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OUACHITA TECHNICAL COLLEGE

2008-09 ANNUAL REPORT

BY

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President

Respectfully submitted to the
Ouachita Technical College Board of Trustees

Tuesday, July 28, 2009

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OUACHITA TECHNICAL COLLEGE
2008-09 ANNUAL REPORT

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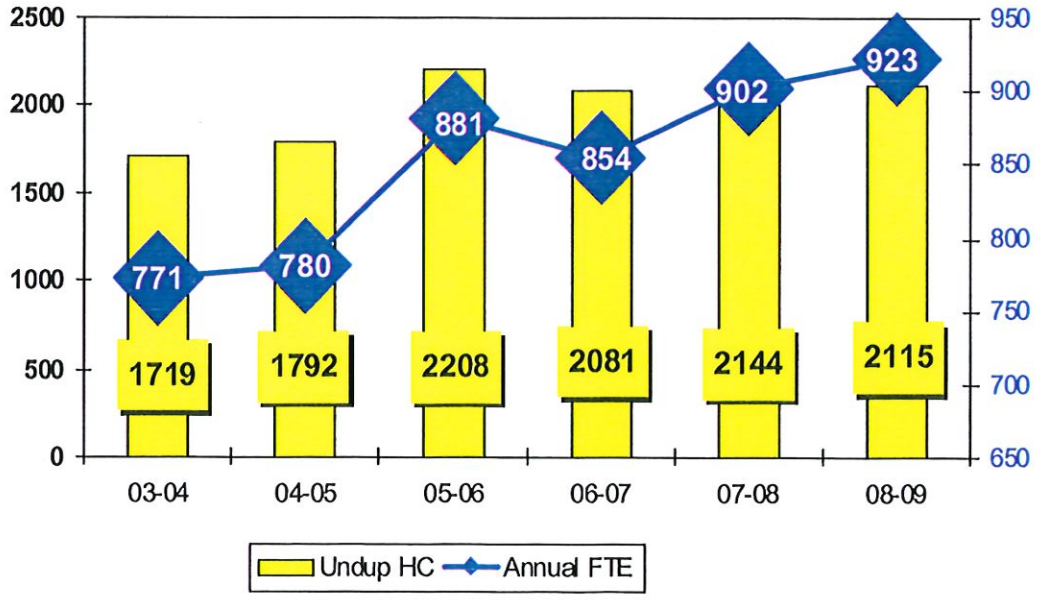
INTRODUCTION

For Ouachita Technical College, the 2008-09 school year that began on July 1, 2008 and ended June 30, 2009 was an exciting year in the 39-year history of the institution. The College is a comprehensive public two-year college of higher learning composed of:

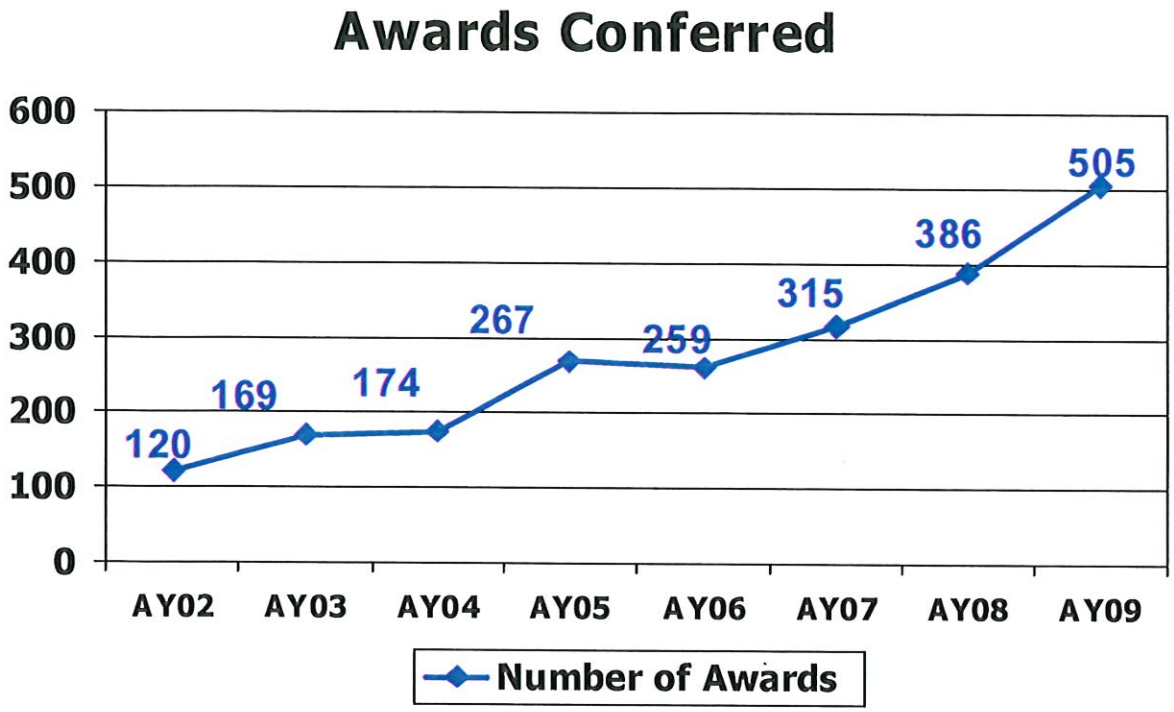
1. The Ouachita Area High School Career Center made up of seven instructional programs serving approximately 300 students in nine different high schools. Over 124 of these students earned a College Certificate of Proficiency this year – a 30 percent increase from 2007-08.
2. The Ouachita Area Adult Education Center headquartered at the Malvern Workforce Center serving over 2,000 students and producing 59 GED graduates and 56 WAGE graduates.
3. The College, itself, which served 2,115 students (unduplicated headcount) and conferred 505 awards.
4. Workforce Education, professional studies, and Continuing Education operation that included customized industry training, Electrical Apprenticeship involving about 155 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 2003-04 through 2008-09. 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.

Annualized Unduplicated Headcount and Full-time Equivalent Hours



The awarding of a record number of 505 college degrees and certificates including College certificates to 124 high school students, the success with Achieving the Dream, and the great progress with reaccreditation were the most significant accomplishments.



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

The Applied Science Division has expanded to allow for more lab space. 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, and safety.

Indicators of Student Success

Retention and Engagement

OTC received an outstanding report from the Achieving the Dream initiative, including comments in the four broad areas mentioned below:

Committed Leadership

- The commitment shown by the president, administrators, faculty, and staff to student success and closing achievement gaps.
- An increased focus on student success.

Use of Evidence to Improve Policies, Programs, and Services

- The use of disaggregated, longitudinal data in institutional decision-making.

Broad Engagement

- The involvement of a broad spectrum of stakeholders in decision making.
- Professional development for faculty and staff.

Systemic Institutional Improvement

Credentials

The instructional divisions have been extremely productive this year in awarding degrees and certificates. These awards are summarized below:

Allied Health Sciences
AAS RN – 23
TC LPN – 57
TC Pre-Allied Health – 15
C of P Medication Assistant – 5
C of P CNA – 63

Applied Science
AAS CIS – 5
TC CIS - 3
AAS Engineering Technology – 2
AAS Criminal Justice – 1
AAS General Technology – 2
TC Cosmetology – 9
TC Computer Repair – 3
C of P Cisco – 2
C of P Computer Programming – 3
C of P Computer Repair – 3
C of P Microsoft Certified Professional – 3
C of P Network Security – 3

Arts and Sciences
AA - 44
AAT - 6
TC General Studies – 38

Business Technology
AAS Accounting - 4
TC Accounting – 2
AAS Management – 4
TC Management – 4
AAS Medical Office Administration – 13
TC Medical Office Administration – 11
TC Medical Coding – 6
TC Medical Transcription – 3
TC Medical Terminology - 9
AAS Office Administration – 4
TC Office Administration - 4

Career Center
Automotive – 36
Cosmetology – 5
Criminal Justice – 7
IEMT - 13
Medical Terminology - 27
Power Equipment - 32
Welding - 4

Employment

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 systems analyst for Axiom at a salary of $42,000 per year, accounting supervisor for the State of Arkansas at a salary of $37,000 per year, computer programming for the State of Arkansas at a salary of $39,000 per year, medical office manager at UAMS at a salary of $35,000 per year, and director of nursing at Saline Memorial Hospital at a salary of $44,000 per year.

Student Awards

Student success was also documented by the OTC students who achieved recognition in the 2008 Skills USA competition. Students in the areas of medical office administration, medical professions, cosmetology, automotive, and welding were winners in this 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 significantly upgrade the nursing skills lab. 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 Carl Perkins grant, two faculty members from the Applied Science Division attended an intensive computer information systems workshop at the prestigious CISCO academy and will subsequently upgrade the curriculum in this 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 developed in response to suggestions from the Computer Information Systems Advisory

Committee and to meet the needs of area business and industry has enjoyed great success this year. Also funded by monies from a Carl Perkins grant, the Applied Science Division has established a Certification Center on campus where technical students have tested for national certifications such as Net+, CISCO, Microsoft Professional, and A+. Monies from this grant have also funded certification test fees for 20 students this past 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.

In response to the shortage of prison guards in Arkansas, the 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 have benefited 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 High School Career Center celebrated its second Conferring of Awards ceremony to recognize students who received Certificates of Proficiency.

This past year, the OTC Library staff conducted training sessions for over 370 students in 22 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 twelve books were read and discussed during the 2008-09 academic year. The Library featured twelve 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 antique china, campaign memorabilia, and photos of various stages of construction of the Arts and Sciences building. The Library acquired a total of 360 new items for instructional use and finished the year with a total of 1,214 new users.

Professional Development

Professional development opportunities for faculty and instructional staff have been provided in the areas of student engagement, collaborative learning, entrepreneurship, 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 and the CISCO Institute for Internet Security.

Office of Planning and Assessment 2008-2009

The Office of Planning and Assessment administered by June Prince, vice president, and assisted by Christie Roark, statistician, is responsible for the following:

- Coordination of College Planning;
- Coordination of Assessment/Institutional Effectiveness Process;
- Preparation of Federal, State, Office of Civil Rights Reports;
- Serving as the Keyholder for the Integrated Postsecondary Education Data System (IPEDS);
- Conducting institutional research;
- Coordination of Higher Learning Commission Accreditation and Reporting.

Planning and Assessment, plays a vital role in the provision of information for decision-making to help fulfill the stated mission and goals of Ouachita Technical College. Having the chief responsibility for institutional research, this office develops, collects, analyzes, and disseminates information that assists in making informed decisions to enhance student success, and thus, improved institutional performance and accountability. This information is communicated through presentations, a newsletter, email, Intranet postings, meetings, and reports. This office works closely with the Information Technology and Student Affairs departments.

The following report conveys the major activities of the Office of Planning and Assessment for the 2008-09 academic year within the areas of planning, Achieving the Dream, assessment/institutional effectiveness, enrollment data, completion and transfer data, reporting requirements, institutional research, Higher Learning Commission accreditation and reporting. It also delineates performance data on a variety of measures. A more thorough accounting of college performance will be published in the *2008-09 Institutional Progress/Report Card* that documents measurement of the college's Strategic Goals; this report will be disseminated in September 2009.

Below is a synopsis of the report that follows:

- Strategic, Operational, and Institutional Effectiveness/Assessment plans are in place;

- The Board of Trustees has indicated the need to investigate a college name change;

- Achieving the Dream data indicates mixed results; however, the data sets are small making it difficult to draw concrete conclusions;

- Assessment is on-going, and processes are in place that enhance informed decision-making;
- The 2008-09 academic year generated the highest annualized full-time equivalent in history (923);

- Fall 2008 enrollment was the highest in the college's history (1,600);

- Spring 2009 enrollment and student semester credit hours were the highest in the college's history for a spring semester (enrollment of 1,483 and SSCH of 12,167)

- Summer 1 and 2 combined semester enrollments were the highest in the college's history for those semesters (463);

- College enrollments indicate that the majority of students are part-time, are female, are Caucasian; in Fall 2008, students with an enrollment status of "high school" made up the largest group (597) and in Spring 2009, those with an enrollment status of "continuing" were the largest group (694);

- Graduation and transfer rates, as calculated for IPEDS, have remained stable;

- The college conferred the largest number of awards in history in 2009; 424 students graduated with 505 awards, a 27 percent increase in students and a 31 percent increase in awards;

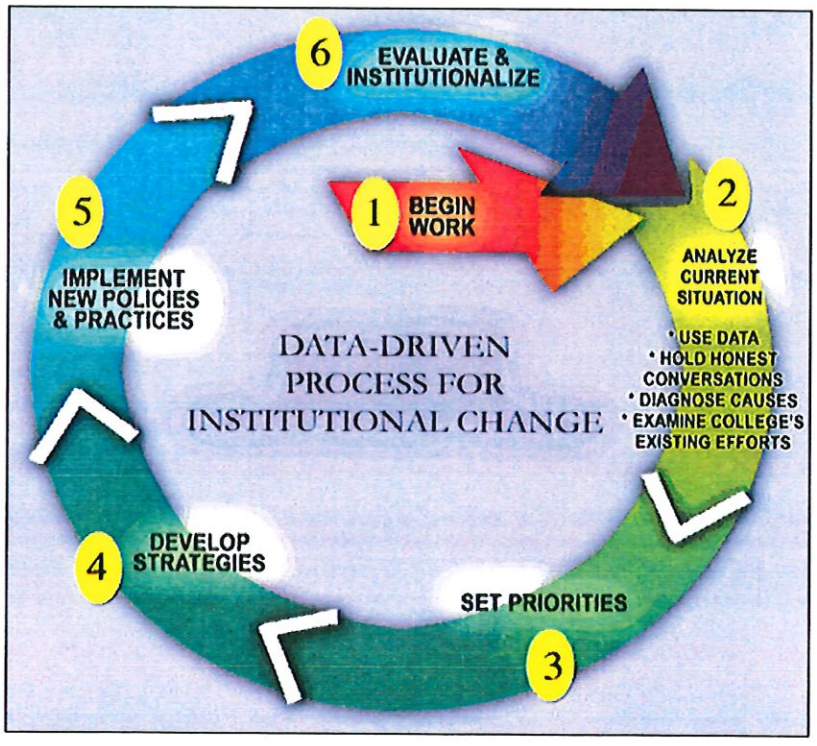
- The communication of data, information, etc., was enhanced with the creation of an Institutional Research site on the college's Intranet;

- All external reporting requirements for 2008-09 were met;

- The college's self-study for its September 2010 Higher Learning Commission visit for re-affirmation of accreditation began.

College Planning

In 2007-08 the college adopted Achieving the Dream's "Data-Driven Process for Institutional Change." Shown in the accompanying diagram, OTC continued with this model in 2008-09.



- In 2008-09, the college began to implement the Strategic Plan that was approved by the Board of Trustees on March 25, 2008. This was done through Annual Action Plans completed by each department/division that tied their planned actions/activities to a related Strategic Action Area and Strategic Goal. Evaluation and documentation of accomplishments of these plans were submitted in April and are available on the Institutional Research tab of the Intranet; those with OTC Intranet access can click here to access these plans/evaluations.

- On May 12, 2009, during the Board of Trustees' Retreat, June Prince led the Board through an information session regarding college progress on each of the four Strategic Action Areas and their accompanying goals. The major outcome of the Board's review of measures was the need to investigate a college name change that would encompass the college's entire role and scope and thus enhance the public's and other states' understanding of the college.

- On July 1, 2009, the college was notified by Bill Rahn, Senior Program Manager of the Winthrope Rockefeller Foundation, that it had been awarded the Achieving the Dream (AtD) Implementation Grant. This award was the culmination of a "planning year" during the 2007-08 AtD Investment Grant year that lead to the identification of three areas that were addressed in the Implementation Grant. The findings of the study and strategies to address each included:

  1. Low success rates in Intermediate Algebra (44 percent in combined fall 2004, 2005, 2006 cohorts).

     Interventions implemented by the Arts and Sciences Division in math classes were the piloting a math lab class meeting 240 minutes per week rather than the current 150 minutes per week and the pilot of a traditional, teacher-led class that meets 150 minutes per week. The college set a goal for fall 2008 through spring 2010 Intermediate Algebra success rates (grades A-C) to be 49 percent. The following are the results for fall 2008 through spring 2009:
     - 51.72 percent success rate for lecture pilot (15/29)
     - 38.89 percent success rate of extended math lab pilot (7/18)
     - 46.81 percent combined success rate for the two above pilots (22/47)
     - 42.47 percent success rate for non-intervention, regular math lab (31/73)

  2. Low percentage of cohort students who graduate, transfer, or re-enroll (44 percent for fall 2004 cohort tracked to summer 2007).

     Strategies to improve this rate include the review and revision of first-year experience components (orientation, advising, engagement activities, tutoring, etc.), gathering additional data (particularly from student focus groups), and the implementation of a comprehensive "first-year experience." The college set a projected fall 2008 to fall 2009 retention rate for all students of 44 percent and 38 percent for African Americans (gap of 6). The actual fall 2007 to fall 2008 retention rate for the 2007 cohort's total population was 43 percent (113/261) and for African-Americans it was 35 percent (12/34) for a gap of 8.

Success rate goals (students who graduate, transfer, or re-enroll by the third academic year) were also projected; the goal for the fall 2006 cohort tracked to summer 2009 was set at 45 percent success rate for the total population and 38 percent (gap of 7) for African Americans. The actual success rate for the fall 2006 cohort total population is 62 percent (155/251), for African Americans it is 64 percent (23/36) for a gap of -2.

While these results are promising, it is premature to draw any conclusions due to the small data sets involved. In addition, many of the first-year experience interventions (required orientation for first-time entering and transfer students, and the one credit hour Student Opportunities Seminar required for first-time, full-time students) will not go into effect until fall 2009, therefore, all first-year experience interventions will begin with the fall 2009 cohort.

3. 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).

   Interventions include the pilot of a combination Basic Grammar/Basic Composition class, focus group with African-Americans for input on writing topics, faculty training on writing pedagogies that teach grammar within students' own writing, study other learner needs (text change, grading practices, etc.), if successful, eliminate Basic Grammar from the curriculum. The goal of a 59 percent African-American success rate in Basic Composition pilots for Fall 2008 through Summer 2009 was set. The following are the results of the Basic Grammar/Basic Composition pilots for Fall 2008 and Spring 2009; there were no summer 2009 classes:
   - 40.00 percent (4/10) pilot Basic Grammar/Basic Composition success for African-Americans;
   - 64.29 percent (9/14) pilot Basic Grammar/Basic Composition success for Caucasians and Others.
   - *Note: these data sets are too small to draw concrete conclusions.*

June Prince serves on the college's Achieving the Dream Core Team as the data coordinator and, with assistance from Kee Kratz, computer specialist, submit the required data reports (one general file and four term files each year). The Office of Planning and Assessment also assists in providing needed information for the completion of narrative/progress reports that are required by AtD and submitted by Dr. Sharon Seals, AtD Core Team Leader.

Assessment/Institutional Effectiveness

Recent calls for accountability by accrediting agencies, government agencies, and the public have increased the significance of assessment and institutional effectiveness endeavors. The college's Institutional Effectiveness Plan delineates the college's ongoing evaluation and assessment processes designed to facilitate data-driven decision-making; these processes perpetuate a culture of inquiry, evidence, and accountability by linking assessment, planning, and resource allocation for a positive impact on student learning. The college's Institutional Effectiveness Program consists of the following:

- Strategic Planning Process
- Assessment/Accountability Processes
- Operational Planning/Budgeting Process

Though assessment and institutional effectiveness are the responsibility of ALL college divisions and departments, June Prince chairs the Assessment Committee and

facilitates the Institutional and Academic Assessment Plan that was revised and approved by the Assessment Committee in spring 2009. The Assessment Committee also revised the Assessment Summary that is submitted by faculty on each class at the end of the fall and spring semesters. The Spring 2009 version of the Assessment Summary was expanded to include documentation of student attainment in general education outcomes. Assessment Plans submitted by Student Affairs and by each academic division are posted on the Institutional Research page of the Intranet.

In addition to the assessment of student academic achievement, many measures of institutional effectiveness are studied in relationship to the Strategic Plan. Key Performance Indicators (KPIs), identified in the Institutional and Academic Assessment Plan, will be documented in the *Institutional Progress/Report Card* to be published in September. The Assessment Committee will analyze the data and will report their findings for use in decision-making.

In spring 2009, the Community College Survey of Student Engagement (CCSSE), coordinated by the Vice President for Instruction, was administered; results have not yet been returned to OTC. The CCSSE and the Noel-Levitz surveys (on-campus students, online students, employees) are given in alternating years. The Noel-Levitz surveys will be administered in fall 2009.

The college joined the National Community College Benchmarking Project (NCCBP) in 2006; this was established as a response to the need for inter-institutional comparisons. Johnson County Community College worked with other two-year colleges from across the United States to develop a community college benchmark reporting process that was pilot tested and revised in 2003. The current process was implemented in 2004; data is reported in June and results are returned in the fall. The following chart compares OTC's June 2008 report with a selection of 12 peer colleges from Arkansas, Florida, Iowa, Kansas, Maine, Missouri, Tennessee, and Texas. It also documents aggregate data for all 188 participating community colleges. Information on the peer institutions and the aggregate report is available on the Institutional Research site of the Intranet.

2008 National Community College Benchmark Project Report						
	Peer	OTC	OTC's Peer Ranking		Aggregate (N=188)	
Outcome Area	Average	Average	N Reporting	OTC Rank	NCCBP %tile Rank	Quartile
Completion in Three Years						
Full-time, First-time in Fall 2004	27%	23%	13	8	68%	3
Part-time, first-time in Fall 2004	8%	18%	11	2	93%	1
Transfer in Three Years						
Full-time, First-time in Fall 2004	18%	21%	10	3	68%	2
Part-time, first-time in Fall 2004	16%	14%	7	4	61%	2
Persistence						
Full- and part-time from F06 to Sp07	69%	73%	13	4	82%	1
Full- and part-time from F06 to F07	46%	42%	13	11	18%	4
Noel-Levitz Student Satisfaction						
Fall 2006 - Scale is 1-7						
Overall Satisfaction	5.58	5.92	6	1	98%	1
Education Met Expectations	4.81	5.02	6	1	95%	1
Would Enroll Here Again	5.84	6.29	6	1	98%	1
CCSE Benchmarks - Spring 2006						
Student-Faculty Interaction	52.4	53	10	4	72%	2
Student Effort	52.9	57.4	10	1	99%	1
Active & Collaborative Learning	54.5	49.3	10	8	43%	3
Academic Challenge	50.2	50.7	10	5	62%	2
College-Level Course Retention & Success-F06						
Retention Rate (Grades A-F/Enrollment)	91%	90%	13	8	67%	2
Success Rate (Grades A-C/Enrollment)	77%	81%	13	2	88%	1
Completer Success Rate (Grades A-C/all but W)	85%	90%	13	1	82%	1
Developmental Course Retention & Success-F06						
Math Retention Rate	85%	84%	13	10	51%	2
Writing Retention Rate	86%	90%	11	4	70%	2
Reading Retention Rate	89%	94%	11	3	89%	1
Math Success Rate	54%	46%	13	11	9%	4
Writing Success Rate	65%	83%	11	1	98%	1
Reading Success Rate	73%	79%	11	3	91%	1
Math Completer Success Rate	64%	55%	13	11	6%	4
Writing Completer Success Rate	76%	92%	11	2	95%	1
Reading Completer Success Rate	82%	84%	11	5	69%	2
Success in First College-Level Course-F05 to F06						
Math Retention Rate (Col Alg/Int Alg Grades A-C)	81%	84%	11	6	53%	2
Writing Retention Rate (Comp I/Basic Comp A-C)	92%	92%	11	6	70%	2
Math Enrollee Success Rate (Int Alg A-C/Col Alg)	63%	79%	11	1	92%	1
Writing Enrollee Success Rate (Basic Comp A-C/Comp I)	72%	73%	11	5	63%	2
Math Completer Success Rate (Col Alg A-C/Col Alg but W)	78%	94%	11	1	96%	1
Writing Completer Success Rate (Comp I A-C/Comp I but W)	78%	79%	11	5	42%	3
Retention & Success in Core Academic Areas-F06						
Comp I Retention Rate (Completers/Enrolled)	92%	96%	13	1	98%	1
Comp II Retention Rate	85%	78%	12	10	27%	3
College Algebra Retention Rate	83%	82%	11	6	60%	2
Comp I Enrollee Success Rate (Grades A-C/Enrolled)	77%	86%	13	1	99%	1
Comp II Enrollee Success Rate	66%	59%	12	9	15%	4
College Algebra Enrollee Success Rate	63%	71%	11	4	91%	1
Comp I Completer Success Rate (Grades A-C/Completers)	83%	90%	13	1	96%	1
Comp II Completer Success Rate	78%	76%	12	7	18%	4
College Algebra Completer Success Rate	75%	86%	11	1	96%	1
All Credit Grades-F06						
Percent A and B Grades	57%	60%	13	4	81%	1
Percent Withdrawals	9%	10%	13	6	34%	3
Perent Completed	91%	90%	13	8	65%	2
Percent Completers Successful	83%	88%	13	1	83%	1
Minority Participation Rates-F06						
Percent of Minority Students	21%	15%	13	9	40%	3
Percent of Minority Employees	14%	8%	12	9	35%	3
Percent of Public HS Graduates Enrolled at Institution	18%	7%	11	10	7%	4
Market Penetration Rate (AY 2006-07 HC/SA Population)						
Credit Students	3%	1%	13	13	11%	4
Non-Credit Students	3%	2%	12	6	55%	2

2008 National Community College Benchmark Project Report-Continued						
	Peer	OTC	OTC's Peer Ranking		Aggregate (N=188)	
Outcome Area	Average	Average	N Reporting	OTC Rank	NCCBP %tile Rank	Quartile
Workforce Development-FY 2007						
Duplicated Headcount	28,237	1714	11	5	30%	3
Total Costs	$655,892	$158,397	11	8	17%	4
Total Revenue	$630,316	$220,417	11	7	17%	4
Net Revenue	($25,576)	$62,019	11	2	53%	2
Net Revenue as Percent of Total	-13%	28%	11	2	73%	2
Average Credit Section Size - F06	18	15	13	9	11%	4
Credit Course Student/Faculty Ratio-F06	18	15	13	7	18%	4
Instructional Faculty Load (F06 Sections with 6+ students)						
Percent Sections by Full-time Faculty	63%	61%	12	8	73%	2
Percent Section by Part-time Faculty	37%	39%	12	5	26%	4
Percent Credit Hours by Full-time Faculty	67%	63%	13	9	70%	2
Percent Credit Hours by Part-time Faculty	33%	37%	13	5	30%	3
Distance Learning-F06						
DL Percent of Credit Hours	18%	13%	12	6	82%	1
DL Percent of Sections	9%	14%	11	4	85%	1
Percent A and B Grades	54%	48%	12	9	36%	3
Completer Success Rate (Grades A-C/all but W)	80%	83%	12	5	81%	1
Percent of Completers (All but W/Enrolled)	86%	83%	12	7	47%	3
Percent of Withdrawals (W/Total)	14%	17%	12	6	52%	2
Student/Student Services Ratio (F06 enrollment/Prof SS Staff)						
Career Services		0				4
Testing & Assessment Services	2337	1565	12	9	25%	4
Financial Aid	1089	782	13	8	18%	4
Counseling & Advising	1082	391	13	11	12%	4
Recruitment, Admissions, Registration	795	626	13	7	29%	3
Student Activities		0				4
Employee Retirements & Departures-AY 2006-07						
Retirement Rate	2%	0%	13	13	11%	4
Departures Rate	8%	10%	13	4	84%	1
Employee Grievances & Harrassment Actions (AY 2006-07)						
Grievance Rate	0%	0%				
Harassment Rate	0%	0%				
Cost Per Credit Hour & FTE Student (FY 2007)						
Cost Per Credit Hour	$135	$171	11	3	79%	1
Cost per FTE Student	$4,057	$5,117	11	3	79%	1
Dev/Training Expenditures per FTE Employee (FY 2006)						

Student Data. The 2008-2009 academic year began with the Summer 3, 2008 semester and continued through the Summer 2, 2009 semester. Unduplicated headcount for the 2008-09 academic year was 2,115 students enrolled in 27,687 students semester credit hours (SSCH) for an annualized full-time equivalent (FTE) of 923 (SSCH/30). Data for the 2007-08 academic year were 2,144 students enrolled in 27,061 SSCH for an annualized FTE of 902. These data indicate a 1.35 percent decrease in unduplicated enrollments and a 2.31 percent increase in SSCH for 2008-09 as compared to 2007-08. 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).

Enrollment, by semester, is as follows:

- Summer 3, 2008—Total enrollment for the Summer 3, 2008 semester (5 week) was 69 students enrolled in 248 SSCH for a full-time FTE of 17 (248/15). This indicated a 21 percent decrease in enrollment as compared to Summer 3, 2007 (87 students) and a 30 percent decrease in SSCH (355 SSCH in Summer 3, 2007) 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 2008—Total enrollment for the Fall 2008 semester was 1,600 students enrolled in 12,476 SSCH for an FTE of 832 (12,476/15). Compared to the Fall 2007 semester, there was a 3 percent increase in enrollments (Fall 2007 was 1,558 students) and a 1 percent increase in SSCH (Fall 2007 was 12,348 SSCH for an FTE of 823). The Fall 2008 enrollment of 1,600 students was the college's largest fall headcount. The largest number of student semester credit hours was 12,391 in fall 2005. The mean age of Fall 2008 students was 24, without high school students the mean age was 28; 365 students were enrolled in one or more online class for 1,095 SSCH. Enrollment by division majors was: Applied Science Technology=126; Arts & Sciences=330; Allied Health Sciences=152; Business Technology=131; Professional Studies=141; Undeclared=720 (597 were high school concurrent students). In Fall 2008, 101 of the service area's 2008 high school graduates (most from Malvern-19) and 4 students completing their GED in 2008 enrolled as first-time entering students; these students represented 58 percent of the college's 163 first-time entering students.

- Spring 2009—Total enrollment for the Spring 2009 semester was 1,483 students enrolled in 12,167 SSCH for an FTE of 811 (12,167/15) This represents a 4 percent increased in both headcount and SSCH when compared to the Spring 2008 semester (1,422 students enrolled in 11,721 SSCH for an FTE of 781). The Spring 2009 semester's enrollments and SSCH were the largest ever for a spring semesters; the previous high was in spring 2006 with 1,444 students enrolled in 11,533 SSCH. The mean age of Spring 2009 students was 24, without high school students the mean age was 28; 359 students were enrolled in one or more online class for 1,989 SSCH. Enrollment by division majors was: Applied Science Technology=115; Arts & Sciences=326; Allied Health Sciences=171; Business Technology=124; Professional Studies=140; Undeclared=607 (501 were high school concurrent students).

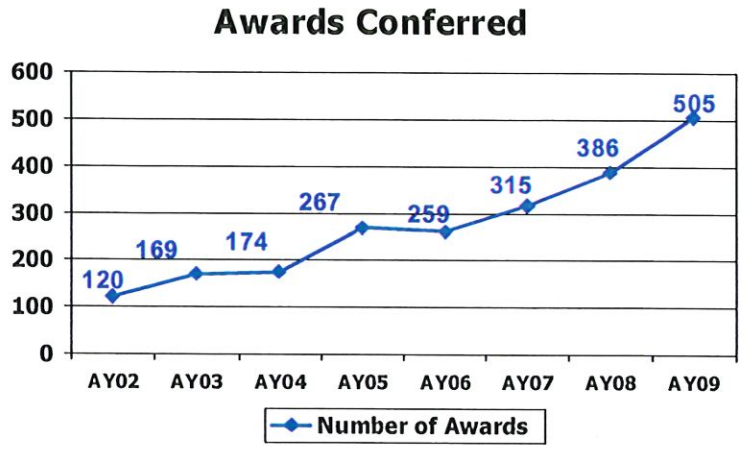
- Summer 1 and 2, 2009—Arkansas Department of Higher Education reporting guidelines include OTC's Summer 1 and 2 enrollments in one report. Summer 1 (10-week semester) actually runs concurrently with Summer 2 (5-week semester) and Summer 3 (5-week semester). Summer 1 and 2 begin on the same date. Total enrollments for Summer 1 and 2 were 463 students enrolled in 2,731 SSCH for a full-time equivalent of 182. (Summer 1 enrollment was 109 students; Summer 2 was 404 students—52 students were dually enrolled). In 2008, 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.) The Summer 1 and 2 semesters (reported to ADHE as Summer 1) represent the college's largest enrollment for these semesters.

- Off-schedule semesters—Students were enrolled in two off-schedule semesters: Fall Off-Schedule—7 cosmetology students were enrolled in 56 student semester credit hours; Spring Off-Schedule—3 cosmetology students were enrolled in 24 SSCH.

- Graduates—according to July 1, 2009, data, 424 students graduated in 2008-09 with 505 awards: 254 Certificates of Proficiency, 149 Technical Certificates, and 102 Associate's Degrees. Of the 505 awards, 124 were earned by the college's

Secondary Career Center students; awards were first conferred to Career Center students in 2008. Compared to 2007-08, this is a 27 percent increase in the number of graduates (2007=334) and a 31 percent increase in the number of awards (2007=386).

The first chart below indicates the trend in conferred awards. The table below delineates the gender and ethnicity of the 424 unduplicated 2008-09 graduates. The 505 awards conferred by gender and ethnicity are published on the college's Intranet site on the Institutional Research tab, under Shared Documents; click here for the link.



Unduplicated Graduates for Academic Year 2009

	Male		Female		Total	
	N	Percent	N	Percent	N	Percent
Asian or Pac Islander	1	0.56%	2	0.82%	3	0.71%
Black/Afr-Amer	8	4.47%	35	14.29%	43	10.14%
Hispanic	1	0.56%	9	3.67%	10	2.36%
Amer Ind or AK Native	1	0.56%	1	0.41%	2	0.47%
White	167	93.30%	197	80.41%	364	85.85%
Non-resident Alien	1	0.56%	1	0.41%	2	0.47%
Unknown	0	0.00%	0	0.00%	0	0.00%
Total	***179***	**100.00%**	***245***	**100.00%**	***424***	**100.00%**

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 2008-2009 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 2008-2009: Christie Ogden has the primary responsibility for the preparation and submission of these files.

- 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-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	Corresponding OTC Terms
1. Summer 2	Summer 3
2. Fall	Fall
3. Spring	Spring
4. Summer 1	Summer 1 and 2

- Annual Files:
  - College's Academic Calendar
  - Preliminary Fall Headcount
  - Graduated Student File
  - 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)

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

In addition, this office also coordinates with Student Affairs and with the Information Technology Department to plan for annual reporting changes that impact data collection

through PowerCampus. A major change that must be implemented in 2009-2010 is the federally-mandated revisions to the collection and reporting of race/ethnicity. The foremost change is the allowance to now provide the ability to report "more than one race." This change affects the collection and reporting on students and on faculty and staff. Other new reporting requirements for 2009-2010 include the following:

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 in the IT Department also fills data requests.) Institutional research functions are a necessity to accountability and assessment measures.

An inordinate amount of time goes into the collection and analysis of data related to the Achieving the Dream Initiative. Data from this initiative is disseminated through presentations to all college constituencies. Myself and the three other Arkansas community college Achieving the Dream Data Coordinators (NPCC, PTC, and UACCPC) gave a presentation at the regional Southern Association of Institutional Research Annual Conference in Nashville, Tennessee, on *Achieving the Dream from a Data Coordinator's Perspective*.

This office prepared various presentations this year that were used by me, as well as other college representatives, to communicate data and information. This office also continued to publish *Data Matters*, an IR newsletter that is electronically disseminated to employees, posted on the Intranet, and posted on OTC's Achieving the Dream website and on the Institutional Research Intranet site.

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 2008 (1,741 students); this follow-up indicated that 88 percent (1,533) of the high school students who were concurrently enrolled in at least one college-level, general education course offered by OTC from spring 1998 through spring 2008 had subsequent college or university enrollment;
- Various other transfer tracking reports through the National Student Clearinghouse;
- All workforce file data;
- Service area census data;
- Environmental scanning information;
- Previous Secondary Career Center students who matriculated to college enrollment status;
- Graduated student data;
- Various requests by Self-Study Committees;

- 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.

The dissemination and communication of college data and information was greatly improved this year with the addition of an Institutional Research site to the college's Intranet. Statistics and other information related to accreditation, Achieving the Dream, assessment/planning, student data, and surveys have been uploaded to this site that is accessible to the college community.

Higher Learning Commission Accreditation and Reporting

The college's self-study efforts for the September 2010 Higher Learning Commission (HLC) Team Visit began in earnest during the 2008-09 academic year. During the summer of 2008, five study committee chairs were appointed. They are:

- Jerry Little, Applied Science Instructor—Criterion 1: Mission and Integrity;
- Carla Crutchfield, Business Technology Instructor—Criterion 2: Preparing for the Future;
- Terri Colananni, Arts and Sciences Instructor—Criterion 3: Student Learning and Effective Teaching;
- Linda Johnson, Registrar—Criterion 4: Acquisition, Discovery, and Application of Knowledge;
- Amber Childers, Director of Development—Criterion 5: Engagement and Service.

June Prince serves as the Coordinator and Steering Committee Chair; Dr. Sharon Seals, English Department Chair, is serving as co-coordinator, Steering Committee Vice Chair, and Editing Committee Chair. The five committee chairs serve on the Steering Committee.

An impending self-study was communicated to the college community last year, but details of the self-study and the appointment of full-time employees to committees began in January at an "All Hands" meeting outlining the process and expectations. A *Self-Study Plan*, approved by the HLC, has been disseminated to each committee and is available on the Intranet; those with access can click here. The plan is a manual that delineates the self-study process/procedures and presents the specific duties and responsibilities of each study committee. The timeline outlined in the plan is as follows:

- January 2009-January 2010: Committees conduct studies
- November 20, 2009: Preliminary Committee Reports submitted to Steering Committee
- February 26, 2010: Final Committee Reports submitted to Steering Committee
- May 2010: Self-Study Report draft completed for review
- June 2010: Self-Study Report completed

- July 2010: Self-Study Addendum prepared; study materials sent to HLC Team
- September 20-22, 2010: HLC Team Visit
- October 2010-February 2011: Follow-up and review by HLC
- February 2011: Action by HLC Board

In April 2009, Dr. Ballard, Dr. Seals, and June Prince attended the HLC Annual Conference in Chicago, Illinois, here they met with Dr. John Taylor, Director of Program to Evaluate and Advance Quality (PEAQ) and OTC's liaison at the HLC. He indicated that the college had a good plan in place for the self-study.

To assist in the communication and documentation of activities involved in the self-study, an HLC site has been added to the College's Intranet. Each committee is posting agendas, minutes, and other materials that can be easily shared and that can be read college-wide. Other documents related to the self-study are also readily available to those with Intranet access on this site.

This office also files the required data for the *Higher Learning Commission Annual Report*. This year's report was submitted in March and included a financial section that was completed by the business office. The data portion of the report, submitted by this office, included 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

The Office of Planning and Assessment supports, enhances, and fosters the mission through its primary responsibilities of official college reporting, institutional research and analyses, and coordination of the institutional effectiveness process. These functions culminate in the provision of timely and critical information for use in planning, decision-making, assessment, policy formation, and executive communication.

DEPARTMENT OF ADULT AND WORKFORCE EDUCATION

The Department of Workforce Excellence, headed by Dr. Blake Robertson, Vice President, is composed of several parts which consist of both non-credit (short term) and for-credit courses (semester long) programs. The programs of the Department consist of: **Customized Industrial Training** (generally non-credit and short term training), **Adult Education** (non-credit GED training and remedial training for those who have high school diplomas but want to up-grade skills), **Electrical Apprenticeship Training** (for credit), **Early Childhood Practitioners Training** (for credit on-line or blended), **Even Start Family Literacy Program** (non-credit training in preparation for taking the GED examination or entering College), and **Career Pathways** (temporary assistance for qualifying families with college tuition, transportation, and child care).

Customized Industrial Training

The Customized Industrial Training Division is managed by Mike Kolb, Director of Business and Industry Training. During the 2008-2009 Fiscal Year, the Director of Business and Industry Training formed an advisory committee to assist the Division in creating reliable and verifiable training for local business and industry. The ITAC will assist those industries in creating a good stable workforce or retain and retrain the employees that they have. The Industrial Training Advisory Council (ITAC) had its first meeting November 6, 2008 at Ouachita Technical College with twenty-four industries agreeing to send representatives to the meeting. The representatives consisted of company owners, operational managers, or key company officials. The next advisory meeting is scheduled to be held in early November, 2009.

The Director of Customized Industrial Training made business contact with 44 different industries during 2008-2009 Fiscal Year with a goal of increasing that number by 50% in 2009-2010 Fiscal Year. To highlight one of those contacts with the Malvern Public Schools that will have a long lasting effect on the Applied Science Division of Ouachita Technical College is the Industrial Maintenance Technician (IMT) Program. The IMT program is a collaborative effort between Malvern Public Schools and Ouachita Technical College to training high school students in the fields of machine shop, electrical, avionics training for the aerospace industry, and hydraulics and pneumatics. This course of study will qualify the completers for jobs in manufacturing and industrial companies. Additionally, these jobs are on the State and Federal list for High Demand / High Income jobs. The administration of Malvern Public Schools is looking at those students who are at risk of dropping out of school by giving them a diversion from the classroom with real workplace job skills potential. The initial contact for the creation of this program was made by the Director in June of 2008 along with the Vice President of Adult and Workforce Education. This two year training program should begin in August of 2009.

The Adult and Workforce Education Department, the Hot Spring County Economic Development Commission, and the Malvern/Hot Spring County Chamber have taken a leading role in implementing Governor Mike Beebe's Program from the Arkansas Works Summit on education and economic development which was held in Little Rock on October 15-16, 2008 and was attended by 1400 delegates from cities and counties around the state. Governor Beebe challenged every community to complete a detailed assessment of their counties and to then develop a plan for economic development that will dramatically improve the quality of life and the educational process for our children. This Department was very instrumental during 2008-2009 Fiscal Year in attracting a new business, SYKES Enterprises, Inc, to our community. SYKES initially employed 250 people but will increase to approximately 500 by the end of the summer of 2009. This company is providing employment and benefits to a six county area during a time when jobs are hard to find.

The Department is also involved with three consortiums including the Arkansas Aerospace Training Consortium, the Heart of Arkansas Regional Training consortium (HART), and the Arkansas Association of Two Year Colleges Entrepreneurship Consortium. The Department also represents OTC on the Southwest Education Renewal Zone (ERZ) Committee that meets quarterly. The ERZ is a collaborative educational effort which brings the public schools, two year public colleges, and four

year public universities together to provide a collaboration of teaching talent to provide a clear pathway for public school students.

Adult Education

The Adult Education Program is managed by the Vice President of Adult and Workforce Education. During 2008-2009 Fiscal Year Hot Spring County experienced the complete closing of two industrial plants. Both plants became qualified for TAA benefits which allowed the dislocated workers to take classes at either the adult education center or the College at no cost to them. The Ouachita Area Adult Education Center sent representatives to both closings to inform the dislocated workers that the GED, WAGE, and academic skill remediation training are all free to them and encourage them to take advantage of the services. Due to this influx of students our student count for the fiscal year will be well over 2,000 students.

This has been a monetary challenge for both our facility needs to find a place for them to study and work and to provide enough teaching staff to cover all the hours. Adult Education was able to graduate 59 students during 2008-2009 Fiscal Year. Many of these students who attained the GED score of 600 will be receiving tuition free education at Ouachita Technical College for two years. The Student Affairs Department has been very active in recruiting those GED graduates to come to OTC. Adult Education graduated 19 honor students of which 11 were able to qualified for the Non-Traditional Two year Scholarship to OTC.

Distance Education

Selected adult education programs were offered the ability to establish a distance education programs paid for with existing local funds. OTC Adult Education's on-line training was provided by the Arkansas Adult Learning Resource Center and Project IDEAL. Training was conducted in the month of May, 2009. Ouachita Area Adult Education Program sent a distance education team comprising of one administrator, one distance education instructor, and one backup instructor to one day of training.

The Adult Education Distance Education Programs agreed to participate in a six to eight-week online distance course, authored by Project IDEAL. Participation in the online course occurred prior to the startup of the program. The initial training and online course was covered during the distance education training to aid instructors in creating and delivering successful distance education courses. Success in this program has been slow but work continues to recruit the best students for the on-line environment.

WAGE

WAGE is a work readiness program designed to ensure that unemployed and underemployed Arkansans have the skills necessary to be successful in the workplace. Ouachita Adult Education Center has been a certified WAGE center for approximately 8 years. At the end of Fiscal Year 2008-2009 56 WAGE certificates had been awarded to adult education and Career Pathways students.

Ouachita Area Adult Education Center received approval to set up a WAGE center at the Ouachita River Unit of the Arkansas Department of Corrections a year ago. OAAEC

employs a certified WAGE instructor to manage the class of inmates. It has been documented that inmates that have a GED and an advanced education when paroled have a much better chance to be successful in the "free world". OAAEC operates a class with 15 inmates at a time and over the year the inmates will turnover several times due to transfers, paroles, or graduation.

As of July, 2009, 47 inmates had gone through this WAGE program earning a total of 69 certificates. Special funding from the Arkansas Department of Career Education was received to furnish the classroom with the equipment. OAAEC provides the salary for the WAGE certified teacher.

The Omega Unit of the Arkansas Department of Community Corrections has been an adult education satellite center through OAAEC for the past three years. Throughout the year OAAEA will have 800 to 900 students go through the school depending on Unit population. OAAEC has been operating the Omega Center as a partnership with Arkansas Department of Correction School District. OAAEC provides one workforce readiness instructor, a basic skills instructor, and a final community reentry instructor to the Omega Unit.

Electrical Apprenticeship Training

The Electrical Apprenticeship Training is a structured system of training designed to prepare individuals to qualify for an examination to be a Journeyman Electrician in the State of Arkansas. The apprentice must be employed and sponsored by a licensed commercial electrical company. Ouachita Technical College's Workforce Excellence Department has approximately 130 students in its program. If the apprentice has a high school diploma or a GED they can be enrolled in OTC's Applied Science courses and as they complete their four year they will be concurrently enrolled have be able to be awarded college credit. If the apprentice doesn't have a high school diploma or GED, OAAEC provides an adult education class for them. There are four students enrolled in that program this year and several have been awarded their GED.

Early Childhood Practitioner Training

The Department has operated the Early Childhood Practitioner Training for the past three years. The Department offers Child Care Orientation Training (CCOT) 6 to 7 times a year. Generally there are 20 students in each offering and the training lasts one full day. The completers of the CCOT program can apply for a scholarship from the Department of Human Services which will pay for their Child care Development Associate's (CDA) Degree. The Department offers the two semester CDA curriculum and the 2 year Early Childhood Practitioners Associate Degree.

Early Childhood Practitioners program during the Summer of 2008 had 16 students taking 7 courses for a total of 86 credit hours, during the fall of 2008 we had 28 students taking 8 courses for a total of 117 credit hours, and during the spring of 2009 we had 32 students taking 6 courses for a total of 159 credit hours. All of the Early Childhood Practitioner courses are offered in an on-line or blended format which seems to be very attractive to work students with families.

Career Pathways

The OTC Career Pathways Program had a very successful program year. Nontraditional students adjusted to college life by participating in campus activities and taking advantage of services offered by the college. These students also enjoyed meeting other CPI students through "get-togethers" and by enjoying various speakers who spoke on topics ranging from health tips to scholarship information.
In an effort to alleviate barriers such as gasoline cost and needed childcare, Career Pathways assisted students in these areas this year.

The spring and summer semesters proved to be very successful. Students did very well academically, many of the qualifying for honor recognition. We are looking forward to working with these students in the fall of 2009. This summer's recruitment has proven to be very successful and we are expecting approximately 150 college students this fall semester.

Our efforts will focus on Career Pathways continuing a strong support system for our students. Every effort will be made to provide needed services to the students in order for them to be success in college. We will continue to use a "referral system" when needed services are not available here. Our interest is to address the "total" student even if we can not provide the needed services ourselves in order for all students successful.

Our biggest asset for recruitment and retention for this year will be the student advisory board; this group is ready do incredible things and our staff will encourage and support their enthusiasm. Recruitment and enrollment went very well for CPI this year because any time a program meets their goals for all program areas it is considered a great accomplishment. The success this year is credited to having a full-time staff working on recruitment at all times and our program really reaped the benefits. We are continuing to be aggressive in our recruiting and enrolling of new students into our program and we are looking forward to another exciting new year of nice smiles and life changing experiences.

The figures below show the hard work and continuous dedication of our Career Pathways staff as we were one of only a few intuitions to meet our goals before the end of the fiscal year.

Performance Measure	Goal	Year end Progress
Enrollments	319	378
TEA	11	16
Awards	160	175
Job Placements in targeted job categories	55%	89%
Job Retention in targeted job categories	80%	85%

Student Affairs Division

Financial Aid

The staff worked at College Goal Sunday at Sheridan High School on March 1 which was well attended. Student Affairs also had a Financial Aid Expo on Sunday May 31. Both events were designed to help students fill out the financial aid application and answer questions. The financial aid staff is participating in all new student orientation sessions which we will be doing numerous times before school starts in August.

Significant changes have occurred in the federal financial aid programs from the Higher Education Opportunity Act. New regulations are in the process for consumer information, record keeping, program changes, and other various processes. The financial aid staff has started the implementation of these changes for the upcoming academic year. Veterans' benefits will be increasing and changing for the new year with the new Post 911 benefits.

2008-2009 financial aid statistics: Total aid disbursed: 2380 students in the amount of $3,462,596 (Increase of 15% total aid disbursed from 07-08). Pell grant awards disbursed to 556 students in the amount of $1,525,613 (Increase of 14% from 07-08). Student loans disbursed to 344 students in the amount of $895.224, (increase of 20% from 07-08).

Registrar & Admissions

The Registrar and Admission office has generated 1445 transcripts; inputted all of the applications for admissions into the data system. There were 1,060 new registered students in the fall. This does not include the applications that were entered but the students did not enroll in classes. Refined the electronic delivery of transcripts which means most of the requests for transcripts to in-state colleges and universities are now made electronically. Began participation with the National Student Loan Clearinghouse to provide 24/7/365 enrollment and degree verification for students and employers. With this service, students and employers are able to get the needed information when the college is closed. It also reduces the traffic in our office especially at our busiest times.

the registration form was updated on paper and in the student data system to report ethnicity and race as required by the IPEDS revision. With the approval of Faculty Council produced a calendar with scheduled orientation/registration sessions; granted 505 academic awards (verified completion and posted to transcript.); produced the Student Affairs portion of the Spring/Summer 2009 Schedule of classes and the Fall 2009 Schedule of classes.

Entered the class schedule in the student data system for each semester-Fall, Spring, Summer I, Summer II, and Summer III; prepared updates for the 2009 Ouachita Technical College Catalog and for the 2009 OTC Student Calendar and Handbook. As part of the Student Affairs Achieving the Dream Committee helped to produce and implement the Student Affairs plan; and scanned and indexed all required admissions

and registration documents into the students' electronic files—1600 students in the fall and 1,483 students in the spring.

Student Advisors Report

Achieving the Dream (AtD) –First Year Experience The First-Year Experience program has begun implementing the new Student Opportunities Seminar by having several training and curriculum meetings. Materials have been gathered and been placed into folders for instructors use in planning their curriculum. A common calendar will allow instructors to cover for one another as needed. Training in smartboard, Self-service, and classroom technology is scheduled for the end of July. Orientation has gone smoothly with positive comments from students. There are still 13 orientations left before the semester begins. In the first two orientations, 92 students have participated with 78 students registering for classes. Students who signed up for orientation and those who didn't register after orientation are being contacted.

Update on Title III In October, 2008 Ouachita Technical College finished their Title III grant. The emphasis of this grant was to improve the retention/success rate of developmental courses, professional development, and increase the use of instructional technology. To date, OTC has accomplished the following:

1. The overall retention goal was met at the end of the grant. The goal was to increase from 39% to 49%; OTC retention rate is currently at 50%.
2. The goal of increasing the retention/success rates in gateway courses was achieved. The retention/success rates increased by 6.5 percentage points from our baseline year of 2002 which was 42%.
3. Retention/success rates increased in developmental courses. Overall increased by 7 percentage points in various classes.
4. Technology in the classroom – By Christmas **2008,** OTC has a total of 18 "smart" classrooms. There are 7 in the new Arts & Education Building, 3 in the science building; 2 in Business Education, 2 in Allied Health, 1 in Applied Science, 1 in the lecture hall, and 2 in the A building. There are two general use labs available in the new building and in the administration building. Additional equipment was purchased such as student response systems, webcams, DVD burners, etc.
5. The use of the **Early Alert system** has increased. A total of 254 alerts were received on 201 students. At midterm, 54% of students failing two or more classes had been reported by instructors. This is an increase from 34% from last semester. Out of the 201 students failing at midterm, 42 had withdrew and 82 have improved their grades when check just a week after midterm. All students who were failing were contacted by letter and approximately 25% then contacted the student success coordinator to discuss needed behavior changes to be successful.
6. Transitional students - In 2007 – 2008 year, OTC had 85 students in this program. 94% were retained; 90% completed with a GPA of 2.0 or better. The fall semester started with 65 students. Students are being tracked throughout the semester with instructors meeting formally and informally to discuss academic achievement of these students.

Student Recruitment

The recruiters (Josh Holiman, Paulette Overton, and Cortez Henderson) have implemented a case management approach to recruiting students attending OTC. This approach will continue to evolve as time progresses. Currently, all recruiters must account for the names, addresses, application completed, FASFAs completed, and attendance report for students completing Orientation (for first time, full time, transfer, students only). The case management approach has allowed direct contact while simultaneously building relationships with the school district administrators, faculty, counselors, and staff; and more importantly the students. Contact is made to students throughout the year from the recruiters directly by the recruiters.

In addition, the increase of African American students has been charged to all recruiters. However due to limited number of total number African Americans in the service areas (8%); the recruiting team members are diligently working to increase the overall number of African American students by 20% of OTCs' normal number of students in the past year. Further strategies will be researched and incorporated to assist in the endeavor.

TRIO Updates

TRiO Students Attend Arkansas' Inaugural Ball: The OTC TRiO Student Support Services Program participated in the 2009 Arkansas Inaugural Ball held on Tuesday, January 20, at the Metroplex Center in Little Rock. Upon entering the building, all the television stations present interviewed the TRiO group and many were on television that evening. The group also made a couple of new friends. They had the opportunity to visit with Mr. Craig O'Neill, of Today's THV, and Ms. Donna Terrell, of Fox 16, spending quite some time chatting with her.

TRiO Hosts Annual Recognition Banquet: TRiO Student Support Services Second Annual Recognition Banquet was held recently. This event is designed to acknowledge OTC TRiO students and their accomplishments while in the program. Students on the Dean's or President's Lists along with club and organization members were recognized. Bro. Thomy Green, pastor of Third Baptist Church in Malvern, spoke at the banquet.

TRiO Program in Compliance with External Review: The OTC TRiO Student Support Services Program has completed all recommendations to be in compliance with external review report conducted in 2006. A professional staff development conducted in September, 2008 with Dr. Howard Wray facilitating the workshop. The program is expecting the upcoming grant competition to be in October, 2009. The grant current cycle will end in September, 2010. To date the program has served over 300 first generation; low income students some with disabilities who have graduated from OTC. Services include assistance with securing financial aid; personal, academic and career counseling; academic instruction; and assistance with transfer to four-year programs.

BUSINESS AND FINANCE DEPARTMENT 2008-2009

The Business and Finance Department headed by Dr. Roger Coomer had the following accomplishments in 2008-09:

1. Implemented a $120,000 cost cutting program to allow a faculty and staff pay raise for the budget year 2009-2010.

2. Reduced the P-card usage to get better control over expenses.

3. Bid out the custodial services and saved over $40,000 per year.

4. Oversaw the building process for the Arts & Science building.

5. Worked with the architect and the contractor to lower the cost of the Arts & Science Building by over ¼ million dollars.

6. Completed payment for the over three million dollar for the Arts and Science building from six different funds (higher ed. bond, foundation, title III, general improvement fund, loan and operating fund balance).

7. Directed the preparation and implementation of the annual Fiscal Operations Plan.

8. Developed the annual financial plan/budget and prepared budget reviews and submission of all related documentation.

9. Directed all payroll and personal functions in compliance with College, State, and Federal policies and procedures.

10. Made presentations to the Board of Trustees each meeting on the financial condition of the College and other subjects as requested by the President.

11. Filed past due student accounts receivables with the State of Arkansas for the collection from income tax returns.

12. Represented OTC at all audits and filed required reports.

13. Completed Jeanne Clary Act Compliance training.

14. Completed State of Arkansas training on DFA Closing Book 2009.

15. Completed SACUBO drive-in training on GASB 49 at Morrilton, Ar.

16. Completed CPR & Disaster survival training course.

17. Served as Vice President of the Healthy Hot Springs County Coalition.

18. Chairmanship of the walk across Hot Springs County fitness exercise contest with over 40 different teams competing.

19. Organized a team for the walk across Hot Springs County fitness exercise contest.

20. Chairmanship of the non-smoking committee for OTC.

21. Recruited 10 OTC teams for the walk across Hot Spring County fitness exercise contest.

22. Donated a top of the line bicycle for the OTC Foundation bingo contest and had Wal-Mart match it with another bicycle.

23. Hired a new Director of buildings and Grounds plus two new air conditioning specialists to replace two maintenance employees.

24. Landscaped the new Arts & Sciences Building with a very low budget even using an old satellite dish as a water fountain.

25. Cleared out the four bay storage area.

26. Organized and cleared the machine shop area for new classes.

27. Had the campus trees trimmed back and called out the dead branches.

28. Patched the holes in the parking lots and driveways.

29. Put the air conditioners and heating units on a preventive maintenance program.

COMPUTER SERVICES DEPARTMENT

The accomplishments of the Computer Services Department headed by David See include:

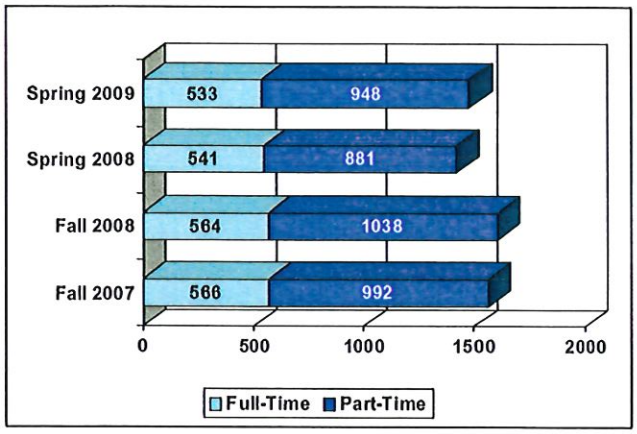
- Replaced 19 computers in the library with 25 new multimedia computers;
- Completed set up of the Arts & Sciences building;
    - Relocated the general use computer lab
    - Installed new security camera system
    - Installed new faculty desktops (10)
    - Installed 16 new desktops in Writing lab
    - Installed 2 wireless access points
    - Established backup hardware for Student Information System
- Upgraded both firewalls with newer hardware;

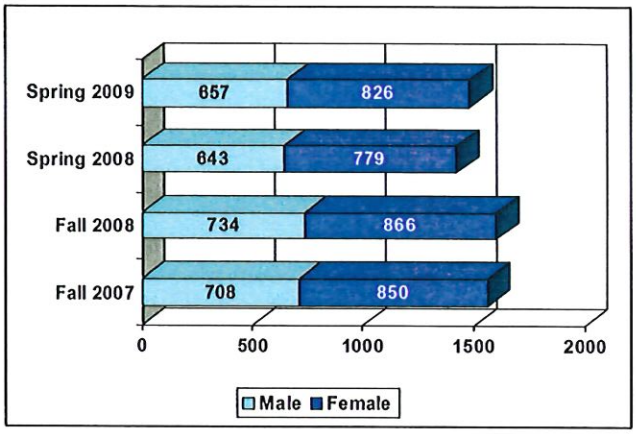
- Upgraded the high school proxy server with newer hardware;
- Increased the available bandwidth by adding 2 new T-1 Lines;
    - 2 T-1 lines for student use (3Mb) *supplied by Verizon*
    - 2 T-1 lines for administrative use (3Mb) *supplied by DIS (AT&T)*
    - 1 PRI (basically a T-1 Line) for telephone use *supplied by AT&T*
- Replaced student Information system hardware and upgraded software to version 7.1;
- Reopened secure online payments for students;
- Established new instructor station (Smart Equipment) in C100;
- Upgraded student domain controllers to Windows Server 2008 utilizing virtual technologies to eliminate 2 physical servers;
- Implemented backup server for student domain;
- Replaced 18 desktops in the CIS department;
- Implemented the emergency notification system;
- Developed a disaster recovery plan/risk assessment for information technology;
    - Successfully tested restoring student information data to back up hardware
- Developed Computer Services strategic plan;
- Relocated the testing center, increasing the capacity from 10 to 30 stations;
- Replaced Library database and web servers;
- Upgraded the central antivirus control stations;
- Implemented new long distance plan that reduced monthly expenses for long distance and toll free charges by an average of $500 (Sep 08 charges $829.83, Jun 09 charges $179.40)
- Conducted 15 hours of professional development training;
- Closed 500 official helpdesk tickets;
- Launched the OTC Intranet;
- Upgraded all Student use computers monthly;
- Upgraded Blackboard software twice during the fiscal year with no interruption of service;

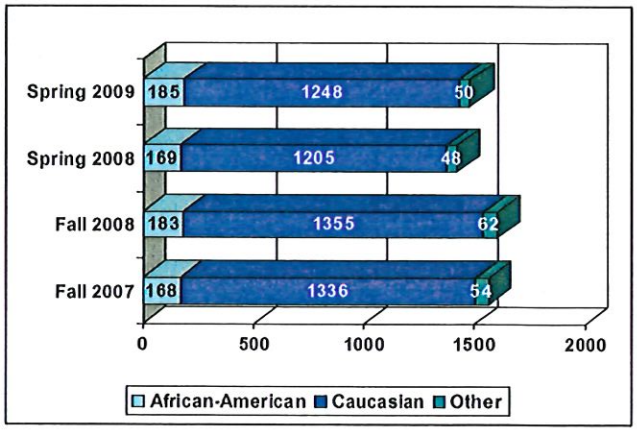
- Made improvements and additions to the internal reporting infrastructure;
- Added 8 computers to Adult Ed and Pathways in the Smith Building;
- Added Smart Board to Adult ed classroom;
- Moved TRiO offices and student computers to new location and connected to the network;
- Setup computers and monitoring station for new Pearson testing center in the CIS dept.
- Relocated Med Pro Ed and increased computers in room to 22 using recycled machines;
- Implemented new firewall for CIS Dept.
- Replaced 10 faculty/staff computers

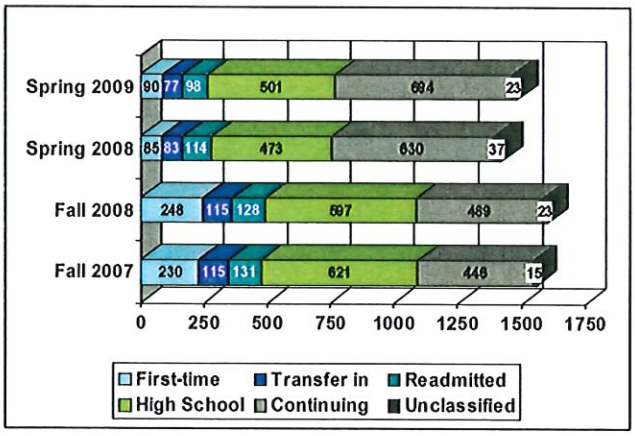
APPENDIX
STUDENT DATA DETAILS

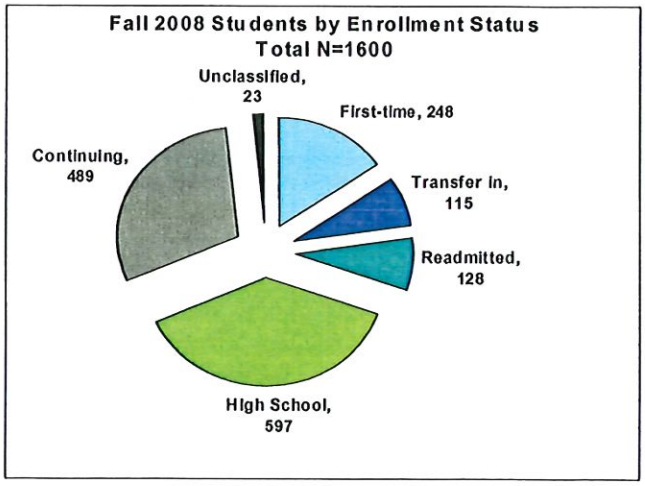
Additional Fall 2008 and Spring 2009 student data are delineated in the charts that follow; some include 2007-08 comparative data. A more complete reporting on student and institutional data including comparative peer data will be published in the *2008-09 Institutional Progress/Report Card* that will be disseminated in September.

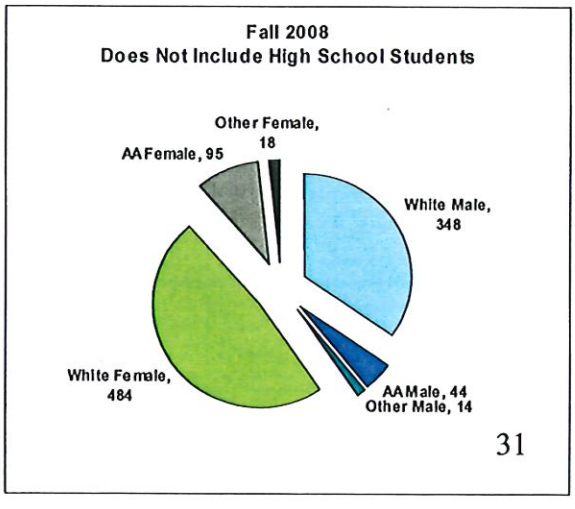


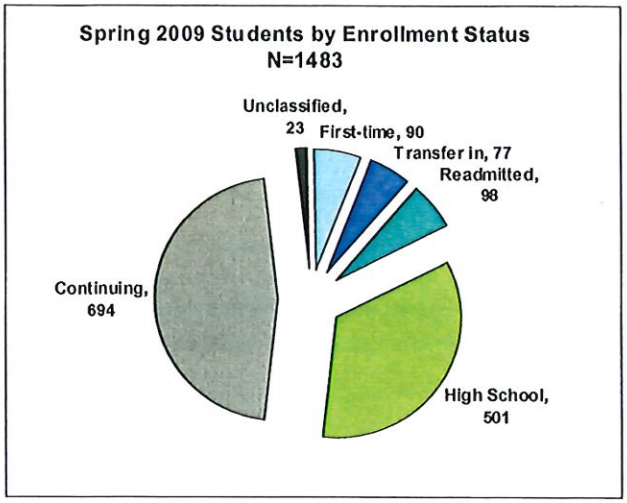


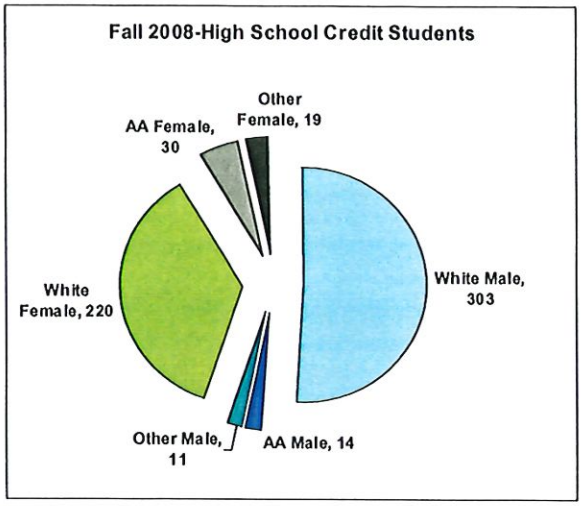


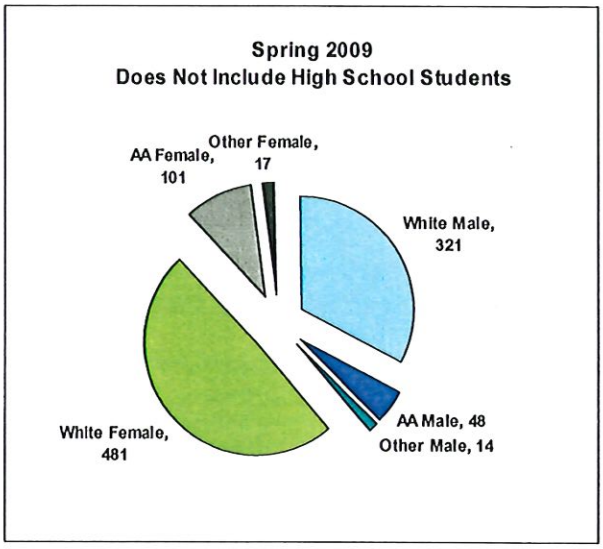


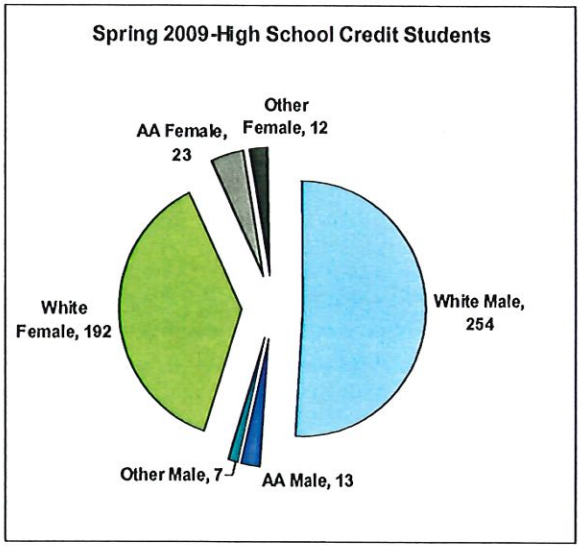


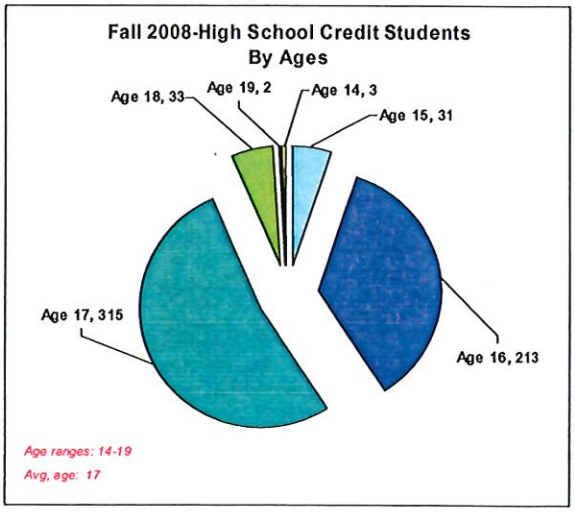


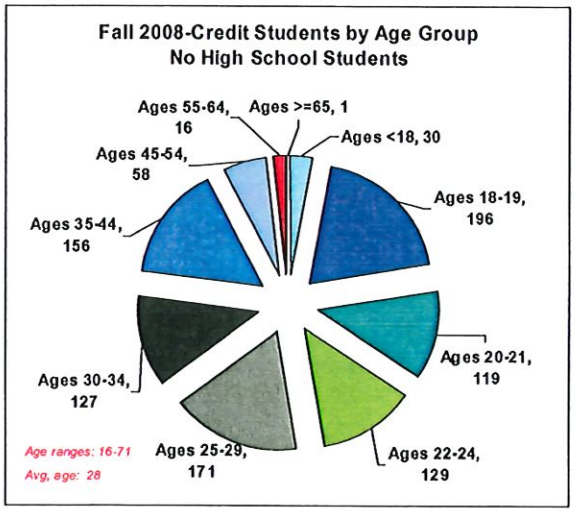

Spring 2009 Students by Enrollment Status
N=1483
Unclassified, 23
First-time, 90
Transfer in, 77
Readmitted, 98
Continuing, 694
High School, 501

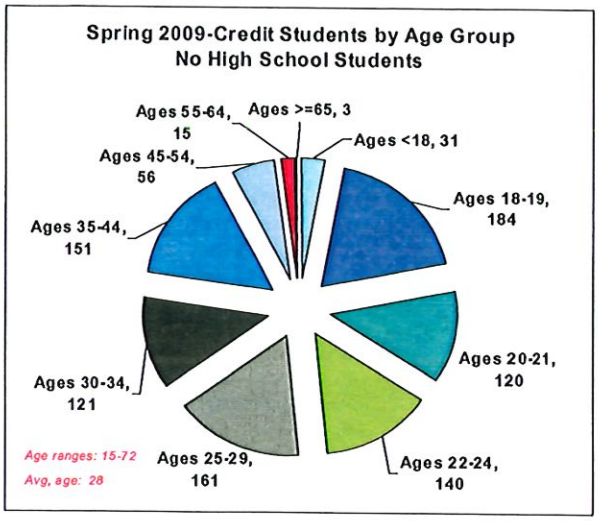

Fall 2008-High School Credit Students
Other Female, 19
AA Female, 30
White Male, 303
White Female, 220
Other Male, 11
AA Male, 14

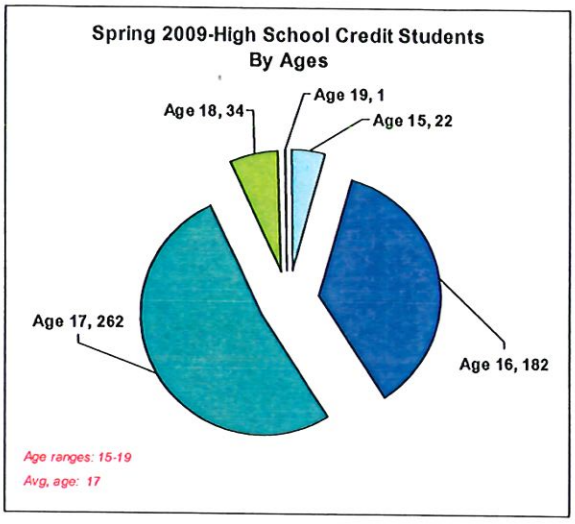
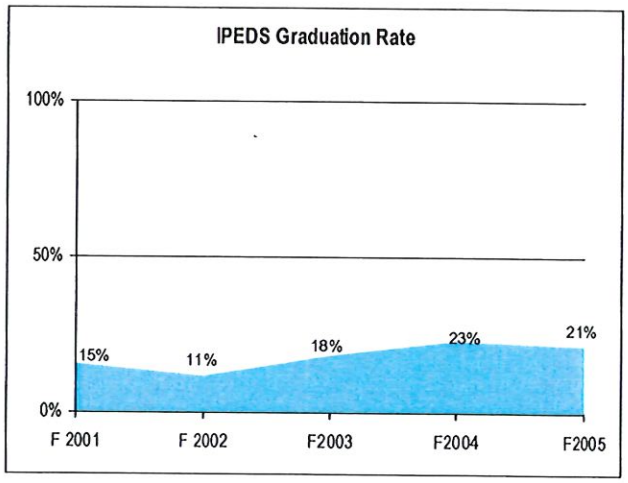
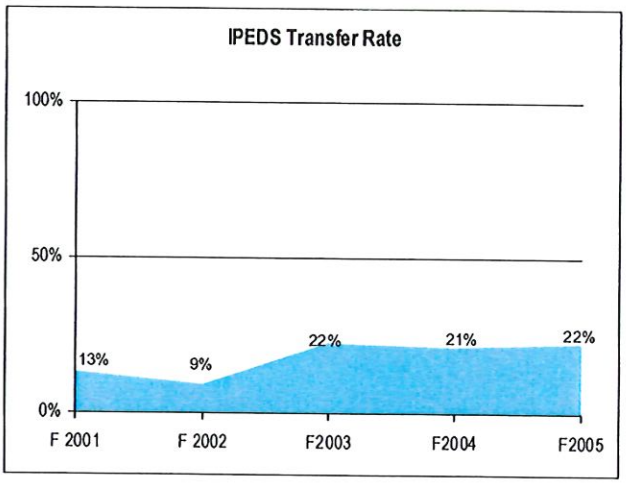
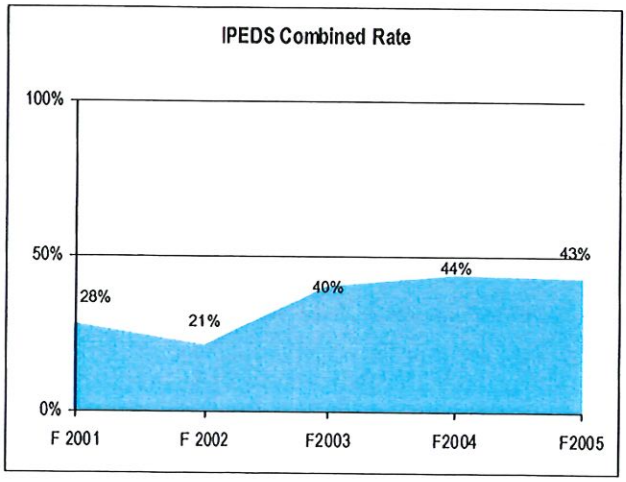

Spring 2009
Does Not Include High School Students
Other Female, 17
AA Female, 101
White Male, 321
AA Male, 48
Other Male, 14
White Female, 481


Spring 2009-High School Credit Students
Other Female, 12
AA Female, 23
White Male, 254
White Female, 192
Other Male, 7
AA Male, 13


Fall 2008-High School Credit Students
By Ages
Age 18, 33
Age 19, 2
Age 14, 3
Age 15, 31
Age 17, 315
Age 16, 213
Age ranges: 14-19
Avg, age: 17


Fall 2008-Credit Students by Age Group
No High School Students
Ages 55-64, 16
Ages >=65, 1
Ages <18, 30
Ages 45-54, 58
Ages 18-19, 196
Ages 35-44, 156
Ages 20-21, 119
Ages 30-34, 127
Ages 25-29, 171
Ages 22-24, 129
Age ranges: 16-71
Avg, age: 28





- 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 2005 cohort of 176 students.