

	A	B	Student Affairs AtD plan	E	F
1	Priority/Jobs	Strategy/Work Plan	Evaluation Questions	Expected Outcomes	Assessment Methods (Formative and Summative)
2	2.1 Appoint a cross-sectional team that includes students and community representatives further study, implement, and evaluate a comprehensive first-experience (FYE)	1. Evaluate current policies and programs before beginning new changes;	What is OTC currently doing in FYE program?	1. Team will consist of two students, two community leaders, two faculty members, two staff members, and two administrator members.	Review course catalogs, syllabus in FYIG and PCS
3	2.2 Design and develop a comprehensive orientation program that includes aspects that are vital to new students and that adhere to best practices.	1. Evaluate current orientation.	Who is currently involved in orientation? What are the student responsibilities? How many students attend orientation? What material is covered? What do students/faculty/staff think of orientation? We will use the following questions from the Noel-Levitz - 1. Did students find campus staff caring and helpful? 7. Was the admission process was personalized? 11. Did students find the counseling services that they needed? 17. Was the admission counselors portraying program offerings accurately? 19. Was the registration process and procedures convenient for the students? 26. Were career services provided for students? 28. Did the campus provide services on on-line? 30. Were the assessment and course placement procedures reasonable? 32. Did students find taking care of college business convenient to them? 37. Did students get the runaround?	1. New orientation/First Year Interest Group developed and ready to implement in Fall 2009, 3. Increase participation of all first time entering students in Fall 2008 orientation from 41% to 80% in Fall 2009 as measured by attendance records.	Review institutional surveys, Noel-Levitz, CCSSE

	G	H	I Student Affairs/JAtD plan	K	L	
	Tasks/Activities	Personnel	Frequency	Data Sources	Expenses	Due Date
1	1. Gather all needed material. 2. Review data 3. Invited selected participants	Dr. Henderson, Kathy Lazenby, Christina Yednock, Linda Johnson, Dr. Seals	Once a year at the beginning of a new school year	Course syllabus, college catalog	N/A	Feb-08
2						
3	1. Design surveys, 2. decide on target group, 3. review survey results, 4. Make changes as needed	Kathy Lazenby, Christina Yednock, Linda Johnson, David See	Each year in September after orientation	Noel-Levitz, CCSSE, and institutional survey		Institutional surveys designed and tested by June 2009

	M	N	Student Affairs	Ad plan	P
	Base Line	Outcome Term	Results	Year	Next Steps (Modify, Continue, Cancel)
1					
2	N/A				Modify team
3					
	Noel-Levitz survey currently show the mean on the following questions 1. Did students find campus staff caring and helpful? - 5.91; 7. Was the admission process was personalized? - 5.46; 11. Did students find the counseling services that they needed? - 5.53; 17. Was the admission counselors portraying program offerings accurately? - 5.45; 19. Was the registration process and procedures convenient for the students? - 5.94; 26. Were career services provided for students?- 5.76; 28. Did the campus provide services on on-line? - 6.21; 30. Were the assessment and course placement procedures reasonable? -5.81; 32. Did students find taking care of college business convenient to them?-5.74; 37. Did students get the runaround? - 5.44; According to our orientation survey, we have 57% strongly agree, 37% agree, and 6% that the new student orientation was informative. Fall 2008 orientation from 41% of students participated.		In Fall 2009, 98% of all new students attended orientation meeting our goal of 80%. OTC orientation survey showed that 46% strongly agree and 46% agree that orientation was informative.	Plan for Spring 2010 - 1. Separate new students from transfer/returning students; 2. retool orientation to fit individual groups needs. Changes were made for the Spring 2010 orientation. Students gave positive reaction to the changes. Will continue to keep changes in the program for the Fall 2010.	

	A	B	Student Affairs AtD plan	E	F
1	Priority/Jobs	Strategy/Work Plan	Evaluation Questions	Expected Outcomes	Assessment Methods (Formative and Summative)
14		2. Research similar orientation programs at 4 Arkansas two year institutions.	What is the reasoning behind the way other colleges handle orientation? What have been their results? What do they plan on changing?	To have a general knowledge of what area colleges are doing in their orientation program.	
15		3. Gather and analyze data on specific strategies, such as pre and post orientation survey, and reconfiguring credit hours on student orientation.	What data do we need to gather?, What divisions, people do we need to seek advice from?, What credit hours are other colleges giving to Student Success courses and FYIGs?	FYIG and orientation will be combined and students will receive 1 credit hour for participating.	Review institutional surveys, Noel-Levitz, CCSSE at the end of each semester,
16		4. Identify pertinent administrator, faculty, and staff to deliver orientation topics such as, student activities, student organizations, student support services, and individual student success.	Who is responsible for various student organizations? What topics do we want covered during orientation?	1. List of possible topics and presenters 2. All topics that are chosen are placed into the orientation process.	Evaluation surveys

	G	H	I Student AffairsJAtD plan	K	L	
	Tasks/Activities	Personnel	Frequency	Data Sources	Expenses	Due Date
1						
14	1. Call similar colleges, 2. visit with FYE and Orientation counter part	Kathy Lazenby, Christina Yednock, Linda Johnson,	Review once a year	National Park Community College, Pulaski Technical College, Phillips CC, or similar colleges that participated in foundations of excellence	N/A	Summer 2008
15	1. Design surveys, 2. make a list of effective parties, 3. Visit with other campus, 4. Call other campus for data,	Kathy Lazenby, Christina Yednock, Linda Johnson	Review once a year in September	2. Surveys, 3. Institutional leaders	n/a	Fall 2008
16	1. Review FYIG/PCS syllabus 2. Send e-mail out asking for suggestions and volunteers 3. Decide on topics/presenters 4. Set dates 5. Design an evaluation form	Kathy Lazenby, Christina Yednock, Linda Johnson, PCS students	Review after each workshop	Evaluation surveys, course syllabus	N/A	Apr-09

	M	N	Student Affairs	AtD plan	P
1	Base Line	Outcome Term	Results	Year	Next Steps (Modify, Continue, Cancel)
14			By subscribing to the First Year Experience list serve, OTC is able to keep current on orientation and FYE practices.		Modify based on best practice results
15					
16			March 2009, topics, presenters, etc were decided upon for both PCs and SOS. SOS instruction meet over summer of 2009 and worked out a common syllabus.		Modifications to PCS will be to include mandatory tutoring one day for 1.25 hours. SOS instructions met in December to modify curriculum to reflect students needs and requests Spring 2010 - mandatory tutoring was put in place for the PCS class. SOS also put into practice mandatory tutoring or additional time in the math lab. Will continue the practice for the Fall 2010 class.

	A	B	Student Affairs AtD plan	E	F
1	Priority/Jobs	Strategy/Work Plan	Evaluation Questions	Expected Outcomes	Assessment Methods (Formative and Summative)
17		5. Combine orientation with First Year Interest Group Seminar.	What is the goal of combining the two? Who is going to be involved? What topics are going to be covered in each section?	FYIG and orientation will be combined.	
18					
19					
20	2.3 Pilot an improved orientation in the spring of 2009 (year one); implement an improved process in fall 2010 (year two), including on-going evaluation through student feedback.	1. Review exit survey's from pilot orientation held fall 2008;	What did student like/dislike? What did they think should be eliminated or added? What did the staff and faculty want changed	1. Increase satisfaction of overall orientation and use of college resources by 2% per year.	Institutional Surveys

	G	H	I Student AffairsJAtD plan	K	L	
	Tasks/Activities	Personnel	Frequency	Data Sources	Expenses	Due Date
1						
17	1. Design curriculum 2. Review with Curriculum committee 3. Institute in the Fall 2009	Kathy Lazenby, Christina Yednock, Dr. Henderson, Linda Johnson, Dr. Karr, Curriculum Committee	Once in the Fall 2008		N/A	Oct-08
18						
19						
20	Calculate responses. Review each set of surveys after orientation, make necessary changes	Kathy Lazenby, Christina Yedncok, Dr. Henderson, Linda Johnson,	Annually in September	Surveys		Sep-09

	M	N	Student Affairs	At D plan	P
	Base Line	Outcome Term	Results Year	Next Steps (Modify, Continue, Cancel)	
1					
17			In the Fall 2009, FYIG was combined with the SOS course. Orientation was kept to a separate program.	Will continue in the Fall 2010.	
18					
19					
20	Fall 08 - 41% participated in orientation; 89% said the time was convenient for them; 4.47 said OTC was helpful in finding financial aide; 4.49 said that the campus tour was helpful, 4.31 said that academic/student responsibilities were covered;		Fall 09 - 98% of new students participated in orientation. 98% said that the time was convenient. 4.2 said OTC was helpful on financial aid. 4.1 said that the campus tour was helpful. 88% said the information presented was helpful.	Modifications to orientation - a. separate returning/transfer students from new students, b. add snacks, c. improve the campus tour, d. shorten the time spent Was accomplished in Dec 2009. Will continue to provide separate orientations for new & returning/transfer students.	

	A	B	Student Affairs AtD plan	E	F
1	Priority/Jobs	Strategy/Work Plan	Evaluation Questions	Expected Outcomes	Assessment Methods (Formative and Summative)
21		2. Increase student engagement with OTC faculty and staff.	The following questions will be used from the Noel-Levitz for assessment - 3. Are academic advisers available when I need help? 8. Is the quality of instruction students receive considered excellent? 12. Do students find faculty fair and unbiased in their treatment of students? 14. Do students find their academic adviser knowledgeable about program requirements? 16. Are advisers helpful in applying my program of study to career goals? 20. Are students made to feel welcomed on campus? 22. Are academic advisers knowledgeable about transfer requirements? 25.. Do faculty provide timely feedback about academic progress? 31. Are the faculty willing and able to use a variety of technology and media in the class room to meet individual learning styles? 34. Are faculty members available outside of class? 35. Do students receive feedback about progress toward their academic goals?	2. Compare Fall 2009 cohort with Fall 2008 Orientation/FYIG retention/success rates.	1. Retention/Success Rates 2. Surveys
22		3. Access vital college resources, such as TRiO, Career Pathways, and college internet resources.	How many students use these resources, How many hits are there to the website,	3. Increase student applications in TRiO, Career Pathways, and college internet resources	Review number of applications for each organization

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	Tasks/Activities	Personnel	Frequency	Data Sources	Expenses	Due Date
1	Design poll, Poll student/faculty about relationships, review survey results	Kathy Lazenby, Christina Yedncok, Dr. Henderson, Linda Johnson, faulty, students	Once a semester			
21						
22	1. Gather data from each organization on number of applicants	Kathy Lazenby				Aug and January of each year

	M	N	Student Affairs At	D plan	P
	Base Line	Outcome Term	Results	Year	Next Steps (Modify, Continue, Cancel)
1	Noel-Levitz questions that will be used to determine progress. 3. Are academic advisers available when I need help? - 5.71 8. Is the quality of instruction students receive considered excellent? - 5.95 12. Do students find faculty fair and unbiased in their treatment of students? - 5.66; 14. Do students find their academic adviser knowledgeable about program requirements? -5.8; 16. Are advisers helpful in applying my program of study to career goals? -5.62; 20. Are students made to feel welcomed on campus? - 6.00; 22. Are academic advisers knowledgeable about transfer requirements? -5.49; 25.. Do faculty provide timely feedback about academic progress? - 5.94; 31. Are the faculty willing and able to use a variety of technology and media in the class room to meet individual learning styles? -5.93; 34. Are faculty available to students outside of class? - 6.06; 35. Do students receive feedback about progress toward their academic goals? - 5.54				OTC held an open house in the Feb 2010 for 65 students and families to meet faculty. Will continue to hold open house yearly with modifications made in how we advertise.
21					
22	2008-2009 year, 50 applied for Trio, Career Pathways has 146 enrolled; According to our orientation survey, Student Support Services received a 4.39 for informing students on support services;		2009-2010 year, 62 students applied for TRiO; Career Pathways has 133 enrolled;		Continue to inform students about college programs by having directors visit each SOS class.

	A	B	Student Affairs AtD plan	E	F
1	Priority/Jobs	Strategy/Work Plan	Evaluation Questions	Expected Outcomes	Assessment Methods (Formative and Summative)
23		4. Student Engagement by determining the number of students who apply for financial aid/scholarships.	How many students currently receive/applied for Financial Aide in the Fall 2008, Spring 2009? 5. Are financial awards announced in a timely manner? 15. Can students access financial aid counseling when needed? 23. Does the college help students identify resources to finance their education? 29. Are there convenient ways to pay for school? 36. Is the tuition paid worth the investment?	4. Increase number of students who apply for financial aid resources by 2% per year.	Review number of students applying for financial aid each semester.
24		5. Student participation in campus organizations.	What student organizations do we currently have? What do we need to offer? How many students are there involved in each organization?	5. Increase participation in student organizations by 2% per year.	Review the number of students involved in student organization

	G	H	I	Student Affairs/JAtD plan	K	L
	Tasks/Activities	Personnel	Frequency	Data Sources	Expenses	Due Date
1	1. Gather necessary data from financial aid director	Christina Yednock, Teresa Avery	Yearly in Sept			
23	1. Gather necessary data from student organizations	Christina Yednock, Kathy Lazenby	Yearly in October	Student Organization minutes, enrollment figures, sponsors		
24						

	M	N	Student Affairs AtD plan	P
1	Base Line	Outcome Term	Results Year	Next Steps (Modify, Continue, Cancel)
23	Using the Noel-Levitz, students replied as follows - 5. Are financial awards announced in a timely manner? -5.34; 15. Can students access financial aid counseling when needed? - 5.33; 23. Does the college help students identify resources to finance their education? - 5.29; 29. Are there convenient ways to pay for school? - 5.73; 36. Is the tuition paid worth the investment? - 6.04; Fall 08 - 481 students out of 951 (50.7%) students received some type of financial aid for a total of \$734,811.		Fall 09 - 494 out of 972 (50.8%) students received financial aid for a total of \$1,008,670.	Though we didn't meet our goal of an 2% increase of students receiving financial aid, OTC increase the amount of money dispersed by \$273,859 (30%). Modification - there is no way to track the number of students who applied for federal aid only those who receive aid. OTC students receiving the GO scholarship in 2009-2010 year has increased to 31 from 3 who received it in 2008-2009 year.
24	Student Government - 8; PTK - 18; SAEA - 12; Students gave a 4.26 on receiving knowledge about student organization on a post orientation survey.		Numbers have increased - SGA - 18; Skills - 28; SAEA - ;PTK - 20;	Student focus groups have mentioned the need for more information to be delivered to the students in other areas of campus beside the Eagle's Nest. Recommendation would be to purchase digital signage. SGA has agreed to co-purchase one such unit if the AtD would cover cost of one in the Instructional Building. March 2010, digital signage was being placed in the administrative and Arts & Science buildings.

	A	B	Student Affairs AtD plan	E	F
1	Priority/Jobs	Strategy/Work Plan	Evaluation Questions	Expected Outcomes	Assessment Methods (Formative and Summative)
25		6. Use curriculum mapping to combine First Year Interest Group with orientation. Use focus groups from past FYIGs to see what worked and what didn't.	What topics are currently taught in FYIG? What material is covered in orientation? Who will teach, cover the different topics? Do we want to bring in outside speakers?	By Fall of 2009, curriculum will be mapped out and topic areas will be assigned to the different sections.	

	G	H	I Student AffairsJAtD plan	K	L	
	Tasks/Activities	Personnel	Frequency	Data Sources	Expenses	Due Date
1						
25	1. Review current practices 2. Meet with focus groups 3. Decide what students need before classes start 4. Map out curriculum 5. Design necessary class material	Christina Yednock, Kathy Lazenby, Dr. Henderson, Linda Johnson, MaryAnn Griggs, Johnnie Mitchell	Meet at the end of each semester to review what worked and what didn't	Web Sites, exam copies of books,		December & May of each year

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1	Base Line	Outcome Term	Results	Year	Next Steps (Modify, Continue, Cancel)
25			SOS instructors meet in Dec 2009 and modified/refined the curriculum.		Changes went into effect Sp 2010. SOS instructors will meet in April to review curriculum and success.

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1	Priority/Jobs	Strategy/Work Plan	Evaluation Questions	Expected Outcomes	Assessment Methods (Formative and Summative)
26	2.4 Use appropriate survey instruments (Noel-Levitz and CCSSE) and student focus groups to gather data to improve the first year experience, to identify possible barriers to retention and student success, and to evaluate implemented interventions.	1. Review surveys for student satisfaction. 2. Determine barriers 3. Evaluate interventions	What are the barriers? How are we going to evaluated interventions? Are some of the barriers using the Noel-Levitz - 2. Class scheduling; 6. Library services are not available when needed; 9. Registration times/hours aren't convenient; 13. Students don't feel safe on campus; 20. Students don't feel welcome; 23. Can't afford to pay tuition; 27. Students lack tutoring services; 33. Administrators are not available to hear student concerns; 36. Students don't see college as an investment; 37. Students feel frustrated	1. Improve student response on CCSSE and Noel-Levitz by 2% per year on the following Noel Levitz questions -	<ul style="list-style-type: none"> Noel-Levitz and CCSSE (budgeted out of institutional budget)
27		2. Improve student satisfaction in areas identified in surveys and focus groups.			

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	Tasks/Activities	Personnel	Frequency	Data Sources	Expenses	Due Date
1	1. Review surveys 2. determine barriers 3. decide on instructional changes	Dr. Henderson, Dr. Karr, Pat Simms, Sharon Seals, Kathy Iazenby, Christina Yednock, Billy Francis	Meet once a year to review data - June 2010			
26						
27						

	M	N	Student Affairs	At D plan	P
	Base Line	Outcome Term	Results	Year	Next Steps (Modify, Continue, Cancel)
1	Some of the barriers according to Noel-Levitz - 2. Class scheduling - 5.71; 6. Library services are not available when needed - 5.93; 9. Registration times/hours aren't convenient- 5.74; 13. Students don't feel safe on campus-6.00; 20. Students don't feel welcome-6.00; 23. Can't afford to pay tuition-5.29; 27. Students lack tutoring services-5.86; 33. Administrators are not available to hear student concerns-5.63; 36. Students don't see college as an investment - 6.04; 37. Students feel frustrated-5.44				
26					
27					

	A	B	Student Affairs AtD plan	E	F
1	Priority/Jobs	Strategy/Work Plan	Evaluation Questions	Expected Outcomes	Assessment Methods (Formative and Summative)
28	2.5 Build on FYE strategies that suggest promising results	1. First Year Experience instructors meet three times a semester to review course strategies.	What is working for students? What needs to be changed or modified? Are all topics being covered that students need.	1. Increase retention and success rate of all first time entering students by 2% per year as measured by data student sources/powercampus. 2. Increase retention and success rates of PCS students by 2% per year	Review current success rates. Compare success rates of students who have FYIG to those who didn't enroll
29		2. Execute improved First Year Experience seminar.			

	G	H	I Student AffairsJAtD plan	K	L	
	Tasks/Activities	Personnel	Frequency	Data Sources	Expenses	Due Date
1	1. Gather needed data 2. Review current practices 3. Map curriculum	Christina Yednock, Kathy Iazenby, Linda Johnson		Student data sources/powercam pus, using Title III data and end of term assessment summaries	Professional Development - \$2000	
28						
29						

	M	N	Student Affairs At	D plan	P
	Base Line	Outcome Term	Results	Year	Next Steps (Modify, Continue, Cancel)
1					
28	Fall to Fall Retention Rate for 2008 Cohort is 55% according to data presented in the State of College report. Fall 2009 data will be added when available. Fall 2009 SOS students- 134 out 137 (97%) completed the first semester; 118 registered early (before the end of the current term) Fall 2009 not participating in SOS - 5 out 6 completed the first term (88%); 0 registered early				
29					

	A	B	Student Affairs AtD plan	E	F
1	Priority/Jobs	Strategy/Work Plan	Evaluation Questions	Expected Outcomes	Assessment Methods (Formative and Summative)
30	2.6 Improve support for African American students by establishing a task force to determine best practices (year one).	Establish a task force to create students programs or activities which promote teamwork and build relationships, such as Men on a Mission.	What does OTC currently offer? What type of organizations do student want? What do other area colleges offer? What can OTC do to increase participation?	1. Create a taskforce 2. Increase participation in MOM by 2% 2. Reform organizations 3. Increase retention/success of African American students through the use of campus organizations	Survey students, Focus group results
31		2. Develop cultural diversity workshops for the entire college campus.	What does OTC currently offer? What do the students want?	To increase diversity workshops on campus to 2 per semester	Workshop evaluations
32	2.7 Incorporate FYE strategies in annual operation plan.	1. Meet with Faculty Council		A change in curriculum	

	G	H	I Student AffairsJAtD plan	K	L	
	Tasks/Activities	Personnel	Frequency	Data Sources	Expenses	Due Date
1						
30	1. Create a task force that includes faculty, staff, and students 2. Review focus group results. 3. Design a survey to see what students want 3. Post survey to website, send out to email? 4. Review results and organize activities that majority of students request. 4. Find sponsors for new organizations	Billy Francis, Christina Yednock, Kathy Lazenby, SGA, Dr. Henderson				Apr-09
31	1. Review what currently is being done 2. Choice 2 topics to present during the school year 3. Set dates for workshops - one for faculty and one for students 4. Hire speakers	Billy Francis, Christina Yednock, Kathy Lazenby, SGA, Dr. Henderson			Speakers - \$400 per semester	Have workshops in place by June 2009
32	1. Request to place on the agenda	Kathy Lazenby, Dr. Henderson	Oct-08			

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1	Base Line	Outcome Term	Results Year	Next Steps (Modify, Continue, Cancel)	
30	Fall 2008 - MOM #6, AVG GPA = 2.14,		Fall 09 - MOM #15, AVG GPA = 2.49, retention rate = 78%; An activity committee was formed to put a student activity calendar together that was given out as part of orientation and then shared with the SOS students. PCS and SOS students are now required to attend a number of activities on campus as part of the curriculum	Will continue to have activity committee meet to discuss and plan activities for students. Next goal is to have a calendar that is kept on all student organizations and activities that are held on campus so information can be distributed through the use of the new digital signage.	
31			Spring 2010 - TRiO provided an "Embracing Diversity" activity.	TRiO will continue to offer their activity. Modify by offering one additional activity in the fall.	
32			In the fall of 2009, 13 sections of the new Student Opportunities Seminar was offered. 11 sections made. There is 137 students enrolled in the course. Spring 2010, there will be 6-8 sections offered.	Will continue to offer SOS each semester.	

	A	B	Student Affairs AtD plan	E	F
1	Priority/Jobs	Strategy/Work Plan	Evaluation Questions	Expected Outcomes	Assessment Methods (Formative and Summative)
33		2. Meet with Curriculum Committee		A change in curriculum	
34		3. Meet with Executive Committee.		A change in curriculum	

	G	H	I Student AffairsJAtD plan	K	L	
	Tasks/Activities	Personnel	Frequency	Data Sources	Expenses	Due Date
1						
33	2. Request to be placed on the agenda at a curriculum meeting	Kathy Lazenby, Dr. Henderson	Oct-08			
34	3. Request to be placed on the agenda	Dr. Henderson	Nov-08			

	M	N	Student Affairs At	D plan	P
1	Base Line	Outcome Term	Results	Year	Next Steps (Modify, Continue, Cancel)
33					
34					