



**Oklahoma Association of Community  
Colleges**

**Creative Staff Innovation  
Awards Anthology  
2014**

**OACC  
Creative Staff Innovation Awards  
Anthology  
2014**

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**Kim Ryals  
Connors State College  
Revenue Cycle Team**

Connors State College, with its home campus in Warner and two branch campuses in Muskogee, is faced with a unique challenge in ensuring that fiscal operation offices are able to reach out to students. The Financial Aid, Bursar, Housing, and Registrar's Offices each struggle to reach all students early in the semester, and consequently, many students are not aware of billing issues soon enough to resolve them. This leads to lost revenue, lost enrollment, and undue stress for students and staff alike. Seeking to resolve these issues, the Revenue Cycle Team was formed to increase synergy within fiscal operations, increase revenue, and diminish financial barriers to student success.

Formed in the fall of 2013, the Revenue Cycle Team brought together the Director of Financial Aid, the Bursar, Registrar, Director of Student Life, Director of Recruiting, Accounts Payable, Director of the Development Foundation, and the Associate Vice President for Fiscal Services. Initial efforts were made to remind students periodically throughout the semester of outstanding bills, to ensure student attendance for financial aid, and to improve the collection process for accounts receivable by adding a second collection agency. These efforts led to less financial aid needing to be returned and an improved collections rate over the two previous years. In conjunction with the Revenue Cycle Team, Connors State College introduced an online bursar platform to allow student more payment options, as well as online access to financial aid award notifications.

The team focused their second efforts on streamlining the enrollment and housing process, with all offices working in tandem to optimize student exposure to financial aid counseling and tuition payment plans, as well as develop a universal check-list for students arriving on campus. In the Fall of 2014, the first true measure of the Revenue Cycle Team's success in this area became evident. With a streamlined enrollment and check-in process, students were provided with a universal checklist directing them to all essential college offices. This led to a much improved housing check-in for the residence halls on the Warner campus, a 35% increase in financial aid consulting, and a dramatic increase in students enrolling in a bursar payment plan.

The Revenue Cycle Team, through the synchronization of the financial services offices, the Registrar, and recruitment was able to create a streamlined process at the director level that immediately improved the financial operations of the college. More importantly, however, they improved the potential for Connors State College student success. As many of our students are first generation or working adults, navigating the financial world of higher education is a daunting task. The Revenue Cycle Team works diligently to make that world more accessible, and the college as a whole more successful.

**Kim Ochoa**  
**Northern Oklahoma College -Tonkawa**  
**Where to Go For What?**

**Rationale**

When an individual arrives at Northern for the first time whether you are a concurrent high school student, an incoming freshmen or a non-traditional student it can be overwhelming to know "Where to Go For What". There is so much new information given to students that they can be overloaded quickly. Often times, they do not want to stop and ask questions instead, they try to figure everything out for themselves.

**Identification of the problem**

Working in the Student Affairs office, our office is the first one that students come to when they are unsure where to go and have questions. The majority of the students come in asking the same questions. Where are offices located? What are the responsibilities of each office?

**Description of the idea**

To make it easier for students to know where to go, a photo was taken of each office assisting with the issues of our students. A one (1) page colored flyer was printed with the following information.

Student Affairs- Parking Decals, Dorm Card Activation and Student Employment Applications

Registration- Student Identification Card, Class Schedule and Add/Drop Classes

College Success Center-Counseling Services, Gear Up, High School/College Relations and Native American Recruitment

Bursar- Meal Plan Activation, PAY Tuition and Fees and NOC Card Questions

Financial Aid- Acceptance of Financial Aid Award and Questions Regarding Financial Aid

Scholarships- Scholarship Award Letters and Short Term Loans

Information Technology-Internet Problems, My NOC/Portal Questions and Student Email Questions

**How the problem or issue was resolved**

We placed the flyers at the information desk, registration and the Student Affairs office as well as on bulletin boards around campus and in the dorms. All students living in the dorms received one in their welcome packet prior to move in. Our students can now easily locate a "Where to Go For What" flyer on campus or refer to the flyer they received when unsure where to go. The colored photos allow the students to identify the office they need to visit. The flyer is a convenient way to

provide general information regarding on campus services as well as, alleviate information overload so many students experience.

**Amanda McLemore**  
**Oklahoma State University Institute of Technology**  
**Complete College America: Peer Mentoring for Students with**  
**Academic Deficiencies**

**Background & Issue Addressed**

A review of OSUIT's retention data from 2009-2011 indicated a 90% rate of attrition for first-semester students with deficiencies in math, reading, and English, or 270 students annually. Attrition is problematic. First, state funding formulas and the evaluation of an institution's effectiveness are directly tied to enrollment. A decline in any of these figures has the potential to reduce the amount of state aid allocated to OSUIT. Second, the economic cost to both students and the United States economy is enormous. College dropouts lose out on increased earnings associated with a postsecondary degree. As a result, there are less federal income tax dollars collected, lost state income tax revenues, and loss of sales tax revenues. Third, each full-time student generates approximately \$2,025 in tuition and fees per semester. Attrition of first-semester students is estimated to result in a loss of \$546,750 per semester in revenues.

**Description of the Idea**

After reviewing the literature on retention, we decided our best course of action was to implement a peer mentoring program to give direct support to this highest risk population at our institution. During this same time period, our Director of Financial Aid was searching for ways to decrease the default rate of our student borrowers. By combining our efforts, we were able to write a grant to jump-start both efforts. We were awarded the USA Funds Capacity Grant that enabled us to hire our peer mentors. Retention and default rates are positively correlated, and we understand from the USA Funds representative that this partnership "sealed" the award. We implemented the program in Fall 2012.

Peer mentors are responsible for:

- Completing peer mentor training and financial aid/financial literacy training.
- Meeting with faculty who teach remedial education courses to discuss students who have been identified as needing help, and reaching out to those students.
- Conducting tutoring sessions in general education subjects on an individual basis, or by subject.
- Conducting financial literacy sessions and working with students to help them understand the consequences of failing or withdrawing from classes.
- Planning and implementing at least one social activity per semester (in which faculty, staff, and students are invited and encouraged to attend).
- Other duties as assigned.

**Results**

The Office of Institutional Research analyzed the data for first-semester remedial students with academic deficiencies in math, reading, and English for the 2011 cohort of students (pre-peer mentoring) and for 2012 (peer mentoring). The fall-to-

fall retention rate indicated a 9% increase in this population of students for students who were mentored.

In Fall 2013, we expanded the pool of students who were mentored to include any student with an academic deficiency, and doubled the number of peer mentors. We have increased the number of tutoring sessions offered, and now have a dedicated space in the student union to hold sessions until 11:00 p.m. Our USA Funds Capacity Grant was renewed for a second year.

**Carol Engman  
Tulsa Community College  
Room Utilization Report**

The Provost of Tulsa Community College's West Campus requested a report that could be used in emergency situations to determine where our students were located on campus at the time of an incident (i.e. tornado, fire, intruder on campus.)

The report needed to be easy to interpret and readily available even when the power was out or the computers were down.

I created an Excel spreadsheet with all of the classrooms listed as row headers and each half-hour of the day as column headers. TCC's schedule includes many parts of term with classes have different starting and ending dates throughout the semester. Classes starting at the same time of day do not always end at the same time. Therefore, each Monday morning I get an extended report of classes from cognos based on the data in BANNER and manipulate the data to fill the Excel spreadsheet template. Outside groups using our facilities are included in this report. Each day of the week prints out on a separate sheet of paper showing the number of students in each classroom and the total number of students on campus every half-hour of the day. I provide another worksheet that gives details of the classes (course title, instructor's name, part of term, etc.) in case that information is needed. This worksheet is sorted by day, room, and time, and is formatted to print out one page wide by as many pages long as necessary. The completed report is e-mailed to an Outlook group of campus essential employees. I provide a printed copy to Campus Police, as well as, the e-mailed version.

In the event of a catastrophe, rescue personnel would be able to establish the location of students and focus their efforts on areas where the most good could be done.

The Room Utilization report was used this summer during a critical situation. The Provost and the Associate Deans of West Campus referred to the report to expedite the reassignment of classrooms when the air-conditioner in the Liberal Arts Building broke down. Classroom changes needed to be made rapidly, and the report showed the number of classes and students that required relocation and which classrooms were available. This change needed to be made for the remainder of the semester as the building could not be used due to the length of time it would take to make the repairs.

The report is used by:



- Campus Police for emergencies
- Facilities Engineers to know which rooms need to be heated or cooled
- Custodial Personnel to know which rooms have been used and when they are empty so they can be cleaned
- Provost and Associate Deans to check classroom availability for outside use and for classroom changes

201510 Class Schedule																
Monday Classes																
CRN	Subject	Course	SEC	XLST	Course Title	TIME	DAYS	BUILDING	ROOM	Instructor L Name	Instructor F Name	COURSE_DATE	Part of Term	DEPARTMENT	Instructional Method	Enrolled
13262	PSYC	1113		401	Introduction to Psychology	8:00am-9:20am	M W	WCLIB	220	Cremin	Angela	09/18 - 12/14	16 Week	LIBA	Classroom	25
17041	ENGL	0923		401	Writing I	9:30am-10:50am	M W	WCLIB	220	Britton	Tamara	09/18 - 12/14	16 Week	COMM	Classroom	18
12065	ENGL	0903		401	Reading I	11:00am-12:20pm	M W	WCLIB	220	Muldrow	Dorothy	09/18 - 12/14	16 Week	COMM	Classroom	8
17048	ENGL	0933		402	Writing II	12:30pm-1:50pm	M W	WCLIB	220	Britton	Tamara	09/18 - 12/14	16 Week	COMM	Classroom	20
17101	ENGL	1003		405	Academic Strategies	2:30pm-3:50pm	M W	WCLIB	220	Britton	Tamara	09/18 - 12/14	16 Week	COMM	Classroom	20
13215	POLS	1113		401	American Federal Government	9:30am-10:50am	M W	WCLIB	236	Givens	Nikki	09/18 - 12/14	16 Week	LIBA	Classroom	24
13217	POLS	1113		402	American Federal Government	11:00am-12:20pm	M W	WCLIB	236	Lawrence	Edmond	09/18 - 12/14	16 Week	LIBA	Classroom	18
13234	POLS	1113		403	American Federal Government	12:30pm-1:50pm	M W	WCLIB	236	Franks	Kenny	09/18 - 12/14	16 Week	LIBA	Classroom	23
13258	HIST	1493		402	US His Civil War Era-Pres	2:30pm-3:50pm	M W	WCLIB	236	Lawrence	Edmond	09/18 - 12/14	16 Week	LIBA	Classroom	12
17100	ENGL	1003		403	Academic Strategies	11:00am-12:20pm	M W	WCLIB	240	Lamberton	William	09/18 - 12/14	16 Week	COMM	Classroom	20
14561	CHLD	1302		401	CDA: Competency 2	6:15pm-10:00pm	M	WCLIB	240	Bauer	Mary	09/18 - 10/12	Eight Week Session	LIBA	Classroom	16
11570	BIOL	1224		406	Intro to Biology for Majors	7:30pm-10:20pm	M	WCSM	120	Livingood	Kathleen	09/18 - 12/14	16 Week	SCMA	Classroom	8
11710	MATH	0123		401	Intermediate Algebra	9:30am-10:50am	M W	WCSM	124	Phillips	Lance	09/18 - 12/14	16 Week	SCMA	Classroom	20
11703	MATH	0013		402	Beginning Algebra	11:00am-12:20pm	M W	WCSM	124	Phillips	Lance	09/18 - 12/14	16 Week	SCMA	Classroom	19
11713	MATH	0123		404	Intermediate Algebra	4:00pm-5:20pm	M W	WCSM	124	Phillips	Lance	09/18 - 12/14	16 Week	SCMA	Classroom	19
11590	BIOL	1383		401	Nutrition	9:30am-10:50am	M W	WCSM	140	Mercer	Mark	09/18 - 12/14	16 Week	SCMA	Classroom	10
11570	BIOL	1224		406	Intro to Biology for Majors	6:00pm-7:20pm	M W	WCSM	140	Livingood	Kathleen	09/18 - 12/14	16 Week	SCMA	Classroom	8
11688	MATH	0003		402	Basic Mathematics	11:00am-12:20pm	M W	WCSM	166	Dobson	Dolly	09/18 - 12/14	16 Week	SCMA	Classroom	14
11702	MATH	0013		401	Beginning Algebra	9:30am-10:50am	M W	WCSM	166	Porterfield	Justin	09/18 - 12/14	16 Week	SCMA	Classroom	18
11712	MATH	0123		403	Intermediate Algebra	11:00am-12:20pm	M W	WCSM	166	Swicegood	Jacalyn	09/18 - 12/14	16 Week	SCMA	Classroom	14
11705	MATH	0013		405	Beginning Algebra	4:00pm-5:20pm	M W	WCSM	166	Perdue	Steven	09/18 - 12/14	16 Week	SCMA	Classroom	10
15902	MATH	2124		401	Analytic Geometry/Calc 2	9:00am-10:45am	M W	WCSM	168	McDevitt	Terry	09/18 - 12/14	16 Week	SCMA	Classroom	18
11756	MATH	2114		401	Analytic Geometry/Calc 1	11:00am-12:45pm	M W	WCSM	168	Trimble	Diane	09/18 - 12/14	16 Week	SCMA	Classroom	11
11696	MATH	0003		410	Basic Mathematics	4:00pm-5:20pm	M W	WCSM	168	Foster	Patricia	09/18 - 12/14	16 Week	SCMA	Classroom	6
14899	BIOI	2393		401	UIR in Conservation Biology	10:00am-10:50am	M	WCSM	192	Smith	Patty	09/18 - 12/14	16 Week	SCMA	Classroom	1
11618	BIOL	2154		401	Human Physiology	9:00am-10:20am	M W	WCSM	196	Gulley	Leigh	09/18 - 12/14	16 Week	SCMA	Classroom	17
11619	BIOL	2154		402	Human Physiology	9:00am-10:20am	M W	WCSM	196	Gulley	Leigh	09/18 - 12/14	16 Week	SCMA	Classroom	9
11770	PHYS	1114		401	General Physics I	9:30am-10:50am	M W	WCSM	216	Hilton	Billy	09/18 - 12/14	16 Week	SCMA	Classroom	7
11770	PHYS	1114		401	General Physics I	1:00pm-3:50pm	M	WCSM	216	Hilton	Billy	09/18 - 12/14	16 Week	SCMA	Classroom	7

Monday, September 15, 2014

Building	Room	7:30 AM	8:00 AM	8:30 AM	9:00 AM	9:30 AM	10:00 AM	10:30 AM	11:00 AM	11:30 AM	12:00 PM	12:30 PM	1:00 PM	1:30 PM	2:00 PM	2:30 PM	3:00 PM	3:30 PM	4:00 PM	4:30 PM	5:00 PM	5:30 PM	6:00 PM	6:30 PM	7:00 PM	7:30 PM	8:00 PM	8:30 PM	9:00 PM	9:30 PM	10:00 PM	10:30 PM			
WCINFO	132																																		
WCINFO	134																																		
WCINFO	136					15	15	15	25	25	25												7	7	7	7	7	7							
WCINFO	138																																		
WCINFO	140																																		
WCINFO	204	20	20	20	13	13	13					10	10	10																					
WCINFO	228	20	20	20	14	14	14	12	12	12																									
WCINFO	230																																		
WCINFO	236																																		
WCINFO	238				18	18	18	9	9	9														12	12	12	12								
WCINFO	240							19	19	19	16	16	16																						
WCINFO	244																																		
WCINFO	274				9	9	9	7	7	7																									
WCINFO	278																																		
WCINFO	102				25	25	25	12	12	12																									
WCLIBA	120				30	30	30	13	13	13																									
WCLIBA	132				12	12	12	19	19	19																									
WCLIBA	136				24	24	24				24	24	24																						
WCLIBA	140	18	18	18							19	19	19	20	20	20							17	17	17	17	17	17							
WCLIBA	220	25	25	25	18	18	18	8	8	8	20	20	20	20	20	20																			
WCLIBA	232																																		
WCLIBA	236				24	24	24	18	18	18	23	23	23	12	12	12																			
WCLIBA	240							20	20	20														16	16	16	16	16	16	16	16	16	16	16	
WCFC	200																																		
WCFC	GYM																																		
WCSCM	116																																		
WCSCM	120																									8	8	8	8	8	8	8	8	8	
WCSCM	124				20	20	20	19	19	19						19	19	19																	
WCSCM	140				10	10	10																	8	8	8									
WCSCM	156							14	14	14																									
WCSCM	166				18	18	18	14	14	14						10	10	10																	
WCSCM	168				18	18	18	11	11	11	11					6	6	6																	
WCSCM	192					1	1																												
WCSCM	196				26	26	26																												
WCSCM	198																																		
WCSCM	204																																		
WCSCM	216				7	7	7					7	7	7	7	7	7																		
WCSCM	220															6	6	6	6																
WCSCM	228				14	14	14					6	6	6											19	19	19	19							
WCSCM	240				24	24	24	16	16	16															11	11	11	11	11	11					
WCSCM	256												22	22	22	22	22	22																	
WCSCM	264				23	23	23	22	22	22															10	10	10								
WCSCM	284												6	6	6	6	6	6																	
WCSCM	288						17	17	17	17	17																10	10	10	10	10	10	10	10	10
WCVT	102				18	18	18	18	18	18				22	22	22																			
WCVT	104				26	26	26	26	26	26	26																								
WCVT	108																																		
WCVT	140																																		
WCVT	166																																		
WCVT	194																																		
WCSC	110																																		
Total # of students		85	85	171	406	407	598	519	519	501	156	170	175	85	127	108	105	85	47	85	0	85	100	100	100	100	100	85	85	54	18	0			

**Tristian Jones**  
**Eastern Oklahoma State College**  
**The Programming Initiative**

Rationale for your idea: This proposal is very valuable to the Residence Life side of community colleges. The idea comes from me remembering how hard it was to get my peers involved in activities when I was a Resident Advisor as an undergraduate student. Therefore, I claim this proposal to be called, "The Programming Initiative".

Identification of the problems or issues addressed: The problems that I have identified are that students are not wanting to get involved with the events that are going on around campus because they do not feel like it is for them. Some students feel like if it is something that they had to partake in or wanted to do, that it would be closer within reach to them. These students are absolutely correct, if it is something that you want for students to get out and do, you go out and welcome them in or bring it to them.

Description of the idea: The idea that I have is to make better improvements on the programming that we are offering for our students living within the campus. First, we must have a set budget that we are able to give to each Resident Advisor that we have on each floor, or however they are broken up within the various institutions, and allow for them to utilize this budget to create a more fine-tuned program for their floor residents. Second, the Resident Advisors (RA) must realize that they cannot have programming to suit everyone, but they can create multiple programs that are able to do so.

How the problem or issue was resolved: With the issue being stated, the RA staff have to make sure that they know what audience they are catering to. They have to get out and get to know the residents that they have on their floors and within their halls in order to know what it is they need and want. Lastly the Residence Life Department must be willing to go along with what it is that the RA staff are telling them that they need within their floors and halls to create a successful living experience for the students that are at their institution of higher learning.

It is our duty as College professional staff to help students to grow and develop through their college years. It is also a time that we must inform students of tasks that they may face, but let them make their own decisions about the outcome. In doing so it will either allow them to grow from their success at the task or grow from their failure of the task, but it is all up to the student. I have always thought in life that it is what you make it and I tell my students the same thing, that college as well as life is what you make it and no one person is better than making something in your life than yourself.

**2014  
CSI Peer Review Panel**

Barbara Cox  
Division Director of Communications, Arts, and Developmental Studies  
Redlands Community Colleges

Melinda Barr  
Professor of History  
Oklahoma City Community College

**Chair**  
Joanne Huff  
Library Technical Assistant  
Western Oklahoma State College