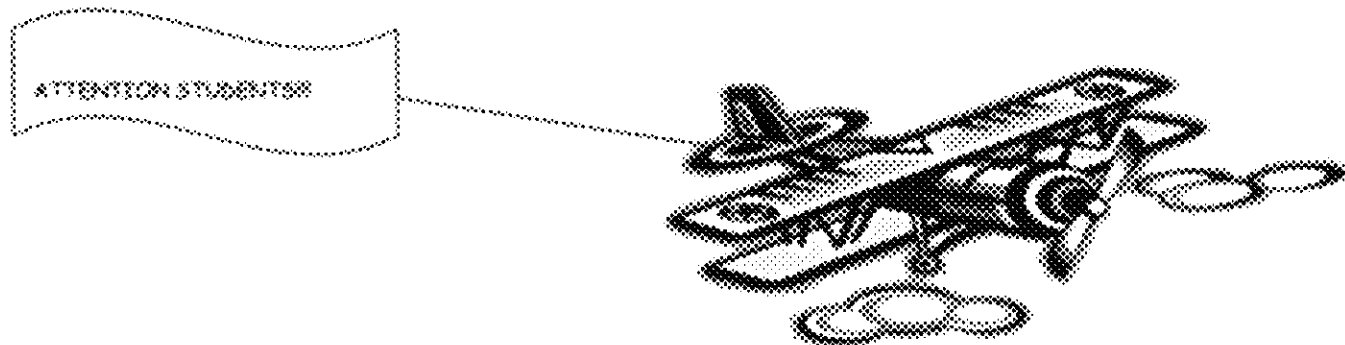
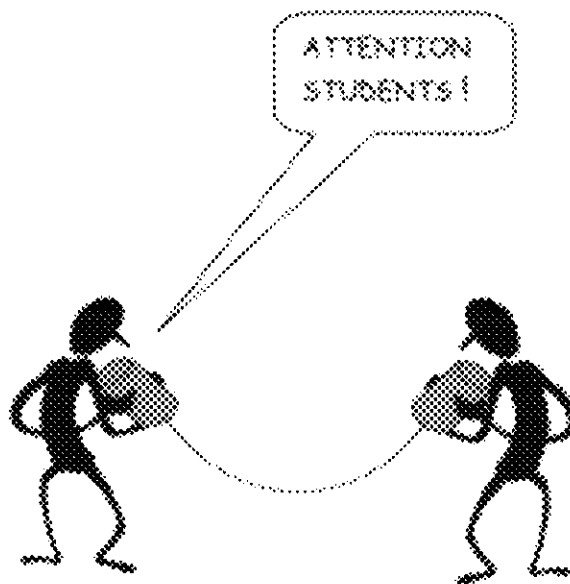
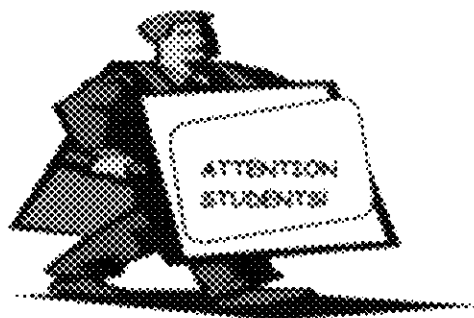


Owens Community College  
Quality Improvement Process  
Student Communication



Proposal Presented April 2006

Team Champion: Carol Russell

Team Leader: Anne Bullerjahn

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#### ABSTRACT

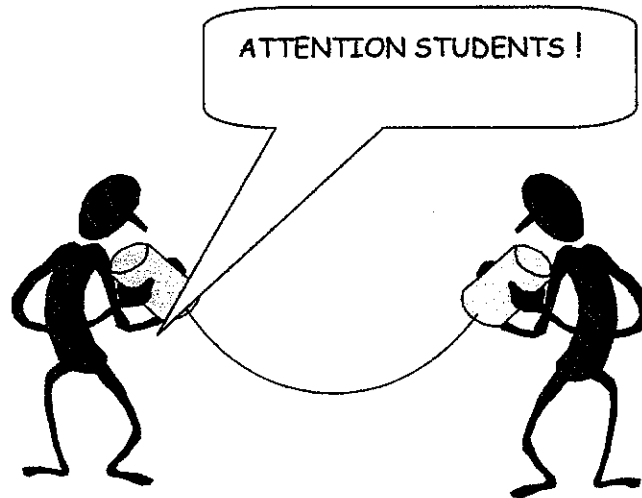
The Process Management Steering Committee identified student participation in the Owens Community College as something that impacts retention. After much discussion regarding this issue, the quality improvement team decided to examine a starting place....how do students learn about activities, services, and programs, and which vehicles of communication on campus offer a conduit for student information. The proposal offers a variety of methods that would improve communication for students on campus.

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**Project Statement**

To identify and improve avenues of communication to students regarding activities and resources that are available to them on campus. To conduct a survey to ascertain how students currently get information regarding campus resources and activities and how satisfied they are with that communication. More specifically, (1) how do we get information to the students and (2) how do we get students to the information.



## **Introduction**

In January 2006, the Process Management Steering Committee identified student involvement as one of the concerns they would like to explore with the project management process.

As colleges continue to be concerned about retention of students, there is evidence that when students feel part of the college community, they are more likely to persist. While students at community colleges show lower levels of participation in campus organizations than students at four-year institutions, there is still evidence that student involvement correlates with self-reported gain in personal and social development. There are a variety of ways to be involved, i.e. student worker employment, student government, clubs and organizations, student professional organizations, volunteer opportunities, etc. In order for a student to enjoy involvement in these areas, they must have knowledge of them. The Committee contends that improved communication on the College's part could improve involvement.

Historically, Owens Community College has been encouraged by North Central to look at it's communication processes ...a problem shared by other campuses as well.

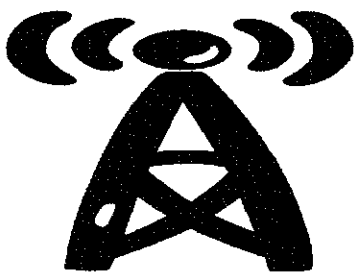
As the Student Involvement Committee discussed student participation on campus, the team identified communication for students, and to students, as a starting place for this project. Each of the committee members had anecdotal stories of students who had left Owens Community College because they could not get connected on campus. The team, however, would like to share a success story. This story does have a happy ending, but illustrates some of the issues of communication on campus.

## “Annie”



“Annie” applied and enrolled at Owens Community College for Fall 2005. When registering, she filled out an “activity interest” card and turned in during her registration appointment. She limited her activity choice to *The Outlook* (the Owens student newspaper) because she works part-time and was registering for 19 credit hours. No one ever contacted her from *The Outlook* so she assumed they weren’t interested in her participation and help. Interestingly enough, “Annie” is now a member of the Sailing Club—a new organization on the Owens campus. And she didn’t have to put forth any effort in finding out about this club...they found her. She was sitting with a couple of friends in the SHAC and a sailing club member came up to their table and asked if they had heard about the new Sailing Club. When they responded “no,” he began describing the club, the activities, the members would be able to participate in, etc.; he had such enthusiasm that later in the week they joined. His enthusiastic recruitment efforts won them over. That same week, *The Outlook* ran an advertisement in the paper looking for staff. Why wasn’t “Annie” contacted when she showed her initial interest in becoming a member of the *The Outlook* staff.

## Communication Technology



Another issue that Community Colleges face is the rapid change of communication technologies. With the continued use of e-mail, instant messaging, and cellular phones the College is finding that there are risks involved in any communication technology. There are

certainly personality and generation differences involved in communication preferences. While the eighteen year olds are busy text-messaging their peers across campus, the non-traditional student is still relying on the printed word, i.e. the student newspaper, posters, formal letters, etc. How does the College then design a communications system that takes those generational differences into account?

Perhaps the most important thing to keep in mind as Owens Community College addresses communications on campus, is the need for students to have correct information on procedures, resources, and opportunities available to them. Knowledge empowers students to set goals, plan their curriculum, and take responsibility for their academic success.

Opportunities in campus activities, whether they be leadership oriented, group decision/participation, fundraising, etc. will offer them skills that will transfer to their career life as well as their community membership. We know that in order for them to persist, they need to have access to information that keeps them in the mainstream of their culture, i.e. awareness of services, awareness of college policies, graduation requirements, deadlines, activities, organizations etc.

As a result of discussion, the Student Involvement Committee set the following tasks as part of their project:

1. Design and conduct a student survey to determine how and where students get information regarding student events on campus and, how satisfied they are with that communication.
2. Identify current avenues of communication and the procedures for using them, and improvements to assist in better meeting students' communication needs.

Specifically we looked at:

- a. Student Activities
- b. *The OUTLOOK & Noteboard*
- c. College Advancement/Marketing
- d. Information Technologies

## **Student Survey**

According to research by Claire Raines (*Beyond Generation X*), people the age of the typical Owens student prefer e-mail as a communication tool. Owens faculty prefer e-mail as a communications tool, as indicated by results from the Employee Communication Survey conducted by the Process Management team studying internal communication. We hypothesized that Owens students would prefer to receive information from the college primarily via e-mail. To test this hypothesis, we conducted a survey of current Owens students using *Zoomerang*. We are indebted to Deb Rathke and Rodney Hough for their assistance in this endeavor. We asked students how often they check their campus e-mail, how they would like to receive information from a professor about class changes, and how they would like to find out about events on campus. We also asked about levels of satisfaction with current modes of communication Owens Community College uses to inform students about both student services, such as grades, registration information, etc., and extracurricular activities. Results of the survey indicate that the hypothesis is supported.

Eleven-hundred-forty students responded to the *Zoomerang* survey. Seventy-five percent of the responding students are female. Twenty-nine percent of the students are younger than 22 years of age, and another 25% are between the ages of 22 and 28 years old. Half of the responding students are full-time, enrolled in 12 or more credit hours this semester. Seventy-seven percent of responding students are primarily on the Toledo campus. Many students take a combination of day, evening, and distance learning classes. The team feels this is a representative sample of Owens students.

Fifty-one percent of responding students check their Ozone email at least weekly, and thirty-nine percent of the students check their Ozone email daily. Forty-six percent of responding students would prefer that their professor alert them to a change in the class by sending an email to their Ozone account. It is a bit surprising that slightly more responding students would



prefer that the professor alert them to a change in class by distributing a piece of paper with the change written on it than would prefer that the professor post the change on the class Blackboard website. Perhaps this indicates the proportion of professors who use their class Blackboard website. Forty-eight percent of responding students would check the Owens website to find out about an event on campus. Only three percent would read *The OUTLOOK*, the student newspaper. It would appear as though the students think *The OUTLOOK* lacks pertinent information. Twenty-four percent of responding students would read flyers posted around campus. The team feels this argues strongly for centrally located kiosks. Most students find communications relating to student services very or at least somewhat useful and timely. Among the responding students, most are neutral in their feelings about communications concerning extracurricular activities. The team believes this communication could be improved.

### **The College Website**

We have not measured levels of satisfaction with the Owens Community College website; however, our impression is that it is not easy to find information about student organizations and extracurricular activities on the website. We voiced these concerns to members of the Office of College Advancement and Marketing, and they essentially agreed with us. They then told us that they are in the process of clarifying procedures for updating the website. This is a summary of these procedures:

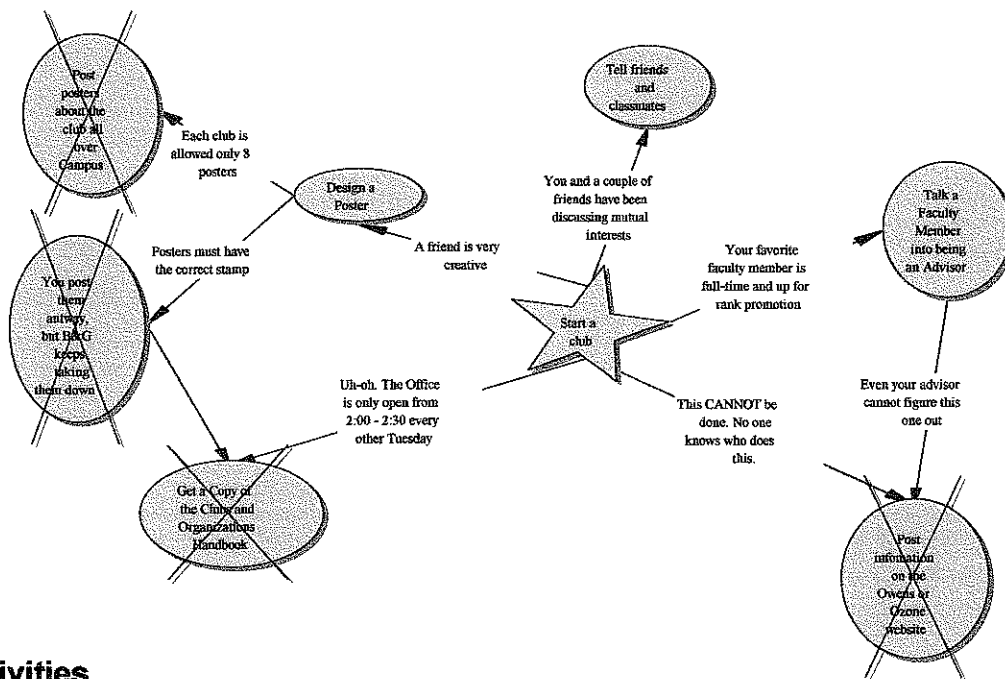
The department representative gathers information for the website and contacts the Marketing Coordinator.

The Marketing Coordinator decides where on the website would be most appropriate for the information.

The Marketing Coordinator organizes the contents and sends it to the Internet Webmaster. The Marketing Coordinator, Webmaster, and department representative work together to construct and implement the web page.

## Starting a Club

Here is a flow chart to illustrate the frustration a student might feel when attempting to start a new club and attract other interested students. Although the chart contains a few exaggerations, the team still considers it a valid illustration of roadblocks students might encounter when starting a new club or trying to communicate with other students about campus events.



## Student Activities

As the Student Communications Committee discussed issues regarding communication, many of the administrative issues would fall naturally to a Students Activities Department on campus. The College has recently appointed John Byers as Coordinator of Student Involvement. Communication for students on campus needs a student accessible location, sufficient staff, and a physical home. The following themes appeared as we looked at a reasonable model that could facilitate communications and activities on campus:

- A. Funding issues: proposal of a student activities fee
- B. Housing Student Activities : a geographically accessible office for the Coordinator of Student Involvement.

- C. Staffing: support staff that could in managing the many facets of student involvement.
- D. Updating Student Organizations Handbook.
- E. Coordination project with records that would facilitate communicating student interests initially indicated at registration to the appropriate clubs and organizations.
- F. Building three student activities kiosks ...one on each side of the campus for the posting of information regarding student activities, and one for the Findlay campus.

## **Funding Issues**

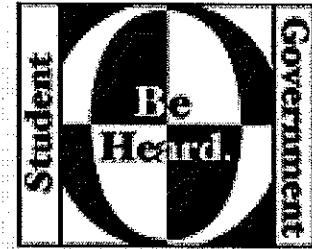


In early January 2006, Owens Student Government allowed students to voice their opinion regarding a student activities fee. Historically, Owens has never had a student activities fee as part of the fee structure. Student Government's position is that funds are needed to continue offering activities that support the students' interests and development outside the classroom. Student Government conducted a poll using *Zoomerang*, a software package used by business, organizations, and education to create professional customized surveys. Eleven hundred fifty respondents representing both Findlay and Toledo campuses indicated their interest in a student activity fee as well as their involvement on campus with other student activities. Fifty-three percent of the students were in favor of an activity fee. There is a proposal currently before the Board of Trustees that would initiate a \$.50 student activity fee assessment per credit hour to go into effect at the next tuition increase.

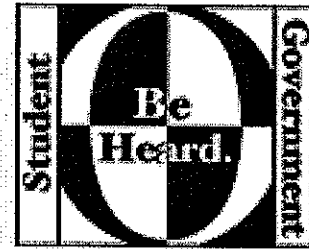
## **Housing and Staffing**

As the Committee looked at the availability and support for students in their planning, executing, and communicating with other students about events we realized that there are many stumbling blocks: limited access in getting approval for events, posters and advertising;

# Proposal



- Owens Community College Student Government proposes that fifty cents (\$.50) from each credit hour, per student, per semester be allocated for Clubs and Organizations.
- The fee is proposed to take effect during the next tuition increase.
- This will provide Owens Community College students, from both campuses, the opportunity to have available more activities and events.



# Results of The Poll

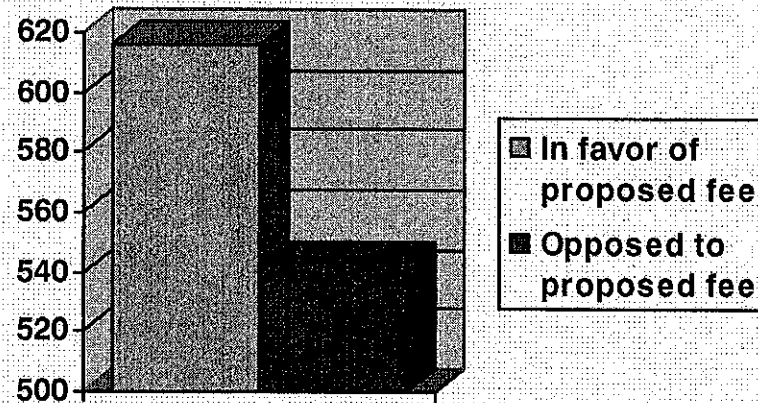
**Question:** *Are you in favor of the proposed distribution of fees for the purpose of enhancing student activities?*

**Results:**

**Of 1,159 respondents**

**53% (616) were in favor of the proposed fee**

**47% (543) were opposed to the fee**



**10% of the respondents are currently involved in clubs and activities;**

**36% are not currently involved, but want to be!**

limited staff support in assisting students as they plan events; and lack of a visible student activities department. Staffing has been reduced in the Student Activities Department while the college has seen a huge growth in enrollment over the past five years. If the college intends to support the students in their community interests, the Committee recommends the following:

1. Housing for the Coordinator of Student Involvement in a location that is easily accessed by the students.
2. Hiring additional staff support : a secretary and student workers to expand the hours of operation of student activities support.
3. Rename area of Student Involvement to Student Activities as it is more clear to students in communicating the function of the area.

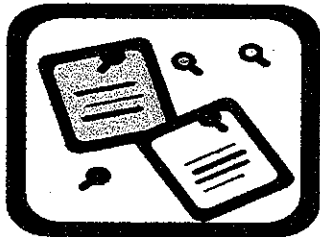
### **Student Activities Handbook**

With the growth of the Student Involvement area, it will be important to examine and update the Student Organizations Handbook. It should include policies and procedures for organizing clubs, advertising activities using the college websites, role and function of the advisor, using college facilities, etc.

### **Coordinating Student Interests**

Upon entering the college, some students fill out an interest card indicating what activities they would like to be involved. Very little has been done with that information once it is collected. John Byers has been meeting with Records and Student Services staff to implement a process by which that information is passed on to the appropriate clubs and organizations so that they would be in a position to contact new, interested students and communicate with them regarding the availability of activities and organizations. The Committee supports that effort; it will make a difference in how soon students feel connected to Owens Community College and the community they've now become stakeholders .

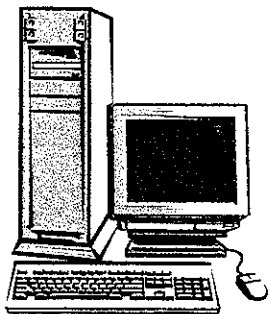
## **Information Kiosks**



As one passes through the buildings of Owens Community College, the windows, doors, and other available space are all plastered with signs announcing and advertising events. As the committee looked at other campuses and their communication systems, one of the ideas that stood out was the availability of Student Activity information Kiosks. Students interested in events know that they just need to go the Kiosks and that information is available.

The Committee feels that the College community becomes immune to signs and posters plastered all over campus. The committee would like to recommend the purchase and location of three kiosks to be located one on each side of the Toledo campus, and one for the Findlay campus. These kiosks would provide a central location for announcing and advertising student events and activities.

## **Information Technologies**



As the Student Communication Team discussed the issue of communication for students on campus, the first query was in regards to the capabilities and capacity of our information technology on campus.

Under the former Pipeline system there was capacity for chat rooms, club sites and some were developed as part of student activities. As the Committee looked at other two-year and four-year websites the team was struck with the ease that students could get to student activities and other pertinent student related information directly off of the home page. William Schmoekel , Director of Information Technology Services for the College, was invited to come to a meeting to discuss what the new system might offer that would enhance communication for students on campus.

Bill met with the Committee on March 21 2006. He confirmed that the former system had capability for chat rooms, club websites, & list serves. Problems with Pipeline included management of material on the websites and several issues where inappropriate information was put on the website. It would be important as these sites are developed that a monitoring system be put in place. Managing websites and keeping information current are not easy tasks. The Information Technology Department currently has 5000 web pages that require monitoring and updating.

The Student Communication Committee shared concerns and asked how difficult would it be to provide an easily accessible web page just for student activities. Included on the website should be information regarding student government, a calendar of events, information regarding student athletic events, graduation information, listings of student clubs and organizations with contact information. In addition, the recommendation was made that clubs and organizations have the option of developing their own web page, accessible through the student activities web page. Mr. Schmoekel indicated that the system was capable of producing a separate student activities web page; he would check with his website developers and see what it would entail.

Mr. Schmoekel contacted the Committee and indicated that indeed, the student activities web page could be developed as requested, and that it was possible to have it in place by Fall Semester 2006.



As a result of this discussion, the Committee would like to recommend the following be put in place:

1. A separate student activities web page, easily accessible from Owens Community College Home page to include a calendar of student events, student government events, athletic events, club and organization activities and events, etc.
2. Because of the concern of monitoring the web page, the College should establish a committee that includes representatives from Information Technologies, Public Relations/Marketing, and Student Activities to develop procedures for the use of the student activities web page.

### **Student Publications**



#### **The OUTLOOK**

The first edition of the Owens student newspaper *The OUTLOOK* was published on May 5m, 2003. The Publications Coordinator (a member of the Owens Public Relations and Marketing Office) at Owens is charged with advising duties for the paper. Originally a monthly newspaper, *The OUTLOOK* is now bi-weekly written and run by a student volunteer staff.

According to Kylee Broughton, current advisor, “the students—namely the editorial staff—set the policy and procedures by which content is accepted...It is solely the decision of the editorial staff of what to include, or not include.” While initial funding came from the Owens business office, the paper now pays for itself by advertisements.

Previously the editorial staff solicited organization and club information with an informational submission sheet that was found in issues of *The OUTLOOK*. This avenue of communication

didn't work. The staff has since encouraged input for information through the Student Government Update box (most often found on the pack page of the paper). It is the responsibility of the organization or club to submit their information to *The OUTLOOK* staff for publishing consideration (these submissions can be made by phone, email, or in person). *The OUTLOOK* office is located directly across the hall from the clubs and organizations meeting room in the SHAC.

As part of this report, the Committee has included a sample of the "Owens Outlook Club Meeting Notification" to illustrate the current method for submitting announcements (see Appendix).

The Committee views *The OUTLOOK* as a major tool for student communications and would recommend the following:

1. Identify/clarify policies and procedures for clubs and organizations to forward their information on meetings and activities to *The OUTLOOK* and have these included in the updated Handbook for clubs and organizations.
2. Establish a mandatory "Student Service Policy" (similar to network PSAs) where Owens students can always find information about club and organization meetings, activities and events (responsibility for submitting this information would be assumed by the clubs and organizations themselves) for free.

### **Noteboard**

Prior to the recent changes in Student Activities Staff, the Office of Student Activities published a weekly publication, *The Noteboard*. It was available every Monday morning with information regarding college events and activities as well as deadlines for financial aid, withdrawal, registration, etc. There were pick up points in each of the College buildings. The advantages to this publication was that the information was current, and easily accessible to all students.

Given the variety of ages of our students, the Committee would like to recommend:

1. The *Noteboard* be re-established and published on a weekly basis.

## **Outcomes Assessment**

The Student Communications Committee would recommend the following assessment venues as suggestions are implemented for the improvement of student communication:

1. Continue to assess the students through surveys, questionnaires to see whether or not the students respond to the changes as improvement in communication.
2. Monitor the use of the Student Activities web page to determine the use of the website by students.
3. Survey the clubs and organization as to the needs and support services that are offered, and whether or not they are enhancing the operation of student activities.

## STUDENT ACTIVITIES PROJECT TIMELINE

| Activity  | Who is Responsible                  | June 2006 | Sept. 2006 | Oct. 2006 | Nov. 2006 | Fall 2006 | Fall 2007 |
|---|-------------------------------------|-----------|------------|-----------|-----------|-----------|-----------|
| <b>Phase I</b>  |                                     |           |            |           |           |           |           |
| Develop Student Activities Website                          | Bill Schmoekel                      |           |            |           |           |           |           |
| Establish Guidelines/Policies for Website                   | Bill Schmoekel                      |           |            |           |           |           |           |
| Update Clubs & Organizations Handbook                       | John Byers                          |           |            |           |           |           |           |
| Establish Student Activities Corner in the <i>Noteboard</i> | John Byers                          |           |            |           |           |           |           |
| Restore Student & Electronic <i>Noteboards</i>              | John Byers                          |           |            |           |           |           |           |
| Institute Student Activities Fee                            | Board of Trustees                   |           |            |           |           |           |           |
| Staff Student Activities                                    | Dr. Ivoska                          |           |            |           |           |           |           |
| Establish Communication Comm.                               | Dr. Adams                           |           |            |           |           |           |           |
| Develop System for Identifying Student Activities Interest  | Records Office & Student Activities |           |            |           |           |           |           |
| Add Student Club or Organization                            | Records Office & Student Activities |           |            |           |           |           |           |
| <b>Phase II</b>   |                                     |           |            |           |           |           |           |
| Information Kiosk   | Communication Committee             |           |            |           |           |           |           |
| Campus TV Station   | Communication Comm & Dr. Unger      |           |            |           |           |           |           |
| List Server   | Bill Schmoekel                      |           |            |           |           |           |           |

## **Summary: The Importance of Understanding the Communication Needs of our Students**

One of the goals of any business (including educational institutions) has to be meeting the needs, interests, and demands of their clients (In our case, students). In order to do this well, an understanding of the particular audience, whether it a consumer, a student, or a personal service is essential! Claire Raines in her book, Beyond Generation X, explains generational synergy, the personalities of each generation. Her work is enlightening in terms of how the needs of each generation can be realized based on what each group finds to be important and influential.

For example, the Traditionalist Generation (born between 1900-1945, (ages today between 106-60) were influenced by the great Depression. Materialism was not important, survival was. Today, this generation prefers face-to-face communication that is more formal, often supplemented with written words in the form of memos or handwritten letters.

The generation known as the Baby Boomers (born between 1946-1964, (ages today between 59 & 41) relies heavily on the television as a means of communication. They speak in a more direct, open style to the generation before them and want answers to questions more quickly and directly than the generation preceding them.

Using 3-mail as their primary communication tool is Generation X (born between 1965-1980, (ages today between 40 and 25). They want and expect information to be shared with them immediately and often. They communicate in short sound bytes to keep attention. Palm pilots, PCs, cell phones, and pagers are all commonplace in the lives of this generation.

The Millennial Generation goes on internet journeys and learns virtually. They shop and upscale malls as well as virtual stores. This generation will not know what it is to not have a

computer. They are a generation who like you to seek their feedback. They communicate primarily via e-mail and voicemail. They are high tech savvy and proud of it!

It is clear that with each generation there has been an increase in the use of technology as an efficient and effective means of communication. If we, as a College, want to continue to grow and provide the best services possible for our clients, the students, we need to be cognizant of their generational communication needs. The suggestions we have proposed, we believe, do just that!

**Appendix**



[support](#) [logout](#)

[home](#) [new survey](#) [my surveys](#) [address book](#) [account info](#)

## Cross Tabulation Results



### Student Preference in Receiving College Communications

Completes only

Report created on: 4/12/2006 8:17 AM

The table below shows the results from comparing the following selected questions.

I check my campus (Ozone) email...:

|  | Total | What is your gender?: |        | Into which of the following categories does your age fall?: |               |               |               |               |                    |
|--|-------|-----------------------|--------|---|---------------|---------------|---------------|---------------|--------------------|
|  |       | Male                  | Female | Less than 22 years of age                                   | 22 - 28 years | 29 - 34 years | 35 - 40 years | 41 - 46 years | More than 46 years |
| Total                                      | 1140  | 284                   | 849    | 329   | 279           | 182           | 146           | 105           | 96                 |
| at least daily                             | 439   | 98                    | 339    | 102   | 104           | 82            | 66            | 42            | 41                 |
| weekly, but not daily                      | 576   | 148                   | 424    | 184   | 144           | 78            | 74            | 52            | 44                 |
| monthly or at least a few times a semester | 115   | 37                    | 77     | 41  | 28            | 20            | 4             | 11            | 10                 |
| never                                      | 10    | 1                     | 9      | 2   | 3             | 2             | 2             | 0             | 1                  |

If my professor wanted to alert me to a change in the class, he/she would most efficiently communicate this to me by:

|  | Total | What is your gender?: |        | Into which of the following categories does your age fall?: |               |               |               |               |                    |
|--|-------|-----------------------|--------|---|---------------|---------------|---------------|---------------|--------------------|
|  |       | Male                  | Female | Less than 22 years of age                                   | 22 - 28 years | 29 - 34 years | 35 - 40 years | 41 - 46 years | More than 46 years |
| Total  | 1139  | 284                   | 848    | 329   | 278           | 182           | 146           | 105           | 96                 |
| Sending an email to my Ozone account                                 | 529   | 126                   | 400    | 130   | 125           | 94            | 71            | 54            | 55                 |
| Posting a message on the class Blackboard website                    | 203   | 49                    | 154    | 47  | 50            | 34            | 28            | 24            | 19                 |
| Distributing a piece of paper with the change written on it in class | 247   | 63                    | 180    | 106   | 64            | 30            | 23            | 12            | 17                 |
| Other, Please Specify  | 160   | 46                    | 114    | 46  | 39            | 24            | 24            | 15            | 11                 |

If I want to find out about an event on campus, I would most likely...:



|   | Total | What is your gender?: |        | Into which of the following categories does your age fall?: |               |               |               |               |                    |
|---|-------|-----------------------|--------|---|---------------|---------------|---------------|---------------|--------------------|
|   |       | Male                  | Female | Less than 22 years of age                                   | 22 - 28 years | 29 - 34 years | 35 - 40 years | 41 - 46 years | More than 46 years |
| Total   | 1139  | 284                   | 848    | 329   | 279           | 181           | 146           | 105           | 96                 |
| Check the Owens Community College website           | 551   | 138                   | 410    | 140   | 119           | 100           | 73            | 60            | 57                 |
| Read the Outlook                                    | 39    | 15                    | 23     | 7   | 11            | 6             | 8             | 4             | 3                  |
| Read flyers posted around campus                    | 271   | 66                    | 204    | 110   | 74            | 30            | 28            | 14            | 14                 |
| Hope to receive information by campus (Ozone) email | 199   | 42                    | 156    | 42  | 53            | 35            | 30            | 23            | 16                 |
| Not know where to look                              | 79    | 23                    | 55     | 30  | 22            | 10            | 7             | 4             | 6                  |

How would you rate your satisfaction with the student services communications you receive from Owens Community College (this would include grades, class schedule, registration information, and financial aid)?:

|                  | Total | What is your gender?: |        | Into which of the following categories does your age fall?: |               |               |               |               |                    |
|------------------|-------|-----------------------|--------|---|---------------|---------------|---------------|---------------|--------------------|
|                  |       | Male                  | Female | Less than 22 years of age                                   | 22 - 28 years | 29 - 34 years | 35 - 40 years | 41 - 46 years | More than 46 years |
| Total            | 1139  | 284                   | 848    | 329   | 278           | 182           | 146           | 105           | 96                 |
| Very useful      | 444   | 80                    | 362    | 86  | 106           | 85            | 69            | 57            | 41                 |
| Somewhat useful  | 428   | 125                   | 300    | 148   | 101           | 58            | 50            | 30            | 40                 |
| Neutral          | 188   | 55                    | 132    | 68  | 50            | 27            | 25            | 11            | 7                  |
| Somewhat useless | 60    | 17                    | 42     | 19  | 14            | 9             | 2             | 6             | 8                  |
| Totally useless  | 19    | 7                     | 12     | 8   | 7             | 3             | 0             | 1             | 0                  |

Are the student services communications you receive timely?:

|       | Total | What is your gender?: |        | Into which of the following categories does your age fall?: |               |               |               |               |                    |
|-------|-------|-----------------------|--------|---|---------------|---------------|---------------|---------------|--------------------|
|       |       | Male                  | Female | Less than 22 years of age                                   | 22 - 28 years | 29 - 34 years | 35 - 40 years | 41 - 46 years | More than 46 years |
| Total | 1128  | 282                   | 839    | 328   | 273           | 181           | 146           | 104           | 93                 |
| Yes   | 930   | 223                   | 700    | 253   | 227           | 154           | 129           | 89            | 77                 |
| No    | 198   | 59                    | 139    | 75  | 46            | 27            | 17            | 15            | 16                 |

How would you rate your satisfaction with the extracurricular communications you receive from Owens Community College (this would include student government, sporting events, clubs and activities)?:

|                  | Total | What is your gender?: |        | Into which of the following categories does your age fall?: |               |               |               |               |                    |
|------------------|-------|-----------------------|--------|---|---------------|---------------|---------------|---------------|--------------------|
|                  |       | Male                  | Female | Less than 22 years of age                                   | 22 - 28 years | 29 - 34 years | 35 - 40 years | 41 - 46 years | More than 46 years |
| Total            | 1136  | 284                   | 845    | 327   | 278           | 181           | 146           | 105           | 96                 |
| Very useful      | 114   | 22                    | 92     | 24  | 32            | 24            | 14            | 10            | 10                 |
| Somewhat useful  | 266   | 75                    | 189    | 70  | 63            | 40            | 39            | 27            | 27                 |
| Neutral          | 545   | 123                   | 417    | 147   | 131           | 88            | 80            | 56            | 41                 |
| Somewhat useless | 129   | 38                    | 91     | 49  | 30            | 18            | 10            | 10            | 11                 |
| Totally useless  | 82    | 26                    | 56     | 37  | 22            | 11            | 3             | 2             | 7                  |

Are the extracurricular communications you receive timely?:

|       | Total | What is your gender?: |        | Into which of the following categories does your age fall?: |               |               |               |               |                    |
|-------|-------|-----------------------|--------|---|---------------|---------------|---------------|---------------|--------------------|
|       |       | Male                  | Female | Less than 22 years of age                                   | 22 - 28 years | 29 - 34 years | 35 - 40 years | 41 - 46 years | More than 46 years |
| Total | 1085  | 271                   | 807    | 319   | 265           | 176           | 141           | 94            | 87                 |
| Yes   | 742   | 166                   | 571    | 180   | 183           | 134           | 111           | 72            | 61                 |
| No    | 343   | 105                   | 236    | 139   | 82            | 42            | 30            | 22            | 26                 |

Please indicate the types of classes in which you are enrolled.

|            | Total | What is your gender?: |        | Into which of the following categories does your age fall?: |               |               |               |               |                    |
|------------|-------|-----------------------|--------|---|---------------|---------------|---------------|---------------|--------------------|
|            |       | Male                  | Female | Less than 22 years of age                                   | 22 - 28 years | 29 - 34 years | 35 - 40 years | 41 - 46 years | More than 46 years |
| Total      | 1140  | 284                   | 849    | 329   | 279           | 182           | 146           | 105           | 96                 |
| Day        | 746   | 188                   | 554    | 289   | 179           | 102           | 75            | 53            | 47                 |
| Evening    | 537   | 148                   | 385    | 140   | 143           | 86            | 65            | 48            | 53                 |
| Weekend    | 115   | 24                    | 90     | 23  | 28            | 29            | 17            | 7             | 11                 |
| Telecourse | 107   | 28                    | 78     | 31  | 26            | 16            | 17            | 10            | 7                  |
| Webcourse  | 346   | 74                    | 269    | 61  | 90            | 65            | 56            | 38            | 35                 |


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## Cross Tabulation Results



### Student Preference in Receiving College Communications

Completes only

Report created on: 4/12/2006 8:17 AM

The table below shows the results from comparing the following selected questions.

**I check my campus (Ozone) email...:**

|  | Total       | Number of current credit hours attending this semester : |        |            | On which campus do you primarily take courses?: |         |        |
|--|-------------|--|--------|------------|---|---------|--------|
|  |             | Less than 6  | 6 - 11 | 12 or more | Toledo  | Findlay | EOwens |
| <b>Total</b>                               | <b>1140</b> | 139  | 432    | 567        | 878   | 205     | 54     |
| at least daily                             | 439         | 48   | 154    | 236        | 328   | 84      | 27     |
| weekly, but not daily                      | 576         | 69   | 230    | 277        | 446   | 102     | 25     |
| monthly or at least a few times a semester | 115         | 18   | 46     | 50         | 95  | 18      | 2      |
| never                                      | 10          | 4  | 2      | 4          | 9   | 1       | 0      |

**If my professor wanted to alert me to a change in the class, he/she would most efficiently communicate this to me by:**

|  | Total       | Number of current credit hours attending this semester : |        |            | On which campus do you primarily take courses?: |         |        |
|--|-------------|--|--------|------------|---|---------|--------|
|  |             | Less than 6  | 6 - 11 | 12 or more | Toledo  | Findlay | EOwens |
| <b>Total</b>   | <b>1139</b> | 139  | 432    | 566        | 877   | 205     | 54     |
| Sending an email to my Ozone account                                 | 529         | 79   | 205    | 244        | 402   | 96      | 28     |
| Posting a message on the class Blackboard website                    | 203         | 32   | 71     | 100        | 138   | 41      | 24     |
| Distributing a piece of paper with the change written on it in class | 247         | 15   | 91     | 141        | 205   | 42      | 0      |
| Other, Please Specify  | 160         | 13   | 65     | 81         | 132   | 26      | 2      |

**If I want to find out about an event on campus, I would most likely...:**

|  | Total | Number of current credit hours attending this semester : | On which campus do you primarily take courses?: |
|--|-------|--|---|
|--|-------|--|---|

|   |             | Less than 6 | 6 - 11 | 12 or more | Toledo | Findlay | EOWens |
|---|-------------|-------------|--------|------------|--------|---------|--------|
| <b>Total</b>  | <b>1139</b> | 139         | 431    | 567        | 877    | 205     | 54     |
| Check the Owens Community College website           | 551         | 83          | 224    | 244        | 435    | 81      | 33     |
| Read the Outlook                                    | 39          | 8           | 16     | 14         | 30     | 7       | 2      |
| Read flyers posted around campus                    | 271         | 12          | 83     | 175        | 210    | 57      | 3      |
| Hope to receive information by campus (Ozone) email | 199         | 24          | 85     | 90         | 139    | 44      | 16     |
| Not know where to look                              | 79          | 12          | 23     | 44         | 63     | 16      | 0      |

How would you rate your satisfaction with the student services communications you receive from Owens Community College (this would include grades, class schedule, registration information, and financial aid)?:

|                  | Total       | Number of current credit hours attending this semester : |        |            | On which campus do you primarily take courses?: |         |        |
|------------------|-------------|--|--------|------------|---|---------|--------|
|                  |             | Less than 6  | 6 - 11 | 12 or more | Toledo  | Findlay | EOWens |
| <b>Total</b>     | <b>1139</b> | 139  | 431    | 567        | 877   | 205     | 54     |
| Very useful      | 444         | 48   | 173    | 223        | 336   | 78      | 28     |
| Somewhat useful  | 428         | 56   | 160    | 211        | 332   | 75      | 20     |
| Neutral          | 188         | 27   | 65     | 95         | 145   | 38      | 5      |
| Somewhat useless | 60          | 6  | 26     | 28         | 47  | 12      | 1      |
| Totally useless  | 19          | 2  | 7      | 10         | 17  | 2       | 0      |

Are the student services communications you receive timely?:

|              | Total       | Number of current credit hours attending this semester : |        |            | On which campus do you primarily take courses?: |         |        |
|--------------|-------------|--|--------|------------|---|---------|--------|
|              |             | Less than 6  | 6 - 11 | 12 or more | Toledo  | Findlay | EOWens |
| <b>Total</b> | <b>1128</b> | 135  | 429    | 562        | 872   | 201     | 52     |
| Yes          | 930         | 112  | 370    | 446        | 717   | 165     | 46     |
| No           | 198         | 23   | 59     | 116        | 155   | 36      | 6      |

How would you rate your satisfaction with the extracurricular communications you receive from Owens Community College (this would include student government, sporting events, clubs and activities)?:

|              | Total       | Number of current credit hours attending this semester : |        |            | On which campus do you primarily take courses?: |         |        |
|--------------|-------------|--|--------|------------|---|---------|--------|
|              |             | Less than 6  | 6 - 11 | 12 or more | Toledo  | Findlay | EOWens |
| <b>Total</b> | <b>1136</b> | 138  | 430    | 566        | 875   | 204     | 54     |
| Very useful  | 114         | 14   | 40     | 60         | 91  | 15      | 6      |

|                  |     |    |     |     |     |     |    |
|------------------|-----|----|-----|-----|-----|-----|----|
| Somewhat useful  | 266 | 41 | 90  | 134 | 216 | 37  | 13 |
| Neutral          | 545 | 66 | 226 | 252 | 405 | 108 | 31 |
| Somewhat useless | 129 | 9  | 49  | 71  | 101 | 27  | 1  |
| Totally useless  | 82  | 8  | 25  | 49  | 62  | 17  | 3  |

Are the extracurricular communications you receive timely?:

|     | Total | Number of current credit hours attending this semester : |        |            | On which campus do you primarily take courses?: |         |        |
|-----|-------|--|--------|------------|---|---------|--------|
|     |       | Less than 6  | 6 - 11 | 12 or more | Toledo  | Findlay | EOwens |
|     |       | Total  | 1085   | 131        | 407   | 545     | 840    |
| Yes | 742   | 102  | 291    | 347        | 572   | 127     | 41     |
| No  | 343   | 29   | 116    | 198        | 268   | 65      | 9      |

Please indicate the types of classes in which you are enrolled.

|            | Total | Number of current credit hours attending this semester : |        |            | On which campus do you primarily take courses?: |         |        |
|------------|-------|--|--------|------------|---|---------|--------|
|            |       | Less than 6  | 6 - 11 | 12 or more | Toledo  | Findlay | EOwens |
|            |       | Total  | 1140   | 139        | 432   | 567     | 878    |
| Day        | 746   | 41   | 226    | 477        | 604   | 135     | 5      |
| Evening    | 537   | 60   | 216    | 261        | 433   | 94      | 8      |
| Weekend    | 115   | 9  | 41     | 65         | 83  | 29      | 3      |
| Telecourse | 107   | 9  | 44     | 54         | 70  | 24      | 13     |
| Webcourse  | 346   | 47   | 130    | 169        | 224   | 69      | 53     |

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## Survey Results (Included Responses)

### Student Communication Survey

Report created on: Wednesday, April 12, 2006 11:14:00 AM

The results of your survey are displayed below. If your survey includes text responses, click the "View" button to read individual results. To exclude a particular response, click the Included Responses button. You can then view the set of individual responses that are currently included and select those you wish to exclude. Results below contain only included responses

Go to Individual Complete Responses:

Show respondent's emails.

**INCLUDED RESPONSES**

**EXCLUDED RESPONSES**

Included Respondents: 1140

Excluded Respondents: 0

**EXCLUDED RESPONSES**

Launch Date 03/13/2006 - 11:13 AM  
 Modified Date  
 Close Date 04/11/2006 - 9:38 AM  
 Email Invites 0  
 Visits 1220  
 Partials 16  
 Completes 1140

- Cross Tabulate  
Cross reference multiple questions
- Download Results  
Receive results in spreadsheet format

Responses:  Completes only  Partials only  Completes & Partials

| 1. I check my campus (Ozone) email...      | Number of Responses | Response Ratio |
|--|---------------------|----------------|
| at least daily                             | 439                 | 39%            |
| weekly, but not daily                      | 576                 | 51%            |
| monthly or at least a few times a semester | 115                 | 10%            |
| never                                      | 10                  | 1%             |

**Total** 1140 100%

If my professor wanted to alert me to a change in the class, he/she  
**2. would most efficiently communicate this to me by**

|  | Number of Responses | Response Ratio |
|--|---------------------|----------------|
| Sending an email to my Ozone account                                 | 529                 | 46%            |
| Posting a message on the class Blackboard website                    | 203                 | 18%            |
| Distributing a piece of paper with the change written on it in class | 247                 | 22%            |
| Other, Please Specify  | 160                 | 14%            |
| <b>Total</b>   | <b>1139</b>         | <b>100%</b>    |

**3. If I want to find out about an event on campus, I would most likely...**

|   | Number of Responses | Response Ratio |
|---|---------------------|----------------|
| Check the Owens Community College website           | 551                 | 48%            |
| Read the Outlook                                    | 39                  | 3%             |
| Read flyers posted around campus                    | 271                 | 24%            |
| Hope to receive information by campus (Ozone) email | 199                 | 17%            |
| Not know where to look                              | 79                  | 7%             |
| <b>Total</b>  | <b>1139</b>         | <b>100%</b>    |

How would you rate your satisfaction with the student services communications you receive from Owens Community College (this would include grades, class schedule, registration information, and  
**4. financial aid)?**

|                 | Number of Responses | Response Ratio |
|-----------------|---------------------|----------------|
| Very useful     | 444                 | 39%            |
| Somewhat useful | 428                 | 38%            |
| Neutral         | 188                 | 17%            |

|                  |             |             |
|------------------|-------------|-------------|
| Somewhat useless | 60          | 5%          |
| Totally useless  | 19          | 2%          |
| <b>Total</b>     | <b>1139</b> | <b>100%</b> |

**5. Are the student services communications you receive timely?**

|              | Number of Responses | Response Ratio |
|--------------|---------------------|----------------|
| Yes          | 930                 | 82%            |
| No           | 198                 | 18%            |
| <b>Total</b> | <b>1128</b>         | <b>100%</b>    |

How would you rate your satisfaction with the extracurricular communications you receive from Owens Community College (this would include student government, sporting events, clubs and

**6. activities)?**

|                  | Number of Responses | Response Ratio |
|------------------|---------------------|----------------|
| Very useful      | 114                 | 10%            |
| Somewhat useful  | 266                 | 23%            |
| Neutral          | 545                 | 48%            |
| Somewhat useless | 129                 | 11%            |
| Totally useless  | 82                  | 7%             |
| <b>Total</b>     | <b>1136</b>         | <b>100%</b>    |

**7. Are the extracurricular communications you receive timely?**

|              | Number of Responses | Response Ratio |
|--------------|---------------------|----------------|
| Yes          | 742                 | 68%            |
| No           | 343                 | 32%            |
| <b>Total</b> | <b>1085</b>         | <b>100%</b>    |

**8. What is your gender?**

|  | Number of Responses | Response Ratio |
|--|---------------------|----------------|
|--|---------------------|----------------|



|              |  |             |             |
|--------------|--|-------------|-------------|
| Male         | ██████████                               | 284         | 25%         |
| Female       | ██ | 849         | 75%         |
| <b>Total</b> |  | <b>1133</b> | <b>100%</b> |

9. Into which of the following categories does your age fall?

|                           | Number of Responses | Response Ratio |     |
|---------------------------|---------------------|----------------|-----|
| Less than 22 years of age | ██████████          | 329            | 29% |
| 22 - 28 years             | ██████████          | 279            | 25% |
| 29 - 34 years             | ██████████          | 182            | 16% |
| 35 - 40 years             | ██████████          | 146            | 13% |
| 41 - 46 years             | ██████████          | 105            | 9%  |
| More than 46 years        | ██████████          | 96             | 8%  |
| <b>Total</b>              | <b>1137</b>         | <b>100%</b>    |     |






10. Number of current credit hours attending this semester

|              | Number of Responses              | Response Ratio |     |
|--------------|----------------------------------|----------------|-----|
| Less than 6  | ██████████                       | 139            | 12% |
| 6 - 11       | ████████████████████             | 432            | 38% |
| 12 or more   | ████████████████████████████████ | 567            | 50% |
| <b>Total</b> | <b>1138</b>                      | <b>100%</b>    |     |

11. On which campus do you primarily take courses?

|              | Number of Responses                      | Response Ratio |     |
|--------------|--|----------------|-----|
| Toledo       | ██ | 878            | 77% |
| Findlay      | ██████████                               | 205            | 18% |
| EOwens       | ██████████                               | 54             | 5%  |
| <b>Total</b> | <b>1137</b>                              | <b>100%</b>    |     |

**12. Please indicate the types of classes in which you are enrolled.**

|  | <b>Number of Responses</b> | <b>Response Ratio</b> |
|--|----------------------------|-----------------------|
| Day         | 746                        | 65%                   |
| Evening     | 537                        | 47%                   |
| Weekend     | 115                        | 10%                   |
| Telecourse  | 107                        | 9%                    |
| Webcourse   | 346                        | 30%                   |

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| <input type="checkbox"/> address book | <input type="checkbox"/> account info |                                     |

Survey Results

## Student Communication Survey

Report created on: Wednesday, April 12, 2006 11:35:00 AM

The results of your survey are displayed below. If your survey includes text responses, click the "View" button to read individual results. To exclude a particular response, click the Included Responses button. You can then view the set of individual responses that are currently included and select those you wish to exclude. Results below contain only Included responses

Launch Date 03/13/2006 - 11:13 AM  
 Modified Date  
 Close Date 04/11/2006 - 9:38 AM  
 Email Invites 0  
 Visits 1220  
 Partial 16  
 Completes 1140

Go to Individual Complete Responses:

Show respondent's emails.

Included Responses

Excluded Responses

1140

0

[Cross Tabulate](#)  
 Cross reference multiple questions

[Download Results](#)  
 Receive results in spreadsheet format

Responses:  Completes only  Partial 16 only  Completes & Partial 16

| Question                                   | Count | Percentage |
|--|-------|------------|
| 1. I check my campus (Ozone) email...      |       |            |
| at least daily                             | 439   | 39%        |
| weekly, but not daily                      | 576   | 51%        |
| monthly or at least a few times a semester | 115   | 10%        |
| never                                      | 10    | 1%         |
|  | 1140  | 100%       |

| Question  | Count | Percentage |
|---|-------|------------|
| 2. would most efficiently communicate this to me by |       |            |
| Sending an email to my Ozone account                | 529   | 46%        |
| Posting a message on the class Blackboard website   | 203   | 18%        |

|  |                      |      |      |
|--|----------------------|------|------|
| Distributing a piece of paper with the change written on it in class | <input type="text"/> | 247  | 22%  |
| <input type="checkbox"/> Other, Please Specify                       | <input type="text"/> | 160  | 14%  |
|  | <input type="text"/> | 1139 | 100% |

**3. If I want to find out about an event on campus, I would most likely...**

|   |                      |      |      |
|---|----------------------|------|------|
| Check the Owens Community College website           | <input type="text"/> | 551  | 48%  |
| Read the Outlook                                    | <input type="text"/> | 39   | 3%   |
| Read flyers posted around campus                    | <input type="text"/> | 271  | 24%  |
| Hope to receive information by campus (Ozone) email | <input type="text"/> | 199  | 17%  |
| Not know where to look                              | <input type="text"/> | 79   | 7%   |
|   | <input type="text"/> | 1139 | 100% |

**4. How would you rate your satisfaction with the student services communications you receive from Owens Community College (this would include grades, class schedule, registration information, and financial aid)?**

|                  |                      |      |      |
|------------------|----------------------|------|------|
| Very useful      | <input type="text"/> | 444  | 39%  |
| Somewhat useful  | <input type="text"/> | 428  | 38%  |
| Neutral          | <input type="text"/> | 188  | 17%  |
| Somewhat useless | <input type="text"/> | 60   | 5%   |
| Totally useless  | <input type="text"/> | 19   | 2%   |
|                  | <input type="text"/> | 1139 | 100% |

**5. Are the student services communications you receive timely?**

|     |                      |      |      |
|-----|----------------------|------|------|
| Yes | <input type="text"/> | 930  | 82%  |
| No  | <input type="text"/> | 198  | 18%  |
|     | <input type="text"/> | 1128 | 100% |

**6. How would you rate your satisfaction with the extracurricular communications you receive from Owens Community College (this would include student government, sporting events, clubs and activities)?**

|                 |                      |     |     |
|-----------------|----------------------|-----|-----|
| Very useful     | <input type="text"/> | 114 | 10% |
| Somewhat useful | <input type="text"/> | 266 | 23% |
| Neutral         | <input type="text"/> | 545 | 48% |
|                 | <input type="text"/> |     |     |

|                  |      |      |
|------------------|------|------|
| Somewhat useless | 129  | 11%  |
| Totally useless  | 82   | 7%   |
|                  | 1136 | 100% |

|

|  |      |      |
|--|------|------|
| <b>7. Are the extracurricular communications you receive timely?</b> |      |      |
| Yes  | 742  | 68%  |
| No   | 343  | 32%  |
|  | 1085 | 100% |

|

|                                |      |      |
|--------------------------------|------|------|
| <b>8. What is your gender?</b> |      |      |
| Male                           | 284  | 25%  |
| Female                         | 849  | 75%  |
|                                | 1133 | 100% |

|

|  |      |      |
|--|------|------|
| <b>9. Into which of the following categories does your age fall?</b> |      |      |
| Less than 22 years of age  | 329  | 29%  |
| 22 - 28 years  | 279  | 25%  |
| 29 - 34 years  | 182  | 16%  |
| 35 - 40 years  | 146  | 13%  |
| 41 - 46 years  | 105  | 9%   |
| More than 46 years   | 96   | 8%   |
|  | 1137 | 100% |

|

|   |      |      |
|---|------|------|
| <b>10. Number of current credit hours attending this semester</b> |      |      |
| Less than 6   | 139  | 12%  |
| 6 - 11  | 432  | 38%  |
| 12 or more  | 567  | 50%  |
|   | 1138 | 100% |

|

|   |      |      |
|---|------|------|
| <b>11. On which campus do you primarily take courses?</b> |      |      |
| Toledo  | 878  | 77%  |
| Findlay   | 205  | 18%  |
| EOwens  | 54   | 5%   |
|   | 1137 | 100% |

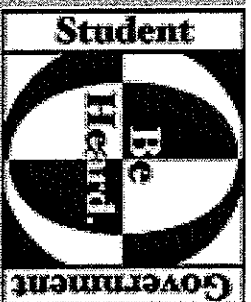
| 12. Please indicate the types of classes in which you are enrolled. |     |     |
|---|-----|-----|
| Day   | 746 | 65% |
| Evening   | 537 | 47% |
| Weekend   | 115 | 10% |
| Telecourse  | 107 | 9%  |
| Webcourse   | 346 | 30% |

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| Club Name   | Faculty Advisor     | Campus  | Address         | Phone |
|---|---------------------|---------|-----------------|-------|
| Alpha Mu Gamma (Nu Kappa Chapter)                           | Kathleen Attwood    | Toledo  | PA 118 Y        | 7523  |
| Alpha Omega Pi (Phi Theta Kappa Chapter)                    | Henry C. Bohleke    | Toledo  | CH120 D         | 7209  |
| Beta Xi Chi (Phi Theta Kappa Chapter)                       | Robert Connour      | Toledo  |                 |       |
| Bible Study Club  | Kerry Garretson     | Toledo  | CH170 I         | 7529  |
| Black Student Union   | Gentry Dixon        | Toledo  | CH150           | 7647  |
| Campus Cursade for Christ                                   | Kerry Garretson     | Toledo  | CH170 I         | 7529  |
| Chinese as a Foreign Language Club                          | Pending             |         |                 |       |
| Colleges Against Cancer at OCC                              | Beth Ann Kneisley   | Toledo  | HT525           | 7175  |
| Epsilon Pi Tau  | Glenn Rettig        | Toledo  | EC115 J         | 3563  |
| Game Works  | Bruce Busby         | Toledo  | AH              | 7567  |
| Gay Straight Aliance (GSA)                                  | Betty Valentine     | Toledo  |                 |       |
| Health Information Technology Student Association (HITSA)   | Bonnie Hemp         | Toledo  | HIT             | 7286  |
| Hip Hop Politics  | Kenneth L. Spruce   | Toledo  | CH170           | 7521  |
| Kappa Beta Delta (Pi Chapter)                               | Barbara DiNardo     | Toledo  | CH120 H         | 7215  |
| Landscape and Turf Crew                                     | Chris Foley         | Toledo  |                 | 7623  |
| OCC (Visual) Arts Club                                      | Kevin Schroeder     | Findlay | CFPA205         | 2666  |
| Owens Black Student Union                                   | Gentry Dixon        | Toledo  | CH150           | 7617  |
| OCC Japanese Club   | Yuriko Dickey       | Toledo  |                 | 7845  |
| OCC Poet's Society: Broken Silence                          | Amy Rehard          | Toledo  | Bursar's Office | 7227  |
| Owens Dance Express   | Kathy Humphrey      | Toledo  | PA105           |       |
| Owens Environmental Club (OEC)                              | John Byers          | Toledo  |                 | 7583  |
| Owens Students Involved in Dietetics (OSID)                 | Mary Beck           | Toledo  |                 | 7128  |
| Owens XPRESS Winterguard                                    | Thomas Sink         | Toledo  | Library 109     | 7022  |
| Phi Theta Kappa (Alpha Omega Pi Chapter)                    | Chuck Bohleke       | Toledo  | CH120 D         | 7209  |
| Psi Beta  | Kerry Garretson     | Toledo  | CH170 I         | 7529  |
| ROTARACT  | Andrew Timothy      | Toledo  | CH120 U         | 2540  |
| Sailing Club  | Michael Rickard     | Toledo  | SHAC160         | 7974  |
| Sigma Kappa Delta (Theta Alpha Chapter)                     | Steven Culbertson   | Toledo  | PA118 I         | 7535  |
| Ski Club  | Michael Rickard     | Toledo  | SHAC160         | 7974  |
| Society of Manufacturer's Engineering (SME)                 | Duane Shaffer       | Findlay |                 | 3625  |
| Student American Dental Hygienists Association (SADHA)      | Kathleen Camp       | Toledo  | Dental Hyg.     | 7290  |
| Student Association for Young Children                      | Heather Gaskins     | Toledo  | AVCC130         | 7285  |
| Student Nurse's Association (Findlay Campus)                | Melanie Scherdt     | Findlay |                 | 3518  |
| Student Nurse's Association (Toledo Campus)                 | Anne Helm           | Toledo  | BH261           | 7332  |
| Student Occupational Therapy Association                    | Beth Ann Kneisley   | Toledo  | HT525           | 7175  |
| Student Physical Therapist Assistant Associats Organization | Jennie Clayton      | Toledo  | HT306 A         | 7212  |
| Students in Free Enterprise                                 | Thomas Marshall     | Findlay |                 |       |
| Students in Free Enterprise                                 | Andrew Timothy      | Toledo  | CH120 U         | 2540  |
| Surgical Technology Club                                    | Kristine Flickinger | Toledo  | HT427           | 7310  |
| Tau Alpha Pi  | Paul Svatik         | Toledo  | IET118          | 7460  |
| Teacher Education Student Association                       | Mindy Gray          | Findlay | FC115 Y         | 3514  |
| Tomorrow's Imagers  | Catherine Ford      | Toledo  | HT523           | 7261  |

# Why do students need these funds?



## SIFE



### Students in Free

### Enterprise

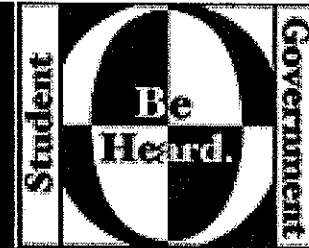
• SIFE is nationally recognized-this brings more attention to Owens and Owens' business programs

- SIFE requests funding to have the opportunity to send more participants to SIFE regional competitions in Cleveland, and national competitions in Kansas City





# Why Do Students Need These Funds?



Chuck Bohleke – Advisor of Phi Theta Kappa

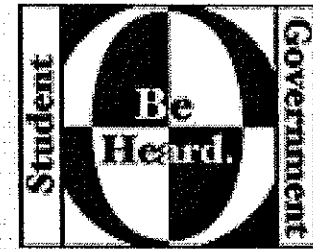
- Civic engagement
- Building positive college experiences
- Students learn scholarship, leadership, fellowship, and service



Rudy Giuliani Speaks on Leadership for Phi Theta Kappa's 87th Annual International Convention in Dallas, Texas – April 2005



# Why do students need these funds?

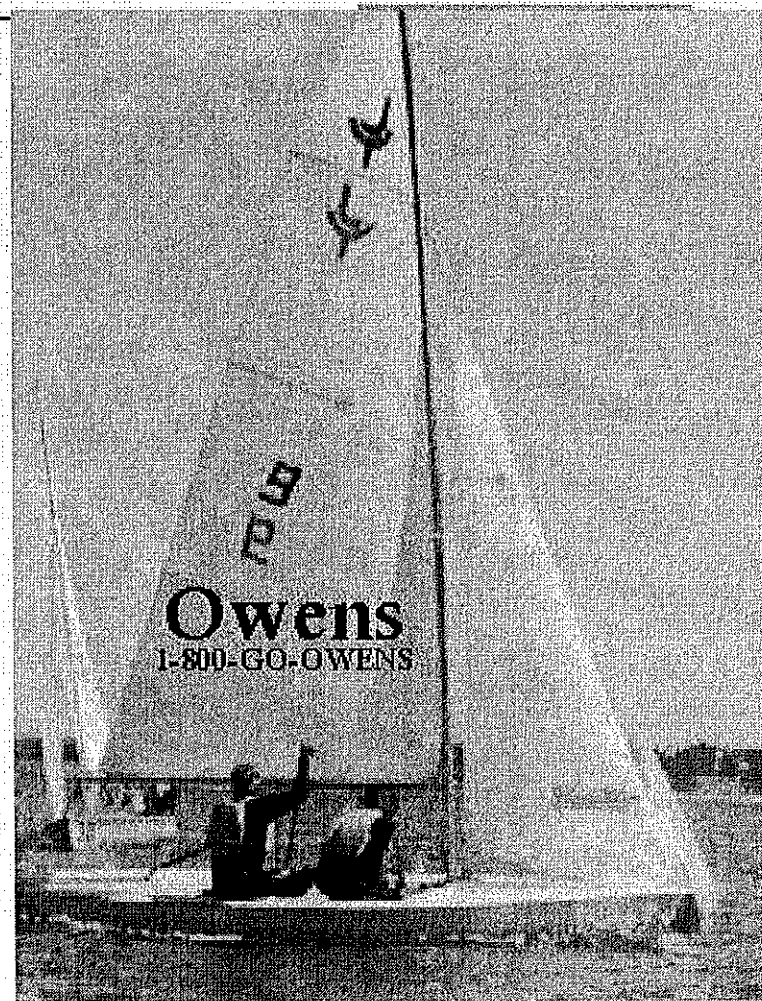


**Ryan Lashaway  
President,  
*Sailing Club***

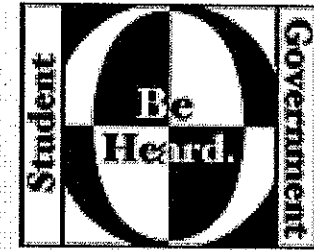
**Student Interest is  
Growing / Local Support  
is Growing**

**Expanding opportunities  
for more involvement**

**Free Advertising for  
Owens Community  
College – Both Locally**



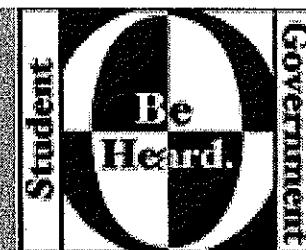
# Why do students need these funds?



- Encouraging club involvement
- Spring Fling
- Tension Prevention
- Club start-up fees
- Featured speakers
- Student education and enrichment
- Multicultural celebrations, plus much more!



# Why is this important to Owens?

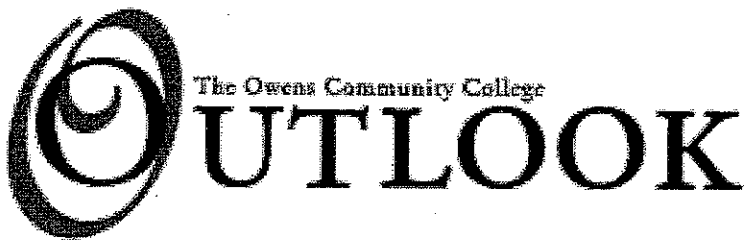


*“Administrative decisions about many non-academic issues can significantly affect how students spend their time and energy.”*

**-Alexander W. Astin**

*Director, Higher Education Research Institute*

This includes Student Unions; number and type of extracurricular activities; frequency, type, and cost of cultural events; and other such student-related concerns.



**The Owens Outlook Club Meeting Notification**

Name of Club/Organization:

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What is the purpose of the meeting:

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Contact Name:

---

Contact Phone:

---

Where is the meeting being held:

---

Meeting Time:

---

Date of the meeting:

---

Does this group meet same day/time every day/week/month?

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Are participants required to bring anything with them?

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Who is encouraged to join:

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