

**2005-2006
ANNUAL REPORT
ADVISING AND CAREER SERVICES**

GOAL FOR 2005-2006

Provide **Exemplary Services** to contribute to student success and retention.

OBJECTIVES TO MEET THE GOAL:

1. Provide high quality advising services to students in person and at a distance.
2. Refine, improve, and maintain systems that aid in student success.
3. Proactively reach out to students to provide assistance and information.

STATUS OF GOAL ATTAINMENT:

Numerous activities helped to support the goal of providing exemplary services, by moving toward a more proactive model of student intervention.

SUMMARY OF ACTIVITIES TO SUPPORT AND ACCOMPLISH GOAL:

1. During the fall and spring semesters, Student Development Counselors reached out to students with information and encouragement to seek advisement early and have an educational plan.
2. Student Development Counselors contacted students who had failed a developmental studies course during the Spring 2005 semester. All of the students had already enrolled in a subsequent course in the sequence. They were invited to discuss their situation with a Student Development Counselor to consider possibly retaking the COMPASS test or to adjust their schedules to repeat the failed course and to progress through the sequence of courses correctly.
3. The Advising and Career Services staff provided services for a grand total of 50,392 students during FY 2006, an increase of 9% from FY 2005. Of this amount, 30,587 were helped by the Intake Counselor at the Triage desk, and 19,805 were individual advising sessions from full-time and part-time Student Development Counselors, thus 60% of student were assisted efficiently through the efforts and implementation of the triage desk.
4. Dr. Debra Vaughn joined Advising and Career Services in January 2006 and serves as the Career Specialist. She met with many students requesting information on career choices and helped many prepare for their future.
5. The Employment Services Department joined Advising and Career Services in May 2006 with the intent of hiring a new Coordinator of Employment Services to help lead the way in providing the OCCC students information on employment opportunities. The Employment Services area is now managed by the Career Services Specialist to create one umbrella area for career and employment services.
6. Scheduled appointments for the Full-Time Student Development Counselors were made available on May 1, 2006. Many students have expressed an appreciation for the availability of appointments as well as the ability to be seen as a walk-in.

7. To strive to help serve our students better, John Hockett designed a student satisfaction survey and the support staff began emailing this survey out on May 6, 2006. The survey was sent to all students with email addresses that were seen by appointment and a random number of students seen as walk-ins. The survey results are reviewed and processed by the Advising and Career Services support staff. Many of the surveys contain questions that the support staff addresses, and, if a survey contains a specific complaint, this information is given to the Dean of Student Development. 1021 surveys were sent from May 5, 2006 to June 30, 2006 and 130 were returned.
8. In May 2006, a red Transfer Center wall panel and lettering were purchased to serve as a permanent backdrop within the Main Foyer for visiting representatives from senior institutions, and a brochure rack containing transfer information from many of these institutions was placed by the panel to be easily accessible for students. One college was scheduled at a time to better maximize their and the students' time. The college representatives mentioned a dramatic increase in the number of students they visited with since the addition of the red panel and the permanent location.
9. Within the Test Center, 119 students utilized the expanded hours at mid-term; 676 did so at finals for a total of 795 students who chose to take advantage of the extended hours for their testing purposes. Location and noise response suggestions were made. The outcome was to purchase of ear plugs and noise baffles for use as the need arises.
10. Every week a News Writing I student wrote an article for the *Pioneer* about the Test Center and general information about Testing and Assessment.
11. Every two weeks during the summer 2005 semester and every three weeks during the fall 2005, spring 2006, and summer 2006 semesters, an advice column appeared in the student newspaper the *Pioneer*. The column was designed to be engaging and interesting while providing important information and encouragement to students. Mary Turner authored each of the articles for Advising and Career Services.
12. The Office of Testing and Assessment has the responsibility of overseeing entry level, placement and specialty test administration, as well as operating the Test Center to deliver academic exams as requested by Faculty. During FY 2006, a total of 73,539 exams were distributed and collected in the Test Center. Of those, 16,771 were assessment exams, and 56,768 were academic exams. Administered specialty exams (GED, ACT, NET, and TOEFL) totaled 2,118. The Test Center in support of Faculty instruction was open 282 days FY 2006. Overall 75,733 exams were delivered through the Office of Testing and Assessment. An accompanying chart (Appendix A) is at the end of this report.

GOAL FOR 2005-2006

Provide opportunities for **Collaboration** with internal and external constituencies in order to more effectively serve students.

OBJECTIVES TO MEET THE GOAL:

1. Host periodic advising workshops for faculty.
2. Have advising personnel assigned to every academic division.
3. Participate in cross-divisional initiatives to improve success or processes.
4. Work to support other Student Services' departments by assisting in projects and special initiatives.
5. Work with student groups and organizations to encourage success.
6. Work with senior colleges and universities to facilitate the smooth institutional transfer of our students.
7. Work with other departments on Campus in scheduling exams and assessments which allow flexible options for those offices' prospective or current students in need of testing.
8. Continue to offer and support the College Café program.

STATUS OF GOAL ATTAINMENT:

Staff members in Advising and Career Services collaborated on a number of projects and initiatives during the 2005-2006 academic year. By collaborating and pooling resources and talent, more activities and projects were able to be implemented and thus adding to the efforts toward helping students to achieve their educational goals.

SUMMARY OF ACTIVITIES TO SUPPORT AND ACCOMPLISH GOAL:

1. The Faculty Early Warning System, coordinated in Advising and Career Services by Mary Turner, received and responded to 632 unique referrals from faculty members during the 2005-2006 academic year. Each referral received a telephone call, a personalized letter to the student's address, a follow-up message to the faculty, and follow-through with the students as appropriate.
2. Conducted a series of student success workshops using Student Life's *Brown Bag Luncheon Series* as the program delivery vehicle. Topics included "Effective Studying Strategies," and "Successful Test Taking Strategies."
3. Provided professional services for the College's annual Depression Screening Day. This provision of services was in collaboration with Student Life.
4. Every full-time Student Development Counselor is assigned and works with an Academic Division in the role of Division Liaison. In this role, Student Development Counselors attend monthly division meetings and work with the faculty and academic deans to allow for sharing of information.
5. Claire Echols coordinated the "Health Professions Day" in collaboration with the Division of Health Professions. This program connects prospective health professions students with faculty and program directors to learn more about the profession, program of study, and entrance requirements.
6. Mary Turner coordinated the Master Advisor Workshop in the Spring 2006 semester. This program provides a broad overview of academic advising and the available resources and support services available on the College's campus.

7. Several staff members participated in the *Graduation Initiative*. One of the highlighted programs under this initiative was a letter and follow-up with over 1200 students who were likely to be candidates for graduation in the upcoming semesters. Of those contacted 13% applied for graduation following the outreach efforts.
8. Continue to coordinate the “assignment of faculty advisors” in collaboration with all of the College’s academic division deans. Assignment now occurs directly from the academic dean but is spurred by an encounter with a Student Development Counselor in Advising and Career Services.
9. Mary Turner served as a member of the College’s General Education Committee. This committee met monthly during the fall and spring semesters.
10. John Hockett served as a standing member of the College’s Curriculum Committee. The committee had regularly scheduled monthly.
11. John Hockett served on the Retention Plan Development Task Force.
12. Mary Turner and John Hockett served on the College’s Student Retention Committee.
13. Several Student Development Counselors made presentations to classes about graduation, applying for graduation, degree planning, the transfer process, and the benefits of an associate’s degree. Faculty members were invited to request a Student Development Counselor to come to their classroom for a presentation.
14. Advising and Career Services collaborated with the Office of Registration to identify students who had enrolled prior to the end of Spring 2005, for Summer 2005 or Fall 2005 semesters, and who did not meet one or more prerequisite courses for their active future enrollments. The process netted a relatively small number of students. Each student was contacted by Advising and Career Services and they were redirected to a more appropriate course or dropped from the ineligible one.
15. The College’s Transfer Center hosted a number of senior colleges and universities during the FY 2006. The institutions that make admission and advising services available to our students on site were:
 - ❖ University of Central Oklahoma
 - ❖ Oklahoma State University
 - ❖ University of Oklahoma (Main Campus, Health Sciences Center, and Liberal Studies)
 - ❖ Oklahoma Baptist University
 - ❖ University of Phoenix
 - ❖ Mid-America Christian University
 - ❖ Southwestern Oklahoma State University
 - ❖ University of Science and Arts of Oklahoma
 - ❖ Newman University
 - ❖ Langston University

- ❖ St. Gregory's University
- ❖ Southwestern Christian University
- ❖ Oklahoma City University
- ❖ Southern Nazarene University

16. The Residual ACT Assessment was offered for the GEAR UP program during the year. 407 students sat for the Residual ACT and 176 attained a composite score of 19 or above.

17. Fourteen (14) LPN's took the NET. Seven (7) attained a score high enough for preference points.

GOAL FOR 2005-2006

Effectively utilize **Technology** to enhance services to students.

OBJECTIVES TO MEET THE GOAL:

1. Plan and strategize toward computerized academic testing.
2. Work to use technology towards greater efficiency within the Test Center.

STATUS OF GOAL ATTAINMENT:

Work and planning have been in progress on improving processes, services, and technology. There is still work to be done with faculty and students in getting their input and designing services conducive to their needs. A vision is in place and will continue to be reviewed and revised as needed.

SUMMARY OF ACTIVITIES TO SUPPORT AND ACCOMPLISH GOAL:

1. Suggestions for possible selections for a computerized test administration program have been requested from and continue in consultation with the Chief Technology Officer.
2. The Distance Advising system was updated to allow students to email their advising questions and requests. Leslie Jones and Aspen Svec receive these requests, and Leslie Jones answers the more generalized emails and distributes the others to the Student Development Counselors. A total of 77 Distance Advising emails were received from April 4, 2006 to June 30, 2006 and all received a response.

GOAL FOR 2005-2006

Provide services and training opportunities that effectively promote **Human Development**.

OBJECTIVES TO MEET THE GOAL:

1. Staff is encouraged to attend and participate in professional and personal development conferences and workshops.
2. Author and publish helpful information to help our students to be successful.
3. Ensure training and regular oversight for part-time advising staff.
4. Contributing to the community through various service and outreach activities.
5. Contribute to the profession of academic advising through leadership, research and publishing.

STATUS OF GOAL ATTAINMENT:

There was a healthy amount of professional and personal development activity during the 2005-2006 year. Staff members were active in professional organizations as well as activities sponsored by the College. Efforts were made to contribute to the overall well-being of the community as evidenced by several activities and sponsorships. Human development has been well supported and will continue to be so in future years.

SUMMARY OF ACTIVITIES TO SUPPORT AND ACCOMPLISH GOAL:

1. The creation of a Chair/Liaison role in support of the Part-Time Student Development Counselors has continued to allow leadership development opportunities. This model has also added to the development of the Part-Time Student Development Counselors because more attention has been given to their training and support needs. Ed Williams served as the 2005-2006 Chair/Liaison, and George Maxwell will be the 2006-2007 Chair/Liaison-designate.
2. Replaced some furniture to ensure proper ergonomic work spaces. Additionally, Advising and Career Services purchased technological equipment of a more positive ergonomic nature.
3. Student Development Counselors attended, participated, and presented papers at the following professional workshops and conferences:
 - ❖ National Association of Academic Advising (NACADA) National Conference in Las Vegas, Nevada.
 - ❖ National Association of Academic Advising (NACADA) Region VII Conference in Oklahoma City, Oklahoma.
 - ❖ Oklahoma Association of Academic Advising (OACADA) Fall 2005 and Spring 2006 Conferences (Ada, Oklahoma and Tulsa, Oklahoma, respectively).
 - ❖ Mary Turner presented "Sowing the Seeds of Success at the Spring 2006 Oklahoma College Student Personnel Association (OCSPA) Conference in Norman, Oklahoma.
 - ❖ George Maxwell attended that Oklahoma State University Transfer Workshop and Luncheon in Stillwater, OK.
 - ❖ George Maxwell and Mary Turner presented the Master Advisor Workshop for new faculty members on January 9, 2006.
 - ❖ John Hockett and Debra Vaughn attended the Villa Julie National Conference in Baltimore, Maryland in April 2006. The topic was "Integrating a Career Culture in Your Institution" and gave advice on how to help students prepare and be successful in their career choices.
4. Student Development Counselors and support staff in Advising and Career Services participated in the following personal development and/or College sponsored activities:
 - ❖ Student Services Retention Workshop, October 2005
 - ❖ The 7 Lessons in Leadership, Dr. Paul Sechrist, November 2005
 - ❖ WOW workshop series as appropriate.

5. Student Development Counselors were involved in the following leadership, professional service, sponsorship and community service roles and activities during the 2005-2006 year:
- ❖ Ed Williams participated in the College's *Emerging Leaders Group*.
 - ❖ Ed Williams served on the Admissions Appeals Committee.
 - ❖ Claire Echols, Co-Sponsor of the Black Student Association (OCCC).
 - ❖ Claire Echols, Co-Sponsor of Christians on Campus (OCCC).
 - ❖ Marcelene Rogers, Sponsor of the Native American Student Organization (OCCC).
 - ❖ Mary Turner served as Communications Chairperson for the 2005-2006 academic year for OACADA.
 - ❖ Mary Turner rewrote the training manual for the Master Advisor Workshop.
 - ❖ Mary Turner served as liaison to the Director of Multidivisional Studies and helped to insure that guidelines were met.

6. Testing and Assessment Services staff development activities:

Staff	Conference	External Funding
<i>Director</i>	OK Department of Education Lifelong Learning Workshop for GED Examiners Customer Service Training Webinar	Student Services Funding
<i>Testing and Assessment Staff</i>	OK Dept. of Education Lifelong Learning Workshop for GED Examiners Customer Service Training Webinar	Student Services Funding
<i>Test Center Staff</i>	Customer Service Training Webinar	Student Services Funding

Appendix A

Testing and Assessment Services
 Information for
 Annual Report
 1 July 2005 - 30 June 2006

MONTH FY2006	A&P		Bio-D* (Riverside)		TOEFL		NET		ACT^		GED	
	Take n	Pass ed	Take n	Pass ed	Take n	Pass ed	Take n	Pass ed	Take n	Pass ed ^	Take n	Pass ed
Jul	52	24	4	0	23	3	55	24	23	11	103	65
Aug	65	19	10	0	0	0	94	50	95	35	112	73
Sep	22	6	2	0	0	0	63	32	4	2	112	57
Oct	75	36	4	1	24	9	0	0	27	13	52	39
Nov	44	15	5	2	81	18	0	0	27	11	75	42
Dec	44	19	4	1	0	0	0	0	45	27	61	35
Jan	55	14	4	0	0	0	60	46	12	6	78	49
Feb	20	2	1	0	30	9	91	43	27	15	19	8
Mar	52	14	1	0	24	12	86	41	8	2	108	66
Apr	57	15	1	0	32	14	11	5	22	9	84	46
May	52	9	4	1	40	12	0	0	21	9	76	45
Jun	76	10	1	1	48	19	3	2	46	17	116	72
TOTAL	614	183	41	6	302	96	463	243	357	157	996	597

Percentage

30% 15% 32% 52% 44% 60%

COMP R		COMP W		COMP M**		SPAN	
Total	Min	Total	Min	Total	Min	Total	Pass ed
645	335	780	252	370	37		
821	436	914	316	456	54		
227	157	194	80	99	4		
201	121	231	95	104	16		
250	107	243	83	143	17		
384	178	308	102	153	22		
413	251	455	160	280	35		
142	111	122	61	72	11		
318	242	280	144	177	31		
304	177	347	127	179	15		
377	191	381	132	200	29		
388	204	438	296	202	19		
4470	2510	4693	1848	2435	290	0	0

56% 39% 12%

*Chem-D(Riverside) deficiency resolution: one taken, none passed in FY

**COMPASS Math figures based on Math 1513 placement

^Score of 19 Composite or higher

CLEP	152	103
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COR R	76
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**2005-2006
ADMISSIONS AND RECRUITMENT**

GOAL FOR 2005-2006

Provide exemplary services to students during the admissions process by admitting them in a timely and accurate manner.

OBJECTIVES TO MEET THE GOAL:

1. Review processes.
2. Provide personalized, friendly service to students.
3. Provide both on-campus and off-campus students with efficient procedures for admissions.
4. Provide appropriate procedures for admissions into selective health programs.
5. Make improvements to services as needed.

STATUS OF GOAL ATTAINMENT:

The Offices of Admissions and Prospective Student Services merged together in February 2006 to form the Office of Admissions and Recruitment. This presented several challenges including sharing a new office space, cross training the recruitment staff to learn the admissions process, and working through staff turnover and vacancies. The newly merged staff worked together to ensure that services were provided to students in a friendly and appropriate manner. Once the recruitment staff was cross trained, it enabled students to be served more quickly whether they were applying in person or via mail/fax.

SUMMARY OF ACTIVITIES TO SUPPORT AND ACCOMPLISH GOAL:

1. Ten thousand six hundred and thirteen (10,613) applications for admission were processed during this last year. Applications and support documents were evaluated to determine student eligibility, residency status, previous education, academic standing, educational intent, OSRHE admissions basis, ability-to-benefit and curricular deficiency status. Documents evaluated include high school/college transcripts, GED scores, ACT/SAT scores, resident classification, and United States Immigration and Naturalization Services documentation.
2. The number of students being admitted by mail or fax (1,036) decreased by 26% from the proceeding year.
3. Five hundred thirty three (533) applications for admission were processed for concurrently enrolled high school students. This is a 21% increase from last year. These students represent six Oklahoma City Public Schools.

4. Approximately three hundred and eleven (311) student requests for reclassification of residency status were received, evaluated for compliance with State policy, and acted upon.
5. Approximately three thousand eight hundred thirty-three (3,833) newly admitted students had their records evaluated by an Admissions Officer and were referred for appropriate assessment testing in the College Testing Center, appropriate assessment testing.
6. Approximately one thousand three hundred seven (1,307) newly admitted students had their records evaluated by an Admissions Officer and were referred directly to the Center for Student Development for advisement and other services.
7. Approximately 116 full-time international students and 177 part-time international students were admitted for the 2005-2006 fiscal year.
8. Approximately 408 Nursing, 38 Career Ladder Pathways, 47 Occupational Therapy Assistant, and 43 Physical Therapist Assistant applications were evaluated for eligibility status. Applications were screened for basic requirements, preference points were assigned, and applicants rated. Approximately 117 traditional nursing students, 20 Physical Therapist Assistant, and 23 Occupational Therapy Assistant students were selected for admission. Students were notified as to program selection or position on the alternate list. The Career Ladder Pathways applications were evaluated for basic admission requirements and forwarded to the Nursing Committee for selection.
9. Seventy (70) undocumented students, who meet the requirements of State legislation regarding admission and in-state tuition, have been admitted this fiscal year (a 13% increase).
10. One hundred fifty two (152) students were notified that they were eligible to receive cooperative agreement credit based on the Tech Prep Articulation and vo-tech cooperative agreements. This is a 9% increase. Out of those notified, Francis Tuttle students chose to receive a total of 196 hours of college credit, Moore-Norman students received a total of 288 hours, Metro-Tech students received a total of 155 hours and 6 FAA certified airframe students received a total of 73 hours. Two (2) certified respiratory care students earned 50 credit hours.
11. Coop-tech applications for admissions were evaluated and processed for 1,034 students. This is a 27% increase from last year. Of these, two hundred sixty seven (267) applications for admission were processed for the new concurrent high school program initiated at Francis Tuttle Technology Center.
12. One hundred and seventy (170) admissions applications were processed for potential scholarship students.

GOAL FOR 2005-2006

Increase enrollment of recent high school graduates.

OBJECTIVES TO MEET THE GOAL:

1. The Offices of Prospective Student Services and the Office of Admissions merged to form the Office of Recruitment and Admissions.
2. Staff was cross-trained to learn the functions of the office that were not their specialty in order to better serve prospective students.
3. Recruitment staff focused on relationships in the high schools, both the students and the counselors.
4. Staff provides a friendly and welcoming presence in the office for visiting students and their families.

STATUS OF GOAL ATTAINMENT:

There was not an increase in recent high school graduates this year. While staff vacancies somewhat affected our ability to visit the high schools as often as we would like, we now have a full recruitment staff in place. This staff, along with the support from the in house Admissions Counselors, should ensure an effective, successful, and eventful 2006-2007 recruitment season.

SUMMARY OF ACTIVITIES TO SUPPORT AND ACCOMPLISH GOAL:

1. Updated and reprinted recruitment publications, including the CD.
2. Hosted a successful breakfast for area High School Counselors.
3. Participated in the Oklahoma College Day/Night sanctioned events and activities.
4. Hosted the college night for the Oklahoma City Public Schools.
5. Utilized Student Ambassadors in recruitment services.
6. Completed a successful scholarship season with a 78% acceptance rate.
7. Made approximately 47 high school visits and had 28 occurrences of delivering materials to high schools.
8. Gave approximately 138 tours to prospective student groups and/or individuals and/or their families.
9. Participated in 20 senior awards assemblies.
10. Sent recruitment letters to students taking the ACT and sending the results to OCCC.

11. Sent 2776 recruitment letters to seniors in the OKC area in the spring.
12. Sent 2700 recruitment letters to area seniors from purchased ACT listing.
13. Hosted the scholar's reception for Fall 2005 scholarship recipients and their families.
14. Utilized bi-lingual admissions counselor to communicate with Hispanic students and their families about admission to OCCC.

GOAL FOR 2005-2006

Increase participation in the OKC-GO program through communication with students, counselors, and parents.

OBJECTIVES TO MEET THE GOAL:

1. Communicate at least twice with all OKCPS students.
2. Host parent sessions for the OKC-GO Program.
3. Provide information about OKC-GO to the school counselors through school visits, brochures, and letters.

STATUS OF GOAL ATTAINMENT:

The number of students participating in OKC-GO increased by 6% for 2005-2006. The Office of Admissions and Recruitment made strides to increase awareness of the OKC-GO program at OCCC. Through mail outs, school visits, and parent sessions, information about OKC-GO was dispersed to targeted students throughout the year.

SUMMARY OF ACTIVITIES TO SUPPORT AND ACCOMPLISH GOAL:

1. Letter writing campaign to inform students and their parents about OKC-GO.
2. OKC-GO information was placed in the school mailboxes of all high school teachers.
3. OKC-GO Leadership Scholarship was continued.
4. Hosted the Oklahoma City Public Schools for a college night event.
5. Hosted two on-campus parent information sessions to give information about OKC-GO.
6. Hosted three on-campus OKC-GO Enrollment Days to encourage these students to enroll early for the fall term.

7. Hosted a counselor breakfast which included the counselors from OKC-GO high schools.

GOAL FOR 2005-2006

Increase the enrollment of adults.

OBJECTIVES TO MEET THE GOAL:

1. Reach out to the adult community and show the non-traditional students what OCCC has to offer by attending business and adult fairs.
2. Visit Human Resources Departments of local businesses with admissions materials.
3. Communicate with recent GED graduates and other non-traditional prospective students in the community.

STATUS OF GOAL ATTAINMENT:

To date much of our adult recruitment has been very general in nature. This approach has not been particularly successful for the past several years. Next year's plan calls for increasing efforts toward specifically targeted populations within the adult community, i.e. students within a certain age range who have not yet earned a college degree, GED recipients, marketing of our online schedule of classes, etc.

SUMMARY OF ACTIVITIES TO SUPPORT AND ACCOMPLISH GOAL:

1. Participated in 19 adult recruitment fairs.
2. Wrote to students earning their GED, sending them applications for admission and encouraging them to continue their education.
3. Delivered recruitment materials to local businesses throughout the year.

GOAL FOR 2005-2006

Increase the enrollment of Hispanic students.

OBJECTIVES TO MEET THE GOAL:

1. Reach out to students in high schools with high Hispanic populations.
2. Encourage Hispanic students and their families to consider higher education.
3. Ensure that the recruitment staff includes a bi-lingual admissions counselor.

STATUS OF GOAL ATTAINMENT:

The Hispanic student population continued to increase throughout the past academic year. The addition of two bi-lingual admissions counselors/recruiters will increase our presence and effectiveness within the Hispanic community

SUMMARY OF ACTIVITIES TO SUPPORT AND ACCOMPLISH GOAL:

1. Participated in the Hispanic Expo.
2. Made presentations to approximately 5 area ESL classes.
3. Participated in 7 area Hispanic fairs or expos.

GOAL FOR 2005-2006

The staff from the Office of Recruitment and Admissions will collaborate positively with other offices on campus.

OBJECTIVES TO MEET THE GOAL:

Encourage collaborative efforts among various student service offices as well as other areas of the college in order to ensure that students receive quality service.

STATUS OF GOAL ATTAINMENT:

The Office of Admissions and Recruitment demonstrated a significant collaborative effort upon the merging of the offices of Admissions and Prospective Student Services in February 2006. Through the process of cross training, staff members from both areas learned about the other area's functions. This was especially evident with the recruitment staff learning the admissions process and assisting with the admission of students to the college. Because of the time constraints involved in cross training these two staffs, we were not able to meet with other areas of student services as much as we would like. Meetings with other areas of student services and the college are already taking place for information exchange at this time and will be reflected in next year's report.

SUMMARY OF ACTIVITIES TO SUPPORT AND ACCOMPLISH GOAL:

1. The staff of the Office of Admissions and Recruitment met with staff from Records and Graduation Services in order to train together on the DataTel Student Record System.
2. The Office of Admissions and Recruitment has FAFSA forms available in the lobby and the Admissions Counselors have the FAFSA forms at their desks too. These forms are provided to newly admitted students.
3. The director worked with the Office of Testing and Assessment in order to receive ACT results from students sending their test results to OCCC so that we may communicate with these students.

GOAL FOR 2005-2006

Implement technology in appropriate areas to increase efficiency and better serve the student.

OBJECTIVES TO MEET THE GOAL:

1. Continue developing an interactive online application for admission.
2. Keeping the web pages up to date.
3. Implement a prospective student tracking system.

STATUS OF GOAL ATTAINMENT:

We are looking forward to implementing our admissions tracking system for the 2006-2007 recruitment season. The Office of Public Relations is currently making updates to our web pages.

SUMMARY OF ACTIVITIES TO SUPPORT AND ACCOMPLISH GOAL:

1. The proposed online application for admission has been given to IT for development.
2. The web pages have been updated in conjunction with the Office of Public Relations in order to reflect the merged office of Admissions and Recruitment.
3. The CD was updated and revisions made for reprinting reflecting the new office of Admissions and Recruitment as well as the current catalog, scholarship application, and application for admission.

GOAL FOR 2005-2006

Increase staff development and training.

OBJECTIVES TO MEET THE GOAL:

The staff of the Office of Admissions and Recruitment continues to develop skills by participating in various workshops, training, and conferences when appropriate.

SUMMARY OF ACTIVITIES TO SUPPORT AND ACCOMPLISH GOAL:

1. The Director of Admissions and Recruitment attended the SEM WORKS Community College Enrollment Management Symposium in Durham, NC.
2. The Director of Admissions and Recruitment attended the OACROA meeting in OKC.
3. The Director of Admissions and Recruitment met with the Manager of Student Recruitment Services at Tulsa Community College and addressed their task force on recruitment.
4. Two admissions counselors assisted with the NAFSA conference held on our campus.

5. Staff members attended WOW sessions related to areas of interest to them. The director participated in the Next Steps Professional Development Sessions, Cross Organizational Teamwork and Collaboration and Understanding Emotional Intelligence: The missing Link in Management and Leadership.
6. Several members of the staff have memberships in Oklahoma Association of Collegiate Registrars and Admissions Officers, Southwest Association of collegiate Registrars and Admissions Officers, American Association of Collegiate Registrars and Admissions Officers, and the Great Plains Association for College Admission Counseling.

**2005-2006
REGISTRATION AND RECORDS**

GOAL FOR 2005-2006

Provide exceptional registration services by enhancing and expanding services currently offered.

OBJECTIVES TO MEET THE GOAL:

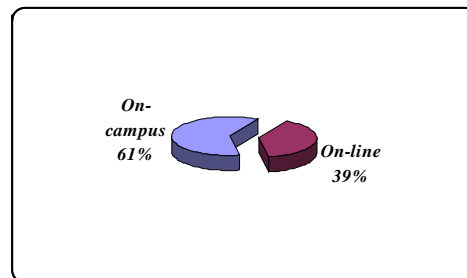
1. Evaluate on-campus and on-line registration services to ensure student needs are met.
2. Evaluate current course pre-requisites to identify inefficiencies and barriers to enrollment.
3. Support Advising and Career Counseling's proactive approach of advising students who are placed on academic probation or suspension.
4. Support the Computer Center's initiative to upgrade integrated information system (Datatel-Colleague) and MineOnline when appropriate.
5. Convert all inactive student data from legacy system.

STATUS OF GOAL ATTAINMENT:

Registration services are continuously evaluated and reviewed in an effort to provide students the highest quality services both on-campus and on-line. As a result, course pre-requisite syntax was completely re-written in an effort to decrease enrollment barriers for students using MineOnline. Students on academic probation were, for the first time, allowed to use MineOnline for enrollment purposes and were given a more streamlined process for enrolling on-campus. This is a result of an effort to be more proactive advising students on academic probation and suspension. In addition, significant time was allotted to support the Computer Center with the conversion of inactive student data from the legacy system. The completion of this project provides a more streamlined process for enrollment and for distribution of student records. This project was completed months ahead of schedule.

SUMMARY OF ACTIVITIES TO SUPPORT AND ACCOMPLISH GOAL:

1. Approximately 73,542 on-line and on-campus credit enrollment transactions were processed during this past fiscal year.
2. A total of 3,301 verifications were provided upon student request. These include verifications processed and distributed over the counter, electronically, and by mail.
3. There were approximately 28,745 enrollment transactions processed over the internet. Approximately 120,284 hours were added and 78,637 hours were dropped.



4. There were approximately 19,858 unduplicated students who initiated 73,542 enrollment transactions. Approximately 28,745 (39%) were processed on-line and 44,797 (61%) were processed on-campus.
5. **Note:** These figures include all students including those who do not have the option to use automated enrollment functionality, i.e. first time admits, concurrent students, etc...
6. Approximately 1,387 MineOnline password requests were received and processed manually. This number has decrease considerably due to the automation of this feature via MineOnline.

GOAL FOR 2004-2005

Provide exceptional student record services by developing procedures that ensure student records are maintained and archived with accuracy and efficiency.

OBJECTIVES TO MEET THE GOAL:

1. Develop a system for deactivating student records for students who have not attended for 18 months or longer.
2. Take a more proactive approach to updating student demographic records.
3. Develop a system for waiving 6 credit hours of tuition for high school students who are enrolled concurrently at their high school and at OCCC.
4. Implement system for canceling students from classes who had not paid their tuition and fees and who had never attended.
5. Begin to develop a one-stop-shop center that will focus on supporting returning student needs and requests.
6. Support Computer Center's initiative to upgrade imaging system (STARRS) when appropriate.
7. Increase number of institutional templates built within STARRS to expedite the process of entering transfer transcript coursework.

STATUS OF GOAL ATTAINMENT:

This past year was a busy year for the records area; many projects were completed in an effort to take a more proactive approach to updating student records. Early in the year a cross-functional team developed a system for canceling students from class who were recorded as never attending and who had not paid anything towards their current balance. A new deactivation process was developed that allows us to flag students who have not attended for 18 months or more. This process ensures that student records are updated and accurate when those students return. With limited time to plan, a system was developed to waive 6 credit hours of tuition for concurrently enrolled high school students. The early stages of a one-stop-shop was completed which included cross-functional training sessions with other areas within student services. In addition, a more proactive approach to updating addresses was implemented. A number of our students were personally contacted and asked to update their address once we were notified of incorrect address records.

SUMMARY OF ACTIVITIES TO SUPPORT AND ACCOMPLISH GOAL:

1. Approximately 112,986 records were archived into 40 different document types during this past fiscal year. This number does not reflect the actual number of individual pages scanned per document type.
2. Three-thousand two-hundred thirty-seven (3,237) Initial Attendance Reports were received, evaluated, and recorded into the system. This information is provided in report format to the Financial Aid Office to insure compliance with Department of Education disbursement guidelines and is used to identify those students who have never attended and have not paid their tuition/fees.
3. There were 11,158 official transcript requests submitted and processed. These requests were sent via mail or fax and do not include requests that we were unable to process due to student restrictions or transcripts printed at the front counter upon demand.
4. Approximately 6,318 college and high school transcripts were evaluated for high school curricular deficiencies. Transcripts were also assessed for minimum competency levels in reading, writing, and math.
5. Approximately 277 petitions/challenges to student records were received, researched, and resolved.
6. Approximately 2,919 individual instructor initiated grade change forms were submitted and grade changes posted to student academic records.
7. In compliance with State Regent standards, 310 Oklahoma City Community College students were placed on academic notice, 1842 were placed on academic probation, and 1021 were suspended from classes for at least one sixteen week semester.

A total of 70 of the suspended students submitted petitions for readmission to the Admissions Appeals Committee. Only 39 of those appeals could be approved in accordance with State Regent "exceptional circumstances" criteria. Nine (9) of those students have successfully completed courses each term since suspension. Four (4) students have remained eligible to enroll for more than one semester even though they were not completely successful in all of their classes. Fifteen (15) students were suspended for a second time after completing one or more semester(s) and eleven (11) withdrew from classes.

GOAL FOR 2005-2006

Ensure that technology is effectively used to support the needs of students and faculty/staff.

OBJECTIVES TO MEET THE GOAL:

1. Attend user groups, workshops, training sessions, etc... to ensure that the latest technologies are being implemented.
2. Expand and update on-line functionality within MineOnline.
3. Provide support to academic affairs with data collection and assistance with curriculum issues within the integrated information system (Datatel-Colleague).
4. Coordinate internal training sessions in an effort to educate faculty and staff of new updates and newly implemented functionality.

STATUS OF GOAL ATTAINMENT:

Technology continues to add value to the services that we provide within the registration and records areas. Numerous activities are essential in support of the technology that we currently use. These activities include system upgrade support of Datatel-Colleague, system upgrade support for STARRS imaging system, training of new and current functions within Datatel-Colleague and STARRS, and the continued use of Communication Management. In addition, the technology used to process the National Student Clearinghouse file was modified to support the new requirements that were recently mandated by the clearinghouse.

SUMMARY OF ACTIVITIES TO SUPPORT AND ACCOMPLISH GOAL:

1. Support was provided to the Computer Center during all regularly scheduled patch loads installed within Datatel-Colleague and MineOnline. Support includes review of impact of new processes on student and staff workflow and subsequent testing.
2. Upgrades to the record imaging system were installed as software updates were provided.
3. The process for creating the file for the National Student Clearinghouse was again refined to ensure greater efficiency and accuracy. This file provides enrollment status data and is used by insurance companies, lenders and other third parties to verify enrollment status.
4. Course data and program requirements were updated in Datatel-Colleague in response to Curriculum Committee requests. These additions and/or modifications are essential during the catalog and schedule building process.
5. Coordinated the process for creating the initial draft of the academic schedule for the Fall, Spring, and Summer semesters. This is the first step in the schedule building process and is essential for the academic divisions to begin the planning process.

GOAL FOR 2005-2006

Promote professional and personal development by providing opportunities for staff to attend training development seminars and workshops.

OBJECTIVES TO MEET THE GOAL:

1. Encourage and provide opportunities for staff to attend workshops, conferences and training sessions to develop professionally and personally.
2. Provide activities within the office to promote and/or develop a team approach of working.
3. Provide opportunities for interaction with employees outside the office.
4. Coordinate the OACRAO Front-line Workshop for members from institutions across the state.
5. Encourage professional development through the completion of academic coursework in pursuit of college degrees.

STATUS OF GOAL ATTAINMENT:

Registration and Records staff continue to participate in workshops and training sessions in an effort to further develop skills both personally and professionally. Internal Webinar Customer Service sessions were offered and attended. Many of the Registration and Records Staff participated in the institution's staff development program (WOW) by attending different training sessions. Informal Datatel-Colleague training sessions were also used as a tool for staff development from a technology perspective. Many of our front-line staff attended the OACRAO Front-line Workshop that was held on-campus and was coordinated by select staff. In addition, select staff members continue to pursue graduate and undergraduate degrees.

SUMMARY OF ACTIVITIES TO SUPPORT AND ACCOMPLISH GOAL:

1. Customer Service sessions were offered internally and a large number of staff participated.
2. Formal training sessions were held to discuss/develop workflow and software issues associated with Datatel-Colleague.
3. Select staff are members of OACRAO (Oklahoma Association of College Registrars and Admission Officers), SACRAO (Southern Association of College Registrars and Admission Officers) and AACRAO (American Association of College Registrars and Admission Officers)
4. Select staff continue to work towards attaining graduate and undergraduate degrees.
5. One Staff member attended the National Datatel Users Group meeting (DUG).
6. Select staff participate in the institution's Leadership Program.

INTERNATIONAL STUDENT SERVICES

GOAL FOR 2005-2006

Student Success: Promote student success to meet educational goals and retention by providing excellent customer service

OBJECTIVES TO MEET THE GOAL:

1. Provide excellent service in the area of international student admission and Immigration advisement
2. Adhere to state and federal guidelines to admit and advise international students

STATUS OF GOAL ATTAINMENT:

International services continue to be provided in a personalized, professional way. Due to the volume of international students, an International Student Services Assistant was added to provide better services for the international student population. The first International Student Orientation at Oklahoma City Community College was held in the fall semester. The orientation provided students with a variety of information specifically designed for international students.

SUMMARY OF ACTIVITIES TO ACCOMPLISH GOAL:

Approximately one hundred sixteen (116) new full-time international students and one hundred seventy seven (177) part-time international students were admitted for the 2005-2006 fiscal year. The count for continuing and new returning full-time students in the Student Exchange Visitor Information System (SEVIS) was 298. The total count of new and continuing F-1 students for fall 2005 was 360 and spring 2006 was 370, resulting in approximately 830 enrollments.

Approximately 1200 international students received immigration advisement on a walk-in basis. Approximately 1320 emails were received requesting information for international student admission or advisement. Approximately 210 (a 10% increase) Certificates of Eligibility (I-20's) were processed for students to obtain or remain on a student visa.

The first International Student Orientation was held in the fall 2005 semester to ensure students received information on how to maintain their international student status according to Immigration Custom Enforcement (ICE) and Citizenship and Immigration Service (CIS). Other information included how to obtain a driver's license, tax information, Social Security information, how to obtain an on campus job and local housing arrangements. As a future goal, the next orientation will include cultural adjustment for international students.

GOAL FOR 2005-2006

Collaboration and Communication

OBJECTIVES TO MEET THE GOAL:

1. Work closely with other departments on campus
2. Develop professional relationships with other colleges, universities and businesses

STATUS OF GOAL ATTAINMENT:

The area of International Student Services works closely with faculty and staff across campus. International student services works with Human Resources to verify work eligibility and the issuance of Social Security Numbers for eligible students. International student services works closely with Advising and Career Development to ensure English proficiency and regulations. International Student Services participates in the Global Education Committee to address student concerns and provide information to other members about the international student population. International Student Services coordinate international student admission, recruitment and registration within Admissions and Recruitment and Records and Graduation. International Student Services work closely with faculty across campus on various issues concerning graduation, regulations and requirements for international students. International student services currently mentors other institutions in regards to questions about international admission and immigration regulations.

GOAL FOR 2005-2006

Technology: Develop ways to improve services through existing technology and identify ways to eliminate paper processes

OBJECTIVES TO MEET THE GOAL:

1. Streamline processes
2. Develop new processes for maintaining international student records

STATUS OF GOAL ATTAINMENT:

The part-time international files were converted to the STARRSU software so Records, Registration, Admissions and Advisement and Career Services can easily access the students' records. Further research is developing to convert full-time files to STARRSU. Previously, conversion has not been possible due to immigration regulations. With the final rule in SEVIS, it may be possible to convert full-time records with would aide in better services and would save staff time in multiple departments.

GOAL FOR 2005-2006

Human Development: Identify opportunities for staff to participate in development opportunities

OBJECTIVES TO MEET THE GOAL:

1. Encourage participation in staff development opportunities

2. Support education objectives of staff

STATUS OF GOAL ATTAINMENT:

1. Participation in Leadership Development Program
2. One staff member graduated with a graduate degree
3. International Students' Admissions Officer serves as chair of State of Oklahoma Advocacy Committee
4. International Students' Admissions Officer is the State of Oklahoma NAFSA Representative
5. Oklahoma City Community College hosted the Oklahoma NAFSA State Meeting And the International Students' Admissions Officer coordinated the Planning Committee for the Oklahoma NAFSA State Meeting. An additional Admissions Officer attended along with staff from other departments.

FUTURE OBJECTIVES:

Technology:

SEVIS batch processing
All International Student Documents Scanned

Services:

Streamline Orientation
Offer International Orientation in spring and fall
Additional Immigration Advisor/International Admissions Officer to improve timely service and reduce liability

**2005-2006
TRANSFER EVALUATION/GRADUATION**

GOAL FOR 2005-2006

Provide exemplary services to students by reviewing and updating processes.

OBJECTIVES TO MEET THE GOAL:

1. Review and update processes to ensure that transfer credit is evaluated and posted to a student's record in timely and accurate manner.
2. Continue to support advisement and enrollment activities, through evaluation of academic records.
3. Continue to provide personalized services to current and potential students.
4. Work closely with students to ensure that we provide some feeling of "connection" to the college.

STATUS OF GOAL ATTAINMENT:

The Transfer Evaluation/Graduation Office continues to provide personal assistance to transfer, returning, current and potential students regarding transfer evaluation, prior-learning assessment and issues regarding degree audit and graduation requirements. Problems with staffing this year have affected our ability to post transfer credit in a timely manner setting us back to some extent. Cross-training of staff in the future should alleviate this problem to some extent.

SUMMARY OF ACTIVITIES TO SUPPORT AND ACCOMPLISH GOAL:

1. Approximately, one hundred five thousand three hundred fifty one (105,351) courses were entered into Datatel-Colleague, evaluated and posted to individual student records. This represents over three hundred thousand credit hours. In April of this year, we were on target of evaluating transcripts within a two-week period. Due to staff shortage and absence, this is no longer the case. Future cross-training of staff should alleviate this problem.
2. Approximately four hundred (400) degree check/transfer evaluation forms were completed for students needing proof of eligibility for financial aid.
3. Over fifteen hundred applications were received for graduation and reviewed. Final degree audits were performed which resulted in the awarding of one-thousand fifty-six (1,056) degrees and certificates.
4. Over three hundred sixty (360) students participated in this year's commencement exercises.
5. Two-hundred and seventy eight students were awarded advanced standing credit totaling 2,260 credit hours. This includes credit awarded through CLEP, Advanced Standing testing, Dantes, AP, Industrial Certifications, Military Training and Cooperative Technical Education courses.
6. Faculty-approved degree advisement worksheets, which included approved coursework, electives, and course substitutions were received, reviewed for compliance and posted to students' records.

7. Letters were sent to new degree seeking students who successfully completed his/her first semester congratulating them. The letter verified the student's program, stated faculty advisor assignment if available and introduced them to the graduation services office. Hopefully, the student will now feel a connection to us. The idea is to get them thinking about graduation early instead of waiting until their last semester here.
8. A Graduation Services Specialist was hired this year. This position has enabled us to provide more personalized service and better customer service to our students.
9. Five hundred fifty eight (558) requests for the Repeat Provision of the State Regent's Academic Forgiveness policy were submitted, resulting in the approval of forgiveness for 2,517 semester hours.
10. Sixty eight (68) students were granted reprieves through the Reprieve Provision of the State Regent's Academic Forgiveness policy, resulting in the approval of reprieve forgiveness for 70 semesters.
11. Four (4) students petitioned for the Renewal Provision of the State Regent's Academic Forgiveness policy, resulting in the approval of new forgiveness for 7 semesters.

GOAL FOR 2005-2006

Continue to work closely with offices within student services as well as academic affairs to ensure that students are given the best possible advice in order to achieve success.

OBJECTIVES TO MEET THE GOAL:

1. Continue to work with various student service offices to provide quality services to students.
2. Work closely with academic affairs to ensure that students are given the best possible advice as well as service in order to be successful in reaching their educational goals.

STATUS OF GOAL ATTAINMENT:

The Transfer Evaluation/Graduation Office works closely with Advising and Career Services to ensure that students receive the best information available. A new screen in colleague was shown to advisors to work with students on degree shopping. Prior to this degree shopping could only be done on MINEONLINE.

SUMMARY OF ACTIVITIES TO SUPPORT AND ACCOMPLISH GOAL:

1. A close working relationship exists between the Director of Multi-Divisional Program and the staff in Graduation Services. Over two hundred (200) Diversified Studies degree plans were submitted, checked for institutional and Oklahoma State Regents for Higher Education compliance and added to the student's records.
2. Graduation Services continues to work closely with the Cooperative Technical Education Office to ensure that our co-enrolled students are given accurate and

timely information regarding their degree plan. There were ninety-three (93) graduates from cooperative programs this year.

3. Director continues to serve on the Curriculum Committee.
4. Director worked with a faculty member to present a WOW session on advising and using degree audit.
5. Director continues to meet with OTA, PTA, and nursing classes to discuss graduation application procedures.
6. The graduation office continues to work closely with divisions and faculty members to ensure accuracy of transfer credits, approved courses, graduation requirements and prior learning assessment.

GOAL FOR 2005-2006

Ensure that technology is effectively used to ensure that students as well as staff are provided the best possible information and service.

OBJECTIVES TO MEET THE GOAL:

1. Continue to support the student system by updating all curriculum changes as well as entering new programs in the degree audit component of the system.
2. Support faculty and advisors regarding degree audit, transfer evaluations, etc.
3. Review and update processes in order to provide better services to students.

STATUS OF GOAL ATTAINMENT

All new curriculum changes and new programs were built into the degree audit system as needed. Transfer equivalencies were updated as needed. With the help of staff in IT the transfer evaluation report was added to the MINEONLINE menu so that faculty could run the report to assist them in advising students. This report is invaluable in showing transfer credit from other institutions.

1. Changes in curriculum for the 2006 catalog were processed in the degree audit system. New programs that were approved by the Oklahoma State Regents for Higher Education were entered into the system.
2. The Director worked closely with the staff in IT to ensure that the Transfer Equivalency Report was added to the MINEONLINE page for faculty use. This will be an invaluable tool for faculty in advising students.
3. Continued to work with division offices using reports for determining graduates in various programs. This assists faculty in producing their outcomes assessment reports.
4. Continued to use reports to contact students who were ready to apply for graduation who may not have known. This resulted in several students graduating with diversified studies degrees who may not have graduated at all.
5. The new Graduation Services Specialist completely revamped the graduation database. We are hoping that this will result in better reporting tools, better service to students and less work on the behalf of staff. This will give staff more time to work individually with students. It also will result in letters being sent out in a more efficient manner once students apply for graduation.

GOAL FOR 2005-2006

Promote professional and personal enrichment opportunities for our staff to attend various workshops and training.

OBJECTIVES TO MEET THE GOAL:

1. Encourage staff to participate in staff development opportunities offered.

STATUS OF GOAL ATTAINMENT:

Staff participated in WOW activities and conferences. Unfortunately, due to staffing shortages, staff could not attend some activities.

SUMMARY OF ACTIVITIES TO SUPPORT AND ACCOMPLISH GOAL:

1. Select Staff are members of OACRAO, SACRAO, AACRAO AND OCSPA.
2. Director attended OACRAO conference and workshop.
3. Director attended DUG conference.
4. Staff members attended Records and Graduation Services workshop.
5. Staff attended WOW workshops.

**OKLAHOMA CITY COMMUNITY COLLEGE
CHILD DEVELOPMENT CENTER AND LAB SCHOOL (CDCLS)
ANNUAL REPORT
2005-2006**

GOAL FOR 2005-2006:

Meet the educational needs of the community through a variety of workshops and activities designed to promote knowledge in specifically defined areas, as well as increase awareness of higher education opportunities.

OBJECTIVES TO MEET THE GOAL:

1. Facilitate *Ezra Jack Keats Author and Illustrator* programs for groups of culturally diverse children age four to twelve years of age. A desire to read, write and create will be encouraged and strengthened. Children will develop an understanding of the skills needed in becoming authors and illustrators and gain a realization of their own positive abilities in the area of literacy.
2. Provide *Family Literacy Nights* for families of infant/toddlers and preschoolers. Build an awareness of the importance of language and literacy in the lives of young children. Support a growing confidence in parents to read and write with children at all ages. Encourage higher level educational goals for parents.
3. Reapply for the *Child Care Access Means Parents in School (CCAMPIS)* program grant through the United States Department of Education. Provide childcare tuition for the children ages six weeks to five years of Oklahoma City Community College students as an aid toward student retention.
4. Participate in a community *Health and Safety Fair*. Provide valuable information to community families regarding current issues prevalent in raising children.
5. Provide opportunities for college campus children centers and lab schools of Oklahoma to join together for a time of support and furthering their knowledge of early childhood education.

STATUS OF GOAL ATTAINMENT:

This goal was successfully accomplished and will continue into subsequent years.

SUMMARY OF ACTIVITIES TO SUPPORT AND ACCOMPLISH GOAL:

1. The CDCLS conducted three *Ezra Jack Keats Author and Illustrator* programs. Each program served a population of primarily low to middle socioeconomic levels of diverse cultures, including Hispanic, Asian, Native American, Middle Eastern, African American, and Caucasian families. The

first week-long workshop, August 2005, was attended by children ages four to twelve years of age and located at the CDCLS. The second and third workshops, one in October and one in November 2005, were conducted at two of the Oklahoma City Metropolitan Library System libraries, Southern Oaks and Capital Hill. The workshops filled a need for increased knowledge and awareness of cultural diversity, enhanced appreciation for storytelling and the arts, encouraged a desire to read, write and create, and provided the children with many opportunities to experience fine literature. The *Ezra Jack Keats* project was made possible through a grant awarded to the CDCLS from the *Ezra Jack Keats Foundation*.

2. Each CDCLS classroom sponsored evening family nights in which literacy was the focus. The *Infant/Toddler Family Night* consisted of CDCLS teachers introducing parents to ways to read to their very young children and how to use reading opportunities to deepen both the parent's and the child's love of literacy. The *Preschool Family Literacy Night* also encouraged parents to read with their children. Teachers of both groups demonstrated and allowed participation of a variety of literacy activities to be played by parents and children.
3. The CDCLS *Parent/Teacher Committee* hosted a *Back-To-School* parent meeting led by OCCC Child Development Professor Cecilia Pittman, *Reading to Your Child*. Ms. Pittman provided a plethora of information to enhance reading experiences in a home setting.
4. In the fall of 2005 the CDCLS applied for and was awarded the CCAMPIS grant from the United States Department of Education. Beside a small percentage of funding for salaries of CDCLS full-time employees, the CCAMPIS grant provides childcare tuition payments for the children of students attending OCCC through an application process. Past experience reveals a high level of retention in OCCC students receiving funding for childcare through the CCAMPIS program. This year, 2005 – 2006, childcare tuition was awarded to eight families; the retention rate was 100%.
5. A collaboration of the CDCLS and Student Life sponsored a Spring 2006 *Health and Safety Fair*. Community businesses and services participated in the event with individual booths displaying informational items.
6. OCCC CDCLS was instrumental in forming an Oklahoma Chapter of the National Coalition for Campus Children's Centers (NCCCC) in January 2006. As a staff we met at Tulsa Community College and were joined by Tulsa Community College Child Development Center, Oklahoma State University – Stillwater Child Development Center, Oklahoma State University – OKC Child Development Center and the University of Central Oklahoma Child Development Center in our efforts to begin a chapter. As a result, several CDCLS staff are members of the first NCCCC Oklahoma Chapter Board.

7. May 2006, the CDCLS hosted an Early Childhood Mini-Conference. Teachers of the CDCLS, along with teachers of Tulsa Community College Child Development Center, presented nine unique and informative workshops to child care providers from south Oklahoma City and surrounding areas.

GOAL FOR 2005-2006:

Continue to increase the educational levels of the CDCLS Teachers and Lab Assistants in order to better serve the students of OCCC, both in childcare and in laboratory experiences for degree seeking students requiring an early childhood component of the degree they are pursuing.

OBJECTIVES TO MEET THE GOAL:

1. Train teachers and office personnel in developing a “service leadership” approach of interaction with parents and students.
2. Provide training opportunities for CDCLS teachers to implement the most recent positive teaching approaches with young children.
3. Inform Fieldwork and Supervised Child Development degree program students of course practicum requirements prior to the onset of the course.

STATUS OF GOAL ATTAINMENTS:

This goal was successfully accomplished and will continue in subsequent years.

SUMMARY OF ACTIVITIES TO SUPPORT AND ACCOMPLISH GOAL:

1. One CDCLS Teacher and Lab Assistant participated in, and successfully completed, the OCCC Professional Development Program, 2005-2006.
2. Two CDCLS Teacher and Lab Assistants attended the *Project Approach Institute*, August 2005, which was led by Drs. Lilian Katz and Sylvia Chard, University of Illinois. This informative, hands-on institute enhanced children’s learning through projects.
3. To keep aligned with National Association for the Education of Young Children (NAEYC) accreditation requirements, of which the CDCLS is accredited, the bar was raised for CDCLS full-time Teacher and Lab Assistant qualifications. A teacher now must hold a bachelor degree in an area related to early childhood education.
4. Combined with a *Scholars for Excellence Quarterly Meeting*, child development degree program students were introduced to the activities and assignments required to successfully complete fieldwork and supervised lab coursework. Both courses include many hours of practicum

work and the information proved beneficial in providing the students with specific details prior to enrollment in each course.

GOAL FOR 2005 – 2006:

Increase the number of opportunities for observations at the CDCLS to meet the demands of the rising number of students participating in programs/courses requiring CDCLS observation and lab components.

OBJECTIVES TO MEET THE GOAL:

1. Design an online system/program in which students may check scheduled observation times/dates available.
2. Training for the CDCLS Lab Supervisor in maintaining an online program for students to schedule observation.
3. Enlarge the current CDCLS facility (expansion project) to accommodate the growing number of students observing and conducting labs with children, as well as the growing need for OCCC students to receive quality childcare for their children.
4. Design a technologically advanced observation room which will accommodate an increased number of students in viewing multiple CDCLS classrooms concurrently.

STATUS OF GOAL ATTAINMENTS:

This goal was not accomplished, but will continue as a future goal.

**OKLAHOMA CITY COMMUNITY COLLEGE (OCCC)
SCHOLARS FOR EXCELLENCE IN CHILD CARE (SECC) PROGRAM
ANNUAL REPORT
2005-2006**

GOAL FOR 2005-2006:

The Oklahoma City Community College SECC program will maintain a minimum of 65 active caseload scholars in the fall and spring semesters.

OBJECTIVES TO MEET THE GOAL:

1. The Scholar Coordinator will mail brochures once per semester to eligible child care facilities in Oklahoma, Logan, McClain, and Cleveland counties.
2. The Scholar Coordinator will hold informational rallies for potential Scholars each semester.
3. The Scholar Coordinator will maintain booths/tables at Early Childhood Conferences held within the service area throughout the year to advertise the SECC program at Oklahoma City Community College.

STATUS OF GOAL ATTAINMENT:

This goal was successfully accomplished.

Fall 2005- a total of **68** scholars were enrolled at Oklahoma City Community College.

Spring 2006- a total of **91** scholars were enrolled at Oklahoma City Community College.

Over sixty percent of the scholars who attended Oklahoma City Community College, during the 2004-2005 school year, returned to continue coursework at OCCC for the 2005-2006 school year.

SUMMARY OF ACTIVITIES TO SUPPORT AND ACCOMPLISH GOAL:

1. Over 500 brochures and flyers were mailed to eligible child care facilities in the fall 2005 and spring 2006 semesters.

2. Informational Rallies were held in both fall 2005 and spring 2006 semesters.

Fall Rally: October 22, 2006

15 potential scholars attended

Spring Rally: March 25, 2006

10 potential scholars attended

The informational rallies were held at the OCCC-Child Development Center and Lab School.

3. SECC-OCCC information booths were displayed at the following conferences:

A. 2005 Early Child Association of Oklahoma – September 16&17 2005

B. Smart Start Early Childhood – February 25, 2006.

GOAL FOR 2005-2006

To ensure each scholar's success at Oklahoma City Community College, the Scholar Coordinator will provide technical assistance to each scholar recruited in to the program.

OBJECTIVES TO MEET THE GOAL

1. The Scholar Coordinator will make on site visits with each active scholar as follows:
 - A. Working towards Child Development Associate Credential (CDA)/Certificate of Mastery (COM) – once per month
 - B. Completed 16-30 hours- twice per semester
 - C. Completed 31-60 hours – once per semester
2. The Scholar Coordinator will host a Scholars Informational Meeting once a semester to provide students with updated information about the programs available to scholars currently in the SECC program at Oklahoma City Community College.
3. The Scholar Coordinator will provide a quarterly newsletter to current scholars with upcoming events, information, etc. about the program, so that scholars stay well informed about the SECC program and Oklahoma City Community College.

STATUS OF GOAL ATTAINMENT:

The goal was successfully accomplished.

SECC- OCCC program had twenty- two scholars receive their Certificate of Mastery in Child Development and two scholars to complete their Associate of Arts (AA) Degree in Child Development in the 2005-2006 academic year. The two scholars who received their AA degree are currently enrolled at the University of Central Oklahoma, in pursuit of their Bachelors degree.

SUMMARY OF ACTIVITIES TO SUPPORT AND ACCOMPLISH GOAL:

1. Each scholar in the SECC program at Oklahoma City Community College received regular site visits according to the SECC Program guidelines.
2. Meetings were held each semester to provide scholars with updated information about the SECC program, early childhood events, and conferences. The meetings were held in the OCCC College Union and the OCCC Child Development Center and Lab School.

Fall 2005 the meeting was held on October 22, 2005 and there were 67 scholars in attendance. Spring 2006 the meeting was held on March 25, 2006 and there were 42 scholars in attendance. Several guest speakers were invited from Oklahoma City Community College and the early childhood community to give each scholar in the program information about resources currently available. Lisa Fry, Early Childhood Resource and Referral Specialist discussed resources that are available to the scholars through Rainbow Fleet Network. Tammy Barrington, Trainer Specialist from Center of

Early Childhood Professional Development, University of Oklahoma discussed with the scholars the procedure to become listed on the Oklahoma Registry and Professional Development Ladder for Early Childhood Professionals. Also, Dr. Mary McCoy and Dr. Susan Tabor attended the meeting, and assisted the students with answering questions about the Child Development Degree Program.

3. The quarterly newsletter was not provided during the school year; instead a SECC-OCCC website was created by Kathy Nix, OCCC Web Administrator to keep current scholars updated with events and updated information about the program, including the forms needed for potential scholars to apply for the scholarship. The website address is www.occc.edu/secc. One hundred percent of all current scholars in the program have access to the internet either at work, at home or on the OCCC campus. Every student at OCCC is provided with an OCCC student email address and access to the internet at the campus library.

**ANNUAL REPORT
2005-2006
OFFICE OF SERVICES FOR STUDENTS WITH DISABILITIES**

GOAL FOR 2005-2006

Exemplary Services

OBJECTIVES TO MEET THE GOAL:

1. Maintain confidential records.
2. Review processes.
3. Investigate electronic accommodation notification.
4. Provide personalized additional assistance for targeted issues.
5. Provide budget support for accommodations.
6. Provide scholarships

STATUS OF GOAL ATTAINMENT:

Services to Students with Disabilities staff continues to evaluate and adjust when necessary any internal or external processes that would prevent equal access to the programs and activities of the College. An electronic notification system was previewed from another campus by a representative of Information Technology and believed to be able to have some form available dependent upon technical availability. Training was provided during orientation to new faculty members. Individual counseling with students resulted in additional activities of support for personal accommodation issues. A scholarship account is available for students who have a need greater than what is traditionally available through the Department of Rehabilitation or Financial Aid and a specialized link from the web page was established to other scholarship resources for students with disabilities.

SUMMARY OF ACTIVITIES TO SUPPORT AND ACCOMPLISH GOAL:

Records

1. 560 open files reflect Section 504 and ADA related advisement activity during FY 05-06 (summer 05, fall 05, spring 06). There were 188 new students.
2. Types of disabilities, or special conditions reported in the open files are as follows.

237	Learning Disabilities (Including ADD/ADHD)	20	Head injury
63	Psychological/Emotional	16	Physical Dexterity
75	Medical	36	Hard of Hearing
40	Physical Mobility	35	Courtesy/unknown
38	Vision Impaired/Blind		

3. All documentation guidelines were revised and published on the web.

4. Procedures were reviewed and changed where necessary.
5. Course substitution procedures were initiated and approved.
6. Student was nominated by SSD and received scholarship from state's professional organization OK-AHEAD.

3) Assessment Surveys

1. To ensure appropriate accommodations for students, forms are sent to faculty each academic session.

- a. Fall Semester:

Two hundred seventy-one surveys were sent to faculty in the fall '05 semester, with a 63% response.

57% of 172 responses of faculty reported providing the accommodations suggested by the Advisor and 16% responded that the accommodations were different from what had been recommended.

- b. Spring Semester:

Two hundred nineteen surveys were sent to faculty in the spring '06 semester, with a 59% response.

78% of 130 responses of faculty reported providing the accommodations suggested by the Advisor and 18% responded that the accommodations were different from what had been recommended.

There is still concern as to why there are larger percentages over last year of faculty reporting different accommodations than was requested by the Advisor.

2. Student satisfaction surveys were initiated by email for the first time. Respondent ratio was very low. It has proven difficult to keep current email accounts for students. Endeavored to update each time a student came to pick up an accommodation letter.

a. Fall '05 Semester	Satisfied
Overall satisfaction:	83% of respondents (neutral 13.8%)
Courteous and helpful staff:	90% (neutral 3.4%)
Clear and helpful information:	88% (neutral 6.9%)
Use of adaptive equipment:	45% (neutral 10.3)
b. Spring '06 Semester	Satisfied
Overall satisfaction:	78% of respondents (neutral 13.5%)
Courteous and helpful staff	78% (neutral 10.8%)
Clear and helpful information	81% (neutral 13.5%)
Use of adaptive equipment	43% (neutral 8%)

Other survey information revealed that students used adaptive equipment in the Disability Office Tech Lab, in the classrooms, and in the Learning Labs, but not in the library. 65.5 % of responses indicated that the students looked at the webpage.

Retention information was gathered on students with disabilities for fall 05 to spring 06.
Results:

	Enrolled	Retained fall 04 to spring 05	Graduated
Fall 05	298		13
Spring 06	252	193 or 65%	

4) Provide personalized additional assistance for targeted issues in Math and English.

1. Collaborated with TRIO for the incorporation of students with disabilities for the additional assistance with developmental courses.

5) Provide budget support for accommodations.

1. Requested additional ADA accommodation support staff for budget year 2007.

6) Scholarships

1. Student was nominated and awarded state professional organizational, OK-AHEAD scholarship for 2007.

GOAL FOR 2004-2005

Collaboration

OBJECTIVES TO MEET THE GOAL:

1. Integrate processes for students with disabilities throughout the College environment.
2. Encourage and organize collaborative efforts between SSD and the community.

STATUS OF GOAL ATTAINMENT:

Processes have been successfully integrated on several levels among departments. Cooperation and transition collaboration has occurred in with high school personnel and students.

SUMMARY OF ACTIVITIES TO SUPPORT AND ACCOMPLISH GOAL:

1. Collaborated with TRIO program to identify students eligible for the program.
2. Academic Affairs and SSD collaborated for course substitution procedures.
3. Continue to provide recycled assistive technology to Partners in Education.
4. Interaction with five individual visits from area high schools' disability programs and students.
5. Provided staff and faculty training through WOW curriculum and orientation.

6. Recruitment and Public Relations have agreed to provide information about disabilities to new student publications.

GOAL FOR 2005-2006

Technology

OBJECTIVES TO MEET THE GOAL:

1. Offer the latest in technological advances that support students with disabilities.
2. Provide leadership for College web accessibility.
3. Provide current adaptive software programs and equipment.
4. Ensure adaptive equipment applications are usable throughout campus.
5. Technological options and training will be part of making accommodations.

STATUS OF GOAL ATTAINMENT:

\$21,344.00 of adaptive software and equipment was purchased and installed throughout the campus. Students were trained on its use. Alternative text is a viable accommodation for students and technology has allowed creating even more variety of choices.

SUMMARY OF ACTIVITIES TO SUPPORT AND ACCOMPLISH GOAL:

1. Sixty four textbooks were converted into an alternative format, an increase of 15 textbooks over the previous year.
2. Director serves on College Task Force for accessibility.
3. Accessibility Specialist routinely checks software and hardware for its usability and regularly trains students.
4. Purchased \$21,344.00 of adaptive equipment and software.

GOAL FOR 2005-2006

Human Development

OBJECTIVES TO MEET THE GOAL:

1. Ensure appropriate accommodations and ADA compliance by appropriately staffing and training Services to Students with Disabilities personnel.
2. Implement faculty tutorial about Americans with Disabilities Act as it applies to making accommodations for students.
3. Ensure continuation of institutional memberships for ADA purposes.
4. Encourage attendance at appropriate conferences

STATUS OF GOAL ATTAINMENT:

Staff received training and professional development using both College and supplemental funding from outside sources. Provided training to staff and faculty about disability issues via the website. Maintained institutional memberships.

SUMMARY OF ACTIVITIES TO SUPPORT AND ACCOMPLISH GOAL:

1. Submitted request for additional personnel for ADA required auxiliary aids.
2. Developed and implemented notetaker tutorial on website.
3. Staff participated in the following conferences:

<u>Staff</u>	<u>Conference</u>	<u>External Funding</u>
Advisor	OK-AHEAD fall/spring Leadership Development	
Assistive Technology Specialist	E-Text training AHEAD	Carl Perkins
Director	Pepnet OK-AHEAD fall/spring OACC TRIO & Disabilities	PEC/Carl Perkins
Disability Accommodation Assistant	E-Text training AHEAD	Carl Perkins

**ANNUAL REPORT
2005-2006
CARL PERKINS**

GOAL FOR 2005-2006:

Provide accurate and effective administration of the Carl Perkins grant adhering to all timelines and regulations.

OBJECTIVES TO MEET THE GOAL:

1. Keep accurate records.
2. Meet timelines.

STATUS OF GOAL ATTAINMENT:

All timelines have been met regarding the reporting periods to the state administrator.

All purchases against the grant have been tracked from requisition to delivery, and were verified through the integrated information system of the College.

SUMMARY OF ACTIVITIES TO SUPPORT AND ACCOMPLISH GOALS:

1. Assistive Technology Assistant provides record keeping of communications between SSD and the academic programs supported by the grant; between SSD and the state administrator, and between SSD and Finance.
2. Data is entered into an Excel program and is checked and balanced with the Datatel system.
3. Requisitions, purchase orders, shipping and receiving are referenced for tracking purposes.
4. A cycle of timelines have been met for FY06.
 - a. Application for federal funds due July 30, 2005
 - b. Report of Performance Indicators July 15, 2005
 - c. Approval for expenditures October 20, 2005
 - d. All equipment purchases made prior to April 15, 2006
 - e. Report for Pell and BIA recipients March 2006
 - f. Notification of funds available for FY07

GOAL FOR 2005-2006

Ensure effective communication with all programs specific to the grant.

STATUS OF GOAL ATTAINMENT:

Effective communication was ensured by establishing a process this year that was agreed upon by the technical programs supported by the grant. Those programs include: Health professions, graphic communications, and biotechnology.

SUMMARY OF ACTIVITIES TO SUPPORT AND ACCOMPLISH GOALS:

1. A new process was established to assist both SSD and the programs for determining the priorities of purchases. The Associate Vice President for Academic Affairs will coordinate that activity with the programs.
2. A request was made to the divisions to use the same format when requesting purchases including vendor and price.

GOAL FOR 2005-2006

Embrace continuous change in the use of technologies to enable students to learn and practice their technical skills on state of the art equipment and software, including students with disabilities.

OBJECTIVES TO MEET THE GOAL:

1. Offer the latest in technological advances that support students.

STATUS OF GOAL ATTAINMENT:

The Carl Perkins regulations permit and endorse students having access to the newest technological advances in their technical vocational fields of endeavor. Preparing students for the workforce is the objective of the use of funds from the Carl Perkins grant. The grant is also used to include students with disabilities.

SUMMARY OF ACTIVITIES TO SUPPORT AND ACCOMPLISH GOALS:

1. Equipment and software for the technical vocational programs totaled \$94,842.15.
2. Equipment and software for servicing students with disabilities totaled \$21,554.76

GOAL FOR 2005-2006

Provide for effective professional development.

OBJECTIVES TO MEET THE GOAL:

1. Ensure technical vocational industry standards are incorporated into the curriculum.
2. Equal access is afforded to students with disabilities within the curriculum.

STATUS OF GOAL ATTAINMENT:

The use of Carl Perkins funds to pay for registrations for faculty and staff to become trained in their area of expertise is supported and encouraged.

SUMMARY OF ACTIVITIES TO SUPPORT AND ACCOMPLISH GOAL:

1. The sum of \$2,660.00 paid for registrations and \$1,150.20 for travel for a total of \$3,810.20 to assist attendance at various conferences and workshops attended by selected faculty and staff.

**ANNUAL REPORT
2005-2006
DEAF AND HARD OF HEARING**

GOAL FOR 2005-2006:

Exemplary Service

OBJECTIVES TO MEET THE GOAL:

1. Maintain confidential records.
2. Provide effective services specific to hearing loss.
3. Review processes.

STATUS OF GOAL ATTAINMENT:

Coordination of services for deaf and hard of hearing students include reviewing processes and making necessary adjustments for quality assurance of service delivery. Records are maintained to verify disability as well as verification of accommodations rendered by part-time contract service providers. A scholarship account is available for students who have a need greater than what is traditionally available through the Department of Rehabilitation.

SUMMARY OF ACTIVITIES TO SUPPORT AND ACCOMPLISH GOALS:

Records

1. 41 Deaf and hard of hearing individuals reflect Section 504 and ADA related advisement activity during FY 05-06 (summer 05, fall 05, spring 06).
2. Five part-time professional interpreters and two intern/practicum interpreters were contracted to provide services for eight classes.

Services

3. Services include advisement, interpreting, notetaking, tutoring, captioning, providing assistive listening devices, and opportunities for students to achieve their personal and academic goals by the provision of quality accommodation services.

SERVICES	DESCRIPTION OF SERVICE	<u>HOURS REQUESTED</u>
Interpreting	Manual sign language communication, whether in ASL or manually coded	2,668 hrs

	English system.	
Extra-Curricular Interpreting	Extra-curricular activities and class related interpreting	84.5 hrs
CART Computer Assisted Notetaking Real-time	Computer aided transcription occurring in the classroom	580 staff hrs Additional 200 contracted hrs totaling 790 hrs
Notetaking	Peer notetakers with NCR paper and notebook provided for each class.	Dependent upon number of classes
Assistive Listening Device	Amplification devices used with hearing aids by neck-loops or headphones	16 students using ALD. Hours dependent upon number of classes
Captioning	Open captioning services of instructional video material	74 videos totaling 2420 minutes or 60 hours of captioning (approximately)
Tutoring	Individual tutoring provided or interpreted tutoring of learning labs.	151 hrs
Advisement	Students receive advisement about course work, accommodations, and explanation of College policies and procedures.	104 hrs

Surveys

4. To ensure appropriate accommodations for students, forms are sent to faculty each academic session. Each respondent who had a service provider in their classroom indicated that the experience was satisfactory.
5. Initiated student electronic surveys that indicated high satisfaction level with service providers.
6. Processes were reviewed and revised as needed.

7. For Fall 05: Student Satisfaction Surveys were distributed. Of those returned, 100% satisfaction rating. Spring 06 will be distributed at end of semester.

GOAL FOR 2005-2006

Collaboration

OBJECTIVES TO MEET THE GOAL:

1. Integrate processes for deaf and hard of hearing students throughout College environment.
2. Encourage and organize collaborative efforts between SSD and the community.

STATUS OF GOAL ATTAINMENT:

Interaction of deaf and hard of hearing students with other departments is facilitated with communication services allowing the students to be independent and have equal access to all programs and activities.

SUMMARY OF ACTIVITIES TO SUPPORT AND ACCOMPLISH GOALS:

1. Provided "Interpreting for the Deaf" career information at West Moore High School's *Professional Day*.
2. Provided sign language instruction through Brown Bag and WOW programs.
3. Represented the College at the Oklahoma School for the Deaf for their *College Fair*.
4. Represent the College on the Advisory Board for the Postsecondary Education Consortium and the Tulsa Community College Deaf Resource Center Advisory Board.
5. Represent the College on the Advisory Board for Moore-Norman Technology Center for its deaf and hard of hearing program.
6. Committee member for the Oklahoma Deaf Coalition.
7. Participated at the state Capital for Deaf Awareness Day.
8. Participated at the state fair grounds for Deaf Awareness Day.
9. Provided information to OCCC via the large screen for Deaf Awareness Day.
10. Staff serves as evaluator for the state's Quality Assurance Testing Program to certify interpreters.
11. Continue relationship with Capital Hill Sertoma for scholarship funding.
12. Host site for Oklahoma Association for Deaf Conference
13. Deaf Graduate – December 06
14. Field trips in conjunction with Health Professions Club.
15. Visited four high schools with Deaf and hard of hearing programs for recruitment purposes.

GOAL FOR 2005-2006

Technology

OBJECTIVES TO MEET THE GOAL:

2. Offer the latest in technological advances that support students.

STATUS OF GOAL ATTAINMENT:

Ensured students had access to the latest technology for communication needs in the classroom and learning environment.

SUMMARY OF ACTIVITIES TO SUPPORT AND ACCOMPLISH GOALS:

1. Sorenson Video Relay equipment is available to students and the community.
2. Continue to create captioned DVD's for academic courses.
3. Multi-media equipment training with A/V Dept.

GOAL FOR 2005-2006

Human Development.

OBJECTIVES TO MEET THE GOAL:

1. Ensure appropriate accommodations and ADA compliance by appropriately staffing and training Services to Students with Disabilities personnel who service deaf and hard of hearing students.
2. Encourage attendance at appropriate conferences

STATUS OF GOAL ATTAINMENT:

Requested and had approval for new nine month interpreter position. Staff received professional training with some additional external funding.

SUMMARY OF ACTIVITIES TO SUPPORT AND ACCOMPLISH GOAL:

4. Staff participated in the following conferences

<u>Staff</u>	<u>Conference</u>	<u>Outside Funding</u>
Captioning Specialist	<ul style="list-style-type: none"> • Distance Captioning • Skills Improvement Seminar (on-line) 	
Coordinator of Interpreting Services	<ul style="list-style-type: none"> • PepNet Conference • RID Conference 	<ul style="list-style-type: none"> • *PepNet/Carl Perkins • International Sertoma
Interpreter/Captionist	<ul style="list-style-type: none"> • Captioning training • Tulsa Community College consultation • PepNet Conference 	<ul style="list-style-type: none"> • Carl Perkins grant

* PepNet is the Postsecondary Educational Consortium for the Deaf, a federal grant program.

**OFFICE OF STUDENT LIFE
ANNUAL REPORT
2005-2006**

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 $\frac{1}{2}$ time to $\frac{3}{4}$ time and taking one of the employment services positions from $\frac{1}{2}$ 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 students 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

Dependent Variable: D1
 Tukey HSD

(I) Ἀδειξάνδε	(J) Ἀδειξάνδε	Mean Difference (I-J)	Στφ. Error	Στφ.	92% Confidence Interval	
					Lower Bound	Upper Bound

Based on observed means:

The mean difference is significant at the .05 level.

TABLE 1-2

Dependent Variable: D2
 Tukey HSD

(I) Ἀδειξάνδε	(J) Ἀδειξάνδε	Mean Difference (I-J)	Στφ. Error	Στφ.	92% Confidence Interval	
					Lower Bound	Upper Bound

Based on observed means:

The mean difference is significant at the .05 level.

TABLE 1-3

Dependent Variable: D3
 Tukey HSD

(I) Ἀδειξάνδε	(J) Ἀδειξάνδε	Mean Difference (I-J)	Στφ. Error	Στφ.	92% Confidence Interval	
					Lower Bound	Upper Bound

Based on observed means:

The mean difference is significant at the .05 level.

TABLE 1-4

Dependent Variable: C4
 Tukey HSD

(i) A	B	Mean Difference (i-j)	Sig.	Error	95% Confidence Interval	
					Lower Bound	Upper Bound

Based on observed means.

The mean difference is significant at the .05 level.

TABLE 1-5

Dependent Variable: C2
 Tukey HSD

(i) A	B	Mean Difference (i-j)	Sig.	Error	95% Confidence Interval	
					Lower Bound	Upper Bound

Based on observed means.

The mean difference is significant at the .05 level.

TABLE 1-6

Dependent Variable: C1
 Tukey HSD

(i) A	B	Mean Difference (i-j)	Sig.	Error	95% Confidence Interval	
					Lower Bound	Upper Bound

Based on observed means.

The mean difference is significant at the .05 level.

TABLE 1-7

Dependent Variable: Q8
 Likert H2D

(1) Average	(2) Average	Mean Difference (1-2)	Sig. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound

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.occ.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
- 8/3 Carlotta Hill's Study Skills class
- 8/8 Presentation to A & H adjunct instructors
- 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

<u>Date</u>	<u>Subject</u>
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,	FYI: Meet new employee; general advertising of services

2005	
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

**OKLAHOMA CITY COMMUNITY COLLEGE
STUDENT FINANCIAL SUPPORT SERVICES
ANNUAL REPORT
2005-2006**

MISSION STATEMENT

Student Financial Support Services removes financial barriers to educational success.

Introduction

Student Financial Support Services at Oklahoma City Community College provides access to higher education by offering assistance to eligible students who otherwise may not be able to attend. By assisting eligible students in the pursuit of their educational goals, Student Financial Support Services contributes to the overall mission of the College. To fulfill its role in Student Services and in contributing to the overall mission, Student Financial Support Services:

1. Provides information about student financial assistance programs to current and prospective students;
2. Provides both paper and online versions of the Free Application for Federal Student Aid (FAFSA) to individuals enabling them to initiate the process of seeking federal assistance;
3. Determines applicant eligibility; and
4. Delivers funds to eligible students efficiently and effectively.

Student Financial Support Services awarded and disbursed over 18 million dollars of direct assistance to students in FY06. These funds came from the following student assistance programs:

1. Federal Pell Grant
2. Federal Supplemental Educational Opportunity Grant
3. Oklahoma Tuition Aid Grant Program
4. Tuition Waivers and Scholarships
5. National Guard Tuition Waivers
6. Federal Family Education Loan Programs
 - Subsidized Guaranteed Student Loans
 - Unsubsidized Guaranteed Student Loans
 - Parent Loans for Undergraduate Students
7. Federal College Work-Study
8. Bureau of Indian Affairs Grants
9. Oklahoma Higher Learning Access Program

To encourage continuous improvement in the delivery of financial assistance services to students at Oklahoma City Community College, annual activities are planned in support of Student Services Division goals and objectives. Objectives and activities to meet Division goals give direction to the daily functions of staff throughout the year. Planned activities are consistent with Division and College wide key outcomes and objectives.

This annual report reviews these objectives and activities for 2005-2006, summarizes the number of recipients served, program funds disbursed, and compares the distribution of assistance funds by program type: grant, loan, work, and waivers.

GOAL FOR 2005-2006

Provide Excellent Information Services.

OBJECTIVES TO MEET THE GOAL:

1. Insure all prospective and current students, faculty, and staff are well informed about student aid processes.
2. Achieve a student satisfaction rating of financial aid services that exceeds the national average on the ACT Student Opinion Survey.

STATUS OF GOAL ATTAINMENT:

Although we did not achieve a rating on the ACT Student Opinion Survey that exceeded the national average the survey results show an increase of 3.6% over 2004 results. Financial Aid Office staff collaborated with other units of the college during the year to improve information service. Staff served on committees organized to work on retention and textbook issues. Staff also participated in both on and off campus presentations to inform prospective students about student aid programs and access to those programs. These activities do not seem to be sufficient to significantly improve information delivery.

SUMMARY OF ACTIVITIES TO SUPPORT AND ACCOMPLISH GOAL:

Training, Development, and Supervision

A full time Coordinator of Client Services position was created late in the year to train, develop, and supervise front line staff to help insure accuracy and consistency of information and excellent customer service. A training manual was developed as a component of this effort. There has not been enough time elapsed to assess the success of this effort.

Professional Staff at Front Counter

The Client Services Coordinator position role included maintaining a full time presence at the Financial Aid front counter. This position includes as essential duties a troubleshooting and problem solving role to help provide quality service.

Collaboration with Student Services and Other College Units

Financial Aid staff collaborated during the year with several units to help students and prospective students understand the process of seeking student financial assistance.

Staff worked with Admissions and Recruitment, Gear-up, Bursar, Bookstore, and Student Life.

Publications and Webpage

A Financial Aid Brochure was developed and distributed to Admissions and Recruitment, Advisement and Career Services, and Student Life for use with students. The purpose of the Brochure was to provide financial aid information to prospective students prior to enrollment. The Financial Aid Webpage was revised periodically to insure accuracy of the webpage content.

GOAL FOR 2005-2006

Improve efficiency in financial aid processing from review of financial aid applications to awarding of student assistance.

OBJECTIVES TO MEET THE GOAL:

1. Continuous improvement in number of awarded students prior to start of each semester.
2. Batch awarding of student aid resulting in earlier awards each year.

STATUS OF GOAL ATTAINMENT:

Batch awarding continues to enable the Financial Aid office to award approximately 50% of applicants for federal student aid within 3-5 days of the date the applicants file their federal form with the Federal Processing Center. During the 2005-2006 year, the Financial Aid Office was able to increase the number of students who received their loan funds at the beginning of each semester and the number of students who were able to charge books and supplies to begin each semester.

SUMMARY OF ACTIVITIES TO SUPPORT AND ACCOMPLISH GOAL:

Reduce Financial Aid Counselor Caseload

Financial Aid was not able to reduce caseload size by adding any Financial Aid Counselors to the staffing plan. We continually review our staffing plan and make necessary recommendations with supporting data.

Reduce Number of Files Requiring Financial Aid Counselor Review

Although the Financial Aid Counselor caseload remains large, through batch processing of approximately 50% of the applications for federal aid, the number of files requiring in depth review has been reduced significantly.

GOAL FOR 2005-2006

Expand opportunities for student employment through the Federal Work-Study Program.

OBJECTIVES TO MEET THE GOAL:

1. Increase the number of financially needy students who work under the Federal Work-Study Program from 100 to 150 students.
2. College will increase manpower to meet growing workload as enrollment increases.
3. Students gain relevant work experience and develop skills.

STATUS OF GOAL ATTAINMENT:

Financial Aid was not able to increase the number of students who worked in the Federal College Work-Study Program in 2005-2006 over the prior year. Work Study employment remained essentially the same with 106 students working while there were 108 students in the 2004-2005 year.

SUMMARY OF ACTIVITIES TO SUPPORT AND ACCOMPLISH GOAL:

Promote Work-Study Program

Collaborative efforts with other units on campus involved in the Federal Work-Study did not develop during the year. Student employment in general was promoted and was beneficial to both students and the institution.

Promote Value of Work-Study for Employing Units

The value of all student employment was promoted to increase awareness and the added value of hiring student workers.

Promote Value of Work-Study for Student Employees

Student Life conducted a series of workshops for student employees during the year and Work-Study students benefited from the various topics presented, including development of a sense of inclusion in college operations.

GOAL FOR 2005-2006

Improve efficiency in financial aid application processing from date application received to Financial Aid Counselor review date.

OBJECTIVES TO MEET THE GOAL:

1. Reduce barriers to current and prospective students in completing document requirements.
2. Transition to promotion of online forms to reduce time and increase convenience in submitting required documents.

STATUS OF GOAL ATTAINMENT:

The Financial Aid Office assessed processing steps and has minimized the number of required edit checks a student's data must pass to meet federal criteria for eligibility. Awards for approximately 50% of the applicants for federal assistance are batch processed within 3-5 days after filing the application for assistance. Students are able to see their award offers online.

The transition to online forms was delayed due to a change of staff responsible for financial aid systems development. Financial Aid will continue to work toward online interactive forms.

SUMMARY OF ACTIVITIES TO SUPPORT AND ACCOMPLISH GOAL:

Revise Use of Student Data Form

To reduce barriers to student applicants in completing document requirements for determining financial aid eligibility, the collection of a Student Data Form upfront as a tracking document was eliminated. The Student Data Form was collected after initial eligibility was determined and the student was awarded financial assistance. Continued assessment of data collection procedures has caused the Financial Aid Office to drop the use of the Student Data Form and to collect key information on the Award Letter which the student returns when they accept their awards.

Enhance Online Services:

Online services remained on hold in 2005-06 due to changes in staff and a vacancy during most of the year in the Systems Coordinator Position.

GOAL FOR 2005-2006

Insure full compliance with Federal, State, and College Financial Assistance Programs while providing excellent frontline service as enrollment grows.

OBJECTIVES TO MEET THE GOAL:

1. Support sufficient staffing to provide excellent frontline services throughout Student Financial Service.

2. Sufficient staffing to provide support with all compliance requirements: Federal, State, and College to insure quality stewardship of financial resources.

STATUS OF GOAL ATTAINMENT:

Financial aid was able to maintain basic compliance during 2005-2006 with only minor findings during the required annual audit. A position vacancy in a support staff position was converted to a full time Coordinator of Client Services position creating a fulltime professional presence at the front counter. This position was designed to troubleshoot problems students may be having and to have a frontline position with the authority to resolve the issue efficiently. This position was also assigned the responsibility to insure all support staff who work the front counter and phones are knowledgeable and provide consistent information to all students. A training manual was developed and is serving as a resource document for staff.

SUMMARY OF ACTIVITIES TO SUPPORT AND ACCOMPLISH GOAL:

Add One Full-Time Financial Aid Information Assistant

Financial Aid evaluated our staffing plan and modified it to upgrade our full time Information Assistant position to a full time professional position identified as Coordinator of Client Services. This position enabled the Financial Aid Office to establish a full time professional position at the front counter with the responsibility and authority to expedite processing and problem solving.

Full Time Financial Aid Assistants also Provide Assistance with Veterans Services

Although we are not using full time Financial Aid Assistants at the front counter we are utilizing a part-time temporary person who, with cross-training, is capable of providing services to our veterans and our financial aid applicants.

Full Time Financial Aid Assistant for Reporting and Compliance

Financial Aid has not been able to establish an additional position in support of reporting and compliance.

GOAL FOR 2005-2006

Utilize Technology

OBJECTIVES TO MEET THE GOAL:

1. Fully utilize technology to expand services to students.
2. Insure accuracy of all reports for compliance with Federal, State, and College needs.

STATUS OF GOAL ATTAINMENT:

Financial Aid was unable to fully utilize technology this year due to a change in persons filling the Financial Aid Systems Coordinator position. However, we have recovered from the transition in staff. Reporting has improved and we are on track to make great strides in the use of technology.

SUMMARY OF ACTIVITIES TO SUPPORT AND ACCOMPLISH GOAL:

Develop Automated Processes and Custom Reports

Financial Aid uses a considerable amount of automated processing resulting from requirements to interface with Federal and State of Oklahoma data systems. These processes are continuously evaluated and enhanced.

Improve Accuracy of Reports

Internally Financial Aid uses several queries to generate reports for analysis of large amounts of financial management information. Current standard reports have improved in accuracy in FY 2006.

Student Assistance Funds Disbursed and Number of Recipients 2005-2006

<u>Program</u>	<u>Funds</u>	<u>Recipients</u>
Federal Pell Grants	\$7,193,701	3,439
Federal Supplemental Educational Opportunity Grants	\$ 199,517	823
Oklahoma Tuition Aid Grants	\$ 754,942	1,851
Oklahoma Higher Learning Access Program	\$ 408,248	822
Bureau of Indian Affairs Grants	\$ 255,722	190
Tuition Fee Waivers Need and Merit Based	\$1,178,228	1,880
National Guard Waivers	\$ 113,656	204
Federal College Work-Study	\$ 168,907	106
Student Loans (unduplicated count)	\$8,520,868	3,851
<i>Subsidized Guaranteed Student Loan</i>	<i>\$5,763,297</i>	<i>2,500</i>
<i>Unsubsidized Guaranteed Student Loan. . . .</i>	<i>\$2,712,702</i>	<i>1,339</i>
<i>Parent and Alternative Loans</i>	<i>\$44,865</i>	<i>12</i>
TOTAL DOLLARS	\$18,794,289	
UNDUPLICATED HEADCOUNT		6,515
AVERAGE DOLLAR DISBURSED PER RECIPIENT	\$	2,885

Recipients: Student Assistance Funds
2001-2002 Through 2005-2006

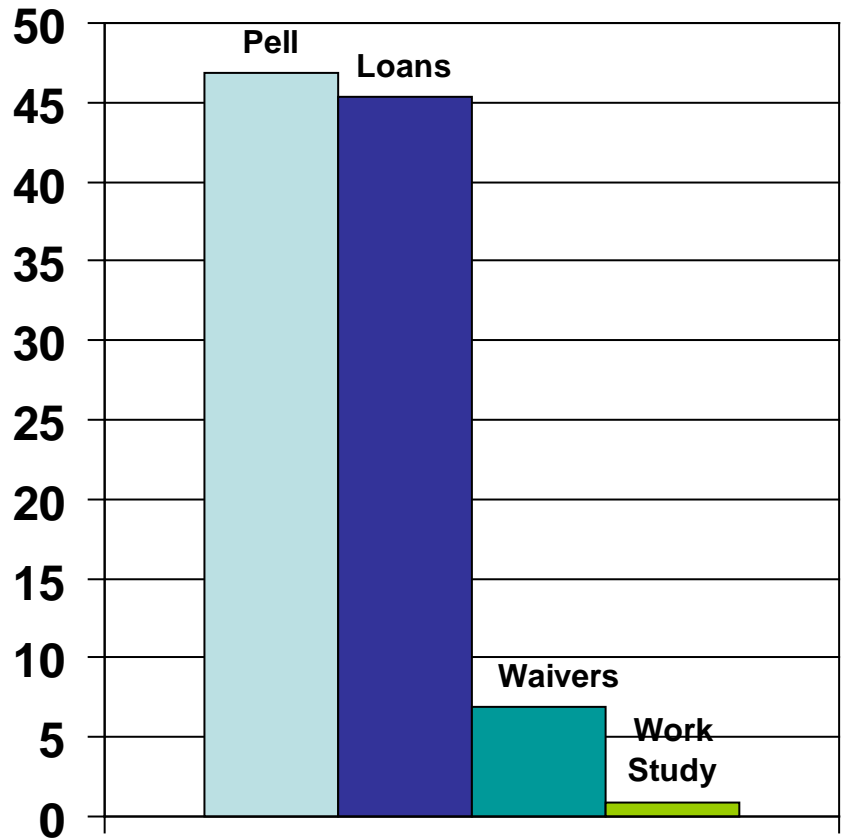
	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>
Federal Pell Grant	2,571	3,088	3,412	3,678	3,439
Federal Supplemental Educational Opportunity Grant	\$5,108,892	\$6,303,059	\$7,573,500	\$7,692,947	\$7,193,701
Oklahoma Tuition Aid Grant	623	571	647	711	823
Oklahoma Higher Learning Access Program	\$203,100	\$172,006	\$156,886	\$163,625	\$199,517
Bureau of Indian Affairs Tuition Fee Waiver Need, Merit, and Other	798	636	881	1,009	1,851
Oklahoma National Guard Tuition Waivers	\$446,416	\$404,432	\$579,331	\$691,569	\$754,942
Federal College Work Study	59	116	243	327	822
Other Federal Loans (GSLE, USTE, Plus)	\$40,575	\$83,170	\$159,899	\$289,025	\$408,748
Total Dollars (Disbursed)	82	87	99	118	190
Recipient Headcount (Unduplicated)	\$89,370	\$111,894	\$144,013	\$182,627	\$255,722
	1,687	1,607	1,803	2,157	1,880
	\$615,000	\$472,963	\$704,056	\$1,555,813	\$1,178,228
	83	80	174	197	204
	\$105,150	\$104,452	\$107,679	\$139,415	\$113,656
	116	80	127	108	106
	\$147,298	\$102,979	\$169,652	\$180,813	\$168,907
	1,778	2,613	2,618	2,701	2,647
	\$4,046,191	\$5,393,941	\$5,604,721	\$6,127,885	\$8,520,868
	\$10,873,892	\$13,219,396	\$15,245,708	\$16,623,719	\$18,794,289
	4,861	5,833	6,090	6,478	6,515

**Percent of Total Dollars
by
Program Type**

FY 2005-2006

- Grants (46.9%)
\$8,817,630
- Loans (45.3%)
\$8,520,868
- Waivers (6.9%)
\$1,291,884
- Work Study (0.9%)
\$168,907

Total \$18,794,289



**ANNUAL REPORT
2005-2006
STUDENT SERVICES GRANT PROGRAMS**

TRiO STUDENT SUPPORT SERVICES

GOAL FOR 2005-2006

Increase retention, graduation and transfer rates for selected student participants.

OBJECTIVES TO MEET THE GOAL:

1. Achieve retention rates of 50% from year 1 to year 2, 30% from year 2 to year 3.
2. Ten percent of each cohort will graduate within 3 years.
3. At least 55% of participants who are required to take developmental courses will pass the courses.
4. A minimum of 70% of participants taking regular college coursework will be in academic good standing.
5. Thirty percent of each year's cohort will transfer to a 4 year college within 3 years.

STATUS OF GOAL ATTAINMENT:

TRiO Student Support Services is on track to meet objectives for 2005-2006. The following report is based upon grades received for the Fall and Spring semesters. When summer grades are input into the data base the level of success may be affected slightly, but it is certain that the program will meet its objectives.

One hundred sixty students were recruited, qualified and are actively participating in the project.

Eligibility

44 students (27.5%) meet one of the qualifications.
116 (72.5%) meet two or more qualifications for the program.

Disabled	11
Disabled/Low Income	13
1 st Generation	35
1 st Generation/Low Income	92
Low Income	9

Gender

Female	111	69.38%
Male	49	30.63%

Ethnicities

American Indian	9	5.6%
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Asian	15	9.3%
African American	38	23.7%
Hispanic	30	18.6%
More than 1 Race	4	2.5%
Native Hawaiian/Pacific Islander	1	1.0%
White	63	39.3%

Class Level	
1 st Year	110
2 nd Year	45
Other	5

1. Retention of Students

Retained from Spring to Fall	124
Transferred (prior to graduation)	7
Graduated	7
Suspended or Low Grades (did not re-enroll)	19
Military	2
Moved out of state	1

38 of 160 students (86%) graduated, transferred or were retained to the next year.

2. Graduation Rates

There is insufficient data at this time to measure this goal. Graduation for the first cohort will be measured at the end of year 3.

3. Developmental Coursework

Pass rate for developmental coursework is 88%.

Fall Semester 87%

Spring Semester 89%

4. Academic Good Standing

82% of students taking college level courses are in academic good standing.

5. Transfer Rates

There is insufficient data at this time to measure this goal. Transfer rates for the first cohort will be measured at the end of year 3.

SUMMARY OF ACTIVITIES TO SUPPORT AND ACCOMOLISH GOAL:

Counseling – 1,030 hours (2,133 contacts)

Personal Counseling
 Individual Educational Goal Plans
 Career Counseling
 Referral to Community Resources
 Academic Advising

Financial Aid Advocacy
Scholarship Coaching

Individual and Group Peer Tutoring (258 hours)

Peer Mentoring (845 hours)

Program Orientation

Workshops:

Writing Skills
Time Management
Stress Inoculation Training
Transfer Issues

Technology Training

Microsoft Word
Microsoft Excel
Face Book

Transfer Campus Visits

University of Oklahoma
University of Central Oklahoma
University of Oklahoma Health Sciences Center

Recognition Banquet

Cultural Activities

Native American Week Luncheon
Cinco De Mayo
Fat Tuesday

TRiO Day at the State Capitol

Assessment

Intake
Goals Assessment and Plan
Discover Career Assessment
Depression Screening
LASSI (Learning and Study Strategies Inventory)
PEEK (Perceptions, Expectations, Emotions and Knowledge about
College

UPWARD BOUND

GOAL FOR 2005-2006

Increase high school retention and graduation rates for selected participants.

OBJECTIVES TO MEET THE GOAL:

1. 70% of all participants will show at least one academic grade level increase on a standardized achievement test covering English, Mathematics and Science.
2. At the end of program year 70% of all participants will achieve at least a 2.5 GPA in each of the following college preparatory courses: English, Mathematics and Science.
3. 70% of the participants will be retained in the program from one project year to the next.
4. At least 60% of college-ready participants who complete the UB program will enroll in a program of post-secondary education within one year of their high school graduation.
5. At least 60% of college-ready participants who do not complete the UB program will enroll in a program of postsecondary education within one year of their high school graduation.
6. 65% of the Upward Bound participants enrolled in a postsecondary program will graduate or be making satisfactory progress towards graduation within six years.

STATUS OF GOAL ATTAINMENT:

The Upward Bound Program appears to be on track to meet its goals for 2005-2006. Some information is not available and will be reported when tracking is complete for the annual report to the U.S. Department of Education. This report will be complete by December 2006.

1. Data is not available at this time. The California Test of Basic Skills is scheduled for September 16, 2006.
2. Of the GPA's reported, 60 of 72 student participants (83%) have achieved a GPA of 2.5 or higher. (Rising 9th grade students are excluded.)
3. Of the 72 students who began the program, 55 students (76%) were retained.

Graduated	9
Moved	2
Left Program	6
4. Seven of the 9 graduates (77%) have enrolled in a program of postsecondary education.

Oklahoma City Community College	3
Northeastern Oklahoma A & M	1
University of Oklahoma	2

Moore Norman Technology Center	1
Unknown	2

5. Status of this goal is undetermined at this time. Tracking is currently ongoing.
6. Status of this goal is undetermined at this time. Approximately 90 students have completed the Upward Bound program. Tracking is currently ongoing.

SUMMARY OF ACTIVITIES TO SUPPORT AND ACCOMPLISH GOAL:

A variety of activities which are designed to impact program retention and student grades are carried out each year. These activities include:

- Summer Mini-college
- Academic Counseling
- ACT Prep Class
- PSAT Prep Class
- Weekly Tutoring
- Assessment
 - Career Assessment
 - California Test of Basic Skills
- Study Skills Class
- Life Skills Class
- Grade Monitoring
- College Campus Visits
- Social Activities
- Ballroom Dance Class
- Assistance in completing college applications and financial aid packets
- Scholarship Coaching
- College Campus Visitations
 - University of Oklahoma
 - Oklahoma State University
 - Northeastern Oklahoma A & M
 - University of Kansas
 - Southeastern Oklahoma State University
- Other Activities
 - Halloween Haunted Trails
 - Ropes Course
 - OU Stomp Down
 - OSU Orange Peel
 - All Sports Weekend

**OKLAHOMA CITY COMMUNITY COLLEGE
STUDENT RELATIONS: REPORT ON STUDENT DISCIPLINE
ANNUAL REPORT
2005-2006**

GOAL 2005-2006:

Provide assistance to students, faculty and staff in student discipline cases and adjudicate all formal student conduct code complaints.

OBJECTIVES TO MEET THE GOAL:

1. Provide guidance to students who have complaints and/or concerns about the issues concerning areas within Student Services, advising students of the most appropriate steps to take for resolution.
2. Provide a student judicial affairs system in which students are held accountable for their decisions and actions, ensuring students receive fair and equitable treatment and due process.
3. Serve as the point of contact in matters of student discipline, advising complainant parties and potential complainant parties about possible solutions to the stated problem.
4. Process the claims of sex offenses which are reported on campus, and follow established procedures to protect the rights of both the accuser and the accused.

STATUS OF GOAL ATTAINMENT:

This year saw an increase in the number of formal Student Conduct Code Violations. All formal complaints were processed in accordance with College administrative procedures. There was one reported incident of a sex offense on campus.

SUMMARY OF ACTIVITIES:

A. The Director of Student Relations serves as the point of contact for student discipline issues. This role includes speaking to the student, staff or faculty member who is the complainant. This requires the Director to investigate the incident and either assist the complainant in completing the official complaint form or, if the violation is a minor one, perhaps suggesting another type of solution.

After receiving a Student Conduct Code Violation Form, the Director of Student Relations determines whether the stated violation is substantive. If the complaint is determined to be substantive, the Director sends a letter to inform the student of the accusation, sets an appointment to meet with the student, collects other information when possible, seeks input from the accused student about the incident, and follows other procedures as outlined in the Student Handbook. A copy of the submitted form and documentation of any actions taken are on file in the Office of the Vice President for Student Services. There were eleven (11) Student Conduct Code Violations submitted between July 1, 2005 and June 30, 2006. Sanctions imposed ranged from written reprimands to suspension, probation and specific restrictions. There were three students suspended from the institution for disciplinary reasons. Students have the right to appeal the disciplinary decision of the Director of Student Relations in accordance with procedures delineated in the Student Handbook. There were no appeals filed this year.

Additionally, it should be noted that a total of two (2) student conduct code complaints were investigated and found not to rise to the level of formal complaint. These two complaints were treated as general complaints and were not added as part of the students' permanent record.

B. Claims of sex offenses which have occurred on campus are handled by the Director of Student Relations, with appropriate assistance by other administrative and professional staff. One sex offense claim was made during this fiscal year. This claim was handled according to College administrative procedures.

**OKLAHOMA CITY COMMUNITY COLLEGE
STUDENT RELATIONS: REPORT ON STUDENT GRIEVANCES AND COMPLAINTS
ANNUAL REPORT
2005-2006**

STUDENT RELATIONS GOAL 2005-2006:

Provide assistance to students, faculty and staff in the areas of formal and informal student grievances and other matters of student concern.

OBJECTIVES TO MEET THE GOAL:

1. Provide guidance to students who have complaints and/or concerns about the issues concerning areas within Student Services, advising students of the most appropriate steps to take for resolution.
2. Work as a liaison between students and Student Services staff as appropriate to assist in reaching a resolution and/or understanding a policy or position.
3. Coordinate the Student Grievance procedures, serving as the student advocate to the College and as the initial College representative to the students.

STATUS OF GOAL ATTAINMENT:

This year's number of documented student complaints and concerns has increased dramatically when compared to last year. Documented student concerns and complaints more than doubled this year. There were no formal grievances submitted to the Office of the Vice President for Student Services.

SUMMARY OF ACTIVITIES:

A. Concerns brought forth by students are generally divided as either Student Concerns/Complaints or Student Grievances. Student concerns/complaints are not documented, unless further action is required by a staff person, there is follow up correspondence or written information is requested from the staff person involved or his/her supervisor. An attempt is also made to document many of the student concerns when a Student Services area is identified in order to provide input to the managers and the Vice President for Student Services about student issues and areas of possible improvement.

The Director of Student Relations frequently assists the staff or faculty person in developing an effective strategy to communicate with or accommodate the student. Often the matter can be resolved by providing information to the student so that the student has a better understanding of the situation. At other times, the Director of Student Relations simply informs the staff member of a problem and suggests a meeting with the student.

This year it should be noted that an additional staff position in Financial Aid was created to deal with customer service issues in that area. Since that position was created, the number of complaints from that area have decreased. However, overall the number of complaints from all areas of Student Services have increased this year.

Eighty four (84) student concerns and complaints were documented between July 1, 2005 and June 30, 2006. Examples of documented concerns this year involve student enrollment concerns, graduation concerns, accessing advisement services, the quality of advisement services, difficulties with on-line student services, financial aid concerns, and problems that involved multiple departments.

B. Student Grievances are filed if students believe that an action has been taken against him/her by a College staff member that misrepresents a policy or a procedure and/or violates the student's rights to an education. According to the Grievance policy, the student must first talk with the College staff member in question and that staff member's supervisor prior to submitting an official grievance form. After receipt of a Student Grievance Form, the Director of Student Relations forwards the form and a cover memorandum to the appropriate Executive Council member. The various departments then follow established procedures and respond in writing directly to the aggrieved student. Most student concerns are resolved before the submission of a formal Student Grievance. No grievance forms were received this year.

**OKLAHOMA CITY COMMUNITY COLLEGE
THE LEADERSHIP COUNCIL
ANNUAL REPORT
2005-2006**

GOAL FOR 2005-2006:

The Leadership Council (TLC) serves to provide:

- a forum for the exchange of information between the student body and the College administration
- a formal avenue for students to initiate and/or respond to institutional change
- leadership training to enhance today's leaders for tomorrow's future
- a method for student leaders to promote the concepts of community and civic responsibility

OBJECTIVES TO MEET THE GOAL:

1. Continue to build relationships/partnerships between The Leadership Council and the President's Cabinet.
2. Invite College administrators to attend and/or speak at TLC meetings.
3. Maintain the comment/suggestion card system.
4. Inform TLC members of opportunities to engage in institutional committee work and/or participate in activities that could affect change.
5. Ensure leadership opportunities for the TLC members.
6. Participate in activities that are sponsored or supported by the Oklahoma State Regents for Higher Education and Oklahoma Student Government Association.
7. Inform TLC members of opportunities to engage in activities in the surrounding Oklahoma City community that could affect change in the lives of TLC members and members of the community served.

STATUS OF GOAL ATTAINMENT:

The Leadership Council had twenty nine (29) clubs represented. There were a total of fourteen (14) meetings this year. A total of sixty (60) students represented their club(s) at TLC meetings throughout this year. The TLC sponsors this year were Liz Largent, Director of Student Life, and Mary Candler, Director of Student Relations.

TLC members participated in civic engagement activities on both the state and local level. TLC sponsored activities that encouraged students to (1) become involved in the community and (2) be educated about current political and social issues.

SUMMARY OF ACTIVITIES TO SUPPORT AND ACCOMPLISH GOAL:

The Leadership Council (TLC) is comprised of representatives from each of the active student clubs. There are six additional at-large appointments also available. Student clubs and the leadership of those clubs may vary from semester to semester in accordance with changes in student needs and interests.

2005-2006 TLC Membership	
Club	Student Representative
Abilities Galore	Rose Harris
Baptist Collegiate Ministries	Staci Pinkerton
Biology/Ecology Club	Christiana Kostura
Black Student Association	Carlos Robinson, Bashir Abdullah, Latosha Milton, Sara Hill, Sherwin Johnson
Business Professionals	Miranda Roberson, Chris Stewart, Blake Johnson, Dustin Fisher
College Democrats	Brett Ludlow, Royce Liston
Computer Aided Design Society	Brandon Brown
Chi Alpha	Tom McDaniel, Miranda Noakes
Christians on Campus	Megan Payshoe
Cinematheque	Austin Tolin
Engineering Club	Charles Southerland, Patrick Pine
Environmental Club	Holly Jones
Hispanic Organization to Promote Education	Beatrice Padilla, Omar Lozano, Raquel Carranco, Monica Perez
Health Professionals Club	Kendra Draper, Brandy Hodges
International Student Association	Azfar Gul, Hasan Liton, Yu Da Kim, Joseph Lee
Native American Student Association	Sencera Tims, Gwendolyn Zermeno
Oklahoma Biotechnology Association	LaTonya Been, Chris Reece
Pass With Class	Mallory Simms, Robert Mason
Phi Theta Kappa	Keith Hurdelbrink II, Rexana Murphy
Photography Club	Carrie Cronk, Serena Selumber
Psi Beta Honor Society	Laurie Rosenbaum, Tiana Samuel
Psychology/Sociology Club	Jennifer Deemer, Laurie Thornton, Abbey Gamble
Scholars League	Craig Covey, Tara Critchfield
Society of Performing Artists	Valerie Jobe,
Student Oklahoma Education Association	Dustin Fisher, Daniel Waxman, Trevor Malone
Student Occupational Therapists Association	Kerry Andrews, Jennifer Cochnauer, Melanie McFarland, Karla Johnson
Student Physical Therapy Assistants Organization	Jeff Barrett, Tiffany Jackson-Ponder, Jennifer Freudiger
VOICE	Jeff Young

Writing Club	Ebonee Gilliard
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B. SUMMARY OF ACTIVITIES

DATE	AGENDA ITEM, ACTION OR EVENT
9/8/05	TLC Purpose and Attendance Opportunities for Service: Committees and Board Meetings Recreation/Wellness and Aquatic Center Presentation Community Service Update TLC Membership Survey
9/22/05	Suggestion Card Report Voter Registration Drive Update Physical Plant/Campus Construction Presentation Committee Assignments
9/22-23/05	Oklahoma State Student Leadership Retreat in Oklahoma City
9/28-9/29/ 05	VOTER REGISTRATION DRIVE: Voter registration tables were set up in the College Union throughout the see to encourage students to vote.
10/6/05	Campus Crime and Safety Report Food Service Discussion Suggestion Card Report
10/20/05	Leadership Development Activity
11/3/05	Library Presentation- Resources available to students Suggestion Card Report
11/17/05	Academic Advisement Focus Group Activity Event Summaries Student Life Announcements
12/1/05	Study Skills Presentation Public Relations Photo Shoot End of Semester Suggestion Card Report
1/26/06	Overview of the Semester Adopt A Unit Planning Committee Opportunities
2/9/06	Life After O Triple C: Career Advisement, Employment and Transfer Options Student Support Services Resources for Students
2/15/06	Higher Education Day at the Capitol – visit with legislators about higher education appropriations and other issues.
2/20/06	Veteran’s Panel Discussion- co-sponsored by TLC Civic Engagement Display
2/20/06-3/3/06	Adopt A Unit: TLC adopted a military unit and sent recreational materials to Iraq
2/23/06	Financial Aid Tips Presentation President Sechrist: Budget Discussion Higher Education Day recap
3/9/06	Civic Honors Presentation New Student Orientation Focus Group

	Adopt A Unit Activities
3/23/06	Test Center Presentation and Discussion Student Life Announcements
4/6/06	MIPS and Campus Safety Report Letter to the President from TLC Spring Carnival and Jubilee
4/20/06	Election of TLC Chair, Co-chair and Civic Engagement Coordinators Telecommunication Systems on Campus Campus Technology Improvements TLC Recap and Recognition

TLC students served on eight (8) institutional committees. Students also served on eighteen (18) College employment committees during this fiscal year. TLC members served at six (6) Board of Regents meetings. Eight members served on committees that provided direct input to the College President: President's Advisory Council, Committee to Recognize Dr. Todd, Provost Search Committee, and Faculty Award for Excellence Committee.

TLC sponsored the suggestion/comment card boxes on campus. Ten comment card boxes are located in various buildings around campus. The TLC co-chair restocks the actual blank cards and collects submitted cards. The TLC co-chair brings submitted cards to the Office of the Vice President for Student Services. The Vice President for Student Services then forwards the cards to appropriate Executive Council members for a written response. Completed cards are then posted on the TLC bulletin board for all students to view. Student Life staff maintained the online TLC suggestion/comment card form. There were one hundred eleven (111) comment cards submitted. Currently, there are sixteen (16) cards awaiting a response and ten (10) cards that did not contain enough information to form a response. Eighty five (85) cards were posted with a written response from the person on campus most able to respond to the comment or suggestion. These comments/suggestions and responses are listed on the following pages.

Suggestion/Comment: The smokers need an enclosed area to smoke such as a shack or just 4 walls and a roof. Even if its outside at least it will keep the wind and rain off of students.

Response: The college has looked at options for covered shelters. To install the basic shelter for smokers is approximately \$10K per shelter. There has been no available resources for these shelters.

Suggestion/Comment: The area on the 3rd floor between the elevator and the 3K classrooms (and the ladies toilets) needs to be painted or redecorated. (I have not looked at other levels 1 or 2) We have a beautiful campus and this area looks like it is still from the 70s.

Response: The Physical Plant will take this into consideration as a future project.

Suggestion/Comment: The 3rd floor women's bathroom is disgustingly dirty. It is also over-crowded and over-used for the amount of students and classrooms that are on this floor. This does not include all of the students from Pathways, who use it all day, every day, which makes it even more over-crowded, over-used and disgustingly dirty. Some of the stall doors are loose and floppy. One of the toilet seats definitely needs replacing – there is something like an old piece of tape stuck across the back of the seat which is VERY UNSANITARY due to STUFF accumulating on it. The sink on the right hand side has only VERY HOT water – cold water does not work at all. The floor is slightly okay when cleaned and mopped, but all of the walls and stall partitions are NASTY. There are streaks and runs of only WHO KNOWS WHAT running down all of them. Someone needs to go in there, scrub everything, and then take a hose and wash the whole place down. The grab bars and tops of the toilet paper dispensers are never wiped down either. Compared with the other bathrooms on campus, this one seems to be considered the step-child, lacking attention, care, and concern. I wouldn't want any visitor to have to see this bathroom and judge our school based on the looks of it. I've seen gas station bathrooms in better shape than this one.

Response: Daily cleaning of College restrooms is a portion of the custodial contract. If problems are noticed related to the cleaning or smell in these areas, please notify Mr. Gary Phillips at extension 7592.

Suggestion/Comment: I love to dance and I would like to organize a dance team!

Response: So you like to dance!! I bet we can help you somehow either through student services or Recreation and Community Services. My suggestion would be to come visit with us in the RCS Department so we can brainstorm on how we can get you started. Thanks again and we hope to see you soon.

Suggestion/Comment: As a new adjunct professor here I am surprised and disappointed that there's no Lesbian/Gay/Bisexual/Transgender student support group at OCCC. As a graduate student at UCO, I was Vice President of GATE (Gay Alliance for Tolerance and Equality). I found this organization to be extremely helpful & supportive to the LGBT Community, & I feel that a similar group is necessary at OCCC. I would be honored & grateful to be a part of developing such an organization here, to ensure that OCCC is a progressive, not regressive institution! Kerri L.

Response: Thank you for taking the time to complete a suggestion card. We do have a student organization called GALA (Gay and Lesbian Alliance) on campus, however student participation/interest has lagged in the last year. Mark Schneberger, professor of learning skills, is one of their sponsors and I think would welcome your enthusiasm and support.

Student Life would also welcome you as a sponsor if you would like to be formally involved. You can come by the Office of Student Life on the first floor of the main building to inquire about this option and talk to Karlen Grayson.

Suggestion/Comment: Report of a safety hazard in the wellness center. Garment Racks & boxes & surplus equipment placed on the floor are a hazard to the paid renters using the facility to exercise. When we collide with these obstacles, we sustain injuries.

Response: We are sorry for the inconvenience from the Hornets Prom Dress Giveaway might have caused you on April 3. As they were bringing in equipment for the event my manager realized that they were blocking the track and access to other basketball courts. He addressed that with the Hornet representative and they complied by moving everything onto court #1. This may have occurred after you were attempting to use the facility and we apologize for that. Thank you for your concern.

Suggestion/Comment: There should be high chairs/booster seats in the cafeteria. This area is open to the public and should be comfortable for the public. Maybe just one or two of these would be fine - just something that welcomes people to the area and makes them want to have lunch here.

Response: The College will consider purchasing high chairs/booster seats to be used in the College Union.

Suggestion/Comment: "I'm from Costa Rica, and I don't see my flag in the second floor. I saw one with the same colors but wrong order!"

Response: Thank you for your comment and concern. We are very proud of the Hall of Nations display and are very concerned about its accuracy. In reviewing your concern, I believe the flag you refer to as similar is the Thailand flag, which has similar colors and striping to the Costa Rican flag. The 61 flags currently on display represent students at Oklahoma City Community College who are here on F1 visas, based on the Spring 2005 enrollment. Each spring the display will be altered based on enrollment changes and will stand again for the subsequent year. I hope this clarifies any confusion and thank you so much for your comment and concern.

Suggestion/Comment: I think you should get all of the bugs out of the pool.

Response: The college routinely cleans the deck, bleachers, and gutter drains of the pool area. The facility is also sprayed monthly for bugs.

Suggestion/Comment: Handicap access door at entrance 6 sticks outside door and often will not open without major pull or push.

Response: Gear mechanism on door is faulty. Ordered new component parts for repair.

Suggestion/Comment: Physical Plant Staff: You may be pleased to discover that the problem with sensor-operated wash basins in library bathrooms is not broken equipment or so it may seem. A sensor cover fell off one fixture, and presto – now that fixture works. The sensor covers look old, worn and opaque. Perhaps new lenses could be made or ordered. Most fixtures are not working.

Response: Physical Plant repairs fixtures when reported, or identified during internal inspections.

Suggestion/Comment: There needs to be more recycling bins preferably by the vending machines.

Response: A recycling program is costly. The college has limited resources & currently does not have the necessary staff & resources for such a program.

Suggestion/Comment: Better design of trash cans. Like the ones outside with tops that are open.

Response: College attempts to get best value possible for functional cans.

Suggestion/Comment: I think it would be very convenient for students to have a post office mail drop-off unit for outgoing mail.

Response: The college is not an authorized post office and the area post master will not support a drop box on campus.

Suggestion/Comment: A protected sheltered area where wheel chair bound person can load and unload chair & themselves so they won't get wet during the rain season or ice & snow. Usually they have drivers or could arrange for a driver to park cars, vans etc. Those who come by city vans get very wet getting loaded & unloaded.

Response: The College has not considered this as an option in future plans. The logistics would be essential in that the covered parking area would need to be close to and carry on to an entry.

Suggestion/Comment: Please put a clock on the hallway wall by 1x5

Response: The college is in the process of installing a campus-wide clock system. The first areas to have clocks installed will be corridors, commons areas, and open office areas. Installations are scheduled to commence in April/May time frame.

Suggestion/Comment: I just want to start off by saying it is very comforting to know OCCC has the staff it has here in the computer lab. I am in CS 1103 Intro to Computers class and to get the teacher to teach us in a way we can understand is almost impossible. This certain teacher has started helping us more when we have problems but it seemed to start finally about two class sessions ago. Most of us feel like this teacher pawns the yellow boxes, tutorials, and practice exams off on us as a way to learn this information. What's the point in having a teacher? If it wasn't for the staff in the computer lab I mostly likely wouldn't have a passing grade in this teacher's class. I know for a fact that there are other students in the class that feel the same way but are only being quiet about it because the class is fixing to end in a few weeks. I'm only writing this because I don't want students in the future to feel the same way as we do and I want them to learn this. Not be shortchanged.

Response: Thank you for your concern about the teaching style of the professor. We unfortunately have several different professors teaching this particular class with a multitude of different teaching styles. I have passed on your compliments to the staff in the lab. Seeking out someone to help you learn in your learning style is a sign you will be successful.

Suggestion/Comment: Sirs please improve your signage and label Entry 2. This would help in selecting a parking area and to clearly & quickly identify the entrance. Thank you

Response: The college is currently experiencing some major renovations with the construction of the SEM Center, Health Professions Ed Center & The Arts Ed. Ctr. These construction projects will change the entrance numbers. Once the construction is complete, the college will renumber the entrances and update the signage.

Suggestion/Comment: I/We would like all the clocks timed together with the national time or even the clock tower. You can be let out of class on time but it would be 3 minutes slow and need to get across campus to another class that is 3 minutes fast, your time is now 3 minutes in which to do so. Please fix all clocks to the same time!

Response: The College has adopted a plan to place clocks around campus that would be monitored through a central system. These clocks will be set automatically to maintain accuracy. The implementation of this plan will begin this Spring.

Suggestion/Comment: I think that all the single person desks should be replaced with tables and chairs. Its hard for some people to fit into the desks and there is not room to take notes and look at your book at the same time. The small desks make it hard to concentrate on the lecture, because they are too small.

Response: The college has been progressing toward removal of all tab arm chairs from classrooms. In the last 6 years we have identified and replaced in excess of 50 classrooms of furniture. As funding is identified, the remaining classrooms will be addressed.

Suggestion/Comment: Better weight room please!

Response: Thank you for your suggestion concerning the weight room. We are currently visiting with our administration on possible solutions/expansion of the weight room. Although we cannot guarantee approval or timeline, we are always looking for ways to improve our areas for our guests. Each year, we look to bring in new equipment whether it is in the weight room or cardio room. Thank you for utilizing our areas and we will continue to improve.

Suggestion/Comment: What is OKCCC doing to help the environment? The school could have a recycle center where there would be a place to put old school newspapers & empty bottles. In all the bathrooms there could be two containers: one for used paper towels, one for trash.

Response: A recycling program is costly. The college has limited resources and currently does not have the necessary staff and resources for such a program.

Suggestion/Comment: “Put big clock up where people sit. It’s kind of hard to find a clock and if I do it’s hard to read.

Response: The College has adopted a plan to place clocks around campus that would be monitored through a central system. These clocks will be set automatically to maintain accuracy. The implementation of this plan will take about two years.

Suggestion/Comment: Is it possible to have a clock installed on the third floor of the main building, so that it can be viewed from the couches and chairs there?

Response: The College has adopted a plan to place clocks around campus that would be monitored through a central system. These clocks will be set automatically to maintain accuracy. The implementation of this plan will take about two years.

Suggestion/Comment: “At OCCC I do not see any means of a fire drill or even a tornado drill? I do not understand this being in tornado alley and fire is not ever out of the questions. This is just a concern.

Response: The College has no legal requirements to perform fire or tornado drills. The Pathways Program does have this requirement and performs such drills. For the College as a whole we normally experience a fire alarm caused by something other than a fire (burnt popcorn, etc) that causes a “drill”. Fire alarms are a distinctive sound that when heard signal people to evacuate the building. In the event of a tornado the notification would be made by loud speaker.

Suggestion/Comment: Escalator please – have bad knees. The elevator gets to full this would be much easier. Thanks

Response: The college has no plans of installing an escalator system. Although we are adding another elevator which will alleviate traffic on the Main Building elevator.

Suggestion/Comment: I suggest that you stop the water coming down in the middle of our class. It is kind of distracting. Maybe if you superglued the hole that is causing the leak, and put the tiles back in the roof, then maybe the water wouldn’t be falling and distracting me from the two hundred dollar class I paid for, so I could waist my summer watching the drops fall down.

Response: Roof leaks are a continuing problem for the College because of the old flat roof construction. Over the past few years we have made significant progress in reducing roof leaks and are ensuring more of a slope to roofs as the repairs are made. If roof leaks continue to be a problem please ask your professor to contact the Physical Plant staff.

Suggestion/Comment: We need automated doors to enter and exit the subs and conference rooms.

Response: Thank you for your suggestion. We will investigate the options.

Suggestion/Concern: I am going to take calculus 2 at okccc this summer and I was wondering if it is math 2003 (okccc) that transferred to OU for math (OU).

Response: MATH 2203, Calculus II, at OCCC is an equivalent course to MATH 2423 at OU. You may request a print copy of the transfer equivalency guide at the intake area of Student Development, or you may access that information online by logging onto www.ou.edu/academics. About two-thirds of the way down that page is a place to log onto the transfer guide.

Suggestion/Comment: Need a new fan in the women's locker rooms. The one in there has been broken for a couple of years. It is very uncomfortable when many hair dryers are going at one time; it becomes very hot in there.

Response: Will investigate nonfunctioning fan in ladies locker and repair/replace as needed.

Suggestion/Comment: Most of the time none of the automated sinks in the men's library bathroom don't work!

Response: Physical Plant Repairs fixtures when reported, or identified during internal inspections.

Suggestion/Comment: I would like to be able to borrow materials from the library as a student. I worked in a library, so I am familiar with theft, but it is very frustrating not being able to take materials such as videos home to where I can study them in comfort. If theft is such a problem charge fines for late materials and have them added to tuition fees.

Response: All audio visual materials are purchased for the support of the curriculum and most are purchased as a direct result of faculty requests. These materials are often critical components of classroom presentations and, as such, need to be available for use by the faculty. If these materials were allowed to be checked out and taken home by students, they would not be accessible to others until the student returned them when they are back on campus.

To keep the titles available to as many students and faculty as possible, these materials are available to students for in-library viewing only. Individual viewing stations are provided for comfort and convenience.

Suggestion/Comment: I notice in the gym that 39 neon tubes are out. That is 19 ½ fixtures, of 115 fixtures that is almost 20% non-working lights. Many of these lamps have been out for more than a year. Isn't it time to get a little light on the subject?

Response: Thank you. Physical Plant Repairs fixtures when reported, or identified during internal inspections.

Suggestion/Comment: These need immediate attention! 1) 3rd floor near stairs there are 6 desks available – only 1 chair, Desks are useless without chairs!
2) Little chair/desk in Room 3K6 are impossible to fit into and the “desk” attached is almost useless since it is so tiny! Need desk space to take notes and have book out during class. I pay lots of \$ to come from out of state to this college/a few chairs & adequate seating & desks is expected.

Response: Thank you. Physical Plant Repairs fixtures when reported, or identified during internal inspections.

Suggestion/Comment: I would like to see drop boxes for library books somewhere in the main building. I do not go into the library unless I have books to check out, and don't always have time to return the books on time. I think that a drop box would benefit a lot of the students. Maybe some place by the main stairs or a general area like that. Thank your for taking the time to read this and consider what the students have to say.

Response: The Library has considered a book return in the main building in the past. It would require someone to empty it out at least once a day to prevent overdues. Currently, the Library does not have adequate staff to do this.. It would also require loading the books onto a book truck and taking them out into inclement weather conditions which could damage books.

Also, I feel it discourages students from coming to the Library.

In lieu of putting one in the main building, I feel one on the curb of the west drive-through in front of the Library would be more beneficial. The Library could purchase one which is graffiti and vandalism resistant for between \$2000 and \$3000.

Suggestion/Comment: "On your Prospective Student Services homepage, you advertise small class sizes and an exceptional teacher to student ratio. Why is it, then, that I'm in one class with over 30, and another with almost 40? In this "average" class, are you counting online classes where there are 10 or less, so that the entire average is lowered unrealistically? I think you should be more honest, or change the class size. In my Elementary Algebra class, the teacher must divide his time between almost 40 people within 2 hours. He sometimes moves too fast, or not fast enough, for everyone. This is a critical class for me, I have to understand it to be able to move on and do well in college algebra and all future math classes. I'm not saying I have a bad teacher, just that the class sizes are too big and you shouldn't advertise something that isn't true."

Response: I have spoken with the dean of the Science and Math department who has told me that we have 30 sections of Elementary Algebra (including online courses and telecourses) listed for this spring. The average enrollment in those classes is 26.6. There is no section that has a max enrollment of more than 35. Most are lower than that. Elementary Algebra is a high demand course and right now we have a shortage of classrooms so some of the sections will be close to full. However, only a few sections

are actually full and they are at the most popular times. The three online classes each have 21, 21 and 25 enrollments. While there are exceptions, we believe we do have small class sizes, particularly in comparison with other institutions.

We would encourage any students who are having difficulty in a class to take advantage of the resources available in one of the appropriate labs. The math lab offers tutoring, videos, software and other resources to help our students. Please take advantage of these services. For more information about the math lab, go to <http://www.occc.edu/SM/mathlab.html>.

Suggestion/Comment: Tune the pianos! A class on how to tune the piano! Tune the piano please!

Response: In Response:to the request for piano tuning, please be aware that the pianos in the Arts and Humanities Division area are professionally tuned several times throughout the year. In response to the additional request for a class; we have no plans to offer a class in piano tuning, however, this particular request will be forwarded to the office of Recreation and Community Services. If you have additional questions or concerns regarding these requests please do not hesitate to contact me at ext. 7636 or by email at rmosby@occc.edu.

Suggestion/Comment: I think, for a school, the prices in the cafeteria are too high! I know they can't be as low as they were in high school (\$1.85), but the prices are as high as somewhere like Arbies. I bet I could even get something for less at Arbies! I have to bring \$6-\$7 to school to get food worth something. I guess I could bring \$2-\$3 and eat out of the vending machine, but what would the health majors say? I don't know if it can be done, but I would like to see a drop in prices!

Response: The college works with the food service contractor on a continuing basis related to selections, operating hours and pricing. Food price adjustments are made only at semester breaks and only after consultation with the Food Service Advisory Committee (which includes student representatives). Food selections are based on "what sells" or what is requested. Requests can be made through the Committee or directly to the Cafeteria Manager. If the request involves vending machines located away from the cafeteria the request should be made through Ms. Linda McMurtry at extension 7258. Over the past few years we have had little input or requests for change in service.

Suggestion/Comment: Move the smoking area off to the side. We should not have to enter through a cloud of smoke produced by a gauntlet of smokers.

Response: The College has not designated specific smoking areas. We have placed signs that restrict smoking within the areas established by state law. It is incumbent on all of us to comply with the law and be considerate of others.

Suggestion/Comment: A trash can should be placed in the sitting area on the third floor. Many times when I have been in the area I have seen litter on the floor.

Response: Trash cans are available on all three levels of the main building in the student lounge areas. We share the concern about “trash” being left on tables, chairs and the floor in these areas and all areas of the campus. The College appearance would be even better if we all cared enough to clean up after ourselves.

Suggestion/Comment: Please, Please have the women’s bathrooms cleaned more. The smell is powerful – it makes me gag. I’m serious – please.

Response: Daily cleaning of College restrooms is a portion of the custodial contract. If problems are noticed related to the cleaning or smell in these areas please notify Mr. Gary Phillips at extension 7592.

Suggestion/Comment: 3K6 - The a/c never stops blowing and it is very cold and hard to concentrate.

Response: Maintaining even temperatures in a building as large as our campus is a complex problem. When you experience extreme hot or cold situations please ask your professor to contact the Physical Plant. On weekends or evenings ask them to contact Security. The Physical Plant staff attempts to make requested adjustments for all hot/cold calls when they are notified.

Suggestion/Comment: Turn a/c down 3K3.

Response: Maintaining even temperatures in a building as large as our campus is a complex problem. When you experience extreme hot or cold situations please ask your professor to contact the Physical Plant. On weekends or evenings ask them to contact Security. The Physical Plant staff attempts to make requested adjustments for all hot/cold calls when they are notified.

Suggestion/Comment: Put big clocks up where people sit. Its kind of hard to find a clock. And if I do it is hard to read

Response: The College has adopted a plan to place clocks around the campus that would be monitored through a central system. These clocks will be set automatically to maintain accuracy. The implementation of this plan will take about two years.

Suggestion/Comment: There are a few sidewalks on campus – especially from Parking Lot C. Crosswalks to the Library and Main building and even a traffic signal for pedestrians need to be put in place. The cars drive around the curve and pedestrians have to dodge them. Everyone who parks in Lot C has to walk on the grass to get to the buildings – no sidewalks. This is one of the least pedestrian friendly college campuses I’ve ever seen.

Response: The College has recently completed a survey for marking of parking lots and facility signage. Pedestrian crosswalks and new sidewalks will become a part of future plans for campus improvements.

Suggestion/Comment: Please put up pedestrian walkway markings and warning signs. I have not seen any and today will make the third time I was almost hit by an oblivious driver. It's very dangerous not having any signs posted because Oklahoman's do not know or care that pedestrians legally have the right of way.

Response: The College has recently completed a survey for marking of parking lots and facility signage. Pedestrian crosswalks and new sidewalks will become a part of future plans for campus improvements.

Suggestion/Comment: "When paying for classes online with a credit card some features need to be added to the Payment Confirmation receipt "Date of transaction and Itemized listing of classes being paid for" Its hard to get reimbursement from my employer without proof of this type of information. At this time my only other way to get this information is to go to bursars office defeating the purpose of online payment."

Response: Thank you for sharing this request. I couldn't agree with you more and share your desire for the ability to automate this type of response.

At this time, this capability is not part of the functionality of our online system. While we can be hopeful that it will be at some time in the future, you will also notice that none of the information automated to your e-mail address or printed from your MineOnline account includes any personal information, i.e., name, ID#, address, etc. This is a security measure for online transactions and therefore will probably never provide all the information most employers require for reimbursement programs. However, if you will reply to the e-mail receipt sent to you (bursar@okccc.edu) with a request to have an AR statement of account and class schedule mailed to you, we will be happy to do this via snail mail. When doing this please be sure to include your name, student ID number, and mailing address in the e-mail request. The mailing address must be the same as what is on our system as your mailing address. We will use that as verification that it is indeed you requesting the information and being sent to you at the address of record.

Again, thanks for sharing your suggestion and please feel free to let me know if you have other questions I can address.

Suggestion/Comment: It took us over an hour to try to enroll on-line with no success. I have a degree in computer information systems. Your present program is very un- user friendly. Maybe an update to your present-system would save your employees & students some time

Response: Gloria FYI No response required

Suggestion/Comment: Please use air freshner in the bathroom/this is a great school and the auditorium is beautiful.

Response: Daily cleaning of College restrooms is a portion of the custodial contract. If problems are noticed related to the cleaning or smell in these areas please notify Mr. Gary Phillips at extension 7592.

Suggestion/Comment: Everytime I go to Financial Aid for assistance it takes forever to get assistance. I understand the “process” & Financial Aid personnel don’t “get it”. It takes entirely to long to even get up to the counter. As soon as two people are at the counter to help the other one leaves, or the interpersonal communications between employees when busy are to lengthy. There is no sense of urgency!!1 GET it together people.

Response: Harold FYI No response required.

Suggestion/Comment: I missed my teacher’s evaluation today and I just wanted to say how great I think she is. She has helped me so much. She is always available for my questions & is very understanding & Friendly. I wish I could take her class every semester.

Response: Brenda FYI. No response required.

Suggestion/Comment: I have been in your college for almost a year now and always have to sit in right handed desk. I suggest you put at least two left handed desk in every one of my classes or every class in the college.

Response: The college has been progressing toward removal of all tab arm chairs from classrooms. In the last 6 years we have identified and replaced in excess of 50 classrooms of furniture. As funding is identified, the remaining classrooms will be addressed.

Suggestion/Comment: It would be nice to have a chair to sit on when I’m waiting for my class to begin. I’m on the 3rd Floor – open area- where six cubes are located. Only two had chairs.

I’ve been on the 2nd floor and found the same problem, the 1st floor by sci complex- same problem. Not to worry- a class room was empty & I have a chair to sit in now. Thank you for addressing.

Response: No response required

Suggestion/Comment: All the small desks should be replaced by tables. For some people it is very uncomfortable, and others may have trouble fitting. Most of the upstairs rooms such as the math classes have these. We don’t even have room for our book. Please replaced these soon we’re not in grade school anymore.

Response: The college has been progressing toward removal of all tab arm chairs from classrooms. In the last 6 years we have identified and replaced in excess of 50 classrooms of furniture. As funding is identified, the remaining classrooms will be addressed.

Suggestion/Comment: Please, Please, Please get rid of the old tiny desks that you have on the 3rd floor of the main building. Its bad enough that we have to sweat to death. You can’t hardly get on test book on them and 2.5 hours is a killer on the back!

Response: The college has been progressing toward removal of all tab arm chairs from classrooms. In the last 6 years we have identified and replaced in excess of 50 classrooms of furniture. As funding is identified, the remaining classrooms will be addressed.

Suggestion/Comment: Cleaner 2nd floor bathroom.

Response: Daily cleaning of College restrooms is a portion of the custodial contract. If problems are noticed related to the cleaning or smell in these areas please notify Mr. Gary Phillips at extension 7592.

Suggestion/Comment: I think its crazy that there's snow on the ground and freezing temperatures and there is the air conditioner running in our classrooms. We pay too much money to have to freeze in class. Please don't be cheap and turn the air off, we need warmth not an air conditioner.

Response: Maintaining even temperatures in a building as large as our campus is a complex problem. When you experience extreme hot or cold situations please ask your professor to contact the Physical Plant. On weekends or evenings ask them to contact Security. The Physical Plant staff attempts to make requested adjustments for all hot/cold calls when they are notified.

Suggestion/Comment: Cheaper vending machine prices.

Response: The college works with the food service contractor on a continuing basis related to selections, operating hours and pricing. Food price adjustments are made only at semester breaks and only after consultation with the Food Service Advisory Committee (which includes student representatives). Food selections are based on "what sells" or what is requested. Requests can be made through the Committee or directly to the Cafeteria Manager. If the request involves vending machines located away from the cafeteria the request should be made through Ms. Linda McMurtry at extension 7258. Over the past few years we have had little input or requests for change in service.

Suggestion/Comment: Try not to have the classrooms so cold. There are too much handi-capped parking. Not all of the parking spaces for the handi-capped fill up. Otherwise I enjoy coming to OKCCC.

Response: Maintaining even temperatures in a building as large as our campus is a complex problem. When you experience extreme hot or cold situations please ask your professor to contact the Physical Plant. On weekends or evenings ask them to contact Security. The Physical Plant staff attempts to make requested adjustments for all hot/cold calls when they are notified.

Suggestion/Comment: Start a swimteam.

Response: Thank you. Your suggestion has been passed on to our Recreation and Community Services department.

Suggestion/Comment: Food prices in cafeteria is really very expensive! Especially the on-the-spot cooking. How can you expect a student who is already suffering and working hard to pay tuition fees, on financial aid, to pay \$4.85 for a piece of chicken marinara. Now it looks like only the professor can afford to pay and eat good food. Students have to drive to the nearest restaurants/fast food area to eat lunch (a filling lunch at an affordable price) This makes OCCC look like robbers, they not only rob our money for fees but also to live (eating food).

Response: The college works with the food service contractor on a continuing basis related to selections, operating hours and pricing. Food price adjustments are made only at semester breaks and only after consultation with the Food Service Advisory Committee (which includes student representatives). Over the past few years we have had little input or requests for change in service.

Suggestion Comment: According to the security guard at your Welcome Desk, OCCC has more than 2,700 student taking evening classes this summer. Your security guard stated that OCCC did not consider 2,7000 potential customers a large enough group to make it worthwhile for OCCC to keep the college's only food service grill and coffee area open. Is this just blatant poor judgement on the part of the College?

Response: Cafeteria hours are established to achieve a balance between meeting student requests and allowing the contractor to make a profit.

Suggestion/Comment: I came to bursars office Wednesday, June 29th to pay for my summer tuition. Not knowing I forgot my wallet and checkbook, I asked - Doria? If I could pay in full July 6th - the day after the deadline, with no penalty. She said that would be ok and I would not get penalized. On June 6th when I went to pay my tuition, I got charged a penalty and the young girl behind the counter either didn't care or didn't believe me. I paid the fee but I can't believe I was misled and it cost me money when I would have made an extra trip back to the college to pay w/out being penalized. The college needs to fix this!

Response: We received this card and have responded directly to the student. We have also taken steps to address the situation the student described. FYI, we did remove the late charge and credit the student's credit card for this particular situation.

Suggestion/Comment: On Monday July 11 @ 7:00 p.m. my college writing II teach. stormed out of her class during class, because two of her students were goofing off. She punished the whole class because of two students. She was teaching and just packed up her things and left. Those who were listening and paying attention shouldn't have suffered. I spent a lot of money to take this class, my teacher should not walk out on her class.

Response: Brenda - FYI. Please contact student directly, do not send response not needed for posting

Suggestion/Comment: Since we have so many pop machines could we invest in some juice vendors so we can drink healthy for less than \$1.50. We are paying too much for a healthy choice. It would really help me out as well as others.

Response: The college works with the food service contractor on a continuing basis related to selections, operating hours and pricing. Food price adjustments are made only at semester breaks and only after consultation with the Food Service Advisory Committee (which includes student representatives). Food selections are based on “what sells” or what is requested. Requests can be made through the Committee or directly to the Cafeteria Manager. If the request involves vending machines located away from the cafeteria the request should be made through Ms. Linda McMurtry at extension 7258.

Suggestion/Comment: Move candy machine and pepsi machine in the library (southwest side) to opposite side. Hard to get to when handicap doors are opened.

Response: Art – FYI.

Suggestion/Comment: OKCCC is a fun and safe place to attend college, the clean & fresh environment is always a pleasure to come to. Thank you OKCCC for letting me be a part of you! You are 10x better than OU.

Response: Comment from student, no response required.

Suggestion/Comment: I think it is unfair that I had to pay for another ID card when I moved to NJ. I lived there for 2 years and thought I was going to stay. Something came up and I had to move back. To charge me for this I don't think is fair.

Response: Gloria – FYI. No response required.

Suggestion/Comment: Need more vegetarian products.

Response: FYI to Donna Nance. No response requested

Suggestion/Comment: Actually help the students enroll instead of just setting there and looking at them like they are stupid.

Response: Tried to contact student on numerous occasions to find out what area they had a problem with. Never made contact.

Suggestion/Comment: OKCCC needs better financial aid counselor's. I filed for financial aid before the start of summer classes. It is now 7/25/05 and I keep calling or going by the office everyday. If the student development counselor would have let me know it would be this much trouble, I would not have enrolled for summer classes. Because of the lack of action and losing of documents, my fall classes have been deenrolled. I will have little hope of getting the classes I need to take. I am trying to

work past this obstacle and very much want to continue school. But just don't know what to do. I am at my wits end. Thanks for listening.

Response: Student contacted directly.

Suggestion/Comment: I think it would be a good idea to keep a fall staff in registration area in the morning, so that the people who come early are rewarded by getting enrolled quicker. It would also be a good idea to keep at least one staff member familiarized with the classes that are full, and allow that staff member to walk around in registration area and check students registration forms to save time. Sky I.

Response: Thank you for your input regarding our staffing in registration. We really do try to schedule adequate staff to meet the needs of our students at all times, but staffing like everything else is a limited resource and on occasion the demand may be more than we are prepared to handle. Early mornings tend to be one of our slower times which allows us to provide more staffing during our higher traffic hours. My best suggestion for students who want to enroll as quickly as possible is to enroll through MineOnline. MineOnline is also your best and most accurate method of identifying open classes.. Although our registration staff works with class schedules daily, they too must rely on the automated system to give them minute to minute information as to which classes are closed. Sections open and close all day long as students continue to drop and add online.

Suggestion/Comment: All that whispering during class time and library hours must cease. Its extremely disruptive and its not conducive for learning. Pol Sci 1113-003 and PSY 2403-009.

Response: Brenda – FYI

Suggestion/Comment: Snoopy Squad - July 24 thru August 4 - The two ladies that taught the camp were very well prepared and professional. My child enjoyed the camp and would like to come again. I would certainly enroll in the camp again. Also the life guards that taught the swimming lessons were very well prepared and really seem to know what they were doing. Good job! Thanks.

Response: FYI No response necessary.

Suggestion/Comment: Not one person from the Bursar's Office was kind, considerate or professional during my visit as well as the other 5 PAYING CUSTOMERS were there. The staff needs to realize that the students make their paycheck. We are humans & deserve to be treated with respect, honor & dignity. The same way they wish to be treated. The staff seriously needs to be re-trained.

Response: Gary - FYI

Suggestion/Comment: I went to Bursars office today to lease a calculator. This was @ 10:55 am I was not helped until 11:20 am. When I was 3rd in line I noticed that only one cashier was open. There was an elderly man, gray hair and glasses sitting and

playing with his ringtones on cell phone. If he was on a break, that is okay, but I found it insensitive, rude and unprofessional to do so in sight of so many people waiting to be helped.

Response: I apologize that you had to wait to pay for a calculator rental. During the month of August, the Bursar's Office (as well as all other Student Service offices) is required to be open for a period of three weeks from 8:00 am until 8:00 pm and one Saturday from 9:00 am until 4:00 pm. Our office is staffed with only seven full-time and one part-time employee to cover those extended hours which means half of the staff works 8:00 am to 5:00 pm and half of the staff works 11:30 am to 8:30 pm. Some students coming in the office need assistance with something quick that doesn't require us to access their account, such as you, and others require more time to assist, depending on their circumstances and their accounts can take time to access. The gentlemen you describe was a temporary employee brought in to assist us with answering telephones, opening mail, etc. and did not have the capability of assisting students in person or taking payments. Employees in our office are instructed not to take their breaks in the office but it is possible that this temporary did not understand that. I apologize that you were offended by the situation.

Suggestion/Comment: When dealing with the Bursar's Office, please allow personal checks!

Response: The Bursar's Office does accept personal checks for payment on current student accounts, payment for insurance, calculator rental, parking tickets, replacement ID cards, advanced standing credit, etc. The only time a personal check cannot be accepted for payment in the Bursar's Office is on an account that is considered past due (which is payment on any semester after the last monthly payment date has passed) or an account with a check returned NSF (insufficient funds, closed account, or stop payment). The check must be made out for the amount of payment only, no cash will be returned; be made out to OKCCC; and include the student account number. Also, a student ID (or other current photo ID) is required for all transactions in the Bursar's Office.

Suggestion/Comment: It would be nice that the student decal for autos would be made in a place card that would hang from the rear view mirror. I change vehicles and feel that I can have it to show in whatever vehicle I am driving that day.

Response: The College has a large supply of vehicle decals for use by students. When this supply gets exhausted we will explore the possibility of using a placard or hang tag similar to that used by faculty and staff. The primary reason for using the hang tags for faculty and staff is the ease by which officers can patrol the parking areas and identify vehicles parked in reserved parking spots without authorization.

Suggestion/Comment: Vending machine in cafeteria should have more options/choices. The food machine along the pathway near the cafeteria should also have some food for other races/religion. All they have are products made of pork, beef. Some religions can't consume this. Therefore more variety should be placed. Anyhow

we are paying so much of money being an International student and we also deserve to expect/suggest.

Response: Food selections are based on “what sells” or what is requested. Requests can be made through the Committee or directly to the Cafeteria Manager. If the request involves vending machines located away from the cafeteria the request should be made through Ms. Linda McMurtry at extension 7258.

Suggestion/Comment: Your student handbook is not accessible online. Please recheck your link.

Response: On-line link to student handbook was checked and working. You may not have Acrobat reader.

Suggestion/Comment: I am interested in your coursework on continuing education for my life, accident and health insurance license. Also swimming classic-basic to intermediate. I would like to meet with Admissions Counselor.

Response: Recruitment and Admissions contacted student directly.

Suggestion/Comment: We need to make the rental of popcorn and cotton candy machines more accessible to more clubs by allowing only a month reservation at a time rather than a whole semester to make it more fair for every club to have an equal shot at reserving them instead just an elite set of clubs getting them all the time, or instead of spending so much money building a second floor on one part of the building they need to begin with the little things and maybe have 2 or 3 or 4 popcorn and cotton candy machines to make it more accessible and fair and easier for every club to do their fundraisers instead.

Response: Thank you for your suggestion. We have had an unusually high number of clubs requesting use of the popcorn and cotton candy machines this semester and will definitely consider your suggestion to place additional limitations on use. In the meantime, if your club wishes to use the popcorn or cotton candy machines in the near future, one way to overcome the current obstacle is to speak to Ms. Karlen Grayson prior to submitting an activity request. Ms. Grayson can provide you with current dates of availability of the machines. I understand your frustration, but do want to note that the finances for the new science, math and engineering facility are not the same funds that are used to make purchases of the cotton candy and popcorn machines. Consideration will be given to the purchase of additional machines, however, as it is weighed against the concern that if multiple people were selling cotton candy across campus it may significantly reduce the actual money made from each fundraiser. Again, thank you for your suggestion.

Suggestion/Comment: Library should allow students to borrow software (basics e.g. MS Office, Windows XP) so that they could be installed at home. Make it a compulsory for professors to make review before exams, some professors are lazy that they never want to review 8 chapters for exam, how do you expect us to score good , although we

did studying earlier. We are all not Einsteins! That is why we attend OKCCC to become one!

Response: 1.) The College and/or individual departments have licensing agreements for all operating system software and application software. It would be illegal to allow anyone to borrow it and install it on another computer. However, through an alliance with Microsoft some software can be provided upon enrollment in certain Information Technology classes. You must be actively participating in the class to receive the software. Due to copyright laws, any other software cannot be made available free of charge to students.

Suggestion/Comment: How is it possible that this school can commit a crime, and it go unnoticed? With the separation of church and state, one would assume that any public school (such as this one) is not allowed to carry any type of religious material. For example it is illegal for a public school to have a “bible” in the school library. Yet in this school’s library you carry the “Koran”. How is this possible? Wouldn’t this be considered illegal to? Thank you. Please excuse the bad spelling.

Response: The College has a very diverse curriculum and serves a diverse student body. The purpose of Keith Leftwich Memorial Library is to support the mission and curriculum of the College. In doing so, the Library is dedicated to providing a fair and balanced collection. Provided access to religious materials such as the Bible, the Koran, and the Book of Mormon are only part of the Library’s effort to achieve this. Part of the College’s goal toward global education is the study of many religions. Many courses (history, social sciences and humanities in particular) will study religious materials to teach the history of cultures and as literature. The Library would be remiss in not providing access to these materials. According to the Department of Education, it is not unlawful to provide religious materials in school libraries.

Suggestion/Comment: Enlarge the cardio room in the wellness center or at least get rid of the equipment people don’t use and get a couple more elliptical trainers.

Response: Thank you for the suggestion regarding the cardio equipment. Over the last two years we have purchased two new treadmills, an elliptical machine and a Keiser cycle. It is our goal to provide up-to-date equipment and facilities for our guests. It is our goal to provide up-to-date equipment and facilities for our guests. We are looking to purchase another piece of cardio equipment sometime after the new year. As far as the size of the facility, we have to make due with the area we presently have. We are making suggestions to the administration on ways to increase our work-out areas. Once again, thank you for your comments.

Suggestion/Comment: I think OCCC should look at a program like Rose State recently put into effect. They got together with UCO & now Rose State offers a 4-year degree. I live right down the street from OCCC, this is so convenient for me. I hate that I will I have to transfer somewhere else to get my Bachelors. I'll have to drive so far.

Response: Many students at O-Triple-C have a very positive and satisfactory experience here and want that experience to continue through their baccalaureate

(bachelor's) degree—here. Location and proximity are certainly important factors that drive or help many students to determine where they will pursue continuing and/or higher education. O-Triple-C is currently committed to serving students in a variety of school-to-work programs (A.A.S. degrees), university parallel/transfer programs (A.A. and A.S.), personal interest, and job/work improvement skill classes at the undergraduate level—specifically, at the freshman and sophomore levels. This said, the College works with local, regional, and some national colleges and universities to facilitate a successful transfer to a senior institution.

Additionally, students may also participate in a program offered on O-Triple-C's campus that will permit them to complete their baccalaureate degree through the University of Oklahoma's College of Liberal Studies (Bachelor of Liberal Studies—BLS—degree). The degree is awarded through the University of Oklahoma, though the classes are held on O-Triple-C's campus. O-Triple-C is a large, urban community college serving an ever-expanding and diverse population.