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OUACHITA

TECHNICAL COLLEGE

2007-08 ANNUAL REPORT

BY

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President**

Respectfully submitted to the
Ouachita Technical College Board of Trustees

Tuesday, July 29, 2008

OUACHITA TECHNICAL COLLEGE 2007-08 ANNUAL REPORT

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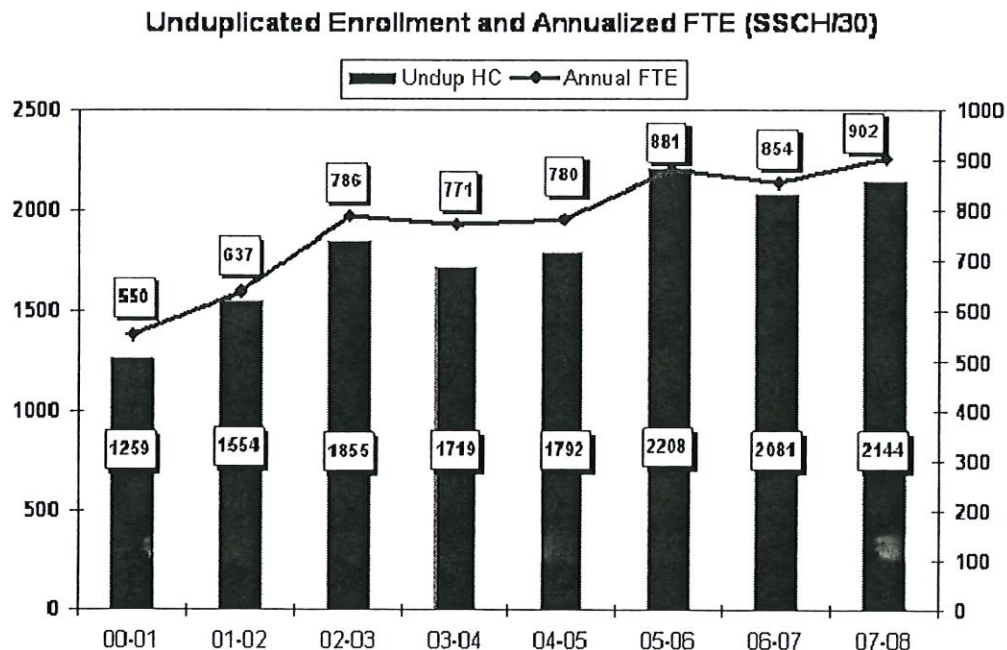
OUACHITA TECHNICAL COLLEGE 2007-08 ANNUAL REPORT

INTRODUCTION

For Ouachita Technical College, the 2007-08 school year that began on July 1, 2007 and ended June 30, 2008 was an exciting year in the 38-year history of the institution. The College is a very comprehensive public two-year college of higher learning composed of:

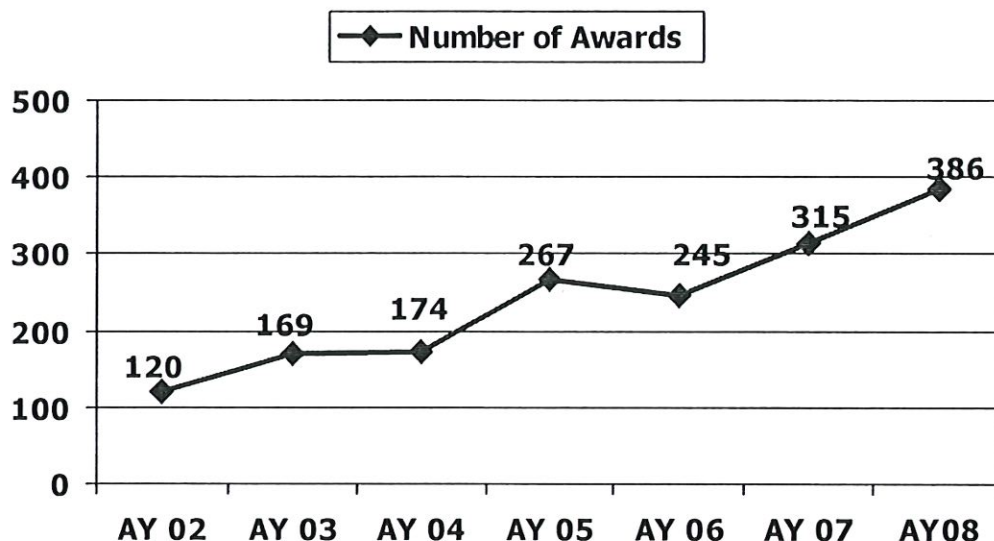
1. The Ouachita Area High School Career Center made up of seven instructional programs serving approximately 200 students in nine different high schools. Fifty-six of these students earned a College Certificate of Proficiency this year.
2. The Ouachita Area Adult Education Center headquartered at the Malvern Workforce Center serving approximately 2,145 students and producing 76 GED graduates and 56 WAGE graduates.
3. The College, itself, which served 2,139 students (unduplicated headcount) and conferred 386 awards including 78 Associate Degrees, 143 Technical Certificates, and 165 Certificates of Proficiency.
4. Workforce Education, professional studies, and Continuing Education operation that included customized industry training, Electrical Apprenticeship involving about 157 students, Ed2Go, and Fun Education courses.

The following chart shows the College's enrollment history with unduplicated headcount numbers and annualized full-time equivalent student numbers for the years 2000-01 through 2007-08. This record of growth and expanded services is a good indicator of the commitment that the faculty and staff have to serve the higher education and workforce training needs of the community.



The most significant highlights of the 2007-08 college year would have to include 1. The completion of the new, 18,000 square foot Arts and Sciences Center on the growing campus that required seven different funding sources, 2. The winning of the five-year, \$450,000 Achieving the Dream grant initiative that will help the College continue the important work of improving student success rates, transfer rates, and graduation rates, and 3. The awarding of a record number of 386 college degrees and certificates including College certificates to 56 high school students.

Awards Conferred



The following sections provide more details on the accomplishments and improvements made by the faculty, staff and administration of the College during the year.

INSTRUCTION

Instructional Facilities and Equipment

With the completion of the new Arts and Sciences Center, faculty and staff members have been planning to occupy the facility in July and early August, 2008. In addition to faculty offices, the Arts and Sciences Center will feature seven general purpose classrooms equipped with state-of-the-art instructional technology, a reading/writing lab, a math lab, and a general purpose computer lab.

The Medical Professions Education program is currently in the process of relocating from the Allied Health Sciences Building to B-203—a move that will allow for expansion of the nursing skills lab. The Applied Science Division has also expanded. The space formerly occupied by the machine tool shop has undergone extensive renovation, resulting in extended space for lab and lecture classes in network management, programmable logic control, electricity, motor controls, and safety.

Indicators of Student Success

Retention and Engagement

Participation this academic year in the Achieving the Dream initiative has resulted in a heightened awareness by faculty of the use of data to drive decision-making and a commitment to focus on improving overall student success rates regarding persistence, graduation, and transfer. Math and English faculty have developed instructional strategies that are designed to improve the success rates for all students in Intermediate Algebra and to improve African-American success rates in Basic Composition.

The report from the 2007 administration of the Community College Survey of Student Engagement (CCSSE) (pronounced sessee) further supports instructional commitment to student engagement and success. The CCSSE measures student achievement in five benchmark areas entitled Active and Collaborative Learning, Student Effort, Academic Challenge, Student-Faculty Interaction and Support for Learners. The 2007 CCSSE report revealed that OTC scored above the national norm of over 500 other colleges and the small college cohort norm in four of the five benchmark areas (Student Effort, Academic Challenge, Student-Faculty Interaction and Support for Learners).

Credentials

Credential attainment is certainly a strong measure of student success and the instructional divisions have been extremely productive this year in awarding degrees and certificates. At the 2008 Commencement, the Division of Allied Health Sciences awarded an Associate of Applied Science (A.A.S.) degree to 14 students in our new LPN to RN program, a Technical Certificate to 54 students in the Practical Nursing program, and a Certificate of Proficiency to 80 students in the Certified Nursing Assistant program. The Division of Arts and Sciences awarded 37 Associate of Arts (A.A.) degrees, 5 Associate of Arts in Teaching (A.A.T.) degrees, and 48 Certificates of General Studies. The Division of Applied Science awarded 9 A.A.S. degrees, 21 Technical Certificates, and 8 Certificates of Proficiency. The Division of Business Technology awarded 17 A.A.S. degrees and 28 Technical Certificates. The High School Career Center awarded 56 Certificates of Proficiency to students in the areas of automotive, cosmetology, criminal justice, medical professions, industrial equipment maintenance, power equipment, and welding.

Transfer/Continuation of Studies

OTC students have an impressive transfer rate. Of the 43 students who graduated with an Associate of Arts degree in 2007, 56% transferred to a four-year college and 21% re-enrolled at another two-year college. High school students who took concurrent enrollment courses from OTC also fare well as evidenced by 85% who subsequently continue their studies at a college or university after graduation.

Employment

OTC students work! Graduates of OTC's technical programs have close to a 100% placement rate. Examples of positions obtained by OTC graduates this past year include Network Manager for the City of Arkadelphia at a salary of \$38,000 per year, Human Resource Manager for the State of Arkansas at a salary of \$35,000 per year, Tax Accountant for the State of Arkansas at a salary of \$32,000 per year, Medical/Surgical Assistant at Baptist Eye Center at a salary of \$34,000 per year, and Nursing Supervisor at Saline Memorial Hospital at a salary of \$42,000 per year.

Student Awards

Student success was also documented by the OTC students who achieved recognition in the 2008 Arkansas Skills USA competition. Students in the areas of medical office administration, medical professions, cosmetology, automotive, and welding were winners in this state-wide competition.

New or Expanded Programs, Courses, and Services

Funds from an economic incentive grant from the Arkansas Department of Higher Education in the amount of \$136,000 were used to complete the installation and significantly upgrade the nursing skills lab to support the new R.N. program. The Division of Allied Health Sciences now has one of the best virtual medical simulation labs in Arkansas. Because of the advanced capability of the simulation lab, the Arkansas State Board of Nursing recently gave approval to OTC to offer portions of clinical instruction that had previously only been allowed in the hospital setting. In response to a request from the Arkansas State Board of Nursing, the Division of Allied Health Sciences implemented a Certificate of Proficiency in Medication Administration. This program prepares certified nursing assistants for the task of administering medication to patients in nursing homes and long-term care facilities. In response to the growing need for registered nurses in Arkansas, the LPN to RN program expanded its capacity from 20 to 30 students and received approval to admit certified paramedics into the program.

Funded by monies from a Federal Carl Perkins grant, three faculty members from the Applied Science Division attended an intensive network security workshop at the prestigious SANS Institute in Washington, D.C. and subsequently developed a Certificate of Proficiency in that area. OTC's new courses in network security have been in great demand this year by business and industry due to the increasing number of attacks upon computer information systems. A Certificate of Proficiency in Computer Programming was also developed in response to suggestions from the Computer Information Systems Advisory Committee and to meet the needs of area business and industry. Also funded by monies from the Federal Carl Perkins grant, the Applied Science Division has established a Certification Center on campus where technical students may test for national certifications such as Net+, CISCO, Microsoft Professional, and A+. Monies from this grant will also fund certification test fees for up to 20 students per year.

In order to expand curricular offerings for students in the Associate of Arts program, the Division of Arts and Sciences implemented new courses in physical science, earth science and astronomy, with the option to take earth science and astronomy online. New options for service learning were introduced into selected sections of sociology, developmental psychology, and juvenile delinquency.

The Business Technology Division joined a statewide initiative by two-year colleges to offer a new option in Entrepreneurial Studies. New internships and service learning opportunities were added to the Office Administration program, enabling students to gain valuable experience in the workforce as part of their academic course of study.

New or Expanded Programs, Courses, and Services (Cont'd.)

In response to the shortage of prison guards in Arkansas, the Ouachita Area High School Career Center Criminal Justice program added a new emphasis in corrections that will enable high school students to obtain an entry-level position at a salary of \$24,000 per year. High school students in the Medical Professions Education program will benefit from a new Certificate of Proficiency in Medical Terminology, in addition to the existing Certificate of Proficiency in Nursing Assistant that is available to students in that program. High school students in the Welding program now have the option to obtain certification from the National Center for Construction Education and Research (NCCER). Additionally, the Ouachita Area High School Career Center celebrated its first Conferring of Awards ceremony to recognize students who received Certificates of Proficiency, Outstanding Student Awards, and state Skills USA awards.

This past year, the OTC Library staff conducted training sessions for over 350 students in 20 separate class sessions. Topics included the use of online databases and scholarly journals, research methods, career choices, and social issues. The Library staff members coordinate OTC's popular Book Club meetings and a total of thirteen different books were read and discussed during the 2007-08 academic year. The Library featured eleven displays during the year, celebrating or honoring Poetry Month, Arkansas Heritage Month, the Peace Corps and Constitution Day. Displays showcasing private collections of OTC employees featured diverse areas such as genealogy, Santa's from around the world, campaign memorabilia, and photos of various stages of construction of the Arts and Sciences Center building. The Library acquired a total of 395 new items for instructional use, of which 235 were for nursing, 85 for automotive, 39 for small engines, and 32 for science. The Library finished the year with a total of 1,123 new users.

Professional Development

Professional development opportunities for faculty and instructional staff have been provided in the areas of student engagement, collaborative learning, entrepreneurship, online pedagogy, and instructional technology. Faculty and staff members also participated in various national conferences including the Achieving the Dream Strategy Institute, the National Alliance of Concurrent Enrollment Partnerships, the National Summer Institute on Learning Communities, the Community College Service Learning Institute, National Institute for Staff and Organizational Development (NISOD), *On Walden Pond* Literature Symposium, and the SANS Institute for Internet Security.

Online Education

The demand for online classes continues to grow as gas prices increase and course flexibility becomes a priority for students balancing work, family and academics. Enrollment figures from the fall 2007 semester reveal that 609 students took one or more courses online and there were 104 students enrolled only in online classes. The fall 2008 class schedule offers 47 online and 5 blended class sections. In response to area workforce needs for flexible scheduling, applied science faculty developed a series of blended courses in the area of network management and programmable logic controllers. Blended courses are designed so that students complete the lecture portion of their class work online and schedule their labs at times that fit into their work schedule.

Online Education (Cont'd.)

This year OTC became a member of Quality Matters, a national organization that has developed a continuous improvement model for assuring the quality of online courses. The Quality Matters Rubric outlines best practices for online courses in the areas of course overview, learning objectives, assessment, resources, learner engagement, course technology, learner support and accessibility. A copy of the Quality Matters Rubric has been distributed to all online faculty members and a training session based on the Rubric was held on the OTC campus. Certified evaluators from Quality Matters reviewed twelve of OTC's online courses this year.

In an attempt to better screen students who enroll in online courses, OTC adopted READI—an assessment of online student readiness. READI gives students and advisors extensive feedback regarding factors considered important for success in online courses. These factors include technical skills, learning styles, reading comprehension, and keyboarding ability.

Articulation & Partnerships

Articulation agreements were created with Henderson State University at Arkadelphia, Arkansas, for the Associate of Arts in Teaching program and with Arkansas Tech University at Russellville, Arkansas, for the Medical Office Administration program. Articulation agreements are in the process of being developed with the University of Arkansas at Little Rock for the Criminal Justice program and with the University of Arkansas at Fayetteville for courses in business and nursing.

The Division of Applied Science formed a partnership with Flakeboard Corporation to create updated courses to train process control technicians. Flakeboard donated \$5,000 in equipment and software towards this endeavor and is working with Applied Science faculty members to identify other business and industries who employ process control technicians.

Accreditation

The Division of Arts and Sciences is pursuing accreditation by the National Alliance of Concurrent Enrollment Partnerships (NACEP) for its concurrent enrollment classes. Provisional accreditation status has already been achieved and the full self-study report for our concurrent enrollment classes will be submitted in August, 2008. OTC is expected to be one of the first colleges in Arkansas to achieve full accreditation by NACEP. In the 2007-2008 academic year, 686 students from 11 area high schools were enrolled concurrently in 19 college class sections offered by OTC.

The Division of Allied Health Sciences is seeking accreditation by the National League for Nursing Accrediting Commission (NLNAC) for the RN and Practical Nursing programs. NLNAC supports the interests of nursing education, nursing practice, and the public by the functions of accreditation. Accreditation is a voluntary, self-regulatory process by which non-governmental associations recognize educational institutions or programs that have been found to meet or exceed standards and criteria for educational quality.

New Faculty & Retirements

Three new full-time faculty members were hired to fill open positions in the instructional divisions. These well-credentialed faculty members are: Dr. January Schultz, Science, Ms. Donna Hill, English, and Ms. Donna DuBois, BSN, Nursing. Science instructor Bob Cowling retired in May after 14 years of exemplary service.

PLANNING AND ASSESSMENT

To further the mission of Ouachita Technical College, the Office of Planning and Assessment is responsible for the 1. Coordination of College Planning, 2. Coordination of Assessment/Institutional Effectiveness Processes, 3. Preparation of Federal, State, Office of Civil Rights Reports, 4. Conducting Institutional Research, and 5. Coordination of Higher Learning Commission (North Central Association) Accreditation and Reporting. Key actions, accomplishments, and results for the 2007-2008 Academic Year from this office are shown in the following paragraphs.

College Planning

This academic year was devoted to involving all college stakeholders in a strategic planning process that included the review and revision of OTC's Mission and Purposes, Strategic Priorities, Vision, Statements of Value, and Strategic Plan. On March 25, 2008, the Board of Trustees approved these new documents.

The process leading up to this approval was impacted by OTC's selection as one of four Arkansas two-year colleges for participation in Round Four of Achieving the Dream (AtD), a national initiative to help more community college students succeed—particularly students of color and low-income students. This office prepared the proposal that resulted in this \$50,000 Investment Grant from the Lumina Foundation for Education.

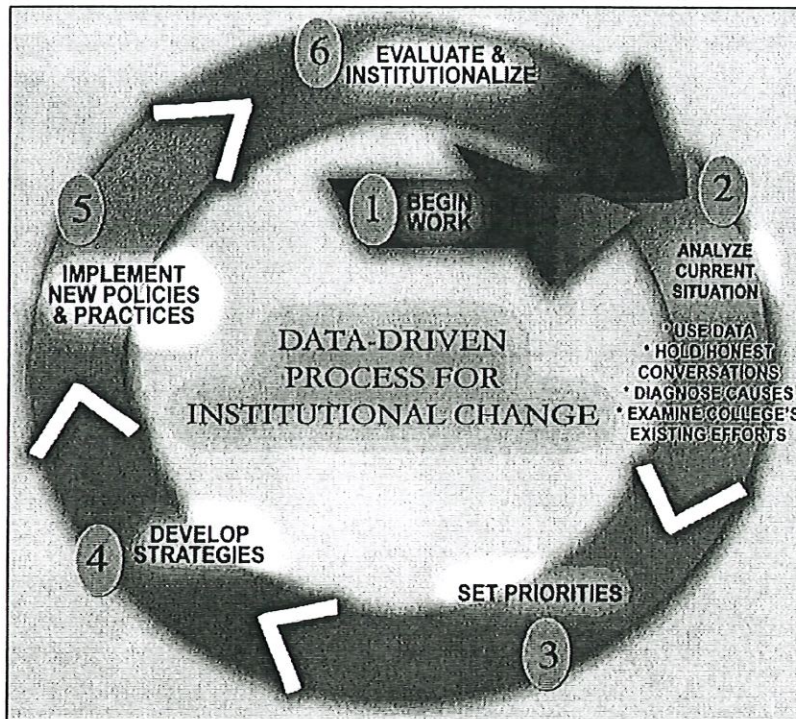
In addition to financial support, this year's Achieving the Dream participation provided technical support and resources to implement processes that use data to drive change. This support included the "hands-on" assistance of experienced higher education professionals. Dr. John Brockman, retired President of Coastal Bend College in Beeville, Texas, served as the college's "coach" and Dr. Mike Flores, Dean of Institutional Effectiveness and Community Development, Palo Alto College in San Antonio, Texas, as "data facilitator."

The purpose of the first year of Achieving the Dream (AtD) participation was to plan and to launch student success strategies. Continued participation is contingent upon being awarded the actual \$400,000, four-year implementation grant from Arkansas's Winthrop Rockefeller Foundation and other national partners. This grant proposal was submitted on May 5; the college received official notification of its approval on July 1. The Office collaborated with other Core Team members to write this proposal.

One goal of Achieving the Dream is institutional transformation through the implementation of a cyclical model of analysis, planning, implementation, and evaluation, and beginning the process again to generate further goals and further improvement in student outcomes. In an

College Planning (Cont'd)

effort to internalize and institutionalize this "transformation" and to enhance the college's "culture of inquiry and evidence," AtD's Data-Driven Process for Institutional Change" was adopted as the college's strategic planning model as defined in the diagram shown below. The processes that led to strategic planning and to the development of the AtD strategies were the same.



The major activities and steps that culminated in revised mission and planning documents and in the development of the selected AtD student success strategies and grant application that was successful in securing the four-year, \$400,000 grant are shown in the Appendix A.

Assessment and Institutional Effectiveness

Recent calls for accountability by accrediting agencies, government agencies, and the public have increased the significance of the college's assessment and institutional effectiveness endeavors. Though assessment and institutional effectiveness are the responsibility of ALL college divisions and departments, June Prince chairs the Assessment Committee and facilitates the Assessment Plan. In 2007-08, the Assessment Committee proposed an Assessment, Planning, and Budgeting Calendar, agreeing that the assessment data collected by each division will be reported by the first Friday in September 2008. The Committee also revised the Assessment Summary that is submitted by faculty on each one of their classes at the end of each semester. Each academic division and Student Affairs used 2007-2008 to review and revise their assessment plans. To facilitate the study of online vs. traditional student achievement, the committee set the definition of online program students as, "students with 45 collegiate-level credit hours of which 60 percent were delivered online."

Assessment and Institutional Effectiveness (Cont'd.)

In addition to assessment of student academic achievement, many measures of institutional effectiveness are studied annually. In that effort, the Office of Planning and Assessment coordinated the following this year:

1. Noel-Levitz Student Satisfaction Inventory (on-campus student survey)
2. Noel-Levitz Institutional Priorities Survey (Employee Survey)
3. Noel-Levitz Priorities Survey for Online Learners (online student survey)
4. Employee Focus Groups (3)
5. Student Focus Group
6. Community Conversations Group
7. National Community College Benchmarking Project (voluntary organization of two-year colleges for use in benchmarking standardized measures)
8. Student Data Analysis

The qualitative and quantitative data resulting from these activities were included in planning and AtD efforts. A summary of their results is shown in Appendix B.

Federal, State, and Office of Civil Rights Reporting

The Office of Research and Planning coordinates, completes (with assistance from appropriate areas), and submits various reports.

Federal Reporting

The National Center for Education Statistics (NCES) collects institutional data through the Integrated Postsecondary Education Data System (IPEDS). This reporting is required of institutions that participate in any Federal financial assistance program authorized by Title IV. This system consists of three collection periods—fall, winter, spring. Reports submitted are as follows. All 2007-2008 reports were submitted prior to deadline.

- Institutional Characteristics
- Completions
- Human Resources
- Enrollment
- Finance
- Student Financial Aid
- Graduation Rates

State Reporting

Term and annual files are electronically submitted to the Arkansas Higher Education Department's Division of Research and Planning. All state public and several private higher education institutions submit these data that comprise the Arkansas Higher Education Information System. The following files were submitted through this office in 2007-2008:

Term Files. Files submitted four times per year include the Student File, the Course File, the Registration File, and the Faculty File. A Workforce Education Training File, reporting both credit and non-credit workforce-related coursework, is also submitted each semester. Each file is submitted according to ADHE's academic calendar that begins with OTC's Summer 3 semester. Off-schedule terms (begin after on-

State Reporting (Cont'd)

schedule census date) are included in the previous on-schedule term reporting. For example, fall off-schedule data are reported with the spring files submission. Terms reported are as follows.

ADHE Terms

1. Summer 2
2. Fall
3. Spring
4. Summer 1

Corresponding OTC Terms

- Summer 3
Fall
Spring
Summer 1 and 2

Annual Files:

- o College's Academic Calendar
- o Preliminary Fall Headcount
- o Graduated Student File
- o Annual Instructor (bi-annual report of total salary and benefits for an academic year; note: term instructor files that are submitted each semester report only contract amounts, overloads or compensation for non-teaching activities are not submitted)
- o Perkins Vocation Training File

Office of Civil Rights Reports (OCR)

The following OCR reports are submitted annually to ADHE:

- Governing Board Composition
- Student Applications, Acceptances, and Enrollments
- Financial Aid
- EEO 6 Supplement—Faculty Tenure

Institutional Research

Within its institutional research role, this office collects, analyzes, and disseminates institutional data to inform the college's stakeholders and to inform decision-making and planning. These functions are carried out with close cooperation and collaboration with the Office of Student Affairs and with the Information Technology Department.

Through this area of responsibility, this office serves as a source of both internal and external requests for data, in addition to the development and dissemination of routine reports (such as enrollment details) each semester. (The system analyst added this year to the IT Department also fills data requests.) Institutional research functions are a necessity to accountability and assessment measures.

The year, an extraordinary amount of time was devoted to the collection and analysis of data related to the Achieving the Dream Initiative. As indicated previously, these data were disseminated through presentations to the Board of Trustees, students, employees, and the community and through published reports. Results were used to develop specific strategies to improve student success as discussed in a previous section of this report.

To further communicate college data, in 2007-08 this office implemented a newsletter, *Data Matters*, that is electronically disseminated to employees. The newsletter is also

Institutional Research (Cont'd)

posted on OTC's Achieving the Dream website. Examples of ad hoc institutional research activities requested of this office this academic year include:

- Transfer tracking (through the National Student Clearinghouse) of concurrently enrolled students from spring 1998 to spring 2007 (1,468 students);
- Transfer tracking (through the National Student Clearinghouse) of 2006 and 2007 AA graduates (84 students);
- Report of 2005 and 2006 nursing graduates;
- All workforce file data;
- Service area census data;
- Various enrollment reports.

Several third-party surveys are also completed and submitted annually. Those submitted this year include Peterson's Undergraduate Survey, Peterson's Distance Education Survey, Distance Education at Postsecondary Institutions (US Department of Education), ACT Institutional Data Survey, Wintergreen Institutional Survey, and the College Board Query.

Higher Learning Commission Accreditation and Reporting

Accreditation.

On October 30, 2007, OTC received official notice from the Higher Learning Commission (HLC) that it is scheduled to undergo its next comprehensive evaluation for continued accreditation in 2010-2011. Preliminary planning has taken place for this upcoming self study. Discussion on shifting from a Program to Evaluate and Advance Quality (PEAQ) evaluation (self-study every 10 years) to an Academic Quality Improvement Program (AQIP) evaluation (a continuous, quality improvement program) was held with the HLC; however, the college was informed that it will not be eligible to apply for AQIP until it has undergone the next PEAQ evaluation.

June Prince began educating the college campus on the Five Criteria for Accreditation; Dr. Sharon Seals attended the HLC Annual Conference in Chicago in April. June Prince and Dr. Seals (who will coordinate AQIP pursuit) have met to discuss possible timelines for a fall 2010 HCL Evaluator Team Visit in preparation for February 2011 Commission action. Planning for this self study will begin in earnest during the 2008-2009 academic year with the appointment of a Steering Committee and Study Committees; the actual self study should begin no later than spring 2009.

The Commission has encouraged the college to consider how institution-wide planning initiatives can be aligned with self-study activities, how the college might enhance its culture of continuous quality improvement, and to focus on strengthening programs to assess student learning. Dr. John Taylor, Director of PEAQ, is OTC's liaison at the HLC.

Reporting.

This office files the required data for the Higher Learning Commission Annual Report each year. This year's report was submitted in March and included a financial section

Higher Learning Commission Accreditation & Reporting (Cont'd)

that was completed by the business office. The data portion of the report, submitted by this office, include OTC contact information; academic calendar; student headcount by level, by category, by first-time entering; faculty headcount; educational programs; certificates and degrees awarded; off-campus locations and headcount; dual enrollment; distance education programs; and, dues calculation.

Conclusion – Planning and Assessment

This report conveys the major activities of the Office of Planning and Assessment in 2007-08. It also delineates performance data on a variety of measures. Analysis of much of these and previous years data were taken into consideration as the college reviewed and revised its mission and purposes, vision, values, strategic plan, and as it developed strategies to improve student success through Achieving the Dream.

Qualitative and quantitative data indicate that the college has many strengths—accessibility, innovative, flexible, student-centered, approachable faculty and staff, quality instruction, advanced learning technology. Additionally, although still below desired levels, progress is being made on increasing retention and graduation rates. However, data also indicate several challenges that the college must consider. These include increased enrollment and success of African-Americans, particularly of males; increased student success; increased enrollment of GED recipients; increased enrollment of area's most recent high school graduates; developmental course success, particularly mathematics; increased fall-to-fall persistence; increased public awareness of the college; increased financial resources, both financial aid and revenue; increased employee diversity; improved facility appearance. These and additionally identified opportunities and challenges should affect college planning and budgeting decisions at the institutional level and at the division/department level.

ADULT AND WORKFORCE EDUCATION

Business and Industry Training

Mr. Mike Kolb, Director of Industry Training, began work at OTC in early November, 2007. His work days have been consumed by an intense learning process and a very active schedule of 1. Visiting with Industry, businesses, institutions and individuals about training needs and 2. Attending many meetings, professional conferences, civic events, and workshops. He has documented personal contacts completed on a total of 61 different industries, businesses, and institutions. The main purpose of the contacts was to learn as much as possible about businesses and industries in OTC's five county service area and to determine how the College can interact with these organizations and assist them with their workforce training needs.

The goal for each contact has been to learn as much as possible about a particular industry in order to better understand who they are, the nature of their products, and, most importantly, how OTC can help. We feel it is important to develop a relationship with each of the businesses and industries in the College's service area so we can

Business and Industry Training (Cont'd)

better project educational needs and plan for future training opportunities. Mr. Kolb has participated in a plant tour at each of the industries he has called on.

We also try to coordinate efforts with other two-year colleges to best serve industries in the service area. Governor Beebe has requested OTC and National Park Community College (NPCC) to become actively involved with our respective Industries in an effort to retain the existing workforce through the retention and expansion of existing industry. He also introduced the new Arkansas Career Readiness Certificate (ACRC) program in January and we have presented brochures and program information to each of the industries visited since that time. We also explained the Key Train and Work Keys ACT products which are the essential training and assessment tools for the certificate program. Four of the industries we call on were present at the roll-out of the ACRC program in Hot Springs and we think this was the most of any of the two year colleges that were represented in Hot Springs.

After each visit to an industry Mr. Kolb submits a written contact report to Dr. Robertson and the President outlining pertinent information and providing a brief history of the company. He also includes additional comments that will help with future follow-up calls.

Mr. Kolb has also visited three other two year schools in order to learn more about their industrial training programs. These visits were very helpful and he has received two referrals from National Park CC.

He prepared and distributed a survey to 60 industries to solicit information concerning the workplace skills necessary to perform the duties of a Millwright. This is a critical need with many of the industries in our service area. Mr. Kolb is in the process of evaluating the twenty one surveys we received back and we will utilize that information and other occupational research data to develop a proposed Millwright training program.

We are also in the process of putting together an Industrial Training Advisory Council (ITAP) that will include representatives from 24 industries in our five county service area. Fifteen industrial representatives, so far, have given us an affirmative response. We have already identified the next nine that will be invited and we are confident we will have a very high response without going to secondary choices. We plan to utilize the Council as a sounding board for projects and training programs and we hope to obtain statewide recognition for our efforts. Our tentative plans are to meet for an on-campus luncheon in August to develop an agenda of activities that will result in a better trained workforce and to more clearly define the role that OTC and our member industries will play in that effort. These industry representatives can also help us to get leads on potential adjunct instructors for training topics ranging from hydraulics to work force Spanish. We desperately need additional instructors and we will be contacting several candidates in the weeks ahead.

We have two training classes in progress; a CNC class with Primeline in the Jones Mill Industrial Park, that has just started and a PLC class with CoorsTek in Saline County that is about complete. We hope to continue the PLC class with CoorsTek from the

Business and Industry Training (Cont'd)

intermediate to the advanced level. Finding an instructor for the advanced phase may be a challenge but we have several leads to pursue. We have a request from Hot Springs Village for a PLC class for two of their employees. As a municipality they do not qualify for EWTP funds but we will explore other funding alternatives with them. DLM is about ready for more welding instruction but probably not until they expand their facilities. We are currently in discussion with Georgia Pacific, Flakeboard, Alumacraft, and Bulk Sak about possible training classes.

Mr. Kolb is very involved with community leaders in the cities Malvern, Arkadelphia, Benton, Sheridan and Fordyce and he has been attending multiple community events on a regular basis as a representative of OTC. He has helped facilitate a meeting between our nursing program and Baptist Health Hospital, Arkadelphia. Mr. Greg Stubblefield, the hospital administrator, has confirmed that the appropriate articulation agreements have been signed and Nursing students from OTC are now a part of the observation rotation there. He is also very involved in the Child Development Center with recent visits to three facilities and a meeting with the Senior Grant Writer from Southern Bancorp who wrote the successful \$690,000 grant application for the Child Development Center at the Arkadelphia Industrial Park. He is also very involved with the Malvern Chamber of Commerce and now serves as an ex-officio member on the Economic Development committee. He is also active in the Benton Chamber and will soon be a member of the Bryant Chamber. He has met several times with State Senator Shane Broadway in regard to the training needs of industries in the Benton and Bryant areas. He has become a member of the Malvern Lions Club. Because of his membership in the Arkadelphia Rotary Club (26 years), he regularly attends the Malvern Rotary Club for make ups and to network. He continues to serve on the Board of Directors for Elk Horn Bank (13 years) and he is Chairman of the Executive Loan Committee. He serves on the Education and Industrial Recruitment committees for the Clark County Industrial Development Corporation and attends meetings regularly. He is also an active member and Deacon at First Baptist Church Arkadelphia and a member of the Finance Committee. We mention his involvement in these organizations because the people associated with them now know that he works for Ouachita Technical College and it gives him an opportunity to spread the word about OTC which he thinks has been the best kept secret in South Arkansas.

Electrical Apprenticeship

We started out the 2007-2008 school year by enrolling 157 students in the Electrical Apprenticeship Program. Out of the 157 apprentices starting the year, we had 140 complete the school year and participate in the year-end banquet. Additionally, 77 apprentices voluntarily registered for and received college credit during the year. Of the 77 who enrolled, 26 received the Basic Certificate of Proficiency in Electrical Apprenticeship [an eleven credit hour program and includes Fundamentals of Electricity (4 cr.hrs.), Wiring Methods (3 cr.hrs.), and Motors and Motor Controls (4 cr.hrs.)] and the other 51 received college credit for the Advanced Certificate of Proficiency [a ten credit hour program and includes Programmable Logic Controllers (4 cr.hrs.), Industrial Safety (3 cr.hrs.), and Basic Blueprint Reading (3 cr.hrs.)]. The college credit is earned

Electrical Apprenticeship (Cont'd)

in our Division of Applied Science and if the electrical apprentices would ever like to further their post secondary education they will be well on their way to obtaining an AAS degree.

There were 13 apprentices that were released to take the Journeyman Electrician Exam, of which five have successfully passed the test. In accordance with Department of Workforce Education policy any apprentice who does not have a high school diploma or GED has to be concurrently enrolled in an adult education class. To support this policy we started a Basic Skills/GED class which met on Monday nights for the apprentices. We had eight students in the class and six have received their GED (2 were Honor Graduates) during the 2007-2008 School Year.

Continuing Education

OTC's Continuing Education offerings include non-credit FunEd courses and non-credit online courses offered through our Ed2Go portal. This past year Conversational Spanish was delivered three times, Welding Basics was delivered in two terms, Instant Piano was delivered, and American Sign Language for deaf interpretation, was offered. There will be several new FunEd classes starting this summer. A summer flier has been prepared and will be advertised through the Malvern Daily Record. So far we have had a Conversational Spanish class which started on June 10th, we will have an American Sign Language course starting soon, and a Basic Computer class starting in late July.

Ed2Go continues to be a popular set of online course offerings because of the constant changes in the workplace and an aging population of boomers. Around the country this market is already significantly larger than the for-credit higher education market, and demand for adult and continuing education and training is expected to continue growing for some time. As a provider of turnkey online adult and continuing education programs, Ed2Go has helped OTC and more than 1,500 other colleges and universities tap into this growing market. Across the country there are hundreds of thousands of satisfied students, attesting to the fact that Ed2Go's time-tested courses and well-known instructors are quite simply the best on the market.

OTC and Ed2Go works to develop a steady stream of new online courses, all of which are staffed with some of the most highly regarded instructors working in online education. OTC had 39 students take Ed2Go classes during the 2007-08 school year. Ms. Crystal Dunn, who works for Dr. Robertson, manages the Electrical Apprenticeship, Continuing Education, and Ed2Go programs.

Ouachita Area Adult Education Center

The Adult Education Center has had more than 2,145 students during the 2007-2008 Fiscal Year. During that period, the Adult Education Center as awarded 56 WAGE certificates to students. See Appendix C for a detailed description of the Arkansas WAGE program.

During the 2007-2008 Fiscal Year, the Adult Education Center graduated 76 GED students during the traditional ceremony on June 26, 2008. Out of the 76 graduates 27

Ouachita Area Adult Education Center (Cont'd)

students were honor graduates and 12 were offered two year scholarships to Ouachita Technical College because they achieved a score of 600 or higher.

Because of successful promotional efforts by Dr. Blake Robertson, V.P. Adult and Workforce Education, there has been a significant presence of OTC's Adult Education program at the Arkansas Department of Community Correction – Omega Unit (ADCC Omega) in Malvern. The Adult Education Center provided educational services to more than 1,100 "residents" of the Unit during this last school year. This Unit has also produced 7 GED graduates this year.

The Governor's Office and the federal government have worked with Ouachita Area Adult Education Center to provide Federal TAA retraining funding for laid off workers at Precision Industries. There are 36 basic skills students who are coming to the Center working to achieve a GED or get ready to attend Ouachita Technical College

Early Childhood Education Practitioners Program

Ouachita Technical College introduced Child Care Orientation as one of the first professional development training programs in 2005. Since then, the promotional efforts have resulted in the creation of more professional development courses for early childhood professionals. By working with the two instructors, Janet Massey and Phyllis Jackson, the group has added a variety of other training courses with more convenient hours, more locations, additional leadership opportunities, and more community involvement in the early childhood department. By providing the early childhood education professionals with a variety of professional development opportunities, the department has continued to grow.

Professional development trainings focus on several factors. Not only do early childhood educators receive the ten basic hours required by Minimum Licensing Requirements, they also receive training in areas that reach into curriculum and program management. This year the OTC Early Childhood Education department has introduced the early childhood professionals in the OTC service area to training from the Arkansas Game and Fish Commission, Arkansas Forestry Foundation and the Arkansas Department of Environmental Quality. In each of these training areas, early childhood professionals learn the importance of teaching children, even as young as three, that we all must be protectors of our environment. Early childhood professionals take back from the training sessions with them materials and hands-on activities to use in their programs. As the department continues to expand professional development training opportunities, the work is guided by the goal of offering a variety of trainings from the basic information to the more advanced topics in early childhood development. The staff believes that curriculum planning and implementation, parent involvement, community awareness and the leadership opportunities provided by their courses results in almost endless growth possibilities. They will continue to grow and offer more professional development opportunities for early childhood professionals.

A detailed list of the professional development courses that the Early Childhood Education department offered during the 2007-2008 school Year is shown in Appendix D.

Student Affairs Division

The Student Affairs Division is composed of the Registrar and Admissions Department, the Student Financial Aid Department, the Counselors and Advisors, and the Student Support Services – TriO Department.

Registrar & Admission Activities:

The Registrar and Assistant Registrar are responsible for handling all admission applications; requests for admissions information; maintaining immunization records and high school and college transcripts of every applicant and student; developing and maintaining a transcript of all courses attempted and completed for every student; developing and maintaining lists of students who make honor grads and those whose grades are deficient; conducting transcript audits for every student eligible for graduation; and managing the student awards and graduation activities. The following is a summary of this department's accomplishments during 2007-08 school year.

1. 1,336 new "Application for Admissions" entered into Power Campus, OTC's computer-based student accounting system.
2. 463 Information packets were mailed.
3. 14 National Student Clearing House Reports were sent.
4. 1 Immunization report to Arkansas Department of Health.
5. 1,682 Transcripts requested and printed.
6. Directed the Awards program - Spring 2008.
7. Prepared and submitted daily registration during each registration period.
8. Planned Spring 2008 Graduation Activities in which 386 awards were granted
 - a. 165 Certificates of Proficiency
 - b. 97 Technical Certificates
 - c. 42 Certificates of General Studies
 - d. 43 Associate of Arts degree
 - e. 5 Associate of Arts in Teaching degree
 - f. 34 Associate of Applied Science degree

Financial Aid Office:

The Financial Aid office is composed of the Director and a Financial Aid Technician. This group applies complicated state and federal aid regulations in awarding aid to students who are eligible. This department also awards various scholarships and manages the federal college work-study program. The following is a summary of this department's accomplishments during 2007-08 school year.

Financial Aid Office: (Cont'd)

1. Awarded \$2,941,916 in aid to 1,532 students
2. 513 low income students received Pell grant funds.
3. Employed 16 students in the federal work-study program
4. 49 employees and their dependents took advantage of our tuition and fee waiver.
5. OTC awarded tuition scholarships of \$373,310 to 792 high school and college students
6. Applied for and received a grant for disadvantaged nursing students from the U.S. Department of Health and Human Services for \$9,291
7. Received a Workforce Improvement Grant for the upcoming year from the Arkansas Department of Higher Education for students who are working and cannot receive grant aid to help with tuition, the grant was \$40,585 and 44 working students were awarded.
8. Helped the counselors work with the workers laid off from Precision - 44 workers were enrolled.

Counselors and Advisors:

This department is composed of two full-time advisors and three part-time counselors. The following is a summary of this department's accomplishments during 2007-08 school year.

1. Held a College Career Day in October where approximately 400 students from the area high schools attended
2. The OTC's Senior Day event attracted 230 seniors from our service area, the largest event so far, seniors learned valuable information about OTC
3. Recruitment and coordination by Counselors Vaughn Kesterson, Paulette Overton, and Allen Beene of off-campus concurrent credit courses in thirteen area high schools with 574 high students enrolled.
4. Assessment testing, applications for enrollment, registration, delivery of textbooks, and representing OTC at more than a dozen high school career fairs.
5. New testing for all high school students taking Composition I and II was initiated using Compass e-write. This required the set up of off-campus computers at each participating high school and the administering of the tests at the beginning of each Composition class and again at the end of each class. This effort was a part of the institutional assessment plan. Approximately 230 seniors were given the e-write test in the first semester.

6. Held an annual Drug and Alcohol awareness week on March 17-20, the week before OTC's spring break, during which there was a variety of informational speakers, hand-outs of information, and activities.
7. Started giving the TABE test for the Malvern Workforce Center. Students under the age of 18 take the TABE before they are given the green light to take the GED test.
8. Provided a testing site for students taking correspondence courses at other colleges. University of Arkansas at Fayetteville, SAU Tech, UALR, and BYU have all sent tests to be proctored here this past year.

Developing Institutions (Title III) Grant Initiative

The Developing Institutions (Title III) Grant Initiative has been focused on the improvement of student retention and graduation rates. The Initiative had two activity categories, 1. The improvement of student success through the acquisition and application of instructional technology to give instructors the tools to deliver instruction using a variety of methodologies to accommodate various student learning styles and 2. The improvement of student success by the in-service professional development of faculty and staff to assist in the improvement of instructional methodologies and student support services. The following is a summary of this department's accomplishments during 2007-08 school year.

1. Planned and organized OTC's participation in the National Summer Institute on Learning Communities that included a team of five faculty and staff – Linda Johnson, Teri Colananni, Donna Hill, Christina Yednock, Kathy Lazenby. This team will plan and develop a learning community format to use starting in the Fall 2009 school year. OTC was one of ten colleges accepted out of 200+ applications
2. Refined the OTC Student Early Alert system and clarified use of it for full and part-time faculty. Around 100 students were identified during the Spring Semester as needing additional help. Help was provided in tutoring, financial aid, living arrangements, childcare, parenting classes, professional counseling, etc
3. Modified Conditional Enrollment Contract for all entering students who are assessed into two or more developmental (high school level) courses.
 - a. Students who are doing well are no longer required to go to tutoring.
 - b. Penalties for not complying were spelled out in a clearer manner.
 - c. Developed an Academic Success Plan for students
 1. Who are on Academic Monitoring and Probation (GPA below 2.0).
 2. Students are required to see the Retention Specialist to discuss school/personal problems, schedules, and needed repeat courses.
 3. 108 students have been contacted - 10% within a week.

Developing Institutions (Title III) Grant Initiative (Cont'd)

- d. Faculty Development – over 75 hours of instruction was provided on -
 - 1. Early Alert for students having problems in class.
 - 2. Smartboards.
 - 3. Microsoft Office.
 - 4. Classroom Management, etc for high school and new college instructors.
 - 5. IQWeb electronic Gradebook and attendance reporting.
 - 6. Adjunct instructor training (additional training set for Aug 12, 2008).
 - 7. Technology enhanced lesson plans were developed by 6 instructors in a week long workshop.

- e. Guest Speakers for Faculty Development
 - 1. Dr. Pat Murriel – Learning Styles
 - 2. Dr. Mark Milliron – New Generations of Learning

- f. New equipment purchased at an estimated cost of \$150,000.00.
 - 1. 10 new Smart Classrooms includes Crestron controllers, DVD, computer, projector, smartboard, and podium.
 - 2. Two computerized microscopes for the Science Department.
 - 3. ADAM software for Science Department
 - 4. 15 new computers for a new Reading/Writing classroom

Student Success Numbers

For the Conditionally Enrolled Students (enrolled in 2 or more developmental courses and are considered to be at high risk of dropping or failing out).

- a. Fall Cohort – 54 students at the end of their first semester --
 - 1. 94% retained for the complete semester
 - 2. 96% of those retained were successful
 - 3. 88% of those who were successful went on to the next semester
 - 4. Average GPA for all successful students – 3.11.

- b. Spring Cohort – 32 students at the end of their first semester --
 - 1. 91% retained for the complete semester
 - 2. 93% of those retained were successful
 - 3. 100% of those who were successful are registered for the summer/Fall
 - 4. Average GPA for all successful students – 2.89.

Development and Foundation Office

The following accomplishments were achieved by the Development Office staff– Amber Childers, Director of Development, and Mitzi Overturf, Development Assistant.

- 1. The OTC Foundation accepted a donation of a 1999 Plymouth Breeze as well as a 1981 Cadillac DeVille. Both vehicles are being used by the Ouachita Area High School Career Center for instructional purposes.
- 2. Tax information letters and receipts were mailed to all full-time employees that contributed through payroll deduction for 2007. The total amount of funds contributed annually through payroll deduction is \$10,533.64.

Development and Foundation Office (Cont'd)

3. The Development Office recently conducted an annual campaign with employees and the results were as follows:

a. Payroll Deductions (three-year pledges)			
Scholarship Endowment (26)		\$25,194	
Unrestricted (11)		\$ 7,020	
IT Center (1)		<u>\$ 156</u>	
	TOTAL (38)	\$32,370	\$10,946 per year \$415 per pay period
b. Annual Pledges (three-year pledges)			
Unrestricted (1)		\$ 1,000	
IT Center (1)		<u>\$ 30</u>	
	TOTAL (2)	\$ 1,030	\$343 per year
c. One-Time Gifts			
Scholarship Endowment (4)		\$ 195	
Unrestricted (1)		\$ 100	
IT Center (1)		<u>\$ 20</u>	
	TOTAL (6)	\$ 315	

4. Coordinated two OTC Foundation Board meetings. The OTC Foundation met on February 15, 2008. With several fundraising opportunities to choose from, the Foundation Board of Directors chose to hold a Bingo Night which will be held during the month of August. Foundation Board member, Von Michael, Director of Development, Amber Childers, and Development Assistant, Mitzi Overturf, visited with the special events staff at Pulaski Technical College to discuss the steps they took that resulted in their successful Bingo Night held in September, 2007. The Foundation Board met again on June 20, 2008, to begin planning and coordinating the Bingo Night fundraiser.

5. Mailed solicitation letters to 473 businesses and individuals in Hot Spring County in an effort to increase donations to the Scholarship Endowment Account.

6. The Foundation accounts increased by more than \$100,000 from July 1, 2007 to June 30, 2008. The OTC Foundation made two drawdowns from the U.S. Department of Education Title III for a total match of \$58,000.

	Accounts on 7/1/07	Accounts on 6/30/08
Scholarship Endowment	\$167,591.93	\$273,136.61
Arts and Sciences Center	\$ 41,735.28	\$ 44,024.93
<u>Unrestricted</u>	<u>\$ 27,388.27</u>	<u>\$ 21,616.10</u>
Totals	\$236,715.48	\$338,777.64

Public Relations Office

The following accomplishments were achieved by the Public Relations Office staff— Amber Childers, Director of Development, and Mitzi Overturf, Development Assistant.

1. In December, the College hosted its annual Holiday Open House with Jingle with Kringle. Funds raised from photos taken with Santa Claus were \$489.17, benefiting the Scholarship Endowment Fund.
2. Prepared numerous ads and releases for publication in area newspapers, publications, and coordinated area radio and cable TV advertising.

Public Relations Office (Cont'd)

3. Reviewed various departmental and program brochures for updates.
4. Assisted with coordination of the Malvern/Hot Spring County Chamber of Commerce TV Auction.
5. Ordered promotional items used for recruitment, PR, and appreciation purposes.
6. Served on the Drug and Alcohol Awareness Committee in an effort to prevent drug and alcohol use by college student.
7. Coordinated two American Red Cross Blood Drives.
8. Coordinated a United Blood Service Blood Drive.
9. Produced and coordinated printing of the 2007 Summer/Fall, the 2008 Spring/Summer, and the 2008 Fall Schedule of Classes. Coordinated distribution of 34,000 schedules each semester to be inserted into the following area newspapers: Malvern Daily Record, Benton Courier, Arkadelphia Daily Siftings Herald, Fordyce News Advocate, and Sheridan Headlight.
10. Produced the 2008-09 OTC Catalog; coordinated bidding process and sent to printer for publishing.
11. Developed and produced the program for the Spring OTC Awards Ceremony.
12. Developed and produced the program for the OTC Employee Recognition Luncheon.
13. Served on coordinating committee for the OTC Employee Recognition Luncheon.
14. Assisted with Faculty and Staff of the Year nominations and ballots and forwarded recipient information to AATYC for inclusion in the Fall Conference material.
15. Photographed and videoed the OTC Graduation and the OTC Awards Ceremony.
16. Coordinated setup and operation of the OTC booth at the Annual Brickfest as well as the coordination of booth workers for the event.
17. Coordinated the Watermelon Eating Contest for the Brickfest sponsored by OTC and Regency Funeral Home.
18. Coordinated setup and operation of the OTC booth at the Annual Bismarck BBQ Bash as well as the coordination of booth workers for the event.
19. Coordinated and manned the OTC booth for the Malvern Public Schools' Fall Fundraiser and Chili Supper, Leopard on the Loose.
20. Designed, produced, and distributed OTC Christmas Cards.
21. Coordinated publishing of the 2007-08 OTC Student Handbook/Calendar.
22. Developed, designed and distributed numerous issues of the OTC newsletter, *At College Circle*.
23. Assisted with the layout and design of a postcard to be sent to households in Benton, Malvern, and Arkadelphia as a recruitment tool.
24. Assisted with the coordination of and took photos at Senior Day.
25. Conducted mock interviews for 16 students for Ms. Jessica Beard's Business Communications class.
26. Coordinated campus participation in *Passionately Pink for the Cure* Breast Cancer Awareness Event.
27. Volunteered and worked with Hot Spring County's Free Flu Shot day.
28. Assisted with the preparation and execution of the OTC Annual Christmas Party Luncheon.
29. Volunteered at Malvern Elementary School for Reading is FUNdamental days.

Finance and Administration

Finance and Administration is composed of several different operations which include the Business Office (Personnel, Payroll, Accounting, Receivables, and Payables), the Bookstore, the Physical Plant (Maintenance Services and Custodial Services), and Information Technology (Instructional Computing; Faculty and Staff Telephone Services and Email Services; Student Email Services; OTC Website; Blackboard Online Course Ware Services; and Power Campus Student Accounting System Services). The following is a summary of this department's accomplishments during 2007-08 school year.

Business Office and Chief Financial Officer

1. Worked with the architect and construction general contractor all year on the new Arts and Sciences Center and made timely payments to them for work completed.
2. Increased the hours of campus security personnel to cover daytime hours and evening hours as well as weekend security.
3. Had an emergency on campus shooter drill in coordination with the Malvern City Police Department.
4. Implemented a charge back procedure for supplies and copies as a cost savings measure.
5. Took requests for proposals on out sourcing the custodial work.
6. Collected revenues of over \$10,000,000 and met each of the 26 payrolls on time.
7. Paid all of the accounts payable bills and protected the college's reputation by paying only the authorized invoices and making the payments accurately and on time.
8. Submitted all the state and federal financial reports on time.
9. Assisted in the hiring of over two dozen new employees.
10. Worked with the State in the collection of past due student accounts.
11. Set up financial plans with over 200 students that had financial difficulties paying their tuition and fees.
12. Prepared the annual budget
13. Worked with the State Auditors on the annual audit.
14. Prepared the yearend financial statements.

Bookstore

1. Bookstore sales of over \$500,000 this year.
2. Paid students over \$100,000 for book buy backs.

Physical Plant Maintenance

1. Built a drainage field on the north side of the Library to help reduce the surface water leakage into classrooms on the east side of classrooms 305,306,307 and 308.
2. Built a drainage field around a portion of the Allied Health Building to help reduce the surface water leakage into classrooms and offices.
3. Completed over 200 work order requests from faculty and staff for maintenance.
4. Completed scheduled preventive maintenance procedures and regularly replaced air filters on over 100 air conditioner and heaters.

Physical Plant Maintenance (Cont'd)

5. Remolded media room to lock up supplies.
6. Remodeled Plato lab for Career Center MedProED.
7. Remodeled classroom for Plato LAB.
8. Set up and reorganized the great room Rm. A300 over 100 times - sometimes more than once a day for college and community activities.
9. Set up and reorganized the Board Room Rm. B208 over 50 times - sometimes more than once a day for college and community activities.
10. Cooked hamburgers and hot dogs for numerous college groups.
11. Repaired leaking roofs and replaced soiled ceiling tiles.
12. Repaired potholes in roads around college.
13. Painted worn stripes in parking lots.
14. Repaired bathroom facilities.
15. Fixed the water leakage in the Allied Health building and repaired the water damage.
16. Planned the new landscape for the area around the new Arts and Sciences Center.
17. Rewired the electrical system for the old machine shop area.
18. Setup the campus grounds for the Arkansas Archeological Society.

Information Technology

1. Installed new \$65,000 telephone system that reduced monthly telecommunications expenses by an average of \$2500.
2. Worked the Chamber Auction Committee and temporarily reconfigured the phone system to support the auction.
3. Closed 550 official Helpdesk tickets requested by faculty and staff.
4. Developed department strategic plan that supports the college strategic plan
5. Ran 25,000ft of new cable as part of construction for new Arts and Sciences Center.
6. Ran 850ft of 24 strand fiber optic cable to connect new building to existing network infrastructure.
7. Replaced 20 computers for Nursing lab
8. Replaced 21 computers in B110
9. Relocated 20 computers from B110 to B105
10. Setup 30 new laptops with wireless access for Nursing program
11. Setup 30 misc laptops and desktops in faculty and staff offices.
12. Recycled 20 old computers for High School Career Center use
13. Set up 3 new servers and storage vault for new student information system
14. Upgraded all databases from MS SQL 2000 to MS SQL 2005
15. Began testing new PowerCampus, Self-Service, and Portal for fall 2008 implementation
16. Maintained 12 mission critical servers with an average uptime of 99.76%
17. Implemented an open source server monitoring system that provides critical service failure notification via text messaging
18. Upgraded Blackboard 2x during fiscal year
19. Updated all student use computers 12X during fiscal year
20. Upgraded antivirus program from version 7.5 to version 8.0
21. Implemented custom operating system for student use computers in student lounge

Information Technology (Cont'd)

22. Reprogrammed EDI Smart to be compliant with ADHE standards resulting in a \$2,500 savings
23. Inventoried and disposed of 15 pallets of outdated and obsolete equipment
24. Conducted 20 hours of professional development training
25. Provided 15 National Student Loan Clearing house reports for student affairs
26. Implemented free student email system
27. Implemented an open source "live chat" application for online communication
28. Consolidated infrastructure in Gen Ed and CWE eliminating network bottlenecks
29. Replaced Administration core switch resulting in faster throughput

APPENDIX A

Planning and Assessment

The following are the major activities and steps that culminated in revised mission and planning documents and in the selected AtD student success strategies and the development of the AtD grant application that was successful in securing the four-year, \$400,000 grant.

1. July—Will Roark is appointed AtD Core Team Leader and June Prince is appointed AtD Data Facilitator;
2. July 8-11—Core Team (Dr. Barry Ballard, Dr. Susan Karr, June Prince, Pat Simms, Will Roark) attend Achieving the Dream Round Four Kickoff Institute in Dallas, Texas;
3. August 14—AtD investment grant work plan and budget for 2007-2008 submitted to AACC;
4. September—Historical Achieving the Dream General and Student Term data on 2004 and 2005 prepared and submitted by June Prince;
5. September 5—Achieving the Dream Data Team (Chair June Prince, Brandi Martin, Carla Crutchfield, Christie Roark, David See, Linda Johnson, Roger Coomer, Sandra Davis, Terri Colananni, Jennie Ashcraft, Sharon Seals, Kathy Lazenby) have initial meeting and orientation;
6. September 13-14—Dr. John Brockman, AtD Coach, and Dr. Mike Flores, AtD Data Facilitator, visit campus for campus-wide Achieving the Dream Kick-Off Meetings;
7. November—Historical Achieving the Dream General and Student Term data on 2006 cohort prepared and submitted by June Prince;
8. December 5—Data Team analyzes data presented by June Prince; conclusions are as follows:
 - Data indicate students do not leave due to lack of intellectual abilities;
 - OTC has a high percentage of concurrently enrolled students (40 percent of population), but few enroll after high school graduation;
9. December 6, 7, 8—Employee Focus Groups;
10. December 13-14—On-campus visit by Drs. Brockman and Flores;
11. February 5-8—Core Team (Dr. Barry Ballard, Dr. Susan Karr, Dr. Sharon Seals, Pat Simms, Will Roark, June Prince) attends Achieving the Dream Strategy Institute in Atlanta, Georgia;
12. February 1—Student Focus Groups;
13. February 21—Community Group Conversation;
14. February 27—Data Team reviews data from stakeholder conversations, from surveys, and college results on AtD's Five Measures; conclusions reached are that the following issues are in need of improvement:
 - Public awareness/publicity;
 - Transferability of classes;
 - Financial resources (both student financial aid and OTC funding);
 - Appearance of campus/buildings;

Achieving the Dream data analysis indicate:

- Low minority enrollment—particularly males; study on reasons is needed;
 - Low GED recipient enrollment;
 - Further study needed on possible grade inflation in all but math classes;
 - African-Americans (particularly male) are underachieving in Basic Composition;
 - Success in Basic Algebra is rather flat with low success of African-Americans;
 - Success rates in Intermediate Algebra are low for all students;
 - Grade distribution in Composition I should be studied;
 - Low success rates for all students in College Algebra with a high percentage of withdrawals;
 - Retention continues to be problematic;
 - Success rates are low for all students, but particularly for African-Americans;
 - Fewer males earn an award;
 - Rates of success as measured by graduation, transfer, or re-enrollment are low (44 percent for the Fall 2004 cohort);
15. February 29—Planning and AtD Expanded Core Team Planning Retreat (Dr. Barry Ballard, Dr. Susan Karr, Dr. Sharon Seals, Dr. Blake Robertson, June Prince, Will Roark, Adrian Ashley, Jessica Beard, Pat Simms);
 16. March 10-11—On-campus visit by Dr. John Brockman and Dr. Mike Flores; March 25—Board Planning Retreat;
 17. March 25—Board approval of mission documents and strategic plan;
 18. April—Dr. Sharon Seals becomes AtD Core Team Leader upon the departure of Will Roark;
 19. April 24-25—On-campus visit by Dr. John Brockman and Dr. Mike Flores for assistance in preparing the Implementation Grant Proposal;
 20. May 5—AtD Implementation Grant Proposal submitted to AACC; appendices submitted to the Winthrop Rockefeller Foundation.
 21. July 1--- the Winthrop Rockefeller Foundation notifies OTC that its four-year, \$100,000 per year (\$400,000 total grant) has been approved.

APPENDIX B
Planning and Assessment
Summary of OTC Qualitative and Quantitative Data 2007-08

The qualitative and quantitative data resulting from the various Institutional Effectiveness activities were included in planning and AtD efforts. A summary of their results is shown below:

Noel-Levitz Student Satisfaction Inventory.

This paper-and-pencil survey was administered in November 2007 to a cross-section of selected on-campus classes; 170 students returned surveys. Most questions relate to on-campus services and resources; therefore, concurrent high school students were not included.

Students answer each survey item twice—(1) item’s importance and (2) their level of satisfaction—on a 7-point scale with 1 the lowest rating and 7 the highest. The “gap” is the difference between importance and satisfaction. The 70 items are summarized into the categories indicated below with OTC mean scores listed in ascending order from smallest to largest “gap.” Numbers in parentheses are national means. *In each category, OTC student satisfaction is above that of their national peers at a statistically significant level.*

<i>Item</i>	<i>Importance</i>	<i>Satisfaction</i>	<i>Gap</i>
Campus Services	6.34 (6.07)	5.88 (5.38)	0.46 (0.69)
Instructional Effectiveness	6.47 (6.21)	5.89 (5.43)	0.58 (0.78)
Student Centeredness	6.48 (6.06)	5.75 (5.30)	0.73 (0.45)
Registration Effectiveness	6.54 (6.24)	5.77 (5.38)	0.77 (0.86)
Academic Advising Effectiveness	6.41 (6.20)	5.62 (5.24)	0.79 (0.96)
Admissions & Financial Aid Effectiveness	6.35 (5.92)	5.38 (4.99)	0.97 (0.93)
Safety & Security	6.32 (6.10)	5.28 (4.98)	1.04 (1.12)

Survey items with the smallest gap between importance and satisfaction included:

- This campus provides online access to services I need (0.28).
- Faculty use a variety of technology and media in the classroom (0.28).
- Library resources and services are adequate (0.32).

Survey items with the largest gap between importance and satisfaction included:

- The amount of student parking space on campus is adequate (2.37).
- This institution helps me identify resources to finance my education (1.25).

When asked, “All in all, if you had to do it over, would you enroll here again?” 86 percent of OTC students responded “probably yes” or “definitely yes,” as compared to 68 percent of national peers.

Noel-Levitz Institutional Priorities Survey.

This survey was electronically administered in November 2007 through Noel-Levitz and was made available to full- and part-time employees; 87 surveys were submitted. The survey items and their scoring mirror those of the Student Satisfaction Inventory. The results follow. In the categories of Admissions and Financial Aid Effectiveness and in Campus Services, OTC employee satisfaction is above that of national peers at a statistically significant level.

<i>Item</i>	<i>Importance</i>	<i>Satisfaction</i>	<i>Gap</i>
Campus Services	6.47 (6.38)	5.73 (5.42)	0.74 (0.96)
Instructional Effectiveness	6.52 (6.45)	5.69 (5.54)	0.83 (0.91)
Admissions and Financial Aid Effectiveness	6.45 (6.40)	5.48 (5.07)	0.98 (1.33)
Campus Climate	6.59 (6.46)	5.58 (5.44)	1.01 (1.02)
Registration Effectiveness	6.48 (6.33)	5.42 (5.27)	1.06 (1.06)
Safety & Security	6.39 (6.46)	5.25 (5.06)	1.14 (1.40)
Student Centeredness	6.62 (6.43)	5.44 (5.37)	1.18 (1.06)
Academic Advising Effectiveness	6.50 (6.50)	5.32 (5.23)	1.18 (1.27)

Survey items with the smallest gap between importance and satisfaction included:

- Library resources and services are adequate (0.09).
- Faculty use a variety of technology and media in the classroom (0.30).

Survey items with the largest gap between importance and satisfaction included:

- Students seldom get the “run-around” when seeking information on this campus (1.98)
- The amount of student parking space on campus is adequate (1.63).
- Academic advisors are available when students need help (1.46).

Noel-Levitz Priorities Survey for Online Learners.

This survey was electronically administered by Noel-Levitz in November 2007. All students enrolled in an online course were invited to participate; only 21 students submitted surveys. When next administered in 2009, efforts must be made to increase participation. Although survey items were appropriate to the online delivery of classes, the method of scoring was the same as the previous two surveys. Survey item categories are listed below in ascending order of “gap.” Student satisfaction in the categories of “Institutional Perceptions” and “Academic Services” were higher than that of their national peers at a statistically significant level.

<i>Item</i>	<i>Importance</i>	<i>Satisfaction</i>	<i>Gap</i>
Institutional Perceptions	6.61 (6.45)	6.27 (5.72)	0.34 (0.73)
Academic Services	6.46 (6.30)	6.10 (5.63)	0.36 (0.67)
Instructional Services	6.43 (6.39)	6.03 (5.71)	0.40 (0.68)
Enrollment Services	6.71 (6.42)	6.18 (5.83)	0.53 (0.59)
Student Services	6.56 (6.31)	6.03 (5.61)	0.53 (0.70)

Survey items with the smallest gap between importance and satisfaction included:

- My program advisor is accessible by telephone and e-mail (0.10).
- This institution has a good reputation (0.19).

Survey items with the largest gap between importance and satisfaction included:

- I receive timely information on the availability of financial aid (0.88).
- Assessment and evaluation procedures are clear and reasonable (0.81).

When asked, “All in all, if you had to do it over, would you enroll here again?” 75 percent of OTC online students responded “probably yes” or “definitely yes,” as compared to 76 percent of their national peers.

Employee Focus Groups.

Over 60 employees participated in one of three employee focus group meetings. When asked, "How well OTC is doing as a public, open-access, two-year, community based institution of higher learning?" on a scale of 1-5 (5 as the highest), the average score was 3.59. Most often noted suggestions to increase this rating included improved public awareness and college image through increased publicity, recruitment, community involvement; increased community input into course and program offerings; increased student activities, particularly those geared toward younger students. Identified strengths centered on OTC's employees, location, access, affordability, progressiveness and adaptability, quality, small size. Most often cited themes of "What is your vision of the future of OTC?" included increased graduation rate, enroll and retain more students, increased funding, and more community contact.

Student Focus Group.

Approximately 20 students participated in a focus group. They expressed how pleased they were that the college was getting input from students. When asked how well OTC is doing as a public, open-access, two-year, community based institution of higher learning on a scale of 1-5 (with 5 as the highest), the average score was 3.5. Most often noted suggestions to increase this rating included the offering of a wider variety and more classes (foreign language, job-specific, etc.), more food choices (particularly healthier food), increased public awareness, and increased financial aid. Strengths identified centered on themes of affordability, small class size, location, and the friendly environment. The students cited several suggestions for institutional improvement; they included assistance with the transferability of OTC classes to four-year institutions, changes in developmental mathematics delivery that would include a choice of math lab or teacher-led courses, expanded student activities (intramural sports, more organizations, etc.).

Community Focus Group.

Approximately 20 community members participated in Community Conversations. When asked how well OTC is doing as a public, open-access, two-year, community based institution of higher learning on a scale of 1-5 (5 as the highest), the average score was 4.38. Suggestions to increase this rating included more public awareness of the college, improved interior building appearance, and improved student orientation. Identified strengths included small size, leadership/staff, and technical courses. Cited challenges and suggestions for institution improvement included the need for increased funding (possibility through a tax initiative), security issues, and continued efforts at student success. Community members noted the importance of college's role in preparing students for the workforce.

National Community College Benchmarking Project (NCCBP).

In 2007, 178 community colleges across the United States participated in NCCBP by reporting outcome and effectiveness data in critical performance areas; participants receive benchmarks reports and can make comparisons with selected peers. The following compares OTC with a selection of 12 peer colleges from Arkansas, Florida, Iowa, Kansas, Maine, Missouri, Tennessee, and Texas. Not all institutions report data for each outcome.

2007 National Community College Benchmark Project Report							
Outcome Area	Peer Average	OTC Average	OTC's Peer Ranking		Aggregate (N=178)		
			N Reporting	OTC Rank	NCCBP %tile Rank	Quartile	
Completion in Three Years							
Full-time, First-time in Fall 2003	26%	18%	13	11	44%	3	
Part-time, first-time in Fall 2003	7%	3%	11	9	21%	4	
Transfer in Three Years							
Full-time, First-time in Fall 2003	20%	22%	10	4	72%	2	
Part-time, first-time in Fall 2003	13%	34%	10	1	96%	1	
Persistence							
Full- and part-time from F05 to Sp 06	70%	72%	12	4	76%	1	
Full- and part-time from F05 to F06	46%	38%	13	12	7%	4	
Noel-Levitz Student Satisfaction							
<i>Fall 2005 - Scale is 1-7</i>							
Overall Satisfaction	5.54	5.71	5	3	89%	1	
Education Met Expectations	4.83	5.02	5	2	89%	1	
Would Enroll Here Again	5.77	5.9	5	3	73%	2	
CCSE Benchmarks - Spring 2005							
Student-Faculty Interaction	50.6	55.8	10	1	93%	1	
Student Effort	49.9	52.3	10	1	80%	1	
Active & Collaborative Learning	49.5	49.3	10	6	45%	3	
Academic Challenge	49.2	49.2	10	5	41%	3	
College-Level Course Retention & Success-F05							
Retention Rate (Grades A-F/Enrollment)	90%	90%	13	8	68%	2	
Success Rate (Grades A-O/Enrollment)	77%	82%	13	2	93%	1	
Completer Success Rate (Grades A-C/all but W)	86%	90%	13	1	90%	1	
Developmental Course Retention & Success-F05							
Math Retention Rate	86%	90%	13	5	83%	1	
Writing Retention Rate	88%	90%	11	6	66%	2	
Reading Retention Rate	91%	91%	11	8	67%	2	
Math Success Rate	56%	46%	13	12	12%	1	
Writing Success Rate	66%	65%	11	6	56%	2	
Reading Success Rate	72%	70%	11	6	57%	2	
Math Completer Success Rate	66%	51%	13	12	3%	1	
Writing Completer Success Rate	76%	73%	11	6	36%	3	
Reading Completer Success Rate	80%	78%	11	7	46%	3	

2007 National Community College Benchmark Project Report						
Outcome Area	Peer Average	OTC Average	OTC's Peer Ranking		Aggregate (N=178)	
			N Reporting	OTC Rank	NCCBP %tile Rank	Quartile
Success in First College-Level Course-F04 to F05						
Math Retention Rate (Col Alg/Int Alg Grades A-C)	81%	79%	12	7	34%	3
Writing Retention Rate (Comp I/Basic Comp A-C)	89%	93%	13	4	79%	1
Math Enrollee Success Rate (Int Alg A-C/Col Alg)	62%	79%	12	5	64%	2
Writing Enrollee Success Rate (Basic Comp A-C/Comp I)	71%	82%	13	2	95%	1
Math Completer Success Rate (Col Alg A-C/Col Alg but W)	77%	87%	12	3	80%	1
Writing Completer Success Rate (Comp I A-C/Comp I but W)	80%	88%	13	2	82%	1
Retention & Success in Core Academic Areas-F05						
Comp I Retention Rate (Completers/Enrolled)	92%	96%	13	1	98%	1
Comp II Retention Rate	84%	90%	12	2	86%	1
College Algebra Retention Rate	84%	85%	11	6	72%	2
Comp I Enrollee Success Rate (Grades A-C/Enrolled)	76%	88%	13	1	99%	1
Comp II Enrollee Success Rate	66%	70%	12	4	64%	2
College Algebra Enrollee Success Rate	61%	66%	11	5	73%	2
Comp I Completer Success Rate (Grades A-C/Completers)	82%	92%	13	1	97%	1
Comp II Completer Success Rate	78%	78%	12	6	28%	3
College Algebra Completer Success Rate	72%	78%	11	4	63%	2
All Credit Grades-F05						
Percent A and B Grades	58%	62%	13	3	90%	1
Percent Withdrawals	10%	10%	13	7	31%	3
Percent Completed	90%	90%	13	7	69%	2
Percent Completers Successful	84%	87%	13	3	76%	1
Minority Participation Rates-F05						
Percent of Minority Students	19%	15%	13	7	49%	3
Percent of Minority Employees	13%	8%	12	9	41%	3
Percent of Public HS Graduates Enrolled at Institution	22%	7%	9	9	2%	4
Market Penetration Rate (AY2005-06 HC/SA Population)						
Credit Students	2%	1%	13	8	11%	4
Non-Credit Students	3%	1%	12	8	45%	3
Workforce Development-FY 2006						
Duplicated Headcount	7,458	773	10	9	12%	1
Total Costs	\$567,554	\$76,968	10	9	6%	1
Total Revenue	\$600,518	\$142,722	10	8	10%	1
Net Revenue	\$32,964	\$47,754	10	4	49%	3
Net Revenue as Percent of Total	9%	38%	10	2	83%	1
Average Credit Section Size - F05	17	17	12	6	18%	4
Credit Course Student/Faculty Ratio-F05	20.96	15.30	13	7	21%	4
Instructional Faculty Load (F05 Sections with 6+ students)						
Percent Sections by Full-time Faculty	64%	61%	12	7	76%	1
Percent Section by Part-time Faculty	36%	39%	12	6	23%	4
Percent Credit Hours by Full-time Faculty	68%	62%	13	9	71%	2
Percent Credit Hours by Part-time Faculty	32%	38%	13	5	28%	3
Distance Learning-F05						
DL Percent of Credit Hours	8%	10%	11	5	78%	1
DL Percent of Sections	7%	10%	10	4	76%	1
Percent A and B Grades	53%	54%	11	6	73%	2
Completer Success Rate (Grades A-C/all but W)	81%	80%	11	6	62%	2
Percent of Completers (All but W/Enrolled)	84%	81%	11	8	47%	3
Percent of Withdrawals (W/Total)	16%	19%	11	4	53%	2
Student/Student Services Ratio (F05 enrollment/Prof SS Staff)						
Career Services		0				4
Testing & Assessment Services	2021	1466	10	8	16%	4
Financial Aid	1040	733	12	8	14%	4
Counseling & Advising	1036	733	12	7	40%	3
Recruitment, Admissions, Registration	817	586	12	6	27%	3
Student Activities		0				4
Employee Retirements & Departures-AY 2005-06						
Retirement Rate	3%	2%	12	5	58%	2
Departures Rate	7%	17%	12	2	96%	1
Employee Grievances & Harassment Actions						
		0				

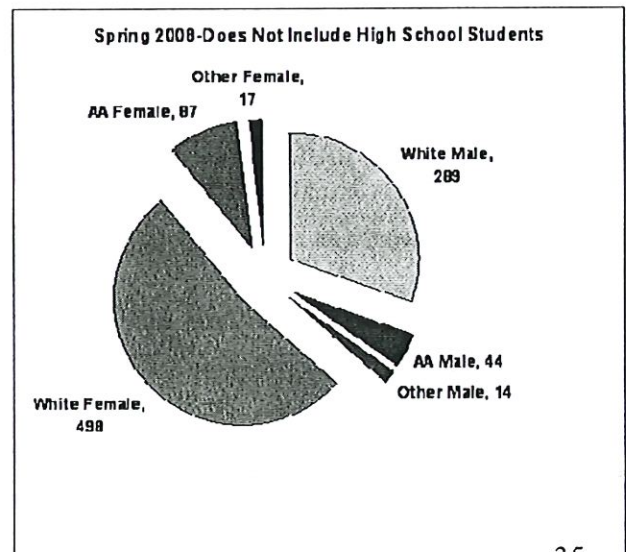
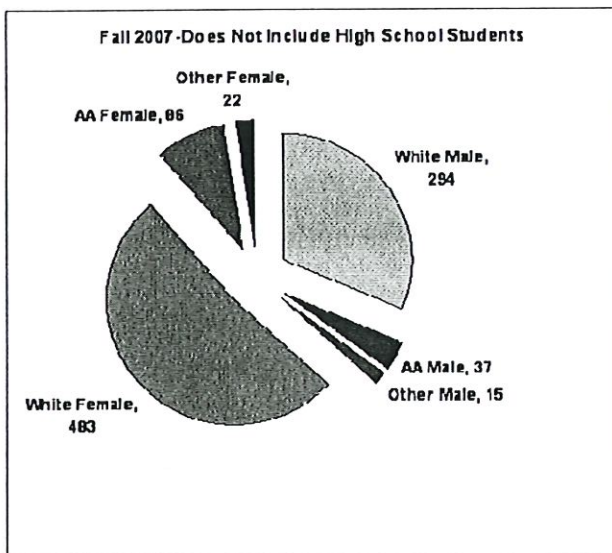
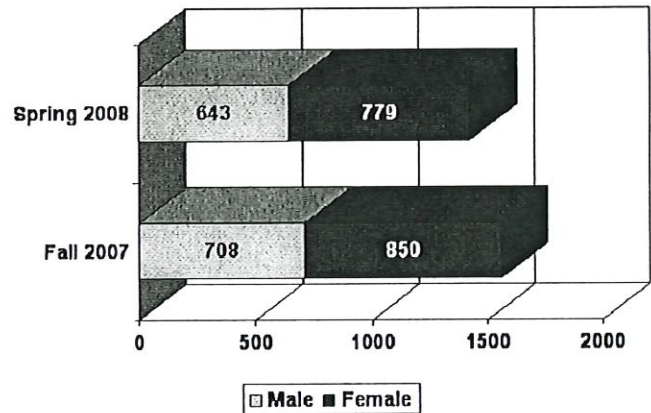
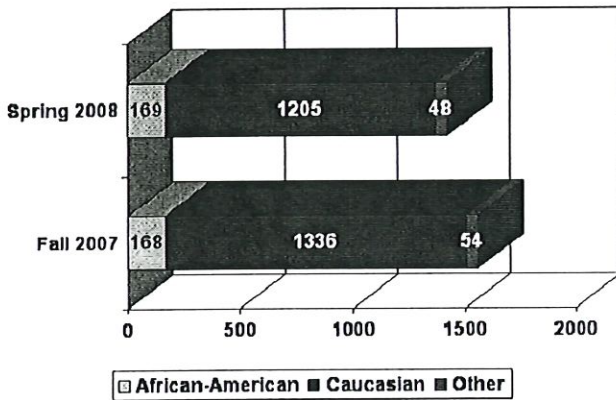
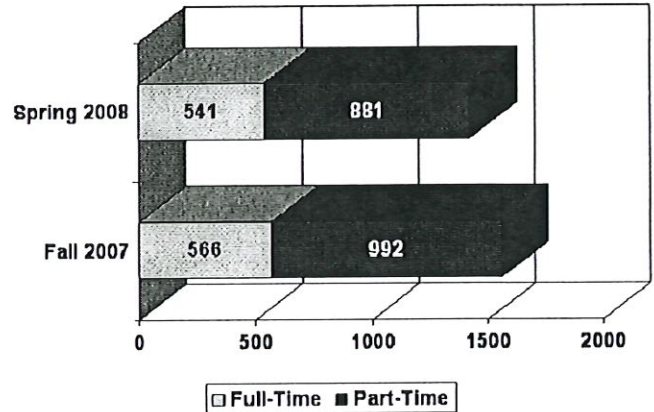
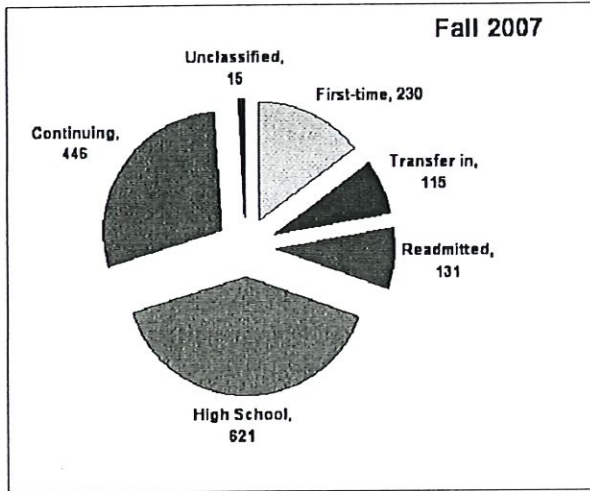
Student Data.

The 2007-2008 academic year began with the Summer 3, 2007 semester and continued through the Summer 2, 2008 semester. Unduplicated headcount for the 2007-2008 academic year was 2,144 students enrolled in 27,061 student semester credit hours for an annualized full-time equivalent (SSCH/30) of 902. The college's largest unduplicated headcount was in 2005-2006 with 2,208 students; however, this year's full-time equivalent is the college's largest (in 2005-2006 it was 881).

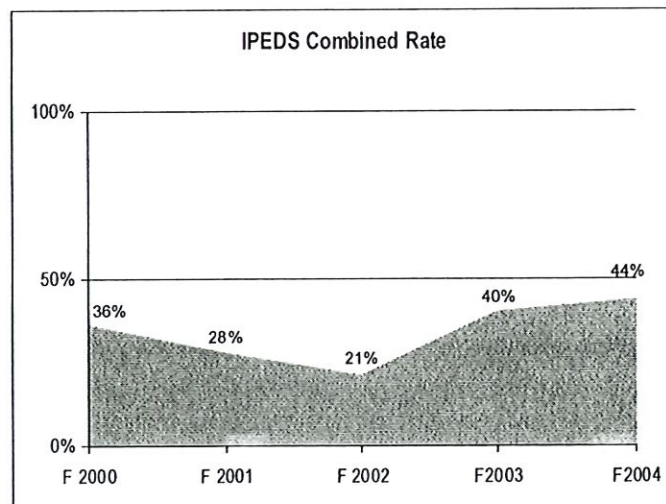
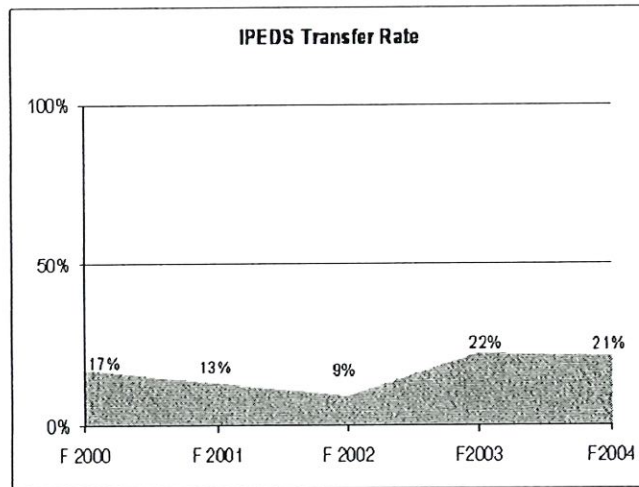
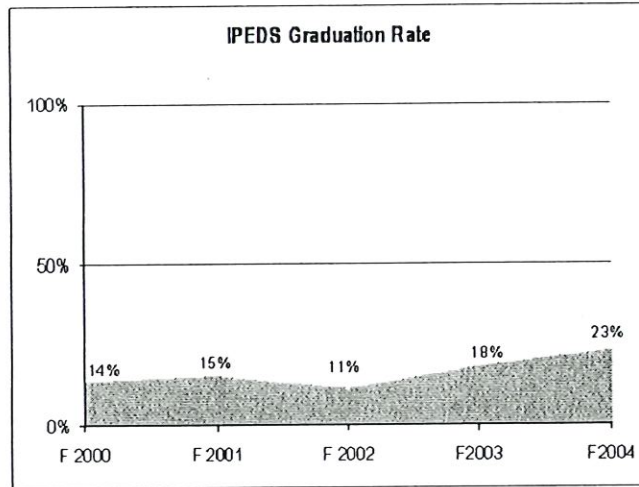
- Summer 3, 2007—Total enrollment for the Summer 3, 2007 semester (5 week) was 87 students enrolled in 355 SSCH for a full-time equivalent (SSCH/15) of 24. The college's largest Summer 3 enrollment was in 2002 with 135 students enrolled in 568 SSCH for a full-time equivalent of 38.
- Fall 2007—Total enrollment for the fall 2007 semester was 1,558 students enrolled in 12,348 student semester credit hours (SSCH) for a full-time equivalent of 823. This represents a less than 1 percent decrease when compared to fall 2006 enrollment of 1,565 students and 4 percent increase in SSCH (fall 2006=11,909). The college's largest fall enrollment was in fall 2005 with 1,590 students enrolled in 12,391 SSCH. The mean age of fall 2007 students was 23, without high school students the mean age was 28; 360 students were enrolled in one or more online class for 1,841 SSCH. Enrollment by division majors was: Applied Science Technology=123; Arts & Sciences=362; Allied Health Sciences=151; Business Technology=91; Professional Studies=124; Undeclared=707 (621 were high school concurrent students). In fall 2007, 108 of the service area's 2007 high school graduates (most from Glen Rose-18) and 6 students completing their GED in 2007 enrolled as first-time entering students; these students represented 50 percent of the college's 230 first-time entering students.
- Spring 2008--Total enrollment for the spring 2008 semester was 1,422 students enrolled in 11,721 SSCH for a full-time equivalent of 781. This represents a less than 1 percent decrease when compared to spring 2007 enrollment of 1,428 students and a 3 percent increase in SSCH (spring 2007=11,411). The college's largest spring enrollment was in spring 2006 with 1,444 students enrolled in 11,533 SSCH. The mean age of spring 2008 students was 24, without high school students the mean age was 28; 361 students were enrolled in one or more online class for 1,810 SSCH. Enrollment by division majors was: Applied Science Technology=112; Arts & Sciences=313; Allied Health Sciences=165; Business Technology=119; Professional Studies=108; Undeclared=605 (473 were high school concurrent students).
- Summer 1 and 2, 2008—Arkansas Department of Higher Education reporting guidelines include OTC's Summer 1 and 2 enrollments in one report. Summer 1 (10-week semester) actually runs concurrently with Summer 2 (5-week semester) and Summer 3 (5-week semester). Summer 1 and 2 begin on the same date. Total enrollment for Summer 1 and 2 was 456 students enrolled in 2,518 SSCH for a full-time equivalent of 168. (Summer 1 enrollment was 119 students; Summer 2 was 381.) This represents the college's largest enrollment for these semesters.

- Off-schedule semesters—The college enrolled students in two off-schedule semesters. Fall Off-Schedule—13 students were enrolled in two courses (Nursing Assistant and Basic Medication Assistant) generating 91 SSCH. Spring Off-Schedule—4 students were enrolled in two courses (Truck Driving Theory and Truck Driving Lab) generating 28 SSCH.

Additional student data is delineated in the charts that follow.



Completion and Transfer—The following graduation and transfer data are those reported to the Federal Government through the Integrated Postsecondary Education Data System (IPEDS). Through this system, a cohort of fall first-time, full-time, award-seeking students are tracked through 150 percent of time for award completion. The 2007-2008 IPEDS Graduation Rate report was on the college's fall 2004 cohort of 189 students.



- Graduates—The following charts delineate graduation data for the 2007-08 academic year. The first chart indicates the demographics of the 334 graduates; the second chart indicates all 386 awards and duplicated demographics.

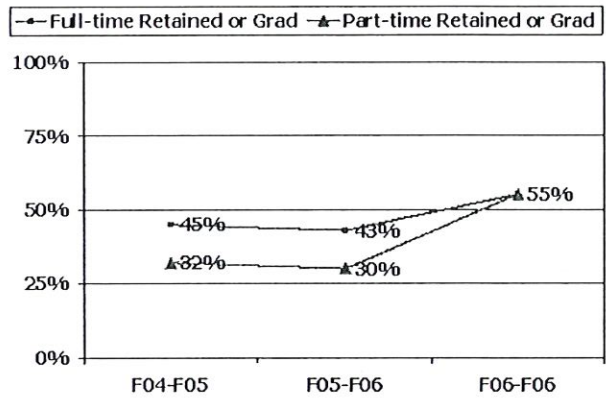
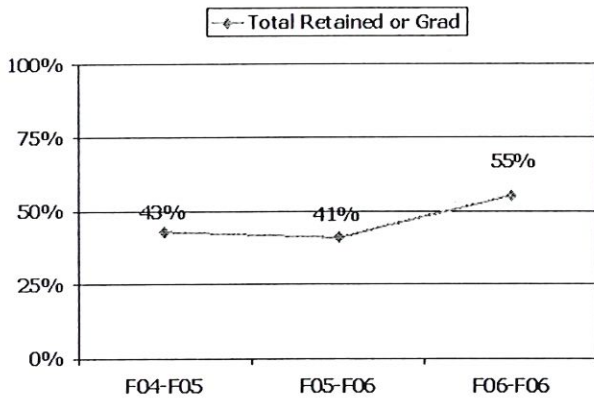
Unduplicated Graduates for Academic Year 2008						
During 2007-08, a total of 334 students graduated with 386 Awards (Associate Degree=78, Technical Certificate=143, Certificate of Proficiency=165). The following chart reports the demographics of the 334 students.						
	Male		Female		Total	
	N	Percent	N	Percent	N	Percent
Asian or Pac Islander	2	0.60%	0	0.00%	2	0.60%
Black/Afr-Amer	6	1.80%	32	9.58%	38	11.38%
Hispanic	1	0.30%	6	1.80%	7	2.10%
Amer Ind or AK Native	0	0.00%	1	0.30%	1	0.30%
White	88	26.35%	196	58.68%	284	85.03%
Non-resident Alien	2	0.60%	0	0.00%	2	0.60%
Unknown	0	0.00%	0	0.00%	0	0.00%
Total	99	29.64%	235	70.36%	334	100.00%

Awards for Academic Year 2008 (July 1, 2007 through June 30, 2008)																	
	Ethnicity/Gender														N Grand Total	Percent Grand Total	
	Asian/PI		Black/Afr-Amer		Hispanic		Amer Ind/Alas		White/Caucasian		Non-Res Alien		Total				
	M	F	M	F	M	F	M	F	M	F	M	F	M	F			
Allied Health Sciences (AHS)																	
AAS Nursing				2					1	11			1	13	14	3.63%	
TC Practical Nursing				4		1			4	45			4	50	54	13.99%	
CP Medical Administration				1		1				3			0	5	6	1.30%	
CP Nursing Assistant				1	8	1			7	47	1		9	56	66	16.84%	
CP Nursing Assistant-Career Ctr						1				8			0	9	9	2.33%	
AHS Total	0	0	1	15	0	4	0	0	12	114	1	0	14	133	147	38.08%	
Arts, Sciences, Education (ASE)																	
AA General Education				1	1	1			1	14	20			16	22	38	9.84%
AAT-Teaching											3			0	3	3	0.78%
CGS General Studies				1	2	1			1	14	23	1		17	26	43	11.14%
ASE Total	0	0	2	3	2	0	0	2	28	46	1	0	33	51	84	21.76%	
Applied Science Technologies (AST)																	
AAS Computer Information Systems										3	2			3	2	5	1.30%
AAS Criminal Justice											1			0	1	1	0.26%
AAS Engineer Manf Technology	1													1	0	1	0.26%
AAS Manf Tech-Ind Electronics														0	0	0	0.00%
TC Computer Repair														0	0	0	0.00%
TC Cosmetology				2					1	15			3	15	18	4.66%	
TC Engineer Manf Tech	1												1	0	1	0.26%	
TC Industrial Maintenance	1												1	0	1	0.26%	
CP Automotive Service-Career Ctr				1					9	1			10	1	11	2.85%	
CP CISCO											1		0	1	1	0.26%	
CP Computer Repair	1									1			1	1	2	0.52%	
CP Criminal Justice-Career Ctr					2				4	2			4	4	8	2.07%	
CP Hair Care-Career Ctr				7							4		0	11	11	2.85%	
CP Ind Equip Maint	1									1			2	0	2	0.52%	
CP Ind Equip Maint-Career Ctr										2			2	0	2	0.52%	
CP Ind Electronics	1									1			2	0	2	0.52%	
CP MCSE Advanced													0	0	0	0.00%	
CP MCSE Basic													0	0	0	0.00%	
CP Network Security											1		0	1	1	0.26%	
CP Power Equip Maint-Career Ctr										8			8	0	8	2.07%	
CP Welding-Career Ctr										6	1		6	1	7	1.81%	
ASE Total	6	0	3	9	0	0	0	0	35	29	0	0	44	38	82	21.24%	
Business Technology (BT)																	
AAS Accounting											1			0	1	1	0.26%
AAS Management				1						2	1			2	2	4	1.04%
AAS Med Office Adm										6			0	6	6	1.55%	
AAS Med Transcript										4			0	4	4	1.04%	
AAS-Office Adm										1			0	1	1	0.26%	
TC Accounting										4			0	4	4	1.04%	
TC Adm Professional										1			0	1	1	0.26%	
TC Management	1			1						3	2		5	2	7	1.81%	
TC Med Office Adm					1					7			0	8	8	2.07%	
TC Med Coding				1						1			0	2	2	0.52%	
BT Total	1	0	1	3	0	0	0	0	5	28	0	0	7	31	38	9.84%	
Professional Studies (PS)																	
AAS Early Childhood Education				2							2			0	4	4	1.04%
CP Early Childhood Education				2		2					4			0	8	8	2.07%
CP Electrical Apprenticeship-Advanced														0	0	0	0.00%
CP Electrical Apprenticeship-Basic										18			18	0	18	4.66%	
CP Explosive Detection													0	0	0	0.00%	
CP Truck Driving										4	1		4	1	5	1.30%	
PS Total	0	0	0	4	0	2	0	0	22	7	0	0	22	13	35	9.07%	
OTC Grand Total	7	0	7	34	2	6	0	2	102	224	2	0	120	266	386	100.00%	
OTC Percentage	1.81%	0.00%	1.81%	8.81%	0.52%	1.55%	0.00%	0.52%	26.42%	58.03%	0.52%	0.00%	31.09%	68.91%	100.00%		

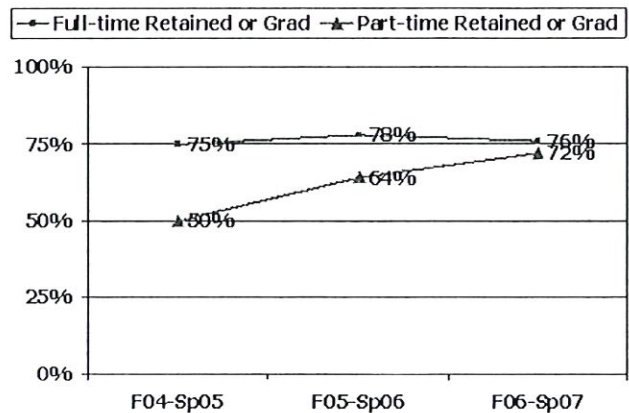
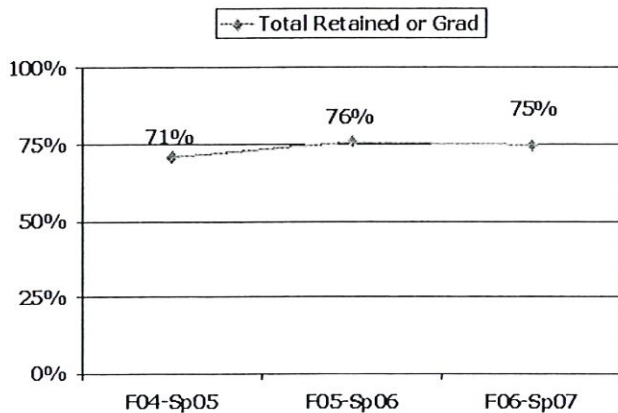
- Retention—The data included in the following table indicate the fall-to-fall and fall-to-spring retention of first-time, award-seeking students. Students who re-enrolled or had graduated were counted as “retained.” These data are also presented in chart form below.

Semester	Attend Status	Cohort N	N Retained or Grad	% Retained or Grad
Fall to Fall				
F2004-F2005	Total	217	94	43%
	Full-time	189	85	45%
	Part-time	28	9	32%
F2005-F2006	Total	209	85	41%
	Full-time	176	75	43%
	Part-time	33	10	30%
F2006-F2007	Total	182	100	55%
	Full-time	153	84	55%
	Part-time	29	16	55%
Fall to Spring				
F2004-Sp2005	Total	217	155	71%
	Full-time	189	141	75%
	Part-time	28	14	50%
F2005-Sp2006	Total	209	158	76%
	Full-time	176	137	78%
	Part-time	33	21	64%
F2006-Sp2007	Total	182	137	75%
	Full-time	153	116	76%
	Part-time	29	21	72%

Fall-to-Fall Retention:



Fall-to-Spring Retention:



- End of Term Completion—The following data indicate completion and success rates for the fall and spring semesters. Records with a grade of “credit” or of “audit” have been eliminated from these results.

Semester	Course Type	Enrolled N	Completed (A-F)		Withdrawn		Incomplete		Successful (A-C)	
			N	Percent	N	Percent	N	Percent	N	Percent
Fall 2007	Total	3841	3383	88%	458	12%	0	0%	2934	76%
	Developmental	380	326	86%	54	14%	0	0%	196	52%
	College-level	2695	2359	88%	336	12%	0	0%	2068	77%
	Career Center	333	310	93%	23	7%	0	0%	304	91%
	Concurrent	433	388	90%	45	10%	0	0%	366	85%
	AS-College-level	1746	1501	86%	245	14%	0	0%	1278	73%
	AS-Developmental	375	321	86%	54	14%	0	0%	193	51%
	AST	636	596	94%	40	6%	0	0%	570	90%
	BT-College-level	396	364	92%	32	8%	0	0%	323	82%
	BT-Developmental	5	5	100%	0	0%	0	0%	3	60%
	HHST	621	544	88%	77	12%	0	0%	522	84%
	PS	62	52	84%	10	16%	0	0%	45	73%
	On-Campus	2666	2372	89%	294	11%	0	0%	2032	76%
	Online	581	478	82%	103	18%	0	0%	394	68%
	Off-Campus	594	533	90%	61	10%	0	0%	508	86%
Spring 2008	Total	3730	3319	89%	389	10%	22	1%	2965	79%
	Developmental	325	279	86%	46	14%	0	0%	169	52%
	College-level	2824	2498	88%	304	11%	22	1%	2278	81%
	Career Center	272	243	89%	29	11%	0	0%	243	89%
	Concurrent	309	299	97%	10	3%	0	0%	275	89%
	AS-College-level	1503	1321	88%	170	11%	12	1%	1161	77%
	AS-Developmental	316	271	86%	45	14%	0	0%	161	51%
	AST	578	505	87%	71	12%	2	0%	480	83%
	BT-College-level	508	450	89%	50	10%	8	2%	409	81%
	BT-Developmental	9	8	89%	1	11%	0	0%	8	89%
	HHST	755	710	94%	45	6%	0	0%	696	92%
	PS	61	54	89%	7	11%	0	0%	50	82%
	On-Campus	2728	2435	89%	277	10%	16	1%	2170	80%
	Online	582	485	83%	91	16%	6	1%	421	72%
	Off-Campus	420	399	95%	21	5%	0	0%	374	89%

- Achieving the Dream Data—As indicated previously, in 2007-2008, OTC became a Round Four Achieving the Dream (AtD) participant. The goal of this initiative is: “to achieve high rates of success for all students—and especially groups that have traditionally faced the most significant barriers to success—colleges must have a student-centered vision, a culture of evidence and accountability, and a commitment to equity and excellence

Through AtD cohorts of full- and part-time, award-seeking students who are new to the institution in a fall semester (first-time entering and transfer) are tracked. Data studied this year included 2004, 2005, and 2006 cohorts enrolled from fall 2004 through summer 2007. AtD's following Five Indicators of Institutional Improvement were analyzed. (Specific data results, by gender and ethnicity, have been provided college-wide, therefore, they are not included in this report.)

1. Complete developmental courses;
2. Complete College Algebra and Composition I;
3. Successfully complete attempted courses;

4. Re-enroll from term to term and year to year;
5. Earn certificates and degrees.

Results of overall AtD data analysis by the Data Team are listed on pages 2 and 3 of this report. Findings of data analysis of the five AtD Indicators were:

- Low success rates in intermediate algebra (44 percent in combined fall 2004, 2005, 2006 cohorts);
- Low percentage of cohort students graduate, transfer, or re-enroll (44 percent for fall 2004 cohort tracked to summer 2007);
- Low success rates of African-Americans in basic composition (54 percent as compared to 70 percent for total population in combined 2004, 2005, 2006 cohorts).

The above findings became priorities that will be addressed through AtD. Interventions that will be implemented in 2008-09 include (1) Intermediate Algebra—the pilot of an increased-time I CAN Learn math lab class to 240 minutes per week (now 150 minutes per week), the pilot of a teacher-led class, and their comparison to the current I CAN Learn lab delivery; (2) the review and revision of first-year experience components (orientation, advising, engagement activities, tutoring, etc.); (3) Basic Composition—pilot a combination basic grammar/basic composition class, conduct focus groups with African-American males for their input on writing topics, training faculty in writing pedagogies that contextualize grammar instruction within students' own writing. Measurable two-year and four-year goals for each of these interventions have been established.

Employee Data.

The following employee data are as reported to IPEDS on the 2007-08 Human Resources Survey and are categorized by "Assigned Position"; November 1, 2007, was the census date.

November 1, 2007, Census Date	Caucasian			African-American			Other			Total	Total	Grand
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Full Time												
Faculty	13	23	36	0	2	2	0	0	0	13	25	38
Executive/administrative/managerial	5	6	11	1	1	2	0	0	0	6	7	13
Professional staff	2	3	5	2	1	3	0	0	0	4	4	8
Technical & paraprofessional staff	3	13	16	0	0	0	0	0	0	3	13	16
Clerical & secretarial staff	0	16	16	0	2	2	0	0	0	0	18	18
Service/maintenance staff	11	0	11	0	0	0	0	0	0	11	0	11
Full-time Total	34	61	95	3	6	9	0	0	0	37	67	104
Part Time												
Faculty	20	45	65	0	3	3	3	1	4	23	49	72
Executive/administrative/managerial	0	0	0	0	0	0	0	0	0	0	0	0
Professional staff	2	2	4	0	0	0	0	0	0	2	2	4
Technical & paraprofessional staff	0	1	1	0	0	0	0	0	0	0	1	1
Clerical & secretarial staff	2	5	7	0	5	5	0	0	0	2	10	12
Service/maintenance staff	9	3	12	0	0	0	0	0	0	9	3	12
Part-time Total	33	56	89	0	8	8	3	1	4	36	65	101
Grand Total	67	117	184	3	14	17	3	1	4	73	132	205

APPENDIX C

Workforce Alliance for Growth in the Economy (WAGE)

Workforce Alliance for Growth in the Economy (WAGE) has been an effective system of providing credentials and recognition of employability and specific occupational skills in a number of common areas. Some of the facts about WAGE include:

- WAGE stands for Workforce Alliance for Growth in the Economy™.
- WAGE is a work-based certificate program conducted by Adult Education.
- WAGE includes 112 basic skills competencies based on the U.S. Department of Labor Secretary's Commission on Achieving Needed Skills (SCANS), determined as essential by the nation's and Arkansas' employers.
- WAGE offers three state-related certificates: industrial, clerical, and employability.
- The industrial and clerical certificates include all 112 competencies with additional requirements for the respective certificates. The employability certificate allows for local alliances' flexible choices of competencies and grade-level equivalency goals.
- WAGE accepts students who assess at less than a 12.9 grade-level (12th grade, 9th month) equivalency on the TEST of Adult Basic Education (TABE) and who have a goal of obtaining a job, retaining a job, improving their skill level to gain improved employment, or entering next-level workplace training.
- WAGE is based on the same alliance principles as the Workforce Investment Act and requires more than 50 percent employer participation on the local WAGE alliance advisory committee for an Adult Education Center to become WAGE-certified.

APPENDIX D

Early Childhood Education Courses, 2007-08 School Year

A detailed list of the professional development courses that the Early Childhood Education department offered during the 2007-2008 school Year is shown below.

- INDEX-Investigating, Discovering, and Exploring: Math and Science for Young Children

Early childhood educators who teach 3-5 year old children
June 28, July 12 & 26, August 9 & 23--- 9:00a.m.-3:30p.m.
St. Michael's Learning Center, 1125 Malvern Ave., Hot Springs
Registration deadline- June 23

- Child Care Orientation Training-CCOT

Basic training for beginning teachers who teach children birth-age eight
July 7 & 14---- 9:00a.m.-2:30p.m.
Ouachita Technical College, One College Circle, Malvern
Training will take place in the Great Room
Registration deadline- July 1

- "WILD About Early Learners"

A training to assist early childhood educators in teaching children about nature
Early childhood educators who teach 3-5 year old children
July 21 ---- 9:00a.m.-3:30p.m.
Ouachita Technical College, One College Circle, Malvern
Training will take place in the Great Room
Please bring a sack lunch and wear comfortable clothing. Some activities will take place outside.
Registration deadline- July 16

- Observation and Documentation-- Objective Vs Subjective Documentation

Early childhood educators who teach children birth-age eight
July 21 --- 6:00p.m.-8:00p.m.
Ouachita Technical College, One College Circle, Malvern
Training will take place in B306
Registration deadline- July 16

- Sixteen Competencies to Becoming a Professional in Early Childhood Education

Information will come from *Fundamentals of Early Childhood Education*
August 7 --- 6:00p.m.-8:00p.m.
Happyland Child Care Center, 2012 Pine Street, Arkadelphia
Registration deadline- August 1
August 26 --- 6:00p.m.-8:00p.m.
Ouachita Technical College, One College Circle, Malvern
Training will take place in B306
Registration deadline- August 20

- "We All Sing With the Same Voice"—Music from around the world
Begin with an introduction to words and music from J. Philip Miller and Sheppard M. Greene
September 23 --- 6:00p.m.-8:00p.m.
Ouachita Technical College, One College Circle, Malvern
Training will take place in B306
Registration deadline- September 17