked the beginning of the implementation of a comprehensive service-learning program. Program components implemented include the co-curricular and academic service learning projects and the volunteer center. Planning also took place for the fourth and final component, the Civic Honors program, with full implementation planned for fall of 2006.

2. Academic Service Learning Review

The Student Life Service-Learning Center is designed to be a campus resource offering a number of options for both student and faculty participation in Service-Learning. Our mission is to promote, advise, and support the inclusion of Service-Learning as a teaching and learning tool at Oklahoma City Community College.

During the center's first two semesters 15 courses included Service-Learning as either a required or optional component in their courses. The majority of participating faculty are from the Division of Health Professions as the nursing program has adopted Service-Learning in all courses. Courses that had an integrated Service-Learning component are: Nur 1519,1529,2539,2549 & 2539 CLP, Hum 2423, 2163, OTA 1253, COMM 2213

Student Evaluations

The following data was collected on 8 questions regarding the student's experience with service-learning. Students were asked to rate their responses on a likert scale with 1 being strongly disagree and 5 being strongly agree.

QUESTION 1: The service increased by awareness of the larger community. MEAN: 3.9619

QUESTION 2: The service helped me better understand community needs. MEAN: 3.9726

QUESTION 3: The service helped me reflect on my life and goals. MEAN: 3.4905

QUESTION 4: The service helped me decide on career and life goals. MEAN: 2.8468

QUESTION 5: The service has increased my interest in doing further service. MEAN: 3.6081

QUESTION 6: I would recommend this activity to my friends. MEAN: 3.6200

QUESTION 7: My experience with the community agency was positive. MEAN: 4.2384

QUESTION 8: My experience with the Service-Learning program has been positive. MEAN: 4.0468

Overall Experience

As indicated on question 6 (mean=3.62) and question 8 (mean=4.0468), students participating in a course with a required service learning component indicate overall satisfaction with their experience. This success may be attributed, at least in part, to upfront orientation and reflection exercises presented to the students in a collaborative effort between staff in the Office of Student Life and the course faculty member. During the spring 2006 semester, for each participating course, a 30 minute to 1 hour session was lead by Student Life staff to explain the service learning process and to begin to reflect on the purpose of the experience, thus students were given the tools to engage in self-reflection during their engagement in the service.

Community Agency

As indicated by question 7 (mean=4.2384), students state that their experience at the community agency was a positive one. Student Life staff will continue to provide an information session for community partner agencies each semester, perform regular site visits, conduct evaluations of the partner agency's experience and provide effective lines of communications between the College, the students, the faculty and the agencies.

Career & Life Goals Reflection

As indicated by question 4 (mean=2.8468), students are not using their service learning experience as a means by which to make career and life decisions. Future sessions held with student prior to each semester will place a stronger emphasis on this reflection component so that students may begin to better reflect on the experience in relationship to their personal and professional futures.

Academic Division Participation

As indicated by the descriptive statistics, the division of health professions is over-represented in terms of participation, with 85.9% of participants indicating they are majoring in a health professions field. In the upcoming academic year an emphasis will be placed on having service learning more broadly represented across the curriculum. Specifically, staff in the Office of Student Life will present to interested faculty members during their planning week prior to the beginning of the fall 2006 semester. An informational booklet is also being produced which outlines how each academic department, from math to literature, may be linked to a service learning objective.

Age & Dissatisfaction

Analysis of variance was performed on each demographic characteristic and response to each of the eight questions to assure the service learning experience was addressing the needs of a diverse student population.

In the cases of race, semesters at the College, and major, unequal group sizes within each characteristic made analysis results invalid. However, the characteristics of gender, age and parent's attended college were analyzed using a one-way ANOVA and Tukey's post hoc test to determine if there were significant differences among groups on the mean for each question.

For gender and whether or not parents attended college, no significance was found on any of the eight questions ($p > .05$). For age, however, on all questions, except for question #6, there was significant differences ($p < .05$) among the three age ranges (18-22, 23-29, 30+). The tables below outline the degree to which these differences were found. Overall, students in the younger age range tend to show higher levels of satisfaction than those in the upper age ranges. Furthermore in looking at the mean for each actual age, it appears that lower levels of dissatisfaction begin at age 27, continue to age 42, then begin to rise again.

TABLE 1-1

Multiple Comparisons

Dependent Variable: Q1

Tukey HSD

(I) AgeRange	(J) AgeRange	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
18 to 22	23 to 30	.2102	.15412	.361	-.1522	.5727
	31+	.4015*	.15161	.023	.0450	.7581
23 to 30	18 to 22	-.2102	.15412	.361	-.5727	.1522
	31+	.1913	.11413	.216	-.0771	.4597
31+	18 to 22	-.4015*	.15161	.023	-.7581	-.0450
	23 to 30	-.1913	.11413	.216	-.4597	.0771

Based on observed means.

*. The mean difference is significant at the .05 level.

TABLE 1-2

Multiple Comparisons

Dependent Variable: Q2

Tukey HSD

(I) AgeRange	(J) AgeRange	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
18 to 22	23 to 30	.2936	.15412	.139	-.0689	.6560
	31+	.4891*	.15151	.004	.1328	.8454
23 to 30	18 to 22	-.2936	.15412	.139	-.6560	.0689
	31+	.1956	.11400	.201	-.0725	.4636
31+	18 to 22	-.4891*	.15151	.004	-.8454	-.1328
	23 to 30	-.1956	.11400	.201	-.4636	.0725

Based on observed means.

*. The mean difference is significant at the .05 level.

TABLE 1-3

Multiple Comparisons

Dependent Variable: Q3

Tukey HSD

(I) AgeRange	(J) AgeRange	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
18 to 22	23 to 30	.0385	.17539	.974	-.3739	.4510
	31+	.3539	.17242	.101	-.0515	.7594
23 to 30	18 to 22	-.0385	.17539	.974	-.4510	.3739
	31+	.3154*	.12973	.041	.0103	.6205
31+	18 to 22	-.3539	.17242	.101	-.7594	.0515
	23 to 30	-.3154*	.12973	.041	-.6205	-.0103

Based on observed means.

*. The mean difference is significant at the .05 level.

TABLE 1-4

Multiple Comparisons

Dependent Variable: Q4

Tukey HSD

(I) AgeRange	(J) AgeRange	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
18 to 22	23 to 30	-.0856	.18826	.892	-.5284	.3571
	31+	.2967	.18505	.245	-.1385	.7319
23 to 30	18 to 22	.0856	.18826	.892	-.3571	.5284
	31+	.3823*	.13908	.017	.0553	.7094
31+	18 to 22	-.2967	.18505	.245	-.7319	.1385
	23 to 30	-.3823*	.13908	.017	-.7094	-.0553

Based on observed means.

*. The mean difference is significant at the .05 level.

TABLE 1-5

Multiple Comparisons

Dependent Variable: Q5

Tukey HSD

(I) AgeRange	(J) AgeRange	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
18 to 22	23 to 30	.1303	.17925	.748	-.2913	.5518
	31+	.4545*	.17604	.027	.0406	.8685
23 to 30	18 to 22	-.1303	.17925	.748	-.5518	.2913
	31+	.3243*	.13292	.040	.0117	.6369
31+	18 to 22	-.4545*	.17604	.027	-.8685	-.0406
	23 to 30	-.3243*	.13292	.040	-.6369	-.0117

Based on observed means.

*. The mean difference is significant at the .05 level.

TABLE 1-6

Multiple Comparisons

Dependent Variable: Q7

Tukey HSD

(I) AgeRange	(J) AgeRange	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
18 to 22	23 to 30	.2756	.14031	.122	-.0544	.6055
	31+	.4299*	.13783	.005	.1058	.7540
23 to 30	18 to 22	-.2756	.14031	.122	-.6055	.0544
	31+	.1544	.10386	.298	-.0899	.3986
31+	18 to 22	-.4299*	.13783	.005	-.7540	-.1058
	23 to 30	-.1544	.10386	.298	-.3986	.0899

Based on observed means.

*. The mean difference is significant at the .05 level.

TABLE 1-7**Multiple Comparisons**

Dependent Variable: Q8

Tukey HSD

(I) AgeRange	(J) AgeRange	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
18 to 22	23 to 30	.4592*	.15376	.008	.0976	.8208
	31+	.6201*	.15145	.000	.2639	.9762
23 to 30	18 to 22	-.4592*	.15376	.008	-.8208	-.0976
	31+	.1609	.11435	.338	-.1080	.4298
31+	18 to 22	-.6201*	.15145	.000	-.9762	-.2639
	23 to 30	-.1609	.11435	.338	-.4298	.1080

Based on observed means.

*. The mean difference is significant at the .05 level.

Course Comparisons

Although additional data will be necessary in order to fully analyze and receive valid results, significance is emerging when comparing responses to question #8 between the various courses from semester to semester. For example, students in nursing courses consistently have significantly lower mean scores on question #8 than those students enrolled in humanities courses with required service learning components. With additional data more valid conclusions may be drawn as to whether this trend is specific to the course or the service learning program, or whether once service learning becomes more deeply embedded in the nursing program's curriculum over time if all students in all courses will begin to exhibit similar mean scores.

The center has also established and maintained "Community Partner" relationships with 45 metro area non-profit agencies that accept regular volunteers as part of the academic service-learning program. Agency orientations and events are held at least twice throughout the calendar year.

3. Co-Curricular Service Learning Review

The Student Life Service-Learning Center sponsored ten Service Saturday projects during the 05/06 academic year. These Co-Curricular programs are designed to expose first-time volunteers to structured Service-Learning experiences. About 60% of students who participate in Service Saturdays are participating to fulfill a requirement for academic Service-Learning.

Regional Food Bank of Oklahoma, Habitat for Humanity of Central Oklahoma, Habitat for Humanity of Cleveland County, Oklahoma City Weed & Seed, Oklahoma City Adopt-A-Street, and Campfire of Central Oklahoma participated in Service Saturday Programs as partner agencies.

The following data was collected on 8 questions regarding the student's experience with service-learning. Students were asked to rate their responses on a likert scale with 1 being strongly disagree and 5 being strongly agree.

QUESTION 1: The service increased by awareness of the larger community. MEAN: 4.4796
QUESTION 2: The service helped me better understand community needs. MEAN: 4.4286
QUESTION 3: The service helped me reflect on my life and goals. MEAN: 4.0306
QUESTION 4: The service helped me decide on career and life goals. MEAN: 3.0204
QUESTION 5: The service has increased my interest in doing further service. MEAN: 4.4592
QUESTION 6: I would recommend this activity to my friends. MEAN: 4.7041
QUESTION 7: My experience with the community agency was positive. MEAN: 4.8571
QUESTION 8: My experience with the Service-Learning program has been positive. MEAN: 4.8571

Overall Experience

As indicated on question 6 (mean=4.7041) and question 8 (mean=4.8571), students participating in co-curricular service learning indicate overall a very strong satisfaction with their experience. This success may be attributed, at least in part, to pre and post reflection exercises and the self-selection nature of co-curricular service learning experiences.

Community Agency

As indicated by question 7 (mean=4.8571), students state that their experience at the community agency was a positive one. Student Life staff will continue to provide an information session for community partner agencies each semester, perform regular site visits, conduct evaluations of the partner agency's experience and provide effective lines of communications between the College, the students, the faculty and the agencies.

Career & Life Goals Reflection

As indicated by question 4 (mean=3.0204), students are not using their service learning experience as a means by which to make career and life decisions as much as would be preferred. Future reflections exercise held before and after each service project will place a stronger emphasis on this reflection component so that students may begin to better reflect on the experience in relationship to their personal and professional futures.

Academic Division Participation

As indicated by the descriptive statistics, the division of health professions is over-represented in terms of participation, with 67.3% of participants indicating they are majoring in a health professions field. In the upcoming academic year an emphasis will be placed on having service learning more broadly represented across the curriculum.

Demographic Characteristics & Satisfaction

Analysis of variance was performed on each demographic characteristic and response to each of the eight questions to assure the service learning experience was addressing the needs of a diverse student population. In the cases of race, semesters at the College, and major, unequal group sizes within each characteristic made analysis results unreliable. However, the characteristics of gender, age and parent's attended college were analyzed using a one-way ANOVA and Tukey's post hoc test to determine if there were significant differences among groups on the mean for each question. For each of the demographic characteristic analyzed, no significance was found on any of

the eight questions ($p > .05$). Overall it appears that all students are having a similar positive experience within co-curricular service learning.

4. Volunteer Center Review

The Volunteer Center expanded campus outreach during the academic year by establishing an online volunteer opportunity board at www.occc.edu/volunteer. The center also worked to promote volunteerism and community service projects with student organizations. These included campus blood drives, Red Cross fundraisers, as well as clothing and food drives. Students also contributed more than \$2000 to the relief effort along the gulf coast.

Community Impact:

726 students participated in service*

5,306 hours contributed to local agencies

Total Community Impact = \$93,112.74

*does not include service completed by students individually

5. Civic Honors Implementation Plan

The Civic Honors Program, which is part of the comprehensive service-learning program at Oklahoma City Community College, is designed to be a co-curricular option for students who wish to participate in service-learning. Students who meet the required program elements will be awarded a certificate of achievement for Civic Honors at the annual Student Awards Ceremony. Full implementation is anticipated for fall 2006. Students wishing to participate will set up an initial appointment with Student Life staff to review the program objectives and requirements and receive all necessary materials to complete the program. Students will have 1 year from the date of enrollment to complete the civic honors program.

Program Objectives:

- ◆ Gain insight and experience about societal needs through civic involvement.
- ◆ Develop leadership skills and an understanding of leadership theory that can be used as a future leader in our community.
- ◆ Gain and understanding of the complex issues facing our society and the world.
- ◆ Expand awareness of self and others.

Program Requirements:

1. Complete 50 hours of service at approved service agencies.
2. Write a five page reflection paper.
3. Meet once each semester for a mentor session with Student Life Staff to monitor your progress and allow for appropriate reflection time.
4. Submit a final portfolio containing the following items:
 - Current Resume
 - Personal Vision Statement
 - Personal Life Goals
 - Academic Transcript
 - Paper
 - Signed time sheets or an official copy of the Student Activities and Recognition Transcript indicating completion of the 50 hours of service.
 - Signed mentor sessions (1 signature per semester of enrollment)
5. Set up a final review appointment with members of the student life staff for final interview and approval of civic honors certificate.

Office of Student Life: Leadership Programs

SUMMARY OF ACTIVITIES TO SUPPORT AND ACCOMPLISH GOALS:

1. Activity Overview

Student organizations held 720 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	FY2004		FY2005		FY2006	
	# of Events	# of Participants	# of Events	# of Participants	# of Events	# of Participants
Social	40	1,778	38	1,708	23	537
Educational	59	2,831	79	3,819	67	1,884
Community Service	23	375	16	1,179	16	629
Fund Raisers	43	NA	61	NA	77	NA
Club Meetings	450	NA	579	NA	537	NA
TOTAL	615	4,984	773	6,706	720	3,050

2. Student Organizations Overview

HONOR SOCIETIES

- ◆ Phi Theta Kappa is an international honor society for community and junior college students. Students who have completed 12 credit hours that apply 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. 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. Psi Beta recognizes students with outstanding scholarship and an interest in psychology. The chapter will notify by mail those students who qualify to be members of Psi Beta. 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, provides a forum for exchange on these topics, and promotes communication to persons interested in diverse areas of the natural sciences
- ◆ BPA is designed for students interested in careers in business 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 purpose of the Engineering Club is to promote interest in engineering education and professions. The club provides opportunities for students to learn the most recent developments in engineering through forums, small projects, guest speakers and field trips.
- ◆ The Health Professions Club provides an opportunity for students who are interested in a wide variety of health-related fields to meet for the purposes of professional growth and social interaction, field trips and educational experiences. The group's website is www.occc.edu/healthpr/.

- ◆ Biotech Club encourages interest in Biotechnology to provide student access to current topics and to promote the biotechnology program on campus and in the community.
- ◆ 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.
- ◆ Purpose of SEMTA is 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 on these topics.
- ◆ SNA'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.
- ◆ 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 theater productions, which 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 goal of the Writing Club 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 purpose of the Black Student Association is to serve as a focal point for African-American students at the College by enhancing educational goal completion, by 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 promote a wide range of political viewpoints. Students are encouraged to participate in campaign issues, as well as current legislation that is 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; they 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, makes available 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. This group's web site address is www.occc.edu/hispanicorg.

- ◆ ISA promotes educational opportunities among the international student community, encourages socialization with other students and shares cultures with the College.
- ◆ NASA is dedicated to the promotion and education of the ideologies of the ethnic spirit typifying the various representatives of indigenous tribes who attend Oklahoma City Community College. The organization supports cultural awareness by promoting and participating in social and educational events on and off campus. Membership is open to those interested in the cultures of Native Americans.
- ◆ **PASS With CLASS** provides the opportunity for single-parents to develop a network of other single parent students, and help each member be a more successful student, parent, employee, and community member. Activities are available for both members and their children throughout the year.
- ◆ TLC is made up of a representative from each of the clubs on campus, plus at-large members through application. TLC provides a forum for exchange of information between the student body and College administrators. TLC members have direct input into many of the decisions on campus that effect students. Members of the group are also invited to serve on various administrative committees on campus. This organization serves as a resource for the Vice President for Student Services and the rest of the President's Cabinet, providing open, honest feedback about all aspects of the campus environment.

RELIGIOUS ORGANIZATIONS

- ◆ BCM 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. The website is www.occc.edu/chialpha.
- ◆ **Christians on Campus** provides a Bible study available to all students at the College. The goal of this organization is to promote spiritual enjoyment and growth.

3. Sponsors' Recognition Projects

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' Newsletter – A total of 3 editions of the sponsor's newsletter were published between August 2005 and May 2006. The newsletter is titled "The Extra Mile" and serves as a method of communication, a resource guide and a source of motivation for club sponsors.

Sponsors' Luncheon – In August of 2005 a luncheon was held in honor of all club sponsors to thank them for their past efforts as well as for their service in the upcoming year..

Sponsors' Appreciation Week – In November of 2005 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 given a card for members to sign and give to their sponsors, as well as encouraged to think of creative and individualized ways to thank their sponsors.

End Of The Year Recognition – In May 2006, each club sponsor was recognized with a gift to thank them for their year of service.

4. Student Leadership Activities

4 student leadership events were held in 2005-2006. 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. A total of 149 sponsors and student leaders were in attendance at the four events.

5. Student Organization Fairs

2 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.

6. Student Awards Ceremony

The annual Student Awards Ceremony was held on April 21, 2006. Approximately 325 faculty, staff, students and community members were in attendance. One hundred and ten students were recognized during the ceremony for the achievements inside and outside of the classroom. Awards given included the Pioneer Award, the Student Organization Award, the President's Award for Excellence, the English Student Essay Award, scholarship recognition, a 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. President's Award for Excellence recipients, who were participating in the commencement ceremony, were also honored during a reception at the Renaissance Hotel prior to the ceremony. Members of the Board of Regents, special guests and President's Cabinet members were in attendance at the reception.

7. 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 is to celebrate and recognize the accomplishments of the student organizations over the past year. The Crazy Olympics were held prior to the Jubilee, with 4 student organizations participating in the competitions. Approximately 40 students and sponsors were in attendance. Awards were given out as follows:

Most Improved Club – Health Professions Club

Best New Club – Business Professionals of America

Club of the Year – Black Student Association

Educational Event of the Year – International Student Association's Cultural Night

Social Event of the Year – Black Student Association for their Winter Ball

Community Service Event of the Year – BSA's Day for the Children.

Fundraiser of the Year – Health Professions Club Bethany Children's Center Fundraiser

Best Scrapbook of the Year – Black Student Association

Best New Member of the Year – Nicole Harrison, Health Professions Club

Club Officer of the Year – Kendra Draper, Health Professions Club

Volunteer of the Year – Ebonee Gilliard, Black Student Association

Sponsor of the Year – Claire Echols, Black Student Association

Other Nominees:

Dawnique Walters – BSA

Cesar Barillas – ISA
Michael Crew - ISA
Lindsay Cunningham - Health Professions Club
Sherwin Johnson – BSA
EJ Johnson – ISA
Larita C. Blandon – ISA
Betty Lopez – HOPE
Haifeng Ji – ISA
Germain Pichop - ISA
Lea Ann Hall – BPA

8. Student Activities & Recognition Transcript

The Student Activities and Recognition Transcript or S.T.A.R.T. is a tool for students to use to supplement employment and college applications, which assists in demonstrating that the student has the necessary skills and experiences to achieve success. After extensive research and collaboration with various departments at the College, the transcript became a service available to students in July 2003. Currently there are 459 students utilizing the service, as compared to 195 in FY05.

Office of Student Life: Employment Services

Summary of Activities to Support and Accomplish Goals:

1. General Overview

The Employment Services Office seeks to assist students in locating full and part-time jobs, preparing for interviews and assessing the job market.

2. Individual Student Contacts

- ◆ Through office - 889 students and alumni
- ◆ Employment Services college website – No information available this year from the Web Administrator
- ◆ Oklahoma Career Information System website – 1912 total
- ◆ College Central Network website Students 521 Alumni 46

3. Students Employed

There was a total of 381 students from Oklahoma City Community College hired, generating an estimated aggregate annual income of \$7,632,912.

4. Employer Contact

Two hundred sixty-two new employers listed jobs this year on our CCN job board. There were a total of 1,266 job openings listed. A comparison between July 1 – May 22 of 2005 and 2006 netted a 10% overall increase of job listings for 2006. Since the CCN inception, 899 employers have registered a total of 3,058 jobs.

5. On-Campus Recruitment

- ◆ CarMax 4/27
- ◆ Contemporary Services Corp. 5/2, 5/9
- ◆ CutCo (Vector) 5 days per month Sept. Oct., Nov., Dec.
- ◆ Eight Days Promotions 9/12
- ◆ FedEx 4/27, 5/3
- ◆ Greater OKC Chamber of Commerce 3/31
- ◆ Joe's Crab Shack 3/22, 3/28, 3/30
- ◆ Marshall's 3/30, 3/31, 4/1, 4/6, 4/7
- ◆ Military Various throughout the year
- ◆ Tinker AFB Civilian Employment 3/30
- ◆ UPS 9/7, 10/12, 10/20, 1/18, 2/1, 2/15, 3/1, 3/29, 4/12, 4/26, 5/10

6. Job Fairs

Student Life Employment Services sponsored two job fairs for students and community in FY 2006, the Fall Job Fair in October and the Spring Job Fair in March. The Spring 2006 Job Fair was a dual fair of general employers and health occupations employers held in the College Union with differing hours to accommodate the Health Division.

Forty-six employers attended in the fall, and seventy-seven in the spring. The evaluation totals from both fairs were combined for the following summary and percentages rounded to the nearest percent. Eighty-five percent (85%) of the employers turned in evaluations with possible ratings of 1 to 5, with 1 being "Poor" and 5 being "Excellent."

- ◆ Ninety-three percent (95%) of the reporting employers gave the job fairs an overall rating of excellent or good. (Fall evaluations were higher than spring because of the spring air conditioning problem in the union.)
- ◆ One hundred percent (100%) of the employers indicated they would return to another job fair.
- ◆ Sixty percent (60%) of the employer representatives indicated they had participated in a job fair in past years; forty percent (40%) were first time attendees.

7. Employment Services Brown-Bag Seminars

Four employment skills seminars were held in the fall and spring semesters open to all students during weekday lunch periods. Related topics previously planned by Employment Services were done by Jon Horinek.

8. STEP Program

For the first year a program was implemented to assist in developing student employment positions on campus. Employment Services assisted Human Resources in this initiative by offering a number of recognition and educational sessions for current student employees. Students attending the three training workshops expressed high satisfaction with information presented and on-the-job success relativity. The evaluations for the three training workshops showed an overall rating by students attending of 4.3 out of a possible 5. Students attending expressed interest in additional workshops.

Summary of Activities:

- ◆ *HR Forms and Success on the Job Orientation*, September 23, Attendance: 33, Karen Schmidt, from Human Resources, explained HR forms. Linda Fay, Director of Employment Services, discussed Success on the Job and administered the *Job Survival and Success Scale* inventory. Lunch was provided and students were given coupons to receive pay for attending.
- ◆ *Student Worker Appreciation Week*, October 31st to November 4th, In appreciation of our student workers, Employment Services hosted the week long event which included coffee coupons for the student workers and their supervisors. All Employee emails and bulletin boards announced the celebration.
- ◆ *Customer Service Workshop*, November 9, Attendance: 27, Focus on this workshop was Customer Service, including customer service scenarios involving students and staff. Jon Horinek, Coordinator Community Services, conducted team building exercises. Lunch was provided and students were given coupons to receive pay for attending.
- ◆ *Be a Star – Work Ethics*, March 22, Attendance: 25, The focus of this workshop was work ethics on the job. Attention was given to look, listen, and learn your job and included topics on dependability and team work. Students were broken into groups and given ethic topics to discuss and to find solutions. Lunch was provided and students were given coupons to receive pay for attending.
- ◆ *National Student Employment Week*, April 3rd to April 7th, Student workers were invited to attend the first annual National Student Employment Week luncheon sponsored by Employment Services. Students received certificates of appreciation for their continued support and dedication as a student employee. The luncheon attendees included Vice President Marion Paden who congratulated and thanked the student workers. All Employee emails and bulletin boards announced the celebration.

9. Group Meetings, Classroom Presentations, and Community Activities

- 7/14 Capitol Hill Technology Center – new materials for students
- 8/8 Presentation to A & H adjunct instructors
- 8/3 Carlotta Hill's Study Skills class
- Faculty meetings & contacts – Met with each division in the fall to promote

services and furnished resources including new CD's, NACE books, websites, etc. E-mails were sent throughout the year to faculty interested in job opportunities and internships for their students.

- Sponsor for Baptist Collegiate Ministry – attended meetings as time allowed.
- 8/31 Mary Turner's Orientation class
- 9/8 Ron Loving's Personal Finance class
- 9/12 Josh Hammer's Study Skills classes
- 9/12 Tracy Louviere's Study Skills class
- 9/14 Luke Short's Study Skills class
- 9/19 & 9/29 Regents' Committee for Careers Seminar
- 9/23 STEP Orientation
- 9/28 Fall Job Fair
- 10/19 & 10/25 Anita Williams' Business Communication classes
- 10/28 Black Student Association Meeting
- 10/21 OKCIS Presentation host for OCCC counselors and local colleges
- 10/31 – 11/4 Student Appreciation Week (Mari)
- 11/9 STEP training (Mari)
- 11/14 Reeca Young's Occupational Therapist Asst. class
- 11/17 Regents Careers Workshop
- 11/17 Mock Interviews for Health Club (Mari)
- 11/29 Carlotta Hill's Study Skills Class
- 12/6 Chris Lopez's Study Skills Class

- 1/11 Career Transitions Class
- 1/25 Anita Williams' Business Careers Class
- 1/31 & 2/24 Regents' Meeting with OESC
- 1/31 & 2/9 Jack Kraettli's business classes
- 2/8 Marilyn Clark's Study Skills class
- 2/13 Winners committee for "Top Ten Reasons to Complete Your Degree at O-Triple-C" contest
- 2/14, 2/16, 2/27 Career Transitions Classes
- 2/16 Health Club meeting
- 2/21 Brown Bag Resumes
- 2/28 Brown Bag Interviewing
- 2/28 Career Transitions (Mari)
- 3/8 Spring Job Fair
- 3/21 Bus. & Prof. club meeting (Mari)
- 3/22 STEP Orientation (Mari & Linda)
- 3/30 Tinker AFB Internship Program
- 4/4 STEP Recognition Luncheon (Mari)
- 4/10 Baptist College Ministry presentation
- 4/17 Winners committee for "Top Ten Reasons to Stay in Oklahoma after Graduation" contest.
- 4/18 CCN Training meeting w/ Mike Baldiga
- 4/19 Chi Alpha club meeting presentation
- 5/4 Chris Lopez's Study Skills classes

10. New Software

Employment Services created a new "Resumes, Etc." CD for students with complete directions on resume creation, cover letters, thank-you notes and multiple resume examples for each college division. The "TVI Employment Skills Interactive" was made available to students at no cost early in the year. Late in the year "The Perfect Interview" interactive software for interview practice was promoted to instructors and students.

11. Internet Resources and Websites

- ◆ OKCCC Employment Services – This is updated regularly to include general information as well as a direct link to CCN, pages of upcoming events, majors to jobs, and links to occupational websites.
- ◆ Oklahoma Career Information System (OKCIS) – is a very comprehensive career information website which was purchased for campus-wide usage. It includes detailed information on 500+ occupations (some with streaming video), several

interest and work values inventories, job search skills, nationwide colleges/universities, and every program of post-secondary study offered in Oklahoma. Also included are extensive lists of public and private financial aid sources as well as Oklahoma wages and projections. Students may create their own portfolios to save information and make notes. It is updated annually.

- ◆ College Central Network – was contracted and opened to register local employers with job opportunities for students and alumni. Jobs are listed as full-time, part-time, degree required, and internships. Employers are approved through the E.S. office and have the option of listing their own jobs and searching student resumes or having the office list for them. Students and alumni may register and search jobs from any location and have the option of uploading resumes which are also approved by the E.S. office.

12. Promotions and Publicity

- New Employer brochures & ink pens
- Promotion at New Student Orientations
- Graduate Employment Readiness Assessments in Graduation Office 1/06
- Promotion tables in student traffic areas to promote services & special events for 16 days throughout the year
- Gift certificate & prize drawings for STEP activities
- Two student contests with 20 gift certificates for winners and corresponding articles in *Pioneer*
- “Around Campus” tv promotion taped 9/05
- Cold calling employers for job fairs
- Mailings to students with 45+ college hours inviting to job fairs
- Job Fair ads in *Strictly Jobs*, *Daily Oklahoman*, *Pioneer*, OKC Chamber of Commerce e-mails, and Workforce Oklahoma websites. Also banners, posters, and faculty e-mails, etc.
- Five Employment Services bulletin boards throughout campus updated regularly
- Periodic e-mails through the CCN website to employers, students, and alumni advertising events
- Events page on OCCC website
- Forty articles in *The Pioneer* college newspaper including 9 regular FYI columns and 4 paid Job Fair ads.
- Articles in the Student Life newsletter as requested
- Promotions to TLC as well as other clubs as invited
- Classroom promotions

13. Pioneer Articles Overview

Date	Subject
June 13, 2005	Math, Science graduates likely to earn more money
July 18, 2005	Student Life now hiring (Employment Services PT Assistant)
August 29, 2005	Student CD helps with resumes
September 5, 2005	Some employers step up, help pay students' tuition
September 12, 2005	Win an iPod by attending brown bags; resume, applications
October 10, 2005	Students land jobs and have fun doing it (OCCC Fall Job Fair follow-up)
November 14, 2005	Student Workers learn value of customer service (workshop)
November 28, 2005	Picture: Customer Service Workshop
March 6, 2006	Resume' Writing Workshop
April 3, 2006	Employers Eyeing Students, seeking workers

April 3, 2006	Global business might set foot in Oklahoma
April 3, 2006	Student Workers focus on ethics in workplace (workshop); SEOTY Luncheon
April 10, 2006	Tinker: Internships
April 17, 2006	Job Market interviews & materials used in two articles
May 8, 2006	Interview software helps (Perfect Interview)
June 20, 2005	FYI: Looking for Summer Jobs?
July 11, 2005	FYI: What are businesses looking for in communication skills
August 29, 2005	FYI: Welcome to new and returning students; Employment Services update
October 24, 2005	FYI: Meet new employee; general advertising of services
November 28, 2005	FYI - Setting Goals
January 23, 2006	FYI: Job Outlook and Spring Graduation
February 20, 2006	FYI: Contest Info: Top Ten Reasons To Stay In Oklahoma After Graduation
March 27, 2006	FYI: NACE – Employer Hiring Plans
April 24, 2006	FYI: Top Ten Reasons To Stay In Oklahoma After Graduation
Sep. 5, 2005	Resume' Writing Workshop (brownbag)
September 19, 2005	OCCC Fall Job Fair
October 10, 2005	Get a job, win a WalMart gift certificate (posting resumes on web site)
October 24, 2005	Post a resume; get a gift certificate from WalMart
February 13, 2006	Contest Info: Top Ten Reasons To Stay In Oklahoma After Graduation
February 20, 2006	OCCC Spring Job Fair - March 8
March 6, 2006	OCCC Spring Job Fair – March 8
March 27, 2006	Tinker Air Force recruiting interns
April 10, 2006	Contest Info: Top Ten Reasons To Stay In Oklahoma After Graduation
April 17, 2006	Contest Info: Top Ten Reasons To Stay In Oklahoma After Graduation
May 8, 2006	Free Virtual Interview Practice

14. Student Print Materials

Handouts were developed on multiple employment topics including national and Okla. career projections, job search skills, resume development, website usage instructions, job retention, event promotions, etc. Magazines and booklets were also prominently displayed for students to pick up at their convenience. There are 113 books available for staff and students' use.

Career Information (35)

America's Top Computer & Technical Jobs
 America's Top Jobs for College Graduates
 America's Top Medical, Education, and Human Services Jobs
 America's Top White Collar Jobs
 Being "Job Ready": Identify your Skills, Strengths, and Career Goals
 College Majors Handbook

College Senior's Survival Guide to Corporate America
 Creating Portfolios: for success in school, work, and life (teachers guide)
 Dictionary of Occupational Terms
 Dictionary of Occupational Titles
 Exploring Tech Careers Vol 1
 Exploring Tech Careers Vol 2
 Fifty Best Jobs for Your Personality

Follow Your True Colors to the Job You Love
Great Jobs for History Majors
Great Jobs for Communication Majors
Great Jobs for English Majors
Great Jobs for Foreign Language Majors
Great Careers in Two Years
Health-Care Careers for the 21st Century
How to Make Use of a Useless Degree
Major in Success
Oklahoma Licensed & Certified Occupations
Peterson's Four Year Colleges
Peterson's Two Year Colleges
Quick Guide to Career Training in Two Years or Less
Quick Guide to College Majors & Careers
Standard Occupational Classification Manual
The Back Door Guide to Short Term Job Adventures
The Career Guide for Creative & Unconventional People
The Double You: The Person You Are and The Person You Want To Be
The Occupational Outlook Handbook
The Off-the-Beaten-Path Job Book
What Color is Your Parachute?
Why Aren't You Your Own Boss?
Resumes & Cover Letters (29)
Alternative Resumes for the Young and Creative
America's Top Resumes for America's Top Jobs
Best Keywords for Resumes, Cover Letters, & Interviews
Best Resumes for College Students and New Graduates
Cover Letter Magic
Cyberspace Resume Kit
The Damn Good Resume Guide
Dynamic Cover Letters for New Graduates
Expert Resumes for Career Changers
Expert Resumes for Computer and Web Jobs
Expert Resumes for Health Care Careers
Expert Resumes for Management
Federal Resume Guidebook
Gallery of Best Cover Letters
Gallery of Best Resumes
Gallery of Best Resumes for Two Year Degree Graduates
Internet Resumes
Introduction to Job Applications
Job Search Tools: Resumes, Applications, and Cover Letters
Professional Resumes for Executives, Managers, & Other Professional Administrators
Professional Resumes for Accounting, Tax, Finance, and Law
Resumes for Health & Medical Careers

Resumes & Job Search Letters for Transitioning Military Personnel
Resumes for Accounting, Tax, Finance & Law
Resumes for Social Services Careers
Resumes! Resumes! Resumes! (2)
The Federal Resume Guidebook, 2nd Edition
The Quick Resume & Cover Letter Book
Specialty (8)
The Career Guide for Indonesia Graduates of American Universities
Career Success for People with Physical Disabilities
From Army Green to Corporate Gray
Job Hunting for the So-Called Handicapped
Native American Connections
Yearbook/Directory
No One is Unemployable
Over-40 Job Guide
Putting the Bars behind You
Job Search Skills (28)
A Foot in the Door
Big in the High Stakes Hiring Game
Career Power (Resume & Interview Skills)
Finding a Job in the United States
Games Companies Play: Playing Smart & Winning
Getting the Job You Really Want
Guide to Internet Job Searching
How to Get Any Job with Any Major
Identify Your Skills
Interview Magic
Introduction to Job Applications
Job Finding Fast
Job Interviews Made Easy
Job Offer! A How-To Negotiation Guide
Job Search Career Checklists
Job Search 101 (Comprehensive)
Knock 'Em Dead
Networking for Everyone: Connecting with People for Career and Job Success
Networking and Interviewing for Jobs
Ten Things Employers Want You to Learn in College
The 101 Toughest Interview Questions
The Challenge Guide: Job Hunting for Mid-Career Professionals
The Quick Interview and Salary Negotiation Book
Job Search Skills
The Two Best Ways to Find a Job
The Very Quick Job Search: Instructors Book
The Very Quick Job Search: Activity Book
Who Says There Are No Jobs Out There?
Why I should Hire You
Success on the Job (8)
Career Moves Training Manual

Job Survival Text
Job Survival Instructor's Guide
Keeping Your Job: Survive and Succeed in a
New Job
Thirty Ways to Shine as a New Employee
What Would You Do? Instructor's Manual
Your First Job
Supervisor Savvy

Directories (5)
America's Top Internet Job Sites
Cambridge O-Net Guide
Career X Roads: Reference Guide to Job &
Resume Websites
The Directory of Websites for International Jobs
National Job Hotline Directory

15. Video Library

A collection of video resources is also available for student viewing. Titles include:

Goal Away
50 Best Jobs for 21st Century,
Promising Careers without College Degrees,
Promising Careers with College Degrees
How to Interview Like You Mean It
Common Mistakes People Make in Interviews
Quick Interview Video
The Complete Job Application
Different Ways to Get That Job
Employment Applications and Tests
If at First... How to Get a Job and Keep It..

The Interview II
Interviews: Tips and Traps
Make a Good First Impression
Seven Phases of Interviewing
Top 9 ½ Ways to Resolve Conflicts
Job Survival Skills
10 Ways to Lose Your Job
10 Basics of Business Etiquette
Build a Network for Work and Life
A Career in Ophthalmic Medical Assisting
Partnering with America's Veterans