



Creative Staff Innovations

CSI Anthology 2021

Creative Staff Innovations Award

Many great ideas are created and implemented at our Oklahoma community colleges. Through its CSI award, OACC recognizes these groundbreaking ideas and the staff members who originated them. OACC publishes the award winners each year in the CSI Anthology. The Creative Staff Innovation, CSI, award is a program in which full-time and part-time staff members have the opportunity to share their great ideas and demonstrate how these ideas have brought about positive change on their campus. This award is intended for staff only. Faculty are encouraged to apply for the GIFT Award.

Cash Prizes Awarded

If you have a great idea that has already been implemented, you may as well get paid extra for it!

- 1st Place \$250
- 2nd Place \$150
- 3rd Place \$100

Prizes will be handed out the day of the staff conference. Winners will have their conference registration fees waived. Please visit our website for more details about the 2022 Creative Staff Innovation Award!

2021 Creative Staff Innovation Award Winners

Nash McQuarters 1st Place

Teresa Brady 2nd Place

Jennifer Champion 3rd Place

Rationale:

Student Engagement and a sense of belonging is critical in both recruitment and retention. Studies (institutionally and nationally) have shown that New Student Orientation (NSO) plays a vital role in both areas by giving new students the excitement of higher education, meeting other incoming students, and providing them with the basic information needed to be successful and retained.

Problem to be addressed:

During the COVID-19 outbreak all in-person services on the college campuses closed and students were forced to complete the online orientation module that our NSO office already had available. However, in 2019 an internal study showed that our students under the age of 25 who attended an in-person orientation session had higher rates of Fall to Spring and Fall to Fall retention than those in the same age group that completed NSO online. Knowing that online orientation was inferior to in-person orientations, it was imperative that Tulsa Community College (TCC) maintained an engaging orientation process for new students, especially traditional students under 25 years of age. Unfortunately, the online NSO was very text heavy, took approximately an hour and a half to complete, and didn't provide the engagement/belonging aspect that in-person orientations offered. Knowing that this could be detrimental in the future for retention and student success our NSO office had to make changes to our online NSO process.

Description of the idea:

By attending webinars and conferences hosted by NODA – The National Association for Orientation, Transition, and Retention our NSO office incorporated national practices that 4-year universities were using to deliver their orientation programs such as a 3-part orientation process that includes providing information, engagement, and course enrollment.

Part 1: Online Orientation was an asynchronous online module that would teach students basics such as “what is a credit hour” “how to schedule an appointment with an advisor” “Differences between AA, AS, CER and AAS” and various student support services and resources. To address the length of the online orientation there was a major overhaul of the module by converting every area from text-based to video-based. This was done due to multiple presentations through NODA stating that students retain information better from videos. We also incorporated pathforks into the online orientation which allowed students to select information that they needed to know. For example, a student would be asked “Are you interested in the Honors Program”, if the student selected that they were interested they would then see a video about TCC’s Honors Program, while students who were not interested were given the opportunity to skip that section and continue on. At the end of the online orientation changes, approximately 97% of the content was video based and much more interactive than before.

Part 2: The Blue Zoom was a synchronous webinar hosted by the New Student Orientation Coordinator and Orientation Leaders. The live event gave new students the opportunity to interact with other new students, Orientation Leaders, and student support offices. After completion of Part 1, students were directed to register for The Blue Zoom, with one being offered every Friday. During registration students were able to select two breakout sessions of their choosing, again, giving them the opportunity to choose what they want to learn. After registering, students were then sent a personalized schedule with links to attend the opening session, closing session, and the two breakout sessions they chose. During The Blue Zoom opening sessions students participated in a Blackboard tutorial, skits performed by Orientation Leaders, and a Kahoot game based on information from Part 1. They were then instructed to follow their emailed links to attend their specific breakout sessions, and then return to the closing session to see more skits, a financial aid presentation, and student panel.

Part 3: Advisement & Enrollment was the last step for New Student Orientation. After students completed Parts 1 & 2 they were sent a link to meet with an advisor via Zoom. Advising and enrollment was completed 1 to 1, as students were given one hour to discuss their major, test scores/placement, MyTCC (TCC's student portal) and enrollment in courses with an Academic Advisor. Near the end of the summer, we were fortunately able to also offer in-person advising options as well, giving students more options.

How the problem or issue was resolved:

During the summer of 2020 Parts 2 and 3 were reversed and unfortunately only 37% (1194 students) attended The Blue Zoom, as they were already enrolled and did not find it necessary. However, after the Fall 2020 semester, our Office of Institutional Research looked at data to compare student success of those who attended The Blue Zoom compared to those who did not. We found that there was a significant difference in all areas and that students who attended The Blue Zoom had much higher success rates.

	% Total Withdraw	% Partial Withdraw	% 0.0 GPA	Average GPA	% Honor Roll
Attended TBZ	3.6%	17.2%	13.4%	2.48	51.8%
Did Not Attend TBZ	8.5%	28.4%	31.9%	1.83	30.7%
Difference	4.9%	11.2%	18.5%	0.65	21.1%

Because of the noticeable differences in those who did and did not attend The Blue Zoom, we rearranged the parts so that students must attend The Blue Zoom before meeting with an advisor. This change alone increased our attendance by 82%, with 2183 students in 2021. With an increased number of attendees, student engagement was high each week, with 92% of survey respondents saying that they enjoyed The Blue Zoom's information, skits, and games. Although it is too soon to collect data for success, we can estimate that our success rates for attendees will mirror those from the summer of 2020.

Unfortunately, NSO is often looked at as a hurdle and as a boring event that students dread. However, we as higher education advocates know the importance of providing a stable foundation for students to grow. The first orientation program was created in 1925 at Boston University as a way to help students succeed. The NSO office at TCC strives to do the same and we are fortunate enough to have students that realize we care. However, the best piece of data that we received is one from a student who stated on their survey "I am happy I am going to a college where they want to see you succeed".

Nash McQuarters
New Student Orientation Coordinator
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In a world that seems to be full of uncertainties, isolation, and disconnections due to our Covid circumstances, we all need to find ways to connect.

Covid conditions had wreaked havoc on the morale of so many at EOSC physically and emotionally. There seemed to be some co-workers who felt a disconnect from the faculty, staff, and administration due to social distancing. The Staff Council wanted to do everything in its power to help encourage each employee that we were in this together.

The Staff Council came up with the idea of Winter Wonderland Week.

Monday is Cheer Up Your Co-Worker!

Spread Joy in your workplace with an act of kindness. Send a description or post a picture of it to the Staff Council Chair.

Tuesday is Merry Mask Day

Make safety fun by decorating and wearing a merry face mask. Send a photo to the Staff Council Chair.

Wednesday is Festive Sweater Contest Day

Show off your holiday spirit and wear your favorite festive sweater! Send a photo to the Staff Council Chair.

Thursday is Pajama Day

Stay comfy and warm in your holiday PJs. Send a photo to the Staff Council Chair.

Friday is Winter Wonderland Your Office Day

Turn your work area into a winter wonderland. Decorating may begin Monday, Dec. 7. Send a photo to the Staff Council Chair. There will be a prize for this one!

Our Staff Council stepped up to the plate and put on our thinking caps. We tried to use the resources, tools and means we had to bring our departments and offices together. We even used some of the obstacles such as the masks to bring some humor to the workplace. We found common bonds that united us. We were encouraged despite being separated. We found ways to show our generosity and kindness to our co-workers in safe ways. The pictures that I received as the Staff Council chair beginning on the first day with the acts of kindness brought tears to my eyes. I knew immediately that the Staff Council had hit a “home run.” This was exactly what our institution needed amid a crisis that the world had never encountered before.

Our EOSC Staff Council mission statement is to engage in decision-making and to support and promote the interests and needs of the College and its staff. I believe without a doubt that we fulfilled that mission with this endeavor. I am proud to represent our EOSC Staff Council as Chairperson and respectfully submit this Creative Staff Innovation Award Nomination.

Teresa Brady

EOSC Executive Director Foundation and Alumni Relations

EOSC Staff Council Chair

Winter WONDERLAND



December 7-11, 2020



Monday, Dec. 7

CHEER UP A COWORKER DAY

Spread joy in your workplace with acts of kindness.
Send a photo or description to Teresa Brady • tbrady@eosc.edu



Tuesday, Dec. 8

MERRY MASK DAY

Make safety fun by decorating and wearing a merry face mask.
Send a photo to Teresa Brady • tbrady@eosc.edu



Wednesday, Dec. 9

FESTIVE SWEATER DAY

Show off your holiday spirit and wear your favorite festive sweater.
Send a photo to Teresa Brady • tbrady@eosc.edu



Thursday, Dec. 10

PAJAMA DAY

Stay comfy and warm in your holiday PJs.
Send a photo to Teresa Brady • tbrady@eosc.edu



Friday, Dec. 11

WONDERLAND YOUR OFFICE DAY

Turn your work area into a winter wonderland. Decorating may begin Monday, Dec. 7.
Send a photo to Teresa Brady • tbrady@eosc.edu

Events and prizes sponsored by the EOSC Faculty and Staff Councils.

Random Acts of Kindness Day



And many more!

Thank you EOSC Faculty and Staff for participating!

Jennifer Champion, Tulsa Community College

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- a. **Rationale for your idea** – Jennifer Champion, Student Life Programming Coordinator from Tulsa Community College – West Campus, was extremely innovative during the heart of the pandemic.
- b. **Identification of the problems or issues addressed** - Due to the world-wide pandemic in March 2020, Tulsa Community College closed its campus and forced students to complete the remaining semester online. This meant students and staff would not be able to engage in person on campus. This obstacle didn't stop Jennifer Champion from interacting with students. She created games/activities using a variety of social media platforms and zoom, which allowed students an outlet from reality.
- c. **Description of the idea** - Some of the virtual games and activities she created were: Virtual Spirit Weeks, Name that Education Location, Let's "Hang out" Virtually via Zoom, Scavenger Hunts via Zoom, Math Puzzles on Mondays, Brain Teasers on Tuesdays, Word Search Wednesdays, Sunday Sudoku, Fun Fact Fridays, Trivia at 10pm, Emojis at Midnight in May, Scattergories via Zoom, Throwback Thursdays with TCC 50-year Anniversary, Monday Mysteries, Virtual Field Trip Fridays, Which Word Wednesdays, Find 5 Differences on Fridays, and more.
- d. **How the problem or issue was resolved** – Jennifer continues to engage students both in person and on social media. For examples of these activities, please visit: Facebook.com/TCCWestCampus or Instagram.com/TCCWestCampus or Twitter.com/TCCWestCampus or YouTube.com/TCCWestCampus

Rationale:

Tulsa Community College has a large volume of students planning to apply to one of our Allied Health or Nursing programs but only accepts a small portion of that group. These students demonstrated gaps in knowledge with both academic and non-academic requirements to enter their chosen program. The students also did not demonstrate a strong understanding of their chosen profession or the field of Health Sciences. After assessing the college's process for onboarding students, we decided to create an orientation for students who are in their first semester of preparing to apply to a Nursing or Allied Health program

Identification of the problems or issues addressed:

Most of the Allied Health programs at TCC only accept 14-30 students on average, but will have several times that amount taking courses to apply to their program. Smart Start seeks to inform students from their first semester what they will need to enter their program, and what it will take to work in that profession.

Description of the idea:

Students are required to attend a Smart Start orientation during their first semester they are declared as seeking an Allied Health or Nursing program. The orientation includes both new students, transfer students, and continuing students who have recently changed their majors into an Allied Health or Nursing track. The orientation is mandatory before students can enroll in the following semester. It begins with a kickoff event where students hear from faculty and staff from across the college on how to prepare to enter their chosen field. Primary speakers are department chairs, deans, academic advisors, career services, and academic success coaches.

Students are provided with a realistic overview of their prospective program's competitive admission standards and rigorous academic and professional expectations. The orientation covers minimum and competitive GPAs, test score requirements, background checks and immunizations, course progression and prerequisites. The student also speaks with professionals in the field about what it takes to work in that job. Students are able to visit with more than one program so that they can learn about a multitude of professions.

How was the problem or issue resolved?

It's an ongoing process. Every Fall and Spring semester we begin a new Smart Start so that we can continually engage with our students. Students, faculty, and staff are surveyed about their attitudes and preferences with the event. Student enrollment trends are also closely monitored. Student, faculty, and staff feedback indicates an overwhelmingly positive experience with Smart Start, and feel it adds value to the student's time with TCC. Since Smart Starts' implementation we've seen changes in enrollment trends with fewer students applying for hyper competitive programs and more students applying to less competitive programs.

Greg Anderson
Director of Academic Advising
Tulsa Community College

Live Enrollment Workbook

- A. Rationale for your idea:** With having two campuses, Connors State College wanted to find a way to make it easier for our admissions department to accurately show when student documents have been received and to be able to see where students were in their application process.
- B. Identification of the problems or issues addressed:** Some issues in the current process included lag time in collecting paperwork and entering it into the system during high traffic times, students turning in documents to one campus but visiting the other to enroll, and having to look at multiple pages in our system to verify where the students are exactly in the application/enrollment process.
- C. Description of the idea:** Each applicant's information goes on a live spreadsheet, which is broken down by semester. When staff in our admissions department receives a document, they mark it as received, date it, and highlight it in their designated color so we know what was received and when and by whom it was received. If we have questions, we know exactly whom to ask. We also use this system to reach out to those who have applied but not completed the application. We are also using it to collect data on how many students apply and actually enroll at Connors State.
- D. How the problem or issue was resolved:** Our goal was faster access to verify we have received student documents and to verify their exact place in the application and enrollment process. We have also integrated this workbook into our prison enrollment and will be testing this out for our Nursing/OTA/PTA enrollment in the coming spring 2022 semester.

Haley Hilton, Connors State College
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Bill Knowles
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Seminole State College

- a. **Rationale for your idea-** Many within the Seminole State College community suffer from food insecurity issues. Absence of nutritious food can be damaging to the achievement of our students. Financial adversity can be troublesome and can impede students' ability to function well in classes. The goal of the idea was to remove food insecurities and offer educational resources to the students at Seminole State College.
- b. **Identification of the problems or issues addressed-** Many students must currently choose between buying their textbooks and paying their bill or buying food for themselves or their family. Many students choose to drop or withdrawal from their classes due to the inability to buy food. According to Dr. Bill Knowles, retaining these students should be a priority and keeping them from worrying about where their next meal will come from should be a priority of every employee at SSC.
- c. **Description of the idea-** Led by Vice President for Student Affairs Dr. Knowles, Seminole State College understands this is an issue and has responded by opening a food pantry program for SSC students. The SSC food pantry is a student and employee partnered program and with a campus-wide effort, SSC has pledged to generate a philosophy of wellness within the SSC Community.
- d. **How the problem or issue was resolved *-** SSC is helping to curb food insecurity and helping students that are faced with going to class hungry and dropping or withdrawing from classes by feeding approximately 285 students and 616 household members of our students since opening the pantry doors in the fall of 2019. Students can come by our pantry and not only get food for themselves but the members of their household.

Creation of online scheduling and enrollment process via Zoom and Wix portals. MSC had no process of online enrollment previous to 2020. As we all know, we were forced to serve our students remotely once Covid spread. Melanie Whitehead (advisor at Murray State College) created a Wix scheduler with the capability for students to make appointments via Wix scheduler for enrollment and complete the entire registration process via Zoom. This successful process was the driving force behind the MSC's increase in enrollment for Fall 2020 and Spring 2021.

Without the quick implantation of this online process, our enrollment may have suffered tremendously.

Melanie Whitehead, Murray State College

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Rationale for your idea:

Process Improvement Committee @ Tulsa Community College

The Process Improvement Committee (PIC) provides a venue for centralized feedback, review, and update of processes and procedures that affect all academic schools not currently associated with a committee or department. Embarking on its third year of operations, the Process Improvement Committee at TCC strives to:

- Clarify, simplify, and make more efficient key processes essential to executing the mission of Tulsa Community College.
- Champion continuous improvement and feedback from stakeholders to reduce procedural and task confusion.
- Support and promote a work environment where the focus is on student success and staff and faculty support.

The COVID-19 pandemic provided the perfect opportunity for Tulsa Community College to simplify, improve, and document processes with the end-user in mind – our students and college community. Some of our college processes were clunky, did not have a clear process/task owner, and documentation was not easily accessible or clear for key stakeholders.

Identification of the problems or issues addressed, description of the idea, how the problem or issue was resolved:

By practicing continuous improvement and forward-thinking guided by best practices, data, and innovation, this mighty team has accomplished the following since the onset of the pandemic:

- Revamped the Incomplete (I) Grade policy to ensure compliance with Regents mandates.
 - Streamlined the form to move it from a paper, kept in individual schools' offices, to a ProcessMaker electronic form. ProcessMaker has the ability to store these forms within our Banner/Xtender cloud to ensure secure and efficient record-retention practices.
- Revamped the grade change process.
 - Streamlined the form to move it from a paper, kept in individual schools' offices, to a ProcessMaker electronic form. ProcessMaker has the ability to store these forms within our Banner/Xtender cloud to ensure secure and efficient record-retention practices. Faculty, Faculty Department Chairs, and Deans have the ability to sign and approve/deny these requests electronically
- Revamped the prerequisite override process and clearly articulated this practice for the upcoming edition of TCC's 22-23 catalog. Students now know where the process starts and what the required documentation is upfront.
 - In the past, all of our academic schools followed different procedures – all with the same spirit to support students. Now, we have a common process that is clearly defined, supported by an electronic platform and best record-retention practices.

Most recent accomplishment:

- Reexamined our academic integrity policy to ensure TCC promotes an ethical learning environment that highlights trust, respect, fairness, and honesty. This idea has received many accolades and earned the support of the majority of the TCC's Academic Affairs Council members.
 - The committee identified three key questions and addressed them with this project:
 - We are a service institution that focuses on teaching and learning. How are we educating students and faculty about what constitutes academic integrity and violations of academic integrity?

- Representatives from the committee developed this book: [Academic Integrity at Tulsa Community College – Simple Book Publishing \(ocolearnok.org\)](http://Academic Integrity at Tulsa Community College – Simple Book Publishing (ocolearnok.org))
- We read different sanctions listed in the policy but found no definitions of what constituted those sanctions. How are we differentiating among levels of academic integrity violations?
 - Different levels of violation (minor, moderate, and major) were identified and addressed.
- We realized we had a policy without a procedure. How can faculty report accusations and how can students appeal them?
 - Identified a platform to document and resolve violations of academic integrity – Maxient.

The committee is focusing its energy and attention on revamping the section change process for the fall of 2021 semester.

Miguel Da Corte	Director of Academic Affairs Projects (Chair)
Melissa Thurston	Admin. II, Science & Math
Travis White	Dean of Business and Information Technology
Dusty Bailey	Academic Advising Coordinator
Mary Glenn	Student Technology Manager, Information Services
Brandy Cooper	Asst. Professor & FDC Social Sciences
Lori Coggins	Asst. Professor & Coordinator, Engaged Learning
Patrick Idwasi	Assoc. Professor & FDC, Chemistry
Shaun Pevsasser	Asst. Professor & FDC Social Sciences



OKLAHOMA ASSOCIATION
OF COMMUNITY COLLEGES