Strategic Plan 2005-10
With Embedded Annual Plan for 2009-10
OWENSBORO COMMUNITY AND TECHNICAL COLLEGE

STRATEGIC PLAN

WITH EMBEDDED ANNUAL PLAN FOR 2009-10

Approved by the
Administrative Council
and
Board of Directors

August and September 2009
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Introduction

This Strategic Plan, with its embedded Annual Plan for 2009-10, defines the goals of Owensboro Community and Technical College, the rationale for these goals, the actions that we will take in the pursuit of these goals, the measures that we will use to determine our success, and the feedback component based on evaluation to determine our 2009-10 action steps.

The plan is the product of many individuals, all of whom share a devotion to the continued growth and improvement of Owensboro Community and Technical College. Faculty, staff, students, the Board of Directors, Advisory Boards, the Foundation Board, and community members shared their visions for the college and discussed the issues that must be resolved to achieve this vision. This process encouraged a clarification of our values, a sharing of diverse perspectives, candid discussion, and debate. It was through these meetings that ideas were collected, categorized, and prioritized, leading to the formation of the strategic priorities and objectives.

This plan is a “living” plan, one that we revisit every semester to improve and build upon. Each year we review our successes and our shortcomings so that we can learn from them and we revise our plans to better meet the needs of a future that we can never quite predict. Through all these actions, it is our hope that we will better be able to ensure that our visions become a reality.
Owensboro Community and Technical College

Vision

Inspire and empower individuals to enhance their lives through progressive educational experiences.

Values

• Accessibility and Responsiveness
• Civic Engagement and Outreach
• Collaborative Partnerships
• Creative Thinking, Innovation, and Cutting-Edge Technology
• Cultural Diversity and Global Awareness
• Excellence in Liberal Arts, Technical, and Community Education
• Individual and Community Success
• Integrity and High Expectations
• Learner-Focused Faculty and Staff
• Learning for All Ages
• Safe Learning Environment

Mission

To cultivate lifelong learning opportunities through career degree programs, workforce and community development, and transfer-to-baccalaureate degree programs.

Approved Spring 2009
Overview of the College and the Community

Owensboro Technical College was opened as the first trade school in the area by the Owensboro Board of Education in 1929. By 1931 enrollment had increased and the school was moved into a building formerly known as the Owensboro Female College. Eight years later, it was razed and a new school was opened in 1941. It was transferred to the State Department of Education in 1957 and operated by the Office of Vocational Education as an institution for both high school students and adults. The 1960s and 1970s saw an increasing demand for vocational programs. The Daviess County State Vocational Technical School, the second state owned and operated in the area, opened in 1971, and the Owensboro Vocational School building was razed and a new school (the third on the site) opened in 1977. With the forming of the Cabinet for Workforce Development in 1991, the two schools were made a part of Kentucky Tech System. With the passage of the Kentucky Postsecondary Improvement Act of 1997, these two postsecondary schools became Owensboro Technical College, a member of the Kentucky Community and Technical College System, in July 1998.

In July 1986, Owensboro Community College was founded as the fourteenth community college in the University of Kentucky Community College System. The College grew quickly, and moved to its current 104 acre campus in 1989. The College became a member of the newly created Kentucky Community and Technical College System in 1997.

As part of the KCTCS initiative to consolidate the services provided by its colleges at the local level and in response to a long held community belief in the need for one college, the two colleges began the process of consolidation in 1999. The KCTCS Board of Regents approved a Memorandum of Agreement on the consolidation of the colleges’ functions, services, and programs in September 2000. This resulted in the submission of a Prospectus for Substantive Change to the Southern Association of Colleges and Schools. It was accepted in June 2002, with final approval in June 2003.

Owensboro Community and Technical College offers the associate in arts degree, the associate in science degree, the associate in applied science degree, and diplomas and certificates in technical programs. General arts and sciences programs designed to provide the first two years of a baccalaureate degree program, and career oriented programs designed to prepare students for immediate technical or semi-professional employment are available to students. The college offers continuing education programs that include workforce training for business and industry and community education opportunities.

The college features an open door admissions policy, flexible course schedules including evening, weekend, and off campus classes, and financial aid for qualified students. Counseling, advising, and academic services are provided to help students assess their aptitudes, determine their vocational and educational goals, and develop skills that will assure student success. The college is an equal opportunity institution and does not discriminate on the basis of race, color, religion, national or ethnic origin, handicap, or gender in its admission policies, programs, or employment practices.

The college serves Owensboro, Kentucky, and the surrounding area, including Daviess, Hancock, Ohio, and McLean Counties. With a total population of approximately 140,000, the area has traditionally relied on agriculture, mining, and manufacturing as its economic foundations; however, recent changes have promoted a transition toward a service oriented economy and efforts toward economic diversification. Featuring cultural opportunities unusual for similar size communities, the area also benefits from strong community leadership in support of education.
### Key Events Leading to the Development of the OCTC Strategic Plan

The “first” OCTC Strategic Plan was a joint Owensboro Technical College and Owensboro Community College plan for 2001-2005, one that included a focus on the consolidation of the two colleges. While this plan proceeded with annual updates each year, planning for a new five-year 2005-10 OCTC strategic plan started in mid-2003. Over the next two years, numerous stakeholders were involved in the development of this new plan, as detailed below.

The Quality Enhancement Plan (QEP), an essential element of the new SACS reaffirmation of accreditation process, was developed in parallel with this Strategic Plan. The objectives of the QEP are embedded in this plan as objectives 4 and 5.

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
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<tbody>
<tr>
<td>2003</td>
<td>July</td>
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<td>November</td>
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<td>2004</td>
<td>Mar.-Apr.</td>
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<td>2005</td>
<td>January</td>
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<td>February</td>
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<td>March</td>
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<td></td>
<td>March</td>
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<tr>
<td></td>
<td>Apr.-July</td>
</tr>
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<td></td>
<td>September</td>
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</tbody>
</table>
Focus Groups review and evaluate results of Annual Plan

Identification and revision of objectives based on evaluation and strategic priorities

Districtwide objectives with action steps approved by Administrative Council

Unit and division planning and incorporation of objectives into Annual Plan

Annual Plan finalized and approved by Board of Directors

Charges to action teams based on Annual Plan

Units, divisions, and teams begin implementation

RESULTS

Mid Year Progress Review/Report

RESULTS

Units, divisions, and teams complete implementation

RESULTS

Planning Retreat with Environmental Scan, SWOC analysis, and data analysis (June 2004)

Campus Strategic Planning Meetings (January 2005)

Setting of Strategic Priorities (March 2005)

Annual Institutional Effectiveness Cycle

Long Range (4-5 years) Strategic Planning Cycle
The Layout of the Objectives

Each of the objectives in the Strategic Plan uses the same format. This allows for the clear identification of measurable objectives and the documentation of evaluation and the next action steps to be taken in response. Progress is tracked until the objective is completed. The plan is a five-year process and we are currently in the first year. The example below shows how the plan will progress over the next five years via the annual cycle of evaluation and improvement, a cycle that has been used by OCTC for the past four years.

<table>
<thead>
<tr>
<th>2005-10 OCTC Objective</th>
<th>A general explanation of what needs to be done. It must be strategic, i.e., require new actions, rather than addressing the continuation of a current process. Objectives may be collegewide (OCTC Objective) or one from a unit/division that supports the collegewide objective.</th>
</tr>
</thead>
<tbody>
<tr>
<td>System (KCTCS) Goals and Priorities</td>
<td>Collegewide objectives include a link to the goals and priorities of the Kentucky Community and Technical College System Strategic Plan. A complete listing of the KCTCS Goals and Priorities may be found in Appendix I.</td>
</tr>
<tr>
<td>Rationale/Resources</td>
<td>A more detailed rationale for the objective and the identification of resources required.</td>
</tr>
<tr>
<td>2005-10 Measures of Success</td>
<td>This is the “finish line,” the point at which the objective will be marked as completed.</td>
</tr>
<tr>
<td>2005-06 Action Steps</td>
<td>The initial steps that will be taken. The year (“2005-06” in this case) identifies the year that the objective was created.</td>
</tr>
<tr>
<td>Evaluation of Results</td>
<td>An evaluation of the results of the action steps, and a rationale for the next steps if the “finish line” has not yet been reached.</td>
</tr>
<tr>
<td>Response to Evaluation: 2006-07 Action Steps</td>
<td>Cycles of response, evaluation, and response are taken until the “finish line” is crossed and the objective can be marked as completed.</td>
</tr>
</tbody>
</table>

So that the reader can clearly follow the cycles of the OCTC planning process, an example from a previous OCTC Strategic Plan is included on page 9. This example from the OCTC 2003-04 plan shows the college objective from Strategic Priority 10 with arrows drawn from the evaluation of results from 2002-03 using the SWOC (Strengths, Weaknesses, Opportunities, Challenges) analysis and the 2003-04 objectives resulting from this analysis.
Example:

<table>
<thead>
<tr>
<th>OCTC Objective</th>
<th>The Colleges will become a client-focused institution, marketing the education benefits provided to all citizens of our community.</th>
</tr>
</thead>
</table>
| System (KCTCS) Goals and Priorities | Unified System - KCTCS will be a national leader in postsecondary education, exemplifying the dynamic, unified system of comprehensive community technical colleges.  
- Showcase the System with education and marketing efforts. |
| Rationale/ Resources | We must share our story with the community, and use various media to ensure that all community members know what we provide. Students are more than customers—they are clients. Every interaction with a student is a transaction, and we should show that we have something of value to share. |
| Measurement of Success | 1. A college image more recognized in the community than either of our existing names.  
2. Written procedures for public relations and marketing, including a framework or template for marketing specific programs.  
3. Development of a slogan or icon for the college district  
4. Increase staffing in support areas and faculty proportionate to enrollment increases that are maintained over a two year period once consolidation is complete. |
| 2001-02 Action Steps | 1. Identify new single icons/slogans for the college district  
2. Draft procedures for public relations and marketing  
3. Creation of a template/framework for marketing individual programs  
4. Implementation of a multimedia marketing effort with KCTCS support  
5. Pursue commitment for staffing/full time faculty increases based on enrollment increases once consolidation of programs and services is complete. |
| Evaluation of Results | “Bring Your Future Into Focus” was used as the District slogan. Information sheet program template completed along with letterhead/folders and district specific viewbook. Utilized billboard, radio, TV, and print media for fall and spring campaigns. Written procedures for public relations and marketing have been designed and shared. Through feedback from the Public Relations and Marketing Action Team and focus group sessions, it became clear that the web site is a key piece of our marketing process and should be a focus of next year’s efforts. An expansion of OCC-TV also was identified as a key area for additional efforts. |
2. Further integrate the schedule of classes.  
3. Complete signage project.  
4. Increase use of OCC-TV to market programs and services.  
5. Marketing support for the major gifts campaign. |
| Evaluation of Results | Consolidated website for OCTC was unveiled early Fall 2002. The Spring 2003 schedule of classes was the first fully integrated class schedule for the institution. New signage on the main campus is being erected (April 2003), but our “one college” identity and signage with the new name on the Downtown and Southeastern Campuses still need to be addressed. OCC-TV has changed its name to “OCTV” to reflect its consolidated status and that it is “Owensboro’s Community TV station.” OCTV is broadcast in buildings on the Main Campus, but is not on the other two campuses. In addition, the PR Director needs more input into programming on OCTV. The production of printed and video materials for the major gifts campaign is nearly complete and will be released in May 2003. This collection of stories and facts that “tell our story” of the impact the college has had on the community is expected to pay additional dividends in the marketing of the college beyond the major gifts campaign. The new Turf Management program was seen as an opportunity to make low-cost improvements to the grounds of the campuses. The Community College Survey of Student Engagement (CCSSE) will be administered in late Spring 2003. Results will be published on the CCSSE website and will allow comparisons to other two-year colleges nationwide. |
2. Use the major gifts campaign to “tell our story.”  
3. Provide access to OCTV on the Downtown and Southeastern Campuses.  
4. Greater involvement of the Public Relations Office with OCTV.  
5. New signage reflecting the name change on the Downtown and Southeastern Campuses.  
6. Use of Turf Management program and Golf Course for campus improvement. |
OWENSBORO
COMMUNITY AND TECHNICAL COLLEGE
GOALS AND OBJECTIVES

Goal: Access to Education

Objective 1: Pathways to Postsecondary - The College will create seamless pathways to increase the likelihood of a successful transition to postsecondary education.

Objective 2: Alternative Delivery - The College will provide opportunities to pursue educational and career goals by offering classes, sections of classes, and programs using a variety of time frames and delivery methods.

Objective 3: Partnerships - The College will create new partnerships and expand current ones to increase their impact on local economic development and the prosperity of the community.

Goal: Expectations and Engagement

Objective 4: Expectations - The College will create an environment where:
1. Students will understand the higher expectations that OCTC faculty have set and sense the supportive environment created in the classroom.
2. Students will demonstrate an increased attainment of general education competencies and an increased understanding of their interconnection across the curriculum.
   a. Students will more effectively express their ideas through 1) production and performance, 2) writing, 3) speaking, 4) symbolic representations and data analysis, and 5) research and attribution.
   b. Students will develop and apply a personal/professional code of values and ethics.

Objective 5: Engagement - The College will help students recognize the benefits of learning together, resulting in more students taking advantage of opportunities to do so.

Objective 6: Technology - The College will provide a technologically rich learning environment to prepare students for the workplaces and communities of the information age.

Objective 7: Pathways to the Baccalaureate - The College will create seamless pathways to increase the likelihood of a successful transition from OCTC to four-year colleges and universities.

Goal: Excellence

Objective 8: Image - The College will market the education benefits provided to all citizens of the communities we serve.

Objective 9: Effectiveness - The College will monitor the effectiveness of its programs and services and make improvements based on feedback and review.

Objective 10: Resource Development - The Colleges will increase private and public funding sources, resulting in the greater services to the community and support for students.
OCTC Strategic Plan with Embedded Annual Plan for 2009-10

Executive Summary

Approved by the OCTC Administrative Council 8-24-09
Approved by the OCTC Board of Directors 9-17-09

<table>
<thead>
<tr>
<th>Goal</th>
<th>Objective</th>
<th>2009-10 Actions</th>
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</table>
| 1    | Pathways to Postsecondary | 1. Hire adjunct advisor for the START Center to better serve students during peak times  
2. Increase the number of dual credit math courses in Ohio County to increase college readiness in mathematics  
3. Expand NurseTrack curriculum offerings in Ohio County by partnering with the high school and area technology center  
4. Expand Health Science offerings through Discover College; expand CNA to Downtown Campus  
5. Expand summer Governor’s Minority Student College Preparation Program.  
6. Expand summer Mechatronics camps.  
7. Send two OCTC faculty members and one teacher from Hancock County HS and Apollo HS to the Summer Institute Training in anticipation of adding additional dual credit courses in PLTW.  
8. Promote college readiness via ACT and COMPASS testing as a part of community education, Discover College, and our Cultural Diversity outreach  
9. Implement electronic HS transcript exchange  
10. Relocate Discover College office to more visible location on campus  
11. Develop and promote Quick Jobs and other credit-bearing short-term retraining programs  
12. Support HS teachers with summer in-service opportunity  
13. Participate in national study of Discover College  
14. Pursue federal grant opportunities related to postsecondary engagement, e.g., Youth Build and Pathways Out of Poverty |
| 2    | Alternative Delivery | 1. Implement Blackboard NG (Next Generation) and provide training for faculty.  
2. Implement and promote KCTCS Online as an option for students who want “bite-sized courses, at your own pace, pay as you go”  
3. Expand use of Twitter, Facebook, and Second Life to enhance communication with students  
4. Identify and provide professional development for KCTCS Online advisors  
5. Implement SmartBoards  
6. Develop additional faculty expertise in the use of SoftChalk, Microsoft Photo Story, and HippoCampus  
7. Offer professional development sessions on best practices in online course delivery  
8. Complete and implement KCTCS Online Practical Nursing program  
9. Complete and implement KCTCS Online BIO 137/139 |
| 3 Partnerships | 1. Expand components of the Workforce Competitiveness Initiative  
2. Partner with GRADD and the Economic Development Corp. to support rapid response programs for displaced workers  
3. Support exploration of state scale up of OCTC@OMHS  
4. Plan for a Green River District Health Department clinic on Main Campus  
5. Implement Collaborative Center for Literacy Development grant.  
6. Participate in the LEGO League and serve as host site for the FIRST Tech Challenge event  
7. Host Common Reading events  
8. Explore additional private and public income generating partnerships for OCTV  
10. Pursue new Sister Cities initiatives  
11. Engage and provide leadership of state/system scale-up of Kentucky Breaking Through grant  
12. Prepare for workforce needs relating to OMHS expansion  
13. Develop plan for Caritas Social Work partnership  
14. Establish satellite training presence in Hancock County  
15. Implement community civic engagement project |
|-----------------|---------------------------------------------------------------|
| 4 Expectations  | 1. Develop information packet (real and virtual) for adjunct faculty  
2. Move the Retention/Intervention initiative to a paperless online format  
3. Develop a plan for educating our students about academic integrity  
4. Draft a new exemplar sharing/posting process  
5. Explore additional ways to implement/assess general education competencies  
6. Develop additional entrees to student e-portfolio use  
7. Promote and respond to CCSSE results  
8. Complete the college Diversity Plan to promote diversity, inclusion, and multiculturalism |
| 5 Engagement     | 1. Pursue additional food service options for campus  
2. Implement service learning projects  
3. Develop a student club/group meeting site  
4. Revamp and redeploy a student ambassador program  
5. Host joint events with WKU-O  
6. Roll out the new OCTC student ID card  
7. Roll out the new KCTCS Debit Card (with Higher One Free Checking option) and install new ATM on campus  
8. Revive the Welcome Back Cookout and hold it on the same day as Student Fest  
9. Share best practices in retention and engagement activities from grant projects  
10. Utilize Retrain Station for dislocated worker recruitment |
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<tr>
<th></th>
<th>Technology</th>
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<tr>
<td>6</td>
<td>1. Open new Nursing sim lab</td>
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<td>2. Update welding training space</td>
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<td>3. Expand use of the KCTCS intranet – the Point</td>
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<td>4. Develop the new OCTC website via Site Core</td>
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<td>5. Implement new data security measures</td>
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<td>6. Open an additional student computer lab on the Main Campus</td>
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<td>7. Implement the new (free) web-based KCTCS application for admission</td>
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<td>8. Implement new desktop/server virtualization technologies</td>
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<td>9. Examine leasing options as a part of the computer replacement plan</td>
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<td>10. Expand videostreaming capability</td>
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<td>11. Establish new TV broadcasting lab in OCTV studio</td>
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<td>12. Pilot Ad Astra room/course/equipment scheduling software</td>
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<td>13. Complete the addition of projector systems to every campus classroom</td>
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<td>15. Install a new SmartBoard in T200 and provide training</td>
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<th>Pathways to the Baccalaureate</th>
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<tbody>
<tr>
<td>7</td>
<td>1. Open the new Transfer Center, both real and virtual locations, with a full-time staff member</td>
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<td>2. Work with U of Louisville to serve students interested in their new Owensboro Bachelor’s of Nursing program</td>
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<td>3. Support WKU-Owensboro as they transition to their new location</td>
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<td>4. Unveil and market the new WKU-OCTC Joint Admissions program</td>
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<td>5. Market the new U of Evansville 2+2 agreements</td>
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<td>6. Develop an additional 2+2 agreement with WKU</td>
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<td>7. Promote the transferability of Project Lead the Way coursework through creation of an PLTW Advisory Board (UK and U of L will be represented) and launching an Engineer Your Future Day for students.</td>
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<td>8. Promote additional options for students in Criminal Justice and Fire/Rescue Science through the WKU Systems Management program</td>
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<td>9. Promote the availability of u.Select for evaluation of transfer work</td>
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<td>10. Develop articulation program leading to the BA in Theatre through Brescia and KWC</td>
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<td>11. Explore post-associate/post-baccalaureate specialty/industry-driven certifications</td>
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<td>12. Explore a 2+2 Mechatronics agreement with Morehead State</td>
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</table>

|   | Image                                                                     |   |
|---|                                                                          |---|
| 8 | 1. Refurbish Blandford Hall                                               |   |
|   | 2. Open the new Transfer Center                                          |   |
|   | 3. Refresh the Counseling Center                                         |   |
|   | 4. Develop the Campus Center Café – Party Patio area as a campus area    |   |
|   | 5. Plan for use of the areas vacated by WKU-O                             |   |
|   | 6. Promote our award winning student groups                              |   |
|   | 7. Install seating in the Main Campus bus stop                           |   |
|   | 8. Increase minority enrollment                                           |   |
|   | 9. Provide lectures on campus and identify a signature campus event       |   |

OCTC Strategic Plan with Embedded Annual Plan for 2009-10
| 10. Develop and unveil the new OCTC website and OCTC color scheme |
| 11. Rollout the KCTCS brand-name of “Workforce Solutions” |
| 12. Implement KCTCS Brand Initiative |
| 13. Grow the Road Run |
| 14. Begin planning for the OCTC 25th anniversary event |
| 15. Expand social media presence on the web |

### 9 Effectiveness
1. Complete the annual program review for all programs
2. Review all AAS curricula for compliance with new CPE credit hour limit
3. Expand the use of the Point locally
4. Prepare for SACS five-year review
5. Increase the number of students and credential seeking students
6. Retain students from the previous year’s record enrollment
7. Prepare for additional budget reductions
8. Develop a new Strategic Plan in response to KCTCS 2010-16 goals
9. Review MT 055/065 effectiveness
10. Plan for new ACT score cutoffs to be implemented in Fall 2010

### 10 Resource Development
1. Implement KCTCS Public Advocacy Campaign
2. Partner with Development Offices from local higher education institutions and non-profits
3. Develop new grant proposals, particularly those related to ARRA federal priorities
4. Advertise for a new grant writer position in response to stimulus related opportunities
5. Investigate sponsorship opportunities
6. Identify an alumni event
7. Create an OCTC Alumni Facebook page
8. Develop relationships with elected officials
9. Expand on advisory committee connections
10. Improve the results of the Annual Giving Campaign, particularly in the area of need-based student assistance
11. Modify the emergency loan program in response to new KCTCS Debit Card implementation
12. Develop a donor recognition program
13. Explore an alumni recognition program
**Goal: Access to Education**

**Objective 1: Pathways to Postsecondary**

<table>
<thead>
<tr>
<th>2005-10 OTC Objective 1</th>
<th>The College will create seamless pathways to increase the likelihood of a successful transition to postsecondary education.</th>
</tr>
</thead>
<tbody>
<tr>
<td>System (KCTCS) Goals</td>
<td>Increase student access and success</td>
</tr>
<tr>
<td></td>
<td>Enhance the economic development of communities and the Commonwealth</td>
</tr>
<tr>
<td>Rationale/Resources</td>
<td>As a P-14 education becomes the standard expectation for preparation for the workforce and life, the expectation for a seamless transition between secondary and postsecondary is increasing as well. Helping students navigate between the two environments, a journey sometimes complicated by state and federal requirements, is an essential first step to student success.</td>
</tr>
<tr>
<td>2005-10 Measures of Success</td>
<td>1. Number of adult education students transitioning to postsecondary education (OCTC or other college) increased by 50% (from 107 in Fall 2004 to 161 in Fall 2009).</td>
</tr>
<tr>
<td></td>
<td>2. Number of Discover College students transitioning to postsecondary education (OCTC or other college) increased, Fall 2004 to Fall 2009 <em>(Note: the feasibility of tracking this number is still being investigated so this measure is subject to change).</em></td>
</tr>
<tr>
<td></td>
<td>3. Collegiate High program established.</td>
</tr>
<tr>
<td>2005-06 Action Steps</td>
<td>1. Implement Collegiate High program based on Gates Foundation model.</td>
</tr>
<tr>
<td></td>
<td>2. Employ an Adult Education Transition to Postsecondary Specialist and increase the number of GED students transitioning to postsecondary.</td>
</tr>
<tr>
<td></td>
<td>3. Establish the use of admissions/counseling staff to register students in Discover College classes at local high schools and area technology centers.</td>
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<tr>
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<td>4. Pilot new Discover College Senior Scholars program for students taking 10 or more credit hours in transfer courses during their senior year.</td>
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<td>5. Use of Discover College Virtual Showcase for interactive visits with high school classes.</td>
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<td>6. Advocate for the expansion of city bus service to the Main Campus.</td>
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</tbody>
</table>

**Evaluation of Results**

The Collegiate High School at OCTC opened in August 2005 with 50 students formerly enrolled at Owensboro HS. Two additional students from Daviess County Public Schools enrolled during the school year. To ensure the further growth of the program, additional school districts need to become involved. A relocation of the program to the Main Campus will facilitate this, allowing CHS to take advantage of additional support services and eliminate the majority of transportation issues between campuses for CHS students. The Adult Education Transition to Postsecondary Specialist was hired and has served hundreds of GED students as they plan for their life “post-GED.” Admissions and Counseling staff visited over 50 Discover College classes offered off-campus in area high schools, providing admission/registration services as well as advising on future career choices and majors at OCTC. The new Discover College Senior Scholars program was piloted with one student. She received the Mary Jo Young Scholarship, as anticipated, and successfully completed over 23 hours of college credit. This student was pursuing a science/health career, and this appears to be the area of greatest opportunity since we need to increase our offerings of higher level math and physics classes in support of the region’s health care and biotechnology focus. The creation of a Discover College biotechnology program will be investigated in the coming year as well. The Discover College Virtual Showcase plans were postponed. The virtual showcasing of student work will be rolled into the QEP e-portfolio and visits to the programs will be re-implemented due to a strong voicing of support for in-person visits. A new Director of Discover College, a
position created through restructuring, will provide collegewide coordination of high school programs beginning in 2006-07. A campaign to initiate bus service to the Main Campus resulted in a pilot program in Spring 2006. Due to student support, the service will continue through Fall 2007 and be re-evaluated for continuance by the city at the end of the year.

### Response to Evaluation: 2006-07 Action Steps

1. Relocate the Collegiate High School program to the Main Campus, open the program to additional school districts, and refine the program based on feedback from students and stakeholders.
2. Increase outreach to/recruitment of potential GED students.
3. Establish a restructured Director of Discover College position to coordinate all high school programs/partnerships.
4. Develop new Discover College programs: a math/science focus to the Senior Scholars program and a biotechnology (SEEK funded) program.
5. Advocate for permanent bus service to the Main Campus.

### Evaluation of Results

Collegiate HS was moved to the Main Campus and opened to additional districts. Ohio County Schools send students, raising the total to nearly 75 but still falling short of program goals. Increased outreach to potential GED students occurred through statewide marketing. The new Director of Discover College position was created. Along with the Dean of Institutional Effectiveness, she visited all area school districts and high schools to help coordinate our many partnership activities. The Senior Scholars and Biotechnology programs were implemented, both need further development but the first steps were successful. Bus service to the new campus was made permanent to the benefit of many students. Areas of opportunity for Discover College include a restructured Health Sciences prep program and further Regional Alliance secondary to postsecondary transition programs, a restructured Collegiate program, additional adult education marketing, programs for teachers, our new Mechatronics program, and a complete roll-out of the Biotechnology program.

### Response to Evaluation: 2007-08 Action Steps

1. Develop and implement a streamlined and personalized one stop shop for admissions/testing/financial aid/payment/bookstore services in one location
2. Implement Regional Alliance Allied Health secondary to postsecondary transition initiative
3. Promote the restructured Collegiate program to all school districts
4. Develop and support additional relationships with HS instructors in the areas of technical and general education.
5. Develop Adult Education marketing plan
6. Develop summer and evening programs for K-12 teachers and students to increase their familiarity with our programs and campuses
7. Implement BioTechnology and Mechatronics programs for HS students
8. Promote bus service to the Main Campus and advocate for bus shelters on the DT and Main Campuses
9. Implement a new partnership with the Daviess County Public Schools and Owensboro Public Schools to unify community education offerings

### Evaluation of Results

One stop shop – with the START Center (Student Testing Admissions Registration Transcripts) – scheduled to open July 1, 2008. Regional Alliance Allied Health secondary to postsecondary transition program successfully launched with Health Sciences Career Prep program—new Nurse Track Program planned as a further response in the coming year. The restructured Collegiate program successfully served a number of students, but the demand for the program did not warrant further expansion. Additional relationships with HS instructors were promoted through Tech Prep activities. These funds will be used to support Project Lead the Way summer trainings at UK and Purdue U. for HS and college instructors. Summer and evening...
programs were supported via Biotechnology trainings—with additional Mechatronics trainings to come. A Discover College Showcase promoted our technical programs and highlighted the new ATC Building. The Adult Education marketing plan was completed and the new Biotech and Mechatronics programs served an increasing number of students. An expansion of Mechatronics class to Hancock County was piloted and implementation is planned for Fall 2008. Bus service to the Main Campus was made permanent and a new bus shelter was constructed on the DT Campus. One for the Main Campus is still hoped for. The new community education partnership was successfully implemented, unifying the community education opportunities offered in Owensboro and Daviess County. New initiatives are planned to further bridge the K-12 and college gap, including summer camps, required transcripts, and having all area high school seniors apply to OCTC if not planning on attending another college.

**Response to Evaluation: 2008-09**

<table>
<thead>
<tr>
<th>Action Steps</th>
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<tbody>
<tr>
<td>1. Encourage all high school seniors not planning on attending a four-year college to apply at OCTC.</td>
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<tr>
<td>2. Open the START (Student Testing Admissions Registration Transcripts) Center and consolidate Student Affairs offices and staff in the Campus Center</td>
</tr>
<tr>
<td>3. Implement the Discover College Nurse Track Program</td>
</tr>
<tr>
<td>4. Develop and host the Governor’s Minority Student College Preparation Program.</td>
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<tr>
<td>5. Offer the Mechatronics certificate program coursework in Hancock County.</td>
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<tr>
<td>6. Provide training to potential Project Lead the Way instructors and develop pre-engineering class offerings in partnership with area high schools</td>
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<tr>
<td>7. Develop Mechatronics clubs in area high schools</td>
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<tr>
<td>8. Sponsor ACT prep sessions for area minority high school students</td>
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<tr>
<td>9. Support the opening of the Learning Villa and contribute to student development</td>
</tr>
<tr>
<td>10. Require a high school transcript for all students under age 25</td>
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</table>

**Evaluation of Results**

HS seniors were encouraged to apply to OCTC and based on early results for fall, it appears that more did so. The START Center opened in July 2009 and has been well received. Due to budget cuts, there is a need for additional adjunct advisors in the START Center in the coming year. The Nurse Track program got off to a great start and plans for expanding offerings in Ohio County are being made. The demand for additional health science courses through Discover College exists. The Governor’s Minority Student College Preparation Program was a success and we plan to expand it this summer. Mechatronics was implemented in partnership with Hancock County Public Schools and additional summer camps are planned. Project Lead the Way training was provided and courses were offered on and off campus through Discover College. More courses and training are scheduled for the coming summer, fall, and spring. ACT prep sessions for minority students and others were held. Additional promotion of college and workforce readiness is needed and desired. The college supported the opening of the Learning Villa. A number of our students lived there and we served on its Board. HS transcripts for all students under 25 policy was implemented. New electronic exchange of these transcripts is planned. Discover College has several opportunities in the coming year, including participation in a national study, relocation to a new more visible space on campus, and a summer inservice for teachers. Due to the economic downturn, quick retraining programs are needed as well as new grant programs.

**Response to Evaluation: 2009-10**

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<tr>
<th>Action Steps</th>
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<tbody>
<tr>
<td>1. Hire adjunct advisor for the START Center to better serve students during peak times</td>
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<tr>
<td>2. Increase the number of dual credit math courses in Ohio County to increase college readiness in mathematics</td>
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<tr>
<td>3. Expand NurseTrack curriculum offerings in Ohio County by partnering with the high school and area technology center</td>
</tr>
</tbody>
</table>
4. Expand Health Science offerings through Discover College; expand CNA to Downtown Campus
5. Expand summer Governor’s Minority Student College Preparation Program.
6. Expand summer Mechatronics camps.
7. Send two OCTC faculty members and one teacher from Hancock County HS and Apollo HS to the Summer Institute Training in anticipation of adding additional dual credit courses in PLTW.
8. Promote college readiness via ACT and COMPASS testing as a part of community education, Discover College, and our Cultural Diversity outreach
9. Implement electronic HS transcript exchange
10. Relocate Discover College office to more visible location on campus
11. Develop and promote Quick Jobs and other credit-bearing short-term retraining programs
12. Support HS teachers with summer in-service opportunity
13. Participate in national study of Discover College
14. Pursue federal grant opportunities related to postsecondary engagement, e.g., Youth Build and Pathways Out of Poverty
**Goal:** Access to Education  
**Objective 2: Alternative Delivery**

<table>
<thead>
<tr>
<th>2005-10 OCTC Objective 2</th>
<th>The College will provide opportunities to pursue educational and career goals by offering classes, sections of classes, and programs using a variety of time frames and delivery methods.</th>
</tr>
</thead>
</table>
| **System (KCTCS) Goals** | Increase student access and success  
Promote excellence in teaching and learning |
| **Rationale/Resources** | As the student body and community change (trends suggest that we will enroll both more underprepared students and more students already holding degrees, as well as high school students), we must increase the options available that will help students avoid conflicts with work, family, and money. The better we can accommodate the needs of the learner, the more likely they will enroll and be successful. |
| **2005-10** | **Measures of Success** |
| **2005-10** | 1. Total credit hours delivered via online, telecourse, or modularized instruction increased by 40% (from 1119 in Fall 2004 to 1565 in Fall 2009). *(Revised for 2006-07)*  
2. Total credit hours delivered via evening and weekend courses increased 20% (from 4896 in Fall 2004 to 5875 in Fall 2009).  
3. Total credit hours delivered via bi-term classes increased 20% (from 661 in Fall 2004 to 793 in Fall 2009).  
4. Number of general education classes offered in Hancock, McLean, and Ohio counties increased by 50% (from 9 in Fall 2004 to 14 in Fall 2009).  
5. Web sites for all faculty and all campus offices/units established.  
6. Self-paced program for developmental mathematics and reading established.  
7. Availability of SkillTrain assistance for COMPASS testers prior to postsecondary enrollment established and increased role of SkillTrain in developmental education classes. *(Revised for 2006-07)* |
| **2005-06 Action Steps** | 1. Implement the Career Pathways initiative to deliver modularized instruction and open labs in the Industrial Maintenance program.  
2. Develop the Evening/Weekend Nursing program.  
3. Utilize Adult Education services to provide additional remediation (beyond SkillsTutor) to COMPASS testers.  
4. Expand the number of dual credit transfer classes in Hancock, McLean, and Ohio counties, particularly at the high school.  
5. Expand the number of bi-term class offerings.  
| **Evaluation of Results** | The total credit hours delivered via evening, weekend, online/KET, off-campus, and bi-term classes all increased in Fall 2005 in response to demand and resulting from increases in the number of alternative delivery method classes offered. The Industrial Maintenance Career Pathways program was piloted with 19 displaced workers taking advantage of the hybrid (online/lab) program. This program is one part of the IMAC (Industry-based, Modular, Accelerated Credentials) initiative. A second program, a Team Leadership certificate, has been developed and will be piloted in the coming year. The new Evening/Weekend career pathway nursing program was implemented with 25 practical nursing students. Five additional Certified Nurse Aide (CNA) classes were offered as well. A Robert Wood Johnson Foundation grant proposal has been submitted to create an online nursing program to further expand alternatives for health care students. New self-paced classes in developmental reading and mathematics were implemented with student success in the next level courses to be evaluated in the coming year. A summer intensive experience for students testing into... |
developmental mathematics offered by SkillTrain resulted in a number of students moving into a higher level of mathematics. Based on these successes, most MT 055 classes are being moved to the Downtown Campus to allow students to take advantage of one on one SkillTrain resources. Additional general education courses at area high schools are being designed to serve both high school and adult students, increasing the number of off-campus offerings available to students that may not be able to easily access the Main Campus. With the system purchase of Blackboard, all OCTC courses can be web-enhanced, with student access provided via SUNRISE. (Due to this, the performance indicator will shift from faculty/staff webpages to the number of faculty using Blackboard.)

<table>
<thead>
<tr>
<th>Response to Evaluation: 2006-07 Action Steps</th>
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<tbody>
<tr>
<td>1. Fully implement the IMAC Career Pathways initiative and explore other career pathways opportunities (e.g., healthcare)</td>
</tr>
<tr>
<td>2. Expand the evening/weekend ADVANTAGE nursing program.</td>
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<tr>
<td>3. Increase the role of SkillTrain in developmental education classes.</td>
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<tr>
<td>4. Pilot MT055 on the Downtown Campus with the support of SkillTrain</td>
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<tr>
<td>5. Increase the number of general education classes at area high schools that allow adults to enroll.</td>
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<tr>
<td>6. Increase the number of web-enhanced, hybrid, and online courses in support of the “KCTCS 2.0” virtual learning initiative.</td>
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<tr>
<td>7. Develop a pretest and orientation for students taking online courses.</td>
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<tr>
<td>8. Track success rates in online classes.</td>
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<td>9. Develop templates for websites so that all units/divisions have a website.</td>
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<tr>
<th>Evaluation of Results</th>
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<tr>
<td>IMAC Career Pathways implemented and new Team Leadership Certificate was piloted with additional enhancements under development. The Nursing program was expanded and SkillTrain began providing early (summer) remediation services to students testing into developmental classes. The MT 055 pilot on the Downtown Campus was successful and will continue in 2007-08. Additional general education classes open to adults were created at Hancock County HS and the number of web-enhanced courses grew tremendously. Additional resources for online students were posted on Advising Central and nearly all units/divisions now have websites. Tracking success rates for online courses was delayed due to the vacant IR position. Further steps in the areas of IMAC, SkillTrain developmental support, and developmental math should help move these initiatives from pilot to full implementation. Additional online and hybrid courses need to be developed and we will participate in the new KCTCS 2.0 online initiative. Support for students using Blackboard should be supported by the new IT HelpDesk.</td>
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<tr>
<th>Response to Evaluation: 2007-08 Action Steps</th>
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<tbody>
<tr>
<td>1. Participate in KCTCS 2.0 and explore the “Learn anytime” initiative</td>
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<tr>
<td>2. Use SkillTrain to provide remediation before classes begin</td>
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<tr>
<td>3. Develop plan for online/hybrid course marketing and delivery</td>
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<tr>
<td>4. Develop additional web-enhanced, hybrid, and online classes</td>
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<tr>
<td>5. Open IMAC (Industry-based, Modular, Accelerated Credentials) programs to additional applicants/students</td>
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<tr>
<td>6. Implement a pretest and orientation for students taking online classes</td>
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<td>7. Support student use of Blackboard</td>
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<td>8. Learn from online courses with low withdrawal rates and implement new services to support the online learner</td>
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<th>Evaluation of Results</th>
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<tr>
<td>Communications and Biology faculty volunteered to participate in the development of Virtual Learning Initiative courses. SkillTrain provided summer remediation programming, helping a number of students to avoid developmental courses. Additional online and hybrid courses were implemented, and many more courses became web-enhanced through the year. Support for students using Blackboard was...</td>
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</table>
enhanced by new system help resources and the new IT HelpDesk. Additional supports for online students still need to be developed. IMAC programs were opened to additional students. KET course funding was cut so these courses are being transitioned to online courses. One last round of Laptop4U is planned for the coming fall as the Title III grant closes. Additional SmartBoards may be purchased as well. Expanded wireless service on campus is a real plus for students, faculty, and staff as well. Budget cuts will mean more virtual meetings and new software for this (Office Communicator and Live Meeting) is coming. HP grant has supplied 22 tablet PCs for use by the biology faculty, allowing new and innovative lab approaches.

### Response to Evaluation: 2008-09

<table>
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<th>Action Steps</th>
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<tbody>
<tr>
<td>1. Prepare to support KCTCS Online (Virtual Learning Initiative/VLI) students</td>
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<tr>
<td>2. Develop KCTCS Online courses in science and communications</td>
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<tr>
<td>3. Submit a KCTCS Online proposal for Practical Nursing</td>
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<tr>
<td>4. Explore on-line course development support for faculty</td>
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<td>5. Transition KET courses to online courses</td>
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<td>6. Complete final round of Laptop4U</td>
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<td>7. Support additional SmartBoards for classrooms</td>
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<td>8. Participate in system meetings via Office Communicator/Live Meeting when possible</td>
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<td>9. Implement latest version of Blackboard with WIMBA</td>
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<tr>
<td>10. Develop an online orientation session</td>
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<tr>
<td>11. Explore the use of Second Life</td>
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### Evaluation of Results

A KCTCS Online training for faculty and advisors was provided by Student Affairs in Spring 2009 and KCTCS Online advisors are completing an extensive online training course as well. KCTCS Online will now be an option promoted to students. All KCTCS Online courses rolled out and the Practical Nursing program development is going as planned. The final Laptop4U program was completed but additional support for instructors developing online courses is still a need. Additional SmartBoards have been installed and will be utilized more fully in the coming year. KET courses were converted to online courses. Office Communicator is being used in a number of offices on campus and Live Meeting has been used for many system meetings. While the Live Meeting technologies and protocols are still being refined, this use saved the college many thousands of dollars in travel. The new version of Blackboard was implemented and another newer version is just around the corner. Additional training in new software (SoftChalk, HippoCampus) is needed in the coming year. The use of Second Life in Student Affairs was explored but it appears that there will be more immediate potential for the use of Twitter and an expansion of our use of Facebook. There may be potential for hybrid general education classes at OMHS as well.

### Response to Evaluation: 2009-10

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<th>Action Steps</th>
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<tbody>
<tr>
<td>1. Implement Blackboard NG (Next Generation) and provide training for faculty.</td>
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<tr>
<td>2. Implement and promote KCTCS Online as an option for students who want “bite-sized courses, at your own pace, pay as you go”</td>
</tr>
<tr>
<td>3. Expand use of Twitter, Facebook, and Second Life to enhance communication with students</td>
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<tr>
<td>4. Identify and provide professional development for KCTCS Online advisors</td>
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<tr>
<td>5. Implement SmartBoards</td>
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<tr>
<td>6. Develop additional faculty expertise in the use of SoftChalk, Microsoft Photo Story, and HippoCampus</td>
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<tr>
<td>7. Offer professional development sessions on best practices in online course delivery</td>
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<tr>
<td>8. Complete and implement KCTCS Online Practical Nursing program</td>
</tr>
<tr>
<td>9. Complete and implement KCTCS Online BIO 137/139 (Anatomy and Physiology I/II) and BIO 225 (Medical Microbiology) in Spring 2010.</td>
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<tr>
<td>10. Explore offering hybrid, contextualized general education classes at OMHS for...</td>
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incumbent and dislocated workers.
**Goal: Access to Education**

**Objective 3: Partnerships**

<table>
<thead>
<tr>
<th>2005-10 OTCC Objective 3</th>
<th>The College will create new partnerships and expand current ones to increase their impact on local economic development and the prosperity of the community.</th>
</tr>
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<tbody>
<tr>
<td>System (KCTCS) Goals</td>
<td>Enhance the economic development of communities and the Commonwealth Expand diversity and global awareness</td>
</tr>
<tr>
<td>Rationale/Resources</td>
<td>It has been demonstrated again and again that institutions that do not reach out to partner with others are less successful. We must expand our partnerships with business and industry, provide workforce literacy training, and continue work with the Education Alliance, Economic Development Corp., the Higher Education Advocacy Group, other local higher education institutions, the Chamber, and local industry.</td>
</tr>
</tbody>
</table>
| 2005-10 Measures of Success | 1. Advanced Technology Center completed and college is recognized as a major factor in workforce development via partnerships with local business and industry.  
2. Number of businesses served increased by 20% (285 in 2008-09 as compared to 2004-05 average of 227) (393 in 2008-09 as compared to 328 in 2004-05) (KCTCS data). (Revised for 2006-07)  
3. Additional partnerships developed using career ladders and job placement with local employers.  
4. Expanded involvement with international and global initiatives, both locally and at the system level.  
5. Partnerships with OMHS and local health care providers expanded through the Health Resources and Services Administration grant and other grants to provide flexible options for the preparation of nurses and other allied health professionals. |
| 2005-06 Action Steps      | 1. Work with local industry to finalize plans for and begin construction of the Advanced Technology Center.  
2. Develop partnership between Career Planning/Placement and CCED to expand already existing relationships.  
3. Participate in new opportunities for international exchanges.  
4. Develop new evening/weekend nursing program (cross-listed with action step under Objective 2). |
| Evaluation of Results     | Plans for the Advanced Technology Center were finalized and ground was broken on February 2, 2006. Construction is underway and will continue through 2006-07. As plans for the transition of programs to the ATC are finalized, a possible use of the DT Campus spaces vacated may be for entrepreneurial education and space. The Career Planning and Placement Center worked with companies served by CCED and expanded the number of positions advertised to students via a new website. The IMAC (Industry-based, Modular, Accelerated Credentialing) program was “unveiled” at a breakfast for business and industry members in April 2006. A need for 500 nurses locally over the next decade is an issue that must be addressed. A grant proposal was submitted in response (see Objective #2 for more info). A new exchange program with Chinese scholars was developed, with two Chinese professors scheduled to be hosted by OCTC, Kentucky Wesleyan, Brescia, and WKU-Owensboro this fall. A sister city in Japan is in the final stages as well. As the local Learning Communities initiative continues to develop, the college will assume and advocate for an appropriate role. |
| Response to Evaluation: 2006-07 Action Steps | 1. Construct the Advanced Technology Center, finalize plans for Phase II, and work toward funding of Phase II by increasing community awareness. |
2. Host faculty members from China in 2006-07 and offer Chinese language and literature classes.
3. Explore career pathways initiatives with additional local businesses and industries.
4. Promote and contribute to local Learning Communities, Higher Education Advocacy, and Economic Development Corp. initiatives.
5. Expand the evening/weekend ADVANTAGE nursing program (cross-listed with action step under Objective 2).
6. Expand Sister Cities efforts to include more collegewide participation.

Evaluation of Results

Many partnership programs made for an extremely productive year for OCTC in this area: CAD w/Owensboro Community Develop design of homes in Germantown project, MIG welding trainings Dept. of Ag. Tobacco buyout people - trained and equipped 35+ people, Sister City’s - new relationship w/GRADD, OCTC @ OMHS program, Boulware/Dismas & Detention Center/drug court - Adult Ed, NAHET System initiative future Allied Health employees needs of KY., Economic Development Corp. - we are listed on their strategic plan, KYCPE - Center for Performance Excellence - Dr. Addington and Chad Gesser served, new Regional Alliance initiatives in health sciences, and mathematics, working with KWC and Brescia on the Chinese visiting scholars program. The ATC is well underway and the push for Phase II funding will continue. We will offer Chinese language and literature classes in the coming year, admit our first class of OMHS@OCTC Nursing students, pilot the Regional Alliance Mathematics Initiative, develop new cultural diversity partnerships, work with Sister Cities to initiate a new relationship with a Japanese city, host additional World Affairs Council lectures on campus, and promote and contribute to local Learning Communities and Higher Education Advocacy initiatives.

Response to Evaluation: 2007-08 Action Steps

1. Complete Phase I construction and open the Advanced Technology Center
2. Advocate for funding of Phase II and work with WKU-Owensboro on plans for Phase II funding
3. Admit first class of OCTC@OMHS Nursing students
4. Promote and contribute to local Learning Communities and Higher Education Advocacy group initiatives
5. Pilot the Regional Alliance Mathematics Initiative ACT/COMPASS placement testing at Daviess County HS
6. Initiate new Sister Cities relationship (Japan)
7. Host additional World Affairs Council lectures on campus
8. Develop new Cultural Diversity partnerships
9. Implement BioTechnology grant program

Evaluation of Results

The Advanced Technology Center opened on schedule in January 2008. Funding for Phase II did not survive the huge budget cuts at the state level. The first OCTC@OMHS cohort was admitted, machine tool training for TVA provided, and additional workforce grants (e.g., manufacturing) have been received and will be implemented in the coming year. Welding and biotechnology are key workforce development needs as well. College leaders have been active in local Learning Community and Higher Education Advocacy groups, and in the KCTCS Workforce Competitiveness Initiative. Community events, such as additional World Affairs Council lectures and diversity activities, are planned. Sister Cities partnerships remain strong and the campus hosted a visit from Nisshin, Japan representatives in the fall as well as Chinese scholars on campus all year (in partnership with Brescia and KWC). The Big Read was a major partnership effort (library, museum, Public Life Foundation, Learning Community) and was wildly successful. Regional Alliance Math Initiative was successfully implemented in partnership with Daviess County HS with over 600 students tested.
Response to Evaluation: 2008-09 Action Steps

<table>
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<th>Action Steps</th>
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<tbody>
<tr>
<td>1. Participate in the KCTCS Workforce Competitiveness Initiative</td>
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<tr>
<td>2. Host World Affairs Council lectures on campus</td>
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<td>3. Implement the Department of Labor supported Mecha-Manufacturing program</td>
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<tr>
<td>4. Sponsor and host the Owensboro Martin Luther Day event</td>
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<td>5. Expand welding options and programs in concert with local industry</td>
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<tr>
<td>6. Implement Service Learning mini-grant program</td>
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<td>7. Partner with WKU-Owensboro to offer additional student leadership development programs</td>
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<tr>
<td>8. Travel to Japan in support of Sister Cities</td>
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<tr>
<td>9. Partner with Settle United Methodist Church to send additional community members to the Czech Republic</td>
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<tr>
<td>10. Implement the Regional Alliance Math Initiative with support from school district partners</td>
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</table>

Evaluation of Results

Owensboro served as one of the pilot colleges for the system’s Workforce Competitive Initiative which will continue into the coming year. Additional World Affairs Council lectures hosted free on campus included "Russia and Europe: Oil, Gas, and the Shifting of Power Eastward” and Newsweek columnist Robert Samuelson. We hosted the Martin Luther King day event for the first time. The Mecha-Manufacturing program was implemented, welding options were expanded, and a service learning program awarded mini-grants to faculty. Additional programs/options/partners are needed to support underskilled and displaced workers. WKU-O offered their Dynamic Leadership Institute program free of charge to OCTC students. Representatives from the college and community traveled to our sister city in Japan and additional community members, including OCTC staff, travelled to the Czech Republic. Owensboro Sister Cities and Regions was recognized as the best overall program for cities in the US for 50-100K in population. OCTV partnered with Fiscal Court to provide a live show and with Team Marketing (WaxWorks) on DVD production. The presidents of KWC, Brescia, WKU-O, and OCTC met regularly through the year. The Regional Alliance Math Initiative program was implemented at Daviess County HS in partnership with Daviess County Public Schools. New partnerships with the Green River District Health Department to create a health clinic on campus and the Owensboro Museum of Science and History to host the LEGO League/FIRST Tech Challenge event are planned. Other community partnerships include establishing a Diversity Advisory Council, preparing for the OMHS expansion, and establishing more of a presence in Hancock County. Additional international initiatives, e.g., Sister Cities and Caritas, are planned as well.

Response to Evaluation: 2009-10 Action Steps

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<tbody>
<tr>
<td>1. Expand components of the Workforce Competitiveness Initiative</td>
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<tr>
<td>2. Partner with GRADD and the Economic Development Corp. to support rapid response programs for displaced workers</td>
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<tr>
<td>3. Support exploration of state scale up of OCTC@OMHS</td>
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<td>4. Plan for a Green River District Health Department clinic on Main Campus</td>
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<td>5. Implement Collaborative Center for Literacy Development grant.</td>
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<td>6. Participate in the LEGO League and serve as host site for the FIRST Tech Challenge event</td>
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<td>7. Host Common Reading events</td>
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<td>8. Explore additional private and public income generating partnerships for OCTV</td>
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<td>10. Pursue new Sister Cities initiatives</td>
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<tr>
<td>11. Engage and provide leadership of state/system scale-up of Kentucky Breaking Through grant</td>
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<tr>
<td>12. Prepare for workforce needs relating to OMHS expansion</td>
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<tr>
<td>13. Develop plan for Caritas Social Work partnership</td>
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<tr>
<td>14. Establish satellite training presence in Hancock County</td>
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<td>15. Implement community civic engagement project</td>
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</table>
Goal: Expectations and Engagement  
Objective 4: Expectations

The College will create an environment where:

1. Students will understand the higher expectations that OCTC faculty have set and sense the supportive environment created in the classroom.

2. Students will demonstrate an increased attainment of general education competencies and an increased understanding of their interconnection across the curriculum.
   a. Students will more effectively express their ideas through 1) production and performance, 2) writing, 3) speaking, 4) symbolic representations and data analysis, and 5) research and attribution.
   b. Students will develop and apply a personal/professional code of values and ethics.

System (KCTCS) Goals
Promote excellence in teaching and learning.
Increase student access and success

Rationale/ Resources
The Southern Association of Colleges and Schools – Commission on Colleges (SACS-COC) requires that each college develop a Quality Enhancement Plan as a part of the reaffirmation of accreditation process. The OCTC QEP is designed to improve student learning through the setting of clear expectations for all OCTC students—expectations founded in our general education competencies and focused on 1) the expression of ideas, 2) the ethical and personal responsibility to be exhibited by every member of the OCTC community of learners, and 3) the life-long need for social/civic interaction and learning. This objective encompasses the first two areas of focus from the QEP, while Objective 5 encompasses the third.

2005-10 Measures of Success

1-1. The Fall 2009 average scores of OCTC students on the Student Evaluation of Instruction will be significantly higher than the baseline Fall 2002 – Fall 2005 average for the following items:
   5. I am encouraged to think in depth about this subject
   7. I am encouraged to be actively involved in the class
   13. The instructor cares about how well I am learning

1-2. 2009 OCTC results on CCSSE item 4p, where students indicate the degree to which they worked harder than they thought they could to meet an instructor's standards or expectations, are at a level significantly higher than the baseline 2003-05 results or significantly higher than the 2009 national average for two-year colleges.

1-3. 2009 OCTC results on CCSSE item 9a, where students indicate the degree to which OCTC encourages them to spend significant amounts of time studying, are at a level significantly higher than the baseline 2003-05 results or significantly higher than the 2009 national average for two-year colleges.

2-1. The Fall 2009 WKU GPA of OCTC students transferring to WKU is
   • Significantly higher than all other transfer students at WKU
   • Significantly higher than the baseline 2002-05 average of OCTC students at WKU

2-2. The Fall 2009 average scores of OCTC students on the WorkKeys assessments (Locating Information, Applied Mathematics) exceed the average scores of OCTC students from 2002-05.

2-3. Student performance improvement on a GE 100 pre/post test on OCTC expectations.

2-4. 2009 OCTC results on CCSSE item 5c, where students indicate the degree to which OCTC emphasized synthesizing and organizing ideas, information, or experiences, are at a level significantly higher than the baseline 2003-05 results or significantly higher than the 2009 national average for two-year colleges.

2-5. 2009 OCTC results on CCSSE item 12a, where students indicate the degree to which OCTC contributed to their knowledge, skills, and personal development in acquiring a broad general education, are at a level significantly higher than the baseline 2003-05 results or significantly higher than the 2009 national average for two-year colleges.
2.6. 2009 OCTC results on CCSSE item 12b, where students indicate the degree to which OCTC contributed to their knowledge, skills, and personal development in acquiring job or work-related knowledge and skills, are at a level significantly higher than the baseline 2003-05 results or significantly higher than the 2009 national average for two-year colleges.

2.a.1.-1. Evidence of student work as found in the “Performance/Production” section of student E-Galleries, Fall 2009 reflects attainment of competencies.

2.a.1.-2. 2009 OCTC results on CCSSE item 5e, where students indicate the degree to which OCTC emphasized applying theories or concepts to practical problems or in new situations, are at a level significantly higher than the baseline 2003-05 results or significantly higher than the 2009 national average for two-year colleges.

2.a.1.-3. 2009 OCTC results on CCSSE item 5f, where students indicate the degree to which OCTC emphasized using information you have read or heard to perform a new skill, are at a level significantly higher than the baseline 2003-05 results or significantly higher than the 2009 national average for two-year colleges.

2.a.2.-1. Evidence of student work as found in the “Written Expression” section of student E-Galleries, Fall 2009 reflects attainment of competencies.

2.a.2.-2. 2009 OCTC results on Exit Survey item 13, where graduates indicate the degree to which OCTC added to their ability to express ideas in writing, are at a level significantly higher than the baseline 2002-05 results.

2.a.2.-3. 2009 OCTC results on CCSSE item 12c, where students indicate the degree to which OCTC contributed to their knowledge, skills, and personal development in writing clearly and effectively, are at a level significantly higher than the baseline 2003-05 results or significantly higher than the 2009 national average for two-year colleges.

2.a.3.-1. Evidence of student work as found in the “Oral Expression” section of student E-Galleries, Fall 2009 reflects attainment of competencies.

2.a.3.-2. 2009 OCTC results on Exit Survey item 12, where graduates indicate the degree to which OCTC added to their ability to express ideas verbally, are at a level significantly higher than the baseline 2002-05 results.

2.a.3.-3. 2009 OCTC results on CCSSE item 12d, where students indicate the degree to which OCTC contributed to their knowledge, skills, and personal development in speaking clearly and effectively, are at a level significantly higher than the baseline 2003-05 results or significantly higher than the 2009 national average for two-year colleges.

2.a.4.-1. Evidence of student work as found in the “Symbolic Representation and Data Analysis” section of student E-Galleries, Fall 2009 reflects attainment of competencies.

2.a.4.-2. 2009 OCTC results on Exit Survey item 7, where graduates indicate the degree to which they worked on an assignment in which they used mathematical skills, are at a level significantly higher than the baseline 2002-05 results.

2.a.4.-3. 2009 OCTC results on Exit Survey item 14, where graduates indicate the degree to which OCTC added to their ability to solve practical mathematics problems, are at a level significantly higher than the baseline 2002-05 results.

2.a.4.-4. 2009 OCTC results on Exit Survey item 18, where graduates indicate the degree to which OCTC added to their ability to understand mathematical concepts, are at a level significantly higher than the baseline 2002-05 results.

2.a.4.-5. 2009 OCTC results on CCSSE item 12f, where students indicate the degree to which OCTC contributed to their knowledge, skills, and personal development in solving numerical problems, are at a level significantly higher than the baseline 2003-05 results or significantly higher than the 2009 national average for two-year colleges.

2.a.5.-1. Evidence of student work as found in the “Research” section of student E-Galleries, Fall 2009 reflects attainment of competencies.

2.a.5.-2. 2009 OCTC results on Exit Survey item 3 where graduates indicate the degree to which they completed a paper or project that integrated ideas from several sources, are at a level significantly higher than the baseline 2002-05 results.

2.a.5.-3. 2009 OCTC results on CCSSE item 4d, where students indicate the degree to which they worked on a paper or project that required integrating ideas or information from various sources, are at a level significantly higher than the baseline 2003-05 results or significantly higher than the 2009 national average for two-year colleges.

2.a.5.-4. 2009 OCTC results on CCSSE item 5d, where students indicate the degree to which OCTC emphasized making judgments about the value or soundness of information,
arguments, or methods, are at a level significantly higher than the baseline 2003-05 results or significantly higher than the 2009 national average for two-year colleges.

2.b.-1. 2009 OCTC results on Exit Survey item 20, where graduates indicate the degree to which OCTC added to their ability to examine ethical issues and values, are at a level significantly higher than the baseline 2002-05 results.

2.b.-2. 2009 OCTC results on CCSSE item 12l, where students indicate that OCTC contributed to their knowledge, skills, and personal development in developing a personal code of values and ethics, are at a level significantly higher than the baseline 2003-05 results or significantly higher than the 2009 national average for two-year colleges.

2.b.-3. 2009 OCTC results on CCSSE item 4e, where students indicate how often they come to class without completing readings or assignments, are at a level significantly lower than the baseline 2003-05 results or significantly lower than the 2009 national average for two-year colleges.

2.b.-4. 2009 OCTC results on CCSSE item 4i, where students indicate how often they participated in a community-based project as part of a regular course, are at a level significantly higher than the baseline 2003-05 results or significantly higher than the 2009 national average for two-year colleges.

2.b.-5. 2009 OCTC results on CCSSE item 9c, where students indicate the degree to which OCTC encouraged contact among students from different economic, social, and racial or ethnic backgrounds, are at a level significantly higher than the baseline 2003-05 results or significantly higher than the 2009 national average for two-year colleges.

<table>
<thead>
<tr>
<th>2005-06 Action Steps</th>
<th>1. Develop best practices and pilot use of OCTC Expectations in courses</th>
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<tbody>
<tr>
<td>2. Collect student work exemplars and post on the web</td>
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<tr>
<td>3. Develop models and standards for inclusion of expectations in syllabi</td>
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<tr>
<td>4. Determine E-gallery technical specifications and purchase/install necessary hardware and software.</td>
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<td>5. Create OCTC Expectations marketing plan</td>
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<tr>
<td>6. Develop and pilot new GE 100 curriculum</td>
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Evaluation of Results

OCTC Expectations were shared with all faculty and staff at the Fall Kickoff and Brown Bag sessions in early September as well as at the Fall and Spring Full-time/Part-time Faculty Dinners. The OCTC Expectations website was published in September and the expectations were included as the centerfold of the Spring 2006 and Fall 2006 Schedule of Classes. Posters with the expectations were made available to faculty and staff and posted around the college. Models and standards for the embedding of expectations in syllabi were developed prior to the Spring 2006 semester and shared via the expectations website. Rather than focus on student work exemplars, the emphasis was placed on getting the expectations in as many syllabi as possible since this needed to come first. Research on e-gallery software had nearly been completed when KCTCS announced that Blackboard and its e-portfolio software had been purchased for 2006 through 2010 for the system. The new GE 100 curriculum was developed in Fall 2006 and piloted in Spring 2006 with a presentation to each GE 100 class on the QEP. 2005 CCSSE results were received in the fall. The college's averages were lower than 2003 but generally still exceeded national averages.

<table>
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<tr>
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<tbody>
<tr>
<td>2. Collect student work exemplars and post on the web.</td>
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<tr>
<td>3. Promote the inclusion of standards and expectations in all syllabi and the posting of syllabi in the Blackboard Course Management System.</td>
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<td>4. Require the inclusion of QEP/strategic plan contributions in performance planning document (&quot;stretch goals&quot;).</td>
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<tr>
<td>5. Develop and pilot the use of Blackboard E-portfolio capability</td>
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<tr>
<td>6. Present OCTC Expectations in each GE 100 class and provide online introduction that may be accessed by students not enrolling in GE 100.</td>
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<tr>
<td>7. Promote newly revised GE 100 curriculum to students and advisors.</td>
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</table>
8. Provide additional information for advisees and advisors, e.g., downloadable “advising packet,” new program cards, new academic plans with additional information (such as number of hours needed per semester to graduate in two years).

9. Participate in systemwide WorkKeys initiative (random sample of first-time, credential seeking students to take the assessment in 2006-07)

Evaluation of Results

Expectations were embedded into student planners and additional student work exemplars were posted on the web. Nearly syllabi should now include the expectations as well. Blackboard is being utilized to further promote expectations, and the first e-portfolio was created and shared with faculty and staff at the November College Assembly meeting. An OCTC Expectations presentation was made in each GE 100 class by a co-chair of the QEP as part of the changes to the GE 100 curriculum. The Advising Central website was updated with links to new academic plans. New program cards with four semester sequence plans are to be completed by Fall 2007. Systemwide WorkKeys initiative was completed. Work on exemplars and accompanying rubrics will continue. Syllabi review committees will work this year to help ensure expectations are being included on all syllabi. CCSSE results will be included in college reviews in coming year to ensure use of the data for improvement.

Response to Evaluation: 2007-08

Action Steps

1. Simplify process for submitting exemplars and expand the number of exemplars in support of curriculum mapping
2. Draft rubrics for the review of exemplars
3. Create more links to expectations pages to make them more accessible and create expectations for different subject areas that can be easily appended to syllabi
4. Review all syllabi for QEP inclusion
5. Create process for e-portfolio creation and promote to students
6. Create “Intro to College” basics that all students (particularly those not taking GE 100) should understand
7. Solicit feedback on the GE 100 curriculum from all faculty and advisors
8. Participate in second phase of system WorkKeys initiative
9. Create new program cards that outline a two-year progression through our programs
10. Review CCSSE results for trend data and plan for college response to feedback

Evaluation of Results

While expectations are in syllabi and GE 100 presentations are continuing, there is much work to be done in the areas of ambassadors, e-portfolios, and exemplars. The QEP committee is being reformulated and plans are being made for a “refreshing” of QEP initiatives in the coming year. The second phase of the system WorkKeys initiative was completed as directed. New program cards with two-year progressions for our programs are drafted and nearly complete. CCSSE results will need to be evaluated in the coming year and shared in preparation for the Spring 2009 administration of the survey.

Response to Evaluation: 2008-09

Action Steps

1. Develop refinement and plans for QEP and assessment of learning outcomes
2. Evaluate exemplar program and re-develop/refine as needed
3. Pilot e-portfolio program in selected academic areas
4. Expand GE 100 online sections
5. Implement CCSSE and plan response for 2009-10.

Evaluation of Results

The QEP team was infused with new members and began developing plans for the revival of the Student Ambassadors and exemplars programs. A renewed emphasis on learning outcomes was promoted by Academic Affairs as well. A presentation by the VPs of Academic Affairs and Student Affairs was made at the FT/PT meeting to refocus the campus on these efforts and to remind faculty/staff about the CCSSE to
come in the spring. The survey was implemented as planned by a diverse team—with 100% participation by faculty for the first time. Sharing the survey results 2003 through 2009 will be one of the tasks for the coming year. GE 100 online sections were offered. New academic plans with drop-down boxes for ease of class selection were developed by the Registrar and implemented. Opportunities in the coming year include moving the Retention/Intervention initiative online, creating an information packet for adjunct faculty, and completing the college Diversity Plan.

<table>
<thead>
<tr>
<th>Response to Evaluation: 2009-10 Action Steps</th>
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<tbody>
<tr>
<td>1. Develop information packet (real and virtual) for adjunct faculty</td>
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<td>2. Move the Retention/Intervention initiative to a paperless online format</td>
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<td>3. Develop a plan for educating our students about academic integrity</td>
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<td>4. Draft a new exemplar sharing/posting process</td>
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<td>5. Explore additional ways to implement/assess general education competencies</td>
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<td>6. Develop additional entrees to student e-portfolio use</td>
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<td>7. Promote and respond to CCSSE results</td>
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<td>8. Complete the college Diversity Plan to promote diversity, inclusion, and multiculturalism</td>
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</tbody>
</table>
**Goal: Expectations and Engagement**

**Objective 5: Engagement**

<table>
<thead>
<tr>
<th>2005-10 OCTC Objective 5</th>
<th>The College will help students recognize the benefits of learning together, resulting in more students taking advantage of opportunities to do so.</th>
</tr>
</thead>
<tbody>
<tr>
<td>System (KCTCS) Goals</td>
<td>Promote excellence in teaching and learning. Increase student access and success. Expand diversity and global awareness.</td>
</tr>
<tr>
<td>Rationale/ Resources</td>
<td>The Southern Association of Colleges and Schools – Commission on Colleges (SACS-COC) requires that each college develop a Quality Enhancement Plan as a part of the reaffirmation of accreditation process. The OCTC QEP is designed to improve student learning through the setting of clear expectations for all OCTC students—expectations founded in our general education competencies and focused on 1) the expression of ideas, 2) the ethical and personal responsibility to be exhibited by every member of the OCTC community of learners, and 3) the life-long need for social/civic interaction and learning. This objective encompasses the third area of focus from the QEP, while Objective 4 encompasses the first two.</td>
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<table>
<thead>
<tr>
<th>2005-10 Measures of Success</th>
<th>1. 2009 OCTC results on CCSSE item 4a, where students indicate the degree to which they asked questions in class or contributed to class discussions, are at a level significantly higher than the baseline 2003-05 results or significantly higher than the 2009 national average for two-year colleges.</th>
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<td>2. 2009 OCTC results on CCSSE item 4f, where students indicate the degree to which they worked with other students on projects during class, are at a level significantly higher than the baseline 2003-05 results or significantly higher than the 2009 national average for two-year colleges.</td>
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<td>3. 2009 OCTC results on CCSSE item 4g, where students indicate the degree to which they worked with classmates outside of class to prepare class assignments, are at a level significantly higher than the baseline 2003-05 results or significantly higher than the 2009 national average for two-year colleges.</td>
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<td>4. 2009 OCTC results on CCSSE item 4h, where students indicate the degree to which they tutored or taught other students (paid or voluntary), are at a level significantly higher than the baseline 2003-05 results or significantly higher than the 2009 national average for two-year colleges.</td>
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<td>5. 2009 OCTC results on CCSSE item 4n, where students indicate the degree to which they discussed ideas from reading or classes with instructors outside of class, are at a level significantly higher than the baseline 2003-05 results or significantly higher than the 2009 national average for two-year colleges.</td>
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<td>6. 2009 OCTC results on CCSSE item 4r, where students indicate the degree to which they discussed ideas from reading or classes with others outside of class, are at a level significantly higher than the baseline 2003-05 results or significantly higher than the 2009 national average for two-year colleges.</td>
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<td>7. 2009 OCTC results on CCSSE item 4s, where students indicate the degree to which they had serious conversations with students of a different race or ethnicity other than their own, are at a level significantly higher than the baseline 2003-05 results or significantly higher than the 2009 national average for two-year colleges.</td>
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<td>8. 2009 OCTC results on CCSSE item 4t, where students indicate the degree to which they had serious conversations with students who differ from them in terms of their religious beliefs, political opinions, or personal value, are at a level significantly higher than the baseline 2003-05 results or significantly higher than the 2009 national average for two-year colleges.</td>
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<td>9. 2009 OCTC results on CCSSE item 9d, where students indicate the degree to which OCTC contributed to their knowledge, skills, and personal development in working effectively with others, are at a level significantly higher than the baseline 2003-05 results or significantly higher than the 2009 national average for two-year colleges.</td>
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</table>
2005-06 Action Steps

1. Develop best practices/training materials for study groups and peer groups.
2. Develop and pilot of training modules for student ambassadors.
3. Develop E-ambassador template message and training materials.
4. Pilot study groups in developmental mathematics and peer groups.
5. Provide multi-cultural experiences through classwork, forums, speakers, readings, and films.

Evaluation of Results
Study/peer groups were piloted near the end of the Spring 2006 semester with a very limited response. The plans that were developed will be implemented in the fall. Student ambassadors were selected and trained, serving the college at several functions through the year. The E-ambassador project is being revised to be a part of the E-gallery/E-portfolio process. The Student Government Association hosted a guest speaker during Black History month that was well-attended by a number of students, faculty, and staff. Student selection of a major/program was identified as an area for additional emphasis since students that change majors often need to take advantage of the Career Planning and Placement Center. The CCSSE will be used in Spring 2007 in conjunction with the new faculty/staff version of the survey. The Brown Bag discussion sessions will be re-introduced in 2006-07 to compliment “The Exchange” and “E-Exchange” faculty discussion sessions.

Response to Evaluation: 2006-07 Action Steps

1. Implement study groups and peer groups
2. Explore changes to the student ambassador program to include leaders in other active student groups, e.g., Student Government Association.
3. Shift focus of e-ambassadors to working with students on E-portfolios
4. Implement The Exchange/Brown Bag discussions and E-Exchange with a focus on best practices in student engagement.
5. Participate in faculty/staff CCSSE survey
6. Coordinate diversity efforts with system-level initiatives
7. Require visit to Career Planning and Placement Center for students changing majors more than once in a semester

Evaluation of Results
Student interest in study groups was underwhelming. Based on feedback, these groups will be more effective if formed within particular classes with support from instructors or faculty of a particular program. The student ambassador program remained on hiatus while the inclusion of student groups was studied. We participated in the CCSSE faculty survey and continued to expand our diversity efforts. The requirement that students who change their majors more than once in a semester must meet with the Career Planning and Placement coordinator was implemented successfully. Use of the e-content collection and e-community was promoted and some faculty/staff/students are beginning to utilize it regularly. One new contribution to this objective is a plan to create many more inviting spaces for students to use and share.

Response to Evaluation: 2007-08 Action Steps

1. Create inviting spaces for students to use and share
2. Implement a new Global Studies initiative
3. Develop student/staff/faculty leaders in the use of the e-Content Collection and e-Portfolio
4. Implement QEP Briefs and supporting discussions
5. Compare the Community College Faculty Survey of Student Engagement (CCFSSE) results with those of the CCSSE and respond as needed
6. Promote the benefits of study groups to faculty and students

Evaluation of Results
New furniture, particularly in public spaces in the Library, Main Campus buildings, and the SE Campus, has created new spaces for students to work together and has been well received. A student lounge space in the ATC has created a new space for
students as well. New Global Studies initiatives were implemented, including lectures open to the community. The QEP Brief on Study Groups helped spark new interest by faculty in implementing these in classes, but the need for other QEP Briefs will be explored as a part of the QEP refresh planned in the coming year. A further look at CCSSE results and comparisons will be published with the results from the Spring 2009 administration.

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<tr>
<th>Response to Evaluation: 2008-09 Action Steps</th>
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<tbody>
<tr>
<td>1. Promote new and inviting spaces for students to use and share</td>
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<td>2. Publish new QEP Briefs</td>
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<td>3. Grow and expand Fall and Spring Flings</td>
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<td>4. Compare the Community College Faculty Survey of Student Engagement (CCFSSE) results with those of the CCSSE and respond as needed</td>
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<td>5. Add new student groups</td>
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<td>6. Explore food service options</td>
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<td>7. Add student development initiatives</td>
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<td>8. Pilot the use of video information screens on campus</td>
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<td>9. Develop and implement a new student photo ID system</td>
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<td>10. Participate in the new Owensboro Economic Development Corp internship program</td>
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<tr>
<th>Evaluation of Results</th>
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<td>Student use of study spaces, particularly in the library, increased through the year. No QEP Briefs were published as the QEP Team chose to split into sub-teams to begin renewing initiatives. The Fall and Spring Flings grew and were well-attended, but bigger plans are being made for the coming year. A new Outdoor Club was created and new checking account plans were implemented for sponsored student groups. The college participated in SkillsUSA competition—the first time in 11 years. The Phi Theta Kappa organized a Strawberry Jam benefit concert on campus in the spring. Food service options are still being explored. A video information screen was added in the library and a new student photo ID system was purchased and an ID card was developed. Plans for reintroducing the student ambassador program have been drafted and potential funds have been identified. The KCTCS Debit Card is scheduled to be rolled out for Fall 2009 with a new ATM—the first on campus in several years. The annual selection of student art for a permanent campus collection was inaugurated. Plans to bring back the Welcome Back Cookout, in conjunction with StudentFest, are being made. New dislocated worker support services are planned as well.</td>
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<th>Response to Evaluation: 2009-10 Action Steps</th>
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<tbody>
<tr>
<td>1. Pursue additional food service options for campus</td>
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<td>2. Implement service learning projects</td>
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<td>3. Develop a student club/group meeting site</td>
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<td>4. Revamp and redeploy a student ambassador program</td>
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<td>5. Host joint events with WKU-O</td>
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<td>6. Roll out the new OCTC student ID card</td>
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<td>7. Roll out the new KCTCS Debit Card (with Higher One Free Checking option) and install new ATM on campus</td>
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<td>8. Revive the Welcome Back Cookout and hold it on the same day as Student Fest</td>
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<td>9. Share best practices in retention and engagement activities from grant projects</td>
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<tr>
<td>10. Utilize Retrain Station for dislocated worker recruitment</td>
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Goal: Expectations and Engagement

Objective 6: Technology

2005-10 OCTC Objective 6

The College will provide a technologically rich learning environment to prepare students for the workplaces and communities of the information age.

System (KCTCS) Goals

Increase student access and success.
Enhance the economic development of communities and the Commonwealth

Rationale/Resources

Students must be able to thrive in a world that is using technology at an every increasing rate. Students must have access to equipment and computers and instructors must be comfortable using technology to most effectively use it in improving student learning.

2005-10 Measures of Success

1. Construction of the Advanced Technology Center completed.
2. Advanced Technology Center recognized as a Center of Excellence and for its role in economic development.
3. Wireless access available on all three campuses.
4. E-galleries in use by a significant number of students.
5. Laptops available to all faculty who will use them to enhance student learning and (revised for 2006-07) to replace desktops as a component of the computer replacement plan.
6. Laptops available for student check-out in the Campus Center.
7. EARLI System fully operational.
8. Technology training provided for faculty/staff.

2005-06 Action Steps

1. Finalize plans and break ground on the Advanced Technology Center.
2. Develop detailed plans for the transition of programs to the Advanced Technology Center and use of the vacated space.
3. Expand wireless access points on campus.
4. Develop process for laptop checkout by students.
5. Purchase E-gallery equipment and software (see Objective 4)
6. Implement updated computer replacement plan.
7. Develop EARLI System Phase II
8. Provide additional technology training via Title III funding.

Evaluation of Results

Plans were finalized and ground broken for the Advanced Technology Center. Plans for the transition of equipment and programs to the ATC have been developed, with discussion on the use of vacated spaced beginning. Wireless access is now available for laptops through the laptop loaner program hosted by the Teaching and Learning Center. Additional wireless access in the Learning Resources Center (library) but more access needs to be made available. The purchase of E-gallery software became unnecessary with the system’s purchase of Blackboard, which includes e-portfolio software. The updated computer replacement plan doubled the number of computers purchased and upgraded in 05-06 as compared to 04-05. Phase II of the EARLI System, a communications management function, has been postponed until the release of PeopleSoft 8.9, scheduled for summer 2006. AskOCTC, an instant messaging account on AOL, Microsoft, and Yahoo, allows the Retention/Intervention Specialist to respond quickly to inquiries. More projection systems were added to classrooms and more faculty are using them. New networked copiers provided greater scanning and printing access as well. USB drives for faculty and students will become necessary as e-mail and Blackboard use becomes more prevalent in the coming year. Hardware and software that supports the placement of course materials online, such as USB drives and Captivate, will need to be purchased and additional training on web-enhancement will need to be offered.
Response to Evaluation: 2006-07

Action Steps

1. Develop detailed plans for the transition of programs to the ATC and use of vacated space.
2. Expand wireless access points on campus.
3. Investigate capabilities of Blackboard course management system and build it into SUNRISE.
4. Provide hardware/software for support of online, hybrid (part online, part in-person), and web-enhanced course development.
5. Implement PeopleSoft 8.9 and provided needed training support.
6. Develop EARLI System Phase II in conjunction with new PeopleSoft 8.9 communications management functionality.
7. Hire new Title III Instructional Designer/Trainer and Activity Director to provide additional technology training.
8. Promote AskOCTC instant messaging.

Evaluation of Results

PeopleSoft 8.9 was implemented successfully with minor problems. Wireless access was partially implemented on the Main Campus. It will be expanded there as well as on the Downtown and Southeastern Campuses in the coming year. A link to Blackboard was incorporated into SUNRISE and a new “Laptop4U” program was rolled out to provide new computers to faculty teaching online/hybrid courses and to faculty web-enhancing all their courses. A second round of this program is planned for the coming year in response to faculty demand. A new Title III Instructional Designer/Trainer and Activity Director provided state-of-the-art training. The communications management function of PeopleSoft 8.9 was not implemented by the system but AskOCTC instant messaging was made available to students for 24/7 responses to their questions. A transition plan for the ATC programs will be a focus in the coming year. Classroom capture and 3-D scanner technologies will be piloted in the coming year.

Response to Evaluation: 2007-08

Action Steps

1. Transition programs to the Advanced Technology Center and plan for renovations, as needed, of vacated space.
2. Implement wireless access on the Main Campus.
3. Expand wireless access on Downtown and Southeastern Campuses.
4. Develop and implement a refresh computer plan.
5. Implement new communications management functions in PeopleSoft and EARLI.
6. Pilot classroom capture technologies.
7. Pilot use of 3-D scanner for support of programs outside of manufacturing.
8. Implement Laptop4you Phase II.
9. Explore how we can best level the playing field for all students in regard to technology (reducing the gap between the haves and have nots).
10. Provide additional faculty/student support for Blackboard.

Evaluation of Results

Programs were moved to the ATC and vacated space is being used for storage of items for a surplus auction (scheduled for Summer 2008) and renovations are beginning. Planning for the use of these spaces continues. Wireless access was implemented on Main and expanded on the DT and SE Campuses. A computer refresh plan was finalized. Communication management functions were only partially activated by the system and so this step has been postponed. The use of Media Site was piloted on campus and plans to purchase a unit are underway. Laptop4U was completed with a last phase planned for the coming year. Additional faculty/student support for Blackboard was provided by Cheryl Purdy, David Bigger, and the system. A faculty development Center in the ATC was opened with technical training provided by Cheryl Purdy. Informacast emergency alert system is a major opportunity for 2008-09.
Response to Evaluation: 2008-09

### Action Steps

1. Relocate programs to maximize the use of space and to take advantage of space vacated by programs now housed in the ATC.
2. Expand wireless network access to the Southeastern campus.
3. Implement SNAP alert system with voice over IP (phone) based Informacast and text-message based School Messenger systems.
4. Implement SmartBoard use in additional classrooms.
5. Implement Classroom Capture System for on-line delivery.
6. Develop new online alternative delivery methods for educational programs.
7. Improve the IT Helpdesk by using functionality of Trackit software package.
8. Explore desktop and server virtualization technology for cost savings and disaster recovery purposes.

### Evaluation of Results

OCTV and the Art studio were relocated to the Downtown Campus, freeing up space on the Main Campus for classes. Wireless access was expanded on the Southeastern Campus and additional classes typically held on the Main Campus were offered there as well. The SNAP alert system was implemented—and used several times during this year of Hurricane Ike and the great ice storm of 2009. Classroom capture/Mediasite technology was used to support online coursework. ATT cell phone coverage improved on the Main Campus, in response to a prompt from a faculty member who provided technical advice. The IT HelpDesk started using Trackit software and desktop and server virtualization technologies were explored and plans are being made for implementation. New Nursing and welding spaces are needed. Big IT tasks—driven by system initiatives—in the coming year include expanding the use of the Point and a totally new OCTC website powered by SiteCore. New data security measures, a new online application, and new course/equipment scheduling software are planned in the coming year. Adding projector systems to every campus classroom, as well as some other classroom technology upgrades, are planned as well.

Response to Evaluation: 2009-10

### Action Steps

1. Open new Nursing sim lab
2. Update welding training space
3. Expand use of the KCTCS intranet – the Point
4. Develop the new OCTC website via Site Core
5. Implement new data security measures
6. Open an additional student computer lab on the Main Campus
7. Implement the new (free) web-based KCTCS application for admission
8. Implement new desktop/server virtualization technologies
9. Examine leasing options as a part of the computer replacement plan
10. Expand videostreaming capability
11. Establish new TV broadcasting lab in OCTV studio
12. Pilot Ad Astra room/course/equipment scheduling software
13. Complete the addition of projector systems to every campus classroom
15. Install a new SmartBoard in T200 and provide training.
**Goal:** Expectations and Engagement

**Objective 7: Pathways to the Baccalaureate**

<table>
<thead>
<tr>
<th>2005-10</th>
<th>OCTC Objective 7</th>
<th>The College will create seamless pathways to increase the likelihood of a successful transition from OCTC to four-year colleges and universities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>System (KCTCS) Goals</td>
<td>Increase student access and success Enhance the economic development of communities and the Commonwealth</td>
<td></td>
</tr>
<tr>
<td>Rationale/Resources</td>
<td>The value of an OCTC education increases when students can seamlessly transfer credits to baccalaureate degree-granting institutions. Transfer agreements and partnerships will allow more students to pursue a four-year degree, providing additional opportunities for further education, job advancement, and a improved quality of life.</td>
<td></td>
</tr>
<tr>
<td>2005-10 Measures of Success</td>
<td>1. Number of students transferring to four-year colleges and universities increased, 2004-05 to 2009-10. 2. Number of students transferring to WKU increased to 122 by Fall 2009, a 50% increase over the 2000-05 average of 81. 3. Increase in number of articulation agreements with four-year colleges and universities.</td>
<td></td>
</tr>
<tr>
<td>2005-06 Action Steps</td>
<td>1. Work with WKU-Owensboro staff to improve seamlessness of pathway between OCTC/WKU, including the possibility of creating WKU academic plans with OCTC courses listed. 2. Promote pathways with KWC based on new AA/AS transfer agreement. 3. Expand/promote AAS in Education. 4. Expand degree offerings in engineering/manufacturing/industrial programs (expansion of diploma programs to degree programs). 5. Pursue 2+2 agreement for IECE and at least two other programs.</td>
<td></td>
</tr>
<tr>
<td>Evaluation of Results</td>
<td>Cooperation with WKU-Owensboro has increased since their relocation to the OCTC Main Campus, but many opportunities to improve advising and create joint publications still exist. KWC has agreed to allow OCTC business administration majors to continue at KWC at OCTC tuition levels. KWC is finalizing a course by course transfer document that can be published on OCTC’s Advising Central. The first course for the AAS in Education was expanded to several area high schools, allowing the promotion of the new degrees to students considering where they will pursue a major in education and providing a head start on the degree. The AAS in electrical technology was implemented. New modular offerings in industrial maintenance and business connect directly to baccalaureate offerings at WKU. 2+2 agreements with USI (radiography) and WKU (CIT) have been finalized and a 2+2 proposal for IECE between OCTC and WKU has been drafted. Additional 2+2 agreements still need to be pursued. New general education requirements will be implemented in Fall 2006 with significant changes in the areas of computer literacy and cultural studies.</td>
<td></td>
</tr>
<tr>
<td>Response to Evaluation: 2006-07 Action Steps</td>
<td>1. Implement new general education requirements. 2. Work with WKU-Owensboro staff to improve the seamlessness of pathways between OCTC/WKU, including the possibility of WKU/OCTC academic plans. 3. Promote block transfer and explore a “brand” name for this opportunity. 4. Pursue agreements for the offering of additional joint WKU/OCTC services (beyond library services) 5. Expand degree offerings for programs that are currently diploma only at OCTC 6. Pursue and finalize 2+2 agreements in additional programs</td>
<td></td>
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</tbody>
</table>
New general education requirements were implemented Fall 2006. Additional changes to AAS and diploma curricula to bring these programs into compliance are expected in the coming year. New WKU Transfer Templates were published by WKU-O. Links to these will be included on the Advising Central website. Block transfer will be promoted through a new statewide “KnowHow2Go” program. Transfer should be promoted in our advertising as well. New degree options for biotechnology and Early Childhood are planned. New degree programs in Diagnostic Medical Sonography and Paramedic technology are planned as well.

**Response to Evaluation: 2007-08**

1. Investigate the disparity between the transfer data provided by WKU (WKU Feedback Report) and that by the National Student Clearinghouse (KCTCS indicator)
2. Promote the new WKU Transfer Templates
3. Promote the college’s transfer mission and opportunities directly to community—particularly to parents
4. Explore the opportunity for joint OCTC/WKU student spaces
5. Develop new degree programs in Paramedic Technology and Diagnostic Medical Sonography
6. Create additional 2+2 agreements
7. Implement new general education computer literacy requirements

**Evaluation of Results**

New CPE transfer reports will replace much of the WKU feedback report (although not all). The disparity between the Student Clearinghouse report and the CPE report remains, as they are tracking two different populations (CPE is focused on traditional degree seeking students, the Clearinghouse reports on all students). WKU Transfer templates were added to the OCTC Advising Central site (two locations). OCTC and WKU plan to work on joint student events and student development activities. New programs in Paramedic Technology and Diagnostic Medical Sonography were approved and the first students are being selected for admission. Additional 2+2 agreements in Food Automated Manufacturing and Advanced Manufacturing with WKU were approved. A new agreement with the U. of Evansville is in development for Business Administration. The new general ed computer literacy requirements were implemented as planned. The major forthcoming KCTCS initiative is to create a Transfer Center by the end of the 2008-09 year.

**Response to Evaluation: 2008-09**

1. Develop and rollout a new “Transfer Center” to assist students transferring to baccalaureate institutions
2. Work with WKU-Owensboro on course-by-course four year OCTC-WKU plans
3. Complete a new University of Evansville transfer agreement
4. Implement newly approved Paramedic Technology and Diagnostic Medical Sonography programs
5. Offer new courses that meet WKU-O program needs, e.g., State and Local Governments course
6. Create new 2+2 agreements in biotechnology and Integrated Early Childhood Education
7. Explore new joint WKU-O/OCTC student services, including dual admission
8. Implement the first two years of the new WKU-O B.S. in Food Manufacturing and Advanced Manufacturing
9. Expand the Advising Central transfer site to include links to transfer advisors and scholarships at four-year colleges

**Evaluation of Results**

All the above steps were completed as planned with the exception of the Transfer Center, which is scheduled to open in July 2009. The University of Evansville transfer agreements included Business Administration and Applied Exercise Science. A Joint Admissions agreement with WKU was finalized in June 2009 and is planned for
implementation in the fall. New opportunities include the U of Louisville Nursing program, addition transfer agreements with WKU, transfer of Project Lead the Way and Mechatronics coursework, the use of u.Select for evaluation of transfer work at the four-year universities, and an articulation agreement leading to the BA in Theatre with Brescia and KWC.

<table>
<thead>
<tr>
<th>Response to Evaluation: 2009-10 Action Steps</th>
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</thead>
<tbody>
<tr>
<td>1. Open the new Transfer Center, both real and virtual locations, with a full-time staff member</td>
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<tr>
<td>2. Work with U of Louisville to serve students interested in their new Owensboro Bachelor’s of Nursing program</td>
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<tr>
<td>3. Support WKU-Owensboro as they transition to their new location</td>
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<td>4. Unveil and market the new WKU-OCTC Joint Admissions program</td>
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<td>5. Market the new U of Evansville 2+2 agreements</td>
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<tr>
<td>6. Develop an additional 2+2 agreement with WKU</td>
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<tr>
<td>7. Promote the transferability of Project Lead the Way coursework through creation of an PLTW Advisory Board (UK and U of L will be represented) and launching an Engineer Your Future Day for students.</td>
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<tr>
<td>8. Promote additional options for students in Criminal Justice and Fire/Rescue Science through the WKU Systems Management program</td>
</tr>
<tr>
<td>9. Promote the availability of u.Select for evaluation of transfer work</td>
</tr>
<tr>
<td>10. Develop articulation program leading to the BA in Theatre through Brescia and KWC</td>
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<tr>
<td>11. Explore post-associate/post-baccalaureate specialty/industry-driven certifications</td>
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<tr>
<td>12. Explore a 2+2 Mechatronics agreement with Morehead State</td>
</tr>
</tbody>
</table>
**Goal: Excellence**  
**Objective 8: Image**

<table>
<thead>
<tr>
<th>2005-10 OCTC Objective 8</th>
<th>The College will market the education benefits provided to all citizens of the communities we serve.</th>
</tr>
</thead>
</table>
| System (KCTCS) Goals     | Promote excellence in teaching and learning  
Increase student access and success  
Enhance the economic development of communities and the Commonwealth  
Expand diversity and global awareness |
| Rationale/Resources      | We must share our story and use various media to ensure that all understand the service we provide to the community. |
| 2005-10 Measures of Success | 1. Upgrade to Campus Center completed.  
2. Food/beverage services expanded.  
3. Signage improved.  
4. Priority registration for new students that apply before April 1 for Fall and November 1 for Spring.  
5. Open registration for non-credential seeking students beginning May 1 for Fall and December 1 for Spring (currently the week before classes)  
6. Civic responsibility and health/wellness receive greater emphasis.  
7. OCTV Campus Close-up used to promote OCTC people and programs.  
8. Annual report published as marketing tool.  
9. Receipt of Baldrige Award. |
| 2005-06 Action Steps     | 1. Install new flooring/furnishings in Campus Center.  
2. Investigate new food/beverage service possibilities.  
3. Install new signage in front of campus buildings.  
4. Implement priority registration and early open registration for non-credential seeking students.  
5. Develop OCTV Campus Close-Up program.  
6. Embed civic engagement into Student Ambassador program.  
7. Develop format for annual report as a marketing piece.  
8. Develop 20th anniversary marketing program. |

**Evaluation of Results**

New flooring and furnishings were installed in the Campus Center and the cosmetology lab was thoroughly renovated. A request for bid was developed to seek food/beverage services that would be available to all our students—including evening and weekend students. New signage was installed in front of Main Campus buildings and on the SE Campus, where the old fence was removed and a new, decorative wrought-iron fence installed in necessary areas only. Priority registration for students applying by November 1 (for spring) and April 1 (for summer/fall) and early open registration for non-credential seeking students was successfully implemented, with hundreds of students taking advantage of the two programs. Online bill payment and online application processes were implemented as well. The OCTV Campus Close-Up program broadcast three episodes in its inaugural season: Weekend Nursing Program, Art Club Programs & Projects, and Tech Center Progress. The student ambassador program, with a civic engagement component, was initiated. “Community is…”, promos with leaders from the college and community on OCTV, supports civic engagement as well. Discussions about a format for the annual report as a marketing piece are underway, as are plans for the 20th anniversary marketing program. A gender equity video promoting OCTC programs was produced and distributed to local high schools and agencies, receiving rave reviews. Additional marketing and signage on the highways continues to be a need and new marketing
design from KCTCS will be incorporated into local pieces. A successful SACS reaffirmation of accreditation site visit has raised our stature in the eyes of peer colleges. The challenge now is to complete the QEP as planned.

**Response to Evaluation: 2006-07 Action Steps**

1. New food/beverage contracts finalized
2. Increase # of OCTC Campus Close-Up programs
3. Embed civic engagement into programming
4. Purchase replacement furniture in areas of greatest need
5. Post directories in each building at each entrance
6. Beautify all three campuses, e.g., hanging of new framed photographs.
7. Pursue signage on bypass
8. Select promotional items
9. Celebrate 20th anniversary
10. Implement new KCTCS design into marketing pieces
11. Use annual report as a marketing piece

**Evaluation of Results**

OCTC celebrated its 20th anniversary with a show at RiverPark Center in September 2006. New food and beverage contracts were finalized and replacement furniture was purchased and installed, although much more work still needs to be taken in this area. Photographs were hung, new landscaping was added, and signage on the bypass is scheduled to happen soon. OCTV was used to promote the college (including the broadcast of the 20th anniversary show) and will be used more in the coming year. Gravel lots will be paved in the coming year. New program cards are to be designed and finalized in the coming months, as are changes to the OCTC Admissions/Enroll websites.

**Response to Evaluation: 2007-08 Action Steps**

1. Increase minority enrollment to 4.4%
2. Purchase a minimum of $180,000 in classroom furniture
3. Implement civic engagement/service learning initiative
4. Pave gravel parking lots
5. Refurbish the Library, Administration Building, Southeastern Campus Administrative Suite, cafeterias, and selected student spaces with new furniture, carpeting, and paint
6. Publish new program cards
7. Revise the OCTC Admissions and Enroll at OCTC websites
8. Improve landscaping of campus by removing overgrown trees and bushes
9. Coordinate with new KCTCS website initiative
10. Explore additional food/beverage services
11. Pursue signage on bypass
12. Increase use of OCTV for promoting college

**Evaluation of Results**

Minority enrollment reached 4.7%, the highest in the history of OCTC. The ATC was featured on the phone book cover. New furniture was moved into classrooms, the library, SE Campus, and the Administration Building. Painting and carpeting in these areas and others was completed, with more to come. Outside storage at the SE Campus was completed. The first service learning/civic engagement mini-grants were approved for implementation in 2008-09. The gravel parking lots were paved, lighting installed, and landscaping was improved with the replacement of many overgrown trees/shrubs. The OCTC Admissions and Enroll sites were revised and prepared for the new START Center processes and new full-color program cards were published. The Speech and Debate Team became the national champs in Crossfire Debate Division of the National Educational Debate Association. The new KCTCS website and signage on the bypass is coming in 2008-09.

**Response to Evaluation: 2008-09**

1. Install additional new furniture
3. Open START Center and newly relocated Financial Aid office in the Campus Center  
4. Increase minority enrollment to 4.5%  
5. Implement the new LOFT at OCTC program for K-12 tutoring  
6. Auction outdated surplus equipment  
7. Develop smoking cessation program |
<table>
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<tbody>
<tr>
<td>Evaluation of Results</td>
<td>New furniture was installed in hallways and foyers were painted in several buildings. The START Center and relocated Financial Aid Office were opened in the Campus Center, providing one-stop student services. This allowed the creation of more student-friendly admission processes in turn. The Teaching and Learning Center was relocated to the library and HR was relocated to the SE Campus. Signage—large signage—was installed on the bypass announcing the college at Exit 6. Minority enrollment surpassed 5% for the first time in the history of the college and we hope to grow it again for Fall 2009. The LOFT program opened and was well-received. Surplus equipment was auctioned and a smoking cessation program was promoted by the Counseling Center. The Transfer Center is scheduled to open this summer and a refresh of the Counseling Center will occur at the same time. Seating is needed in our bus stop. Phi Theta Kappa received the Outstanding Chapter in Kentucky—first time in the history of the college. A new OCTC website and color scheme will be rolled out early in the Fall 2009 semester and a KCTCS advocacy campaign will be implemented through the year. Additional campus events will be grown or developed as well.</td>
</tr>
</tbody>
</table>
2. Open the new Transfer Center  
3. Refresh the Counseling Center  
4. Develop the Campus Center Café – Party Patio area as a campus area  
5. Plan for use of the areas vacated by WKU-O  
6. Promote our award winning student groups  
7. Install seating in the Main Campus bus stop  
8. Increase minority enrollment  
9. Provide lectures on campus and identify a signature campus event  
10. Develop and unveil the new OCTC website and OCTC color scheme  
11. Rollout the KCTCS brand-name of “Workforce Solutions”  
12. Implement KCTCS Brand Initiative  
13. Grow the Road Run  
14. Begin planning for the OCTC 25th anniversary event  
15. Expand social media presence on the web |
**Goal: Excellence**

**Objective 9: Effectiveness**

<table>
<thead>
<tr>
<th>2005-10 OCTC Objective 9</th>
<th>The College will monitor the effectiveness of its programs and services and make improvements based on feedback and review.</th>
</tr>
</thead>
</table>

**System (KCTCS) Goals**

- Promote excellence in teaching and learning
- Increase student access and success
- Enhance the economic development of communities and the Commonwealth

**Rationale/ Resources**

As a learning-centered institution, we must provide evidence that OCTC students are prepared to continue their education in the workplace or another institution and continuously improve the processes in place to assist students in reaching their goals.

<table>
<thead>
<tr>
<th>2005-10 Measures of Success</th>
<th>1. Comment line (e-mail and voice mail) for compliment/complaint resolution and tracking established.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. CCSSE faculty/staff survey component utilized in continuous improvement process.</td>
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<tr>
<td></td>
<td>3. Developmental education programming changes result in improved student success as measured by KCTCS developmental education indicators.</td>
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<tr>
<td></td>
<td>4. College level goals for KCTCS indicators met in the area of enrollment, credentials awarded, multicultural course enrollment, and licensure exam pass rate (specific goals to be finalized and will be included in the 2006-07 version of the strategic plan.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2005-06 Action Steps</th>
<th>1. Pilot use of comment line for tracking/aggregating compliments and complaint resolutions with an end goal of modeling servant leadership.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Publish, discuss, and implement response plans to KCTCS indicators and quantified objectives once finalized.</td>
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<tr>
<td></td>
<td>3. Discuss linking funding to program review data.</td>
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<td></td>
<td>4. Pilot Title III developmental mathematics initiative</td>
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<td></td>
<td>5. Review performance data on developmental English and reading Title III initiatives and make revisions, as needed.</td>
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<tr>
<td></td>
<td>6. Begin implementation of increasing success in science gateway courses.</td>
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</tbody>
</table>

**Evaluation of Results**

Comment line implemented with request for comments placed on the back of staff business cards but method for increasing response time needs to be designed. New MT 050 study skills course to support MT 055 students piloted with successful elements being included in further revisions to MT 055. KCTCS indicators were finalized and released near the end of the 05-06 school year. These have been included in the strategic plan and will be shared with all faculty and staff at next year’s kickoff so that units and divisions can respond. New program review process, which will be embedded into the unit/division review process was approved by the division chairs and will be implemented in the coming year. Performance data on Title III initiatives shows that the ENC 100 course is having a positive impact on success in ENG 101 and will be continued. Reading course data collection continues. Discussions with science faculty on gateway science course success continue with plans ready for implementation. While FTE decreased in 05-06, headcount increased. This is due to changes in the awarding of credit to Discover College students in off-campus, non-general education courses that reduced the amount of waiver hours while not impacting headcount. It should be noted that the number of credential-seeking students increased from Fall 04 to Fall 05 (2602 to 2670), one of the best indicators of the “health” of the institution. Enrollment from CPE target counties and the number of credential awarded increased as well.
### Response to Evaluation: 2006-07

<table>
<thead>
<tr>
<th>Action Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Publish, discuss, and implement response plans to KCTCS indicators and</td>
</tr>
<tr>
<td>quantified objectives, including a response to developmental education</td>
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<tr>
<td>indicators that focus on the persistence of ENC 091 and MT 122 students.</td>
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<tr>
<td>2. Implement new annual program review process</td>
</tr>
<tr>
<td>3. Design rapid response system to comment line voice mail and e-mail</td>
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<tr>
<td>messages.</td>
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<tr>
<td>4. Pilot Title III science initiative</td>
</tr>
<tr>
<td>5. Review performance data on developmental mathematics initiative and make</td>
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<tr>
<td>refinements, as needed.</td>
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<tr>
<td>6. Expand number of full-time faculty to improve advising, increase</td>
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<tr>
<td>engagement, respond to student needs, and support college initiatives.</td>
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<tr>
<td>7. Take full advantage of NSF Mentor Links grant program to improve our</td>
</tr>
<tr>
<td>processes and effectiveness.</td>
</tr>
</tbody>
</table>

### Evaluation of Results

Effectiveness is being tracked via the new KCTCS indicators and a new annual program review process has been embedded into the Strategic Planning process. The Title III science initiative was completed and the new initiative for social sciences will be piloted in the coming year. First performance data on the developmental mathematics initiative was positive and the initiative will continue. The number of full-time faculty needs to be expanded to increase paid enrollment and overall enrollment in programs.

### Response to Evaluation: 2007-08

<table>
<thead>
<tr>
<th>Action Steps</th>
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</thead>
<tbody>
<tr>
<td>1. Increase overall enrollment to over</td>
</tr>
<tr>
<td>5500 for Fall 2007, increase paid</td>
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<tr>
<td>enrollment, and maximize technical</td>
</tr>
<tr>
<td>program enrollment</td>
</tr>
<tr>
<td>2. Increase percent of developmental</td>
</tr>
<tr>
<td>students passing first college level</td>
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<tr>
<td>course to 76%</td>
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<tr>
<td>3. Develop a streamlined approach</td>
</tr>
<tr>
<td>utilizing best practices between</td>
</tr>
<tr>
<td>Academic Affairs and the Center for</td>
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<tr>
<td>Community and Economic Development in</td>
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<tr>
<td>the areas of workforce development and</td>
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<tr>
<td>adult basic (developmental) education</td>
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<tr>
<td>4. Develop and implement a new budget</td>
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<tr>
<td>planning process that is inclusive,</td>
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<tr>
<td>thoughtful, equitable, intuitive, and</td>
</tr>
<tr>
<td>user-friendly</td>
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<tr>
<td>5. Expand the number of full-time faculty</td>
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<tr>
<td>to improve advising, increase</td>
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<tr>
<td>engagement, respond to student needs,</td>
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<td>and support college initiatives.</td>
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<tr>
<td>6. Implement new student evaluation of</td>
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<td>instruction</td>
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<td>7. Improve the new annual program review</td>
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<tr>
<td>process based on feedback</td>
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<tr>
<td>8. Pilot Title III social sciences</td>
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<tr>
<td>initiative</td>
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</table>

### Evaluation of Results

Our enrollment goal was reached prior to enrollments being removed by the system office from the official count. Academic Affairs and CCED worked together to streamline responses to workforce needs, particularly in the areas of biotechnology, nursing, and welding. A new budget process was developed, but it was not fully implemented due to the state/system budget cuts. These same budget cuts resulted in the loss of numerous faculty and staff positions that were left unfilled upon the departure of current employees. Divisions and units will be restructured in response. NCLEX and The number of full-time faculty was increased, with new hires in the areas of English, Communications, and Mathematics. The new student evaluation of instruction will be implemented Fall 2008. New annual program review process was implemented. Further data tracking refinements are forthcoming. The social sciences initiative was implemented with Title III funds.

### Response to Evaluation: 2008-09

<table>
<thead>
<tr>
<th>Action Steps</th>
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<tbody>
<tr>
<td>1. Create an Entrepreneurial Council to explore income generating</td>
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<tr>
<td>possibilities</td>
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<td>2. Exceed our overall enrollment goal of 5500 for Fall 2008 and increase</td>
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<tr>
<td>the number of credential seeking students over Fall 2007</td>
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<tr>
<td>3. Enhance coordination and cooperation between Academic Affairs and the</td>
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<tr>
<td>Center for Community and Economic Development</td>
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<tr>
<td>4. Consolidate duties, divisions, and offices in response to budget</td>
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<tr>
<td>reduction</td>
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**OCTC Strategic Plan with Embedded Annual Plan for 2009-10**
5. Implement new student evaluation of instruction  
6. Refine the on-line course evaluation process  
7. Explore novel and new learning centered outcome assessment methods  
8. Institutionalize Title III initiatives  
9. Review and refine the academic program review process  
10. Pilot the new English 101 and 102 section addition program, offering sections based on student demand for particular times

### Evaluation of Results

Fall 2008 enrollment of 5585—with 2986 credential seeking students—resulted in the attainment of action step #2. Retention will be a larger concern in the coming year due to the record number of students who enrolled in the spring. CCED and Academic Affairs met regularly through the year and coordinated initiatives. Academic divisions and Student Affairs offices were restructured in response to the budget reduction. The new, streamlined student evaluation of instruction was implemented. The evaluation of online courses will likely require further adjustments. Learning outcome assessments were explored by the Institutional Effectiveness Committee. The Title III Retention/Intervention methods, new instructional processes, and the three permanent positions from the grant (instructional technologist, placement testing coordinator, and retention specialist) were institutionalized as planned. The program review process was further refined and implemented as part of the strategic plan. The new method of adding ENG 101 and 102 sections was successful and will continue. The local response to new CPE requirements for degree length and placement testing will be developed in the coming year. A new strategic plan will be created, in sync with the new KCTCS strategic plan, as well.

### Response to Evaluation: 2009-10 Action Steps

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Status</th>
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<tbody>
<tr>
<td>1. Complete the annual program review for all programs</td>
<td>Completed</td>
</tr>
<tr>
<td>2. Review all AAS curricula for compliance with new CPE credit hour limit</td>
<td>Substantial progress made</td>
</tr>
<tr>
<td>3. Expand the use of the Point locally</td>
<td>Beginning implementation</td>
</tr>
<tr>
<td>4. Prepare for SACS five-year review</td>
<td>Revision necessary</td>
</tr>
<tr>
<td>5. Increase the number of students and credential seeking students</td>
<td></td>
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<tr>
<td>6. Retain students from the previous year’s record enrollment</td>
<td></td>
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<tr>
<td>7. Prepare for additional budget reductions</td>
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<tr>
<td>8. Develop a new Strategic Plan in response to KCTCS 2010-16 goals</td>
<td></td>
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<tr>
<td>9. Review MT 055/065 effectiveness</td>
<td></td>
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<tr>
<td>10. Plan for new ACT score cutoffs to be implemented in Fall 2010</td>
<td></td>
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</tbody>
</table>

OCTC Strategic Plan with Embedded Annual Plan for 2009-10
**Goal:** Excellence  
**Objective 10: Resource Development**

<table>
<thead>
<tr>
<th>2005-10 OCTC Objective 10</th>
<th>The Colleges will increase private and public funding sources, resulting in the greater services to the community and support for students.</th>
</tr>
</thead>
</table>

**System (KCTCS) Goals**
- Increase student access and success  
- Enhance the economic development of communities and the Commonwealth

**Rationale/ Resources**
- Public funding is not adequate to meet the ever-increasing roles and responsibilities of a comprehensive two-year institution.

| 2005-10 Measures of Success |  
|---|---|
| 1. Final major gifts campaign goal reached.  
2. Title III endowment match completed.  
3. Number of grants submitted in 2009-10 increased by 50% over 2002-04 average (32 as compared to 21).  
4. Grant proposals developed in the following areas: TRIO, OCTV, workforce development, technology, high tech equipment to stay current in manufacturing/biotechnology, health, humanities, and Discover College. |

| 2005-06 Action Steps |  
|---|---|
| 1. Conclude the major gifts campaign.  
2. Secure needed Title III endowment match.  
3. Transition of advancement to solicitation of grants from foundations and local industry in support of college objectives.  
4. Increase the number of grants submitted over 2004-05. |

**Evaluation of Results**
- The major gifts campaign is 92% complete, with $2,759,102 of $3,000,000 pledged. The Title III match is 93% complete, with $325,000 of $350,000 pledged. A successful grant writing year resulted in 39 of 43 grant applications funded thus far, with approximately $2.6 million in funding received for 05-06. New grants included a Health Resources and Services Administration (HRSA) for an evening/weekend Nursing program (the ADVANTAGE program), a Bill and Melinda Gates Foundation grant through the National Middle College Consortium for the Collegiate High School program, a gender equity grant funded by the Kentucky Education Cabinet for the production of a gender equity video, the only college in Kentucky to receive an Even Start grant from the Kentucky Department of Education, a MentorLinks grant, which was funded by AACC through NSF funds, and a Mott Foundation gift in support of the Career Pathways/Jobs for the Future initiative. A GED scholarship program was developed as well. The cost of textbooks is a growing concern and barrier for students. Increasing faculty/staff participation in the grant development process continues to be a priority, as is any opportunity to seek funding in support of the ATC.

**Response to Evaluation: 2006-07 Action Steps**
- 1. Increase number of grant proposals submitted over 2005-06  
- 2. Seek out requests for proposals that relate to the ATC  
- 3. Increase participation of faculty/staff in proposal development  
- 4. Finalize total Title III endowment match  
- 5. Close the major gifts campaign.

**Evaluation of Results**
- The number of grant proposals was increased and new proposals related to the ATC are planned (biotechnology is already funded). More faculty have been involved in proposal development. The five-year major gifts campaign closed at over 110% of the goal. Now that the campaign is complete, priorities for fundraising should be developed in the coming year.
| Response to Evaluation: 2007-08 | 1. Expand advancement functions and events, including an annual giving campaign and at least one new fundraising event  
2. Increase number of grant proposals submitted over 2006-07  
3. Submit additional proposals in support to ATC programs  
4. Support faculty/staff proposal development  
5. Determine priorities for fundraising (e.g., naming opportunities) now that the major gifts campaign is complete. |
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<tbody>
<tr>
<td>Evaluation of Results</td>
<td>The Advancement Office was restructured and staffed in 2007-08. Additional grant proposals were submitted and several new grants were obtained (e.g., NEA Big Read), with two large grants in support of ATC programming (National Science Foundation Mechatronics, Dept. of Labor Mecha-Manufacturing). The Season of Sharing was a big success. A new “Power of One” annual campaign is planned for the coming year.</td>
</tr>
</tbody>
</table>
| Response to Evaluation: 2008-09 | 1. Develop and implement a new annual campaign  
2. Increase the number of grant proposals submitted over 2007-08  
3. Support faculty/staff proposal development |
| Evaluation of Results | The Power of One campaign raised over $65,000 for the year and $26,000+ in student scholarships were awarded as a result. Over $13,000 was raised in support of welding scholarships with the welding equipment raffle. Over $300,000 in Kentucky WINS supported CCED training efforts. The adult education grant was obtained for Ohio County, building upon the success with the Daviess County program. The Road Run had record attendance. More faculty/staff were involved in proposal development, and there was over $2.8 million in grant funding obtained for the 2007-08 year. Major initiatives in the coming year include the KCTCS Public Advocacy campaign, responding to and taking advantage of new stimulus funded grants, partnering with local development offices, expanding on advisory committee connections, and developing donor and alumni recognition programs. |
| Response to Evaluation: 2009-10 | 1. Implement KCTCS Public Advocacy Campaign  
2. Partner with Development Offices from local higher education institutions and non-profits  
3. Develop new grant proposals, particularly those related to ARRA federal priorities  
4. Advertise for a new grant writer position in response to stimulus related opportunities  
5. Investigate sponsorship opportunities  
6. Identify an alumni event  
7. Create an OCTC Alumni Facebook page  
8. Develop relationships with elected officials  
9. Expand on advisory committee connections  
10. Improve the results of the Annual Giving Campaign, particularly in the area of need-based student assistance  
11. Modify the emergency loan program in response to new KCTCS Debit Card implementation  
12. Develop a donor recognition program  
13. Explore an alumni recognition program |
## Academic Affairs

### College Objective 3: Partnerships

| Academic Affairs Objective | The College will implement new programs of study and modify existing curricula as appropriate, in response to community needs.  
  
  **Rationale/Resources:** Continued responsiveness to the needs of local employers is essential if OCTC is to fulfill its mission. As these needs change, the institution must be in a position to respond appropriately, within the boundaries imposed by existing resources.  
  
  **Measures of Success:** New programs will be approved and implemented and program modifications made as needed. |
|---|---|
| **2005-2006 Action Steps** | The AAS in Electrical Technology, certificates in Human Services and Pharmacy Technology, and other curricular changes for 2005-2006 will be successfully implemented.  
  
  Program advisory committees and individual employers will be consulted as appropriate regarding additional needs. |
| **Evaluation of Results** | The AAS in Electrical Technology and certificates in Human Services, Pharmacy Technology, and Business have been approved and are being implemented during the 2005-2006 academic year. Curricula in other selected program areas are also undergoing revision. Ongoing consultation with area employers is helping to identify future course and program needs. |
| **Response to Evaluation: 2006-07 Action Steps** | Revised general education competencies and changes to course and program curricula will be adopted in several academic divisions. New courses will address needs identified by our information technology advisory committee (GIS 110) and institutional and system goals in the areas of cultural diversity and global awareness (RAE 150 and ENG 232). It is anticipated that a program proposal for an AAS in Fire Science will be submitted for approval in Spring 2007. Program faculty and other college representatives will continue to seek input from advisory committees and area employers, to ensure that curricula are responsive to the changing needs of the community. With the expansion of courses offered via alternative delivery (off-campus, bi-term, weekend, and web-based/web-enhanced), the number of convenient options for working students will continue to grow. The local curriculum approval process will be reviewed and revised as needed to improve communication and input. |
| **Evaluation of Results** | New general education competencies, changes in courses, and other curricular revisions have been successfully implemented. A growing number of courses are available via alternative delivery. The local process for curriculum approval has been modified to enhance faculty input and participation. |
| **Response to Evaluation: 2007-08 Action Steps** | New degree proposals in Diagnostic Medical Sonography, Paramedic Technology, and other selected areas will be submitted for Board of Regents approval in Fall 2007. New certificates will be available in our Information Technology program, a new course in physics will be offered for WKU education students, and other curricular changes will be adopted as needed, utilizing input from local advisory committees. The availability of e-learning courses is expected to continue growing at a steady pace. |
| **Evaluation of Results** | Curricular and course changes have been implemented including the successful implementation of the Diagnostic Medical Sonography and Paramedic Technology programs. Alternative course delivery, particularly on-line delivery, continues to grow at a sustaining pace. |
| **Response to Evaluation: 2008-09 Action Steps** | A new on-line practical nursing program will be developed in the upcoming year for KCTCS On-line initiative. The PN On-line program is scheduled to be implemented in Spring 2010. New certificates in Office System Technology will be implemented, as |
well as, any other new credentials based on community input and demand. On-line course offerings are expected to continue to increase in number.

Evaluation of Results

The KCTCS On-Line Practical Nursing program is on schedule for Spring 2010 implementation. Three new Office System Technology certificates were approved and successfully implemented in 08-09. New Allied Health occupational courses were also offered beginning in Fall 08. On-line and hybrid course offerings increased significantly in the 08-09 academic year.

Response to Evaluation: 2009-10 Action Steps

A new certificate program in Broadcasting is to be implemented in the upcoming academic year and development of a certificate in Theatre Production is planned. Biology courses to compliment the KCTCS On-Line PN program are being developed to implement in 2010. Curriculum reviews and revisions will be performed in most technical programs. Continued growth in alternative delivery is anticipated.

College Objective 3: Partnerships

Academic Affairs Objective

In collaboration with Kentucky Wesleyan College, Brescia University, Western Kentucky University, and Owensboro Sister Cities, OCTC will participate in international faculty exchanges and other activities that promote cultural diversity and global awareness.

Rationale/Resources: World events have heightened the importance of knowledge about other countries and cultures. All the local colleges share this priority, and they have made a commitment to support activities that enhance global awareness in the community. Contributions from the colleges and from other organizations in the region are needed to accomplish this objective.

Measures of Success: The success of this initiative will be determined by the value of contributions made; the number of exchanges; and the number of courses, guest lectures, and other events.

2006-07 Action Steps

Two Chinese faculty members will live and work in Owensboro during the 2006-2007 academic year, offering classes and guest lectures for students, faculty, and the greater community. The college is a co-sponsor of this initiative, supporting its success by soliciting donations to the OCTC Foundation, paying the visiting scholars for their teaching, and providing office space and other in-kind contributions.

Evaluation of Results

The first year of the visiting scholars program was very successful. A large number of students, faculty members, and other individuals in the Owensboro area directly benefited from the instruction, public lectures, and other services offered by our visitors from China. Delegations from their home institutions are visiting OCTC and other participating colleges, and we are engaged in active discussions regarding future exchanges of students and faculty as well as collaboration in web-based instruction.

Response to Evaluation: 2007-2008 Action Steps

In the coming year, the visiting scholars program will continue. It is anticipated that agreements will be developed between OCTC and Changsha and/or Shaoyang University, which will establish formal ties between our institutions and guidelines for future exchanges and other intercultural activities.

Evaluation of Results

The Sister Cities exchange program continues to positively impact our students and faculty, as well as, those of our local four year institutions. The visiting Chinese Scholar program has continued and is an asset to the areas institutions and community in developing greater global awareness.

Response to Evaluation: 2008-09 Action Steps

The above mentioned programs will be continued this year. In addition, a new exchange program involving OCTC, KWC and Brescia is being developed with Caritas College of Social Work in the Czech Republic. The program is a Human Services exchange program that has tremendous potential to engage students in global
charitable in-service learning. The Human Services project will assist in establishing formal global in-service learning activities.

<table>
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<tr>
<th>Evaluation of Results</th>
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<tr>
<td>Sister Cities exchange program continued another successful year with student and educator exchanges with the Czech Republic. The Sister Cities program was recognized as the best Sister Cities program for its size. In addition, Chinese scholars offered various Chinese language and culture courses on our and our sister colleges campuses each semester of the past academic year. Human Services faculty from the college traveled to the Ukraine to initiate the Human Services exchange program with the Caritas College of Social Work in the Czech Republic. This trip set the framework for course and student exchanges in social work.</td>
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<tr>
<th>Response to Evaluation: 2009-10 Action Steps</th>
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<tr>
<td>Sister Cities and the Caritas Social Work programs will continue. Sister Cities is inviting the Palasky University Choir for a 2 week visit in 09. Continued expansion of Social Work exchanges with Caritas are also planned in the upcoming academic year.</td>
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**College Objective 4: Expectations**

<table>
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<tr>
<th>Academic Affairs Objective</th>
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<tr>
<td>Students will be required to participate in service learning projects, which will form an integral component of their learning experience at the college.</td>
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**Rationale/Resources:** As part of their educational experience at OCTC, it is expected that students will develop an appreciation for the connections between classroom learning and societal needs, and that they will seek to share their knowledge and abilities in ways that will enhance the quality of life in their communities. This objective, which is also part of our Quality Enhancement Plan, will be accomplished using existing resources.

**Measures of Success:** Faculty in numerous academic disciplines and programs will incorporate service learning activities into their courses. The success of these efforts will be measured by the number of classes that include such activities, the number of student participants, and the results of completed projects.

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<tr>
<th>2006-07 Action Steps</th>
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<tr>
<td>A Service Learning Committee will be formed, a model for incorporating appropriate projects into college classes will be introduced, and selected faculty will share their ideas and experiences and make plans to employ service learning activities in future classes.</td>
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<tr>
<th>Evaluation of Results</th>
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<tbody>
<tr>
<td>A local Civic Engagement Committee was formed, and members met to discuss the PARC model of service learning and to share ideas on how to better promote service learning at the college.</td>
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<tr>
<th>Response to Evaluation: 2007-2008 Action Steps</th>
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<tr>
<td>In 2007-2008, it is anticipated that civic engagement will be an increasingly important focus for the institution. Recommendations include expanding the committee, joining the Kentucky Campus Compact, developing a civic engagement website, planning a kick-off event, promoting collaboration with appropriate groups in the community, and encouraging faculty implementation of service learning projects and related activities in their courses.</td>
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<tr>
<th>Evaluation of Results</th>
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<tr>
<td>Civic Engagement Committee funded its first round of in-service learning projects for students this fall. The Civic Engagement committee feels the in-service learning projects will promote students to become more engaged with service learning.</td>
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<tr>
<th>Response to Evaluation: 2008-09 Action Steps</th>
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<tr>
<td>The Civic Engagement Committee will monitor the effectiveness of the in-service learning projects and make any adjustments necessary for the second round of projects. Furthermore, the Civic Engagement committee will continue to focus on programming to improve institutional service learning as a key component of student learning.</td>
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<tr>
<th>Evaluation of Results</th>
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<tr>
<td>Service Learning projects in 08-09 were successfully completed and included such service areas as Habitat for Humanity and public service announcements for cell</td>
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phone use while driving.

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<tr>
<th>Response to Evaluation: 2009-10 Action Steps</th>
<th>The success of service learning projects spearheaded a second round of projects that have expanded the program. In addition, the Civic Engagement committee will continue to implement campus-wide programs for service learning and civic engagement.</th>
</tr>
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</table>

**College Objective 7: Pathways to the Baccalaureate**

| Academic Affairs Objective | The College will increase transfer opportunities for students wishing to pursue a baccalaureate degree.  
**Rationale/Resources:** The process of transferring from a two-year college to a four-year institution often presents formidable obstacles for students. Further collaboration among sending and receiving colleges is needed in order to create and maintain a more seamless pathway and to encourage more individuals in our community to seek a baccalaureate credential. Existing resources should be sufficient to accomplish this objective  
**Measures of Success:** Success will be measured by improved articulation between OCTC/KCTCS and four-year colleges and by the number of OCTC graduates seeking a baccalaureate degree. |
|----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| 2005-06 Action Steps | The chief academic officers at OCTC and Brescia University will pursue an articulation agreement between the two institutions.  
Representatives of OCTC and partnering institutions will monitor existing agreements and address student needs and concerns.  
The Dean of Academic Affairs and the Interdisciplinary Early Childhood Coordinator will work with other members of the Teacher Preparation Statewide Steering Team and with faculty colleagues at other colleges to develop and implement a statewide transfer agreement in the early childhood education field. |
|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

<table>
<thead>
<tr>
<th>Evaluation of Results</th>
<th>Existing agreements are being monitored on a continuing basis. Improved articulation between OCTC and Brescia, and the proposed development of a statewide transfer agreement in IECE, are under discussion.</th>
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<tr>
<th>Response to Evaluation: 2006-07 Action Steps</th>
<th>OCTC will obtain additional data from private colleges in Owensboro that document the academic performance of our students after they transfer. Existing agreements will continue to be monitored, and discipline-specific scholarships will be available to selected OCTC students who pursue a baccalaureate degree in business from Kentucky Wesleyan College. It is anticipated that a 2+2 proposal in IECE between OCTC and WKU will be approved.</th>
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<tr>
<th>Evaluation of Results</th>
<th>A new transfer block agreement has been approved, which allows a more seamless movement of students between OCTC and Brescia University. Discipline-specific scholarships are now available for selected OCTC students who study business administration after transferring to Kentucky Wesleyan College. The 2+2 proposal in IECE has been completed, with final approval anticipated in the coming months.</th>
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<tr>
<th>Response to Evaluation: 2007-08 Action Steps</th>
<th>Existing agreements need to be monitored, and more data are needed regarding the academic performance of former OCTC students who transfer to local private colleges.</th>
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<tr>
<th>Evaluation of Results</th>
<th>A 2+2 transfer agreement has been approved in Business Administration between OCTC and the University of Evansville. Discipline specific scholarships are available to students in this program based on GPA. The Automated Food Manufacturing B.S. degree partnership has been instituted allowing students to enter the degree through our technical programs and seamlessly complete the degree with WKU in Owensboro.</th>
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</thead>
</table>

OCTC Strategic Plan with Embedded Annual Plan for 2009-10
The 2+2 agreements in IECE and Biology with WKU are in the final stages of final approval.

Response to Evaluation: 2008-09 Action Steps

Additional transfer agreements in education and TV production are being proposed with WKU in the upcoming year, as well as, transfer agreements in education and biology with UE. Additionally, a theatre production certificate and transfer agreement with WKU and Brescia is being proposed. Finally, data for all existing agreements needs to be further studied to assess the performance of OCTC students after transfer.

Evaluation of Results

Transfer agreements were approved in biotechnology and Criminal Justice/Fire Science between WKU and OCTC. 2+2 agreements were finalized with UE and OCTC in two Exercise Science programs and Nursing. A joint admissions agreement was signed with WKU and will be kicked off in 09.

Response to Evaluation: 2009-10 Action Steps

Continue to develop a transfer agreement with UE in education and general biology. The final phases of the Theatre Production transfer agreement is being carried out with KWC and Brescia. Anticipate formalizing the TV production course transfers with WKU. Continue to assess OCTC transfer student success rate at 4 year institutions.

College Objective 9: Effectiveness

Academic Affairs Objective

The results of annual program reviews will be used to address program needs, and the review process will be examined periodically to see if improvements are needed.

Rationale/Resources: Annual program reviews offer a means of formally assessing program outcomes and objectives on an ongoing basis. The review process is also an important component of the District-wide focus on continuous improvement. A yearly examination of the results of these reviews will ensure that program needs and recommendations are addressed in a timely fashion. In addition, like other institutional processes, the program review process will be examined to determine its effectiveness and to make improvements if they are necessary.

Measures of Success: The success of this objective will be measured by actions taken to address program needs and by any modifications that may be made to the program review process.

2005-2006 Action Steps

Results of all 2004-2005 reviews will be examined and appropriate actions taken to address program needs.

Evaluation of Results

The results of last year’s program reviews will be examined during Spring 2006, in order to review recommendations and needs and to take appropriate steps toward the accomplishment of program goals.

Response to Evaluation: 2006-07 Action Steps

The program review process will be embedded in the institutional strategic plan, and the format and use of program review documents will be discussed with division chairs and program coordinators, with a view toward improving the review process and promoting institutional accountability.

Evaluation of Results

Program reviews have become part of the strategic planning process and program-specific objectives are now required.

Response to Evaluation: 2007-2008 Action Steps

Monitor program compliance with new process.

Evaluation of Results

Maintain embedding program reviews and specific program objectives on the strategic planning process.

Response to Evaluation: 2008-09

Review division objectives to ensure compliance with the embedded strategic planning process.
<table>
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<tr>
<th>Action Steps</th>
<th>Evaluation of Results</th>
<th>Response to Evaluation: 2009-10 Action Steps</th>
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<tbody>
<tr>
<td></td>
<td>The effective measure of embedding program reviews and objective in the strategic planning process will be continued. Maintain the formative and summative programmatic assessment in the strategic planning process.</td>
<td>Continue to review and track program objectives in strategic planning and develop assessment trends. Initiate detailed program curricular reviews in response to system and CPE policy changes.</td>
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</table>

**College Objective 9: Effectiveness**

**Academic Affairs Objective**

The Student Evaluation of Instruction form will be reviewed, and appropriate revisions made that reflect student, faculty, and institutional needs.

**Rationale/Resources:** The form, which has proven to be a useful tool for assessing the effectiveness of classroom instruction, has undergone periodic revision. It is in need of further review, to consider changes that will improve its applicability to web-enhanced and hybrid classes and will render it more compatible with other sources of institutional data. No additional resources will be required to implement this objective.

**Measures of Success:** This objective will be accomplished when the needed changes are made and the revised form is employed in classes across the curriculum.

**2006-07 Action Steps**

An *ad hoc* committee will review the document and recommend changes, and revisions will be made.

**Evaluation of Results**

The committee completed its work, and the new evaluation forms are to be used beginning Fall 2007.

**Response to Evaluation: 2007-2008 Action Steps**

Implement new evaluation forms.

**Evaluation of Results**

The new student evaluation of instruction forms were used for the first time in the Fall 2008.

**Response to Evaluation: 2008-09 Action Steps**

In the upcoming year, data from the new forms will be evaluated to ascertain the effectiveness of the new forms. Monitoring the results of the new forms will determine if modifications are warranted in the future.

**Evaluation of Results**

Evaluation of new forms indicates at least equal to older forms in performance.

**Response to Evaluation: 2009-10 Action Steps**

Continue to monitor results of new forms. Determine if there is a need for modifications based on multiple year use. Data from previous year indicates some questions on the evaluation forms need to be looked at closer.
Advanced Trades and Technologies Division

College Objective 9: Effectiveness

Advanced Technologies and Trades Division Objective

Increase the number of students receiving national certifications/licensure

*Rationale/Resources:* Graduates with national certifications and/or licensures are more employable and more likely to advance on the job.

*Measures of Success:* Raise the number of students receiving national certifications/licensure over the 2008-09 baseline by 10%.

2008-09 Action Steps

Create a list of all national certifications and licenses in our division programs and all those that are potential ones that we may be able to pursue. Share this list with our students in class and in advising sessions.

Evaluation of Results

An opportunity exists in several programs to evaluate the knowledge obtained by our students in comparison to others across the country by national testing and certifications. National certifications are available in some programs that are not being utilized. All programs are currently either involved in national certifications, or are in the process of investigating possible certifications.

Response to Evaluation: 2009-10 Action Steps

The automotive and diesel technology programs will explore the need to acquire ASE certification for the program and students. Other programs not currently using national certifications and licenses will be encouraged to do so if adequate certifications are found.

College Objective 5: Engagement

Advanced Technologies and Trades Division Objective

We need to increase the involvement in student organizations

*Rationale/Resources:* Students who are involved are more likely to be satisfied with their experience at OCTC and are more likely to remain enrolled.

*Measures of Success:* Increase the number of student organizations available for students to join.

2008-09 Action Steps

Develop a list of current organizations available to our students. Discuss whether any additional groups should be formed or whether current groups can be expanded. Promote these opportunities in our classes.

Evaluation of Results

In addition to the student groups currently available, two additional organizations appear to be a good fit for students enrolled in technical programs. Skills USA and First Tech Challenge seem to parallel our objectives. Both organizations will allow our students to showcase their talents and promote an interest in technical programs.

Response to Evaluation: 2009-10 Action Steps

Involvement of students in the two organizations will be evidenced by participation in local, regional, or state contest. A minimum of two programs involved with the organizations will spark an interest among the other programs to become actively involved. All technical programs will explain the advantages of belonging to student organizations, and make membership in the organization available.

College Objectives 1: Pathways to Postsecondary and 7: Pathways to the Baccalaureate.

Engineering Program Objective

The engineering technology program faculty will partner internally with electricity, CAD and industrial maintenance and externally with the Manufacturing Cluster of the Career Pathways state work group to develop a recommended course pathway for students to follow from the junior year in high school through the baccalaureate
degree.

*Rationale/Resources:* There is a need for students, parents, counselors and instructors to be informed of the path that will lead students from high school through the community college and onto the four year college and university in pursuit of a career in manufacturing.

*Measures of Success:* A recommended, seamless pathway will be created and approved by local faculty and the Manufacturing Cluster of the state Career Pathways work group.

<table>
<thead>
<tr>
<th>2007-08 Action Steps</th>
<th>Develop a pathway that will include courses and curriculum from high school through a BS degree and indicate the starting point, exit points and completion points for students seeking a career in manufacturing specifically related to engineering/electronics, electricity and industrial maintenance.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation of Results</td>
<td>The Project Lead the Way grant provided our college a way to offer a pathway to an Engineering Degree at University of Kentucky. Funding provided through the System Office will allow our faculty to participate in the necessary training and development that PLTW requires. Two faculty will attend the Summer Training Institute of PLTW at U of KY in the Summer of 2008. The Discover College at OCTC will coordinate and develop a pathway for High School students to pursue an B.S. in Engineering.</td>
</tr>
<tr>
<td>Response to Evaluation: 2008-09 Action Steps</td>
<td>A broader involvement of more faculty in our division to create a full offering of the High School courses in the PLTW program will be evidenced by one or two more attending the STI of 2009. The Introduction to Engineering Design course will be offered in the Spring 2009 semester.</td>
</tr>
<tr>
<td>Evaluation of Results</td>
<td>The PLTW program continues to grow and expand in course offerings and faculty involvement. The introduction to Engineering Design courses were taught in the Spring 2009 semester in two sections using an existing course of similar scope and name as a way to pilot the course. The enrollment total was 19 with 6 of that total being post secondary students. Two faculty members attended the Summer Training Institute of 2009 taking the Principles of Engineering courses. The PLTW program was featured at the KCTCS’ New Horizon Teaching and Learning Annual Conference in a seminar for faculty and administrators.</td>
</tr>
<tr>
<td>Response to Evaluation: 2009-10 Action Steps</td>
<td>The PLTW program continues to grow and expand in course offerings and faculty involvement. The introduction to Engineering Design courses were taught in the Spring 2009 semester in two sections using an existing course of similar scope and name as a way to pilot the course. The enrollment was 19 with 6 of that total being post secondary students. Two faculty members attended the STI of 2009. Taking the Principles of Engineering training courses. The PLTW program was featured at the KCTCS’ New Horizon Teaching and Learning Annual Conference in a seminar for faculty and administrators.</td>
</tr>
</tbody>
</table>
Allied Health and Personal Services Division

College Objective 9: Effectiveness

Allied Health Division Objective

All allied health programs will meet or exceed each accrediting agency’s required annual pass rate for certification/licensing examinations.

Rationale/Resources: Efforts to improve success in testing will be geared toward increased utilization of external review and testing companies with additional emphasis on remediation.

Measures of Success: Radiography will successfully complete the required accreditation visit conducted by the Joint Review Commission for Education in Radiographic Technology (JRCERT) with minimal concerns or substantive recommendations.

2005-06 Action Steps

Access to nursing courses will be increased through establishment of courses for distance learning opportunities as well as web enhancement or other technological methods to provide learning opportunities. Faculty will be provided with continuing education opportunity in implementation of web-based courses through nursing grant.

Evaluation of Results

Radiography had a successful accreditation visit with minimal concerns voiced by visiting team. Length of accreditation term to be determined and communicated by JRC in early summer. Assessment Technologies, Inc (ATI) products utilized by Nursing Department to assist in determination of student learning outcomes as well as readiness for NCLEX testing upon graduation. Two classes in Grant Program offered on-line in summer: NSG198 and NAA100 by two separate faculty members. Several nursing classes are web-enhanced.

Response to Evaluation: 2006-07

1. Review and assessment of use of ATI products will be ongoing. Full utilization and determination of acceptable cut scores will be made by Nursing faculty.
2. Additional courses to be web-enhanced in Allied Health area.
3. Training opportunities through college IT will continue to be sought and scheduled for faculty and staff in division.

Evaluation of Results

Representatives from ATI met with nursing faculty to review changes in ATI scoring. The nursing faculty determined a cut score for successful completion of the Comprehensive Test administered to graduating students at the end of the program. Ongoing concerns include mandating testing and required achievement levels for practical nursing students as well as a determination of preferred entrance testing for all programs.

Response to Evaluation: 2007-08

All courses being taught in Allied Health are web-enhanced and on-line classes, where content lent itself more readily, were created. Faculty participation in professional development opportunities needs to be increased in order to continue to provide broader and more educational options for our students. These should include increased skill levels in BlackBoard, increased utilization of alternative instructional opportunities and use of simulation, whether low- or high-tech.

Evaluation of Results

Action steps pertaining to utilization of ATI testing services no longer is a part of this division’s activities.

Response to Evaluation: 2008-09

All Allied Health courses which lend themselves to on-line enhancement, have integrated it into the curriculum. Faculty have attended numerous Professional Development programs presented on campus as well as webinars offered by the system to improve their utilization of BlackBoard as well as to learn to use and obtain new software and shareware.
**College Objective 9: Effectiveness**

<table>
<thead>
<tr>
<th>Allied Health Division Objective</th>
<th>Improved alignment of all nursing programs, evening/weekend, daytime – RN, PN and Nurse Aide.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rationale/Resources:</strong></td>
<td>Nursing curriculum, skills and expectations must be uniform throughout the nursing department regardless of delivery method.</td>
</tr>
<tr>
<td><strong>Measures of Success:</strong></td>
<td>Evaluation processes will be the same for all nursing students.</td>
</tr>
</tbody>
</table>

**Response to Evaluation: 2006-07 Action Steps**

Select representatives from each nursing course/program to review and compile academic and skill expectations for immediate implementation across the department.

**Evaluation of Results**

Nursing faculty met in small groups to review and clarify documents used in skill teaching and testing. Currently these documents are identical for use in all nursing programs regardless of delivery method of instruction. The student handbook was reviewed at the annual nursing retreat held in May and is now a unified document for all nursing students.

**Response to Evaluation: 2007-08 Action Steps**

During the 07-08 academic year, the skill requirement documents will be monitored for effectiveness and any editing requirements for clarification. The student handbook is reviewed and updated as needed annually.

**Evaluation of Results**

The Allied Health and Personal Services Division no longer has oversight for Nursing.

**Response to Evaluation: 2008-09 Action Steps**

Surgical Technology has long utilized an exit exam as a measure of learning. In discussions with faculty from other programs, this concept was adopted by Radiography. Instituted an exit exam as a requirement for program completion in spring 2008, which it is believed helped them achieve an improved Registry passage.
rate of 100%. The Certification passage rate for Surgical Technology has been 92% and 100% for the two classes which finished this year. Use of an exit exam, monitoring its effectiveness and awareness of changing test options will continue.

### Evaluation of Results

Use of an exit exam has proven to be of value to the Radiography program and will continue for Rad as well as Surgical Technology. Cosmetology’s final course incorporates extensive Board preparation for students.

### Response to Evaluation: 2009-10 Action Steps

With continued development of Diagnostic Medical Sonography program, consideration will be given to researching and obtaining an acceptable exit exam for those students. The curriculum already includes an on-line Physics review and on-line General Sonography Review as final courses in the current program.

---

#### College Objective 3: Partnerships

**Radiography Program Objective**

To expand the offering within the Radiology Program by offering courses in Ultrasound, and CT/MRI

**Rationale/Resources:** The college has purchased a Ultrasound machine and we would like to get the program started by Fall 07. In addition I have spoke with several Program Directors and I would like us to expand our offering of CT/MRI online by Fall 08-09. The CT/MRI program if offered would be piloted from OCTC and bring people state wide to participate in our offering of this course and help fulfill the market need for licensed CT/MRI Techs.

**Measures of Success:** Ultrasound and CT/MRI courses developed and piloted.

**2007-08 Action Steps**

I will actively seek a teacher for the Ultrasound program and guide the instructor for the start up. I will also continue to talk with our Clinical Instructor at Owensboro Medical Health System to guide her in the start up of the online CT/MRI program.

**Evaluation of Results**

An adjunct instructor was employed for the initial class of eight students in Diagnostic Medical Sonography beginning in fall 2008. An adjunct clinical coordinator was also employed to provide organization and oversight of students in the clinical setting. Eight clinical sites have been obtained and the initial class will complete at the end of summer 2009.

A program to provide instruction for a certificate in MRI and/or CT is currently being prepared as a completely on-line offering. A target offering date is projected to be either in fall 2009 or spring 2010.

**Response to Evaluation: 2008-09 Action Steps**

Monitoring of new Ultrasound program, particularly as the curriculum will change after only one year of the initial offering, will continue. Faculty will continue to be mentored to facilitate their growth in the classroom setting. Class size will increase, as reflected in the initial BOR presentation, subject to availability of clinical sites for students.

Review of MRI/CT classes prior to beginning program will occur in conjunction with technologists currently employed in the field. Application to offer the program(s) at OCTC will be made to the Chancellor of KCTS. Currently the only college in the system with this offering is Bluegrass.

**Evaluation of Results**

Initial student cohort in DMS graduated in spring. Clinical sites continue to be difficult as not all have Certified techs available for precepting. Faculty change occurred with employment of full-time faculty person. Preparation of accreditation application materials for JRCDSMS being completed. Some initial effort was made to pilot introductory MRI and CT certificate courses online. This was discontinued primarily as a result of complete overhaul of MRI/CT
curriculum by System Radiography Curriculum Committee.

| Response to Evaluation: 2009-10 Action Steps | Continue to meet with clinical site personnel for DMS to arrive at mutually acceptable parameters for clinical experience for students. Re-evaluate clinical forms to ensure assessment of student participation is adequate. Review curriculum revisions to determine best option for program at OCTC. When MRI/CT curriculum is finalized, consideration will again be given to developing on-line courses for students seeking certificate confirmation of education. |

College Objective 6: Technology

<table>
<thead>
<tr>
<th>Culinary Arts Program Objectives</th>
<th>College Objective: Expand and revise the culinary program website to include the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Objective: Proposed culinary program website content:</td>
<td></td>
</tr>
<tr>
<td>● Hyperlinks to other food-related websites, organized in categories to provide high value to users.</td>
<td></td>
</tr>
<tr>
<td>● Specialized content areas utilizing various delivery methods to provide in-depth coverage of particular culinary topics. Examples of potential topics include:</td>
<td></td>
</tr>
<tr>
<td>○ Specific ingredients - bananas, chocolate, balsamic vinegar, etc.</td>
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</tr>
<tr>
<td>○ International cuisines – information on foods, preparation techniques, and cultures by country or food region</td>
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</tr>
<tr>
<td>○ Nutrition and food safety – Popular diet analyses, aging population dietary needs, holiday dinner food safety tutorial, probiotics, omega-3 fatty acids, healthy recipe modification, safe cooking temperatures, etc.</td>
<td></td>
</tr>
<tr>
<td>○ Social or ethical food issues - foie gras, veal, genetically modified foods, slow food, fair trade, organic foods, free-range, etc.</td>
<td></td>
</tr>
<tr>
<td>● Academic and career path information</td>
<td></td>
</tr>
<tr>
<td>○ Course sequence and credential options</td>
<td></td>
</tr>
<tr>
<td>○ Career opportunities</td>
<td></td>
</tr>
<tr>
<td>○ Job skills, resume and interviewing information</td>
<td></td>
</tr>
<tr>
<td>● Pictures and videos of student production and projects that showcase learning.</td>
<td></td>
</tr>
<tr>
<td>● Video demonstrations of culinary techniques and course lectures. (Some may need to be within Blackboard.)</td>
<td></td>
</tr>
</tbody>
</table>

Rationale/Resources: Provide a quantity and quality of content to:

1. Provide a variety of instructional delivery methods to our students
2. Provide information on our culinary program
3. Provide students with information on academic and career paths, employment opportunities, and available culinary/hospitality resources.
4. Provide a portal for culinary information for the online community
5. Invite respect and admiration for our culinary program and the college.
6. Aid recruitment and retention of culinary students.

Measures of Success: When the resources listed above that have been addressed and determined to be feasible and have been substantially completed or, in cases where the
work is evolving or ongoing in nature, the structure for providing those resources has been established and content sufficient to reasonably provide value to students, the college, and website users has been provided, the strategic objective will be considered completed.

### 2007-08 Action Steps

The initial procedures for the following strategic action steps should be addressed in 2007-2008:

**Action steps for culinary program website enhancements - Strategic**

- Hyperlinks to other food-related websites, organized in categories to provide value to users.
  - Action steps:
    - Determine appropriate categories for website links section.
    - Research and evaluate appropriate sites to be added.
    - Add links to website.
    - Request other suggested sites from site visitors.

- Specialized content areas utilizing various delivery methods to provide in-depth coverage of particular culinary topics. Examples of potential topics include:
  - Action steps:
    - Determine appropriate categories for specialized content area.
    - Research and evaluate information.
    - Relate and assign student research projects to promote research skills and develop content as different courses are offered.
    - Add content to website as it is developed.

- Academic and Career Path
  - Action steps:
    - Post academic path information and credential options online.
    - Research and evaluate information on career paths and employment opportunities.
    - Investigate potential of creating a job board where local employers could post current job openings. Talk with IT people, then local employers.
    - Add content to website as it is developed.

- Pictures and videos of student production and projects that showcase learning.
  - Action steps:
    - Determine availability of digital camera on campus. (Get one for our program if one is not available.)
    - Invite / require students to record lab production or products.
    - Evaluate records for accuracy.
- Post new content to website.
  - Video demonstrations of culinary techniques and course lectures. (Some may need to be within Blackboard.)
    - Action steps:
      - Get training in video editing/posting and Blackboard
      - Evaluate curriculum to determine best opportunities for video
      - Set dates for initial videos
      - Reserve school video equipment for scheduled days
      - Post new content to website.

**Evaluation of Results**

A website for Culinary Arts including academic information, career paths and employment opportunities is posted. Addition of information and updating site will be a continuing effort.

Attendance by the faculty in the program at training sessions to prepare, edit and post videos of student work is finished. Content posted to website and will be utilized in course BlackBoard content as well.

**Response to Evaluation: 2008-09**

**Action Steps**

- Continue improvement and maintenance of website including resources and specialized content.
- Review curriculum to increase opportunities for video production with posting to BlackBoard course materials to increase student learning and review opportunities.

**Evaluation of Results**

Expansion of website offerings had to be postponed due to reorganization of the site at the KCTCS system level. Additions are still planned as time and resources permit. The Program coordinator attended several workshops and opportunities to broaden course offerings.

**Response to Evaluation: 2009-10**

**Action Steps**

- Work with OCTC IT department to add content to website.
- Continue to explore opportunities for video production and importing content into BlackBoard for student use and review. Addition of adjunct assistance to permit expansion of food service to Main and SE campus.

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**College Objective 2: Alternative Delivery**

**Office Systems: Technology Program Objective**

| Program objective: | To increase on-line opportunities locally for office systems students. |
| Rationale/Resources: | Online courses help students who have trouble attending class due to time constraints as a result of job and family obligations. |
| Measures of Success: | An online course is offered in either the fall or spring semester. |

**2007-08 Action Steps**

- Attend professional development opportunities that will help with setting up an online course.
- Meet with faculty that are experienced in online courses.

**Evaluation of Results**

Office systems program instructors participated in Title III sponsored professional development workshops in Blackboard, Snag-It, and Windows Movie-Maker.

Both Office Systems program instructors did participate in the Alternative Delivery Initiative – a seven-month workshop in developing an on-line course. Title III sponsored the workshop.

OST 225 – Introduction to Desktop Publishing was offered online in fall 2007.
| Response to Evaluation: 2008-09 Action Steps | Many students preferred having some face-to-face time with the instructor and requested meetings throughout the semester; therefore, for the 2008-2009 academic year there is not an on-line office systems course offered by OCTC. The focus has changed to offering office systems hybrid courses on the OCTC campus. |
| Evaluation of Results | Student response to hybridized courses has been very positive and this delivery method will continue to be offered. |
| Response to Evaluation: 2009-10 Action Steps | Exploration of Health Information Technology programs with emphasis on current course offerings as they will mesh with present public prominence for Electronic Medical Records initiative. |
**Business Affairs**

**College Objective 4: Expectations**

<table>
<thead>
<tr>
<th>Business Affairs Objective</th>
<th>Business Affairs will model the professional ethics in support of the QEP.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rationale/Resources:</strong></td>
<td>Business Affairs supports the QEP designed code of professional conduct through modeling those behaviors the units will reinforce those expectations.</td>
</tr>
<tr>
<td><strong>Measures of Success:</strong></td>
<td>Treat every customer whether they are faculty, staff, students or community members with courtesy and respect.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>2005-06 Action Steps</strong></th>
<th>Raise awareness of the code of professional conduct through professional behavior.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Evaluation of Results</strong></td>
<td>Posted Standards of Professional Conduct in offices.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Response to Evaluation: 2006-07 Action Steps</strong></th>
<th>Continue with cross-training to provide the most professional service and accurate information possible. Add link on Business Office website for the Standards of Professional Conduct.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Evaluation of Results</strong></td>
<td>Due to the loss of an employee in the Business Office, we divided up this employee’s job duties between the Business Office staff to help cover key tasks. By focusing on cross-training it allowed us to continue to offer services and be responsive to College needs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Response to Evaluation: 2007-08 Action Steps</strong></th>
<th>Implement more color in the Business Office and HR/Payroll Office to present a more professional, upbeat image.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Evaluation of Results</strong></td>
<td>Plans to update both the Business Office and HR/Payroll Office have been set. The Financial Aid space in the Administration Building will be added to space used by the Business Office on the Main Campus. The Communications operation was moved to the ATC and now plays a key role in the operation of that building.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Response to Evaluation: 2008-09 Action Steps</strong></th>
<th>The entire Business Office will consolidate on the Main Campus and the HR/Payroll Offices will move to the Southeastern Campus.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Evaluation of Results</strong></td>
<td>The Business Office consolidated on the Main Campus and HR/Payroll Office moved to the Southeastern Campus. Both moves have been beneficial.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Response to Evaluation: 2009-10 Action Steps</strong></th>
<th>The Business Office and HR/Payroll Office will train our student workers to be more professional and customer oriented.</th>
</tr>
</thead>
</table>

**College Objective 9: Effectiveness**

<table>
<thead>
<tr>
<th>Business Affairs Objective</th>
<th>Improve efficiency within the Business Affairs areas by implementing best practices and other internal initiatives.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rationale/Resources:</strong></td>
<td>The Business Office and HR/Payroll offices are required to follow many procedures and guidelines. To improve efficiency within these units, new processes and internal procedures may be implemented to streamline operations. We need to respond to overall evaluation of technical procedures within Business Affairs.</td>
</tr>
<tr>
<td><strong>Measures of Success:</strong></td>
<td>Limit the number of exceptions for normal business procedures by implementing Best Practices from other KCTCS colleges. Also, pursue new contracts and processes that bring additional services at lower cost to the College community.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>2005-06 Action Steps</strong></th>
<th>Participate in the Best Practices initiative. Analyze and recommend new contracts for copiers, postage, vending, and banking. Develop a comprehensive room rental policy for the College.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Evaluation of Results</strong></td>
<td>Business Affairs received the Ducks in a Row award, a Best Practices in Accounting award.</td>
</tr>
</tbody>
</table>

*OCTC Strategic Plan with Embedded Annual Plan for 2009-10*
certificate, and a Best Practices in Payroll certificate. Implementation of the new comprehensive copier contract in September 2005. New contracts are being discussed and proposals are being analyzed for postage meters, vending and banking.

<table>
<thead>
<tr>
<th>Response to Evaluation: 2006-07</th>
<th>Action Steps</th>
<th>Evaluation of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>New vending contract to be awarded. New banking contract possible. Propose a comprehensive room rental policy for the College. Increase use of scanners. Streamline HR files. Energy management project beginning implementation.</td>
<td>The vending contract was awarded in August 2006. Scanners are used to send business documents between campuses, to other colleges and to KCTCS. HR files have been streamlined. Significant progress has been made on the energy management project. The project mix has been approved and the contract has been awarded to Energy Systems Group. Two cars were added to the fleet making vehicle assignments easier to manage and improving the College’s gas efficiency. New postage machines were added at the Downtown and Main Campuses.</td>
<td></td>
</tr>
</tbody>
</table>

Response to Evaluation: 2007-08 Action Steps
Continue to work toward Best Practices Awards. Finalize a comprehensive room rental policy for the College including the ATC space. Implement a new financial reporting system. Revamp the College budget process. Implement FACTS Summer Payment Plan.

Evaluation of Results
HR/Payroll received a Best Practices in Payroll award for April to June 2007 and an annual Best Practices in Payroll award. A draft partial rental policy is in place. A financial reporting system was implemented and well received. The budget process was revamped and was rolled out to the College in February 2008. The annual Best Practices for Budget was received in 2008. The FACTS Summer Payment Plan was implemented.

Response to Evaluation: 2008-09 Action Steps
The Business Office and HR/Payroll Office will continue to focus on best practices in our operations. The comprehensive room rental policy will be finalized and communicated. The new Budget Process will continue to be improved and refined for the FY 2009 budget.

Evaluation of Results
The Business Office and HR/Payroll Office applied the principals of continuous improvement and Best Practices through process improvements and controls.

Response to Evaluation: 2009-10 Action Steps
Finalize the facility use procedures including room rental schedule and equipment and service needs.

College Objective 9: Effectiveness
Business Affairs Objective
Improve communication with students, faculty, and other staff members, both within the college and with the outside community.

Rationale/Resources: Training is important to operational effectiveness but communicating with faculty, staff and students is imperative to notify them of changes and remind them of important dates. Informing students of the on-line tuition payment option is necessary to increase student use the service. New approaches to communication need to be explored to include an expanded Business Affairs web site which will attract a diverse population of students and interested parties.

Measures of Success: Updated Business Affairs web site to include information about the on-line bill payment.

2005-06 Action Steps
Update and expand the Business Affairs web site to include most frequently asked questions and specifics about assigned responsibilities within Business Affairs.

Evaluation of Results
HR website update completed, turning attention to Business Affairs comprehensive
### Response to Evaluation: 2006-07

**Action Steps**

Training for faculty/staff on HR, Business Office (travel, accounts, etc.), safety procedures, FACTS payment plan online, background checks, and parking issues. Internal office communication procedures implemented. Continue emphasis on completing a comprehensive Business Affairs website.

### Evaluation of Results

The fee payment portion of the Business Affairs website is significantly improved. Several training sessions were offered including Pandemic Flu Preparation, Travel Procedures, Open Enrollment Health Insurance training, Employment Process, Background Checks and Reporting Accident and Injuries.

### Response to Evaluation: 2007-08

**Action Steps**

Training for faculty/staff on HR issues, Business Procedures, safety procedures and the new Financial Reporting system are planned. Timely communication by emails with Faculty, Staff, and Students about campus changes and improvements will continue. Encourage continued emphasis on Business Affairs website. HR will strive to inform OCTC about new hires and retirement of employees.

### Evaluation of Results

Opportunities for faculty/staff to train on business related procedures including HR training, budget, were offered. Individual training sessions on the new Financial Reporting system, PeopleSoft Financials, purchasing, and planning for project implementation were offered. Information about changes in daily facility's operations was communicated to the College greatly improved in number and situation. As a way to inform OCTC about new hires and retirements, announcements were made at the College Assembly meetings.

### Response to Evaluation: 2008-09

**Action Steps**

Several HR/Payroll Training opportunities are planned. Additionally, HR plans to work with WKU to communicate academic program information to the College and communicate supplemental health vendors for open enrollment. Inform the College about safety and security procedures including implementation of an improved safety and security website. Communicate about the SNAP program and website to College.

### Evaluation of Results

The HR/Payroll Office conducted training for Ready-to-Work students on the payroll process. Open enrollment training for faculty and staff and the “Point” training occurred for HR related issues. The HR/Payroll Office communicated the WKU degree programs with our faculty and staff. Information was communicated to the College community about safety and security.

### Response to Evaluation: 2009-10

**Action Steps**

Update the safety and security web information to include annual security information. Respond and communication to faculty, staff and students the Pandemic flu information and preparations. Present/train faculty and staff on safety related issues.

### College Objective 9: Effectiveness

**Business Affairs Objective**

The Business Affairs unit will support additional training to increase operational effectiveness.

**Rationale/Resources:** PeopleSoft applications and KCTCS business procedures create an environment of continuous training and cross-training for the Business and HR/Payroll Areas. Training for our faculty and staff to inform them of the changes is imperative to create more customer accommodating units.

**Measures of Success:** An increase in training on technical business office functions. An increase in training of faculty and staff to create better informed customers.

### 2005-06 Action Steps

Raise awareness of the code of professional conduct through professional behavior.

### Evaluation of Results

Emphasized code of professional conduct by offering workshop and by discussing it at
most staff meetings within Business Affairs.

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Evaluation of Results</td>
<td>Implemented PeopleSoft 8.9. Enhanced computer skills through College professional development seminars and KCTCS go-to training meetings.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Response to Evaluation: 2007-08 Action Steps</th>
<th>Encourage training with Office software. Encourage additional training on new accounting procedures and KCTCS Business Procedures. Provide resources for additional safety training for M&amp;O staff. Encourage participation in SACUBO Drive-in Workshops and attendance at CBMI. The HR/Payroll staff will obtain additional training in all areas related to the HR/Payroll fields. Also, the Business Office and HR/Payroll staff will provide training workshops for the College faculty and staff.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation of Results</td>
<td>Several different training sessions were attended to improve operational effectiveness. These training sessions included Communicator and Office software, My Career Network.com training and Go-to Meetings on Accounting procedures and Performance/Evaluations. Implemented collections process with KY Department of Revenue which included additional training on software and outside agency.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Response to Evaluation: 2008-09 Action Steps</th>
<th>The OCTC PD brochure contained several HR training opportunities including Performance/Evaluation, and Employment HIPPA training. Some on-line training opportunities on IT policy and sexual harassment policy training are required. Volunteered to pilot the following new programs for electronic student refunds and electronic payment to vendors. Additional training for M&amp;O includes hazardous material handling processes and procedures.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation of Results</td>
<td>Several training opportunities for HR policies were offered with little interest. On-line training was successful. Three employees were trained with a two day intensive hazardous waste training event.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Response to Evaluation: 2009-10 Action Steps</th>
<th>Offer mandatory training for faculty and staff on hazardous waste. Offer training to prepare for the implementation of the KCTCS debit card. Continue training on the “Point” as needed.</th>
</tr>
</thead>
</table>

**College Objective 10: Resource Development**

<table>
<thead>
<tr>
<th>Business Affairs Objective</th>
<th>Business Affairs will support the building and development of the Advanced Technology Center.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rationale/Resources:</strong></td>
<td>This project was funded by the General Assembly in 2005. The expected building start date is Spring 2006. Planning for purchasing of equipment for the building is underway. Additional operating funds and personnel have been requested.</td>
</tr>
<tr>
<td><strong>Measures of Success:</strong></td>
<td>Project will continue and purchasing deadlines will be met.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2005-06 Action Steps</th>
<th>On-going project meetings.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation of Results</td>
<td>Despite significant rain delays since early Spring 2006, progress on the ATC has occurred. Gravel parking lots are under construction. Due to rain delays, the connector loop will not be complete for start of fall semester.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Response to Evaluation: 2006-07 Action Steps</th>
<th>Monthly progress meetings are planned. Connector loop, Deere Park lot, Ag Extension lot, and Dar-nek lot should be complete by late fall.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation of Results</td>
<td>Substantial progress has been made on the ATC during 2006-07. The Connector Loop was not completed during 2006-07. The Deere Park Lot has been completed. Work has been done on the Ag Extension and Dar-nek Lots but the lots have not been</td>
</tr>
</tbody>
</table>
completed. The new Science Lot has been built and has been in use for the academic year.

<p>| Response to Evaluation: 2007-08 Action Steps | The ATC is expected to be completed in August 2007. The building will be filled with furniture and equipment and faculty and staff will be relocated to the ATC in Fall 2007. Classes will begin in Spring 2008 with some Fall 2007 classes being relocated from the Downtown Campus to the ATC in late Fall 2007. All original parking lots will be sealed and striped. All the new lots will be completed in 2007-08. |
| Evaluation of Results | All goals were met. The ATC was opened on time with classes offered for the Spring 2008 semester. |
| Response to Evaluation: 2008-09 Action Steps | Continue to encourage and support the implementation of Phase II of the ATC. |
| Evaluation of Results | Encouraged and supported the ATC Phase II project. |
| Response to Evaluation: 2009-10 Action Steps | Continue to encourage and support the implementation of Phase II of the ATC. This project is the number one project for KCTCS. |</p>
<table>
<thead>
<tr>
<th>College Objective 3: Partnerships</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CCED Objective</strong></td>
</tr>
<tr>
<td>Rationale/Resources:</td>
</tr>
<tr>
<td>Measures of Success:</td>
</tr>
</tbody>
</table>

| 2005-06 Action Steps | Institute monthly, interdepartmental activities designed to further communication and team environment. Highlight faculty/CCED academic and training partnerships at appropriate college assembly events. “Host” two activities for faculty and students which demonstrate the college’s (and CCED’s) critical link to the workforce. Implement three company “network” training partnerships. |

| Evaluation of Results | A faculty peer evaluation and a community wide “kickoff” of the IMAC initiative have been held. A SkillTrain sponsored “Colleague Appreciation Day” allowed employees to experience CCED workforce training first-hand. Priorities related to company network training have been completed with plans for additional partnerships under development. |

| Response to Evaluation: 2006-07 Action Steps | Begin the development of accelerated and/or contextualized general education or developmental education courses related to IMAC options. Partner with Owensboro Mercy Health System and the academic nursing department to begin the development of an on-line RN degree option. In response to Economic Development policy makers, explore potential for the development of an “Entrepreneurial Center” to be located on the Downtown Campus. Work closely with the EDC to transition Skills, Inc and to further develop an interactive, community workforce development database. Continue the exploration of cross-serving the college’s developmental math students. |

| Evaluation of Results | Several promising credit course options, developed through faculty partnerships, with accelerated options and/or contextualization have been developed, launched and/or will be offered in fall ’07 incl. a work-based ENG 101 and IT 100 modules. A healthcare contextualized COM 252 will be paired with a hybrid NSG 101 for fall ’07. The TLC business management certificate was successfully launched with 52 industry participants in spring, ’07. The CCED has partnered with the EDC to launch Owensboro Works, an interactive database for employers and job seekers as well as provided development support of the EDC’s Entrepreneurial Center concept. The unit’s MT055 pilot for ’06-07 was deemed a success with significantly higher retention and pass rates than here-to-fore. |

| Response to Evaluation: 2007-08 Action Steps | Work closely with academic and student services leadership to further identify opportunities to link SkillTrain (ABE) services to developmental coursework as well as the customized credit offerings to the traditional delivery options. Continue the ongoing development of the TLC and the accelerated, contextualized OCTC@OMHS curriculum. Engage the EDC and other key stakeholders in a collaborative dialogue related to training and expansion of the region’s healthcare workforce. As technical programs move to the ATC, explore opportunities to address economic strategies through new programs/services which could be initiated in vacated space. |

| Evaluation of Results | In addition to the division’s own TLC scale-up activities for the community, collaborative product and sales development meetings for sister colleges interested in |
utilizing the TLC as a B&I tool were held in partnership with system leadership. A manufacturing forum was held leading to the division engaging industry partners interested in short-term welding training for entry level employees in a collaboratively designed certification program. A hybrid -MT110 Applied Math for OCTC@OMHS students was developed and successfully completed in June '08. Exploration of new programming for vacated downtown space remains pending until completion of college’s strategic workforce priorities.

<table>
<thead>
<tr>
<th>Response to Evaluation: 2008-09 Action Steps</th>
<th>Launch MT 055 math in fall semester to general student population interested in pursuing allied health careers. Identify mechanism to provide short term welding certification program to general population. Transition TLC work to better effect scope of work.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation of Results</td>
<td>Short term welding certificate program launched in partnership with GRADD and EDC for dislocated workers. Supported through the OCTC MechaManufacturing Grant, the program was marketed as a Quick Jobs opportunity featuring college credit embedded within the academic welding program. Collaborative effort to identify student group interested in a contextualized allied health/MT 055 did not result in a true cohort population. New TLC oversight was affected providing better administrative support. Significant developmental education activities were designed with the delivery tailored for dislocated workers.</td>
</tr>
<tr>
<td>Response to Evaluation: 2009-10 Action Steps</td>
<td>Federal, state and regional focus on retraining of dislocated workers has reinforced the criticality of labor market driven credentialing. The division will be focusing on the delivery of short-term credentials, embedded in academic diplomas and degrees leading to reemployment which allow for flexible delivery, accelerated learning and provide at risk populations with key learner supports to ensure success. Further work will be targeted to assist those training in entry level, credit-bearing certificates to go on in their postsecondary programming.</td>
</tr>
</tbody>
</table>

College Objective 8: Image

<table>
<thead>
<tr>
<th>CCED Objective</th>
<th>The unit will develop strategies to create public and private awareness of its individual programs and overall integrated program delivery system.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rationale/Resources:</td>
<td>The CCED’s depth of services coupled with new programmatic initiatives have evolved far beyond traditional community expectations of a college’s outreach efforts. There is an increasing need to “educate” both the general public and policy makers about the unit.</td>
</tr>
<tr>
<td>Measures of Success:</td>
<td>Strategies will be identified to communicate programs and services to targeted public and client sectors.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2005-06 Action Steps</th>
<th>Participate in and/or host two large group events with key community stakeholders. Provide quarterly “updates” to Chamber of Commerce and Economic Development Corporation memberships. Submit three “concepts” to local newspaper for potential articles relating to the unit including one on Career Pathways and one on GED attainers.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation of Results</td>
<td>CCED involvement with ATC training presented at the October Rooster Booster and the division hosted a work session with Economic Development Corporation staff. Messenger Inquirer features included CCED related Mechatronics initiative, Work &amp; Learn Toy Drive, and IMAC alternative delivery options. CCED’s academic/training partnerships have been featured at several economic development related events as well as been highlighted at state and national workforce development meetings and conferences. The unit has employed significant “print” medium to market adult basic education services and its continuing education offerings.</td>
</tr>
</tbody>
</table>
### Response to Evaluation: 2006-07

**Action Steps**  
At the invitation of the EDC, key personnel will participate in quarterly meetings designed to support regional plant managers as well as visits for new and existing industry. Explore new community education partnership with city and county school systems. Raise awareness of the college’s ABE efforts by combining GED graduation exercise with the OCTC postsecondary ceremony.

### Evaluation of Results

OCTC, through its CCED, is an active member of the community’s economic development roundtable - the Greater Owensboro Center for Commerce. Training liaisons participate in quarterly CEO roundtable meetings as well as promotional meetings with industry prospects. The community education partnership with the city and county school systems has been finalized. The OPS/DCPS Community Education Director will be co-housed at the OCTC downtown campus. The partnership will offer the community a consolidated programming effort and brochures beginning July 1, 2007. With new college leadership, an institutional decision regarding holding OCTC’s GED graduation with the college’s postsecondary graduation has yet to be made.

### Response to Evaluation: 2007-08

**Action Steps**  
Launch (with KCTCS) Team Leader certificate to system partners and explore potential for expanded commercial value. Identify and participate in three new sector specific marketing venues to promote industry services. Develop logo and “brand” for new community education partnership and publications.

### Evaluation of Results

Held system-wide TLC introductory event and consultative sales workshop. Provided sister colleges with company site sales demos and telephone assisted support. Initiated and facilitated the development of several new marketing strategies including: an innovative promo video for Team Leader, a Community LIFE logo and brochure format, The Loft@OCTC logo and related informational pieces, career pathway related videos, and a highly graphical, email template based on a UNC prototype for community education.

### Response to Evaluation: 2008-09

**Action Steps**  
Develop and employ cost effective, targeted marketing strategies for newly launched SkillTest on-line assessment services, The Loft, and the fully transitioned Community Life Program/partnership. Pursue web based marketing and enrollment activities for all program areas.

### Evaluation of Results

Targeted marketing and media releases produced to highlight SkillTest services. Significant cost savings attained by revamping hardcopy Community Life Program brochures and adding website promotions. KCTCS protocols still prevent on-line registration functions for community and workforce activities at the college level. A DOL MechaManufacturing Grant funded significant news paper media outreach for dislocated workers with a “blitz” of new radio and television PSAs utilized at minimal or no cost to promote dislocated worker events. SkillTrain personnel initiated an on-line newsletter to highlight participant successes. A manufacturing forum allowed the division to engage industry partners in a consultant facilitated, quasi-sales activity.

### Response to Evaluation: 2009-10

**Action Steps**  
KCTCS’ launch of its workforce sector sales strategy and a new Workforce Solutions “brand” will provide the division with additional opportunities for public forums incl. one for allied health, system funded, public relations resources and statewide marketing tools. Conversion or enhancement of state level products for local media will be required. Continued economic decline and loss of production jobs will necessitate the use of DOL funding promoting skill trades training through billboards and other media opportunities in Daviess and Hancock County.

### College Objective 10: Resource Development

**CCED Objective**  
Identify and develop more resources to support the development of sustainable new programmatic initiatives and mission driven priorities for underserved populations.
Rationale/Resources: Funds to support the development phase of Career Pathways initiatives must be identified with an ultimate goal of program sustainability. Start-up resources are required for equipment, space, staffing, and curriculum development. Furthermore, test fees are a barrier to GED completion as the threshold to postsecondary entry for underserved populations.

Measures of Success: Funds will be obtained for program development through state and national grants and/or a new “fundraising” initiative.

<table>
<thead>
<tr>
<th>2005-06 Action Steps</th>
<th>Develop and implement a fundraiser event or program to raise funds to raise scholarships to cover GED test fees. Apply for two state, national or federal grants to garner funding for Career Pathways development and infrastructure needs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation of Results</td>
<td>OCTC was awarded a $250K Leadership Grant in the Charles Mott Foundation’s Breaking Through Initiative. An RFP was recently submitted to the RW Johnson Foundation to begin an on-line nursing program. A third proposal was submitted to KCTCS to further the work on development of the Team Leadership initiative. A Sam’s Club grant has allowed the initiation of a limited GED scholarship fund.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Response to Evaluation: 2006-07 Action Steps</th>
<th>There is particular need to expand ESL/ABE grant opportunities. However, the unit’s resource development priority targeted for underserved populations must be expanded to include all service populations and programmatic objectives. The unit will submit three state, national or federal grants to garner funding for ABE, IMAC and/or Healthcare focused Career Pathways development, equipment and/or infrastructure needs.</th>
</tr>
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<tbody>
<tr>
<td>Evaluation of Results</td>
<td>Resource development has been ongoing. During ’06-’07, the CCED applied and was awarded: Met Life Encore - $25K, Dollar Store- ESL (funded at $15K for ’07 implementation) and Family Literacy, OMHS – Educational Development Center (5th funding cycle) $61K, Robert Wood Johnson Foundation – Jobs to Careers $431K (three year grant), KCTCS funding of $157K+ for Team Leadership (Phase II), KYAE EL Civics grant $10K, Ready to Work/Work &amp; Learn Special Project Grants $51K+, and a $2K Community Life Foundation Youth Robotics Project Grant. In addition, CCED submissions for a DOL YouthBuild, a UK Center for Collaborative Literacy Development and KCTCS Mechatronics Expansion Proposal are pending ’07-08 funders’ reviews. Further, a CCED employee-driven GED scholarship fund was established in memory of a team member’s deceased son. Donations to date exceed $400.</td>
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<table>
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<tr>
<th>Response to Evaluation: 2007-08 Action Steps</th>
<th>There is an increased need for cost recovery training sales. KCTCS will launch a consultative sales initiative with the Clements group challenging the CCED to implement new marketing and direct sales strategies. A ten percent increase in the division’s cost recovery training efforts should be targeted. The division’s success with private foundation awards for its career pathways initiatives should be used as a springboard to seek additional private and federal funding opportunities to support services for at-risk or non-traditional populations and the development or related support services needed to provide accelerated, work-based delivery options. A minimum of four initiatives should be pursued.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation of Results</td>
<td>The CCED successfully engaged in all aspects of the WCI (consultative sales initiative) as one of the first four colleges in the system wide initiative. Division awarded CCLD literacy grant and $1.996 M. DOL MechaManufacturing Communiversity CBJTG as well as was successful in obtaining Kentucky Adult Education contracts for both Daviess and Ohio Counties.</td>
</tr>
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</table>

| Response to Evaluation: 2008-09 Action Steps | Finalize scope of work for newly funded program areas and launch initiatives. Identify new programming areas for short-term, credential based training for at risk populations particularly in the Manufacturing arena. Initiate potential funding research and likely |

OCTC Strategic Plan with Embedded Annual Plan for 2009-10
collaborators to sustain programming for the division’s Breaking Through and OCTC@OMHS initiatives.

**Evaluation of Results**

The division aggressively sought grant-funding through state and federal opportunities and from national private foundation. The division was awarded $20K from the Gates Foundation for Breaking Through Data Collection as well as approximately $200K to support its regional activities and mentoring/facilitation services for a Kentucky Breaking Through Initiative funded by the Education & Workforce Development Cabinet. Several new Quick Jobs programs were developed for dislocated worker training funded through federal retraining $$s. The result was significant new revenues to support the division’s workforce efforts.

**Response to Evaluation: 2009-10 Action Steps**

The national economy has led to significant new ARRA funding opportunities. The division has worked with college leadership to explore an additional grant writing position so that college and workforce readiness RFPs can be pursued. Additionally, the division is pursuing a national Breaking Through Scale-up RFP, a FIPSE proposal related to developmental skills enhancement through career technical training, and a state scale-up of it OCTC@OMHS in partnership with system leadership and the Cabinet of Education and Workforce Development.
### Discover College

**College Objective 1: Pathways to Postsecondary**

- **Discover College Objective**: Successfully transition Collegiate High School from the planning and development stage to the progress and implementation stage as defined by the Middle College National Consortium; addressing structure, student needs, and teaching and learning.

  **Rationale/Resources**: Collegiate High School is the first funded Early College Initiative in the state of Kentucky. The initiative provides an opportunity for a specific student population to pursue postsecondary education.

  **Measures of Success**: Collegiate High School descriptive, demographic and achievement data reported to the Middle College National Consortium as part of the Early College Initiative; Collegiate High School survey and student post-graduation outcome data reported to the Middle College National Consortium as part of the Early College Initiative. Number of students enrolled in Collegiate High School. Number of students successfully moving through Division I, II, & III.

### 2005-06 Action Steps

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Details</th>
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<tbody>
<tr>
<td>Enroll at least 50 students in Collegiate High and track the data required in the Bill and Melinda Gates Foundation Early College Grant.</td>
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### Evaluation of Results

50 Owensboro Public students were enrolled and data was tracked as required. Two Daviess County Public Schools students were enrolled as well.

### Response to Evaluation: 2006-07 Action Steps

Recruit and maintain an enrollment between 50-75 students to provide necessary support staff to address the needs of an at-risk population. Allow Division III students to graduate from HS so that they may access federal aid while still not paying tuition on classes above full-time (12 hours). Increase rigor and expectation of project-based curriculum through summer training provided by the Middle College National Consortium.

### Evaluation of Results

With enrollment contingent upon schools within the Discover College consortium, Collegiate was not able to meet the enrollment goal of 50-75 students during 2006-2006. With the addition of the Ohio County Public Schools partnership, enrollment averaged approximately 40 students throughout the year. Collegiate graduated 11 students from the program. Additionally, staff worked to transition year 13 students and graduates of the program to adult students accessing federal aid. 3 staff members attended the Middle College National Consortium’s summer training session in New York and 1 staff member attended the winter training session in New Orleans. Collegiate enhanced the project-based curriculum through the addition of the hip-hop, poetry, and civic engagement projects.

### Response to Evaluation: 2007-08 Action Steps

Collegiate will implement new admissions and attendance criteria for 2007-2008 to better serve students seeking an accelerated alternative to a traditional high school experience. New admissions and attendance criteria will be promoted to area school districts. Collegiate will work to transition graduates of the program to adult students working to complete their credential(s). Collegiate will evaluate its partnership with local school districts and Middle College National Consortium and explore alternative methods and the feasibility for sustaining the early middle college initiative on campus.

### Evaluation of Results

Admissions and attendance criteria was implemented during the 2007-08 academic year. Upon evaluation of the program, OCTC has decided to serve the students currently enrolled in Collegiate and not accept other students into the program. Under current budget cuts and state infrastructure it is not feasible to maintain an early middle college on campus at this time.

### Response to Evaluation: 2008-09 Action Steps

Discover College will continue to look for avenues to serve this population of students as budgets, infrastructures, and state leadership evolves.
Since the inception and facilitation of Collegiate High School, Discover College has learned many valuable lessons in operating and structuring program for underrepresented populations. Collegiate graduated its last cohort of students in May 2009.

As discussions of high schools restricting and funding opportunities evolve, Discover College will continue to look for avenues to serve the population that was once served by Collegiate.

**College Objective 1: Pathways to Postsecondary**

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<tbody>
<tr>
<td>Increase the number of Discover College students transitioning to postsecondary education.</td>
<td>Track data of students in the school-based and campus-based technical programs as cohorts. Pilot new Senior Scholars program for students taking 10 or more credit hours in transfer courses during their senior year. Redesign the campus-based technical programs based on SEEK funding levels.</td>
<td>Data tracking has begun. Enrollments in all Discover College programs/courses provided to local school district/high school partners. Senior Scholars program initiated. Auto Tech/Diesel Tech schedule completely revised for Fall 2006 to allow HS SEEK students to complete additional core courses and to allow expansion of the program, as demand warrants, in 2007-08.</td>
<td>Increase dual enrollment opportunities in general education courses through agreements with local school districts. Explore expansion of SEEK technical programs, e.g., Biotechnology, Information Technology.</td>
<td>Discover College has successfully completed the 2006-2007 actions steps. Discover College technical Seek-based program expansion is well underway in the area of Biotechnology, Mechatronics, and Health Science. Additional general education courses in English and Mathematics were added in the school-based transfer program.</td>
<td>Increase tuition paying students through school-based and campus-based transfer programs. Promote and enroll students in the Biotechnology, Mechatronics, and Health Science programs. Maximize Tech Prep grant funding by provide professional development, instructional supplies, and network opportunities for high school and college faculty.</td>
<td>Discover College enrollment continues to increase in school-based and campus-based programs. Biotechnology and Mechatronics enrollment increased. Mechatronics expanded their program by offering courses in Hancock County. Health Science had 26 students enrolled on campus; of which 69% were retained at OCTC. Tech Prep grant funding was utilized to provide professional development, instructional supplies, and network opportunities for high school and college faculty. OCTC received an additional $12,000 in funding to send college faculty and high school partners to the National Career Pathways Conference.</td>
<td>During 2008-09, Discover College will actively pursue area home school association as a means of enrollment, implement the Nursetrack Program, and Project Lead the Way. Discover College will restructure recruitment, retention, and advising process which may result in new staff. Discover College will seek to increase communication and</td>
</tr>
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</table>

*OCTC Strategic Plan with Embedded Annual Plan for 2009-10*
transitional services with students, parents, and partners through orientations and advising. Discover College will remain the Tech Prep fiscal agent for the OCTC service region during 2008-09.

**Evaluation of Results**
Nursetrack and Project Lead the Way were successfully implemented in 2008-09. Additionally home school enrollment increased in both general education and technical programs. Discover College restructuring created an opportunity to streamline budgets, streamline processes, and operate as a more efficient and user-friendly department. Discover College was able to add a technical advisor staffing position to the department. Tech Prep funding is no longer available in Kentucky—it has merged with Perkins funding. Therefore, OCTC will no longer be the region’s fiscal agent for Tech Prep.

**Response to Evaluation: 2009-10**
OCTC/Discover College will produce a video explaining Discover College and transfer opportunities for students and stakeholders. Additionally, in an effort to streamline functions and staffing-Discover College will hire a student support specialist to facilitate a supportive environment where Discover College students can experience success on campus by being linked to services such as tutoring, campus activities, etc.

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### College Objective 2: Alternative Delivery

#### Discover College Objective
Work with a Discover College partner to pilot-test a dual enrollment school-based transfer course(s).

*Rationale/Resources:* As transportation costs and high school demands increase, finding alternative ways for partners located outside of Daviess to offer dual credit opportunities is essential to success.

*Measures of Success:* Creation of hybrid courses with a high school partner, successful course implementation, training of high school faculty to implement Blackboard.

#### 2007-08 Action Steps
Discover College will train teachers at Cloverport Independent School to design and implement their dual enrollment course(s) as hybrid models using Blackboard.

#### Evaluation of Results
Cloverport implemented hybrid courses in the areas of science, psychology, and history. OCTC provided a training session for students and teachers in Cloverport on Blackboard. Courses continue at Cloverport and teachers continue to supplement with Blackboard.

#### Response to Evaluation: 2008-09
OCTC will continue to offer Blackboard classes at Cloverport. Biotech will promote Blackboard enhanced courses with partner schools.

#### Evaluation of Results
Courses offered at Cloverport continued to be enhanced by the Blackboard software.

#### Response to Evaluation: 2009-10
Discover College will look into opportunities for partner high schools to take advantage of online general education courses through OCTC.

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### College Objective 3: Partnerships

#### Discover College Objective
Decrease the need for math remediation for students transitioning from high school to OCTC.

*Rationale/Resources:* Reducing math remediation is a goal of the Regional Alliance for Education P16 Council.

*Measures of Success:* installation and training software training at high school partner, compass test.
scores, curriculum alignment, and college enrollment.

<table>
<thead>
<tr>
<th>2007-08 Action Steps</th>
<th>Install COMPASS test on laptop at Daviess County High School, COMPASS test students enrolled in Algebra I &amp; II and Special Topics, and align DCHS and OCTC math curriculum.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation of Results</td>
<td>COMPASS Placement test (math) was installed on laptops at Daviess County High School. The placement test was administered to 652 juniors. Planning sessions and meetings were held with OCTC math faculty and Daviess County High School math teachers to align curriculum to increase college readiness in math.</td>
</tr>
<tr>
<td>Response to Evaluation: 2008-09 Action Steps</td>
<td>OCTC will continue to partner with Daviess County High School and administer the COMPASS placement test (math) during the 2008-09. Additionally, OCTC will offer MT 122 for those students ready to move to the next level of math. Due to budget constraints OCTC will look into new placement test options that are more feasible to administer than COMPASS for the future.</td>
</tr>
<tr>
<td>Evaluation of Results</td>
<td>COMPASS testing continued at Daviess County High School; 310 students were tested in math. OCTC sought grant funding from the State to continue and expand this initiative; unfortunately OCTC did not receive the grant funding.</td>
</tr>
<tr>
<td>Response to Evaluation: 2009-10 Action Steps</td>
<td>OCTC/Discover College will continue to partner with Daviess County High School and continue to pursue funding opportunities to expand this initiative.</td>
</tr>
</tbody>
</table>

College Objective 4: Expectations

<table>
<thead>
<tr>
<th>Discover College Objective</th>
<th>Revise and create a new Discover College program card for marketing purposes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rationale/Resources:</td>
<td>Discover College programs and contacts have changed and new material is needed to disseminate accurate information.</td>
</tr>
<tr>
<td>Measures of Success:</td>
<td>Printing and distributing of program card.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2007-08 Action Steps</th>
<th>Work with OCTC Director of Public relation to created updated program cards for Discover College.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation of Results</td>
<td>Program cards have been updated, printed, and are used for recruitment and advising purposes.</td>
</tr>
<tr>
<td>Response to Evaluation: 2008-09 Action Steps</td>
<td>Discover College will continue to maintain up-to-date website and promotional information. Additionally, Discover College will look into the feasibility of purchasing promotional items to use during recruitment activities and campus events (pens, gadgets, etc.)</td>
</tr>
<tr>
<td>Evaluation of Results</td>
<td>Discover College maintained an updated web presence. Discover College was unable to purchase promotional materials due to budget constraints.</td>
</tr>
<tr>
<td>Response to Evaluation: 2009-10 Action Steps</td>
<td>Discover College will revise our website for our stakeholders and transition to the new KCTCS website model. Additionally, OCTC will implement an electronic Nudge system as a retention intervention for campus-based technical students. Discover College will create and maintain a Facebook and Twitter account as an informational and marketing tools.</td>
</tr>
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</table>

College Objective 7: Pathways to the Baccalaureate

_OCTC Strategic Plan with Embedded Annual Plan for 2009-10_
### Discover College Objective

**Objective:** Promote OCTC’s transfer opportunities to parents, students, and guidance counselors.

**Rationale/Resources:** Increase the community’s awareness of OCTC transfer agreements.

**Measures of Success:** Media coverage, newsletter dissemination, and ultimately increase in students transferring to a four year university/college.

<table>
<thead>
<tr>
<th>2007-08 Action Steps</th>
<th>Gather transfer agreement information and scholarship opportunities and disseminate to media, school partners, and P16 Council.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation of Results</td>
<td>Disseminated transfer scholarship and Mary Jo Young scholarship information to the local P-16 Council, Messenger Inquirer, and partner high schools. Presented to the area home school association regarding OCTC opportunities and transfer agreements.</td>
</tr>
<tr>
<td>Response to Evaluation: 2008-09 Action Steps</td>
<td>To continue to increase awareness, Discover College will focus efforts on hosting orientations for specific Discover College populations (technical, transfer, etc), conduct a transitional survey with seniors in Discover College, and host personalized meetings with local school boards.</td>
</tr>
<tr>
<td>Evaluation of Results</td>
<td>Discover College successfully hosted the first Nursetrack Orientation in August 2008, its first campus-based technical program orientation in May 2009, and open orientation in June-July 2009 for campus based transfer programs. Additionally, the Director of Discover College and V.P. of Academic Affairs met with each school district and area technology center one-on-one in spring 2009.</td>
</tr>
<tr>
<td>Response to Evaluation: 2009-10 Action Steps</td>
<td>Discover College will continue to offer the aforementioned orientations and utilize our experiences and feedback to streamline the orientation processes. Discover College will implement the Nursetrack program in Ohio County.</td>
</tr>
</tbody>
</table>

### College Objective 7: Pathways to the Baccalaureate

**Objective:** Implement new computer literacy requirements in the school-based technical programs.

**Rationale/Resources:** KCTCS has changed computer literacy requirements. School-based technical programs need to offer IT100 as a feeder for our programs.

**Measures of Success:** Certification of school-based technical voluntary teachers, curriculum alignment, and enrollment.

<table>
<thead>
<tr>
<th>2007-08 Action Steps</th>
<th>Incorporate IT100 as part of the school-based technical program course options.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation of Results</td>
<td>Discover College hosted a curriculum alignment meeting for all IT100 voluntary school-based faculty members. Additionally, all teacher credentials were verified and updated and curriculum and texts were aligned according to the IT100 criteria. A flyer was created explaining the purpose and benefits of the IT 100 college credit through Discover College. During the 2007-08 academic year, 416 students were enrolled in IT 100 during the fall and 314 students were enrolled during the spring as part of the school-based technical program.</td>
</tr>
<tr>
<td>Response to Evaluation: 2008-09 Action Steps</td>
<td>Discover College will continue to offer IT 100 in conjunction with our school partners in 2008-09. Credentials and curriculum will be updated as voluntary instructors change.</td>
</tr>
<tr>
<td>Evaluation of Results</td>
<td>IT 100 continues to be offered as a school-based technical dual credit opportunity. Credentials for existing and new teachers are maintained per SACS regulations.</td>
</tr>
<tr>
<td>Response to Evaluation: 2009-10</td>
<td>This objective is complete and considered institutionalized in the school-based technical campus program.</td>
</tr>
</tbody>
</table>
College Objective 10: Resource Development

<table>
<thead>
<tr>
<th>Discover College Objective</th>
<th>Explore funding to support implementation of Project Lead the Way (PLTW).</th>
</tr>
</thead>
</table>

**Rationale/Resources:** OCTC ATC provides high school students an opportunity to pursue high tech careers through hands-on learning. To increase interest among high school students in technical programs, Discover College pursuit of PLTW support will provide a pipeline of students for technical programs.

**Measures of Success:** Funding received and partnership forged.

<table>
<thead>
<tr>
<th>2007-08 Action Steps</th>
<th>Apply for grant funds supporting professional development and equipment for PLTW.</th>
</tr>
</thead>
</table>

**Evaluation of Results**

Received $75,000 from KCTCS to implement the PLTW initiative; received $42,400 from Tech Prep to support professional development through the PLTW training institute.

**Response to Evaluation: 2008-09 Action Steps**

Discover College will continue to pursue funding and partnerships to support the PLTW initiative. During the 2008-09 academic year, Discover College will purchase instructional supplies and equipment necessary to implement PLTW, host a press release with partners, offer a pilot course of PLTW, and market/advise students for the 2009-10 academic year.

**Evaluation of Results**

Discover College purchased supplies and equipment necessary for PLTW on-campus course implementation. Discover College & OCTC faculty worked to align PLTW courses offered in partner high schools for dual credit. Discover College successfully hosted a press release with partners in October 2009. PLTW courses were marketed in 10+ partner high schools for 2009-10 enrollment. Discover College wrote a grant for Hancock County High School and was awarded $60,000 in funding for PLTW initiative at Hancock County High School.

**Response to Evaluation: 2009-10 Action Steps**

Discover College will utilize PLTW grant funding to send two OCTC faculty members to level 2 PLTW Summer Training Institute in July 2009. In addition, grant funding will support two teachers from Apollo High School and one teacher from Hancock County High School to attend the institute. Level II courses will be implemented and aligned for dual credit on-and-off campus. OCTC will host the first “Generation Innovation Expo” in November which will provide an opportunity for aspiring engineers and innovators to be exposed to engineering first-hand via demonstrations and guest speaker(s).
Humanities and Fine Arts Division

College Objective 1: Pathways to Postsecondary

<table>
<thead>
<tr>
<th>Humanities Division Objective</th>
<th>Action Steps</th>
<th>Evaluation of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>The members of the division will be actively involved in establishing appropriate dialogue with Humanities/English/Communications/Fine Arts teachers at other academic institutions.</td>
<td>The English department will establish dialogue with junior and senior level English teachers in this service area.</td>
<td>Contact has been established between instructors for dual credit courses offered within area high schools. Efforts to develop additional communication will continue.</td>
</tr>
<tr>
<td><strong>Rationale/Resources:</strong> Given the increase in dual credit courses, alternative delivery of courses, and changing curriculum it is essential for adequate communication to exist.</td>
<td>2005-06 Action Steps</td>
<td>Faculty will seek to establish an on-going dialogue with additional faculty within area high schools. The intent is to establish an annual meeting with English faculty at the college and high school level.</td>
</tr>
<tr>
<td><strong>Measures of Success:</strong> All disciplines within the division will have initiated dialogue with teachers in their disciplines within the service area.</td>
<td>2005-06 Evaluation of Results</td>
<td>Faculty will seek to establish an on-going dialogue with additional faculty within area high schools. The intent is to establish an annual meeting with English faculty at the college and high school level.</td>
</tr>
<tr>
<td>2006-07 Action Steps</td>
<td>The Ohio Valley Teachers of English has been organized and has met. The main focus of this organization is to facilitate communication between area high schools, area colleges, and OCTC.</td>
<td><strong>Response to Evaluation:</strong> 2006-07 Evaluation of Results</td>
</tr>
<tr>
<td>2007-08 Action Steps</td>
<td>Major initiatives within this area include extensive communication between the college and other organizations (high schools, colleges, RiverPark, the Public Library, etc.) with the collaborative effort of the Big Read. The music, art, and theatre disciplines of the college plan to offer the “The Dinosaur Musical” as a way to encourage younger individuals in the service area to experience the arts. The second grade students (our adopted class for encouraging education in the area) will be invited to the production free of charge and encouraged to “bring a friend”. Many faculty members from the division will foster activities to incorporate elementary, middle school, high school and home schooled students in the college experience.</td>
<td><strong>Response to Evaluation:</strong> 2007-08 Evaluation of Results</td>
</tr>
<tr>
<td>Evaluation of Results</td>
<td>The major initiatives were highly successful.</td>
<td><strong>Evaluation of Results</strong></td>
</tr>
<tr>
<td>The Big Read was a collaborative event. Students, faculty, community members, children, adults, were engaged in activities as a part of the Big Read programming. The English Department and Common Reading Committee continue to “expand and include” in order to make reading a priority for everyone.</td>
<td>The Ohio Valley Teachers of English has been organized and has met. The main focus of this organization is to facilitate communication between area high schools, area colleges, and OCTC.</td>
<td><strong>Response to Evaluation:</strong> 2007-08 Evaluation of Results</td>
</tr>
<tr>
<td>The collaborative (Art Music and Theatre) production of “The Dinosaur Musical” provided children within the Latino community, the “adopted second grade class”, and the general public an opportunity to experience in arts in action. The production included home schooled children, college students, community members, and faculty. The production was staged at RiverPark Center offering a different venue by returning to the Center after several years of on-campus production.</td>
<td>Major initiatives within this area include extensive communication between the college and other organizations (high schools, colleges, RiverPark, the Public Library, etc.) with the collaborative effort of the Big Read. The music, art, and theatre disciplines of the college plan to offer the “The Dinosaur Musical” as a way to encourage younger individuals in the service area to experience the arts. The second grade students (our adopted class for encouraging education in the area) will be invited to the production free of charge and encouraged to “bring a friend”. Many faculty members from the division will foster activities to incorporate elementary, middle school, high school and home schooled students in the college experience.</td>
<td><strong>Evaluation of Results</strong></td>
</tr>
<tr>
<td>The Debate program continues to be connected with area high schools while maintaining a high profile in the state and region.</td>
<td>The initiatives established earlier in this plan have been continued and strengthened. The Division participated in the Discover College initiative to strengthen communication between area schools and the college. Several English faculty members will attend an event in June at Owensboro High School to strengthen the transition from secondary to post-secondary in that discipline. Discussions with RiverPark Center and the local colleges and universities hopefully will lead to the development of a unique program of collaborative theatrical studies.</td>
<td><strong>Response to Evaluation:</strong> 2008-09 Evaluation of Results</td>
</tr>
</tbody>
</table>
**Evaluation of Results**

The English faculty was represented and shared information received at the June meeting sponsored by Owensboro High School. Discussions with Brescia, KWC, and RiverPark continued to be productive.

<table>
<thead>
<tr>
<th>Response to Evaluation: 2009-10 Action Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>The BA degree in Theatre collaborative program design will be completed this academic year. OCTC will develop some additional courses to be taught beginning in the Fall of 2010.</td>
</tr>
</tbody>
</table>

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**College Objective 4: Expectations**

<table>
<thead>
<tr>
<th>Humanities Division Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Since the common reading project has created a foundation for student interaction based upon the expectations and varied applications of the materials, the members of the division will continue this project with hopes to expand to additional disciplines and will utilize the concepts of the QEP in Expectations for the Expression of Ideas and the Standards of Professional Conduct.</td>
</tr>
</tbody>
</table>

**Rationale/Resources:** Research indicates that expectations are strongly linked to student performance. Clarification and consistency of performance expectations should enhance student success.

**Measures of Success:** Students demonstrate a renewed awareness and appreciation for the works of others and an understanding of the ethical parameters governing those works. This will be manifested through class projects and papers.

<table>
<thead>
<tr>
<th>2005-06 Action Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Appropriate members of the division will utilize the Expectations for the Expression of Ideas.</td>
</tr>
<tr>
<td>2. Members of the division will work toward the development of student speeches, papers, as appropriate to illustrate expectations for students.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evaluation of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Many of the faculty within the division (full-time and adjunct) incorporated various components of the Expectation for the Expression of Ideas into their syllabi. It is anticipated that all faculty will include these in the following academic year.</td>
</tr>
</tbody>
</table>

Some faculty within the division explored possible avenues and works to be incorporated as illustrations for other students. It is anticipated that many of these works will be posted in the following academic year.

<table>
<thead>
<tr>
<th>Response to Evaluation: 2006-07 Action Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>All division members will include the Expectation for the Expression of Ideas in syllabi in the 2006-07 academic year.</td>
</tr>
<tr>
<td>Exemplars will be posted.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evaluation of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>The division members have incorporated the Expectation for the Expression of Ideas into syllabi.</td>
</tr>
<tr>
<td>Additional exemplars will need to be posted.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Response to Evaluation: 2007-08 Action Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be encouraged to experience a wide array of types of expression in conjunction with the common reading program.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evaluation of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple types of expression were explored through the common reading program and its supplementary programming with extensive opportunities for all age groups in the Big Read collaboration.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Response to Evaluation: 2008-09 Action Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selected common reading materials this academic year included a collection of poetry and a novel. The common reading website includes a highly diversified collection of supplemental readings from multiple disciplines. A Readers’ Theatre adaptation of the collection of poetry was presented. Speakers on multiple subjects related to the readings were utilized.</td>
</tr>
</tbody>
</table>
Students now have the opportunity to develop their personal creative skills through participation in an open-mic monthly forum in the Humanities Building.

**Evaluation of Results**

The open-mic opportunities were successful and will be continued.

The common reading program continued to expand and provide excellent discussion opportunities.

**Response to Evaluation: 2009-10 Action Steps**

The common reading program will attempt a new approach with the Spring selection. It is our hope that “Mothering Mother” will spark the inclusion of the common reading in many classes beyond the Humanities division.

---

### College Objective 9: Effectiveness

**Humanities Division Objective**

The members of the division will be actively involved in competency assessment including:

- Maintaining standards for transfer with specific adaptation to the changing curriculum of receiving institutions/departments
- Analysis of data regarding placement scores and the potential impact upon student success.

**Rationale/Resources:** Outcomes assessment is essential to assure student success and to link with other institutions (local private/public or other transfer institutions and departments)

**Measures of Success:** Performance indicators demonstrate students have equal opportunities to succeed regardless of entering placement scores through completion of appropriate sequencing.

**2005-06 Action Steps**

1. Analyze the requested data regarding “no scores” to determine if additional groups need to be added to the ENG100/ENG 101 combinations.
2. The communications faculty will explore the development of a course/workshop to assist severely communication apprehensive students toward successful completion of oral communication competencies.

**Evaluation of Results**

The number of no scores has increased as demonstrated on the performance indicators; therefore, no action can be taken at this time. Evidence is inconclusive.

Communications faculty have provided opportunities for additional support to students with communication apprehension.

**Response to Evaluation: 2006-07 Action Steps**

The Communications faculty will explore additional techniques to improve the retention rate in COM 181.

Several changes will be made in the instruction and offerings for ENC090/091. The bi-term combination will not be offered in the Spring semester and the data will be analyzed based upon student performance in ENG 101 the following Fall semester.

One of the English faculty will explore adaptations to the English instruction in order to provide examples and topics with direct relationships to technical student needs.

**Evaluation of Results**

The Communications faculty will develop over the summer a new approach to the delivery of the COM 181 course in an effort to improve diversity of delivery for that course. Several courses (English and Communications) will be developed with a contextual perspective.

**Response to Evaluation: 2007-08 Action Steps**

A hybrid COM 181 developed collaboratively by the Communications faculty. This class will be offered in the fall and spring semesters and evaluated for improvements.

**Evaluation of Results**

The hybrid COM 181 communications course has been offered and is being improved.
based upon student feedback. ENG 100 has been developed as an online workshop to accompany ENG 101.

### Response to Evaluation: 2008-09

**Action Steps**

Several English classes including developmental courses will have on-line or hybrid options for students.

### Evaluation of Results

On-line classes are available for OCTC transitional students in ENC 090 and 091. Also, sections of on-line ENG 100 were developed and offered student the workshop environment flexibility.

### Response to Evaluation: 2009-10

**Action Steps**

The division will focus attention on the success rates of students in communication classes with the pre-requisite changes at the system level. The English Department will discuss potential changes in developmental exit exams.

---

### College Objective 7: Pathways to the Baccalaureate

<table>
<thead>
<tr>
<th>Humanities Division Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>The members of the division will be actively involved in establishing strong intercultural studies course availability and incorporate intercultural applications in existing courses as appropriate.</td>
</tr>
</tbody>
</table>

**Rationale/Resources:** With the development of the new general education requirements reflecting the growing importance of intercultural studies and understanding, the inclusion of appropriate application within Humanities courses will be needed to reinforce these roles.

**Measures of Success:** Additional courses will be offered in Foreign Language and Humanities. One third of the courses will include illustrations or references to intercultural applications as appropriate.

### Response to Evaluation: 2006-07

**Action Steps**

The division will explore the possibility of a non-Western culture Literature course. Additional foreign language will be offered. Cultural diversity applications will be made in at least 2 classes. At least one campus lecture will be provided based upon cultural diversity, humanities, or fine arts.

### Evaluation of Results

The action steps were completed. The Literature and Place course on the Chinese Experience was offered each semester. Two Chinese language courses were offered for the first time. Cultural diversity was emphasized in most class within the division through the common reading experience. A variety of lectures, films, food, and exhibits were provided for students. These were linked to the common reading, the new intercultural in OCTC academics project, and the intercultural communications classes.

### Response to Evaluation: 2007-08

**Action Steps**

The division will expand upon these initiatives.

### Evaluation of Results

Women’s Studies 201 has been developed and is now being offered on a rotating basis with other literature classes.

### Response to Evaluation: 2008-09

**Action Steps**

Sign Language has been re-introduced as a course offering within the division. The number of courses now being offered with a strong cultural component has risen and the number of events offered with a cultural component has become highly diversified.

### Evaluation of Results

This goal has been successfully completed.

### Response to Evaluation: 2009-10

**Action Steps**

The division will focus attention toward strengthening our existing initiatives.

---
## College Objective 6: Technology

### IT Objective

**Virtualization project for server and desktop**

*Rationale/Resources:* consolidate servers and storage, increase lifecycle of existing desktop computers

*Measures of Success:* reduced number of physical servers, desktop applications distributed to computer labs, reduced administration of hardware and software

| Response to Evaluation: 2008-09 Action Steps | Explore desktop and server virtualization technology for cost savings and disaster recovery purposes. |
| Evaluation of Results | The IT department is currently utilizing virtual server technology to run 4 server installations on one physical server. This has reduced the footprint of 4 separate computers needed in the computer room, saving power and administration time. |
| Response to Evaluation: 2009-10 Action Steps | IT will continue to test virtual desktop technology and the backup and recovery of the virtual servers. |

### College Objective 6: Technology

**IT Objective**

**Transition and Professional Development for OCTC web services**

*Rationale/Resources:* KCTCS initiative to a common website presence

*Measures of Success:* successful transfer of OCTC website, faculty and staff web pages to the CRD hosting site. Faculty and staff are trained on publishing to new site

| Response to Evaluation: 2008-09 Action Steps | Prepare for transition to new KCTCS website format. |
| Evaluation of Results | The new Sitecore website format has been launched and the transfer of information from the old site to the new will continue. |
| Response to Evaluation: 2009-10 Action Steps | With the initial pages complete, content will continue to be transferred to the Sitecore site, along with training for department page owners. |

### College Objective 6: Technology

**IT Objective**

**Implement emergency alert system**

*Rationale/Resources:* Need for rapid communications during emergencies

*Measures of Success:* Full implementation.

| Response to Evaluation: 2008-09 Action Steps | Implement SNAP alert system with voice over IP (phone) based Informacast and text-message based School Messenger systems |
| Evaluation of Results | The SNAP alert system is installed on the telephones and the Informacast desktop agent is installed on the classroom computers. The School Messenger texting system is running and has been utilized in production. |
| Response to Evaluation: 2009-10 Action Steps | Training for the SNAP single point of access for user login is planned for the fall. |
| Action Steps | New software for students/faculty/staff signing up for SNAP will be rolled out in the coming year. |
### Library Services

#### College Objective 2: Alternate Delivery

<table>
<thead>
<tr>
<th>Library Services Objective</th>
<th>Collaborate with OTC and KCTCS faculty and staff regarding specific online initiatives, including implementation of various library products and services.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rationale/Resources:</strong></td>
<td>Online classes are increasing every semester; KCTCS Online (VLI) rolls out in Spring 2009. To meet this endeavor, the library will collaborate with other departments, as well as offer and promote library resources and services.</td>
</tr>
<tr>
<td><strong>Measures of Success:</strong></td>
<td>Feedback from students, faculty, and staff and pre and post tests in Blackboard; statistics for nursing classes, number of hits on library web tour and site.</td>
</tr>
</tbody>
</table>

#### 2008-09 Action Steps

1. Create a library web tour
2. Investigate new online reference products
3. Library staff member videotaping nursing 101 classes and offering DVDs for check out at circulation desk
4. Implement library learning units in Blackboard/e-Library tab to support KCTCS Online, (Virtual Learning Initiative/VLI)

#### Evaluation of Results

1. Library web tour is still in progress, due to system web migration/reconstruction.
3. Staff person completed nursing 101 class taping and DVDs for check out.
4. eLibrary yellow tab in place in Blackboard; learning units still in progress

#### Response to Evaluation: 2009-10 Action Steps

1. Migrate library web pages to new OTC website.
2. Complete library web tour.
3. Staff person will continue to tape nursing classes each semester.
4. Explore using learning units in Blackboard, especially for technical classes.
5. Contact faculty with new online programs to market online resources.

### College Objective 5: Engagement

<table>
<thead>
<tr>
<th>Library Services Objective</th>
<th>Enhance and facilitate student learning by providing a functional and inviting environment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rationale/Resources:</strong></td>
<td>If we want to keep students coming to the library, as they have been, we need to concentrate on supplying as much library related and other information, resources, and services as possible to students. A comfortable setting, easy access to resources, and convenient areas for them to study and do class work will encourage frequent and constant visits to the library</td>
</tr>
<tr>
<td><strong>Measures of Success:</strong></td>
<td>Surveys, suggestion box comments, circulation and other statistics</td>
</tr>
</tbody>
</table>

#### 2008-09 Action Steps

1. Purchase suggestion box for campus feedback
2. Create a dining area for students to have snacks/drinks
3. Purchase and place a big screen TV monitor in library for promotion of library and campus information
4. Help implement photo ID system and provide students with photo IDs
5. Reintroduce and provide “Help/Reference Desk”
6. Rearrange parts of collection for easier browsing and check out
7. Purchase rotating towers for audio CDs and paperbacks
8. New furniture rearranged with ergonomic work stations for laptop use and study areas
9. Rocking chairs, donated by Cracker Barrel, provides inviting and comfortable seating
10. Designation two computers for quick catalog searching

<table>
<thead>
<tr>
<th>Evaluation of Results</th>
<th>All Ten 08/09 steps were completed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Some suggestions have been made and placed in box.</td>
</tr>
<tr>
<td>2.</td>
<td>Students frequently use the dining areas.</td>
</tr>
<tr>
<td>3.</td>
<td>Big screen TV bulletin board is utilized by many on campus.</td>
</tr>
<tr>
<td>4.</td>
<td>Student ID System has been rolled out.</td>
</tr>
<tr>
<td>5.</td>
<td>Help/Reference desk has migrated to include part of the Student ID station.</td>
</tr>
<tr>
<td>8.</td>
<td>More and more students have laptops and are using them in the library.</td>
</tr>
<tr>
<td>9.</td>
<td>Rocking Chairs are being used.</td>
</tr>
<tr>
<td>10.</td>
<td>Computers with catalog utilized frequently, convenient for students.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Response to Evaluation: 2009-10 Action Steps</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Make big screen TV cable/television/Internet ready.</td>
<td></td>
</tr>
<tr>
<td>2. Relocation of downtown library center to better accommodate all patrons-faculty, staff, and students.</td>
<td></td>
</tr>
<tr>
<td>3. If Teaching Learning Center moves, create additional student gathering/study areas.</td>
<td></td>
</tr>
<tr>
<td>4. Integrate help/ref desk with student ID area.</td>
<td></td>
</tr>
</tbody>
</table>

### College Objective 8: Image

<table>
<thead>
<tr>
<th>Library Services Objective</th>
<th>Make the library an active, campus-centered location for students, faculty, and staff, and in turn, offer participation in library sponsored events and special programs/displays</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rationale/Resources:</td>
<td>We have an increase in visits from students, faculty, and staff when we invite speakers, have special displays and contests in the library; a rich campus culture helps promote the return of patrons and make the library their preferred place to be on campus.</td>
</tr>
<tr>
<td>Measures of Success:</td>
<td>PD session sign-in sheets, daily statistic counts, feedback from patrons</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2008-09 Action Steps</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Sponsor library guest speakers in conjunction with the Common Reading themes</td>
</tr>
<tr>
<td>2.</td>
<td>Help promote common reading activities with copies of books for check out and book displays</td>
</tr>
<tr>
<td>3.</td>
<td>Monthly thematic book displays of awareness topics</td>
</tr>
<tr>
<td>4.</td>
<td>Sponsor “Name the Turkey” Thanksgiving contest</td>
</tr>
<tr>
<td>5.</td>
<td>Offer mini workshops on various topics</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evaluation of Results</th>
<th>All five 08/09 action steps were completed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Library staff participated in Common reading authors’ visits with Bobbie Ann Mason and Davis McCombs; sponsored visit with Mammoth Cave tour guide, Frank Green.</td>
</tr>
<tr>
<td>2.</td>
<td>Offered displays for common readings, with book and audio book version available for check out.</td>
</tr>
<tr>
<td>3.</td>
<td>Offered various book displays throughout semesters, including Constitution Day display and trivia.</td>
</tr>
<tr>
<td>4.</td>
<td>Various events held in library- Hanging of the Greens, Name the Turkey contest.</td>
</tr>
<tr>
<td>5.</td>
<td>Hosted the Phi Theta Kappa sponsored event, Wizard of Oz.</td>
</tr>
<tr>
<td>6.</td>
<td>Held Blackboard mini-workshops.</td>
</tr>
<tr>
<td>7.</td>
<td>Started giving faculty and staff bookmarks for their birthdays.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Response to Evaluation: 2009-10</th>
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</thead>
<tbody>
<tr>
<td>1. Host apple cider/cookie event for students.</td>
<td></td>
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<tr>
<td>2. Mount Read posters with local legislators’ pictures and contact information to</td>
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<tr>
<td>Action Steps</td>
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<td>-------------</td>
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<tr>
<td>reflect KCTCS Advocacy campaign.</td>
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<tr>
<td>3. Sponsor the “Name the Critter” contest</td>
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<tr>
<td>4. Help with common reading <em>House of Abraham</em> events and furnish displays, as well as host other displays.</td>
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<tr>
<td>5. Offer additional mini workshops to faculty and students on specific topics.</td>
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<td>6. Staff will add KCTCS branding to email signatures and web pages.</td>
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</table>

### College Objective 9: Effectiveness

**Library Services Objective**

Provide helpful instruction, information, and an enhanced learning environment for students, faculty and staff

**Rationale/Resources:** The more resources offered in the library, the more patrons will use the library. Continuous offerings of various library related and other information/instruction improves student, faculty, and staff learning.

**Measures of Success:** PD session sign-in sheets, instruction, TLC, and other statistics

<table>
<thead>
<tr>
<th>2008-09 Action Steps</th>
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<tbody>
<tr>
<td>1. Facilitate incorporation of the Teaching and Learning Center into the library</td>
</tr>
<tr>
<td>2. Offer faculty/staff in the Advanced Technology Center one-to-one library instruction</td>
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<tr>
<td>3. Provide AV services and maintenance for all three campuses</td>
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<tr>
<td>4. Offer professional development sessions</td>
</tr>
<tr>
<td>5. Host library tour for “Sisters Cities” librarian</td>
</tr>
<tr>
<td>6. Creation of library products and services brochure and other instructional literature</td>
</tr>
<tr>
<td>7. Library staff teaching GE 100 class</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evaluation of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Effective interaction with TLC staff and offered help and resources</td>
</tr>
<tr>
<td>2. One-to-one assistance has not started; hope to start reaching out more to ATC faculty.</td>
</tr>
<tr>
<td>3. AV inventories for all three campuses done and updated on a yearly basis.</td>
</tr>
<tr>
<td>4. Public Services Librarian made presentation for Mechatronics program.</td>
</tr>
<tr>
<td>5. Public Librarian gave tour to “Sisters Cities” group.</td>
</tr>
<tr>
<td>6. Collected syllabi from faculty to be aware of library assignments/help with library resources; updated MLA and APA citing brochures to replace with one binder ready page.</td>
</tr>
<tr>
<td>7. Public Services Librarian has completed two semesters teaching GE100 class.</td>
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<tr>
<th>Response to Evaluation: 2009-10 Action Steps</th>
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<tbody>
<tr>
<td>1. Prepare for SACS 5 year review.</td>
</tr>
<tr>
<td>2. Work on increasing Information Literacy sessions.</td>
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<tr>
<td>3. Explore online bibliographic instruction opportunities.</td>
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<td>4. Modify and improve Student ID system process.</td>
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<tr>
<td>5. Explore ideas and collaborate with other departments for 25th anniversary events and possible usage of archival/historical campus materials.</td>
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<tr>
<td>6. Create and facilitate student surveys</td>
</tr>
</tbody>
</table>
Mathematics and Science Division

College Objective 1: Pathways to Postsecondary

<table>
<thead>
<tr>
<th>Mathematics and Science Division Objective</th>
<th>Division II will offer various levels of Math, Science, Ag Tech, and Biotech courses under Discover College/Middle College/Collegiate High to provide pathways to post-secondary education.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rationale/Resources:</td>
<td>To increase access to the post-secondary education, an array of courses would be necessary under Secondary-Postsecondary programs at OCTC to cater to the needs of students at various levels of academic preparation. This would require additional faculty (part-time or full-time) or additional work (overload) for the present full-time faculty. Also, the discipline coordinators would be required to work closely with the Coordinator of the Secondary-Post-Secondary initiatives.</td>
</tr>
<tr>
<td>Measures of Success:</td>
<td>All disciplines in the Division will offer courses for high school students at the times and locations suitable for them (Discover College/Middle College, Senior Scholars, Dual Enrollment, Dual Credit, Off-Campus offerings, etc.). Also, Science faculty will offer laboratory-based programs for home school groups as requested by the groups.</td>
</tr>
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<tr>
<th>2005-06 Action Steps</th>
<th>All full-time Division faculty would be introduced to the various Sec-Post-Sec initiatives (by attendance at open houses, information session or through the information at the Division meetings). A representative from each of these initiatives would be invited to present the information at the Division meetings.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation of Results</td>
<td>Math faculty held meetings and conferences with high school Math faculty on dual credits issues. Ag-Tech and Biotech programs offered Discover College Courses (AG 240 and BT 101). Dually enrolled students completed Ag-Tech courses in 2005-2006. Dual enrollment/dual credits given in Basic Biology and STAT courses. Basic Biology course offered in McLean and Hancock High Schools. AST 191 offered at McLean HS. Offered on campus Biology (Basic Biology, Human Ecology) and College Algebra courses at the times suitable for high school students.</td>
</tr>
</tbody>
</table>

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<tr>
<th>Response to Evaluation: 2006-07 Action Steps</th>
<th>Expand dual credit opportunity to other science and math courses. Identify/develop at least one more science/math course for dual enrollment/credit. Science &amp; Math faculty to organize/participate in joint meetings of OCTC and high school discipline faculty for greater collaboration and appropriate standards for dual credit courses. Maintain offering both Ag-Tech and Biotech courses in Discover College. Continue to provide science and math courses in high schools and on the main campus at the times suitable for high school students. Offer math courses in Hancock County &amp;/or Ohio County. Science faculty to offer programs for home school groups as requested.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation of Results</td>
<td>Most of the action steps completed. Dual Enrollment/Credit opportunities in math expanded to include MT175 (Calc 1) and MT150 at Ohio County HS. In Sciences, AP Biology at Owensboro HS and McLean County HS identified for BIO112 credit. Owensboro HS’s Physics course reviewed and identified for PHY 151 &amp; PHY 152 credit. Held joint meetings of OHS and OCTC math faculty on math dual credit issues. Continued to provide Ag Tech/ Horticulture and Biotech Courses in Discover College. Offered both math (MT150) and Science (BIO112, BIO120) courses at 8:00 A.M. and 2:00 P.M. for high school students. Offered Science courses (Bio &amp; AST) at McLean County, BIO 112/120 at Cloverport HS, and Math courses at Ohio County HS. Did not offer math or Biology courses in Hancock County HS, since the Off-Campus Coordinator did not see the need and no request was received. No requests from Home School groups for special programs received during the year.</td>
</tr>
</tbody>
</table>

| Response to Evaluation: 2007-08 Action Steps | To continue to offer courses for high school students for Pathway to Post-Secondary Division II will participate in OCTC’s new Discover College programs as the Senior |

OCTC Strategic Plan with Embedded Annual Plan for 2009-10
Scholars with math/science focus, Biotech SEEK funded program. To this end, we will offer at least one college level math course, one science with lab, and one Biotech course for Discover College students at the times most suitable for them.

Evaluation of Results

During the 2007-2008 academic year, college algebra was offered each semester at 8 am and 2 pm, the two times most requested by the high schools to accommodate high school students. In addition during the fall semester of 2007, college algebra was offered for Biotech SEEK-funded program. College Algebra was offered as a dual enrollment class at Ohio, Trinity, and Hancock County High Schools. In Spring 2008, BT101 was made available to all high school students in our service area. High School students who enrolled in BT101 and met eligibility requirements for Biotech KY Project were also able to enroll in up to two General Education courses specified by Discover College personnel. These courses and accompanying textbooks were offered free to high school students though Discover College using SEEK and Perkins funds.

Offered BIO143 in spring 2008 where the lecture and lab were scheduled in an AM block in order to accommodate high school students. Offered Biology courses BIO112 and BIO120 in Cloverport HS, taught by HS faculty. These were open to the general public also. Offered CHE 105 and CHM105 for Discover College.

Response to Evaluation: 2008-09

Action Steps

To continue to offer courses for high school students in math and sciences at the time convenient for them, in consultation with the HS counselors. Expand Science with lab offering in AM block and also develop on-line lecture with in person labs/hybrid option for HS students, provide lab in local HS for schools in other counties for their on-line students.

Offer at least one developmental math course in HS, taught by HS faculty using OCTC math dept guidelines. Offer College level math courses as dual credit at Ohio and Hancock counties and Trinity HS.

In support of Discover college HS Nursing track, offer A & P courses for HS students as requested by Discover College staff.

Science faculty to offer lab program for home schooled students as requested.

Evaluation of Results

Offered MT150, MT150 with MT100, and MT 120 at either 8 am or 2 pm. In the spring of 2009, three students who succeeded in the MT 065 like course at DCHS took MT 122 at OCTC. Of the 3, 2 passed the MT 122 course. Expanded Science offerings by BIO112 at 8:00 a.m. & 2:00 p.m. and BT101, BIO113, BIO137, BIO141 and BIO143 in the A.M. block for HS students’ convenience.

Developed and offered (summer, fall, spring) on-line BIO112, BIO120, and BT101. Developed and offered on-line lecture content for BIO139 (contextualized for NSG in RWJ grant), BIO141, and BIO143 with on-site labs. (Hybrid). Provided BIO143 lab in Muhlenberg HS for the HS students in on-line lecture for BIO143. (All of the above mentioned Sciences were also a part of Discover College. BIO137 & BIO139 in A.M. block were for Discover College Nursing Track in the local HS. Offered off-campus BIO112 and BIO120 in Cloverport HS.

Science faculty and staff worked with home schooled students on hands-on labs. Biology faculty worked with the Girl Scouts and completed two badges.

Response to Evaluation: 2009-10

Action Steps

Since the placement of the high school students taking the subsequent MT 122 is based on the common final, review the MT065 to MT122 grades to discern any patterns of success. Examine the final exam results from MT065 and compare with the success of the same students in MT122.

In response to the repeated request from technical programs at OCTCS and KCTCS for on-line math courses (MT110, MT125), develop at least one on-line math course for technical areas for global/KCTCS offering.

To have the two course sequence in A & P available on-line, develop BIO137 on-line.
lecture content for in person lab (Hybrid)

In support of KCTCS On-Line (VLI), at least one Biology faculty to complete Facilitators’ Training to be ready for BIO113 consortium.
For Nursing VLI/KCTCS On-Line initiative, develop modularized on-line BIO137, BIO139, and BIO225.
Continue dual credit courses in area HS and on-campus in Ag, BIO, and Math.
Explore the possibility of offering AST in McLean HS.
Utilize DOL and USDA grant resources to recruit by Radio advertisements, high school presentation for parents and students, Career Fairs and College Fairs, brochures/pens, HS Counselors etc.

College Objective 2: Alternative Delivery

| Mathematics and Science Division Objective | Mathematics and Science Division will develop/adopt/teach courses by Alternative Delivery Methods (KET/On-line/ Web-Based/Enhanced/ Computer-Based/Video Streaming/ITV) |
| **Rationale/Resources:** | By implementing the Alternative Delivery we will be able to provide access (and success) to more students with different work schedules and different learning styles. |
| **Measures of Success:** | Division II will offer at least one course each in Gen Ed Science, Math, Ag Tech/ Biotech using Alternative Delivery methods. |

| 2005-06 Action Steps | All of Division II faculty will participate in Technology workshops/receive training in small groups or one-on-one incorporating educational technology (PowerPoint, computer, web page) to become more comfortable with use of technology. |
| **Evaluation of Results** | Courses taught by KET & Video Streaming: KHP230 Fall 2005 & spring 2006. Math Computer lab refurbished under Title III. Web Enhanced & Computer Based: Math Courses MT55/MT50, MT55/MT65 accelerated/self paced, MT65, MT110, MT150 and others. Also, Anatomy & Physiology I & II, Human Ecology. Basic Biology, Physics, Chemistry. Ag-Tech and Biotech implemented more videos and PowerPoint technology in the classrooms. Taught AG250 and AG240 by ITV Spring 2006, team teaching with Henderson CC. More technology could be included in Ag-Tech and Biotech courses but implantation is impeded due to frequent classroom/lab changes from semester to semester due to the lack of an assigned space for these programs and overall room shortage in Division II. Several full–time and part-time faculty members in science and math received one-on-one and small group technology instruction from IT and math lab instructional specialist. Offered Bi-Term courses in Math and Biology. ADA compliant science website was developed. Course specific websites developed for human ecology, A & P. Summer Biology faculty used Blackboard. PowerPoint instruction book created and distributed to Division II Science faculty. |

| Response to Evaluation: 2006-07 Action Steps | Will explore and offer other Ag-Tech courses via ITV. Will offer bi-term Math and Science courses (Human Ecology, Basic Biology, and A & P II). All faculty to review and update/improve their web pages. Provide PowerPoint Blackboard training to Division II. Provide PowerPoint instruction book to the faculty who need assistance with PP. At least two Faculty members will start using Blackboard after the training to be able to expand web access. Add another projection system in Sciences under Title III Science initiatives. |
| **Evaluation of Results** | Offered bi-term MT65 and MT125 courses in DT campus. Offered bi-term BIO120 BIO112 courses. All Division II web pages updated by a designated faculty member. |
of Division II. This includes Division II Web Page, Science Discipline WebPages Math Web Page, Biotech, Ag Tech, and all faculty pages. All math faculty started to maintain their own pages after receiving training from IT dept and Divisional colleagues. Some of the Division faculty received Blackboard training in small groups and one-on-one instruction. At least four faculty members used BB/web enhancement. Another projection System added in S207 for Biotechnology/Ag Technology. No new Ag Tech courses became possible via ITV. Division II offered OCTC@OMHS classes BIO137, BIO139, MT65 and MT110 in alternative delivery mode at the hospital on Saturdays, supplemented by technology/web enhancement and on-campus labs for A & P I & II on some Saturdays. Two OCTC@OMHS Division II faculty, one each in Biology and Math, participated in the required technology training on Hybrid and BB web enhancements of the courses.

### Response to Evaluation: 2007-08 Action Steps

Division II will offer at least one more bi-term Biology course and two math bi-term courses. In support of the alternative delivery of the nursing degree under OCTC@OMHS, Division II will offer BIO 225 on Saturdays/evenings. Offer math and science courses on weekend degree schedule. Explore possibility of a Math/Science course in Hancock County HS. Offer at least one section of accelerated MT55/65. Continue the self-paced MT55 program at DT campus taught by SkillTrain/CCED staff. Utilize Technology in all DT and Main campus MT55 sections. Offer at least one Hybrid course and one on-line course in basic biology/ecology. Increase faculty participation in “Lap Top 4 You”. At least FOUR more faculty members to incorporate IT/BB. All sections of BIO120 and BIO121 taught by full-time faculty to incorporate the technology provided by HP grant.

* Ag Tec/Biotech: Begin development of Hybrid/online courses BT101 and GEN101.

### Evaluation of Results

During the 2007-2008 academic year, two math bi-term courses were offered each semester: MT 065 and MT 125. For the summer of 2008, MT 110 was offered for the OCTC@OMHS. Offered a dual enrollment college algebra class at Hancock High School. Offered one section of accelerated MT 055/065 each semester. Offered multiple sections of the self-paced MT 055 taught by a full-time employee of the college. All sections of MT 055 sections were taught using a proprietary adaptation to mathematics of BlackBoard and most sections also used SkillsTutor. Two mathematics faculty and two more science faculty participated in “Laptop 4 You.” In math, one more new full-time and three more part-time faculty began using IT/BB. In Science, four more faculty incorporated IT/BB. A full-time math faculty offered MT 122 as a hybrid course during the spring semester of 2008 and a F/T Biology faculty developed BIO120. Offered math sequence and science (biology) courses for weekend degree schedule. Offered A & P and BIO225 (Med Micro) during evenings and weekend for RWJ OCTC@OMHS nursing program. Offered Math (MT150) and Science (BIO112, BIO120) courses at Hancock County HS. Developed and offered on-line BIO120 course in multiple sections and hybrid MT122 in one section. All sections of Basic Biology and Ecology incorporated technology/BB Biotech program developed and offered BT101 global on-line. Ag Tech GEN 101 did not go hybrid. BT101 was offered as second bi-term in Spring 2008.

### Response to Evaluation: 2008-09 Action Steps

Continue to offer Bi-term courses in math and sciences. Offer accelerated MT55/65 self-paced in one section. Continue to a section of offer MT122. Also add a hybrid section of MT150. Develop and offer at least two more science with lab courses as hybrid. Explore the possibility of developing a hybrid course in A & P. Offer on-line KHP 230. Offer regular and bi-term KHP230.

### Evaluation of Results

Offered bi-term MT 065/125. Offered accelerated MT 055/065 self-paced section
each semester. Offered hybrid classes of MT 122 and MT 150.
Offered regular and bi-term (global) on-line classes in KHP230 in spring and fall.
Offered 4-week intersession (on-line) KHP230 and (in-person) BIO112. Web enhanced most of the Chemistry and Biology courses.

Developed and offered more than two science courses on-line/hybrid (BT101, BIO112, BIO120, BIO139, BIO141, and BIO143). Contextualized the on-line BIO139 for NSG under RWJ/OCTC@OMHS project.

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<tr>
<th>Response to Evaluation: 2009-10 Action Steps</th>
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<tr>
<td>Will offer a hybrid section of ST 291 in the evening to ease students’ schedule given the preference of one night a week classes. This section will run parallel with a non-hybrid ST291, which will allow a reasonable comparison of the two methods.</td>
</tr>
<tr>
<td>Continue to offer MT122 and MT150 sections as hybrids. Continue with Bi-term courses in math and short term intersession in Biology and KHP230. Continue with on-line global and local on-line and hybrid courses developed and offered in Biology/Anatomy, Biotechnology, and health promotion. Expand Alternative Delivery as given below.</td>
</tr>
<tr>
<td>In response to the repeated request from technical programs at OCTCS and KCTCS for on-line math courses (MT110, MT125), develop at least one on-line math course for technical areas for global/KCTCS offering.</td>
</tr>
<tr>
<td>To have the two course sequence in A &amp; P available on-line, develop Bio137 on-line Lecture content for in-person lab (Hybrid)</td>
</tr>
<tr>
<td>In support of KCTCS On-Line (VLI), at least one Biology faculty to complete Facilitator’s Training to be ready for BIO113 consortium.</td>
</tr>
<tr>
<td>For Nursing VLI/KCTCS On-Line initiative, develop modularized on-line BIO137, BIO139, and BIO225.</td>
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College Objective 7: Pathways to the Baccalaureate

Mathematics and Science Division Objective

The Division will develop/pilot new courses for transfer to the regional universities/colleges and also seek articulation/transfer agreement for seamless transfer of Agricultural Technology and Biotechnology.

Rationale/Resources: As a community and technical college, we must provide seamless pathways to baccalaureate to the community in our service area (as included in the KCTCS/OCTC mission.). Would need institutional support to pilot and offer the transfer courses/classes with low enrollment

Measures of Success: Transfer Agreements developed between OCTC Ag Tech and Biotech programs with WKU, Murray State, and other Regionals. Also, offering/piloting of at least three transfer courses in Math & Sciences.

2005-06 Action Steps

Offer at least one course as a Pilot. Ag Tech/Biotech Coordinator will participate in the meetings with the colleagues/administration of WKU and Murray State on Transfer/articulation.

Evaluation of Results

Piloted Biostatistics of WKU in Fall 2005. Ag Tech Coordinator working with MSU on developing Biotech alliances and joint projects. Progress has been made on proposed articulating agreements with regional Universities for Ag-Tech and we are continuing to develop articulation agreements for both Ag-Tech and Biotech. Division II representatives, one each from Math and Science, participated in State 2+2 teacher prep meetings.

Response to Evaluation: 2006-07 Action Steps

Further the efforts on articulation and transfer in Ag-tech and Bio-Tech with regional universities. Offer at least two courses needed by baccalaureate (transfer) students for degree completion at the Regionals.
Agricultural Technology articulation agreement with Murray State University completed. Significant progress made toward articulation and transfer work in Ag Tech and Biotech with some other universities (WKU) Offered Calc I & II, MT201-202 in math as Baccalaureate transfer courses. In Sciences, offered BIO141, BIO143, BIO150 series, CHE104-CHE107, CHE230, CHE231, AST191. A new Physics course (PHY110) developed for education majors transfer to WKU.

**Response to Evaluation: 2007-08**

**Action Steps**

Offer the newly developed Physics course as transfer course in Physical Science for WKU. Maintain offering BIO141 in Fall and BIO143 in Spring. Offer independent study science course, if requested.

* Open discussion with WKU Deans for articulation agreements in Ag Tech & Biotech

**Evaluation of Results**

Offered the new physics course for WKU education and other majors. Expanded physical science transfer offerings to include Weather and Climate class. Offered BIO141 and BIO143. Offered independent study chemistry course and also summer CHE105 and CHM105.

Math transfer Calculus and STAT courses offered despite low enrollment. Upper level transfer courses in (general) Physics, (Gen. and organic) Chemistry, and (Gen. Bio and Gen Micro) Biology courses maintained in spite of low enrolment.

Offered MA201-202 for WKU transfer. MT201 offered in summer also due to demand.

Biotech 2+2 articulation agreement with WKU developed. Final word pending.

**Response to Evaluation: 2008-09**

**Action Steps**

Expand physical science transfer offerings. Support low enrollment upper level math and science courses. Offer multiple sections of MA201-202 to meet the high demand. Provide at least one transfer science course with lab on-line/hybrid.

Meet the Phy Ed course need of WKU and other students by global on-line KHP230.

**Evaluation of Results**

Offered 2 sections of MA202 in the spring as well as a section of MA201. Offered low enrollment MT175 and MT145.

Offered low enrollment upper-level transfer courses in Physics (PHY201/211, 203/213), Chemistry (CHE230 series), and Biology (BIO150 series, BIO227).

Completed 2+2 Biotechnology Articulation Agreement with WKU. Completed 2+2 Physical Therapy/Exercise Science Articulation Agreement with University of Evansville.

**Response to Evaluation: 2009-10**

**Action Steps**

Offer low enrollment section of MT185 in the spring semester. Adopted the new sequence MT205/206, which will permit students to enter the sequence with either semester, thus adding flexibility for faculty and students.

Work closely with the transfer Center to apprise them of the 2+2 Agreements and scholarships. Explore the possibility of at least one more 2+2 articulation with Univ. of Evansville. Work towards greater collaboration for transfer with the expanding WKU-O. Continue to provide and expand transfer courses in physical Sciences (AST, GLY, GEO) for WKU.

**College Objective 9: Effectiveness**

**Mathematics and Science Division Objective**

The division will use Success Rate data and other information from IR/IE office to design and develop classroom teaching-learning strategies, activities and tutoring program for excellence in instructional effectiveness.

**Rationale/Resources:** These endeavors by the faculty would promote excellence in
teaching and learning (KCTCS/OCTC Goal) thereby promoting student success.
Would require IR/IE data and support from Title III

**Measures of Success:**

- All faculty members would receive and use the Student Success data and to plan instructional activities for the following year in their PPE/classes:
- There would be an increase in the success rate in all courses offered by Division II

<table>
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<tr>
<th>2005-06 Action Steps</th>
<th>Science Faculty will develop projects/activities for student success through Title III initiatives to be implemented in the Science Courses next year. Math faculty will be implementing the Title III initiatives (MT050 workshop with MT055)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation of Results</td>
<td>Math faculty (full- and part-time) participated in Title III initiatives both the semester. Science faculty worked on Title III, developing projects/activities, requesting the materials for purchase. Student success data from IR/IE and Title III reviewed by faculty.</td>
</tr>
<tr>
<td>Response to Evaluation: 2006-07 Action Steps</td>
<td>Pilot MT55 on the Down Town campus with support from SkillTrain. Utilize math computer lab in L221 and math instructional specialist in other math courses (MT65, MT145, and others) to web enhance the courses. Science faculty to implement projects/activities/technology under Title III initiatives.</td>
</tr>
<tr>
<td>Evaluation of Results</td>
<td>Offered all sections (except on accelerated section) of MT55 as self-paced sections with support from SkillTrain staff. Some students completed more than one math course in a semester. Utilized math lab in L221 and the instructional specialist for MT65, MT122, MT145 etc. Web enhanced all math courses except MT110. Biology (F/T &amp; P/T) and chemistry faculty used Scope on a Rope, Computers in S210, Projection Systems obtained from Title III for classroom instruction/field work.</td>
</tr>
<tr>
<td>Response to Evaluation: 2007-08 Action Steps</td>
<td>Based on the success of the MT55-DT pilot, continue to offer most sections at DT, assisted by SkillTrain staff/CCED. Obtain Math and Science success rate data and compare them to previous years. Would need help from IR. Add three more computers in L221 to increase cap in math classes taught in math lab. Employ math lab instructional specialist for 2007-08. Provide training to new math faculty for effective use of IT. At least 75% of full-time math and science faculty to use instructional technology in classes. F/T Ecology faculty to make use of HP technology grant materials for increased effectiveness in labs and lectures.</td>
</tr>
<tr>
<td>Evaluation of Results</td>
<td>For the 2007-2008 academic year, most sections of MT055 were offered at the DT campus. Courses were scheduled in conjunction with developmental reading and English classes on the DT campus to help students. Three computers were added to L221 to increase the cap in the mathematics lab. An instructional specialist was employed part-time to staff the open lab hours during 2007-2008. All mathematics instructors teaching intermediate algebra or above required and used TI graphing calculator technology to increase student learning of mathematics concepts. In addition, all MT055 instructors used IT/BB. For MT065, 54% of the sections were taught using BB as a supplemental instructional tool while 69% of MT122 sections used it. One hundred percent (9 out of 9) of full-time faculty used some form of instructional technology in their classes. New math faculty trained in IT and developed hybrid MT110 and MT122. All science faculty (except one) make significant use of IT in their classes (BB, on-line, hybrid, etc.). HP grant probes used in BIO120 and BIO121. Basic biology, ecology, and A &amp; P classes used research projects, field studies, and oral presentations to enhance learning experience. Service Learning mini grant project used in Ecology.</td>
</tr>
<tr>
<td>Response to Evaluation: 2008-09 Action Steps</td>
<td>Due to non-funding of instructional specialist in math, Math faculty and student tutor to staff math computer lab in L221 to provide tutoring and assistance in technology in math. Explore the possibility of change over from MA201-202 to KCTCS equivalent courses. Service Learning mini grant project will be used in ecology.</td>
</tr>
</tbody>
</table>

*OCTC Strategic Plan with Embedded Annual Plan for 2009-10*
Hybrid A & P II to be developed and taught. Supported by RWJ grant.
Facility to get training in SmartBoard.
Web enhance and use IT in classes in most of the courses of the Division

**Evaluation of Results**

For fall 2009, OCTC will offer MT205/206. Although MT205 is not equivalent to MA201, it is expected that the courses will be accepted by local colleges. Cheryl Purdy trained mathematics faculty, especially those teaching in the Academic Building, on how to use the SmartBoard. Service Learning Mini-Grant in Ecology implemented. Students in Biology classes participated in hand-on research projects guided by faculty. Hybrid A & P II developed and taught as contextualized.

**Response to Evaluation: 2009-10 Action Steps**

Communicate with WKU, Brescia, and KWC regarding the switch to MT205/206.
Math faculty will get training in using CPS (clickers) and Jing.
Develop contextualized BIO137 course. Science faculty to receive training on use of SmartBoard in S100.
All courses taught by full-time faculty will be web enhanced/Bb supported by spring 2010.

**College Objective 10: Resource Development**

**Mathematics and Science Division Objective**

With the help of OCTC grant writer, the division will develop grant proposals for Instrumentation/Equipment of Biotech/Ag Tech Lab and Science Labs

**Rationale/Resources:** As the numbers in these programs increase a designated lab space with state-of-the-art equipment would be necessary to provide hands-on lab experience in our new Biotech and Ag Tech programs. The employability of our graduates in these programs is largely dependent upon their skills in hand-on laboratory/field techniques. Support and assistance from the grant writer will be required.

**Measures of Success:** A successful grant proposal with funding for the Ag Tech/Biotech laboratory.

**2005-06 Action Steps**

The program coordinator with assistance from other science faculty will prepare the documentation for estimated cost of essential instruments and equipments. The information will be used in preparing the grant proposal to be submitted in 2005-06.

**Evaluation of Results**

Ag Tech/Biotech and Biology faculty with the help of the grant writer prepared and submitted the NSF grant proposal. Also, Ag Tech/Biotech coordinator worked with MSU on some resource development initiatives. NSF grant for Biotech was not funded for 2006, but grant was resubmitted per NSF reviewer's recommendation. In addition, a joint NSF grant with KCTCS Ag-Tech programs and MSU was not funded for 2006, but it has also been resubmitted based on NSF reviewer's recommendations. Biotech program did have a successful internship grant funded for 2006 and a greenhouse facility that was completed in 2006.

**Response to Evaluation: 2006-07 Action Steps**

To develop projects and activities in Ag-tech, Bio-tech, and Botany courses to utilize the green house. Also, develop green house further to suit the projects. Follow up on the resubmitted NSF grant proposals.

**Evaluation of Results**

Green House utilized for Ag Tech, Biotech, and Botany courses as appropriate. Faculty with assistance from grant writer submitted grant proposals to DOL for Biotech grant, to HP for IT in Environmental Science, and to USDA for Ag Tech. All three proposals funded. Biotech grant implementation effective spring 2007. Others are for 2007-08

**Response to Evaluation: 2007-08**

Implement the second year of Biotechnology grant. Increase Biotechnology recruitment efforts in high schools. Implement Biotech curriculum in sequence.
<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Develop Biotech lab in AC111. Incorporate technology in Ecology labs and lectures under HP Grant. Implement USDA grant in Agriculture Technology.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation of Results</td>
<td>Developed Biotech lab in AC 111. Developed BT101 (USDA grant) and other new BT lab and lecture courses (DOL grant). Successfully developed and taught Biotech courses. Implemented the course sequence in Biotech Curriculum. Recruitment and PR activities conducted (Radio, Newspaper, HS presentations, career fairs, State Fair, collaboration with HS counselors) An ecology faculty received Service Learning mini grant.</td>
</tr>
<tr>
<td>Response to Evaluation: 2008-09 Action Steps</td>
<td>Implement service learning grant in ecology class. Prepare for and successfully complete Biotech DOL site visit in fall 2008. Continue with the third (last) year objectives of the DOL grant in 2009.</td>
</tr>
<tr>
<td>Evaluation of Results</td>
<td>Implemented OCTC Service Learning Mini Grant in Ecology course. Had a very successful site visit for DOL grant. No recommendations or suggestions received. Concluded USDA grant funding and implementation.</td>
</tr>
<tr>
<td>Response to Evaluation: 2009-10 Action Steps</td>
<td>Implement the last semester of DOL grant in Fall 2009. Successfully Conclude the project. Explore another grant for Math/Sciences and for continuation of Biotech laboratory. with up-to-date equipment and instrumentation.</td>
</tr>
</tbody>
</table>

**College Objective 5: Engagement**

<table>
<thead>
<tr>
<th>Mathematics and Science Division Objective</th>
<th>Division II will implement Study Groups and Peer Groups. Will promote student participation in ambassadors’ program and student clubs/organizations.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rationale/Resources</td>
<td>Research shows that more engaged students have better and richer learning experience and have better civic sense. The benefits of Peer groups and learning together are well documented in educational research. Will need assistance from Student Services/Diversity Coordinator. Will need Science Lab Supervisor to assist Peer Study Groups. Will need funds for paid student worker peer tutors for Study Groups</td>
</tr>
<tr>
<td>Measures of Success</td>
<td>All full-time faculty in sciences to include peer group instructions their syllabi and peer groups in their classes or labs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2007-08 Action Steps</th>
<th>Division Ecology faculty with help from other Biology faculty to create an Ecology Student Club. At least one faculty in A &amp; P will incorporate peer study groups. Division II faculty sponsors of already existing student clubs to revive and revamp their Clubs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation of Results</td>
<td>A biology faculty member started a new student club, Outdoor Association. Regular meetings and outdoor activities (trail walking etc) organized. Two other biology faculty jointly devised and implemented interest survey for ecology club. Student Study Groups and group testing included in A &amp; P I and II classes. Biology faculty incorporated class projects (cemetery Project, Side-Walk Project) and presentations for student –engagement. Scavenger Hunt done at the botanical Garden for Basic Biology classes. Biology faculty contacted Botanical garden to provide them with student volunteer teams to work in the Big Bug Parade. Biology faculty and Division Assistant actively participated and organized PTK activities (lectures, fund raising, fall and spring fling). Two student research project reports presented in West KY CTC Student Research Conference. Poster project selected and presented at Posters at the Capitol. Biotech staff engaged students in the OCTC/Biotech video, photo ops for bill boards, radio interviews, recruitment visits to HS. AST instructor incorporated Planetarium</td>
</tr>
</tbody>
</table>

*OCTC Strategic Plan with Embedded Annual Plan for 2009-10*
visits in the class. Division faculty included students in America Speaks public forums.

| Response to Evaluation: 2008-09 | Continue to incorporate student team projects in science classes. Include Biology students in the research projects to be presented in the Student Research Conference and Posters at the Capitol, if selected. Expand the hands-on research opportunities in upper level science courses. Take joint teams of faculty and students to volunteer in the Botanical Garden’s Big Bug Parade in fall 2008. Engage students in the Service Learning project in Ecology. Continue to involve students in the faculty-sponsored student organization and activities. Initiate an ecology club. |
| Evaluation of Results | Team activities and team testing implemented in Biology labs. Students participated in Biology research projects under two faculty members. Both the groups presented at Student Research Conference in Fall 2008 and in Poster at the Capitol in Spring. A survey done to explore Ecology student club formation. Outdoor Student Association presented several activities and events on campus and off campus. Faculty and staff mentored Phi Theta Kappa and engaged students in service projects and other PTK activities. OCTC science students and faculty teams participated and volunteered in the Botanical Garden’s Big Bug Parade. Students were taken on field trips in Geology, AST, and Biology. Students and faculty teams attended and presented at regional and national conferences. |
| Response to Evaluation: 2009-10 | Continue and expand student participation in Polycystic Kidney research project, Raptor Center, and other research projects. Outdoor Association to initiate Recycling and other specific projects. OA to continue KODA project. Engage greater number of students in PTK activities. Division faculty and staff to serve as PTK advisors. Support part-time faculty in conducting field trips in Astronomy, Biology, and Geology. Create Biotech Work-Study internship for research in life-sciences. Also, create several Biotechnology and Agricultural Technology internships. |
Nursing Division

College Objective 9: Effectiveness

Objective

The Allied Health Division will be divided and the nursing programs will become Division V within the Owensboro Community and technical College environment.

Rationale/Resources: As the nursing program has grown to more than 150 students and 15 full-time faculty and staff positions, they require increased resources in space, finances, and leadership within the OCTC. As a new division – the program will require separate reporting lines for issues/correspondence, separate budget lines, and equal standing within the college community.

Measures of Success:
1. The Nursing Division V will be recognized on the Organizational Chart through a reporting line separate from Allied Health; (met)
2. Division V will have a budget that is allocated at the beginning of each fiscal year separate from the Allied Health Division; (met)
3. The Nursing Division will have equal participation within college committees and equal voice; (met)
4. The Nursing Division will meet the administrative requirements of the KBN;
5. The Nursing Division will have policies and procedures that are consistent with those of OCTC and KCTCS; any differences will be documented. (pending)

2007-08 Action Steps

1. The nursing division faculty and student handbooks will be compared at the annual retreat to determine congruency or conflict with OCTC faculty and student handbooks;
2. The acting VP of Academic Affairs will create a new organizational chart to reflect the addition of a new division and the reporting lines associated;
3. The VP of Business Affairs will create a budget line for the Nursing Division that is regulated and managed by the Nursing Program Administrator and the Associate Dean of Nursing
4. The Nursing Division will comply with KBN regulations and will achieve a change from conditional status to full-approval status.
5. The Associate Dean-Nursing will begin to serve as the nursing liaison in the division chair meetings.

Evaluation of Results

Evaluation to occur annually until goals are met – then objective will reappear as changes within the division occur.

1. The student handbook has been reviewed and a summary of the changes are as follows: changes were made to the cell phone policy to reflect the disturbances being caused in class, cheating on exams will result in dismissal from a the nursing program – this is the most severe penalty in the OCTC student handbook but faculty agree that with NCSBN’s focus on cheating, program should assess maximum penalties, curriculum and program information was changed to reflect new curriculum for PN and ADN; plagiarism will be penalized with 2 unsatisfactory assignments – the next offense would then result in dismissal; additional nursing awards were added with the criteria to be defined; philosophy is congruent with OCTC and KCTCS; late assignments will be counted at unsatisfactory regardless of time submitted to ensure consistency applied in the programs; The faculty handbook required extensive revision to be completed over the summer break by the program coordinator and the Associate Dean; out of date information included contact information – student policies, curriculum, grading policies, and it was a poor reflection of the OCTC faculty handbook. The information here was too lengthy to complete in a short format and needs additional scrutiny. The handbook review will be completed and email to all
faculty for review by August 1, 2009.

2. The organizational chart has been updated to reflect the new chain of command in the nursing division. This will be placed within the faculty handbook.

3. Budget requests have been submitted – nursing has a separate divisional account. OCTC – is currently under a budget reduction and 08-09 budgets have not been assigned – will update as the budget gets resolved.

4. The final nursing report is due on 5-30-08. KBN was scheduled for a site visit on 5-5-08 but rescheduled – date is TBA.

5. The Associate Dean of Nursing has attended division chair meeting bi-monthly and has addressed nursing needs/changes as required. The Program Administrator has served along with the Associate Dean in representation among college committees and system committees.

### Response to Evaluation: 2008-09 Action Steps

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Each faculty member will be assigned to a college committee for 2008-2010. Senior faculty will pursue leadership roles within those committees to create more equity and representation among the college community.</td>
</tr>
<tr>
<td>2.</td>
<td>The Associate Dean, Clinical Lab Specialist, and Program Administrator will investigate additional resources for supplies, budget, etc.</td>
</tr>
<tr>
<td>3.</td>
<td>The Associate Dean will work in collaboration with IT to increase student tracking system to provide increased accuracy in tracking student enrollment and success.</td>
</tr>
<tr>
<td>4.</td>
<td>The nursing division will continue to comply with KBN regulations and will move from conditional to full approval.</td>
</tr>
<tr>
<td>5.</td>
<td>The nursing division will form an NLNAC committee to initiate the process of NLN accreditation during the 2008-2009 academic year. The committee will consist of the Associate Dean, Program Administrator, 2 full time experienced faculty, and 1 new faculty.</td>
</tr>
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</table>

### Evaluation of Results

<table>
<thead>
<tr>
<th>Step</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>All faculty members were assigned to college committees and the division is represented in all areas. (Goal Met – to be continued)</td>
</tr>
<tr>
<td>2.</td>
<td>The program was given FACET funds for the creation of a simulation laboratory in Tech 212. The budget for 09-10 has also increased by and additional $4,000. (Goal Met – to continue to 09-10)</td>
</tr>
<tr>
<td>3.</td>
<td>Craig Miller from the IT division has created a consistent tracking mechanism for the annual report. This year when data was requested it was received within 48 hours of the request. We have also initiated and “enrollment” tracking form at the monthly faculty meetings to track student success monthly. (Goal Met)</td>
</tr>
<tr>
<td>4.</td>
<td>Full approval was gained in October 2008. We have since applied for candidacy with NLN and were granted candidacy in April 2009. (Goal Met – to be altered and continued)</td>
</tr>
<tr>
<td>5.</td>
<td>Committee has not been created - (Goal not Met – to be continued)</td>
</tr>
</tbody>
</table>

### Response to Evaluation: 2009-10 Action Steps

- Each faculty member will be participating in their respective college committees for 2008-2010. Senior faculty will pursue leadership roles within those committees to create more equity and representation among the college community. New faculty should look for leadership roles in those committee as available.
- The Associate Dean, Clinical Lab Specialist, and Program Administrator will investigate additional resources for supplies, budget, etc. We will work with the grant writer to pursue grants available.
- The nursing division will continue to comply with KBN regulations and will maintain full approval.
- The nursing division will form an NLNAC committee to complete the process of

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**OCTC Strategic Plan with Embedded Annual Plan for 2009-10**
College Objective 9: Effectiveness

Nursing Division Objective

The nursing curriculum will be developed by nursing faculty and will show congruency with the nursing philosophy and mission. The curriculum design will provide for the successful completion of the program objectives and meet the goal of successful passage of the NCLEX examination.

Rationale/Resources: In 2007 and 2008, the NCLEX passing standards for both the RN and PN examinations will change as a result; the students will be required to have a higher proficiency in order to receive initial licensure. It has also been identified that the ADN and PN curriculums create difficulties within the program in terms of attrition and retention, but also with meeting co-requisite requirements. There are identified conflict within the current curriculum that causes increase attrition and specific points within the curriculum.

Measures of Success:
- The KCTCS Associate Degree Nursing Program Faculty and the Practical Nursing faculty will meet to revise the curriculum in order to meet the program goals.
- Implementation of these curriculum changes will impact retention and attrition positively.

2007-08 Action Steps

1. OCTC will send a representative to the practical nursing and associate degree nursing curriculum committee meetings. (Met 07-08, ongoing 08-09)
2. Nursing division faculty will review proposed changes and will create a timeline for implementation. (Met 07-08, change to evaluation of new curriculum for 08-09)
3. NCLEX pass rates will be separated by program delivery methods to determine significant differences in pass rates among admission options. (Ex. PN day versus PN weekend) (Met 07-08, Ongoing 08-09)

Evaluation of Results

Curriculum will be reviewed internally each year in May to determine effectiveness within the curriculum and compliance with pass rates. This objective will remain as a permanent objective.

1. Either the Program Administrator or the Associate Dean – in some cases both – have been present at all KCTCS nursing program curriculum meeting since October 2007. They have attended both practical nursing – whose curriculum will be implemented in Fall 2008, and associate degree nursing – whose curriculum is awaiting approval from KBN and NLNAC, with planned implementation in Spring 2009.

2. Curriculum was reviewed and implementation discussed. Faculty and administration decided to withhold Spring 2009 ADN admission and concentrate on the implementation of the new nursing curriculum – as the Fundamental Course did not change – the fall admission class can be moved into the new curriculum during the spring semester. This should not effectively change enrollment numbers – we are anticipating an increase in retention with the new curriculum and the missing students in NSG 101 can be made up by increasing the number of readmission students that are taken and also taking larger classes in the Fall 2008/Fall 2009 semesters. Nursing 101 will be videotaped in the fall and will be moved to ATC 107 to accommodate the larger class for lecture. AC 105 will become a fully dedicated lab. The PN weekend program admission will be...
held until summer to move the lowest number of credit hours into the summer semester. NSG 198 will not be offered until fall 2008 due to clinical site conflict on the fall. If NSG 198 starts in the summer and students move into NSG 203 in the fall, our psych sites will be overburdened and we will not be able to meet the requirements.

3. NCLEX pass rates for 2007 are being analyzed by program. In the PN program there was no difference, the PN program has maintained 100% pass rates for the past 5 years. Delivery options have not played a role in this pass rate. In 2007 the RN pass rate was 92%. There were 2 groups of students one in the LPN-RN bridge and the other the traditional day delivery. Of those groupings 1/10 did not pass in the LPN-RN bridge. In the day program 2 students did not pass, and 1 student has failed multiple times. There was no significant difference in the pass rates among the program delivery options.

The OCTC faculty will continue to maintain a presence at all curriculum committee meetings at the systems level. Curriculum implementation will occur on both levels starting in the 08-09 school year and will need to be evaluated for effectiveness until it is fully implemented. We expect full implementation to occur by the end of the 09-10 school year.

**Response to Evaluation: 2008-09 Action Steps**

<table>
<thead>
<tr>
<th>No.</th>
<th>Action Step</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>With the LPN-RN passage rate for 2008 at 75% the nursing full-time faculty will become the main contact for subsequent groups of students.</td>
</tr>
<tr>
<td>2.</td>
<td>The first semester of the RN program will be videostreamed in Fall 2008, and second semester in Spring 2009. All semesters will be videostreamed by the end of the 2009-2010 calendar year.</td>
</tr>
<tr>
<td>3.</td>
<td>The practical nursing program will implement option 2 of the new nursing curriculum starting fall 2008. The student retention and attrition information will be tracked based upon comparison with past semesters and similar courses.</td>
</tr>
<tr>
<td>4.</td>
<td>The ADN curriculum will begin implementation with the common course NSG 101 in Fall 2008 and the first differing course being taught in Spring 2009. The courses will be tracked and compared to previous course sequences.</td>
</tr>
<tr>
<td>5.</td>
<td>The weekend PN program start will begin at the May intercession to limit the financial impact of offering summer courses greater than 9 hours.</td>
</tr>
<tr>
<td>6.</td>
<td>The LPN-RN bridge will be begin Fall 2008 and continue in sequence giving student the option of moving into Spring Day programs or continuing in the weekend bridge.</td>
</tr>
</tbody>
</table>

**Evaluation of Results**

<table>
<thead>
<tr>
<th>No.</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The LPN-RN bridged maintained 1 FT faculty member for then entire 2008-2009 year. There were 15 students initially and 11 students completed the program in August 2009 – currently 5 students have tested and all 5 have passed. (Goal met)</td>
</tr>
<tr>
<td>2.</td>
<td>Both 1st and 2nd semester program were video-streamed in 2008-2009 and we also added a mediosite machine to streamline the process. Student feedback was positive and we have seen an increase in student retention among the grant students. (Goal met – to be continued)</td>
</tr>
<tr>
<td>3.</td>
<td>The PN program completed implemented option 2 for the new curriculum and we will have our first graduates in December 2009. The retention rates have been slightly higher but the ATI exams have remained stable.</td>
</tr>
<tr>
<td>4.</td>
<td>The RN program started option 2 in the new curriculum and will have the old curriculum phased out in December 2009. Overall retention has not changed – but we did not lose a large number of students (17-25) in the second semester as we have in the past. The ATI scores have not varied much. The first graduates with the new RN curriculum will finish May 2010. (Goal Met – to be continued)</td>
</tr>
<tr>
<td>5.</td>
<td>The PN weekend started in May 2009 – and it resolved the number of credit hours for summer, it did not resolve the retention rate in the evening/weekend program. (Goal not Met)</td>
</tr>
</tbody>
</table>

OCTC Strategic Plan with Embedded Annual Plan for 2009-10
6. The LPN-RN program started Fall 2008 and student completed August 2009. There were 2 students who moved into the day program. (Goal Met)

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>The OCTC faculty will continue to maintain a presence at all curriculum committee meetings at the systems level. Curriculum implementation will begin on both levels starting in the 08-09 school year and will need to be evaluated for effectiveness until it is fully implemented. We expect full implementation to occur by the end of the 09-10 school year.</td>
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<td>1. With the LPN-RN passage rate for 2008 at 75% the nursing full-time faculty will become the main contact for subsequent groups of students.</td>
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<td>2. The first semester of the RN program will be video streamed in Fall 2008, and second semester in Spring 2009. All semesters will be video streamed by the end of the 2009-2010 calendar year.</td>
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<tr>
<td>3. The practical nursing program will implement option 2 of the new nursing curriculum starting fall 2008. The student retention and attrition information will be tracked based upon comparison with past semesters and similar courses. Full implementation will occur in Spring 2010.</td>
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<td>4. The ADN curriculum will begin implementation with the common course NSG 101 in Fall 2008 and the first differing course being taught in Spring 2009. The courses will be tracked and compared to previous course sequences.</td>
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<td>5. The LPN-RN bridge will be begin Fall 2009 and continue in sequence giving student the option of moving into Spring Day programs or continuing in the weekend bridge.</td>
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</table>

College Objective 9: Effectiveness

<table>
<thead>
<tr>
<th>Nursing Division Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) The Nursing Division will have adequate financial resources to meet the need of maintaining nursing labs and faculty needs related to teaching 150+students. The laboratory facilities will be separate from the classroom facilities to ensure adequate student access to laboratory facilities for practice. Classroom allocation will be sufficient to cover all course offerings in a specific time period to allow for the separation of lab and class space.</td>
</tr>
<tr>
<td>2) Any spaces designated for nursing laboratory use will not be allocated for use other than in nursing.</td>
</tr>
<tr>
<td>3) Resources will be identified for the maintenance of the positions funded by the HRSA grant: these include the support personnel and the faculty positions.</td>
</tr>
</tbody>
</table>

Rationale/Resources: The Kentucky board of nursing identified in the May 2007 site visit that financial and environmental resources were inadequate for the number of nursing students and faculty member present in the nursing division. It was also identified that the nursing laboratory spaces were being used for courses not related to nursing. The equipment needed to maintain nursing laboratories is sensitive and should not be used for other disciplines. It is also noted that the HRSA grant ends on June 30, 2008 and it currently funds 2 ½ full-time nursing division positions and 4 part-time positions. The loss of this resource will significantly impact the division’s ability to adequately serve the currently enrolled students.

Measures of Success:
• The nursing division will request financial resources that will cover the maintenance and needs of both faculty and students – the budget request will include faculty needs as well as student needs.
• Additional classroom spaces will be identified to open AC 105 and AC 109 up for
• Administration will determine alternate routes to meet the need for additional space in the nursing division. This will include faculty offices.
• Positions currently funded through the HRSA grant will be continued after the grant ends.

### 2007-08 Action Steps

<table>
<thead>
<tr>
<th>Action Step</th>
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<tbody>
<tr>
<td>1. The Associate Dean-Nursing and the Program Administrator will create a budget request for the nursing program that includes supply maintenance. (met 07-08)</td>
</tr>
<tr>
<td>2. Additional classroom space in the Technical Building will be used for nursing classroom space. (Met 07-08, ongoing 08-09)</td>
</tr>
<tr>
<td>3. Nursing faculty will work on coordinated calendars to maximize the use of current space. (Ongoing)</td>
</tr>
<tr>
<td>4. The nursing consultant will identify appropriate resources and faculty loads to accommodate student numbers. (Met)</td>
</tr>
<tr>
<td>5. Potential areas for moving the nursing programs will be identified and evaluated for effectiveness and meeting the need. (Pending)</td>
</tr>
</tbody>
</table>

### Evaluation of Results

Budget and space evaluations will occur annually. Once the resources are identified for maintaining the HRSA positions – that goal will be considered met. Effective use of laboratory space will occur by semester.

1. The Associate Dean – along with faculty input requested a budget for the 2008-2009 school year for approximately $11,000. This includes program supply maintenance, NLNAC candidacy fees, program NLN membership, and professional development monies. The executive team is currently working on budgets and will notify the Associate Dean of the request.
2. Nursing 203 will be having class in the Technical Building this fall. Nursing 101 will be requesting Blandford Hall for class time – leaving AC 105 and AC 116 Dedicated for lab space. There are still 2 classrooms AC 109 and AC 114 that are doubling as lab space. As space in the ATC becomes available – this may free more rooms that can become dedicated lab space.
3. Nursing faculty is working on coordinated calendars to maximize lab usage – NSG 101 and the practical nursing program will be performing skill checks together to limit the time that the lab is occupied for check-offs.
4. The nursing consultant has identified that nursing student to faculty ratios should be 20-25:1. In the 2008-2009 school year, even with projected growth –the programs will remain under the projected number. Nursing course load is defined as 9 hours of nursing course work which equals 17 contact hours. This is comparable with course load in other disciplines. Science faculty has the most similar composition and they have a normal course load of 12 hours.
5. The current discussion for movement of the nursing programs to identify more space include the following: movement to the downtown campus after areas are modified to meet KBN requirements; movement of the nursing assistants out of the academic building increasing office space and also competition for labs; and a discussion of an addition on to the academic building to serve as nursing classrooms and offices. All of these potential changes are contingent upon budgets and funding.
6. NSG 101 may be using ATC 107 for video capturing purposes which will free up a large lab area in AC 105 but multi class use.

Met action steps will be removed from the plan but ongoing and unresolved issues will remain. Projected growth of the program to 300 students in the Spring 2009 will results in increased need for space. Many of the current issues will remain as growth
# OCTC Strategic Plan with Embedded Annual Plan for 2009-10

## Response to Evaluation: 2008-09

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Budget allocation – the nursing division was granted $10,000 for the academic calendar year. This includes $200 per faculty/staff member for professional development, $2,500 for NLNAC Candidacy, as well as $400 for renewal as a CEU provider. The division assistant will maintain spend down sheets related to this issue.</td>
</tr>
<tr>
<td>2.</td>
<td>The nursing program will become paperless with students – all items for student information will be posted via blackboard – no copies will be made. A scanner has been purchased to assist in this process.</td>
</tr>
<tr>
<td>3.</td>
<td>The nursing division will maintain AC116 and AC 105 as designated laboratory space – not shared with any additional program. As such, T212 and a SE room will be utilized for didactic portions of courses.</td>
</tr>
<tr>
<td>4.</td>
<td>The nursing division will collaborate with the Grant Writer to apply for a Division of Labor grant to design and/or revise existing space for a nursing arts lab and additional classroom and laboratory space.</td>
</tr>
<tr>
<td>5.</td>
<td>Additional testing spaces will be used in T208 and the SE campus computer lab to assist with the goal of providing exams electronically.</td>
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## Evaluation of Results

<table>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Budget Allocations – the division’s needs were met and we were able to achieve all our financial needs for the 08-09 year. We have a budget increase of $4,000 for the 09-10 year (Goal Met – to be continued)</td>
</tr>
<tr>
<td>2.</td>
<td>Significant progress was made towards going paperless – our division copy expense decreased by $300 – we are still working on this goal (Goal partially met – to be continued)</td>
</tr>
<tr>
<td>3.</td>
<td>AC 116 has been shared with the nursing assistant classes but AC 105 has not been used by anyone other than nursing. AC 109 – the obstetrics lab has also been reserved for nursing. (Goal Met – to be continued)</td>
</tr>
<tr>
<td>4.</td>
<td>The division collaborated and submitted a Department of Labor Grant and we were not successful (Goal Not Met – to be continued)</td>
</tr>
<tr>
<td>5.</td>
<td>We were granted the funds with additional Perkins money to create a computer lab in AC 104. (Goal Met)</td>
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## Response to Evaluation: 2009-10

<table>
<thead>
<tr>
<th>Action Steps</th>
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<tbody>
<tr>
<td>1.</td>
<td>Budget allocation – the nursing division was granted $14,000 for the academic calendar year. This includes $200 per faculty/staff member for professional development, $1,100 for NLN membership, as well as $200 for renewal as a CEU provider. The division assistant will maintain spend down sheets related to this issue.</td>
</tr>
<tr>
<td>2.</td>
<td>The nursing program will become paperless with students – all items for student information will be posted via blackboard – no copies will be made. A scanner has been purchased to assist in this process. The Par Score system will be used for paperless exams.</td>
</tr>
<tr>
<td>3.</td>
<td>The nursing division will maintain Tech 212, AC116 and AC 105 as designated laboratory space – not shared with any additional program. As such, T201 and a SE room will be utilized for didactic portions of courses.</td>
</tr>
<tr>
<td>4.</td>
<td>The nursing division will collaborate with the Grant Writer to apply for a Division of Labor grant to design and/or revise existing space for a nursing arts lab and additional classroom and laboratory space.</td>
</tr>
</tbody>
</table>
College Objective 4: Expectations

Nursing Division Objective

1. Program delivery will occur in a seamless and organized matter.
2. There will be congruency and consistency among nursing courses offered creating a smooth transition for the nursing students from one semester to the next.
3. Alternate delivery programs – such as evening and weekend format - will maintain the same objective and rigor.
4. Requirements of students and faculty will be consistent and constant.
5. Testing methods will be consistent and test questions will be evaluated for validity and accuracy.
6. Retention in the nursing program will be at or above KY standards.

Rationale/Resources: The nursing division currently offers programs 6 days/week and 12 months per year. There are 12 FT faculty and 8 part-time faculty. Policies related to teaching and learning should be clearly communicated and should be available to all faculty members to use. Syllabi should contain similar materials and should be formatted in a way that students can understand. Clinical experiences/requirements should be consistent and the student should understand expectations regardless of the instructor. Essential criteria for student success should be clearly identified and communicated.

Measures of Success:

- Syllabi checklists will be performed each semester by the Program Administrator and/or Associate Dean-Nursing, syllabi should contain 100% of the checklist content.
- Essential skills criteria will be communicated to students at the beginning of the semester and shall be applied consistently.
- Testing and additional assignments will follow faculty vote for grading standards.
- Testing validation materials will be used to ensure that rigor, validity, and reliability are met.

2007-08 Action Steps

1. The faculty will be provided with a resource to assist with writing nursing exam questions. (Met 07-08)
2. When test questions are composed the guidelines in the resource will be followed. (Unmet)
3. The nursing courses will cover and meet the objectives placed in the KCTCS curriculum guidelines. Each instructor will evaluate their course for efficacy in achieving those objectives. (Ongoing)

Evaluation of Results

1. Faculty have been provided with a copy of Critical Thinking and Test Item writing – published by HESI – the faculty have discussed implementation of validity and reliability testing.
2. Faculty discussed using the HESI resource to ensure validity, reliability, and accuracy of exam questions but resistance was noted due to time restraints – it was proposed that a committee be formed and would evaluate test questions periodically in each course to determine if they are valid questions. Committee was on a volunteer basis and will review a set number of questions for each faculty meeting.
3. Faculty resolved some of their issues related to testing (both online and in class); grades in courses will be composed of exams only and online testing will be time-limited to ensure less opportunities for cheating.

The testing issues remain a problem. Faculty is resistant to utilization of the test formulating tools because of perceived time. There are faculty who continue to prefer not to administer computerized exams nor use the analysis tools present within the...
blackboard testing system. In at least 2 courses, students are only exposed to ATI materials for online testing. Consistency and quality continue to be a problem, although NCLEX pass rates did not reflect this.

### Response to Evaluation: 2008-09 Action Steps

1. Testing writing workshops will be identified within the 2008-2009 calendar year and faculty will be encouraged to use their PD monies to attend.
2. Costs will be investigated by the Associate Dean and Program administrator to bring a test item writer to the Annual Retreat in May for the nursing faculty.
3. Faculty will utilize test item writing guide when creating exam questions and will validate the questions using the same resource.
4. The nursing courses will cover and meet the objectives placed in the KCTCS curriculum guidelines. Each instructor will evaluate their course for efficacy in achieving those objectives.
5. Faculty will attend a minimum of 2 professional development activities to ensure they are well versed in the newest areas of technology.
6. All faculty will attend advising workshops.

### Evaluation of Results

The faculty continues to have difficulty attending outside professional development during the calendar year. We are looking at opportunities to bring PD to campus. Test item writing should remain a priority and faculty need to ensure that they are testing on general knowledge and evidenced based practice. We need to move away from regional techniques and follow literature and evidence trends. All goals to remain in place – this is an ongoing priority area.

### Response to Evaluation: 2009-10 Action Steps

1. Testing writing workshops will be identified within the 2008-2009 calendar year and faculty will be encouraged to use their PD monies to attend.
2. Costs will be investigated by the Associate Dean and Program administrator to bring a test item writer to the Annual Retreat in May for the nursing faculty.
3. Faculty will utilize test item writing guide when creating exam questions and will validate the questions using the same resource.
4. The nursing courses will cover and meet the objectives placed in the KCTCS curriculum guidelines. Each instructor will evaluate their course for efficacy in achieving those objectives.
5. Faculty will attend a minimum of 2 professional development activities to ensure they are well versed in the newest areas of technology.
6. All faculty will attend advising workshops.

### College Objective 9: Effectiveness

#### Nursing Division Objective

1. The faculty credentials will meet KBN guidelines and will meet the minimum requirements for NLN accreditation.
2. Annual performance evaluations will be performed in a routine manner and will be used to improve faculty and staff performance.
3. Faculty will begin to exhibit scholarship through teaching, application, and the integration and discovery of knowledge as defined by the institution.

**Rationale/Resources:** According to the NLN guidelines the faculty (both full-time and part-time) should be academically and experientially qualified and maintain expertise in their areas of responsibility. This includes but is not limited to outside preparation and continuing education.

**Measures of Success:**
- Full-time faculty will have a MSN in the ADN program and 50% will have the
same in the PN program.
• Clinical Faculty will have a Bachelor’s Degree or higher in the ADN program and
  an Associate’s in Nursing for the PN program.
• Open-positions will be filled in 3 months.
• Faculty turnover will be reduced.

2007-08 Action Steps

1. A faculty orientation will be implemented requiring all faculty to be aware of
   program and school policies. (Met 07-08, Ongoing 08-09)
2. Faculty handbooks will be reviewed on an annual basis for changes/updates. (Met
   07-08, ongoing 08-09)
3. Nursing faculty in the ADN program will remain enrolled to complete their MSN
   within 5 years of employment. Unmet – 1 faculty member chose not to continue
   their education and will move out of a faculty role for 08-09)
4. Open positions in the LPN program will be filled with a BSN prepared applicant.
   (Met 07/08)
5. A mentor program will be developed. (Unmet)
6. Faculty will provide evidence of continuing education that relates to their teaching
   areas. (Met 07-08, Ongoing 08-09)

Evaluation of Results

1. Currently there are 9 FT faculty members in the Associate Degree Program and 3
   FT faculty in the Practical Nursing Program. There is currently 1 instructor
   without a BSN teaching in the ADN program that will be moving out of the
   Associate Program for 08-09. There are 4 ADN faculty pursuing and MSN and
   are on track to complete this within 5 years of employment.
2. Open positions were filled within 3 months. One position will re-open for 08-09
3. Nursing faculty members Eunice Taylor and Joyce Smith are collaborating to
   work on a mentoring process to assist new faculty members in becoming oriented
   into the program.
4. Faculty have been able to attend continuing education this year – all faculty
   requests have been approved.
Faculty recruitment and retention remains a problem. Qualified faculty have been
located but very few have educational experience. We are currently utilizing and
Adjunct Boot Camp training series and have 23 nurses enrolled. Recruitment and
retention will remain a goal for the programs. We interviewed 14 nurses and hired 6.

Response to Evaluation: 2008-09

Action Steps

1. Faculty orientation will be maintained requiring all faculty to be aware of program
   and school policies.
2. New faculty will be assigned mentors who will meet with them to provide
   guidance in policies. Associate Dean will meet with new faculty monthly to
   provide them with additional college/program uses at their disposal.
3. Faculty will create an individual assessment of program strengths and weaknesses
   to be used to develop program strategic plans.
4. Faculty and staff will create PPE’s on the following schedule: planning September
   faculty will receive feedback on their PPE documents by Associate Dean with
   areas for improvement.
5. A mentor team will be developed to create a comprehensive mentoring process
   for both full-time and part-time faculty/staff.
6. Clinical faculty orientation will be provided every semester.
7. A contact list will be created and distributed by the Division Assistant to contact
   faculty and clinical instructors in the event of an emergency.

Evaluation of Results

1. Attended college orientation and also received copies of the faculty handbook.
   The orientation process needs to be improved and strengthened. (Goal partially
2. New faculty were assigned mentors to work to work within until they were comfortable taking the lead in a course. Due to the increased number of student in fall 2008 – the mentoring process was not as successful as it could have been. (Goal Partially met – to be continued)

3. Faculty did not create and individual assessment of the program – this was due partially to the lack of follow up by the Associate Dean. (Goal not met – to be continued)

4. PPE process was much timelier and was more involved. The division had 2 persons who received EE’s on the evaluation and both persons received a merit bonus. Faculty/staff did not receive any cost of living increased this year. (Goal met – to be continued)

5. The mentor team was not created – the division had multiple changes occurring and not every goal was met – this was one that fell by the wayside. (Goal not met – to be continued)

**Response to Evaluation: 2009-10**

**Action Steps**

The goals of mentoring are a challenge in the division because we have not been able to self-regulate the division. Communication remains a problem and we need to foster self-regulation in the division. The other issue is that we are all willing to mentor the “strong” new faculty, but less apt to volunteer to work with the “weaker” new faculty. Mentoring/teaching should continue to be a priority. Faculty participation in the regulation process remains low.

1. Faculty orientation will be maintained requiring all faculty to be aware of program and school policies.
2. New faculty will be assigned mentors who will meet with them to provide guidance in policies. Associate Dean will meet with new faculty monthly to provide them with additional college/program uses at their disposal.
3. Faculty will create an individual assessment of program strengths and weaknesses to be used to develop program strategic plans. Associate Dean wills follow-up if each faculty member does not submit materials.
4. Faculty and staff will create PPE’s on the following schedule: planning September 2009, Mid-Year Review Dec 2009, Final Document Due March 2010. Each faculty will receive feedback on their PPE documents by Associate Dean with areas for improvement.
5. A mentor team will be developed to create a comprehensive mentoring process for both full-time and part-time faculty/staff.
6. Clinical faculty orientation will be provided every semester.

A contact list will be created and distributed by the Division Assistant to contact faculty and clinical instructors in the event of an emergency.

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**College Objective 5: Engagement**

<table>
<thead>
<tr>
<th>Nursing Division Objective</th>
<th>1. To recruit and retain students that will be successful in the completion of the NCLEX – RN or NCLEX-PN.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Student services will be sufficient to provide the students with services needed for success.</td>
</tr>
<tr>
<td></td>
<td>3. Student resources (i.e. financial and educational records; handbooks, etc) will be consistent with KCTCS and OCTC policies.</td>
</tr>
</tbody>
</table>

**Rationale/Resources:** The KBN regulations and NLN guidelines suggest that student resources and information should be consistent with both the program and institution objectives. FERPA guidelines require security in regards to student records. The
student admissions guidelines should be consistent with research and should have documentation to validate the use of the guidelines.

Measures of Success:
• Students will be successful in completion of the ATI specialty and predictor exams to determine potential success.
• Admission requirements will be reviewed and validated for accuracy in prediction of success.
• Students will have access to laboratory facilities consistent with their need for practice.
• Educational and financial information will be secured to limit access.
• Students will have tutoring services available in their content areas.
• Student Handbook will be reviewed for consistency with OCTC handbooks – validation of differences will be noted.

<table>
<thead>
<tr>
<th>2007-08 Action Steps</th>
<th>1. ATI benchmarks will be created for each course and student data will be collected each semester related to the scores. (Met)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Admission requirements for the PN and ADN programs will be reviewed and research cited in support of against each requirement. (ongoing)</td>
</tr>
<tr>
<td></td>
<td>3. Laboratory facilities will be opened for extended hours to ensure student access. (Ongoing)</td>
</tr>
<tr>
<td></td>
<td>4. A committee of nursing faculty will audit the student handbook and compare the handbook to the OCTC handbook for similarities or differences, annually. (Ongoing)</td>
</tr>
<tr>
<td></td>
<td>5. Data will be collected every semester to reflect student admission characteristics and student success in nursing courses. Information will be reviewed at the annual retreat to validate student success characteristics. (Deferred until 6.30.08)</td>
</tr>
<tr>
<td></td>
<td>6. A nursing tutor will be hired to increase student success – student scores should increase with the addition of the resource. Each course will track student visits and subsequent scores. (Ongoing)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evaluation of Results</th>
<th>1. Students are required to score at a level 2 or above on specialty tests and score at a 91% probability rate on the comprehensive predictor.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Faculty reviewed admission requirements related to admission and chose to continue with current requirements until valid evidence can be submitted to change the information. Information reviewed (CNET vs. TEAS, increased ACT 18+, A&amp;P grades, pre-req). The only requirement changed is that if a student has had A&amp;P greater than 3 years ago – they must retake prior to entering NSG 101.</td>
</tr>
<tr>
<td></td>
<td>3. A nursing tutor has been hired T-Th 1p-4p and has been utilized throughout the program to increase success – data is inconclusive on effectiveness at this point. The action steps need to continue into the 08-09 school year to determine the effectiveness of changes made. After the 08-09 year – data should be sufficient to determine if goals have been met.</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Response to Evaluation: 2008-09 Action Steps</th>
<th>1. Admission requirements for the PN and ADN programs will be reviewed and research cited in support for against each requirement.</th>
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<td>4. Data will be collected every semester to reflect student admission characteristics and student success in nursing courses. Information will be reviewed at the annual retreat to validate student success characteristics.</td>
</tr>
<tr>
<td></td>
<td>5. Nursing tutor will be maintained to increase student access and success. Tutor will be available in the afternoons/evening for 20 hours per week.</td>
</tr>
</tbody>
</table>
1. Admission criteria were reviewed and we are pursuing admission criteria changed for the 2009-2010 school year. What we determined was that the students entering the PN program often did so because they could not get into an RN program – there were retention issues as a result (Goal Met – ongoing)

2. Laboratory facilities were extended until 7 PM 3 nights per week – student utilization was not as good as we would have liked – we need to continue this goal and improve upon it (Goal partially met – ongoing)

3. The faculty reviewed all handbooks prior to use. All errors were changed as they were apparent (Goal met – ongoing)

4. For the first time in several years – we were able to track student data – we are seeing that with increased GPA and ACT scores students are performed better - we are also seeing a difference in the number of hours the students are working – success is inversely correlated with work hours (Goal met – to be continued)

5. A nursing tutor was hired and maintained – students did well when the utilized the tutor – we did notice that when the group became large student satisfaction decreased. (Goal met – ongoing)

Response to Evaluation: 2009-10

Admission criteria remains an ongoing issue in the prediction of student success, due to the possible increase in NCLEX-RN standards for 2010, admission criteria will also play a role in student success. Student access to lab facilities remains an ongoing challenge, not only in terms of space – but also 1:1 practice time with faculty. The goal will continue due to being successful in the last year.

1. Admission criteria for RN and PN programs have been reviewed, submission for a rules change for Fall 2010 to be completed by division to reflect rules changes.

2. Laboratory facilities will be opened for extended hours to ensure student access.

3. A committee of nursing faculty will audit the student handbook and compare the handbook to the OCTC handbook for similarities or differences, annually.

4. Data will be collected every semester to reflect student admission characteristics and student success in nursing courses. Information will be reviewed at the annual retreat to validate student success characteristics.

5. Nursing tutor will be maintained to increase student access and success. Tutor will be available in the afternoons/evening for 20 hours per week.

College Objective 9: Effectiveness

1. Graduates of the program will achieve an 85% pass-rate on their NCLEX examinations.

2. 90% of graduates will be employed with 3 months of graduation.

3. 80% of graduates returning their post-graduation surveys will indicate satisfaction with the program.

Rationale/Resources:
In a systematic program evaluation the NLN states that graduates of a program will be monitored by program types, graduation rates, licensure/certification pass rates, job placement rates, and program satisfaction.

Measures of Success:
• NCSBN will validate that 85% of students taking the NCLEX-PN and NCLEX-RN have passed on the first attempt.
• Graduates will report that they have been employed within 3 months of graduation.
• Graduation rates will remain at or above 65% of initial enrollment.
• Program satisfaction will be reported in 80% of graduates – evaluations will occur
with completion of the program.

| 2007-08 Action Steps | 1. Graduate surveys will be mailed 3 months after graduation. (Not Met)  
2. Student contact information will be maintained to follow-up with graduation surveys. (Not Met)  
3. Employer satisfaction surveys will be developed and sent 3 months after graduation. (Not Met)  
4. Program evaluations will be provided via web surveys to track graduate satisfaction. (Not Met) |

| Evaluation of Results | Graduate surveys used in past years could not be located within the nursing files. A survey will have to be created and then sent to the graduates. Employer satisfaction cannot be gauged because our contact information for students is outdated. The Action Plans for 2007-2008 will be added into the 2008-2009 action plan. |

| Response to Evaluation: 2008-09 Action Steps | 1. Graduate surveys will be mailed 3 months after graduation.  
2. Student contact information will be maintained to follow-up with graduation surveys.  
3. Employer satisfaction surveys will be developed and sent 3 months after graduation.  
4. Program evaluations will be provided via web surveys to track graduate satisfaction. |

| Evaluation of Results | 1. Graduate surveys still remain a problem – we are not tracking them as well as we need to. (Goal not met – ongoing)  
2. Our student information was out of date less than 1 month after graduation – it is possible we need to look at a different tracking mechanism for our graduates. (goal not Met – Ongoing)  
3. The college is working on an employer satisfaction survey – we will possibly be using it – (Goal not met – ongoing)  
4. We have not completed this process – (Goal not Met – to be continued) |

| Response to Evaluation: 2009-10 Action Steps | This remains a poor area of performance within the division. It needs to be a priority for the 2009-2010 school year. We also need to work on alumni organizations to assist us with maintaining contact information for our graduates. This performance is partially due to lack of follow-up by the Associate Dean  
1. Graduate surveys will be mailed 3 months after graduation.  
2. Student contact information will be maintained to follow-up with graduation surveys.  
3. Employer satisfaction surveys will be developed and sent 3 months after graduation.  
4. Program evaluations will be provided via web surveys to track graduate satisfaction |

College Objective 9: Effectiveness
<table>
<thead>
<tr>
<th>Nursing Division Objective</th>
<th>NCLEX Pass Rates for both the RN and PN will be maintained above the pass rate requirements for the KBN requirements.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rationale/Resources:</strong></td>
<td>Kentucky Board of Nursing currently mandates that the NCLEX-RN pass rates be maintained at 85% or above for students testing the first time.</td>
</tr>
</tbody>
</table>
| **Measures of Success:**   | • 85% of the practical nursing students will pass the NCLEX-PN on their first attempt.  
                             | • 85% of the registered nursing students will pass the NCLEX-RN on their first attempt. |

| 2007-08 Action Steps       | 1. Students graduating from the nursing programs will be made aware of the changes in the NCLEX prior to applying for licensure. (Met)  
                             | 2. Students will be required to achieve a benchmark on their ATI comprehensive predictor that correlates with a 91% probability of passing the NCLEX on the first attempt. (Met)  
                             | 3. ATI Materials will be used in all courses to assess progress and competency in students. (unmet)  
                             | 4. NCLEX Pass rates will be reviewed annually and ATI materials will be compiled and compared by course and content, data collection will occur every semester and evaluation and action taken annually. |

| Evaluation of Results       | 1. Associate Dean met with all graduating classes and provided them with handouts related to the changes in NCLEX formats.  
                             | 2. Students in the PN Weekend program: 17 achieved the benchmark on the 1st attempt, 2 on the second, 1 on the 3rd; PN Day 12 achieved the benchmark on the 1st attempt, 1 has not completed the benchmark; LPN-RN 7 achieved the benchmark on the 1st try, 5 on the second; RN Day 16 achieved the benchmarks on the 1st try, 7 on the second.  
                             | 3. ATI materials are sill being used poorly within the courses – it is a required purchase but several faculty are not assisting student in their utilization.  
                             | 4. Program approval remains contingent upon pass rates and all action steps and measures of success will remain within the plan. |

| Response to Evaluation: 2008-09 Action Steps | 1. The Associate Dean will meet with all graduating classes 2 times per semester to ensure they are preparing for NCLEX.  
                                              | 2. Student will continue to be given the ATI comprehensive predictors and if they are deemed high risk the program will provide them with links to resources to help increase their preparation.  
                                              | 3. The division will continue to proctor the HURST review provided by OMHS.  
                                              | 4. ATI Materials will be used in all courses to assess progress and competency in students.  
                                              | 5. Student in the LPN-RN bridge will maintain contact with a FT faculty member during their career progression to ensure quality of the education being provided.  
                                              | 6. Students in the LPN-RN bridge will have additional data collected to assist in identifying high risk students for failure on the NCLEX. |

| Evaluation of Results       | 1. All graduating classes were contact 2 times in a semester – students were able to navigate the licensure process successfully. We were able to complete the application process faster due to changed in communication between the student records department and the nursing division (Goal met – ongoing)  
                             | 2. All students took the comprehensive predictor and were provided with remediation if they did not pass after 2 attempts. The grant students were required to participate in a HURST review after the 2nd attempt before they were
released to the board (Goal met – to be continued)
3. The program proctored a HURST review in fall 2008 but the hospital provided a live review in Spring 2009. The student feedback was poor related to the live review – if we change back to the DVD review – we will provide proctor services again.
4. ATI material was incorporated in all courses – we still need to improve on our use of the ATI tools – test analysis, content coverage, etc (Goal partially met – to be continued)

Though NCLEX pass rates remained above the level required for 2009, they were still not as high as our counterparts. It would be indicated at this point to look at other “non-student” effects on NCLEX pass rates. It is possible that we need to look at a mandatory “review” that might be performed in the final semester of the program.

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<td>3. The division will continue to proctor the HURST review provided by OMHS.</td>
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<tr>
<td>4. ATI Materials will be used in all courses to assess progress and competency in students.</td>
</tr>
<tr>
<td>5. RWJ Students will be required to complete the HURST review at the end of the program – prior to being released to the KBN.</td>
</tr>
<tr>
<td>6. Student in the LPN-RN Bridge will maintain contact with a FT faculty member during their career progression to ensure quality of the education being provided.</td>
</tr>
<tr>
<td>7. Students in the LPN-RN Bridge will have additional data collected to assist in identifying high risk students for failure on the NCLEX.</td>
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</table>
Social Sciences and Public Service Division

College Objective 3: Partnerships

Social Science and Public Service Division Objective

Support for the college’s continued participation in international programs to promote global awareness and support multi-cultural learning opportunities.

Rationale: Global community awareness and recognition of the employee’s and citizen’s place in the world community are increasingly critical needs for both our students and faculty. Workforce development must include the opportunity for an international exposure to reduce ethnocentric thinking in an increasingly multi-national workforce environment. Multi-ethnic or cross-cultural programs encourage the recognition of our diversity. Maintaining and increasing OCTC sponsorship or participation in collaborative international programming will reflect positively on the college and help support efforts in marketing and recruitment of students.

Resources: Class-release time for City of Owensboro-designated faculty member to direct the Owensboro Sister Cities program, travel expenses, grant-writing training, using existing funds.

Measures of Success: Sponsorship of foreign exchanges for students and community groups as reflected in the annual “Owensboro Sister Cities Report to the Mayor and City Commission.”

2005-06 Action Steps

Continue to provide class-release time for City of Owensboro-designated faculty member to direct the Owensboro Sister Cities program; continue to offer summer study opportunities in the Czech Republic. Add new course (ED 299) to Summer Study Program. Continue to work on developing sister city relationship with Japan. The Fall 2005 semester will see Czech exchanges in the areas of agriculture and public housing. A cultural exchange involving the Boys Scouts of America will be arranged for summer 2005.

Evaluation of Results

Summer study program plans are complete. Classes will include PS 210, HIS 110, and ANT 220. Through Owensboro Sister Cities, the division is involved in various cultural exchanges with Olomouc, Czech Republic. Contacts have been made with Japan to develop a Sister City relationship with one of its communities. Three members of the division serve on the Board of Directors for the Owensboro Area World Affairs Council, which has sponsored numerous lectures in the community, including one program held on the OCTC campus.

Response to Evaluation: 2006-07 Action Steps

The annual Summer Study program in the Czech Republic will continue, with release time being given to a faculty member to direct Owensboro Sister Cities, Inc. A course new to the program will likely be offered in the Summer 2007 session. Through Owensboro Sister Cities, work will be done to develop a relationship with a Japanese city. Work with the Owensboro Area World Affairs Council will include a public lecture at OCTC. One faculty member will participate in the KCTCS-sponsored “Oxford Experience” in England in the summer of 2006. The division will offer courses to meet the new cultural diversity/global awareness requirement for AA and AS degrees.

Evaluation of Results

Summer Study plans are complete; new courses, A-H 105 and HUM 213, were offered in addition to HIS 110 and PS 210. The formalization of a Sister City relationship with Nisshin, Japan, was completed in the spring. The Owensboro Area World Affairs Council sponsored a public lecture, “The Chinese Experience: Myth and Reality,” by visiting Chinese professors Aiming Liu and Baiyi Liu, at OCTC in October. One faculty member visited England in the summer as part of KCTCS’s BELL (British Experience in Living and Learning) program. The division offered ANT 220, GEO 152, and SOC 235 to meet the new Cultural Studies AA/AS requirement.

Response to Evaluation: 2007-08

The Summer Study program in Olomouc, Czech Republic, will be continued with
| Action Steps | increased efforts to recruit Owensboro, OCTC, and minority students. Greater institutional support will be sought for Owensboro Sister Cities and the Owensboro World Affairs Council (OAWAC). Student exchanges with Nisshin, Japan, will be pursued in conjunction with Owensboro Sister Cities. The Human Services program will work through Sister Cities to cooperate on exchanges with Olomouc. Division’s OAWAC members will help to bring programs on international issues to the OCTC campus. |
| Evaluation of Results | The Summer Study program once again had a full contingent of students, with an increase in the number of students residing in Owensboro involved. A new course (COM 254) was offered for the first time by the program. Request was made to the college for financial assistance to the Owensboro Area World Affairs Council. Collaborative grant-writing efforts between OAWAC, Owensboro Sister Cities, and OCTC were explored. Czech social workers visited Owensboro in April conjunction with Owensboro Sister Cities. OAWAC hosted two programs at OCTC concerning international relations. Both OAWAC and Owensboro Sister Cities received in-kind support from the college. |
| Response to Evaluation: 2008-09 | The division will continue the Summer Study program in Olomouc, Czech Republic; continued efforts will be made to recruit Owensboro, OCTC, and minority students. Greater institutional support will be pursued for Owensboro Sister Cities and the Owensboro World Affairs Council. Student exchanges with Nisshin, Japan, will continue to be pursued. The Human Services program will begin cooperative efforts with Caritas in the Czech Republic. OAWAC will bring programs concerning international issues to the OCTC campus. The division will work on developing international study programs with area colleges and universities. |
| Evaluation of Results | Summer Study program in Olomouc offered history, political science, and psychology classes; 18 students enrolled, including one from OCTC. Trip to the Czech Republic and Ukraine was made to further the partnership for educational exchanges between students and faculty in the US. Other exchanges in the Czech Republic involved Boy Scouts and Girl Scouts, Czech high school students, a Czech librarian. Sister Cities Executive Director received grant from the Czech Ministry of Education to study the Czech language in Dobruska. Faculty worked with University of Louisville, Caritas College of Social Work, and the Green River Area Development District with regard to professional development and strategic planning. Initiated a sister high school relationship between high schools in Daviess County and Nisshin. In the fall, visit was made to Nisshin for overall planning of future exchanges. In the summer, visit was made to formalize relationship between Chubu University Daiichi High School and Daviess County High School. OCTC hosted OAWAC lectures featuring University of Southern Indiana sociologist Andrew Buck and Washington Post columnist Robert Samuelson. |
| Response to Evaluation: 2009-10 | Will apply for Sister Cities International Best Overall Program award for cities with population of 50,000-100,000. Summer Study program will continue; courses in history, political science, and literature will be offered. Activities will include participation in the Owensboro Multicultural Festival and the Kentucky League of Cities; visits from Palacky University’s choral group and an Olomouc mayoral delegation; and a high school student exchange. Chubu University Daiichi High School will finalize sister high school relationship with Daviess County High School. Faculty member will attend (with Owensboro/Daviess County elected officials) celebration in Olomouc commemorating the Czech Velvet Revolution. In the spring Owensboro mayor and other elected officials will visit Olomouc. Also planned for the spring are a police exchange, higher education exchange, and a visit to Olomouc by a church group and by Audubon Area Community Service. These activities will be coordinated by division members. |
Plans will continue to have Czech and US students communicate about issues of ethics, humanitarian service, and international social work practices through the use of distance learning and dedicated blog entries. Faculty will travel to Olomouc and Ukraine in the spring with students and other faculty. A course on humanitarian work will be offered in the fall. Will continue to host and promote international activities of OAWAC and those related to the campus’s civic engagement initiative.

College Objective 6: Technology

<table>
<thead>
<tr>
<th>Social Science and Public Service Division Objective</th>
<th>Improve web sites for faculty, division, programs, disciplines, and courses.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rationale: Communication and information are essential elements for successful course completion. A greater presence on the Internet will provide faculty, class, discipline, and program information more readily and promote communication through e-mail. Students can also benefit by having course information, assignments, and other materials on-line.</td>
<td></td>
</tr>
<tr>
<td>Resources: Training sessions, appropriate computer hardware and software, reliable network, webmaster.</td>
<td></td>
</tr>
<tr>
<td>Measures of Success: Social Sciences and Public Service Division will enhance its web pages for faculty, programs, disciplines, and courses with various new features.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2005-06 Action Steps</th>
<th>Division web page will be re-designed to coordinate better with campus web site. Division strategic plan will be posted and photographs will be updated.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation of Results</td>
<td>Division web page was revised to reflect the college web site's design changes. Division strategic plan was posted and photographs were added and updated. All pages were made ADA-compliant.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Response to Evaluation: 2006-07 Action Steps</th>
<th>Continued enhancements to the division web pages will be made. Program requirements, additional photographs, and new degree requirements will be posted. Video-streams of program promotions will be added, pending completion of work with OCTV.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation of Results</td>
<td>Additions to web page have included new program and degree requirements. A few new photographs have been added with more on the way. Video-streams are dependent upon work with OCTV.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Response to Evaluation: 2007-08 Action Steps</th>
<th>Additional photographs will be added to the division web site. Web page design (MS Front Page) training will be arranged for division faculty. Video stream (if technologically possible) from Campus Close Up programs will be added to the division/program site. Design of web page will be evaluated and appropriate changes will be made to make navigation more user-friendly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation of Results</td>
<td>Division web site was updated (accomplishments, faculty/staff directory, and links corrected). Training was available through OCTC professional development workshops. Photos to be added. Other changes were delayed because of the coming divisional restructuring as well as the anticipated re-design of the campus web site.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Response to Evaluation: 2008-09 Action Steps</th>
<th>Additional photographs will be added to the division web site. Design of web page will be re-evaluated and appropriate changes will be made. New division faculty and programs will be incorporated into the existing site.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation of Results</td>
<td>While some updates to the division site were made, web site revision was delayed because of the new design templates being introduced by KCTCS and OCTC.</td>
</tr>
</tbody>
</table>

<p>| Response to Evaluation: 2009-10 | Faculty and staff will undergo training for working with new web site design program. |</p>
<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Division site will be updated when templates are made available. Extent of content will depend on parameters set by college and system.</th>
</tr>
</thead>
</table>

**College Objective 8: Image**

**Social Science and Public Service Division Objective**

Publicize and promote division programs and areas of study through the use of the division web site.

*Rationale:* Students can make better choices when choosing areas of concentration by knowing about programs and disciplines. Community awareness can help improve enrollment.

*Resources:* Use of college web site

*Measures of Success:* Programs and promotional spots will be easily accessed on college and division web sites.

**2008-09 Action Steps**

Two-year course offering calendar for programs and online classes will be revised. International and civic engagement initiatives will be publicized through division and college web sites.

**Evaluation of Results**

Two-year course offering plans were completed but not posted because of new web design templates being introduced by KCTCS and OCTC. International and civic engagement initiatives were promoted through e-mail and hard copies of documents.

<table>
<thead>
<tr>
<th>Response to Evaluation: 2009-10 Action Steps</th>
<th>Division site will be updated when templates are made available to faculty and staff. Course offerings will be posted along with international and civic engagement initiatives.</th>
</tr>
</thead>
</table>

**College Objective 2: Alternative Delivery**

**Social Science and Public Service Division Objective**

Improve retention rates in distance learning classes.

*Rationale:* As online courses become more popular it is necessary for the college to investigate issues of retention, evaluation, and quality control.

*Resources:* Statistical data regarding retention and success rates.

*Measures of Success:* The division will see an increase in successful completion of distance learning classes.

**2006-07 Action Steps**

The division will begin to track retention/withdrawal and success rates in distance learning classes and explore methods of improving distance education. A committee will be formed to develop “best practices” for online classes.

**Evaluation of Results**

Some statistics have been gathered regarding online withdrawal and success rates. A committee, featuring the division’s online instructors, was named in January; the group met in the Spring semester to discuss improvements in online learning and retention rates.

<table>
<thead>
<tr>
<th>Response to Evaluation: 2007-08 Action Steps</th>
<th>Additional data will be requested from Institutional Research. Profiles of student withdrawals, comparisons between online, traditional, hybrid, and telecourse retention rates, and other information will be included in the request. Development of a distance learning resource web page will begin. Formal and informal online support group meetings will be held for divisional online instructors.</th>
</tr>
</thead>
</table>

**Evaluation of Results**

Because of administrative restructuring, additional data was not immediately available. Distance learning resource page was developed by the college rather than the division. Division members participated in two online initiatives offered through OCTC’s Title
Additional data will be requested from Institutional Research. Profiles of student withdrawals, comparisons between online, traditional, hybrid, and telecourse retention rates, and other information will be included in the request. Informal support group meetings will be held for divisional faculty. Division members will make use of various professional development opportunities.

Requested data was collected from Institutional Research. Various professional development opportunities (local workshops, conferences) were attended by numerous division faculty. Online learning discussions were pursued in an informal manner.

Working with eLearning Coordinator and the OCTC campus, the division will review collected data and participate in discussions of best practices regarding online learning.

Establish online degree options for Criminal Justice students.

Rationale/Resources: Distance learning offerings are a popular alternative for students in all academic and technical areas. By allowing completion of all or most degree requirements, OCTC can better meet the needs of its current and future students. Resources would involve part-time faculty to assist in online course offerings and appropriate training for faculty in course management systems.

Measures of Success: All coursework to complete the AAS in Criminal Justice will be available online on a rotating basis.

Promotional efforts and online offerings will begin in the academic year.

Two online classes (CJ 202, CJ 204) were offered in the fall; two (CJ 101, CJ 202) in the spring. A laptop computer was made available to the part-time instructor who taught these classes.

Ten classes will be offered in the 2008-09 academic year—all six required classes plus four electives. Two new part-time instructors will be hired to cover the classes.

A total of seven online Criminal Justice classes were offered in 2008-2009 (3 in the fall; 4 in the spring) with a total enrollment of 137. We will have our first graduate who took his Criminal Justice classes on-line this coming fall; we anticipate one next spring. More important, we are starting to see people who took classes, got hired at agencies now are coming back through the on-line to complete their degrees.

We will begin to offer the Corrections Option. Kristi Winkler will start as an adjunct. Online offerings will expand in the fall semester to six. We plan to maintain a similar number in the spring to see if we can sustain enrollment.

Establish a two-plus-two program locally to transition students from OCTC to Western Kentucky University's Bachelor of Social Work degree.

Rationale/Resources: At present there is great interest on the part of OCTC students to increase the options for earning BSW degrees closer to home. With the partnership of OCTC and WKU, the opportunity exists to work toward a seamless transition to the existing BSW program through upper level classes offered in Owensboro.
**Objective 3: Partnerships**

**Human Services Program Objective**

Establish program aimed at sharing resources and expertise with faculty from Caritas College of Social Work in the Czech Republic.

**Rationale/Resources:** A growing need for humanitarian workers exists in the local refugee community. Moreover, global awareness is perquisite for future human services workers. Resources will include support for faculty professional and curriculum development.

**Measures of Success:** The college will offer classes in Humanitarianism for OCTC students that will incorporate collaborative efforts with the faculty and staff of Caritas College.

**2008-09 Action Steps**

1. Begin conversations with faculty with Caritas College
2. Collaboration between students of OCTC and Caritas College regarding areas of international ethics and practice values.
3. Lead a group of social work faculty from regional universities to the Czech
Republic, with travel plans to include sites in the Ukraine involved with humanitarian efforts. This will be done in conjunction with Caritas College.

**Evaluation of Results**

In November 2008, faculty member traveled to Olomouc, Czech Republic, to plan spring trip to Ukraine for faculty interested in student exchange. In May 2009, faculty member traveled to the Czech Republic and Ukraine, meeting with eight agencies and more than 30 professionals working the fields of international social work and humanitarian efforts. Developed, in partnership with Caritas College of Social Work, plans for spring 2010 travel or social work students and faculty to Czech Republic and Ukraine.

**Response to Evaluation: 2009-10 Action Steps**

Collaboration will continue between students at Caritas College of Social Work and OCTC. Will continue to have the Czech and US students communicate through a blog on issues of ethics, humanitarian service, and international social work practices.

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**College Objective 6: Technology**

**IECE Objective**

Improve the web site for the Interdisciplinary Early Childhood Program

*Rationale/ Resources:* The division has updated and redesigned the web pages. The IECE program currently does not have an extensive web site. By redesigning and improving the IECE website, current and future students will have information available to them. The website will aid in attracting new students and provide information for current students.

*Measures of Success:* The Early Childhood Website will be easier for students to access, and provide more information about the Early Childhood Program.

**2007-08 Action Steps**

1. The website will include the AAS degree and all of the certificates that students can complete.
2. The website will feature students that have graduated from the program, providing information on how the program has helped them in their professional career.
3. The website will provide links for students to relevant Early Childhood Sites.

**Evaluation of Results**

The IECE Program is currently involved in a self-study process to work towards NAEYC accreditation. The Faculty along with the Advisory committee worked to complete the IECE Program mission statement and goals. This information was needed before the web site development could be initiated. We anticipate web site development to progress during the course of the Spring 2009 semester.

**Response to Evaluation: 2008-09 Action Steps**

1. The website will include the AAS degree and all of the certificates that students can complete.
2. The website will feature students that have graduated from the program, providing information on how the program has helped them in their professional career.
3. The website will provide links for students to relevant Early Childhood Sites.

**Evaluation of Results**

Web site revisions were delayed because of the new design templates being introduced by KCTCS and OCTC

**Response to Evaluation: 2009-10 Action Steps**

Program coordinator will undergo training for working with the new web site design program. The IECE website will be updated when templates are made available.
| IECE Objective | Create a nationally accredited Interdisciplinary Early Childhood Education program.  
*Rationale/Resources:* National accreditation will confirm the excellence of the college’s program, publicize the program’s quality to prospective employers, and enhance student credentials. Resources will include support from accrediting agency.  
*Measures of Success:* The IECE program will be accredited by the National Association for the Education of Young Children. |
|----------------|-------------------------------------------------------------------------------------------------|
| **2008-09 Action Steps** | 1. Use grant ($250) from ACCESS (American Associate Degree Early Childhood Educators) to assist with costs for self-study. Part of the funds will be used for an Advisory Committee retreat in November.  
2. Take initial steps of self-study process. A mission statement and goals for program will be developed with assistance of program advisory committee. The program coordinator will begin to work on the conceptual framework and planning for the five key assessments that will be implemented in some of the IECE courses Fall 2009 and Spring 2010 semesters. |
| **Evaluation of Results** | The Advisory Committee met and developed the Mission statement and goals of the IECE Program. The conceptual framework is almost complete and will be reviewed by the advisory committee. |
| **Response to Evaluation: 2009-10** | Advisory Committee will meet to review the conceptual framework and other aspects of the self study report. The five key assessments will be implemented in fall and spring courses. Data will be collected and the final report will be completed in the summer 2010. The IECE program will submit the final self-study report in September 2010. |

| College Objective 2: Alternative Delivery |  |
| **Business Administration** | **Program Objective:** Increase student participation and learning through student engagement in TLC hybrid learning system using graphical interface and custom CMS.  
*Rationale/Resources:* Provide alternative to traditional in-class and online educational options to increase student success  
*Measures of Success:* Though student comments and assessment feedback, students will be more competent and energetic about subject. |
| **2007-08 Action Steps** | TLC hybrid learning system testing to both industry-based and traditional students |
| **Evaluation of Results** | 55 employees of Owensboro Municipal Utilities completed BA 287: Supervisory Management within an 11 month program, completing the course in November 2007.  
Eight employees of UniFirst completed BA 288: Personal and Organizational Leadership within a four month program, completing the course in May 2008.  
95 percent of student participants completing the courses indicated an excellent or good overall satisfaction rating from evaluations from these four business and industry groups |
| **Response to Evaluation: 2008-09** | 60 Firemen and Police Officers from the City of Owensboro will complete BA 288: Personal and Organizational Leadership in October using a one year program.  
40 City of Owensboro administration personnel will complete two of five modules of BA 288: Personal and Organizational Leadership in 2008. The remaining three modules of the course will be completed in 2009.  
16 students will complete QMS 101: Quality Management Systems during the Fall |
2008 Semester. Feedback from this session will be used to modify this TLC course. 

20 modules from QMS 101, BA 287, BA 288 and OST 235 are scheduled to be promoted to business and industry clients statewide beginning in January 2009.

Evaluation of Results

60 Fireman and Police Officers from the City of Owensboro completed BA 288 during the Fall 2008 Semester. Feedback from the City was extremely positive.

QMS 101 was completed using the TLC’s accelerated format during the Fall, 2008 semester. All five modules of QMS 101 have been modified, with extensive changes to the QMS 1012 module. Select modules of QMS 101 will be used again during the Fall 2009 Semester.

40 City of Owensboro administration personnel will complete BA 288 during the Fall, 2009 Semester

All modules from QMS 101, BA 287, BA 288, and OST 235 have been promoted to colleges throughout KCTCS. Select modules and courses are being used.

Response to Evaluation: 2009-10

TLC modular delivery system will continue to be marketed to industry clients in 2009 – 2010. Traditional business administration online course offerings will be doubled during 2009 -2010.

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College Objective 7: Pathways to the Baccalaureate

Business Administration

Program Objective: Update and enhance articulation agreements with Kentucky Wesleyan College (KWC), Brescia University (BU), and Western Kentucky University (WKU).

Rationale/Resources: Although the foundation of transfer agreements is in place, more students should take advantage of baccalaureate alternatives with regional colleges and universities.

Measures of Success: More students should take advantage of the KWC scholarship offering two free classes to OCTC students. More students should transfer to regional universities with AAS degrees.

2007-08 Action Steps

Meet with WKU, BU, and KWC on a regular basis to ensure transfer arrangement. Promote new classes qualifying for KWC scholarship option.

Evaluation of Results

Met with WKU, BU, and KWC to streamline articulation agreements. Two new students did take advantage of the KWC scholarship program. Transfer electives in BA program have been aggressively promoted to BA students, including ECO 202, PHL 120, and PY 110.

Response to Evaluation: 2008-09

New articulation agreement will be created and finalized with the University of Evansville. Updated articulation agreement and scholarship program will be created with Brescia University in Spring, 2009.

Promotion of BA transfer will be aggressively promoted in the new STEP Center.

Evaluation of Results

University of Evansville articulation agreement was completed during the Fall 2008 semester. Personnel from Brescia University were contacted twice during the Spring 2009 semester and again in the Fall 2009 semester. An articulation agreement based on the KWC document has yet to be created.

Response to Evaluation: 2009-10

An articulation agreement with Brescia University will continue to be pursued. Articulation agreements with WKU, KWC, and the University of Evansville will continue to be promoted.
## College Objective 2: Alternative Delivery

<table>
<thead>
<tr>
<th>Program Objective</th>
<th>Rationale/Resource</th>
<th>Measures of Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase student participation and learning through student engagement in online accounting classes (201ACC, 202ACC, 279ACT, 286ACT).</td>
<td>Provide alternative to traditional in-class and online educational options to increase student success.</td>
<td>Through student comments and assessment feedback.</td>
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### Business Administration Program – Accounting Option Objectives

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<tbody>
<tr>
<td>2007-08</td>
<td>Add video demonstration problems made with Camtasia software for key homework assignments.</td>
<td>Camtasia video tutorials for all graded homework exercises will be created. Video clips used in on-campus classes will be updated.</td>
<td>Video tutorials were created for all homework exercises and are available to view anytime on the OCTC website. Ten video clips for on-campus classes were replaced with newer more relevant clips.</td>
<td>A new online learning platform (Connect) will be adopted to replace Homework Manager.</td>
</tr>
</tbody>
</table>

## College Objective 5: Engagement

<table>
<thead>
<tr>
<th>Program Objective</th>
<th>Rationale/Resource</th>
<th>Measures of Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase student participation and learning through student engagement in traditional class group work accounting classes (201ACC, 202ACC), using CPS response pads.</td>
<td>Increase student engagement and provides instant feedback to instructor.</td>
<td>Through student comments and assessment feedback.</td>
</tr>
</tbody>
</table>

### Business Administration Program – Accounting Option Objectives

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<tbody>
<tr>
<td>2007-08</td>
<td>Purchase RF response pads from e-instruction with grant funds.</td>
<td>Students will be surveyed to determine appropriate amount of usage in class.</td>
<td>Students in all on-campus classes were surveyed to determine the appropriate amount of class-time to use for response pads. The results of the surveys indicate that students prefer that response pads be used for 70% of class time.</td>
<td>Several new group game activities for on-campus classes will be implemented. Two PowerPoint games and two electronic games will be added to the present set of classroom activities.</td>
</tr>
</tbody>
</table>
### Student Affairs

**College Objective 4: Expectations**

<table>
<thead>
<tr>
<th>Objective</th>
<th>Improve the first semester experience for all OCTC students through improved orientation, advising, GE 100, and early intervention strategies.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rationale/Resources:</strong></td>
<td>The first semester is crucial to student success, as students who have a positive first semester experience are far more likely to continue in college. Some students need structured intervention to assist them in adapting to college life. GE 100 should be revised to better meet the needs of students and additional web resources should be made available.</td>
</tr>
<tr>
<td><strong>Measures of Success:</strong></td>
<td>Increase the first time, full time freshmen retention rate to 60%.</td>
</tr>
</tbody>
</table>

| 2005-06 Action Steps | Promote use of online services, including the proposed application checklist. Improve the SUNRISE portal and add additional help resources. Participate in the E-ambassador initiative as part of the QEP. Revise GE 100 as part of the QEP/Title III initiative. Expand the EARLI System. |

| Evaluation of Results | Online services were promoted to students via e-mail and additional help resources, including information on the online waitlist, were added. More and more students are using SUNRISE and are taking advantage of the resources available to them through this system. They are happy with having electronic resources available to them 24/7. The e-ambassador plans are being modified to support the new e-gallery/e-portfolio functions in Blackboard. GE 100 was revised and implemented with new elements to support the QEP and Title III initiatives in Spring 2006. The expansion of the EARLI System was postponed until the release of PeopleSoft 8.9, scheduled for July 2006. Advising cards and academic plans need to be updated to provide new students better information as they plan their academic careers at the college. A new parent/spouse orientation would help family members better understand how to support students during the first semester. Sharing the additional information on the benefits of GE 100 in orientation may result in more students taking it—and evidence has shown that students taking GE 100 outperform their peers in the first semester. |

| Response to Evaluation: 2006-07 Action Steps | Update academic plans and program cards for all areas. Add a parent/spouse orientation. Implement PeopleSoft 8.9 and promote new features to students. Promote the benefits of GE 100 to faculty, staff, and students. Provide training to student ambassadors so that they can assist with telecounseling efforts. Expand the EARLI System to include a communications management function as PeopleSoft 8.9 allows. |

| Evaluation of Results | Academic plans and program cards for all areas are being updated. Parent-spouse orientation sessions have been added to the August orientation/registration sessions. PeopleSoft 8.9 was implemented and the SUNRISE brochure will be updated with the new features. Due to the time constraints on our current Student Ambassadors they will not be participating in telecounseling efforts, those efforts will be directed in another area. Still need to work on expanding EARLI system to include communication function. The change of GE100 to first bi-term has been a significant improvement in the delivery of the course. |

| Response to Evaluation: 2007-08 Action Steps | Academic plans and program cards are currently being updated. PeopleSoft 8.9 has been implemented and is running successfully. Students are utilizing the new features available to them through the new version. The value of students enrolling in GE100 continues to be promoted in all orientation/registration sessions. Student Ambassador program is being revamped and may still include elements of telecounseling. Parent-spouse orientation sessions were not successful in August orientation/registration sessions due to timing. These sessions will be held again but at a separate time from when students are actually going through orientation/registration. To increase student... |
satisfaction Student Services will be offering several June orientation/registration dates for freshman and high school to freshman students. Parent-spouse orientation will be held during the month of June as well.

### Evaluation of Results

Program cards, with semester by semester schedules, were developed and published. Financial Aid and Student Records moved as the beginning of the centralization of Student Affairs. All student services will be in the Campus Center for ease of access to new and continuing students. A new START (Student Testing Admissions Registration and Transcripts) Center was designed with implementation scheduled for July 2008. Orientations were re-structured as part of the new START Center process to be focused on getting the students off to a great start and on student life and development, with the new orientations planned for August 2008.

### Response to Evaluation: 2008-09 Action Steps

Centralize Student Affairs in the Campus Center. Open the START Center and implement new START Center processes. Refine and publish new admission/registration processes and create new marketing materials and signage to reflect these changes. Implement new orientations. Plan for the rollout of “KCTCS Online” (formerly known as VLI). Prepare for the move of the schedule of classes to online only formats.

### Evaluation of Results

The START Center opened in July 2008 and all new admissions/advising processes were put into place. New hours for Student Affairs offices beginning July 2009: open until 5:30 Mon-Thurs. The Counseling Center changed its focus to 1) advising all new readmit/transfer students by appointment and 2) student development. These new processes were refined and published in Fall 2008. Two of the major innovations created in the first semester were the START Center checklist (which evolved into a postcard format) and the use of the RNR (Ready Not Registered) service indicator in PeopleSoft. The EARLI System needs to be revised to better track these students via the indicator. New signage was created and posted. New orientations were rolled out by the Counseling Center to much positive feedback, but with much new content being efficiently covered in these sessions, changes to GE 100 need to happen. Two faculty/staff training sessions were provided by Student Affairs to support the unveiling of KCTCS Online. A new web-based version of the class schedule was created. While the paperless schedule was reasonably well-received, additional promotion of the web-based version and some refinements are needed. A new, more student-focused website will be published for the college—and Student Affairs—in the coming year as well. Record enrollment is anticipated for Fall 2009 and a focus on retention is needed. A new advisor assignment process was identified as a need. A new plan was prepared in Spring 2009 with roll-out scheduled for Fall 2009. A new Joint Admission program with WKU was drafted and finalized at the end of the year (see other objective for more info). New, free, online KCTCS application coming in late summer 2009. COMPASS score entry remains an issue. Use of KYOTE for math placement testing being explored for 2009-10 and the introduction of a new KCTCS Debit Card (and accompanying ATM) is planned for fall.

### Response to Evaluation: 2009-10 Action Steps

Create version 3.0 of the EARLI system in Access 2007 to better track students via the RNR. Plan for a new GE 100. Publish all new websites for Student Affairs offices/services and participate in the revision of the college website. Hire and train PT advisors for the START Center. Implement “OCTC Cares” phone calls early in the fall semester to help with student retention. Finalize new advisor assignment process. Support implementation of KCTCS Debit Card. Assist with KYOTE math placement testing development and advocate for COMPASS batch entry of grades. Refine implementation of new online KCTCS application.

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College Objective 5: Engagement
Student Affairs

Objective

Develop a more fulfilling campus culture for students, faculty, and staff by focusing on student life and development.

Rationale/Resources: A student development focus would increase the chances for success for student groups. Support groups would especially benefit groups such as single parents and first time college students, for example. The Student Ambassador program should be developed. Opportunities for student participation in clubs, organizations, student government, intramural sports, and social activities would need to be expanded. Additional resources may need to be identified for special needs populations such as students with disabilities, those needing childcare, and those with transportation needs. Need to ensure that our disabilities accommodations, training, and facilities are maintained and updated to meet the needs of our students with disabilities. Some campus culture activities that have been proposed include a student suggestion box, follow ups to the Presidential Student Forums, and additional outdoor gathering areas. This focus on campus culture would make students feel more connected to the college and supportive of the college community.

Measures of Success: Established OCTC Student Ambassadors. Improvement of scores on CCSSSE item related to student activities.

2005-06 Action Steps

Create one new student group and make plans to create one new group, activity, or student life resource each year.

Evaluation of Results

The Art Club took additional responsibility for helping with the award winning Christmas parade float this year. The sponsors of the Psychology Club expressed an interest in reorganizing that club and becoming more active. New Early Childhood Education and Sociology clubs are in the planning stages. Student Ambassador program has been started. Plans and procedures are in place which has allowed for the beginning of the program, these are being evaluated as necessary to ensure a productive program. OCTC Student Ambassadors were formed in Spring 2006 with an initial group of five ambassadors. Three of the five ambassadors will be returning for the Fall semester. We have received grant funding through this current year from the Kentucky Network to Address Collegiate Alcohol and Drug Issues. To this point we have conducted the student survey on all campuses and are getting results soon from the faculty survey.

Response to Evaluation: 2006-07 Action Steps

Plans for the new ATC provide for a plaza area between the Area Technology Center, Campus Center, and Administration Building to provide an area for social interaction for members of the campus community (faculty, staff, and students).

Plans are to add to add an additional four to six ambassadors to this pool and continue to grow this group each semester. The three returning ambassadors will serve as trainers for the new ambassadors.

Additional activities and responsibilities will be added to Student Ambassadors including going to GE100 classes to explain the purpose of OCTC ambassadors and help recruit for the program; attending meetings of other campus student organizations and clubs to better understand what goes on in these organizations and help them understand the purpose of Student Ambassadors and become more of a visual presence on the OCTC campus; work more closely with OCTC Student government; ambassadors will visit each of the campus buildings to become more familiar with OCTC faculty and staff; have required monthly Student Ambassador meetings to promote more cohesiveness in the group.

Revitalize existing student organizations and provide a leadership training session for all student organizations during the 2006-07 academic year.

Report Kentucky Network survey results to our faculty, staff and students and our board of directors. We have activities planned for October, National Collegiate Alcohol Awareness Month, and will also be conducting a social norms campaign on all
three campuses this fall regarding drug and alcohol use and abuse. This grant is in partnership with the River Valley Regional Prevention Center located here in Owensboro and will include some student activities with KWC and Brescia. We will be forming a student coalition in August to help plan and implement these activities.

### Evaluation of Results

The OCTC Art Club once again excelled this year and won first place in the Owensboro Christmas Parade float competition. A new student Diversity Club was created this spring by the college Coordinator of Cultural Diversity. Activities this year focused on Black History Month in February and Women’s History Month activities in March. The Student Government Association co-sponsored with this new Diversity Club a spring fling for all students, faculty and staff with a theme of Global Fest-2007. A variety of international food was served and attention brought to the diversity of our campuses. The student services coordinator at WKU-Owensboro also attended meetings of the OCTC SGA and expressed an interest in WKU students joining with OCTC students in providing additional student life activities in the future. The SGA sponsored the second annual Talent Show for all interested students and faculty members. The SGA voted to donate all proceeds of the show to the local chapter of the Habitat for Humanity. An OCTC student was the individual moving into the Habitat house under current construction. The Drug and Alcohol Prevention Coalition composed of OCTC faculty, staff and students met three times during the year and planned and conducted a social norms campaign and activities for National Collegiate Alcohol Awareness month. A follow up survey is being conducted to determine student changes in attitudes and practices related to drug and alcohol use.

### Response to Evaluation: 2007-08 Action Steps

With the continued cooperation of WKU-Owensboro and OCTC, as well as the leadership of the OCTC Coordinator of Cultural Diversity, many opportunities should exist to provide interaction and experiences with a variety of cultures and individuals. Hopefully, this will provide an impetus for new clubs and organizations to form around student interests and needs. The coming year will see a continuation of efforts in following up with the results of the Drug and Alcohol Prevention survey and the Coalition should be able to provide continued leadership in that area. The coming year should also see the review of several student organizations not currently active, but with potential for success such as the student newspaper, the psychology and nursing clubs, as well as a support group for non-traditional students. We are also investigating the potential for more active opportunities for community learning and service learning experiences linking classroom learning with application in the broader community. Resources will be explored to assist in making this a reality.

### Evaluation of Results

The OCTC Multi-Cultural Student Association established itself and greatly added to the opportunities for student participation on campus. Student Affairs and Discover College staff attended Drug and Alcohol Prevention training with support from the coalition. Fall and Spring Flings were successful and well-attended, but growth in this area is crucial. With the completion of the ATC, a new Student Lounge and “Party Patio” area connecting the ATC and Campus Center opened in spring. With the plans for new admissions processes, the Counseling Center will take a more dedicated focus on Student Development and Student Life.

### Response to Evaluation: 2008-09 Action Steps

Grow the Fall and Spring Flings. Implement the Core Survey follow-up and Drug/Alcohol/Tobacco awareness/prevention programs. Explore opportunities for health services on campus in partnership with WKU-O and the Green River District Health Department. Partner with WKU-O to involve our students in their Owensboro-based cohort of their Dynamic Leadership Institute, a student-leader development program. Redesign the student ambassador program. Pilot new Student IDs for implementation for 2009-10 students. Provide more food options for students. Hold StudentFest to introduce new fall students to campus services and groups. Host Multicultural Student Jamboree for regional college multicultural student groups. Create a new VA student group. Hold the Phi Theta Kappa car show on
campus and explore other new campus events we can host. Plan to make the Campus Center the Student Center of our campus. Develop a new summary of the Code of Conduct for students and faculty. Overall—refocus Student Affairs on creating the student experience and making it the best possible!

**Evaluation of Results**

Fall and Spring Flings were bigger and better than ever. Registration forms were identified as a need. Core Survey was implemented with results to be available in late 2009. Health services partnership resulted in one grant proposal (unsuccessful) but more are planned in the coming year, as well as flu shots, a smoke cessation program, and other health topics as demand warrants. OCTC students participated in the Dynamic Leadership Institute. It is hoped that this program can be an element of the new student ambassador program. A draft plan for this was created in Spring 2009. New student IDs were piloted with faculty and staff and are planned for implementation in Fall 2009 (all credit for this goes to the library, PR, and IT). Food options remain an issue. Space needs to be created in the kitchen area in the Campus Center. Student Fest and the Multicultural Student Jamboree were very well-attended. The Phi Theta Kappa car show (June 2009) and the Strawberry Jam (April 2009) were very successful. A new summary of the Code of Conduct was presented by the Counseling Center and VP of Student Affairs to the College Assembly. A revitalization of the Student Government Association is needed in the coming year and a shared meeting room in the Campus Center is needed.

**Response to Evaluation: 2009-10**

Develop Fall and Spring Fling registration forms to facilitate planning. Pursue identity development in the Counseling Center to better respond to student development needs. Increase communication with students about programs available on campus via e-mail and Facebook. Respond to the Core Survey results. Host flu shots and a smoke cessation program on campus in partnership with the Green River Area Health Department. Make room for food service in the kitchen area. Create a meeting room in the Campus Center. Recruit the lead group of new Student Ambassadors—the lead group and begin developing the program. Create an SGA “team” to mentor and advise student leaders. Combine the Welcome Back Cookout and Student Fest to create a new event. Implement the new Student Code of Conduct (effective June 1, 2009). Seek out a new partnership/community service opportunity for SGA to support. Support, with student assistance, the KCTCS Advocacy Campaign.

**College Objective 7: Pathways to the Baccalaureate**

**Student Affairs Objective**

Increase the familiarity of all staff with the programs on all three campuses and those of WKU.

**Rationale/Resources:** With consolidation finalized and WKU-Owensboro moving to the Main Campus in the past year, the number of opportunities for our students continues to grow. Everyone in the unit needs to be abreast of all the programs and services that we have to offer. Communication and cooperation between all three campuses and WKU-Owensboro is essential to helping students understand the options that are available.

**Measures of Success:** All staff are familiar with the programs on all three campuses and those at WKU-Owensboro.

**2005-06 Action Steps**

Begin cross-training of admissions and counseling staff between the Downtown and Main Campuses in anticipation of the movement of the majority of Downtown Campus programs to the ATC. Establish and maintain communication and cooperation between our unit and WKU-Owensboro, including cross-training when appropriate.

**Evaluation of Results**

Cross training of admissions and counseling staff between Downtown and Main
Campuses was completed. Communication and cooperation between our unit and WKU-Owensboro worked well through the year but the opportunity for greater cooperation still exists. Cross training needs to be expanded to all three campuses so that everyone understands requirements for all programs, regardless of the campus on which they are located.

<table>
<thead>
<tr>
<th>Response to Evaluation: 2006-07</th>
<th>More organized and regular communication with WKU.</th>
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<tbody>
<tr>
<td>Action Steps</td>
<td>Student Affairs personnel continue to work and train across all three campuses with personnel in Student Records, Counseling, and Financial Aid coming from the Downtown and Southeast Campus to work on the Main Campus. In addition, training sessions have been provided to Student Affairs members for all three campuses to ensure uniformity of record handling and record entry. Cross training and working across campuses will continue as needed especially in preparation of eventual move to new ATC.</td>
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</table>

| Evaluation of Results | Communication with OCTC Student Affairs and WKU Student Affairs is going well. An academic advising guide for OCTC students wishing to continue their degrees with WKU was completed and was a joint effort between the two areas. Staff in Student Affairs have continued to move between three campuses as needed. Part-time financial aid staff member assigned to downtown campus is now devoting one of the three days a week of employment to the Main Campus Financial Aid department. |

<table>
<thead>
<tr>
<th>Response to Evaluation: 2007-08</th>
<th>OCTC and WKU Student Affairs continue to work with one another. WKU staff member took part in Spring Fling and works with OCTC members as needs arise. This partnership will continue and efforts will also continue to strengthen bond. Student Affairs personnel from all three campuses continue to work closely together and move from one campus to another as needs arise which is especially beneficial in light of movement into new ATC for Student Records which should take place during the 2007-08 academic year.</th>
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<tbody>
<tr>
<td>Action Steps</td>
<td>WKU and OCTC continued to work closely together. With the hiring of a new WKU-O Director, Dr. Gene Tice, whose background is in Student Affairs, there is great potential for additional collaboration. WKU-O published plans with OCTC classes listed, which was of great benefit to our students—and made advising much easier. Note: Student Records was moved to a new location in the Campus Center as part of the centralization of student services.</td>
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</table>

| Evaluation of Results | Work closely with Dr. Tice to explore additional collaborative efforts in admissions and advising (as well as student development—already listed above). |

<table>
<thead>
<tr>
<th>Response to Evaluation: 2008-09</th>
<th>The implementation of the Dynamic Leadership Institute (DLI), a well-recognized WKU student leadership development program, in Owensboro was successful. Need to build upon this as part of our Student Ambassador program. Discussions about a new Joint Admissions program between the two colleges resulted in an agreement in June 2009. Meetings between advisors from both institutions resulted in new refinements to WKU marketing materials and better sharing of information between the staffs.</th>
</tr>
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<tbody>
<tr>
<td>Action Steps</td>
<td>Implement the new Joint Admissions program, piloting it with a small number of students in fall 2009 to work out any issues. Develop joint admissions materials and processes. Recruit student leaders for participation in the DLI. Promote joint student activities and initiatives, including the Fall Fling and health programs (in partnership with the Green River District Health Department). Explore food service options with WKU-O.</td>
</tr>
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</table>

| Evaluation of Results | |

OCTC Strategic Plan with Embedded Annual Plan for 2009-10
| **Student Affairs Objective** | Support the KCTCS Transfer Initiative and develop plans for a Transfer Center on campus.  

**Rationale/Resources:** Students are not as familiar with the services we provide to help them transfer as they could be. A Transfer Center will elevate the visibility of what we can do to help and provide a common location for resources, including advisors from other colleges. Funds have been committed by the college in support of this initiative.  

**Measures of Success:** A new Transfer Center open for our students.  

| **2008-09 Action Steps** | Design and develop a Transfer Center (both a physical and virtual center) with the help of a committee of faculty and staff. Visit transfer centers at other colleges and participate in the KCTCS Transfer Peer Team. Plan for the opening of the Center by Summer 2009. Implement electronic transcript exchange with other colleges/universities and electronic (web-based) transcript requests through two new National Student Clearinghouse partnership initiatives.  

| **Evaluation of Results** | Plans for the Transfer Center were completed and it is scheduled to open in July 2009 adjacent to the Counseling Center. Transfer Centers were visited by the Transfer Committee and figured into the development of our center. The VP of Student Affairs served as the college representative on the KCTCS Transfer Peer Team. Katie Ballard, our Career Counselor, was moved back to full-time status and will be the coordinator of the Career Resource and Transfer Center. Electronic transcripting was implemented (sending and receiving) to expedite the admissions process.  

| **Response to Evaluation: 2009-10 Action Steps** | Promote the Career Resource and Transfer Center. Implement assigned meeting times with visiting transfer advisors from universities and colleges. Promote use of electronic transfer of transcripts, both by students and by area high schools. Create Transfer Center materials, signage, and new website. Cross-train counselors on transfer advising and new resources.  

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### College Objective 4: Expectations

| Teaching and Learning Center Objective | Each semester, David Powers will teach GE 100, while Jelaine McCamish will use her 2004 prototype to develop and to teach the Learning Strategies sessions. |
| **Rationale/Resources:** Number of GE100 classes requires more teachers. Students benefit from specialized learning strategies lesson. **Resources:** Staff time. Continued research on changes in learning strategies. TLC materials. |
| **Measures of Success:** Each semester, David Powers taught GE 100, while Jelaine McCamish taught the Learning Strategies sessions |

| 2005-06 Action Steps | David Powers will begin development of a syllabus for teaching the GE100 course. Jelaine McCamish will use her 2004 prototype to teach the Learning Strategies sessions |
| **Evaluation of Results** | David taught a GE 100 class during the fall and spring semesters, and Jelaine incorporated her Learning Strategies sessions into all of the GE 100 classes. David offered five (5) APA workshops in the Campus Center. Though they were well publicized, attendance was poor. Many students, however, came individually for APA assistance. |

| Response to Evaluation: 2006-07 Action Steps | TLC staff members David Powers and Jelaine McCamish shared their skills and knowledge with incoming students. Their contact with these classes served as a reminder to students that academic support in content, as well as study strategies, is available. David plans to offer APA and MLA workshops again in the 2006-2007 school year. |
| **Revision:** Because of illness, staff member Jelaine McCamish was not able to complete her Learning Strategies presentations during the Fall 2006 Semester. GE 100 students will continue their visits to the Teaching and Learning Center each semester, but no TLC staff member will make a presentation in the Spring 2007 GE 100 classes. In addition, David Powers will not teach a GE 100 class during Spring 2007. |
| **Evaluation of Results** | GE100 students were not able to benefit this semester from David Powers’ creativity because of his inability to teach due to his work on his Master’s and the Bowling Green commutes. Jelaine McCamish’s retirement left GE100 students without the benefit of a Study Strategies session. |

| Response to Evaluation: 2007-08 Action Steps | On February 14, 2007, Linda McCollum was identified as a temporary employee to replace retiree Jelaine McCamish. Linda assumed Jelaine’s duties in the TLC and will also serve as a presenter in GE100 classes |
| **Evaluation of Results** | Linda has not revamped the TLC website as planned because of KCTCS’s decision to restructure its web portal so that all the community colleges are aligned. |

| Response to Evaluation: 2008-09 Action Steps | TLC Director will work with OCTC webmaster and update statistical information pertinent to new TLC users. TLC Director will redesign GE100 presentations and the TLC Scavenger Hunt to accommodate students in the Center’s new location. TLC staff will become more fluent with APA and Chicago style documentation methods as more WKU Owensboro-based students are seeking writing support in the TLC. |
| **Evaluation of Results** | Former OCTC webmaster completed necessary TLC updates. Fourteen GE 100 classes utilized revised Scavenger Hunt and explored TLC resources. |
Chicago Style documentation used by only one psychology teacher while TLC assisted many with APA citing.

Encouraged teachers, particularly math and English, to enroll their classes in SkillsTutor and taught instructors how to monitor students’ work.

<table>
<thead>
<tr>
<th>Response to Evaluation: 2009-10 Action Steps</th>
<th>New TLC Instructional Specialist to introduce additional support measures to TLC website. More teachers requested enrollment of their classes in SkillsTutor program</th>
</tr>
</thead>
</table>

**College Objective 5: Engagement –**

| Teaching and Learning Center Objective | The TLC will assist in coordinating OCTC study groups.  
**Rationale/Resources:** Some students are expressing interest in becoming involved in study groups. **Resources:** Research for guidelines. Staff time. TLC materials. TLC will need to be able to coordinate work with other campus staff.  
**Measures of Success:** The TLC and other campus staff developed best practices and coordination practices. Study groups exist, and students are using them. |
|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|

|---------------------|----------------------------------------------------------------------------------|

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<thead>
<tr>
<th>Evaluation of Results</th>
<th>As COMPASS administrators in a learning center environment, we can quickly recognize students’ needs and groups that should be targeted for extra support, discussion, and peer sharing.</th>
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</table>

| Response to Evaluation: 2006-07 Action Steps | Efforts will continue to identify special needs’ areas (e.g. test taking) on our campuses. Teacher assistance will be sought to advise/provide instruction in these study group sessions.  
**Revision:** No study groups were organized this semester because of low student interest. The TLC is investigating the possibility of using BlackBoard to cultivate more interest in study groups, allowing students to be more flexible with their time restraints. |
|-----------------------------|-------------------------------------------------------------------------------------------------------------------------------|

<table>
<thead>
<tr>
<th>Evaluation of Results</th>
<th>TLC study groups were not organized across campus; however, the Teaching and Learning Center used an in-house approach to study group enticement.</th>
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<tr>
<th>Response to Evaluation: 2007-08 Action Steps</th>
<th>David Powers continued to encourage study groups when scheduling COMPASS testers; Judy Coomes promoted them, particularly in GE100 and classroom presentations; Linda McCollum encouraged study groups as she helped students improve their study skills; Sherry Lee often group tutored several students in a particular level of math, thereby providing first hand application to the value of study groups.</th>
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<tr>
<th>Evaluation of Results</th>
<th>Organized, as well as unorganized, study groups are more effective in the TLC than planned clusters of students at different locations on campus. Students often feel better about study groups when they are guided by a professional.</th>
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<tr>
<th>Response to Evaluation: 2008-09 Action Steps</th>
<th>The Teaching and Learning Center will work with the nursing, radiography, and sonography professional medical tutors in the organization of study groups, test taking and critical thinking skills, as well as good time management among students who seek their help. The Teaching and Learning Center will participate in medical orientation programs</th>
</tr>
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</table>
for new enrollees in the above mentioned areas.

The TLC will participate in President’s pre exam week “Survival Kit” for students. An insert for effective Study Skills and Test Taking will be provided.

**Evaluation of Results**

Heather Keith hired as TLC Instructional Specialist I to assist all students, particularly medical students with critical thinking, test anxiety, and study skills. TLC Director made 45 minute presentations each semester to incoming and readmit nursing students. Director also conducted four hours of RAD workshops focusing on time management, study skills, note taking, and class content.

Survival Week kits well received by students.

Employed second Radiography tutor.

Opened TLC for five hours of medical tutoring on Labor Day.

**Response to Evaluation: 2009-10**

**Action Steps**

Reach more students with success strategies before they feel defeated.

Offer Study Skills summer workshops if enough students enroll.

Second nursing tutor, specializing in OB, to be employed.

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**College Objective 9: Effectiveness**

**Teaching and Learning Center Objective**

TLC will develop a COMPASS retesters’ tracking system.

**Rationale/Resources:** Validate students’ success with retesting. **Resources:** Staff time.

**TLC materials.**

**Measures of Success:** COMPASS retesters tracking system exists and works correctly.

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<tr>
<th>2005-06 Action Steps</th>
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<tbody>
<tr>
<td>TLC initiated development of COMPASS retesters tracking system.</td>
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</table>

**Evaluation of Results**

The retesters’ log has not been used by the Downtown Campus as much as anticipated, but it has introduced us to the critical needs of some students. The log also quickly provides an assessment of the number of students who are choosing to retest.

**Response to Evaluation: 2006-07**

**Action Steps**

The TLC will continue its maintenance of the retesters’ tracking system. The system will also provide ready assess to how many students improve their test scores following SkillsTutor remediation.

**Evaluation of Results**

The TLC will become more involved in recruitment and retention of students not only through its COMPASS retesters’ tracking system but also through telecounseling and participating in visits to area high schools.

**Response to Evaluation: 2007-08**

**Action Steps**

The TLC will collaborate with the Counseling Department to facilitate student orientation sessions.

Because the Teaching and Learning Center staff administers the college’s placement test and provides the students their results, we find ourselves in a position where students immediately ask questions about their scores and the classes they can take. David Powers sought and received Advisor’s Training and will participate in advising to further extend TLC services.

**Evaluation of Results**

At the request of the Counseling Department, Judy Coomes organized a written summary of the TLC and its work as part of a planned video presentation for student orientations. David Powers is now an advisor with the START program.

**Response to Evaluation: 2008-09**

**Action Steps**

The Teaching and Learning Center will design new approaches, other than class presentations, to expose “non COMPASS testers/retesters” to our relocation.

The TLC will begin doing mid-term Tutor Summary and Statistical reports so that staff and student tutors can recognize semester progress or areas where improvement in
academic support is needed.

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<tr>
<th>Evaluation of Results</th>
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<tr>
<td>Flyers posted at strategic points on campus</td>
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<td>LRC/TLC sign placed in front of library</td>
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<td>TLC Director emailed students, announcing Center’s new location and extended hours</td>
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<td>Organized Midterm reports during summer and semester terms.</td>
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<tr>
<td>Math teachers sent their students to the TLC to have math programs, such as Quad Factor and Quad Formula, loaded on calculators, which brought tremendous exposure to the TLC.</td>
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<tr>
<td>Teachers encouraged students following TLC classroom presentations to utilize Center’s services.</td>
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<tr>
<td>Corresponded via email with over 300 online testers, scheduling testing dates/times, and providing other necessary information and facts about TLC.</td>
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<tr>
<th>Response to Evaluation: 2009-10 Action Steps</th>
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<tbody>
<tr>
<td>Because of an outstanding number of online students needing proctored environment for their exams, TLC Director will submit testing information for inclusion for instructors’ syllabi. (Location, hours, restrictions, etc.)</td>
</tr>
<tr>
<td>Reorganize recording and filing system for Make-Up Tests and Proctored Exams.</td>
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Appendices

Appendix I
KCTCS Goals and Priorities

Appendix II
Executive Summary – OCTC Strategic Planning Retreat, June 2004

Appendix III
Collegewide Strategic Priorities, Unit, and Division Review and Analysis Documentation
Performance Indicators
Strengths, Weaknesses, Opportunities, and Challenges (SWOC) Annual Analysis
Explanation of changes to objectives for 2009-10
Appendix I

KCTCS Goals and Strategic Priorities
2006-10

Promote excellence in teaching and learning

Increase student access and success

Enhance the economic development of communities and the Commonwealth

Expand diversity and global awareness
Environmental Scan
Strengths and Weaknesses
Values and Visions
Prioritized List

Environmental Scan: State/National Issues

*KCTCS Strategic Planning Teams – Spring 2004*

**Social/Demographic Issues**

1. Alternative education delivery modes are needed.
   - We are in a knowledge-based economy.
   - There is a lack of foundation (SCANS/employability) skills in the workplace and in education/training programs.
2. Education delivery expectations are not the same as they were even fifteen years ago. (The Three A’s - Anytime, Anywhere, Anyhow)
   - Females continue to be the majority of students in postsecondary education.
   - Age distribution of Americans – Veterans (65 +), Boomers (40 – 64), Gen Xers (21 – 39), and Nexters (Teens).
   - There are a record number of adults enrolling in postsecondary education. What are the retention and completion rates?
   - There are more minority issues to address than previously, i.e. immigrant workers, increasing Hispanic populations, urban vs. rural.
   - A growing number of high school students/graduates need remediation prior to entering postsecondary programs.
   - Sifting paradigms and the move toward addressing needs of older Americans (and other emerging issues) need to be addressed. Dollars now spent on education may move to other arenas and leave education to rethink how business decisions are made – without affecting the education of individuals.
   - Retention of students is a concern of educational entities.
   - There will continue to be fewer job-tenured workers.
3. Program offerings focus on services
   - The fastest growing job cluster is in health services.
   - There will be a shortage of nurses (and other health care workers) through 2020.
   - The U.S. is also experiencing a shortage of law enforcement officers.
   - There is a high turnover rate of teachers in elementary and secondary schools.

4. Enhancing Organization Development
   - There are more EQ (emotional quotient) issues facing individuals – not just in personal relationships but also as a worker.
   - Accountability and productivity of faculty and staff will become more critical in the future.

**Education Issues**

1. “Learning Organization” needs to be the foundation for student, staff, and faculty development.
2. The role academics play in community and economic development needs to be clarified.
3. Relevant professional development is critical to faculty and staff improvement.
4. Data collection, analysis, interpretation, and the use of results must improve for effective reporting.
5. KCTCS capacity and accessibility needs to be enhanced.
6. Current KCTCS programs may not be meeting the needs of minority, foreign, and immigrant populations.
7. Educational paradigms are shifting (i.e. alternative delivery); KCTCS must not only acknowledge the shifting but also respond in proactive ways.
8. The number of students requiring developmental education.
9. Global issues are critical in the development of KCTCS programs and initiatives.
10. Communication throughout KCTCS is still not as effective and efficient as it could be.
11. There needs to be formal organizational structures to pull educational initiatives together, such as P-16 and others.
12. There is a need for proactive development and participation in educational initiatives.

**Political Issues**

1. Funding issue: How can KCTCS achieve the mandates outlined in the statutes while keeping costs down for students? KCTCS was created with mandates that require funding. There is competition among public education institutions for funding.
2. Federal issues: How do federal issues affect KCTCS and how can KCTCS best position itself to respond? Homeland security, higher education reform, job training, labor force, and financial aid. KCTCS has engaged a federal lobbying group, adding to its leadership role among the nation’s community colleges.
3. Accountability issues: What does KCTCS need to do to inform the public of its progress toward its legislative goals and mission? KCTCS needs to influence how accountability measures such as return on investment (ROI), service to business and industry, or successful job placement are measured.

**Economic/Environment Issues**

1. Partnerships
   - Expand partnerships (B & I, Educational Institutions)
   - Organize to be successful (Be flexible to be responsive)
   - Evaluation of partnerships (Win/Win)
2. Economic pressure
   - Change
   - Need to grow economy
   - Need to create jobs
   - Need to train for the future economy
   - Manufacturing base
3. Cost savings measures
   - Effectiveness
   - Outsourcing when favorable
   - Internal reallocation
4. Globalization/Competitiveness
   - Loss of jobs
   - India
   - Pacific Rim countries
   - Increasing pressure
   - Global standards
5. Alternative funding sources
   - Private
   - Federal Appropriation
   - Grants/contracts (partnerships)
6. Healthcare
   - Partnerships
   - Training
- Cost as employers

**Technology Issues**
1. It is critical that KCTCS remain on the cutting edge of technology both in and out of the classroom.
2. KCTCS does not have a system-wide technology plan in place.
3. There is no uniformity and/or stability in IT funding across the KCTCS districts.
4. There is a need for improved communication, structure, and cohesiveness between the IT departments at the district and the system levels.
5. Information technology training and education of faculty, staff, and students is vital to the future of the System.

**Environmental Scan: Local trends and issues**

- Increasing ethnic diversity
- Increasing economic diversity
- When educational institutions do what is asked/grow, incentives need to be put into place to cover expenses
- Disparity in funding that penalizes growth and success
- Average age increasing
- Total population flat
- Focus on educational attainment to 4 year degree in particular
- New mayor, new commissioners, new DCPS superintendent, new KWC president
- Relationships between local school districts and local colleges
- Funding cuts are driving decisions/permeating decision making process
- Need to train/retrain current employees
- Need to be more innovative/entrepreneurial
- Health insurance/ care costs
- Lack of employment opportunities training provided - opportunities are elsewhere
- Community leaders that value education but segments of the local culture do not
- Politically, due to change in governor, Owensboro/ W. KY may benefit
- Great initiatives throughout the region, need coordination to prevent duplications
- Loss of manufacturing jobs
- People who aren’t educated as to why they need education. “break the cycle”

**Strengths**

New degrees started
Endowments
Growth
Wonderful staff support and maintenance, the enzymes/catalysts of the college
Technology resources
Regional educational partnerships
Phone system
IP phone system
Occupational training is meeting demand for jobs
Offer quality education at the lowest price
All students feel welcome - traditional as well as non traditional
Partnerships
Psychical environment
Good start with OBA business college partnership
Partnerships
WKU collaboration
Good partnership with community
Innovative response to local, state, and system challenges and opportunities
More open labs being utilized by technical programs
Work with business industry
Daycare
Bookstore
Pretty campuses
TLC
Campus esthetics (main)
Teaching and learning center, library
Title III
Active board and foundation
Good leadership
Board and foundation
Loyal personnel
Commitment and dedication of faculty and staff to students, mission and community
Faculty and staff are very helpful and friendly
Caring faculty and staff
Qualified faculty
Leadership
Faculty and staff
Spirit of cooperation among faculty and staff
Wonderful instructors
Strong faculty and staff base
Quality personnel
Growth
Enrollment growth
Expansion of program and services threw alternative funding sources
Large enrollment
TV and PR capability
Image
PR/marketing
Active pursuit of viable partnerships local and state
Wonderful bookstore that does its best to help with the high cost of books
Beautiful accessible campus
Open registration and offer even those underprepared the chance to get an education by offering remedial courses
College positively viewed by the community
Workforce training
Business and industry training
Discover college
High school initiatives
Discover college
Consolidation (smooth transition)
Consolidated
Adult ed
Advising
Varied programs
Credential option
Up coming online registration and bill payment
Innovation in instruction
OCTC consolidated institution with the community
Sound technology infrastructure

Weaknesses

OCTC Strategic Plan with Embedded Annual Plan for 2009-10
141
More on line degrees
Weak campus culture
Lack of diversity in student population (although better)
Creating campus community for students
Parking at our campus continues to be a problem semester after semester
Student retention
Students lack of community involvement
Students in technical occupational training have to learn more in less time
Lack of flexibility of times in a few classes due to lack of funding
Need to plan and publish dates of college events/ semesters at least a year in advance or more
Connect visitors to answers
Accessibility
Parking
Three campuses make college community culture difficult to grow
Lack of calculus tutors
Network access (ports) for students
Response time to problems
Not enough online access to college programs and organizations
Web site
Community interaction
Website needs to be improved
Community perception of college not positive enough
OCC vs. OCTC
Community doesn’t know our new name yet
Evaluation of ALL processes
Assessment
Innovation in business and procedures. Look with fresh eyes
Too many part time faculty are part-time
Lack of non math non English tutors
Not minority (age and language) friendly
Overdependence on part-time faculty
Space availability utilization is an increasing challenge
Need more lab assistants for technical programs
Some areas are understaffed
Limited funding to cover new initiatives
Funding cuts
Faculty stretched thin
Waivers
Money
Lack of funding
Need more faculty and staff
OCTV equipment and programs
IT system direction
Outdated equipment classroom
Technical equipment available
Keeping up with technology- wireless technology needed
Computers out of date
Enrollment growth strains
Need the ATC
Purchase of and maintenance of “state of the art” equipment is increasingly more difficult given budgeting constraints
Communication
Academic/ technology language
More on line classes (increase access to students)
Need for more technology for use with general education classes
Need to seek innovative ways to serving minority populations (enrollment and retention)
Faculty need more instructional technology training
Some faculty need more training in basic computer use…emails etc.
Need to work across the curriculum
Computer lab/ library not open enough especially on Saturdays
Rapid prototyping center exceeded revenue
Revised tech curriculum into a collegiate model less contact hours for faculty

Values

Assessment (transition)
Lifelong learning
Flexible delivery of classes
Academic integrity
Connected environment
Support from those higher up
Part in providing solutions
Focus on quality first, then quantity
Engaged students- learning to succeed
Collaboration among disciplines
Our students
Quality
Students
Flexibility
Learning (broad based education)
Community (viability, quality of life)
Character - ethics, responsibility, etc.
Accountability (college and individual)
Innovation (technology, partnerships, delivery, services)
Commitment (to tasks, inst. mission)
Faculty and staff model what we believe
Learning experience must be positive
Student responsibility is CRITICAL to learning
Use of technology to assist instruction
Students learning how to learn
Enthusiasm for student success
Quality in everything we do
Keeping OCTC affordable
Team work
Love and lifelong commitment to learning
Partnerships
All around lifelong learning so students may emulate
Student success
All around accountability and how to measure it
To model our behavior and attitude, so students may emulate
Students
Being in the forefront; the best; the first; on the cutting edge
Connecting with students
Student support
Faculty to faculty support
Learning culture
Lifelong learning
Measuring what we do
Visions

ATC finally
Improved staffing
Full operated online student services
Allied health center
Improved web page
Multi disciplinary teaching and learning
Expanded parking and lighting
All college signs match
Public transportation to all campuses
S.O.A instructional technology
Increased matriculation 2 year- 4 year
Increase in degree attainment
Values and mission posted flags, signs
New and expanded partnerships
A full service job placement center career counseling
Alumni’s wall of fame
Increased student success series published
Better systems coordination
Food court
One campus community cross campus courses, course swapping (via technology)
Public transportation bringing in new non and traditional students- outlying country students
New classroom building, parking
10,000 students enrolled
Enhanced course delivery techniques
Online interaction (advising)
Use of holographic tech. for multiple classrooms
Expanded daycare
Sheltered walkways
More computer labs in classrooms
Up to date technology
Clone younger faculty
Less stressed faculty
ATC doubled since 2005
Health wing
More full time faculty
10 new incubator companies
Well defined honors program, linking HS with entry level freshmen
Increased scholarships
Synchronized clocks
Fitness center
Greenhouse
Downtown campus is all outreach focused
A tech center and western is fully intergraded with college
Renovation of evacuated program space is underway
Recognized as major grants institution
Students can check on graduation process, registration, drop. add, SUNRISE at any computer location
Multiple choices for healthy food selection
Wellness trail
Safety for at risk students
Public transport
Darlings of all politicians
Increased financial aid, grants, scholarships
Students can transfer tech course work- more seamless transfer
Strong foundation/endowment
Students carry college issued laptops
Expand TLC
Increased open labs in tech. areas
Wireless community on all campuses
Fully implemented mercer plan for compensation
Recognition plaque
Learning centered college
College campus without walls
Lots of community partners on campus
Students with PDAs
Barnes and noble sign
OCTC learning labs in factories, hospitals, community sites with dial up access to modular learning site
Entire college with wireless technology.
100 named scholarships
Center for tech. excellence is regionally recognized as training provider of choice
Evening news broadcast
Move OCTV downtown
Performance indicators yield big bucks
Career pathways benchmarked and integrated into health care and hospitality
New programs in response to communities needs
Academic building expanded for allied health
Expanded teaching learning center
BS degrees above state level
Innovation and excellence award recipient
National Baldrige award recipient
Across curriculum reading program
Professional development… expectations
More diverse student population
Adult GED- 4 yr degree including non English speaking
Expanded student services
Television production
4 yr degree opportunity seamless from OCTC to WKU, Brescia, etc
Expanded arts program
Expanded interdisciplinary approach
Small group discussions
Coffee house and art house
All stakeholders are viewed as vital to the institution
9000 students by 2010
Weekend College (2+2 with WKU)
Full time faculty and staff in proportion to enrollment
Fitness center
SE on main campus
Extreme makeover on downtown campus
Close 15th and add downtown parking
Learning climate on campus- includes common reading convocation, multicultural, bi lingual
Public recognition of graduates
Revenue generating programs
Alternative delivery, Saturday programs, outlying areas
Elder hostel/ i.e. UK Donovan scholars
City bus transport
Visible business/industry partnerships
Seamlessness between tech and trans to univ.
Entrepreneurial programs incubators
Improved food services aligned to culinary, nutrition, hospitality programs
Farm and increased partnerships with agriculture and biotech industries
Smart classrooms
HS enrollment automatic with OCTC
WKU – OCTC dual enrollment
ATC
Tech state of the art
WKU students
WKU/OCTC most ever graduates
Enhanced allied health programs 2+2/ allied health center
Diverse campus population
Childcare on all 3 campuses
All 3 campuses on one site
New tech. building overlooks the campus
Online registration fully operational
All classrooms/shops have up to date computers and equipment
PDAs have replaced computers
Public transportation to campus
Dorms available
Valet parking
Faculty and students gather and socialize at LRC coffee shop
Several restaurants on campus
Expanded childcare available for students and faculty
Exercise facility
Salary doubled (thanks to community support)
Flexible scheduling
IT person in every building
18 hole golf course
Everything wireless
100% retention and completion
Online, realtime, video streaming classes available
More money in the endowment than we can ever spend
Cheerful colors and décor in all buildings
10,000 students
Expanded class offerings
Partners with other 4 year institutions
Expanded student gathering places
Parking garage
Educational opportunities for all
Job placement services for all cert and credentialed study
Overwhelming student sense of enthusiasm and community

**OCTC To Do List (Prioritized)**

- Expand alternative delivery programs weekend college 2+2 with WKU, regional campus, learning centers in businesses, Forever Young program (14)
- Improve the learning centered climate of all 3 campuses e.g. coffee bar, wellness trail, discussion group, common readings, convocation GE 100 enhancement, interdisciplinary, incentives, scholarships, recognition, ethics, character, engagement, motivation, responsibility, rigor (12)
- Install and utilize state of the art technology (lab and equipment), e.g. wireless, smart classrooms, holographic (12)
- Improve services to students childcare, food services, counseling, job placement, online services (12)
- Implement seamless enrollment H.S./GED 2+2 programs and workforce training (10)
- Complete reaffirmation of SACS accreditation and receive national Baldrige award - assessment/effectiveness/expectations (7)
• Complete ATC and greenhouse and create a business and industry consortium to keep equipment updated (5)
• Transform the DT campus to outreach center, entrepreneurship, incubator space (4)
• Promote and display our mission and values (3)
• Increase publicity through use of OCTV and website (3)
• Identify the college as a partner of choice in mission driven programs (2)
• Develop a center for technical excellence… mobile manufacturing training (2)
• Develop a quality website responding to all needs (1)
• Expand FT faculty and support staff - expand capabilities/develop/recognize (1)
• Synchronize clocks (1)
• Modularize curriculum with multiple delivery strategies e.g. supervisory leadership, entrepreneur, industrial maintenance (1)
• Install consistent/ unified signage (campus and elsewhere ) (1)
• Increase diversity (1)
• Expand the TLC (1)
• Increase in diverse course offerings and programs (200 level) (1)
• Provide public transportation to SE and Main campus
• Expand allied health offerings
• Respond to community needs in regard to program offerings
• Receive a major federal grant each year
• Increase the number of students in internships and co-ops
• Increase enrollment
• Increase parking
• All high school seniors that have not identified college to attend - fill out application and register for classes
• All OCTC students dual enrolled with WKU
• Increased transferability of OCTC classes
• Create a model revenue generating program
A Strengths, Weaknesses, Opportunities, and Threats analysis was used in the development of the first OTC-OCC Strategic Plan for 2001-02. This analysis process was expanded in 2003-04 to include performance indicators and is now used collegewide in the development of objectives.

The performance indicators found on the following pages may be thought of as the “dashboard” of the strategic plan. Some indicators require constant monitoring and demand consistent attention. For example, the speed and fuel of a vehicle must always be closely attended to, as does the enrollment and budget of a college. Other indicators, however, are critical but do not require constant attention. For example, oil pressure may be constantly monitored, but it should remain within expected levels as long as periodic maintenance is performed. Likewise, as long as satisfaction with a particular service, such as registration, remains at a high level, only periodic maintenance, not major repairs, are required. The objectives in the strategic plan are about items that require constant attention or major repairs that must be addressed. The use of performance indicators helps us identify trends, ensure that necessary actions are taken, and document that the results of our actions are evaluated for effectiveness.
College Objective #1: Pathways to Postsecondary

Key performance indicators:

<table>
<thead>
<tr>
<th></th>
<th>01-02</th>
<th>02-03</th>
<th>03-04</th>
<th>04-05</th>
<th>05-06</th>
<th>06-07</th>
<th>07-08</th>
<th>08-09</th>
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<tbody>
<tr>
<td># of dual enrollment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>students (Fall)</td>
<td>356</td>
<td>1173</td>
<td>1349</td>
<td>1254</td>
<td>1402</td>
<td>1536</td>
<td>1788</td>
<td>1971</td>
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</table>

# served by adult ed

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<tr>
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<th>02-03</th>
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<th>04-05</th>
<th>05-06</th>
<th>06-07</th>
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<tbody>
<tr>
<td># served by adult</td>
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</table>
ed

*The drop in numbers was due to the recalculation at the state level in numbers to be served and the change in the types of services offered.

# served by adult ed transitioning to postsecondary education

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</thead>
<tbody>
<tr>
<td># served by adult ed</td>
<td>04-05</td>
<td>05-06*</td>
<td>06-07</td>
<td>07-08</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>transitioning to</td>
<td>107</td>
<td>22</td>
<td>43</td>
<td>67</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>postsecondary</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>education</td>
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</tr>
</tbody>
</table>

*Change in “enroll and count” indicator by Kentucky Adult Education

Analysis of strengths, weaknesses, opportunities, and challenges based on key performance indicators and feedback from students, colleagues, and the community:

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>New staff Catrice and Donna</td>
<td>When renegotiating transfer agreements, address tenure issue</td>
</tr>
<tr>
<td>Operating like a department within Discover College (efforts unified)</td>
<td>No more tech prep funding</td>
</tr>
<tr>
<td>Home school enrollment up</td>
<td>Collegiate budget ending</td>
</tr>
<tr>
<td>GED program</td>
<td>Create a permanent budget for Discover College</td>
</tr>
<tr>
<td>DOL grant - MECHA Manufacturing CommUniversity</td>
<td>Create more 8 am and 2 pm classes</td>
</tr>
<tr>
<td>Career/technical programs</td>
<td>More permanent physical presence</td>
</tr>
<tr>
<td>Training HQ</td>
<td>FT recruiter with budget</td>
</tr>
<tr>
<td>Nurse Track program</td>
<td>Short term training funds available through June 20, 2010</td>
</tr>
<tr>
<td>Project Lead The Way</td>
<td>CATS changes - free up students to come to us sooner</td>
</tr>
<tr>
<td>Library increased collection of career opportunity books and College Blue Books</td>
<td>Math Initiative - Early Placement Testing in the HSs</td>
</tr>
<tr>
<td>&quot;Intersection&quot; professional development day for math and English teachers HS and college</td>
<td>Let people know what programs we have (advertising!)</td>
</tr>
<tr>
<td>Alignment days - technical programs HS and Postsecondary</td>
<td>Cheryl Purdy - in service training for HS teachers</td>
</tr>
<tr>
<td>Early Placement Testing at DCHS</td>
<td>Free summer camps</td>
</tr>
<tr>
<td>Ohio County Adult Ed Providership</td>
<td>Girls Inc summer program to Main Campus</td>
</tr>
<tr>
<td>Discover College link on all partner HS websites</td>
<td>Student led community activities on campus (eg. Care show and concert)</td>
</tr>
<tr>
<td>More visits to &quot;Discover College&quot;</td>
<td>5K GG</td>
</tr>
<tr>
<td>Regional Alliance - OCTC is &quot;top of mind&quot; first opportunity</td>
<td>space vacated by WKU</td>
</tr>
<tr>
<td>PD for K-12 teachers in areas of Mechatronics and Biotechnology</td>
<td>Facebook and Twitter page for Discover College</td>
</tr>
<tr>
<td>Mechatronics camps for K-12 students</td>
<td>affordability compared to other college and return on investment</td>
</tr>
<tr>
<td>Strong advancement team and extraordinary grant writer</td>
<td>KEES for HS students - maybe someday</td>
</tr>
<tr>
<td></td>
<td>Arts academy in Owensboro</td>
</tr>
</tbody>
</table>
- ACT prep workshop for HS
- Diversity programming
- Governor's Minority GMSCPP (check acronym)
- START Center
- Student Records Staff and the Discover College Staff have worked exceptionally well together to process high school students as quickly as procedures allow.

- Transcript exchange high school to postsecondary

Based on an analysis of the current status of these performance indicators and an evaluation of our previous year’s results, we are making the following changes to our objectives to improve our services and operations:

HS seniors were encouraged to apply to OCTC and based on early results for fall, it appears that more did so. The START Center opened in July 2009 and has been well received. Due to budget cuts, there is a need for additional adjunct advisors in the START Center in the coming year. The Nurse Track program got off to a great start and plans for expanding offerings in Ohio County are being made. The demand for additional health science courses through Discover College exists. The Governor’s Minority Student College Preparation Program was a success and we plan to expand it this summer. Mechatronics was implemented in partnership with Hancock County Public Schools and additional summer camps are planned. Project Lead the Way training was provided and courses were offered on and off campus through Discover College. More courses and training are scheduled for the coming summer, fall, and spring. ACT prep sessions for minority students and others were held. Additional promotion of college and workforce readiness is needed and desired. The college supported the opening of the Learning Villa. A number of our students lived there and we served on its Board. HS transcripts for all students under 25 policy was implemented. New electronic exchange of these transcripts is planned. Discover College has several opportunities in the coming year, including participation in a national study, relocation to a new more visible space on campus, and a summer inservice for teachers. Due to the economic downturn, quick retraining programs are needed as well as new grant programs.
College Objective #2: Alternative Delivery

Key performance indicators:

Total number of general education classes offered in Hancock, McLean, and Ohio counties - Fall

<table>
<thead>
<tr>
<th></th>
<th>04-05</th>
<th>05-06</th>
<th>06-07</th>
<th>07-08</th>
<th>08-09</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9</td>
<td>13</td>
<td>9</td>
<td>12</td>
<td>9</td>
</tr>
</tbody>
</table>

# of faculty/staff logging into Blackboard (new indicator)

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td></td>
<td>08-09</td>
</tr>
<tr>
<td></td>
<td>180</td>
</tr>
</tbody>
</table>

Analysis of strengths, weaknesses, opportunities, and challenges based on key performance indicators and feedback from students, colleagues, and the community:

<table>
<thead>
<tr>
<th>Strengths</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Mediasite Unit</td>
</tr>
<tr>
<td>• Hybrid- increase of</td>
</tr>
<tr>
<td>• Video-streamed lectures in Nursing</td>
</tr>
<tr>
<td>• More SmartBoards</td>
</tr>
<tr>
<td>• Clickers</td>
</tr>
<tr>
<td>• Laptop4U</td>
</tr>
<tr>
<td>• Higher quality hybrid/online/web-enhanced courses</td>
</tr>
<tr>
<td>• Web-enhanced courses--increase in</td>
</tr>
<tr>
<td>• Online courses--increase in</td>
</tr>
<tr>
<td>• Training available on campus</td>
</tr>
<tr>
<td>• KCTCS Online ready</td>
</tr>
<tr>
<td>• Wireless on campus</td>
</tr>
<tr>
<td>• More students using laptops on campus</td>
</tr>
<tr>
<td>• Facebook</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>• PeopleSoft needs to better advertise hybrid vs. face-to-face</td>
</tr>
<tr>
<td>• PeopleSoft default to your college (instead of all)</td>
</tr>
<tr>
<td>• Virtual class- synchronous and online at same time as in-person class</td>
</tr>
<tr>
<td>• Address excessive printing in positive fashion (go green)</td>
</tr>
<tr>
<td>• Instructor print costs have decreased/student print cost have risen (web courses)</td>
</tr>
<tr>
<td>• Use of on reserve materials</td>
</tr>
<tr>
<td>• Bookstore- carrying packets/booklets of materials that would otherwise need to be printed by the student in online courses</td>
</tr>
<tr>
<td>• CD/DVD handouts-content collection on Blackboard</td>
</tr>
<tr>
<td>• More Mediasite units</td>
</tr>
<tr>
<td>• Online student pre-test</td>
</tr>
<tr>
<td>• New Blackboard and PeopleSoft versions coming</td>
</tr>
<tr>
<td>• Open access online classes</td>
</tr>
<tr>
<td>• KCTCS Online- PN program- soft rollout in October</td>
</tr>
<tr>
<td>• iTunes U resources</td>
</tr>
<tr>
<td>• Twitter to get word out</td>
</tr>
<tr>
<td>• Second Life Tiki Hut</td>
</tr>
</tbody>
</table>

Based on an analysis of the current status of these performance indicators and an evaluation of our previous year’s results, we are making the following changes to our objectives to improve our services and operations:

A KCTCS Online training for faculty and advisors was provided by Student Affairs in Spring 2009 and KCTCS Online advisors are completing an extensive online training course as well. KCTCS Online will now be an option promoted to students. All KCTCS Online courses rolled out and the Practical Nursing program...
development is going as planned. The final Laptop4U program was completed but additional support for instructors developing online courses is still a need. Additional SmartBoards have been installed and will be utilized more fully in the coming year. KET courses were converted to online courses. Office Communicator is being used in a number of offices on campus and Live Meeting has been used for many system meetings. While the Live Meeting technologies and protocols are still being refined, this use saved the college many thousands of dollars in travel. The new version of Blackboard was implemented and another newer version is just around the corner. Additional training in new software (SoftChalk, HippoCampus) is needed in the coming year. The use of Second Life in Student Affairs was explored but it appears that there will be more immediate potential for the use of Twitter and an expansion of our use of Facebook. There may be potential for hybrid general education classes at OMHS as well.
College Objective #3: Partnerships

Key performance indicators:

<table>
<thead>
<tr>
<th>Businesses served (KCTCS indicator)</th>
<th>00-01</th>
<th>01-02</th>
<th>02-03</th>
<th>03-04</th>
<th>04-05</th>
<th>05-06</th>
<th>06-07</th>
<th>07-08</th>
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<tbody>
<tr>
<td></td>
<td>189</td>
<td>223</td>
<td>243</td>
<td>293</td>
<td>328</td>
<td>448</td>
<td>345</td>
<td>255</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total workforce enrollment (credit and non-credit) (KCTCS indicator)</th>
<th>00-01</th>
<th>01-02</th>
<th>02-03</th>
<th>03-04</th>
<th>04-05</th>
<th>05-06</th>
<th>06-07</th>
<th>07-08</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3,121</td>
<td>2,860</td>
<td>1,228</td>
<td>1,186</td>
<td>3,254</td>
<td>2,714</td>
<td>2,149</td>
<td>2,086</td>
</tr>
</tbody>
</table>

Analysis of strengths, weaknesses, opportunities, and challenges based on key performance indicators and feedback from students, colleagues, and the community:

**Strengths**
- Regional Alliance partnerships
- GRADD partnership - particularly good for dislocated workers and helping them
- 14 area high schools - partnerships
- Owensboro Sister Cities
- Owensboro Sister Cities and regions has been recognized as the best overall program for cities in the US for 50-100K in population
- OMHS partnership
- Owensboro Area World Affairs Council - Guest speakers, e.g., Robert Samuelson
- OCTV partnership with Fiscal Court - Live show
- Academic advisory boards
- Girls Inc.
- KWC, Brescia partnership to host Chinese scholars
- Regular meetings between presidents - KWC, WKU-O, Brescia
- Partnership with Owensboro Museum of Science and History - LEGO League
- Common Read
- Hosting Green River Area Firefighters on campus
- Law Enforcement collaboration
- Civic Engagement initiative
- OCTV partnership with Team Marketing (WaxWorks)
- Business and Industry partnerships through CCED
- Learning Villa
- Project Lead the Way partnership
- Educational Development Academy (Wash. DC) Discover College study
- Discover College relationships with

**Opportunities**
- Expanding OMHS partnership as needs grow
- Networking between Development Offices in Owensboro
- Green River District Health Department - Health services on campus
- CCLD (Collaborative Center for Literacy Development at UK) grant - Only pilot grant that has been given permission to take the program into the jails
- Joint Admissions Agreements with local colleges/universities
- Hosting LEGO League state competition (a possibility)
- Additional partnerships with Common Reading
- OCTV partnership with M-I
- HS math assessment initiative (Project Intersection)
- WKU-O campus
- Transfer Center - College/University partners
- OCTC Outdoor Association - Use of the Nature Center (in particular)
Based on an analysis of the current status of these performance indicators and an evaluation of our previous year’s results, we are making the following changes to our objectives to improve our services and operations:

Owensboro served as one of the pilot colleges for the system’s Workforce Competitive Initiative which will continue into the coming year. Additional World Affairs Council lectures hosted free on campus included “Russia and Europe: Oil, Gas, and the Shifting of Power Eastward” and Newsweek columnist Robert Samuelson. We hosted the Martin Luther King day event for the first time. The Mecha-Manufacturing program was implemented, welding options were expanded, and a service learning program awarded mini-grants to faculty. Additional programs/options/partners are needed to support underskilled and displaced workers. WKU-O offered their Dynamic Leadership Institute program free of charge to OCTC students. Representatives from the college and community traveled to our sister city in Japan and additional community members, including OCTC staff, travelled to the Czech Republic. Owensboro Sister Cities and Regions was recognized as the best overall program for cities in the US for 50-100K in population. OCTV partnered with Fiscal Court to provide a live show and with Team Marketing (WaxWorks) on DVD production. The presidents of KWC, Brescia, WKU-O, and OCTC met regularly through the year. The Regional Alliance Math Initiative program was implemented at Daviess County HS in partnership with Daviess County Public Schools. New partnerships with the Green River District Health Department to create a health clinic on campus and the Owensboro Museum of Science and History to host the LEGO League/FIRST Tech Challenge event are planned. Other community partnerships include establishing a Diversity Advisory Council, preparing for the OMHS expansion, and establishing more of a presence in Hancock County. Additional international initiatives, e.g., Sister Cities and Caritas, are planned as well.

- superintendents and principals
- WKU Dynamic Leadership Institute - Student Leadership Development collaboration between OCTC and WKU-O
- DAR-NEK Child Care Center
- UK Ag Extension Service
- Civic Partnerships with diversity programs (MLK Day hosting, for example)
College Objective #4: Expectations

Key performance indicators:

The WKU GPA of OCTC students transferring to WKU (Fall)

<table>
<thead>
<tr>
<th>Year</th>
<th>09</th>
<th>00</th>
<th>01</th>
<th>02</th>
<th>03</th>
<th>04</th>
<th>05</th>
<th>06</th>
<th>07</th>
<th>08</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2.94</td>
<td>2.84</td>
<td>2.83</td>
<td>2.88</td>
<td>2.88</td>
<td>3.00</td>
<td>2.95</td>
<td>2.84</td>
<td></td>
<td></td>
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</tbody>
</table>

The average GPA of KCTCS transfer students at WKU (Fall)

<table>
<thead>
<tr>
<th>Year</th>
<th>09</th>
<th>00</th>
<th>01</th>
<th>02</th>
<th>03</th>
<th>04</th>
<th>05</th>
<th>06</th>
<th>07</th>
<th>08</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2.82</td>
<td>2.71</td>
<td>2.75</td>
<td>2.83</td>
<td>2.77</td>
<td>2.81</td>
<td>2.78</td>
<td>2.86</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The average GPA of all WKU students (Fall)

<table>
<thead>
<tr>
<th>Year</th>
<th>09</th>
<th>00</th>
<th>01</th>
<th>02</th>
<th>03</th>
<th>04</th>
<th>05</th>
<th>06</th>
<th>07</th>
<th>08</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2.73</td>
<td>2.71</td>
<td>2.84</td>
<td>2.83</td>
<td>2.82</td>
<td>2.78</td>
<td>2.79</td>
<td>2.80</td>
<td></td>
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</tr>
</tbody>
</table>

Evaluation of Instruction Item 6: I am encouraged to think in depth about this subject. (Fall)

<table>
<thead>
<tr>
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<th>03</th>
<th>04</th>
<th>05</th>
<th>06</th>
<th>07</th>
<th>08</th>
<th>09</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3.55</td>
<td>3.56</td>
<td>3.55</td>
<td>3.55</td>
<td>3.55</td>
<td>3.55</td>
<td>3.55</td>
<td></td>
</tr>
</tbody>
</table>

Evaluation of Instruction Item 8: I am encouraged to be actively involved in the class. (Fall)

<table>
<thead>
<tr>
<th>Year</th>
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<th>03</th>
<th>04</th>
<th>05</th>
<th>06</th>
<th>07</th>
<th>08</th>
<th>09</th>
</tr>
</thead>
</table>

Evaluation of Instruction Item 13: The instructor cares about how well I am learning. (Fall)

<table>
<thead>
<tr>
<th>Year</th>
<th>02</th>
<th>03</th>
<th>04</th>
<th>05</th>
<th>06</th>
<th>07</th>
<th>08</th>
<th>09</th>
</tr>
</thead>
</table>

CCSSE item 4p: I worked harder than I thought I could to meet an instructor's standards or expectations.

<table>
<thead>
<tr>
<th>Year</th>
<th>02</th>
<th>03</th>
<th>04</th>
<th>05</th>
<th>06</th>
<th>07</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2.58</td>
<td>2.49</td>
<td>2.62</td>
<td>2.62</td>
<td>2.62</td>
<td>2.62</td>
</tr>
</tbody>
</table>

CCSSE item 9a: The college encourages me to spend significant amounts of time studying.

<table>
<thead>
<tr>
<th>Year</th>
<th>02</th>
<th>03</th>
<th>04</th>
<th>05</th>
<th>06</th>
<th>07</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2.93</td>
<td>2.81</td>
<td>2.88</td>
<td>2.88</td>
<td>2.88</td>
<td>2.88</td>
</tr>
</tbody>
</table>

Average scores of OCTC students on the WorkKeys Locating Information assessment

*New measure, feasibility of tracking being investigated

Average scores of OCTC students on the WorkKeys Applied Mathematics assessment

* New measure, feasibility of tracking being investigated

CCSSE item 5c: The college emphasized synthesizing and organizing ideas, information, or experiences.

<table>
<thead>
<tr>
<th>Year</th>
<th>02</th>
<th>03</th>
<th>04</th>
<th>05</th>
<th>06</th>
<th>07</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CCSSE item 12a: The college contributed to my knowledge, skills, and personal development in acquiring a broad general education.

<table>
<thead>
<tr>
<th></th>
<th>02-03</th>
<th>04-05</th>
<th>06-07</th>
</tr>
</thead>
<tbody>
<tr>
<td>1=Very little</td>
<td>3.05</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2=Some</td>
<td>2.98</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3=Quite a bit</td>
<td>3.01</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4=Very much</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

CCSSE item 12b: The college contributed to my knowledge, skills, and personal development in acquiring job or work-related knowledge and skills.

<table>
<thead>
<tr>
<th></th>
<th>02-03</th>
<th>04-05</th>
<th>06-07</th>
</tr>
</thead>
<tbody>
<tr>
<td>1=Very little</td>
<td>2.65</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2=Some</td>
<td>2.56</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3=Quite a bit</td>
<td>2.61</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4=Very much</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

CCSSE item 5e: The college emphasized applying theories or concepts to practical problems or in new situations.

<table>
<thead>
<tr>
<th></th>
<th>02-03</th>
<th>04-05</th>
<th>06-07</th>
</tr>
</thead>
<tbody>
<tr>
<td>1=Very little</td>
<td>2.69</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2=Some</td>
<td>2.64</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3=Quite a bit</td>
<td>2.60</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4=Very much</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

CCSSE item 5f: The college emphasized using information I have read or heard to perform a new skill.

<table>
<thead>
<tr>
<th></th>
<th>02-03</th>
<th>04-05</th>
<th>06-07</th>
</tr>
</thead>
<tbody>
<tr>
<td>1=Very little</td>
<td>2.76</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2=Some</td>
<td>2.67</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3=Quite a bit</td>
<td>2.61</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4=Very much</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Exit Survey item 13: The college added to my ability to express ideas in writing.

<table>
<thead>
<tr>
<th></th>
<th>02-03</th>
<th>03-04</th>
<th>04-05</th>
<th>05-06</th>
<th>06-07</th>
<th>07-08</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Much or Somewhat</td>
<td>95.3%</td>
<td>95.0%</td>
<td>95.4%</td>
<td>96.4%</td>
<td>94.4%</td>
<td></td>
</tr>
</tbody>
</table>

CCSSE item 12c: The college contributed to my knowledge, skills, and personal development in writing clearly and effectively.

<table>
<thead>
<tr>
<th></th>
<th>02-03</th>
<th>04-05</th>
<th>06-07</th>
</tr>
</thead>
<tbody>
<tr>
<td>1=Very little</td>
<td>2.86</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2=Some</td>
<td>2.72</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3=Quite a bit</td>
<td>2.73</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4=Very much</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Exit Survey item 12: The college added to my ability to express ideas verbally.

<table>
<thead>
<tr>
<th></th>
<th>02-03</th>
<th>03-04</th>
<th>04-05</th>
<th>05-06</th>
<th>06-07</th>
<th>07-08</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Much or Somewhat</td>
<td>95.7%</td>
<td>93.9%</td>
<td>94.2%</td>
<td>95.5%</td>
<td>94.8%</td>
<td></td>
</tr>
</tbody>
</table>

CCSSE item 12d: The college contributed to my knowledge, skills, and personal development in speaking clearly and effectively.

<table>
<thead>
<tr>
<th></th>
<th>02-03</th>
<th>04-05</th>
<th>06-07</th>
</tr>
</thead>
<tbody>
<tr>
<td>1=Very little</td>
<td>2.81</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2=Some</td>
<td>2.62</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3=Quite a bit</td>
<td>2.63</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4=Very much</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Exit Survey item 7: I worked on an assignment in which they used mathematical skills.

<table>
<thead>
<tr>
<th></th>
<th>02-03</th>
<th>03-04</th>
<th>04-05</th>
<th>05-06</th>
<th>06-07</th>
<th>07-08</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequently or Occasionally</td>
<td>81.3%</td>
<td>83.2%</td>
<td>81.3%</td>
<td>84.1%</td>
<td>88.0%</td>
<td></td>
</tr>
</tbody>
</table>

Exit Survey item 14: The college added to my ability to solve practical mathematics problems.

<table>
<thead>
<tr>
<th></th>
<th>02-03</th>
<th>03-04</th>
<th>04-05</th>
<th>05-06</th>
<th>06-07</th>
<th>07-08</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Much or Somewhat</td>
<td>89.4%</td>
<td>92.4%</td>
<td>90.6%</td>
<td>93.2%</td>
<td>94.3%</td>
<td></td>
</tr>
</tbody>
</table>

Exit Survey item 18: The college added to my ability to understand mathematical concepts.

<table>
<thead>
<tr>
<th></th>
<th>02-03</th>
<th>03-04</th>
<th>04-05</th>
<th>05-06</th>
<th>06-07</th>
<th>07-08</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Much or Somewhat</td>
<td>92.5%</td>
<td>96.2%</td>
<td>93.3%</td>
<td>93.5%</td>
<td>95.2%</td>
<td></td>
</tr>
</tbody>
</table>

CCSSE item 12f: The college contributed to my knowledge, skills, and personal development in solving numerical problems

<table>
<thead>
<tr>
<th></th>
<th>02-03</th>
<th>04-05</th>
<th>06-07</th>
</tr>
</thead>
<tbody>
<tr>
<td>1=Very little</td>
<td>2.77</td>
<td>2.61</td>
<td>2.61</td>
</tr>
<tr>
<td>2=Some</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3=Quite a bit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4=Very much</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Exit Survey item 3: Completed a paper or project that integrated ideas from several sources

<table>
<thead>
<tr>
<th></th>
<th>02-03</th>
<th>03-04</th>
<th>04-05</th>
<th>05-06</th>
<th>06-07</th>
<th>07-08</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequently or Occasionally</td>
<td>90.7%</td>
<td>91.4%</td>
<td>92.6%</td>
<td>97.1%</td>
<td>97.0%</td>
<td></td>
</tr>
</tbody>
</table>

CCSSE item 4d: Worked on a paper or project that required integrating ideas or information from various sources

<table>
<thead>
<tr>
<th></th>
<th>02-03</th>
<th>04-05</th>
<th>06-07</th>
</tr>
</thead>
<tbody>
<tr>
<td>1=Never</td>
<td>3.04</td>
<td>2.86</td>
<td>2.66</td>
</tr>
<tr>
<td>2=Sometimes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3=Often</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4=Very often</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

CCSSE item 5d: The college emphasized making judgments about the value or soundness of information, arguments, or methods

<table>
<thead>
<tr>
<th></th>
<th>02-03</th>
<th>04-05</th>
<th>06-07</th>
</tr>
</thead>
<tbody>
<tr>
<td>1=Very little</td>
<td>2.74</td>
<td>2.57</td>
<td>2.54</td>
</tr>
<tr>
<td>2=Some</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3=Quite a bit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4=Very much</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Exit Survey item 20: The college added to my ability to examine ethical issues and values.

<table>
<thead>
<tr>
<th></th>
<th>02-03</th>
<th>03-04</th>
<th>04-05</th>
<th>05-06</th>
<th>06-07</th>
<th>07-08</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Much or Somewhat</td>
<td>92.2%</td>
<td>91.8%</td>
<td>93.1%</td>
<td>93.8%</td>
<td>92.9%</td>
<td></td>
</tr>
</tbody>
</table>

CCSSE item 12l: The college contributed to my knowledge and skills in developing a personal code of values and ethics

<table>
<thead>
<tr>
<th></th>
<th>02-03</th>
<th>04-05</th>
<th>06-07</th>
</tr>
</thead>
<tbody>
<tr>
<td>1=Very little</td>
<td>2.34</td>
<td>2.25</td>
<td>2.27</td>
</tr>
<tr>
<td>2=Some</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3=Quite a bit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4=Very much</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Number of E-galleries

OCTC Strategic Plan with Embedded Annual Plan for 2009-10
Analysis of strengths, weaknesses, opportunities, and challenges based on key performance indicators and feedback from students, colleagues, and the community:

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Expectations in the syllabi</td>
<td>• How to promote expectations via the paperless schedule</td>
</tr>
<tr>
<td>• Expectations covered in GE100 presentation</td>
<td>• Syllabi template-available to all</td>
</tr>
<tr>
<td>• Attendance policy</td>
<td>• Booklet -packet for faculty with various info, faculty/staff handbook, template, business procedures (particularly PT)</td>
</tr>
<tr>
<td>• Ease of e-mailing via the faculty center in PeopleSoft (students and advisees)</td>
<td>• Expansion of attendance policy</td>
</tr>
<tr>
<td>• Success rates on licensure exams, particularly in health programs</td>
<td>• Online retention intervention return to Title IV tracking (r2t4)</td>
</tr>
<tr>
<td>• Common Reading project and partnering with other groups and expanded array of event, e.g. Global studies, diversity</td>
<td>• Educating our students about academic integrity-and what it isn't</td>
</tr>
<tr>
<td>• Relocation of TLC to the Library</td>
<td>• Adopting program specific national skills standards</td>
</tr>
<tr>
<td>• New academic plans with drop down boxes</td>
<td>• NLN approved for candidacy</td>
</tr>
<tr>
<td></td>
<td>• Simulation lab for nursing and welding equipment</td>
</tr>
<tr>
<td></td>
<td>• Way for student to keep track of events they attend-feed portfolios</td>
</tr>
<tr>
<td></td>
<td>• Prerequisites tied more closely to programs--so students will understand the importance of the content and how it is tied to the program.</td>
</tr>
<tr>
<td></td>
<td>• More faculty entering grades into PeopleSoft would help</td>
</tr>
</tbody>
</table>

Based on an analysis of the current status of these performance indicators and an evaluation of our previous year’s results, we are making the following changes to our objectives to improve our services and operations:

The QEP team was infused with new members and began developing plans for the revival of the Student Ambassadors and exemplars programs. A renewed emphasis on learning outcomes was promoted by Academic Affairs as well. A presentation by the VPs of Academic Affairs and Student Affairs was made at the FT/PT meeting to refocus the campus on these efforts and to remind faculty/staff about the CCSSE to come in the spring. The survey was implemented as planned by a diverse team—with 100% participation by faculty for the first time. Sharing the survey results 2003 through 2009 will be one of the tasks for the coming year. GE 100 online sections were offered. New academic plans with drop-down boxes for ease of class selection were developed by the Registrar and implemented. Opportunities in the coming year include moving the Retention/Intervention initiative online, creating an information packet for adjunct faculty, and completing the college Diversity Plan.
**College Objective #5: Engagement**

**Key performance indicators:**

<table>
<thead>
<tr>
<th>CCSSE item 4a: Asked questions in class or contributed to class discussions</th>
<th>02-03</th>
<th>04-05</th>
<th>06-07</th>
</tr>
</thead>
<tbody>
<tr>
<td>1=Never</td>
<td>3.06</td>
<td>3.07</td>
<td>3.05</td>
</tr>
<tr>
<td>2=Sometimes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3=Often</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4=Very often</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CCSSE item 4e: Come to class without completing readings or assignments</th>
<th>02-03</th>
<th>04-05</th>
<th>06-07</th>
</tr>
</thead>
<tbody>
<tr>
<td>1=Never</td>
<td>2.04</td>
<td>1.89</td>
<td>1.77</td>
</tr>
<tr>
<td>2=Sometimes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3=Often</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4=Very often</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CCSSE item 4f: Worked with other students on projects during class</th>
<th>02-03</th>
<th>04-05</th>
<th>06-07</th>
</tr>
</thead>
<tbody>
<tr>
<td>1=Never</td>
<td>2.69</td>
<td>2.64</td>
<td>2.55</td>
</tr>
<tr>
<td>2=Sometimes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3=Often</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4=Very often</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CCSSE item 4g: Worked with classmates outside of class to prepare class assignments</th>
<th>02-03</th>
<th>04-05</th>
<th>06-07</th>
</tr>
</thead>
<tbody>
<tr>
<td>1=Never</td>
<td>1.88</td>
<td>1.76</td>
<td>1.62</td>
</tr>
<tr>
<td>2=Sometimes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3=Often</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4=Very often</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CCSSE item 4i: Participated in a community-based project as part of a regular course</th>
<th>02-03</th>
<th>04-05</th>
<th>06-07</th>
</tr>
</thead>
<tbody>
<tr>
<td>1=Never</td>
<td>1.31</td>
<td>1.23</td>
<td>1.22</td>
</tr>
<tr>
<td>2=Sometimes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3=Often</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4=Very often</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CCSSE item 4n: Discussed ideas from reading or classes with instructors outside of class</th>
<th>02-03</th>
<th>04-05</th>
<th>06-07</th>
</tr>
</thead>
<tbody>
<tr>
<td>1=Never</td>
<td>1.89</td>
<td>1.69</td>
<td>1.60</td>
</tr>
<tr>
<td>2=Sometimes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3=Often</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4=Very often</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CCSSE item 4r: Discussed ideas from reading or classes with others outside of class</th>
<th>02-03</th>
<th>04-05</th>
<th>06-07</th>
</tr>
</thead>
<tbody>
<tr>
<td>1=Never</td>
<td>2.63</td>
<td>2.52</td>
<td>2.49</td>
</tr>
<tr>
<td>2=Sometimes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3=Often</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4=Very often</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CCSSE item 4s: Had serious conversations with students of a different race or ethnicity other than their own</th>
<th>02-03</th>
<th>04-05</th>
<th>06-07</th>
</tr>
</thead>
<tbody>
<tr>
<td>1=Never</td>
<td>2.25</td>
<td>1.95</td>
<td>1.97</td>
</tr>
<tr>
<td>2=Sometimes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3=Often</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4=Very often</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CCSSE item 4t: Had serious conversations with students who differ from them in terms of their religious beliefs, political opinions, or personal value.

<table>
<thead>
<tr>
<th></th>
<th>02-03</th>
<th>04-05</th>
<th>06-07</th>
</tr>
</thead>
<tbody>
<tr>
<td>1=Never</td>
<td>2.43</td>
<td>2.19</td>
<td>2.19</td>
</tr>
<tr>
<td>2=Sometimes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3=Often</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4=Very often</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

CCSSE item 9c: The college encouraged contact among students from different economic, social, and racial or ethnic backgrounds.

<table>
<thead>
<tr>
<th></th>
<th>02-03</th>
<th>04-05</th>
<th>06-07</th>
</tr>
</thead>
<tbody>
<tr>
<td>1=Very little</td>
<td>2.32</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2=Some</td>
<td>2.17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3=Quite a bit</td>
<td>2.33</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4=Very much</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

CCSSE item 12h: The college contributed to my knowledge, skills, and personal development in working effectively with others.

<table>
<thead>
<tr>
<th></th>
<th>02-03</th>
<th>04-05</th>
<th>06-07</th>
</tr>
</thead>
<tbody>
<tr>
<td>1=Very little</td>
<td>2.83</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2=Some</td>
<td>2.71</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3=Quite a bit</td>
<td>2.78</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4=Very much</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

Fall-to-fall retention rate of first time, full time freshmen (KCTCS indicator)

<table>
<thead>
<tr>
<th></th>
<th>04-05</th>
<th>05-06</th>
<th>06-07</th>
<th>07-08</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>54.9%</td>
<td>55.4%</td>
<td>59.1%</td>
<td>64.6%</td>
</tr>
</tbody>
</table>

Fall-to-fall retention rate of first time, part time freshmen (KCTCS indicator)

<table>
<thead>
<tr>
<th></th>
<th>04-05</th>
<th>05-06</th>
<th>06-07</th>
<th>07-08</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>45.5%</td>
<td>41.8%</td>
<td>50.4%</td>
<td>51.1%</td>
</tr>
</tbody>
</table>

Analysis of strengths, weaknesses, opportunities, and challenges based on key performance indicators and feedback from students, colleagues, and the community:

**Strengths**
- SNAP
- Facebook
- Twitter (Ed & Chad)
- Luncheon with the president (unstructured/open discussion)
- Collaboration to encourage students to attend events (including extra credit)
- Collaboration among faculty members-cross divisional
- Outdoor Club-community and student based
- Student development activities expanded
- Record participation in GG Talbott 5K
- Record participation in FT/PT Dinner (Fall& Spring)
- PTK Strawberry Jam & Car Show
- Big Read, World Affairs Council lectures, community events
- OCTV Efforts and locally produced movie

**Opportunities**
- Facebook - striking the right balance
- How to deal with an over connected generation (twitter overload)
- Class collaboration via the internet and technologies
- Community based projects/service learning
- Bring back skills USA and other student clubs
- One central area so they can find out about student clubs/activities/events
- Library electronic billboard for campus announcements
- Green Campus initiative
- Not throwing anything away (Toyota)
- NEH grant to enhance multicultural learning opportunities across the curriculum
- Refugee and humanitarian coursework utilizing community resources
- Revival of the student ambassador program and
Based on an analysis of the current status of these performance indicators and an evaluation of our previous year's results, we are making the following changes to our objectives to improve our services and operations:

Student use of study spaces, particularly in the library, increased through the year. No QEP Briefs were published as the QEP Team chose to split into sub-teams to begin renewing initiatives. The Fall and Spring Flings grew and were well-attended, but bigger plans are being made for the coming year. A new Outdoor Club was created and new checking account plans were implemented for sponsored student groups. The college participated in SkillsUSA competition—the first time in 11 years. The Phi Theta Kappa organized a Strawberry Jam benefit concert on campus in the spring. Food service options are still being explored. A video information screen was added in the library and a new student photo ID system was purchased and an ID card was developed. Plans for reintroducing the student ambassador program have been drafted and potential funds have been identified. The KCTCS Debit Card is scheduled to be rolled out for Fall 2009 with a new ATM—the first on campus in several years. The annual selection of student art for a permanent campus collection was inaugurated. Plans to bring back the Welcome Back Cookout, in conjunction with StudentFest, are being made. New dislocated worker support services are planned as well.

<table>
<thead>
<tr>
<th>event.</th>
<th>incentive (free class)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open Mic.</td>
<td>Kiosks on campus-outside vendors to sell food here</td>
</tr>
<tr>
<td>Permanent college art collection (unveiled at Skylark debut)</td>
<td>ATM on campus</td>
</tr>
<tr>
<td>Cultural diversity</td>
<td>No common gathering place for students and faculty/staff</td>
</tr>
<tr>
<td>ESL Students</td>
<td>Sessions with students on strategic planning</td>
</tr>
<tr>
<td>ESL students and Intercultural foreign language student lunch</td>
<td>Getting input from students in classes (faculty volunteer)</td>
</tr>
<tr>
<td>Speech &amp; Debate Team to DC</td>
<td>Use clickers to get student input</td>
</tr>
<tr>
<td>Top Speech &amp; Debate Team in the state</td>
<td></td>
</tr>
<tr>
<td>PTK-Top Chapter in the state</td>
<td></td>
</tr>
<tr>
<td>Micah community based project in Ecology course</td>
<td></td>
</tr>
<tr>
<td>Service Learning</td>
<td></td>
</tr>
<tr>
<td>Bowling Green refugee program speaker on campus</td>
<td></td>
</tr>
<tr>
<td>Bus Stop on the main campus</td>
<td></td>
</tr>
</tbody>
</table>
College Objective #6: Technology

Key performance indicators:

<table>
<thead>
<tr>
<th># of computers purchased</th>
<th>02-03*</th>
<th>03-04</th>
<th>04-05</th>
<th>05-06</th>
<th>06-07</th>
<th>07-08</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>97</td>
<td>115</td>
<td>81</td>
<td>162</td>
<td>81</td>
<td>176</td>
</tr>
</tbody>
</table>

*2002-03 was the first year of the OCTC consolidated computer replacement plan

<table>
<thead>
<tr>
<th># of current computers moved from one location to another to provide an upgrade or to add a used computer where there was not one before</th>
<th>02-03*</th>
<th>03-04</th>
<th>04-05</th>
<th>05-06</th>
<th>06-07</th>
<th>07-08</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>76</td>
<td>31</td>
<td>27</td>
<td>55</td>
<td>35</td>
<td>50</td>
</tr>
</tbody>
</table>

*2002-03 was the first year of the OCTC consolidated computer replacement plan

Analysis of strengths, weaknesses, opportunities, and challenges based on key performance indicators and feedback from students, colleagues, and the community:

**Strengths**
- SNAP (Informacast)
- Office Communicator
- Live Meeting
- Live Chat (Blackboard)
- Wimba
- Laptop4U
- Learned about data security
- Smartboards
- Number of programs and opportunities where you learn about software and then receive a copy of it to take home
- 2 laptops for faculty to check out
- Bulletin boards/screen with campus info
- Cell phone coverage improved
- New projector/screen in Blandford
- Wireless printing capabilities
- Technology in orientations
- Wireless projection from laptop in S109
- Office 2007
- Point of Sale system in Cosmetology and student ID check in/out
- Faculty entering their grades into PS
- Electronic transcript request is up and running – it is utilized on a daily basis

**Opportunities**
- thePoint
- Secure data and equipment
- Student ID cards
- Continuing our high-tech ways post-Title III
- More computers/labs during peak times (e.g. finals)
- Communicate alternative times/places for computer access
- New website coming (based on KCTCS model)
- Security/alarm/panic button (courtesy phone system)
- SNAP voicemail
- New audio needed to complement new video
- Interwrite pad- making it less than of a pain
- Work with National Student Clearinghouse to have the on-line version of enrollment certification up and running.

Based on an analysis of the current status of these performance indicators and an evaluation of our previous year’s results, we are making the following changes to our objectives to improve our services and operations:

OCTV and the Art studio were relocated to the Downtown Campus, freeing up space on the Main Campus for classes. Wireless access was expanded on the Southeastern Campus and additional classes typically held
on the Main Campus were offered there as well. The SNAP alert system was implemented—and used several times during this year of Hurricane Ike and the great ice storm of 2009. Classroom capture/Mediasite technology was used to support online coursework. ATT cell phone coverage improved on the Main Campus, in response to a prompt from a faculty member who provided technical advice. The IT HelpDesk started using Trackit software and desktop and server virtualization technologies were explored and plans are being made for implementation. New Nursing and welding spaces are needed. Big IT tasks—driven by system initiatives—in the coming year include expanding the use of the Point and a totally new OCTC website powered by SiteCore. New data security measures, a new online application, and new course/equipment scheduling software are planned in the coming year. Adding projector systems to every campus classroom, as well as some other classroom technology upgrades, are planned as well.
College Objective #7: Pathways to the Baccalaureate

Key performance indicators:

Number of academic year students transferring to an in- or out-of-state four-year institution within three years based on National Student Clearinghouse data (KCTCS indicator)

<table>
<thead>
<tr>
<th></th>
<th>05-06</th>
<th>06-07*</th>
<th>07-08*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>949</td>
<td>856</td>
<td>769</td>
</tr>
</tbody>
</table>

*Cohort still in progress  **Final total unavailable from KCTCS as of 6-06

Transfer - # of OCTC students entering other colleges (CPE report)

<table>
<thead>
<tr>
<th></th>
<th>03-04</th>
<th>04-05</th>
<th>05-06</th>
<th>06-07</th>
<th>07-08</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>221</td>
<td>237</td>
<td>206</td>
<td>250</td>
<td>222</td>
</tr>
<tr>
<td>EKU</td>
<td>7</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>KY St</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Morehead St</td>
<td></td>
<td></td>
<td>9</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Murray St</td>
<td></td>
<td></td>
<td></td>
<td>15</td>
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<tr>
<td>UK</td>
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<td>10</td>
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<tr>
<td>UL</td>
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<td></td>
</tr>
<tr>
<td>WKU</td>
<td>131</td>
<td>107</td>
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<td></td>
<td></td>
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<tr>
<td>B. Brown</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Breckinridge</td>
<td></td>
<td></td>
<td>42</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>EKU</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>KWC</td>
<td></td>
<td></td>
<td>27</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>Mid-Cont.</td>
<td>6</td>
<td>11</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Midway</td>
<td></td>
<td></td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cumberland</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Analysis of strengths, weaknesses, opportunities, and challenges based on key performance indicators and feedback from students, colleagues, and the community:

**Strengths**
- U of Evansville transfer agreements
- Project Lead The Way - UK engineering course transfer
- WKU Systems Management B.A. takes all A.A.S. degree program hours
- Advising Central website
- IECE systemwide 2+2 agreement with all publics
- WKU-O partnerships
- A.A./A.S. transfer with WKU-O
- KCTCS Online
- Electronic transcript exchange - postsecondary to postsecondary
- Learning Villa - stay until BS/BA
- More AA and AS being awarded so OCTCS students can receive the fully gen ed certification for transferring to other colleges – especially Western Kentucky University

**Opportunities**
- Transfer Center
- U of L nursing in Owensboro
- Brescia business articulation exploration
- Articulation with U of Evansville in sports science, education, and nursing
- New transfer partners - Mid Continent, Midway more accommodating for adult learners?
- Articulation with Brescia/KWC/OCTC: Theatre Arts B.A.
- PLTW - Speed School course transfer
- WKU Systems Management - new options for CJ and Fire Rescue
- Transfer Advising
- U. Select
- Second life - Virtual Transfer Center
- Murray B.A. completion all on-line
- Biotechnology 2+2 with WKU
- Joint admissions agreements with WKU, Brescia, and KWC
- Promote transfer scholarships
- Visual arts programs transfer
- Transfer Center website
Based on an analysis of the current status of these performance indicators and an evaluation of our previous year’s results, we are making the following changes to our objectives to improve our services and operations:

All the 2008-09 action steps were completed as planned with the exception of the Transfer Center, which is scheduled to open in July 2009. The University of Evansville transfer agreements included Business Administration and Applied Exercise Science. A Joint Admissions agreement with WKU was finalized in June 2009 and is planned for implementation in the fall. New opportunities include the U of Louisville Nursing program, addition transfer agreements with WKU, transfer of Project Lead the Way and Mechatronics coursework, the use of u.Select for evaluation of transfer work at the four-year universities, and an articulation agreement leading to the BA in Theatre with Brescia and KWC.
College Objective #8: Image

Key performance indicators:

OCTV hours of broadcasting

<table>
<thead>
<tr>
<th></th>
<th>02-03</th>
<th>03-04</th>
<th>04-05</th>
<th>05-06</th>
<th>06-07</th>
<th>07-08</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>192</td>
<td>135</td>
<td>165</td>
<td>176</td>
<td>168</td>
<td></td>
</tr>
</tbody>
</table>

Minority enrollment (Fall)

<table>
<thead>
<tr>
<th></th>
<th>00-01</th>
<th>01-02</th>
<th>02-03</th>
<th>03-04</th>
<th>04-05</th>
<th>05-06</th>
<th>06-07</th>
<th>07-08</th>
<th>08-09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unknown</td>
<td>3.6%</td>
<td>3.7%</td>
<td>4.6%</td>
<td>4.3%</td>
<td>4.1%</td>
<td>3.9%</td>
<td>4.3%</td>
<td>5.0%</td>
<td>5.4%</td>
</tr>
<tr>
<td>Removed</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Unknown</td>
<td>3.3%</td>
<td>3.6%</td>
<td>4.1%</td>
<td>3.8%</td>
<td>3.8%</td>
<td>3.6%</td>
<td>4.1%</td>
<td>4.7%</td>
<td>5.1%</td>
</tr>
<tr>
<td>Included</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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</table>

African American enrollment (Fall)

<table>
<thead>
<tr>
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<th>00-01</th>
<th>01-02</th>
<th>02-03</th>
<th>03-04</th>
<th>04-05</th>
<th>05-06</th>
<th>06-07</th>
<th>07-08</th>
<th>08-09</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>85</td>
<td>124</td>
<td>155</td>
<td>137</td>
<td>124</td>
<td>129</td>
<td>141</td>
<td>174</td>
<td>192</td>
</tr>
<tr>
<td></td>
<td>2.3%</td>
<td>2.6%</td>
<td>3.2%</td>
<td>2.8%</td>
<td>2.5%</td>
<td>2.6%</td>
<td>2.7%</td>
<td>3.2%</td>
<td>3.4%</td>
</tr>
</tbody>
</table>

Ethnicity of service area (Daviess, Hancock, McLean, Ohio) (Fall 2000 census)

One race       131,681   99.2%
White           126,182   95.0%
Black or African American 4,260   3.2%
American Indian/Alaskan Native 203   0.2%
Asian           457     0.3%
Native Hawaiian/other Pacific 26     0.0%
All other races 553     0.4%
Two or more races 1,110   0.8%
Total Population 132,791 100.0%

Faculty/Staff Survey item #21: “I am satisfied with my job.”

<table>
<thead>
<tr>
<th></th>
<th>02-03</th>
<th>03-04</th>
<th>04-05</th>
<th>05-06</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree or Agree</td>
<td>90.5%</td>
<td>85.1%</td>
<td>89.9%</td>
<td></td>
</tr>
</tbody>
</table>

NOTE: The faculty/staff survey has been moved to a fall administration (03-04 results from Sept. 2004)

Faculty/Staff Survey item #28: “I am satisfied with the relationships I have with my colleagues.”

<table>
<thead>
<tr>
<th></th>
<th>02-03</th>
<th>03-04</th>
<th>04-05</th>
<th>05-06</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree or Agree</td>
<td>91.8%</td>
<td>93.6%</td>
<td>90.5%</td>
<td></td>
</tr>
</tbody>
</table>

NOTE: The faculty/staff survey has been moved to a fall administration (03-04 results from Sept. 2004)

Faculty/Staff Survey item #34: “I am satisfied with the institution’s commitment to students.”

<table>
<thead>
<tr>
<th></th>
<th>02-03</th>
<th>03-04</th>
<th>04-05</th>
<th>05-06</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree or Agree</td>
<td>79.2%</td>
<td>70.9%</td>
<td>75.2%</td>
<td></td>
</tr>
</tbody>
</table>

NOTE: The faculty/staff survey has been moved to a fall administration (03-04 results from Sept. 2004)

Action Step status:

Analysis of strengths, weaknesses, opportunities, and challenges based on key performance indicators and feedback from students, colleagues, and the community:

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Opportunities</th>
</tr>
</thead>
</table>

OCTC Strategic Plan with Embedded Annual Plan for 2009-10
• Highway Signage
• Signage
• Bus stop
• START Center
• Cell Phone Reception Improved
• SNAP Safety Alert
• PeopleSoft Faculty Center
• More community activities on campus
• Home school visits to campus
• Girls Scouts on campus working on badges
• Hosted the KCTCS Student Science Conference
• Science/Biology E-Community in Blackboard
• Lego League
• Project Lead The Way
• PTK & Speech & Debate Team
• Skills USA Participant (1st time in 11 years)
• Hosted the State Forensics Tournament (and regional)
• Bobbie Ann Mason visit
• OHS Sophomore visit
• Outdoor Association
• World Affairs Council
• Sister Cities
• Visually appealing campus and grounds
• Service learning initiatives
• Habitat House
• OCTV Move to the Downtown Campus
• Art Studio move to the Downtown Campus
• (2) Department of Labor grants Manufacturing & Biotechnology (2-visit and 0 findings)
• Partnerships OCTV has in community
• Positive partnerships with the school systems-Hancock; esp. with CATS test changes
• Seeing college as quality option
• Faculty/staff giving Power of 1 and United Way
• Season of Sharing
• Hosted MLK Day Community Event
• Diversity Programs
• Washington Post Columnist-Samuelson on Campus
• Community looks to CCED for training
• Geralyn Caplan's website, world wide hits
• Student Affairs offices open until 5:30 p.m. Mon-Thurs
• Bernie's skill in producing flyers for campus programs/events
• Staffing for the START Center & Student Affairs
• Student access to computers that can handle assignments, particularly on weekends
• Name of the college out there more
• Longitudinal national study on Discover College
• More service learning
• Cleaning up the campus-butt free areas
• Staffing in all areas of the campus
• OCTV-to get the college activities out to the public
• WKU--O vacating the OCTC campus
• Classroom spaces updates-furniture, equipment
• Offering more in-person sections of classes (for those not tech savvy)
• Wise choices when selecting courses for online development
• Training HQ
• New web site
• Get the State to top off our bypass signage for OCTC with OCTC-Home of Award Winning Nationally Recognized Debate Team and Phi Theta Kappa Chapters

Based on an analysis of the current status of these performance indicators and an evaluation of our previous year's results, we are making the following changes to our objectives to improve our services and operations:

OCTC Strategic Plan with Embedded Annual Plan for 2009-10
New furniture was installed in hallways and foyers were painted in several buildings. The START Center and relocated Financial Aid Office were opened in the Campus Center, providing one-stop student services. This allowed the creation of more student-friendly admission processes in turn. The Teaching and Learning Center was relocated to the library and HR was relocated to the SE Campus. Signage—large signage—was installed on the bypass announcing the college at Exit 6. Minority enrollment surpassed 5% for the first time in the history of the college and we hope to grow it again for Fall 2009. The LOFT program opened and was well-received. Surplus equipment was auctioned and a smoking cessation program was promoted by the Counseling Center. The Transfer Center is scheduled to open this summer and a refresh of the Counseling Center will occur at the same time. Seating is needed in our bus stop. Phi Theta Kappa received the Outstanding Chapter in Kentucky—first time in the history of the college. A new OCTC website and color scheme will be rolled out early in the Fall 2009 semester and a KCTCS advocacy campaign will be implemented through the year. Additional campus events will be grown or developed as well.
## College Objective #9: Effectiveness

### Key performance indicators:

#### Headcount (Fall)

<table>
<thead>
<tr>
<th></th>
<th>00-01</th>
<th>01-02</th>
<th>02-03</th>
<th>03-04</th>
<th>04-05</th>
<th>05-06</th>
<th>06-07</th>
<th>07-08</th>
<th>08-09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>3644</td>
<td>4733</td>
<td>4772</td>
<td>4957</td>
<td>4896</td>
<td>5047</td>
<td>5188</td>
<td>5439</td>
<td>5585</td>
</tr>
<tr>
<td>FT</td>
<td>1470</td>
<td>1605</td>
<td>1749</td>
<td>1809</td>
<td>1654</td>
<td>1634</td>
<td>1604</td>
<td>1638</td>
<td>1775</td>
</tr>
<tr>
<td>PT</td>
<td>2174</td>
<td>3128</td>
<td>3023</td>
<td>3148</td>
<td>3242</td>
<td>3413</td>
<td>3584</td>
<td>3781</td>
<td>3810</td>
</tr>
</tbody>
</table>

#### Headcount from CPE target counties: Breckinridge, Butler, McLean, Muhlenberg, Ohio (Fall)

<table>
<thead>
<tr>
<th></th>
<th>00-01</th>
<th>01-02</th>
<th>02-03</th>
<th>03-04</th>
<th>04-05</th>
<th>05-06</th>
<th>06-07</th>
<th>07-08</th>
<th>08-09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>636</td>
<td>797</td>
<td>1229</td>
<td>1241</td>
<td>1028</td>
<td>1045</td>
<td>1010</td>
<td>1094</td>
<td>1199</td>
</tr>
</tbody>
</table>

#### FTE (based on 16 credit hours) (Fall)

<table>
<thead>
<tr>
<th></th>
<th>00-01</th>
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<th>02-03</th>
<th>03-04</th>
<th>04-05</th>
<th>05-06</th>
<th>06-07</th>
<th>07-08</th>
<th>08-09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>1886.0</td>
<td>2051.2</td>
<td>2332.9</td>
<td>2456.8</td>
<td>2255.5</td>
<td>2261.7</td>
<td>2284.9</td>
<td>2462.5</td>
<td>2638.1</td>
</tr>
</tbody>
</table>

#### # of credential seeking (Fall)

<table>
<thead>
<tr>
<th></th>
<th>00-01</th>
<th>01-02</th>
<th>02-03</th>
<th>03-04</th>
<th>04-05</th>
<th>05-06</th>
<th>06-07</th>
<th>07-08</th>
<th>08-09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fresh</td>
<td>2322</td>
<td>2620</td>
<td>2757</td>
<td>2734</td>
<td>2602</td>
<td>2670</td>
<td>2720</td>
<td>2802</td>
<td>2986</td>
</tr>
<tr>
<td>Soph</td>
<td>1865</td>
<td>1771</td>
<td>1561</td>
<td>1589</td>
<td>1549</td>
<td>1589</td>
<td>1589</td>
<td>1651</td>
<td></td>
</tr>
</tbody>
</table>

#### Specific instances of faculty and staff participating in professional development activities

<table>
<thead>
<tr>
<th></th>
<th>02-03</th>
<th>03-04</th>
<th>04-05</th>
<th>05-06</th>
<th>06-07</th>
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<th>08-09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td></td>
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</tr>
<tr>
<td>FT</td>
<td></td>
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<td></td>
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<tr>
<td>PT</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

#### Number of credentials awarded per academic year/fall headcount, multiplied by 100 (KCTCS indicator)

<table>
<thead>
<tr>
<th></th>
<th>00-01</th>
<th>01-02</th>
<th>02-03</th>
<th>03-04</th>
<th>04-05</th>
<th>05-06</th>
<th>06-07</th>
<th>07-08</th>
<th>08-09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>10.1</td>
<td>12.1</td>
<td>9.4</td>
<td>12.1</td>
<td>14.7</td>
<td>20.3</td>
<td>23.9</td>
<td>22.2</td>
<td></td>
</tr>
</tbody>
</table>

#### Percent of students passing ENG091 during fall term who enrolled in ENG101 within three terms and received a passing grade – three year average. (KCTCS indicator)

<table>
<thead>
<tr>
<th></th>
<th>00 to 02</th>
<th>01 to 03</th>
<th>02 to 04</th>
<th>03 to 05</th>
<th>04 to 06</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>73.9%</td>
<td>71.8%</td>
<td>75.3%</td>
<td>74.0%</td>
<td>75.9%</td>
</tr>
</tbody>
</table>

#### Percent of students passing MAH080/MT122, MAH083, or MA108 during fall term who enrolled in MA109, MT109, MT145, or MT150 within three terms and received a passing grade (KCTCS indicator)

<table>
<thead>
<tr>
<th></th>
<th>00 to 02</th>
<th>01 to 03</th>
<th>02 to 04</th>
<th>03 to 05</th>
<th>04 to 06</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>68.3%</td>
<td>68.1%</td>
<td>68.9%</td>
<td>74.1%</td>
<td>74.4%</td>
</tr>
</tbody>
</table>

#### Number of certificates, diplomas, and associate degrees awarded (KCTCS indicator)

<table>
<thead>
<tr>
<th></th>
<th>00-01</th>
<th>01-02</th>
<th>02-03</th>
<th>03-04</th>
<th>04-05</th>
<th>05-06</th>
<th>06-07</th>
<th>07-08</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>368</td>
<td>571</td>
<td>449</td>
<td>600</td>
<td>719</td>
<td>1025</td>
<td>1241</td>
<td>1205</td>
</tr>
</tbody>
</table>

#### Enrollment in multicultural courses, including foreign language (KCTCS indicator)

<table>
<thead>
<tr>
<th></th>
<th>00-01</th>
<th>01-02</th>
<th>02-03</th>
<th>03-04</th>
<th>04-05</th>
<th>05-06</th>
<th>06-07</th>
<th>07-08</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>143</td>
<td>226</td>
<td>193</td>
<td>405</td>
<td>452</td>
<td>398</td>
<td>519</td>
<td>513</td>
</tr>
</tbody>
</table>

#### Percent of first-time takers passing licensure and certification examinations (Includes results from NCLEX (AD.N and PN), AART, CRT, and PTA Exam. To reflect the existence of multi-college consortia, some results are duplicated at the college level) (KCTCS indicator)

<table>
<thead>
<tr>
<th></th>
<th>00-01</th>
<th>01-02</th>
<th>02-03</th>
<th>03-04</th>
<th>04-05</th>
<th>05-06</th>
<th>06-07</th>
<th>07-08</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>97%</td>
<td>94%</td>
<td>96%</td>
<td>98%</td>
<td>80%</td>
<td>94%</td>
<td>91%</td>
<td></td>
</tr>
</tbody>
</table>
Analysis of strengths, weaknesses, opportunities, and challenges based on key performance indicators and feedback from students, colleagues, and the community:

**Strengths**
- Nearly 3000 credential seeking students
- Professional Development opportunities taken have increased
- Filled the Chief Academic Officer position
- Our own Biology Lab Book (very pretty)
- Move HR to the SE Campus (able to get work done with less interruptions, privacy and confidentiality)
- All Allied Health licensure pass rates are up
- Enrollment increased even with gas prices and economic situation
- The number of tuition paying students is up
- Faculty and Staff minority percentages have increased
- Financial Aid Department - meeting the needs of students
- Diagnostic Medical Sonography Program
- START Center
- Horticulture Classes-online
- TLC Services, Allied Health tutoring
- TLC Move to the Library
- Discover College
- "New" Biology Lab
- Faculty, Staff and the current leadership despite budget cuts are all "hanging in there"
- M&O Staff-TLC electrical, radiography, DT Campus-TV Studio, Smart Board installation
- Updated equipment for Radiography
- Increased patronage in the library
- Number of credentials awarded increased
- Student Records has been able to process on demand processing for application before each semester
- Processing applications with a new service indicator – RNR to facilitate smooth registration process
- Student Records now processes all high school applications and register them as well
- Student Records processes all fire fighter applications and registers all of these students
- Both high school and fire fighters have greatly increase over the last few years

**Opportunities**
- Retirement vacancies
- Revision of QEP w/revised initiatives
- CPE Grant Proposal - college readiness
- Improving the student evaluations through technology
- Improve the physical access to the college for students with disabilities - adding more Braille signs
- Electronic door for Campus Center-parking lot door
- 50% Waiver for displaced workers covering (Career Transition)
- CT/MRI Program
- Support Center-time management,
- Increase Enrollment at day care center/local day care center
- Sick day care
- Going greener
- the Point
- Paper Schedules back in faculty hands
- Green River Health Dept. on SE Campus
- Looking for people to ultrasound
- WKU vacated space
- Assistance for Discover College students
- Power of 1 funds for students with hardships
- Assessment of data and security and response
- Humanities Building with vacant OCTV Studio and Arts space
- New labs in welding and Nursing simulation lab
- New printer in Academic Building
- Transfer Center
- Additional computer lab on campus that is accessible
Based on an analysis of the current status of these performance indicators and an evaluation of our previous year’s results, we are making the following changes to our objectives to improve our services and operations:

Fall 2008 enrollment of 5585—with 2986 credential seeking students—resulted in the attainment of action step #2. Retention will be a larger concern in the coming year due to the record number of students who enrolled in the spring. CCED and Academic Affairs met regularly through the year and coordinated initiatives. Academic divisions and Student Affairs offices were restructured in response to the budget reduction. The new, streamlined student evaluation of instruction was implemented. The evaluation of online courses will likely require further adjustments. Learning outcome assessments were explored by the Institutional Effectiveness Committee. The Title III Retention/Intervention methods, new instructional processes, and the three permanent positions from the grant (instructional technologist, placement testing coordinator, and retention specialist) were institutionalized as planned. The program review process was further refined and implemented as part of the strategic plan. The new method of adding ENG 101 and 102 sections was successful and will continue. The local response to new CPE requirements for degree length and placement testing will be developed in the coming year. A new strategic plan will be created, in sync with the new KCTCS strategic plan, as well.
College Objective #10: Resource Development

Key performance indicators:

<table>
<thead>
<tr>
<th>Endowment</th>
<th>01-02*</th>
<th>02-03*</th>
<th>03-04*</th>
<th>04-05*</th>
<th>05-06</th>
<th>06-07</th>
<th>07-08</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$50K</td>
<td>$123K</td>
<td>$998K</td>
<td>$1052K</td>
<td>$1357K</td>
<td>$1611K</td>
<td>$1625K</td>
</tr>
</tbody>
</table>

*Only includes new endowments generated by the major gifts campaign. 05-06 totals reflect all endowments.

Running total for major gifts campaign

<table>
<thead>
<tr>
<th>01-02</th>
<th>02-03</th>
<th>03-04</th>
<th>04-05</th>
<th>05-06</th>
<th>06-07</th>
<th>07-08</th>
</tr>
</thead>
<tbody>
<tr>
<td>$264K</td>
<td>$543K</td>
<td>$1749K</td>
<td>$2099K</td>
<td>$2759K</td>
<td>$3425K</td>
<td>$3467K</td>
</tr>
</tbody>
</table>

% of goal for major gifts campaign

<table>
<thead>
<tr>
<th>01-02</th>
<th>02-03</th>
<th>03-04</th>
<th>04-05</th>
<th>05-06</th>
<th>06-07</th>
<th>07-08</th>
</tr>
</thead>
<tbody>
<tr>
<td>9%</td>
<td>18%</td>
<td>58%</td>
<td>76%</td>
<td>92%</td>
<td>114%</td>
<td>116%</td>
</tr>
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</table>

# of grants submitted

<table>
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<tr>
<th>02-03</th>
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<th>04-05</th>
<th>05-06</th>
<th>06-07</th>
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<td>18</td>
<td>23</td>
<td>29</td>
<td>49</td>
<td>56</td>
<td>62</td>
</tr>
</tbody>
</table>

# of grants funded

<table>
<thead>
<tr>
<th>02-03</th>
<th>03-04</th>
<th>04-05</th>
<th>05-06</th>
<th>06-07</th>
<th>07-08</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>21</td>
<td>28</td>
<td>42</td>
<td>47</td>
<td>53</td>
</tr>
</tbody>
</table>

Analysis of strengths, weaknesses, opportunities, and challenges based on key performance indicators and feedback from students, colleagues, and the community:

**Strengths**
- SOS
- Power of One
- KYAE Grants in Daviess and Ohio Counties
- Road Race growing - Record attendance
- Phi Theta Kappa Car Show
- All of our current grants
- 2007-08 - Over 2.8 million in grant $
- Awarded $26,000+ for student scholarships from the Power of One
- Innovation Fund
- Emergency Student Loan/Grant program
- Fall Fling and Spring Fling student fundraising
- OMHS funding/support
- More faculty and staff involved in pursuing grants
- Auction of surplus equipment
- Board and Foundation Members
- Chamber Leadership Circle
- Membership in Rotary
- Community contacts
- KY WINS $ available through KCTCS (over $300K this year)

**Opportunities**
- OCTV still needs funding
- Perkins funding (for OCTV, possibly!)
- NEH Challenge Grant - Supporting Humanities and Global Studies
- Extended gaming license - Raffles up to $25K
- Sponsorships
- Facebook page for OCTC Alumni
- Alumni reunions, events
- Strawberry Jam, Car Show (more student groups involved)
- Increase the Power of One campaign in the community
- Scholarships for participation in international studies
- Entrepreneurial programs - Cosmetology, Auto, Carpentry
- Entrepreneurial Committee/Think Tank
- Faculty and staff involvement in grant implementation and fund raising
- Naming opportunities
- 25th Anniversary only 18 months away
- Still looking for a major signature event
Based on an analysis of the current status of these performance indicators and an evaluation of our previous year's results, we are making the following changes to our objectives to improve our services and operations:

The Power of One campaign raised over $65,000 for the year and $26,000+ in student scholarships were awarded as a result. Over $13,000 was raised in support of welding scholarships with the welding equipment raffle. Over $300,000 in Kentucky WINS supported CCED training efforts. The adult education grant was obtained for Ohio County, building upon the success with the Daviess County program. The Road Run had record attendance. More faculty/staff were involved in proposal development, and there was over $2.8 million in grant funding obtained for the 2007-08 year. Major initiatives in the coming year include the KCTCS Public Advocacy campaign, responding to and taking advantage of new stimulus funded grants, partnering with local development offices, expanding on advisory committee connections, and developing donor and alumni recognition programs.
Academic Affairs

Key performance indicators:

Success rate of developmental advisees in RDG010 and RDG020*

<table>
<thead>
<tr>
<th></th>
<th>02-03</th>
<th>03-04</th>
<th>04-05</th>
<th>05-06</th>
<th>06-07</th>
</tr>
</thead>
<tbody>
<tr>
<td>RDG010</td>
<td>64.0%</td>
<td>61.4%</td>
<td>60.3%</td>
<td>58.7%</td>
<td></td>
</tr>
</tbody>
</table>

*% with a passing grade of all receiving a grade (MP grades removed), Fall classes only.

Number of objectives at each of the following levels:

<table>
<thead>
<tr>
<th></th>
<th>01-02</th>
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<td>2</td>
<td>3</td>
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<tr>
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<td>1</td>
<td>4</td>
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<tr>
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<tr>
<td>Revision Necessary</td>
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</tbody>
</table>

Significant changes in the past year:

- Hosted visiting Chinese scholars who worked at OCTC and other local colleges and participated in community events
- Block transfer agreement initiated with Brescia University
- Interdisciplinary Early Childhood Education 2+2 proposal completed
- Implemented the use of new Student Evaluation of Instruction forms
- Initiated service learning mini-grant projects funded by the Civic Engagement committee.
- Continued Civic Engagement Committee work campus wide
- Approval of new certificates in Office Systems Technology and Allied Health courses
- Full-time faculty/staff hired - Faculty in nursing, communications and Discover College staff position
- Curricular revisions completed in various AAS programs
- Continued growth in the number and variety of web-based/web-enhanced courses, bi-term offerings, and weekend classes
- Increased number and variety of courses available in area high schools and area technical centers
- Worked with local promotion committee and candidates to improve the quality of promotion notebooks
- Completed office moves of various faculty
- Completed move of OCTV to Downtown campus
- Added classrooms in Technical and Humanities buildings
- Affirmed new OCTC Values, Vision and Mission Statement
- Discover College moved to Academic Affairs
- Funded and developing PN Nursing program for VLI
- Approval of 2+2 transfer agreement in Business Administration with University of Evansville
- Completing 2+2 transfer agreement with WKU in Education and Biology
- Convened development of Theatre Production and TV production certificates
- Offering 2 day scheduling of general education courses at Southeast Campus
- Implemented new Ultrasonography program
Analysis of unit/division strengths, weaknesses, opportunities, and challenges based on key performance indicators and feedback from students, colleagues, and the community:

Strengths
1. High priority placed on meeting the needs of students, faculty, and staff in a timely and effective manner
2. Strong emphasis on academic quality and student achievement
3. Collegial approach to decision-making and problem solving
4. Successful adaptation of administrators, faculty, and staff to continued changes in personnel and curricula
5. Support for alternative delivery - online, hybrid, web-enhanced, bi-term, and evening/weekend classes
6. Growing collaboration with other local colleges and community partners

Weaknesses
1. Some disciplines still rely heavily on part-time faculty
2. Staff are sometimes insufficient to complete assigned tasks during normal working hours
3. Limited storage, office, and classroom space
4. More projection systems and new computers are needed to keep pace with changes in technology and to more fully utilize it in classroom instruction

Opportunities
1. The inauguration of our visiting scholars program is enabling faculty, staff, students, and the community to gain a greater knowledge of other cultures; the relationship established with Chinese universities is expected to lead to cross-cultural collaboration in a number of areas
2. Revisions to the Student Evaluation of Instruction will allow better feedback to faculty and administrators regarding instructional strengths and areas for improvement
3. The establishment of a Civic Engagement Committee, part of a major thrust in that area, will offer faculty and students new opportunities to link community projects with classroom learning.
4. New programs/courses and other curricular changes promise to increase the number of students completing a credential and to improve the college’s responsiveness to the community
5. The growing use of alternative delivery is encouraging more area employees to pursue a credential in their field.
6. The inclusion of annual program reviews in the institutional strategic plan is allowing the institution to better utilize the documents for program improvement.
7. A new block transfer agreement between OCTC and Brescia University, and a growing variety of Discover College offerings, will allow students to move more seamlessly through the educational spectrum
8. Addition of new classroom capture systems to enhance on-line learning

Challenges
1. Providing sufficient funds for faculty and staff professional development
2. Balancing the need to participate in system committees, workgroups, and peer teams against the heavy demands that teaching and other local activities place on faculty and administrators
3. Student recruitment and retention in low-enrollment programs
4. Finding suitable space to house daytime and evening classes (OCTC and WKU) and full and part-time faculty
5. Staffing sufficient sections of selected general education classes to meet student needs
Based on an analysis of current status of these performance indicators and evaluation of our previous year's results, we are making the following changes to our unit/division objectives to improve our services and operations:

Academic Affairs will continue to pursue current objectives in 2008-2009.

Program curricula are “living” documents, which will be continually reviewed and revised as necessary to ensure that they meet the demands of employers and the needs of students. The new curriculum approval process, which has been successfully implemented at the college, will provide improved communication and input from faculty.

During the coming year, OCTC and the other local colleges will again host two faculty members from China. Their work in Owensboro promises to enhance our developing relationship with their home institution, to enrich our institution and the greater community, and to further our growing emphasis on global awareness. Continued focus on a Global Studies Program, coordinated by members of our humanities and social sciences faculty, and Sister Cities will allow us to continue to pursue opportunities for additional exchanges and other intercultural learning experiences, some of which will be incorporated into our local curriculum.

The newly formed Civic Engagement committee will launch and/or continue the following:

- Expanding the Civic Engagement Committee
- Developing a civic engagement website
- Planning and hosting a kick-off event featuring a prominent speaker
- Promoting collaboration with interested groups in the community
- Encouraging faculty participation – stipends will be available for implementing service learning projects and other appropriate activities

This new initiative promises to greatly enhance the importance of service learning and community involvement among students, faculty, staff, and the community.

Due to the economic climate and increased interest in the college’s programs, space and equipment allocations will be ascertained to best address those needs.

In order to better prepare students in the workplace and for transfer, the QEP will be refocused on to enhance the learning and engagement of students.
Advanced Technologies and Trades Division

Key performance indicators:

# of students obtaining a credential in division programs.

<table>
<thead>
<tr>
<th></th>
<th>07-08</th>
<th>08-09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree</td>
<td></td>
<td></td>
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<tr>
<td>Diploma</td>
<td>52</td>
<td>35</td>
</tr>
<tr>
<td>Certificate</td>
<td>129</td>
<td>147</td>
</tr>
</tbody>
</table>

# of credentials awarded in division programs.

<table>
<thead>
<tr>
<th></th>
<th>07-08</th>
<th>08-09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diploma</td>
<td>52</td>
<td>46</td>
</tr>
<tr>
<td>Certificate</td>
<td>393</td>
<td>349</td>
</tr>
</tbody>
</table>

Analysis of unit/division strengths, weaknesses, opportunities, and challenges based on key performance indicators and feedback from students, colleagues, and the community:

Strengths
1. Same faculty
2. Strong graduates
3. Professional development Workshops available locally
4. More web pages
5. Wireless technology taught
6. Advising and academic plans (having plans on web helps)
7. On-line classes
8. Web enhanced/hybrid classes (All IT courses are web enhanced)
9. IT faculty visited high schools to recruit
10. Network lab enhanced; more client server stations
11. Laptop 4 U Program
12. ATC completed and opened!
13. Perkins refunded through 2011
14. More students going to WKU for BS in Applied Tech.
15. More business/industry classes taught on site/on campus by division
16. ATC – have focus of administration/community
17. Industrial Maintenance a growing program
18. Increased lab training on equipment for mechanical maintenance training
19. More job opportunities for students
20. Collaborative projects (student projects, Habitat for Humanity, IMPRO, Daviess County Schools box lids, Germantown Project)
21. Career Pathways Alternative Delivery
22. NSF Grant for Mechatronics
23. Common core schedule for all the MIT degrees – so students do not have to chose
24. All instructors have occupational area certification
25. Have years of work experience
26. High enrollment
27. High placement / putting students to work
28. Utilization of web enhanced blackboard

Weaknesses
1. Some faculty do not have web pages
2. Instructors need latest model computers
3. Need wireless technology and IT team support
4. Hardware issues for upgrade in 2008 (Vista)
5. Tablet PC w/wireless to projector
6. HS students that don’t come back to us as adults – how to get these students their certificates
7. Exploratory machining certificate that Industrial Maintenance students are eligible for.
8. We need more fairs/showcase/open houses
9. Program Coordinator communication with High School
10. Industrial Maintenance – needs a budget and a program coordinator
11. High School don’t like to buy books that are consumable
12. Need welding machine in ATC if we don’t have a welding lab there
13. IMAC only available to GRADD & WINS students only not open to public.
14. Funding for Phase II – still waiting
15. Need more classroom/shop and storage space
16. One instructor program having to schedule/teach students in a two year time period (students on different levels).
17. No faculty office area on SE Campus

Opportunities
1. Encouraged to do more on-line and hybrid classes
2. Increase marketing of programs
3. Faculty workshop instructing how to enter grades into PeopleSoft
4. More students using on-line registration
5. Wireless labs
6. “Clicker” system access
7. ATC – go after more grants
8. Market rapid prototyping center.
9. Support/time for cross training
10. New mechatronics recruiter
11. Tours of the ATC and open houses
12. Encourage students to pursue an Associate degree
13. National Certification for Programs
14. Maximize usage of web enhanced/online classes.
15. To pursue occupational specific degrees for each program. (Example: AAS Welding Technology; AAS in Cosmetology etc…)

Challenges
1. Keep up w/current software
2. Wire/cable management in all labs
3. Keeping up w/current hardware, e.g. wireless
4. Offering 100CIS at other campuses (need more computers in the labs)
5. Increasing number of students in programs
6. Increasing number of students graduating
7. Having initial website set up by webmaster
8. More online courses and hybrid courses
9. Hardware issues
10. Programming (curriculum for ATC)
11. Rest of funding for ATC (phase II)
12. ATC “Advanced” is a short-lived state how we get funding to stay advanced
13. Multi-tasking demands on teaching
14. Producing the “Jack of all trades” that industry wants
15. Finding evening instructors
16. Subs. so that someone can cover your class when you have to be out
17. Training for license upgrade – could offer more courses
18. Finding instructors to work on Saturdays
19. Offer evening classes, but have to cancel to due low enrollment
20. Shop/classroom/storage space not adequate for some programs
21. Seek funds to hire qualified instructors to expand programs.
22. Lack of preparation time for instructors, need for planning periods.
23. How to meet the needs with rising supplies cost.

Based on an analysis of current status of these performance indicators and evaluation of our previous year’s results, we are making the following changes to our unit/division objectives to improve our services and operations:

Based upon an analysis of the division’s strengths, weaknesses, opportunities and challenges listed above, the division realized that there were three overall goals that apply to the division as a whole:

We need to increase the number of students receiving national certifications/licensures
We need to increase the involvement in student organizations
We need to increase the graduation rate in degree programs
**Allied Health and Personal Services Division**

**Key performance indicators:**

<table>
<thead>
<tr>
<th># of students entering Allied Health programs who continue into second year</th>
<th>02-03</th>
<th>03-04</th>
<th>04-05</th>
<th>05-06</th>
<th>06-07</th>
</tr>
</thead>
<tbody>
<tr>
<td>Radiography</td>
<td></td>
<td></td>
<td>18</td>
<td>15</td>
<td>To be updated S08</td>
</tr>
</tbody>
</table>

ST accepted 15 students and 14 enrolled. Three transferred to other programs within the college and one withdrew after the start of the second semester. Ten graduated, one-third with a degree as well as diploma.

<table>
<thead>
<tr>
<th>% of students entering Allied Health programs who graduate within three years*</th>
<th>02-03</th>
<th>03-04</th>
<th>04-05</th>
<th>05-06</th>
</tr>
</thead>
<tbody>
<tr>
<td>65.5%</td>
<td>62.4%</td>
<td>75.5%</td>
<td>To be updated S08</td>
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</table>

*To be modified now that divisions realigned.

**Number of objectives at each of the following levels:**

<table>
<thead>
<tr>
<th>Completed</th>
<th>01-02</th>
<th>02-03</th>
<th>03-04</th>
<th>04-05</th>
<th>06-07</th>
</tr>
</thead>
<tbody>
<tr>
<td>Substantial Progress</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>2</td>
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<tr>
<td>Beginning Implem.</td>
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</tr>
<tr>
<td>Revision Necessary</td>
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</tr>
</tbody>
</table>

**Analysis of unit/division strengths, weaknesses, opportunities, and challenges based on key performance indicators and feedback from students, colleagues, and the community:**

**Strengths:**

1. QEP incorporated into syllabi
2. HRSA grant
3. New digital equipment – Radiography
4. OMHS partnerships
5. CNA program
6. ATI testing and predictor exam
7. TCE101 for NSG 203
8. JRC – Radiography continuing accreditation
9. Gender Equity video and initiative
10. Addition of programs in Diagnostic Medical Sonography and Paramedic Technology
11. Improved utilization of adjunct in Cosmetology
12. Additional admission point for Surgical Technology students in January with addition of full-time faculty with OMHS support
13. Continuation of OMHS support for two program opportunities in Surgical Technology.
14. Employment of faculty full-time in Diagnostic Medical Sonography which will provide improved program continuity in linking didactic instruction with clinical opportunity.
15. Employment of additional full-time Nurse Aide instructor and creation of Nurse Aide instructional lab on Downtown Campus adding a minimum of five classes each semester.
16. Use of adjunct faculty to broaden course offerings as well as provide additional experiential opportunities for students in program.

**Weaknesses:**

OCTC Strategic Plan with Embedded Annual Plan for 2009-10 180
1. Lack of faculty web pages
2. Connectedness of Allied Health programs on web
3. Space – all programs
4. Insufficient compensation for adjunct clinical faculty.
5. Financial constraints for programs
6. Uneven student ability to access course material on BlackBoard
7. Diagnostic Medical Sonography program has small enrollment but is very space-constrained in lab/classroom.
8. Obtaining additional clinical sites for DMS with certified techs in order to accept additional students.
9. Space and scheduling for Nurse Aide testing program due to demands for classes.

Opportunities:

1. Partner w/ Audubon Area Headstart for pediatrics
2. Online classes
3. HRSA grant
4. Program offering expansion
5. Partnerships w/ WKU for rad and nursing
6. Division training – IT for web pages and web-enhanced classes
7. Continuing to build on initial web-enhancement of courses
8. Curriculum changes in Cosmetology to facilitate student access
9. Scheduling of high school cosmetology program and collaboration of faculty for delivery of introductory program course.
10. Expansion of course offerings in Culinary Arts including food service offerings when in conformity with curriculum
11. Partner with WKU-O to encourage program graduates continue through Bachelor of Science in Health Sciences program.
12. Pursuing additional educational opportunities for students in Paramedic and Fire Rescue programs to obtain Baccalaureate degree through regional colleges.
13. Revisit high school Health Sciences curriculum to provide additional dual enrollment opportunities for students in exploring Allied Health career options available at OCTC.

Challenges:

1. NLNAC
2. ADVANTAGE faculty needed
3. Logistics of nursing coordination
4. Obtaining adjunct clinical faculty
5. Facilitating student access to technology
6. Faculty changes in conjunction with new Radiography curriculum
7. Growing programs – growing space needs
8. Space constraints – particularly for DMS and NA programs.
9. Addition of MRI/CT on-line certificate programs following curriculum revision this year.
10. Continue to pursue accreditation of Sonography program through the Joint Review Committee for Education in Medical Sonography (JRCDMS).
11. Building collaboration and consensus among program faculty.
Based on an analysis of current status of these performance indicators and evaluation of our previous year's results, we are making the following changes to our unit/division objectives to improve our services and operations:

Expansion of program offerings in all areas of the division, both in progress and under consideration, and emphasize the importance of communication and collaboration in order to advance program and student success.

Expansion of programs has occurred. Attention to program specific needs in conjunction with expanded offerings in DMS, Cosmetology, Health Sciences and Nurse Aid to ensure student needs and required outcomes are met.

Expand Diagnostic Medical Ultrasonography program through improved collaboration with community partners, especially OMHS/RDI to obtain needed clinical sites. Obtain initial program accreditation through JRCMDS. Revise program and curriculum offerings to align with recent system curriculum changes.

Provide food service as feasible to Southeast and Main Campuses in partnership with other administrative efforts.

Work with Discover College personnel to explore revision of program offerings to expand student access to entry-level courses for dual enrollment for career exploration.
## Business Affairs

### Key performance indicators:

**NOTE:** The faculty/staff survey has been moved to a fall administration (03-04 results from Sept. 2004)

Faculty/Staff Survey item #6: “I understand how the strategic/annual plan is used in budget development”

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<thead>
<tr>
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<tbody>
<tr>
<td>Strongly Agree or Agree</td>
<td>37.1%</td>
<td>37.3%</td>
<td>47.5%</td>
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Faculty/Staff Survey item #7: “I understand how budget priorities are determined.”

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<th>06-07</th>
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</thead>
<tbody>
<tr>
<td>Strongly Agree or Agree</td>
<td>33.4%</td>
<td>31.6%</td>
<td>32.3%</td>
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</table>

Faculty/Staff Survey item #8: “I have the opportunity for input into the budget planning process in my area.”

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</thead>
<tbody>
<tr>
<td>Strongly Agree or Agree</td>
<td>42.1%</td>
<td>45.8%</td>
<td>44.9%</td>
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Faculty/Staff Survey item #14: “The business office (bill payment, travel processing, purchasing) processes my requests accurately and efficiently.”

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<tr>
<td>Strongly Agree or Agree</td>
<td>74.8%</td>
<td>80.0%</td>
<td>74.7%</td>
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Faculty/Staff Survey item #15: “The human resources office meets my individual needs.”

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<tbody>
<tr>
<td>Strongly Agree or Agree</td>
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<td>84.3%</td>
<td>83.6%</td>
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Exit Survey item #33: “Business Office”

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<th>04-05</th>
<th>05-06</th>
<th>06-07</th>
<th>07-08</th>
<th>08-09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Satisfied, Generally Satisfied, or Satisfied of those responding</td>
<td>95.0%</td>
<td>96.0%</td>
<td>97.2%</td>
<td>97.8%</td>
<td>94.7%</td>
<td>99.0%</td>
<td>98.3%</td>
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Exit Survey item #36: “Campus security”

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<th>08-09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Satisfied, Generally Satisfied, or Satisfied of those responding</td>
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<td>87.5%</td>
<td>91.2%</td>
<td>93.8%</td>
<td>93.9%</td>
<td>96.1%</td>
<td>95.8%</td>
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Number of objectives at each of the following levels:

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<th></th>
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<th>02-03</th>
<th>03-04</th>
<th>04-05</th>
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<td>5</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
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<tr>
<td>Substantial Progress</td>
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<td></td>
<td>1</td>
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<tr>
<td>Beginning Implem.</td>
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</tbody>
</table>
Significant changes in the past year:
The Business Office lost an integral member of the team in early Fall 2006. After concentrating on cross-training for so long, we were able to divide the duties from this team member’s position and still deliver quality business services to the OCTC faculty and staff. Also, another change was the hiring of an individual that was able to quickly pick up on the training and assume the job duties one by one. KCTCS contracted with Crowe, Chizek and Company to do a Procurement Card Program Consultation Report in Spring 2007. The College had minimal findings. However, the Procurement Card Program Report resulted in systematic changes in KCTCS Procard business procedures. Changes recommended by the Report were implemented at OCTC.

Significant changes in the past year: (2007-2008):
After focusing for so long on the Advanced Technology Center, it was exciting to finally open the building for student, faculty, staff and the community to use. Like any major addition to the campus, the opening of the ATC resulted in bringing additional faculty, staff and students to the Main Campus. Training on existing procedures and policies and implementation on new procedures followed.

Updates to the Southeastern Campus office complex and student areas were made. Also, changes to the Downtown Campus resulting in several technical programs moving to the Main Campus. Additionally, renovations of the Administration Building required moving the College Switchboard/Mailroom to the ATC. Changes were made to other areas of Main Campus including updates and renovation of the Learning Resource Center and upgrades on classroom and student use furniture. These changes resulted in an increase of furniture purchased through the Business Office and the dissemination of the furniture throughout campus.

There were several revisions to Business Procedures that had to be implemented. Also, inventory had to be updated based on the moves made across campuses. A surplus auction is planned in conjunction with the KCTCS Facilities Management and will result in more revisions to the college inventory.

The HR/Payroll Office lost an employee and that position has been left vacant. This vacancy was the reason for revising several procedures to strengthen internal controls.

Analysis of unit/division strengths, weaknesses, opportunities, and challenges based on key performance indicators and feedback from students, colleagues, and the community:

Strengths
1. Team players
2. Hard workers
3. Cross-trained to provide general service to our customers
4. New postage machine
5. New President
6. On-line tuition payment and Facts E-cashiering
7. New vehicles (2)
8. Call Center
9. ATC meeting room
10. Tables now available on lakeside of Administration Building
11. Energy management project

**Weaknesses**
1. No switchboard back-up operator unless a student worker is available
2. Vending
3. Getting to know everyone on all the campuses is difficult
4. Communication (all types)
5. Evaluation process
6. Inventory process
7. Equipping the ATC and getting the equipment recorded in the inventory module correctly
8. Awareness of safety procedures
9. Room rental policy is outdated
10. Outdoor seating – Bushes encroaching on seating area

**Opportunities**
1. New ATC building
2. New President
3. Look at Business Office door (hard to open)
4. Summer loans being offered in Summer 2008
5. Participating in KCTCS Best Practices
6. Staff mentoring program
7. Service Awards
8. Recognition of incoming and departing employees (without food)
9. Focus on getting people to attend payroll and other trainings
10. Send e-mail when a month is closed at KCTCS
11. Awareness of safety procedures
12. Change the campus lounge area to more comfortable furniture
13. Relocating faculty and staff to the ATC
14. ATC meeting room
15. Shelter for bus stops on Main Campus
16. Look at relocating bus stop to alleviate parking lot hold ups
17. Request for evaluation/merit survey from KCTCS
18. Phase II funding
19. Focus on website
20. Budget reporting through e-mail

**Challenges**
1. New postal rates and regulations
2. Mail pick up and delivery
3. ATC opening
4. New President
5. Parking
6. Handicap parking spaces need to be wider
7. ADA accessibility campus wide
8. Facts Payment Plans offered during the summer semester
9. Participating in Best Practices (KCTCS)
10. Call Center
11. Boosting employee morale
12. Food purchases
13. Procard holders – Level III at other campus
14. Evaluation process
15. Payroll – Getting payroll request forms submitted timely and correctly
16. Security
17. Awareness of safety procedures
18. Funding OCTC travel with rising gas prices
19. Communicate campus problems to appropriate Dean
20. Room rental chart/policy
21. Loop opening in summer
22. Maintaining 3 aging campuses
23. HR running out of space
24. Business Office running out of space
25. Phase II funding

Based on an analysis of current status of these performance indicators and evaluation of our previous year’s results, we are making the following changes to our unit/division objectives to improve our services and operations:

Based on the analysis of the SWOC results, communication of all types continues to be focused on as an area of improvement. Safety awareness is a topic of primary focus. Communication and training faculty and staff on new policies and operational procedures as well as safety procedures will continue to be emphasized. While cross-training of staff will continue, the emphasis will shift to training and communicating with our faculty and staff. However, increasing participation in training workshops will be an area of focus for the coming year. Visibility from the Business Affairs website has grown in importance this year with the increase in on-line tuition payments and on-line FACTS payment plans.

Current Year of 2009-2010

Strengths and Opportunities for the Business Affairs areas

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive Facilities Usage Policy</td>
<td>-Cash Handling Procedures</td>
</tr>
<tr>
<td>Completed</td>
<td>-New employees review of cash handling procedures</td>
</tr>
<tr>
<td>More Space for the Business Office</td>
<td>-Maintaining 3 campuses</td>
</tr>
<tr>
<td>SNAP</td>
<td>-Security Cameras in the Parking Lots</td>
</tr>
<tr>
<td>Hazardous Material Usage Training</td>
<td>-Finalize Hazardous Waste Plan for OCTC</td>
</tr>
<tr>
<td>Partnerships with Green River District Health Department</td>
<td>-More Communication on new employees, when people physically move and when responsibilities change.</td>
</tr>
<tr>
<td>OCTC@OMHS – more students have full tuition covered</td>
<td>-Introduce new faculty and staff to Campus Offices</td>
</tr>
<tr>
<td>Emergency Student Loan Fund – Power of One Campaign successful</td>
<td>-New position in HR/Payroll Office.</td>
</tr>
<tr>
<td>Part-time personnel for HR/Payroll</td>
<td>-HR/Payroll Office on another campus from the majority of College personnel.</td>
</tr>
<tr>
<td>Forms online</td>
<td>-WKU-O move to new location</td>
</tr>
<tr>
<td>Implemented Higher One successfully.</td>
<td>-Student Receivable to reduce and become more accustomed to new processes.</td>
</tr>
<tr>
<td>Supported Quick Jobs Initiative</td>
<td>-New Chairs for Business Office.</td>
</tr>
<tr>
<td>Revamped student accounts receivable billing which includes promissory note payment plan.</td>
<td>-Collection and Deposit Procedures – revised to</td>
</tr>
</tbody>
</table>
be more effective and efficient.
-Dedicated, knowledgeable, reliable, conscientious, and hard workers and team players in the Business Office and HR/Payroll
-Cross Training in the Business Office
-New Website up-to-date
-Mag-strip process to put credit/debit cards directly into PeopleSoft
-Updated seating for students inside the buildings and outside
-Availability to rally as a unit to provide excellent customer service under unusual and adverse conditions
-HR located on the Southeastern (SE) Campus
-HR files and office located on the same campus
-Traffic increased to the HR office on the SE Campus
-Website for Mycareernetwork.com for job postings
-KCTCS debit card – helps students with direct deposit for their payroll checks
-New Counter for Cashiering
-New pictures
-Vending Machines
-Implement new food service
-New President
-Keep website up-to-date
-H1N1 – focus on wellness
-Communication everywhere
-Purchase new vehicles and retire old vehicles
-Ad Astra scheduling for vehicles
-Use of rental vehicles for student conveyance
-Work with Student Affairs and Academic Affairs and grant principal investigators on year-end closing
-Enrollment is up
-Increase in 3rd party billing
-Increase in Financial Aid refunds
-Increased Enrollment / Increased student financial aid – How will it impact R2T4 returns?
-Revise Inventory process
-Business Office Door not ADA accessible
-Fee Payment Door between wings broken
-New copiers
-Boost employee morale
-Tracking document for inventory
-Staffing of front desk at the Southeastern (SE) Campus
-Offer more HR programs to faculty and staff with more employees
-Backup personnel for payroll
-Cross-training for HR/Payroll a challenge due to segregation of responsibilities
-Assist KCTCS with revamping of PPE process.

The focus on communication with faculty, staff, and students has been very beneficial this year. With the rollout of the KCTCS debit card from HigherOne, communication with faculty, staff, and students has been very important. Additionally, training has been very important and encompassed everything from Open Enrollment information to earthquake preparedness to H1N1 preparedness. We are making strides with improving certain process with KCTCS by being a pilot school for the new room scheduling software from Ad Astra.
Center for Community and Economic Development (Workforce Solutions)

Key performance indicators:

Grant funding and Cost recovery revenues

<table>
<thead>
<tr>
<th></th>
<th>02-03</th>
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<th>04-05</th>
<th>05-06</th>
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<tr>
<td>$869K</td>
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<td>$1.5M</td>
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<td>$2.1M</td>
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Total credit hours converted (non-credit to credit) (Fall)

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<tr>
<td>287.4</td>
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Duplicated headcount (non-credit courses)

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KAE enrollment*

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*02-03 is the first year of implementation

Number of companies served

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<tr>
<td>281</td>
<td>293</td>
<td>344</td>
<td>382</td>
<td>269**</td>
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Number of objectives at each of the following levels:

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* OCTC’s adult ed enrollment has far surpassed KAE accountability requirements every year since program inception.

** Number reflects change in the KCTCS criteria for companies served.

Significant changes in the past year:
The KCTCS Workforce Competitiveness Initiative (WCI) has furthered the college’s strategic priorities in the development of a responsive pipeline as well as a more focused incumbent worker training effort. The criticality of achieving these goals through accelerated, flexible academic delivery options that are adult learner friendly has become increasingly more important due to a nationwide economic downturn. The division’s innovative workforce development efforts as well as systemic support services for incumbent workers have furthered the college’s presence at both the state and national level as a leader in the career pathways arena. And the lessons learned have translated very well to assist in a reengineering of postsecondary credentials with labor market payoffs for dislocated workers within the region.

Although labor intensive, the division’s new college and workforce readiness focus, Training HQ and its accompanying programming, known as QUICK Jobs has allowed time challenged and under-skilled adult populations a new pathway to enter college while also increasing their foundational and market driven technical skills.
Analysis of unit/division strengths, weaknesses, opportunities, and challenges based on key performance indicators and feedback from students, colleagues, and the community:

**Strengths**
1. Unit’s work has not only led to recognition but some additional grant resources and program opportunities.
2. New academic partnerships and models which feature “embedded” short-term training credentials which allow the learner to continue into a related career pathway (postsecondary degree).
3. Clear understanding of the learner strategies and career technical training deliveries that are needed to provide the greatest flexibility and access for those served
4. Unique structure of CCED—integrated outreach services
5. Significant partnership with the EDC and LWIB to launch TRAINING HQ.
6. Already established and positive community and partner relations
7. Unique technical resources – wireless computer lab, Industrial Maintenance mobile equipment, industry trainers
8. Flexibility of individuals to be responsive—we help each other out when we know someone needs help
9. Phenomenal work ethic and commitment within the unit
10. Local, system, and national recognition of efforts
11. Great ideas, great work, great people

**Weaknesses**
1. New initiatives (grants and/or system requests) have outpaced the unit’s project management capabilities.
2. Rapid growth has created challenges for internal communication within unit and awareness of how we can help each other.
3. Scope and scale of state and national projects have required cross-functional teamwork however, there is now a need to standardize and streamline processes leading to greater effectiveness and quality assurance
4. Members within the unit aren’t always knowledgeable about each other’s work
5. Not enough time! Some personnel workloads are unmanageable.
6. Career Pathways work is sometimes perceived as “challenging” the roles of other divisions.

**Opportunities**
1. KCTCS’ Workforce Competitiveness Initiative is providing a more structured and focused industry service template.
2. TRAINING HQ with its Quick Jobs programs can better serve at risk adults while providing financial stability to the division.
3. Federal ARRA funding for new workforce initiatives is overwhelmingly mandating that career pathway models be built into the SGAs. This division’s work and the national recognition garnered position OCTC favorably in the highly competitive grant environ.
4. Priority goal to pursue ARRA related workforce funds by increasing staff in the college’s advancement area will allow the pursuit of FIPSE, DOL and other DOE SGAs.
5. New positions are supporting the development and implementation of the pathway initiative as well our on-to-college work.
6. The division’s MechaManufacturing grant and LWIB incumbent worker funding is allowing the division to maximize KY WINS funding by off-setting company out of pocket contributions for these types of training
7. Attention garnered from new delivery models continue to lead to new workforce development partnerships, opportunities, and recognition among peers.

Challenges

1. New CPE “cut scores” for college readiness will necessitate far greater innovation and collaboration between workforce and academic paradigms.
2. Maintaining the balance and quality control of the unit’s program and services with the increased demands found with the development of alternative delivery models.
3. Further development and implementation of these dynamic new delivery system; ensuring proper staffing for program development and academic success.
4. Expanding on these early academic partnerships while engaging and systematizing institutional “buy-in” for non-traditional, alternative delivery systems.
5. Planning and resource identification/solicitation to rehab the downtown campus for long range program goals.
6. Securing the resources while allocating the necessary staff support to complete the TEAM LEADERSHIP Certificate.
7. Furthering the institutional goal to “cross serve” our industry clients when the technical academic faculty and much of the equipment are located on a different campus.
8. “Hanging on” to the CCED’s positive, proactive, team focused culture in a rapidly expanding, fluid growth cycle.
9. New System and Kentucky Adult Education accountability and/or strategic priorities are often unfunded (or under-funded) mandates and are many times “at odds” with operational directives from these two groups.

Based on an analysis of current status of these performance indicators and evaluation of our previous year’s results, we are making the following changes to our unit/division objectives to improve our services and operations:

The WCI and system requirements have led to a reengineering of personnel roles to better serve this region’s diverse workforce needs. Sales, sector responsibilities, and subject matter expertise have been defined and job roles restructured. The accompanying project coordination and support functions have been realigned with pertinent personnel. There is significant interface with college leadership to “institutionalize” some of the best college and workforce readiness program activities in order to sustain the efforts post-grant and to migrate the lessons learned for the benefit of student populations across the institution. Kentucky’s nationally noteworthy emphasis on collaboration between key state level workforce stakeholders – KCTCS, KWIB, KAE and others means that policy and accompanying programmatic change will be constant at the local and regional level. Only through our ability to “think globally and act locally” will this division be able to thrive and serve.
Discover College

Key performance indicators:

<table>
<thead>
<tr>
<th># of students in Discover College (Fall)</th>
</tr>
</thead>
<tbody>
<tr>
<td>01-02</td>
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<tr>
<td>-------</td>
</tr>
<tr>
<td>356</td>
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</table>

Number of objectives at each of the following levels:

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<th>02-03</th>
<th>03-04</th>
<th>04-05</th>
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<th>07-08</th>
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<tbody>
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<table>
<thead>
<tr>
<th>Substantial Progress</th>
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<th>02-03</th>
<th>03-04</th>
<th>04-05</th>
<th>06-07</th>
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<table>
<thead>
<tr>
<th>Revision Necessary</th>
<th>01-02</th>
<th>02-03</th>
<th>03-04</th>
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</table>

Analysis of unit/division strengths, weaknesses, opportunities, and challenges based on key performance indicators and feedback from students, colleagues, and the community:

Strengths
1. Enrollment growth
2. Retention data
3. Strong committed staff-- teamwork
4. Partnerships
5. P-16 Council involvement nurse initiative evolving to a consortium model
6. Community buy-in and support
7. Name recognition
8. Increase offering of general education dual enrollment courses
9. Updated faculty credentials on file at OCTC
10. Discover College website revised to incorporate new KCTCS design
11. Transparency and positive working relationship with all area school districts
12. Streamlining opportunities with partners and making those opportunities more consistent with each school/district
13. Career pathway templates created for our partner high schools
14. Yearly visits to partner high schools and district offices
15. Served on Area Technology Center Accreditation Team
16. Integration of campus-based technical operations into the operations of the college
17. Increased enrollment in home school population in general education and transfer courses
18. Budget line created for Discover College

Weaknesses
1. Need to continue educate others in the college (Main campus, student affairs, and business affairs) about Discover College so we are all on the same page.
2. Diminishing funding in secondary Perkins-
3. Lack of staff to support Discover College’s growth (30% of OCTC enrollment)
4. Clarity of job descriptions
5. Lack of a dedicated office space to secure files and meet with students privately
6. Little guidance from KCTCS on PLTW implementation

Opportunities
1. Retention of Discover College graduates as postsecondary students
2. Project Lead the Way and Nursetrack cohort expansion
3. Increase number of homeschooled students pursing Discover College
4. Continuous communication between high school teachers and OCTC faculty
5. Discover College is hosting “Generation Innovation Expo” for future engineers and innovators

Challenges
1. Space
2. Paperwork
3. Continuing to balance interest and concerns of the college with the interest and concerns of all partner high schools.
4. KCTCS system-wide MOA for Area Technology Centers

Based on an analysis of current status of these performance indicators and evaluation of our previous year’s results, we are making the following changes to our unit/division objectives to improve our services and operations:

Based on analysis Discover College is making the following changes to its unit/division objectives:

- Discover College will work to increase tuition-paying and SEEK funded student enrollment.
- Discover College will work to support initiatives at OCTC to increase high school enrollment and retention through health science, Biotechnology, Mechatronics, and engineering initiatives.
- Discover College will continue to improve internal and external relations with partners by strategically reviewing and streamlining processes for clarity and efficiency.
Humanities and Fine Arts Division

Key performance indicators:

% of students passing ENG 101 in Fall

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Spring</th>
<th>Fall</th>
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% of students passing ENG 101 in Fall who passed ENC 091 in the Spring

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Spring</th>
<th>Fall</th>
<th>Spring</th>
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<tbody>
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<td>99-00</td>
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% of students passing ENG 101 in Spring

<table>
<thead>
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<th>Year</th>
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<th>Spring</th>
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% of students passing ENG 101 in Spring who passed ENC 091 in the Fall

<table>
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% of students taking RDG 010 in Fall who take RDG 020 in the Spring

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<th>Spring</th>
<th>Fall</th>
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% of students taking RDG 010 in Fall who pass RDG 020 in the Spring

<table>
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% of students taking RDG 020 in Fall who take RDG 030 in the Spring

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% of students taking RDG 020 in Fall who pass RDG 030 in the Spring

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% of students passing PY 110 in the Spring

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% of students passing PY 110 in the Spring that passed RDG 030 in the Fall

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All objectives have been completed – Initiatives will continue as appropriate.

Significant changes in the past year:
- ENG 100/101 has become a standard part of the schedule.
- The Art studio classes have been moved to the downtown campus.
- Television productions classes are being taught in conjunction with OCTV at the downtown campus.
- New transfer agreement between OCTC and WKU in television
- Blackboard enhancements are providing expanded use of technology
- Budget constraints are making a difference in some programs – limiting options.
- Several “new” adjuncts are now teaching sections of ENC 090 and 091 thus creating a link between the English Department and SkillTrain.
- Sign Language is being added to the schedule again.

Analysis of unit/division strengths, weaknesses, opportunities, and challenges based on key performance indicators and feedback from students, colleagues, and the community:

Strengths
1. Humanities common reading project (allows students to synthesize across disciplines)
2. Visiting authors
3. Visiting professors from China
4. Cooperative efforts generated by the division
5. Drawing expertise through cross-curricular collaboration
6. Many co-curricular activities (Skylark, Chorus, Theatre, Debate, Open Mic)
7. Many on-line course offerings including the addition of “new” on-line classes
8. High academic standards
9. Process for exit exams have been refined and the effort is ongoing
10. Ethical behavior is stressed in the classroom
11. Set up class schedules to match with student needs
12. Book study group offered each semester
13. Strong support of part-time faculty
14. Support of each other in division and to the college in general
15. Adaptable to student needs
16. Esprit de corps -- collegiality
17. Innovation
18. ESL has been added to the schedule
19. Inclusion of QEP initiatives in syllabi and classes
20. New studio space for art classes

Weaknesses
1. Not all the computers for the self-paced Reading courses are in the same room
2. Inadequate office space for adjunct faculty
3. Ability to attract/retain liberal arts students
4. Lack of dual credit collaboration/communication
5. Students need to demonstrate that they can access/navigate on-line class sites
6. Placement and tracking of students with ACT and COMPASS scores below the RDG 10 and ENC 90 levels

Opportunities
1. Providing more opportunity for the common reading project to expand campus-wide
2. Students need a greater awareness of copyright laws and responsibility in regard to the use of sources (academic ethics)
3. Transfer information/agreements Brescia/WKU
4. New theatre degree program collaboration including RiverPark/Brescia/KWC/OCTC
5. High school/postsecondary faculty conversations
6. New art studio space can provide additional opportunities for specialized studio courses.

Challenges
1. Additional training and integration into course delivery for/of T-102 computers &
equipment
2. Inadequate adjunct faculty office space
3. Locating additional adjunct faculty
4. Changing cut scores for transitional students
5. Continued improvement and financing for the common reading project

Based on an analysis of current status of these performance indicators and evaluation of our
previous year’s results, we are making the following changes to our unit/division objectives
to improve our services and operations:

- The Ohio Valley Teachers of English should be continued and strengthened. The main focus of
  this organization is to facilitate communication between area high schools, area colleges, and
  OCTC.
- The division members have incorporated and will continue to strengthen the use of OCTC’s
  Expectation for the Expression of Ideas into syllabi and classes.
- New music classes have been added in order to expand offerings in individualized and ensemble
  instruction.
- New technical theatre classes will be added to include team-teaching collaborations with
  specialized technical programs, RiverPark Center, and Humanities faculty.
- The Literature and Place course on the Chinese Experience has been offered each semester and
  two levels of Chinese language have also been offered.
- The Art Department will seek additional studio opportunities through exploration of the
  utilization of adjunct faculty.
- Cultural diversity was emphasized in most classes within the division through the common
  reading experience and the division’s work with the Cultural Studies initiative. A variety of
  lectures, films, food, and exhibits have been provided for students. These were linked to the
  common reading, the new intercultural in OCTC academics project, and the intercultural
  communications classes.
- Computerized classes in Reading have been returned to a face-to-face format for most students
  due to changes in the PLATO system and student satisfaction. A new on-line class has been
  developed and evaluated.
Information Technology Unit

Key performance indicators:

# of computers purchased

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*2002-03 was the first year of the OCTC consolidated computer replacement plan

# of current computers moved from one location to another to provide an upgrade or to add a used computer where there was not one before

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*2002-03 was the first year of the OCTC consolidated computer replacement plan

# of Helpdesk tickets opened and closed

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*Data from 03/2007-06/2007 only

Action Step status:

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Significant changes in the past year:

These tasks listed are a few of the major accomplishments made by the IT team during 2008-09:

- New computers installed in T206 and T209
- New virtual server consolidated old servers
- New storage and streaming media server for nursing
- New Professional Development web application
- SNAP implementation
- New Trackit upgrade – self service
- Upgrade WSUS – update server
- OCTC web services moved to CRD
- New Mediasite classroom capture device
- Office 2007 upgrade on all computers

Analysis of strengths, weaknesses, opportunities, and challenges based on key performance indicators and feedback from students, colleagues, and the community:

Strengths

1. Trackit helpdesk and inventory program underway
2. OCTC website
3. Students embracing email accounts
4. Very short response time for IT problems
5. CCED and PD classes made available for faculty and staff
6. Large number of projection systems installed or replaced
7. Computer replacement program in place
8. Enhanced features for web-based instruction is available
9. Wireless networking is available

Weaknesses
1. Password reset function on KCTCS emails
2. Antiquated equipment
3. Tech area hit by budget cuts

Opportunities
1. Instructional Designer/Trainer
2. Internet delivery of instruction
3. More faculty pages
4. Grants written- computer equipment and major gifts campaign
5. Web page with info on computer maintenance
6. State of the art campus with Advanced Tech Center
7. Computer rotation plan

Challenges
1. Training faculty/staff on web page maintenance
2. All faculty need to have computers that can handle web page creation
3. Computer replacement plan continuation
4. Email addresses for adjunct faculty
5. Accessibility/Flexibility/Security
6. Wireless technology

Based on an analysis of current status of these performance indicators and evaluation of our previous year's results, we are making the following changes to our unit/division objectives to improve our services and operations:

The IT department will continue to focus on the rotation of newer computers to faculty and staff and the retirement of obsolete computing equipment in order to assure both the instructor and student that the highest level of technology is available to use as a tool for learning. Additional instructional development tools for online learning will be tested and made available. We will maintain the balance of being responsive to the campus’ current computing demands and to the future computing tools that can enhance learning and improve student success.
Library Services

Key performance indicators:

Reference questions answered

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Circulation/Usage of print materials and e-books

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Interlibrary Loan Transactions

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Information skills classes taught and number of students

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AV Service Contacts – New measure - will begin keeping stats in 03-04

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Web Sit Hits - New measure - will being keeping stats in 03-04

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Database Page Hits – New measure- begin 05-06

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Number of objectives at each of the following levels:

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Analysis of unit/division strengths, weaknesses, opportunities, and challenges based on key performance indicators and feedback from students, colleagues, and the community:

Strengths

OCTC Strategic Plan with Embedded Annual Plan for 2009-10 198
1. Knowledgeable and helpful staff  
2. Nice facility  
3. Hours  
4. Curriculum support  
5. Self-help aids  
6. System support  
7. IT support  
8. Interdepartmental relations  
9. Hosting campus-wide events  
10. Cooperative team environment  
11. Maintain adequate student worker coverage  
12. Increased visibility through signage, posters, sidewalk sign, Large TV Bulletin Board.  
13. Interior renovation of library, including new paint and new furniture  
14. Administrative support  
15. Involvement with Common Reading project  
16. Student ID System  
17. Upgraded AV equipment/services, (converter, microphone system)  
18. Serials Solutions - an e-resource access and management services software  
19. EZ Proxy Server  

Weaknesses  
1. Security of facility  
2. Budget  
3. Low staffing  
4. Building layout  
5. Loss of last group study room  
6. Lab worker not available in L105 through IT department  
7. Lack of centralization of copy center/library center at the downtown campus  
8. Loss of space with potential Teaching Learning Center (TLC) move to library floor  
9. Outdated computer equipment at downtown campus  
10. Lack of hot water/lack of automatic toilet flusher  
11. Potential budget reduction  
12. Campus security  

Opportunities  
1. QEP/Information Literacy  
2. Customer service  
3. Student education/Information Literacy  
4. Faculty workshops  
5. Online tutorials via Blackboard  
6. Library web site link to Blackboard shells  
7. Utilize Information Literacy Center  
8. Continue to work with Director of Cultural Diversity  
9. Utilize Library Resources Committee  
10. Library component for KCTCS Online, formerly known as VLI, Virtual Learning Initiative  
11. Functions to invite students into library such as apple cider/cookie event  
12. Implement library learning units in Blackboard  
13. Establish relationships with ATC faculty and staff  
14. Capitalize on Teaching Learning Center (TLC) move and traffic  
15. Expand use of TV Bulletin Board  
16. Student ID system increases library traffic and library card usage  
17. Increased enrollment  

Challenges  
1. Help desk/ID Station
2. Staffing in library
3. Marketing library
4. Cooperation from faculty
5. Information Literacy across the curriculum
6. Student workers/training of student workers
7. Budget limitations
8. Distance learning
9. Noise reduction (cell phones, events, etc.)
10. Qualified lab worker/lab hours
11. Monitoring printing
12. Preventing loss of library materials and equipment
13. Organization of circulation duties in back of library
14. Food and drink in library, (especially with new furniture)
15. Added AV responsibilities (Campus archival vs. TV playback)
16. Transporting of copy jobs back and forth from DT to Main campuses
17. Vista, Office 2007, and other computer upgrades
18. Continual technical issues
19. Cross training
20. Providing services to WKU students, faculty, and staff
21. Available computers for increased enrollment
22. Increased enrollment, economic downturn

Based on an analysis of current status of these performance indicators and evaluation of our previous year's results, we are making the following changes to our unit/division objectives to improve our services and operations:

The library staff has completed two of the four existing library objectives. The following are comments about each objective in 2008/09.

**Collaborate with OCTC and KCTCS faculty and staff regarding specific online initiatives…** objective: This alternate delivery-related objective had substantial progress, however it was not completed. We purchased some new online resources, such as Oxford Reference Online, eCollege Blue Books, and Serials Solutions software. Because of the KCTCS web reconstruction, the library web pages could not be updated and migrated over to the new OCTC web site. We hope to complete the migration in the coming year. Because of the implementation of the Student ID System, as well as time spent with teaching the GE100 classes by the Public Services librarian, we are still working on improving one-to-one assistance with faculty. We want to reach as many faculty as possible; especially the faculty in the technical programs and teach them about learning units available to students in Blackboard. The Nursing classes are being taped on a regular semester-to-semester basis with DVDs made for check out to students.

**Enhance and facilitate student learning by providing a functional and inviting environment** objective: This engagement-related objective was completed. We have had much success with the new furniture and ergonomic layout of the library. Increased usage of the library is realized with the implementation of the Student ID system, as well as TLC traffic coming in. Reorganization of some collections have freed up additional space and having designated computers for the catalog is convenient and quick for students to use.

**Make the library an active, campus-centered location for students, faculty, and staff**…objective: This image-related objective was completed. The library sponsored several activities/events for the common readings. We participated in Student Fest, Constitution Day, and Hanging of the Greens. We also hosted the Wizard of Oz event which was sponsored by Phi Theta Kappa. We offered common reading and thematic displays, and continued to furnish display cases to various clubs and college departments/teams.

**Provide helpful instruction, information, and an enhanced learning environment for students, faculty and staff** objective: This effectiveness-related objective had substantial progress. We have collaborated with the Teaching and Learning Center staff to some degree. We have open communication with each other and the offer of help is there for...
both departments. Some resources have been ordered for the TLC, as well as some materials being jointly used by both the TLC and Library. AV inventories for all three campuses have been done with more and more AV equipment becoming older and having to be replaced. We are attempting to assist more technical faculty with library needs, as well as promoting our services to them. We hope to offer more one-to-one assistance to all faculty in the coming year.

This has been a very busy but productive year for the library staff. We continue to have excellent support from the Interim Vice-President of Academic Affairs. The library staff is staying busy in assisting in many different areas of the campus. Our AV staff person is now videotaping nursing classes and all that is involved, which is time-consuming. The Downtown campus library staff person has taken over the copy center duties and has been moved from the Southeast Campus so she can have full control of the copy center which is now located at the downtown campus. The Public Services Librarian has taught a GE 100 class both semesters and chaired a search committee, besides doing regular duties. The cataloging staff person sat on the OCTC web reconstruction team; she assisted with several different areas of the revamped website. We had two work study positions funded through the additional funding that KCTCS advertised. Library traffic has increased with our increased enrollment. Our staff person at the circulation desk stays constantly busy with providing excellent service to our students. All of us are helping with the Student ID system which has gotten off to a good start.
Maintenance and Operations

Analysis of unit/division strengths, weaknesses, opportunities, and challenges based on key performance indicators and feedback from students, colleagues, and the community:

Strengths

1. Utilized Greenhouse to grow plants, need new pump
2. Sink holes has been fixed
3. We are using Preventative Maintenance
4. Mechanical Rooms are being checked daily
5. Security cameras has been installed in some areas on our campuses
6. ATC Building is finished and operating
7. Refinished trash cans and benches around the buildings on the main campus
8. Landscaping; trees and scrubs were replanted and planted for the beautification of the college this is a constant up keep
9. Maintenance has been done on all three Campuses, due to the storm damages-work in progress
10. College purchased a new truck/snow pile and returned 2 leased trucks
11. Maintenance was completed on the Science Building roof
12. A lot of sidewalks at the Main Campus were caulked during the last year (worst areas, lake side)
13. Old Machine Tool Room removal of all unused items
14. Bus Shelters were put up on the DT and Main Campus
15. Randy has been keeping the gators up and running
16. Installed 2 overhead doors at the SE Campus Auto Tech and Auto Body
17. Ordered a propane cage to lock up the propane tanks
18. Ordered a Grooming Mower, will return leased one
19. Maintenance roof has been recoated
20. Blandford Hall has been painted, stair well sealed, and repaired lighting
21. An office was turned into a classroom for extra class space
22. Fire Safety Line in the Machine Tool has been painted
23. The DT and ST Campus has been painted
24. Auction; collected items, set-up, and worked the auction –cleaned up surplus items
25. Repainted door and window frames, plus purchase some new windows on the SE Campus
26. Renovation has been done on the DT Campus in room 24 and 25 to relocation the TV Studio
27. The Business Office has been painted
28. The gravel area on campus has been asphalt for more parking spaces
29. Redesigned old Machine Tool Shop to convert to TV Studio
30. Finished phase 2 of rebuilding machines for the UL Listing Project
31. Designed and built new circuit panel for the Science Building, the TLC area in the LRC, and the S.T.A.R.T. Center
32. Ran new circuit for the Radiology Equipment
33. Resigned Student Records, Financial Aid, and the S.T.A.R.T. Center; removed/replaced walls, replaced ceilings tiles, painted, and electrical work was done
34. Relocated and painted about 40 offices on the Main and SE Campus
35. H-132 & 133 were remodel for classrooms: built walls, new ceiling tiles, and new tile floors
36. Tech-211 & 212 were remodel for nursing; changed lighting for improvement and did some electrical work
37. Put up new screen in Blandford Hall
38. Repainted the gutters and rust spots on the roof of the Science and Tech Building
39. All damaged ceiling tiles has been replaced on the Main Campus
40. Repaired Blandford Hall: electrical work, communication circuits, enter net connections, and sound system
41. Welding Lab: put in new panel, ventilation booth
42. ADA signs were put up in the Campus Canter-All, Tech-Lower Level, and LRC-Lower Level Buildings on the Main Campus
43. Work in Progress: installing motion soap, towel, and hand sanitizer dispenser in all the building on all the campuses
44. Extra work was completed, due to the Ice Storm
45. Counseling Center was remodeled and repainted
46. Trash was removed behind the maintenance shop
47. New pumps were installed in the lake
48. All the buildings had flashing work to keep the squirrels out
49. The incubator room was cleaned out for the Mechatronics Class
50. Repaired all the lights that needed repairing in the parking lot and on the side
51. Five compressors were installed
52. Two kilns were installed for the ceramic class
53. Several projectors were installed at the SE and Main Campus
54. Moved the Art Studio from the Main Campus to the DT Campus
55. Replacing floor tiles on the SE Campus in progress
56. Repaired all the outdoor lighting in all the two story buildings on the Main Campus and a lift was rented in order for this work to be completed

Weaknesses

1. Several vehicles with high mileage
2. We have more work than we have man power to accomplish
3. More work added to maintenance each year
4. Trying to keep up with duties on all three Campuses is very difficult
5. Not enough money to do what we need
6. Asphalt in front of the Campus Center needs painting
7. Not enough emergency lighting at the SE Campus (emergency lights are in hallways only)
8. Locks and cylinders at the DT and SE Campuses worn out
9. Pillars on the Science Building and Campus Center--the concrete has popped off and rebar is showing

Opportunities

1. Light up lake fountains with LED lights

Challenges

1. Remembering to salt lightly on new concrete in snowy weather
2. Roofs still leaking-work in progress
3. Still need snow guards on roof (Science, Tech, and LRC) work in progress
4. Fix the leaking roofs so the ceiling tiles don't get stained-work in progress
5. Need emergency lighting in stair well and other areas at SE Campus
6. Continue caulking sidewalks on all campuses
7. Get students to smoke in designated areas only
Based on an analysis of current status of these performance indicators and evaluation of our previous year’s results, we are making the following changes to our unit/division objectives to improve our services and operations:

Based on our SWOC and the prioritization of possible efforts at the M&O meeting, we are focusing on the all the campuses’ appearance in the coming year and a lot of changes have already been completed.
Mathematics and Science Division Review (earlier aka Division II)

Key performance indicators:

Number/% of Division faculty with functional Web Pages (Technology)*

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# of Division Faculty using Instructional Technology (Technology, Effectiveness, Alternative Delivery)*

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Number of Grants in Division /# of faculty & staff involved in Grants/Resource Development (Partnerships, Resource Development)*

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Number of objectives at each of the following levels:

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<tr>
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<td>2</td>
<td>1</td>
<td>2</td>
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<tr>
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Significant changes in the past year 2008-2007:

- Successful DOL grant site visit. Great commendations. Implemented third year of the grant.
- Division participated in OCTC @ OMHS/Robert Wood Johnson nursing grant by offering BIO137/BIO139, and Medical Microbiology BIO225 in the summer.2009.
- Biology faculty received and implemented Mini Service Learning Grant.
- Offered on-line BIO112, BIO 120, KHP230.
- Developed and offered Hybrid BIO141, BIO143, MT 110 (RWJ), MT122, MT150.
- Offered dual credit/dual enrollment math and science courses in area high schools, taught by HS and/or OCTC faculty (PHY151/152, BIO120, MT150, MT65, BIO112)
- Further increase in hybrid, on-line, bi-term, and summer classes in Sciences (Chemistry, A&P, Basic Biology, human Ecology, Conservation Biology, Microbiology) and Mathematics.
- Offered more science and math courses in evenings, Saturday, and off-campus.
- Biology full-time and part-time faculty and staff jointly published the second edition of basic biology lab manual.
- Biotechnology faculty participated the on project “Lead the Way”.
- Concluded HP and USDA grants.
- Added another Biology lab space in S208, previous Organic Chem lab.

Analysis of unit/division strengths, weaknesses, opportunities, and challenges based on key performance indicators and feedback from students, colleagues, and the community:

Strengths
1. Academically strong and well prepared math and science faculty, able and willing to teach a variety of courses.
2. Strong and dedicated staff members as Division Staff Associate, Lab Instructional Specialist/Supervisor, Biotech Outreach Coordinator, and Biotech internship coordinator.
3. Faculty and staff cross trained and versatile to fill the need for Biotech Coordinator, Ag Tech Coordinator, Ag tech instructor, Basic biology Lab instructor,
4. Continued offering of MT55 in self-paced format with the help of SkillTrain staff and labs at DT campus. High success rate, some students going through MT55 and MT65 in a semester.
5. Addition of equipments and materials in Biology and Biotech due to DOL grant..
6. Availability of portable/lap-top computers in Sciences due to HP grant.
7. Development of on-line and hybrid classes in math, sciences, and biotechnology.
8. Faculty's continued implementation of Title III science and math lab initiatives from previous years.
9. Faculty willing and able to offer regional university courses.
10. Increased communication between high school math and science and OCTC faculty regarding dual credit courses. Increase in dual credit courses offered at area high schools.
11. Increased communication between OCTC and regional university faculty in general education and technical areas of the Division
12. Completion of 2+2 transfer agreements with WKU in Biotech and with U of E in physical therapy/exercise sciences.
13. Faculty taking time in implementation of grant proposals. Third year Biotechnology grant implementation continued.
14. Increase in Biotechnology/Life science majors.
15. Increase in Division courses for Discover College.
16. Faculty willing and able to teach bi-term and summer classes
17. Strong support services provided by Division staff associate and science lab supervisor. Science Lab Supervisor participating in grant implementation and in writing/publishing second edition of basic biology lab manual. Great collaboration between full-time and part-time faculty.
18. Increased use of technology by Division faculty. 100% faculty have functional web pages.
19. Division, biology, and math web pages revamped. Updated as new information came in.
20. Increase in use of IT. Most of full-time and part/time faculty using instructional technology. Biology faculty developed on-line/Hybrid BIO112, BIO120, BIO141, BIO143, and KHP230. Some of the faculty extremely efficient in use of IT and able to tutor others.
21. Response to the community needs and partnership with WKU and UE for transfer courses. Offered independent study and special topics courses to meet the needs. Faculty willing to offer and develop new courses as needed.
22. Division faculty and staff involvement in community organizations (Science Museum, Botanical Garden, New Beginnings, Hospital Boards, Noon Optimist etc.)
23. Continued implementation of QEP initiatives in Math and Sciences, including in all Syllabi.
24. Increase in off-campus, on-line, hybrid, and weekend science and math course offerings.
25. Excellent IT staff willing and able to train and help faculty and staff one-on-one and small group.

**Weaknesses**

1. Shortage of Science and Math part-time faculty for day, evening, and weekend classes, leading to full-time faculty overloads.
2. No raises for full-time faculty and staff.
3. Part-time faculty pay not competitive. Other local college offer better pay/credit hour. No increase in P/T faculty pay for a long time.
4. Continued low enrollments in Agriculture Technology programs.
5. Lack of full-time faculty in AG Tech/evening A & P.
6. Shortage of lab space and classrooms for Division classes. Lab and lecture class time determined by the space availability rather than student requests and needs.
7. Shortage of travel/professional development funds. Decrease in Division overall budget. Restriction on out-of-state travels.
8. Budget constraints on purchases
9. Inability of faculty in science (particularly the ones teaching labs) to attend some of the local professional development offerings due to time conflict.
10. Few part-time faculty in math and sciences participate in technology training.
11. Lap-top for You no longer available.
12. IT person reassigned as faculty. Lack of one-on-one training availability

Opportunities

1. To continue to use Math and Science computer labs updated earlier under Title III.
2. To continue to participate in project “Lead the Way”, Hp grant, USDA grant, and DOL Biotech grant initiatives and products.
3. To offer general education and Technical courses on other campus (SE).
4. To participate in Discover College/ Dual Enrollment/Dual Credit opportunities.
5. To continue to implement biotechnology grant to increase enrollment in Biotech and life sciences. Retraining of the work force (teachers and B & I) opportunities also included in the grant. To continue to develop a Biotechnology lab for our students and for retraining.
7. Increase in activities of PTK and Outdoor association student organizations.

Challenges

1. Due to a variety of schedules (labs in sciences and workshops in math) to find common times for full-time faculty for IT workshops (like SmartBoards) and other professional activities. (One–on-One technology training to be encouraged in such cases)
2. For all faculty to include instructional technology/Blackboard.
3. To have totally correct placement in all math and anatomy courses and not have to change students’ schedules.
4. To rearrange room assignments and instructor assignments in based on room availability..
5. To increase/maintain the total number of credit hours provided/total number of students served/enrollment in math and sciences due to shortage of space, funds, and faculty.
6. To continue to offer weekend, evening, and off-campus classes due to the part-time faculty shortage.
7. To recruit and retain part-time faculty due to the low salary compensation.
8. To schedule labs and classes at the most desirable times requested by students due to shortage of labs and classrooms.
9. To continue to offer low enrollment transfer and technical classes and to balance faculty loads, student needs, program course sequence for timely graduation.
10. To involve part-time faculty in most of the divisional activities and IT use..
11. To approve math and science courses for dual credit/enrollment.
Based on an analysis of current status of these performance indicators and evaluation of our previous year's results, we are making the following changes to our unit/Division objectives to improve our services and operations:

1. In light of the success of the DT-MT55 initiative, offer as many MT55 sections at DT as possible to be taught with the help of Skilltrain staff.
2. Offer multiple on-line global sections of KHP230 in regular semesters and biterms. Offer Intersession and regular summer also.
3. Due to requests and need develop more on-line and hybrid classes in Science and math.
4. Utilize more part-time faculty in Ag Tech to staff all courses that are to be offered for timely graduation.
5. Offer general education math and science classes in SE campus and move Ag Tech classes back to the Main Campus.
6. In an effort to increase enrollment in Division classes (Pathways to Post-Sec/ Baccalaureate)
   - Offer classes at more convenient and desired times of the day suitable for HS and other students.
   - Offer increased number of evening, weekend, and off-campus classes
   - Increase alternative delivery classes (on-line/web enhanced/hybrid) in gen ed and technical areas
   - Increase the variety of science courses and attempt to secure part-time faculty to staff the classes.
   - Offer new science courses in both lab and lecture  Support low enrolment upper level math and science courses as much as possible
   - Implement the final semester of Biotechnology grant initiatives towards recruitment and retention with the help of Biotech staff
   - Biotechnology faculty to teach courses with low enrolment to help with graduation.
   - Increase the recruitment efforts in Agricultural Technology with support from Biotechnology program.
   - Increase number of dual credit, dual enrollment, Discover College classes in the Division.
7. Technology/Effectiveness
   To increase use of IT by those already using and recruit those not on board yet. After the vacant IT position is filled, provide technology workshop at most convenient time and encourage faculty to attend workshops or one-on-one sessions with IT staff or Tech savvy divisional faculty/staff on maintenance of Web Pages, PowerPoint, Blackboard, on-line/hybrid classes. Develop on-line global MT125.
8. To continue the efforts in student success (Effectiveness, Technology, Alternative Delivery)
   - Increase web enhanced, hybrid, on-line classes
   - Incorporate technology based tutorials and drills in math and sciences.
   - Use HP grant materials in various science classes where possible.
   - Track student success in sciences as part of Biotech curriculum using the Biotechnology grant resources (fall only)
   - Use Math faculty office hours to provide tutorials in math lab.
   - Track student success in Alternative Delivery classes (Online, Hybrid)
   - Continue to increase tutoring in TLC and science labs by Division faculty and staff.
   - Continue to implement prerequisite in math and Sciences more rigorously. Track the students in BIO137 who are allowed in by consent of the instructor/Division Chair without math prerequisite. Would need help from IR.
9. Division faculty/staff would be required to include some External Community Service in their PPE planning and report it in their PPE Outcomes. (e.g. CE classes, Home School, Science Museum, Botanical Garden, Health Organizations, other groups and activities etc.) (Partnerships)

10. Faculty and staff also to plan and participate in student engagement activities. Report these in the PPE outcomes report.

Major Changes (Specific to Mathematics):
1. Learned that high school students must be on the high school campus during the 11 – 12:30 period, which was when OCTC was offering calculus. Therefore, we worked with chemistry and physics and will offer calculus II with a 2 pm starting time.
2. It has been several years since calculus I was offered in the evening. Therefore, we will offer Calculus I on Monday/Wednesday evening during the spring semester.
3. Increasing enrollments in MT 055. Therefore, we will add two additional sections of MT 055.
4. Increasing difficulties in room allocation and need for more sections for dually enrolled high school students. Therefore, we will offer MT 150 at the 8 am and/or 2 pm time slot at the Southeast campus.
5. Need to increase success rate in MT 122 hybrid with the given poor study skills. Therefore, OCTC created a custom published textbook that combines collaborative learning in algebra (for the in-class work) and a study skills book.
6. Room scarcity at prime times for students. Therefore, where possible, hybrids are taught during the same time period on the alternate day.
7. Need to increase student participation in class. Mathematics will complete a set of clickers and will explore alternative funding to start a second set.
8. Due to increasing enrollments, class caps have to rise to levels that are not best for student success. Part-time faculty able to teach upper level courses are not available. We recommend that OCTC seriously consider hiring an additional full-time mathematics faculty member willing and able to teach college algebra.
9. Mathematics faculty will begin “cross-training” by teaching different courses (for which they are SACS-qualified) at least twice so that more than one person is “ready” to teach a given course.
Nursing Division

Key performance indicators:

NCLEX Pass Rate (KY: 85% average required)

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<th>ADN 08-09</th>
<th>ADN 09-10</th>
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<tr>
<td></td>
<td>89%</td>
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<td>&gt; 85%</td>
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<tr>
<td>PN</td>
<td>97%</td>
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<td>&gt; 85%</td>
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Retention Rate – New students

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<tr>
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<th>ADN 09-10</th>
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<tr>
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<tr>
<td>PN</td>
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On-Time Completion Rate

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<td>74.4%</td>
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<td>&gt;60%</td>
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<tr>
<td>PN</td>
<td>64%</td>
<td>42.8%</td>
<td>&gt;60%</td>
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Analysis of unit/division strengths, weaknesses, opportunities, and challenges based on key performance indicators and feedback from students, colleagues, and the community:

Strengths:

1. QEP incorporated into syllabi
2. NLNAC Candidacy
3. RWJ Grant
4. OMHS partnerships
5. Simulation Lab Tech 212
6. ATI testing and predictor exam
7. Labs AC 105 and 109 dedicated space

Weaknesses:

1. RWJ Program
2. Faculty Turnover
3. Insufficient compensation for adjunct clinical faculty.
4. High student to clinical faculty ratio

Opportunities:

1. Partner w/ Audubon Area Headstart for pediatrics
2. Online classes
3. DOL Grant
4. Program offering expansion

Challenges:

1. NLNAC – Full Status
2. Logistics of nursing coordination
3. Obtaining adjunct clinical faculty
4. Increasing retention.

Based on an analysis of current status of these performance indicators and evaluation of our previous year's results, we are making the following changes to our unit/division objectives to improve our services and operations:

Expansion of program offerings in all areas of the division, both in progress and under consideration, and emphasize the importance of communication and collaboration in order to advance program and student success.
Social Science and Public Service Division

Key performance indicators:

Total credit hours for each discipline in the division (History, Psychology, Sociology, Geography, Political Science, Economics, IECE, Human Services/Social Work, Criminal Justice, Education, Anthropology) (Fall)

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<tr>
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<th>01-02</th>
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<th>04-05</th>
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<td>6527</td>
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Total credit hours for distance learning classes in division (Fall)

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<td>411</td>
<td>357</td>
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Number of students enrolled in summer study program in Czech Republic*

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*To be provided by Professor West

Number of objectives at each of the following levels:

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Significant changes in the past year:
Division was expanded to include Business programs. Full-time Geography/Political Science instructor was added to the faculty ranks. Much of division was relocated to the Technical Building. Classes offered for the first time included: PS 255 (State Government), HIS 247 and HIS 248 (History of Islam and Middle East Peoples). First-time online offerings included CJ 216 (Criminal Law), ACT 101 (Fundamentals of Accounting), BA 160 (Introduction to Business), IECE 200 (Child Guidance). First-time hybrid offerings included PSY 223 (Developmental Psychology), IECE 120 (Health, Safety and Nutrition), IECE 210 (Families and Communities in Early Childhood Education), IECE 250 (School Age Children), PS 255 (State Government) and PY 110 (General Psychology). New part-time faculty were hired in the areas of Business, Psychology, and History.

Analysis of unit/division strengths, weaknesses, opportunities, and challenges based on key performance indicators and feedback from students, colleagues, and the community:

Strengths
1. The Social Sciences Division continues to participate actively in community organizations, oftentimes assuming leadership positions. Affected civic groups include Owensboro Sister Cities/Regions, Owensboro Area World Affairs Council, Kentucky Education Association, Owensboro Noon Optimists, Daviess County Public Library, Kentucky Psychological Association, and the Theatre Workshop of Owensboro.
2. The division offers a variety of distance learning classes. Online classes include Criminal Justice, History, Psychology, Interdisciplinary Early Childhood Education, Business, Accounting, Political Science, and Social Work. “Hybrid” classes include Interdisciplinary Early Childhood Education and Psychology. Courses in almost every discipline within the division are “web-enhanced.”
3. Division members continue to be actively involved in international and global awareness and civic awareness and participation initiatives. Participation in activities of Owensboro Sister Cities/Regions activities in the Czech Republic and Japan and the Owensboro Area World Affairs Council are
examples. Several division members were involved in the campus’s Civic Engagement Initiative. The Human Services Department was worked on developing a working relationship with a Czech school of social work and organizing humanitarian efforts in the Ukraine.

Weaknesses
1. The division continues to have a disproportionate number of part-time faculty teaching history courses (almost two-thirds of all HIS classes are taught by adjuncts).
2. Division and faculty web sites have been stalled in development because of change-over to new web design.
3. Enrollment in psychology classes is often overwhelming—not enough faculty, very large classes.

Opportunities
1. The division web site will need to be overhauled to correspond to the coming new web design.
2. Some clerical support might be provided for Owensboro Sister Cities/Regions and perhaps the Education Department (to assist in assigning students observation hours at area schools).
4. International and civic engagement opportunities are prevalent for division members.
5. Expansion of online and hybrid classes is still possible.

Challenges
1. Class sizes in other disciplines remain high (History, Geography, Economics).
2. The limited divisional budget continues to be an issue; professional development funds in particular are extremely limited

Based on an analysis of current status of these performance indicators and evaluation of our previous year's results, we are making the following changes to our unit/division objectives to improve our services and operations:

1. PARTNERSHIPS: Support for the college’s continued participation in international programs to promote global awareness and support multi-cultural learning opportunities.
   a. Continue the Summer Study program in Olomouc, Czech Republic; continued efforts will be made to recruit Owensboro, OCTC, and minority students.
   b. Greater institutional support will be pursued for Owensboro Sister Cities and the Owensboro World Affairs Council.
   c. Student and cultural exchanges with Nisshin, Japan, will continue to be pursued
   d. The Human Services program will continue cooperative efforts with Caritas.
   e. OAWAC will bring programs concerning international issues to the OCTC campus.

2. TECHNOLOGY: Improve web sites for faculty, division, programs, disciplines, and courses.
   a. Division web site will be redesigned to reflect new college web site design.
   b. Additional photographs will be added to the division web site.
   c. Web page design training will be pursued for division faculty.

3. IMAGE: Publicize and promote division programs and areas of study through the use of the division web site.
   a. Revise and publish on web site two-year course offering calendar for programs and online classes.
   b. International and civic engagement initiatives will be publicized through division and college web site.

4. ALTERNATIVE DELIVERY: Improve retention rates in distance learning classes.
   a. Will review collected data
   b. Participate in discussions of best practices regarding online learning.
### Student Affairs

**Key performance indicators:**

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<thead>
<tr>
<th>Number of students using DISCOVER career website</th>
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<th>04-05</th>
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<td>233</td>
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<th>03-04</th>
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<td>$5792K</td>
<td>$6188K</td>
<td>$6632K</td>
<td>$7021K</td>
<td>$8409K</td>
<td>$9761K</td>
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**Exit Survey item #26: “Career placement services”**

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<tbody>
<tr>
<td>91.4%</td>
<td>86.9%</td>
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<td>90.8%</td>
<td>95.7%</td>
<td>92.2%</td>
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**Exit Survey item #27: “Counseling”**

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**Exit Survey item #29: “Services for students with disabilities”**

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<td>89.7%</td>
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<td>97.5%</td>
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**Exit Survey item #34: “Registration”**

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<tbody>
<tr>
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**Exit Survey item #35: “Financial Aid”**

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**Exit Survey item #37: “Admissions”**

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### # of students taking GE 100 (Fall)

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### Percentage of students passing GE 100 (Fall)

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<tbody>
<tr>
<td></td>
<td>79.4%</td>
<td>80.6%</td>
<td>71.7%</td>
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<td>83.7%</td>
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### Number of objectives at each of the following levels:

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<tr>
<td>Revision Necessary</td>
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</table>

Analysis of unit/division strengths, weaknesses, opportunities, and challenges based on key performance indicators and feedback from students, colleagues, and the community:

**Strengths**

**Processes**

- All Student Services in one building/Eliminated lots of run around/One-stop process students don’t get lost (4)
- Electronic transcripts – sending and receiving (4)
- Online registration (3)
- START Center – just getting up and running and dealing with record enrollment (3)
- Online retention rosters (2)
- ACT score download (2)
- Course by course transfer evaluation in PS (2)
- Postcard/START checklist (2)
- R2T4 savings (2)
- Advanced registration
- Better signage (2)
- Block enrollment
- Class schedule online
- Computers for students to use in START/Transfer Centers
- Counseling Center survey
- Division chairs helping us!
- Disabilities survey – identified and corrected some problems on campus
- Easier to process apps now behind closed doors
- E-Discover
- Flexible COMPASS testing times and additional times when busy
- GE 100 research data
- Identity development in Counseling Center
- KCTCS Online
- Manufacturing advisor – took care of a lot of GRADD students
- Moving records to a secure location
- New code of conduct
- New storage area in kitchen
- Online web request forms
• Orientations
• RNR

Teamwork/Growth
• Teamwork/We help each other (4)
• HS enrollment up (3)
• Great student workers (2)
• Duck-like attitude (“let it roll off”) / Attitude (2)
• Enrollment increase (2)
• Fire science enrollment (2)
• PT help/Penny and Tokiwa in Diversity Office (2)
• Student-oriented/Caring unit (2)
• # of credential seeking students
• # of credentials
After all the changes, beginning to really hit on all cylinders
• Counseling Center shirts
• Great personnel in Student Affairs
• Great start up of record semester
• Hula girl
Registration w/o a body count – no deaths! Everyone survived!
• Staff went above and beyond to meet record enrollment / Record enrollment with our staff (2)
• Student Records and START Center working well together – a better flow between all departments
• Very few complaints, lots of thank yous
• We are the fun
• We do a *%$ good job

Services
• Transfer Center w/Counseling Center – co-located & appts w/visiting university advisors (6)
• Bus usage/route/stop (3)
• Welcome Back Cookout/Student Fest (3)
• Getting students e-mail accounts set up as a part of START Center (2)
• Student activities increase on campus, speakers, Flings, popcorn (2)
• Food services by Culinary Arts
• Diversity
• JT Smith scholarship reception
• Smokeout and Drug and Alcohol Awareness
• SNAP
• Hybrid GE 100
• Student photo IDs
• Student self service
• VA website
• Waitlist (except NAA)
• Work study $ - additional
• Working closely with WKU

Opportunities

Applying/Advising
• Joint Admission w/WKU(5)
• Advisor assignments earlier/upon admittance (4)
- KCTCS Online (3)
- KYVC – a step backwards right now, harder to navigate (2)
- Every student should take GE 100 (2)
- Transfer Center (2)
- Add additional classes earlier
- Advising training for program coordinators
- Advisor for students returning and ready to graduate
- Assign advisors upon admittance
- Advisors not understanding the process – advisors send students w/schedule cards full of closed classes
- Change the cap on classes rather than tell us to add over cap
- Checking advising box giving self services – have to do for some advisors
- Communicating changes in ACT/COMPASS scores
- ENG 100 and MT 100 need to be linked to the lecture classes in PS
- GE 100 – need more consistency
- GE 100 students missing class
- Get advisors to see if students can get AA and AS (many AS students can get AA with just a few more classes)
- Helping undecided students – how to best help them, what do they need to do
- Humanities now doing undecided advising
- GE 100 registration need to increase
- Last minute up of caps – last minute students benefit, next to last minute lose out
- Merge different online schedule formats into one that shows prerequisites, gen ed, and class counts
- More access to division chairs when enrolling during the summer
- More bi-term classes
- More classes so we can grow!
- More online and second bi-term general ed
- Online application
- Online application – three places to look – paper, VLI, web – and information formatted differently too
- Online application – suspended apps – how to handle more efficiently (system-issue)
- Online application suspended files
- Online checklist – e-advisor to talk you through the steps
- Online class books – getting books
- Online class schedule
- PeopleSoft doesn’t list gen eds, in-person/online, in class search
- PeopleSoft use of online registration by students
- Permanent spot for transfer advisors
- Pushing GE 100 more – maybe a promotional flyer with data/testimonials
- Raise caps rather than verbal authorization
- Readmits/Transfers/Probationary students are discriminated against because they have to wait longer
- Revise paper application
- Students have a difficult time with online registration, e.g., overrides
- Students scheduled classes on all three campuses – no shuttle for them
- Students still want a paper schedule
- Ultra program (U of L partnership with JCTC)
- Use of class search
- Working with WKU more closely as they expand offerings – advisors and WKU working to verify placement
Processes

- COMPASS batch entry of scores (3)
- Timely submission of grades by faculty (2)
- 10% increase in consortium students for F 09
- ACT score dupes – SSN match a problem
- Access to service indicators
- Articulation of ATC class credit
- Automatic packaging of student loans from checkbox on FAFSA
- Batch conditional admit holds – rectify this process
- Breckinridge County ATC
- Call Center
- Communications with students – not knowing they were admitted, need to know what letters students are receiving
- Computer use on campus as part of orientation
- Electronic format to deliver cancellations to faculty
- Electronic HS transcripts (Beacon and OHS using)
- Electronic retention rosters
- End of paper rosters and grade roster
- Entry of HS SEEK students
- Evaluate unofficial before Aug 1 and Jan 1
- Faculty entering own grades
- Faculty turning in grades on time
- Flow of students during rush time
- HS based enrollment in a timely manner
- Huge increase in scholarships
- More than one person able to evaluate transcripts
- New ACT cutoff scores
- New automated loan process
- Off campus class applications come in late (other than Disc. College)
- Online scholarship application submission
- Printing schedule and bills on one page – always!
- Projected aid – how many end up withdrawing anyway
- Projecting financial aid w/o penalizing those who already have their FAFSA in
- Projections taking too much time during busiest time
- PS Communications Management
- PT person in START Center by computers during busiest time
- Retention rosters for off-campus classes – Fire Rescue could come to Kay
- Sharing information and consistency in policy
- System Office needs to adjust waiver amounts based on tuition before July 1
- What we can and what we can’t tell parents FERPA-wise
- Username as searchable field

Teamwork/Growth

- Additional help/staff (3)
- Increasing enrollment (2)
- Being one big happy family
- Corporate challenge – Owensboro Parks and Recreation
- More cohesive, more regular meetings
- More cross training – more knowing more!
- More help in January
• Reducing the penalties for being wonderful!
• Retention in next year
• Space – need more
• Staff size
• Storage – need more
• Teamwork between departments – knowing that everyone is busy!
• Work study in START Center
• Marketing
• More signage (2)
• Better signage on Campus Center
• Big sign on New Hartford Road
• Office updating – market initiative colors
• Debit Card
  • ATM – Needs receipts and better signage (2)
  • Can students write a check at no fee – and move $ to their own account?
  • Educate students on debit card at orientation
  • Customer satisfaction survey on debit card
  • KCTCS Debit Card machine still doesn’t print receipts
  • New debit card - $500 per day withdrawal limit

Services
• *&%$ we need food other than vending/concession food stands on campus (6)
• New website – finding items (6)
• Student ID (3)
• Students using e-mail more (2)
• Student Ambassadors (2)
• Parking – Need to keep extra grass lot open longer and put new lot in (2)
• Chef/culinary arts on campus (2)
• Hours consistent – Bookstore and Business Office – same hours as Student Affairs (2)
• Another bus shelter
• Blacktop space between Campus Center and Admin
• Bus on campus by 8:00 a.m.
• Calendar of events on website
• Cooper Clayton Smoke Cessation Program
• Fall Fling
• Few students 4:30 on in Financial Aid
• Flu shots on campus
• Group for older, non-traditional students
• Have student groups participate in Welcome Back Cookout
• Helping students in crisis – more due to the recession
• Hours – earlier 7:30 opening
• How to best handle helicopter parents
• If Student Fest is later in the semester, will more student groups participate?
• Left hand turn traffic signal
• More lollipops in START Center
• More seating for students
• More vendors on campus
• Need more computers in START Center
• New “contact us” form on new website
• Obama’s Community College Initiative
• Partnership with WKU, e.g., student activities

OCTC Strategic Plan with Embedded Annual Plan for 2009-10
• Recruitment Team – Barb, David, Charles
• Retention phone calls
• Seating in bus shelter
• SGA leadership
• Streamline processes – even faster
• Student area space
• Suicide prevention
• Support groups – e.g., depression
• Swine flu education
• Tables for patio!
• Tables in shade – tables with umbrellas
• Touch screen computers – like the big screens
• Update Code of Conduct Summary
• VA student representative
• VA website
• VA work study student
• Walkway across New Hartford Road
• Welcome back cookout and StudentFest
• Year round Pell (summer too)

Based on an analysis of current status of these performance indicators and evaluation of our previous year’s results, we are making the following changes to our unit/division objectives to improve our services and operations:

The opening of the Transfer Center will be the biggest challenge in the coming year. Additional partnerships with WKU-O are a possibility as well. Budget cuts are a looming fear and issue.
Teaching and Learning Center

Key performance indicators:

# of students using TLC (sign-ins)

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<tr>
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<th>00-01</th>
<th>01-02</th>
<th>02-03</th>
<th>03-04</th>
<th>04-05</th>
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<td>12,563</td>
<td>13,750</td>
<td>6534</td>
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Some data lost when Sign-In Machine crashed.


*****Number for August 9, 2006– May 4, 2007 – Reflects Fall 2006 and Spring 2007


*******Number reflects April 5, 2008 –December 12, 2008 (TLC Sign-In # reduced because COMPASS Testers no longer report to the Teaching and Learning Center for their placement test.)

********Number reflects December 13, 2008-September 17, 2009

# of tutoring hours

<table>
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<td>1405</td>
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****Number for August 9, 2006-May 4, 2007 – Reflects Fall 2006 and Spring 2007


******Number for April 5, 2008-December 12, 2008

*******Number for December 13, 2008-September 17, 2009

Number of objectives at each of the following levels:

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Significant changes:

1. Title III stationed Teaching and Learning Specialist David Powers in the TLC to operate the TLC Office and provide tutoring in social science areas, as well as computers. This is the TLC’s first time to offer staff assistance in the social science areas.

2. After eight months of operating without a second full time English/Study Skills/Test Taking tutor and TLC website coordinator, Linda McCollum was selected to fill this Instructional Specialist position.
3. Following TLC staff member Jelaine McCamish’s departure, Linda McCollum reintroduced learning strategies to all GE 100 classes.
4. The Teaching and Learning Center relocated in June 2008 to the Learning Resource Center, following eight years in the Campus Center.
5. At the time of the TLC’s relocation, Title III Instructional Specialist David Powers became part of the START Center.
6. Except for support to David Powers with COMPASS Testing during June until the July opening of the START Center, the Teaching and Learning Center no longer conducts COMPASS Placement Testing.
7. During Fall 2008, Reading 010 was taught in the Teaching and Learning Center.
8. New Instructional Specialist, skilled in writing, technology, study/test taking skills, joined two full-time staff members in July 2009.
9. Significant increase in math and English tutoring.
10. More faculty support.
11. Division Chairs encouraged adjunct teachers to utilize TLC.
12. More professional medical tutors employed.

Analysis of unit/division strengths, weaknesses, opportunities, and challenges based on key performance indicators and feedback from students, colleagues, and the community:

Strengths
1. Increased student use of the TLC for academic support.
2. Placed math tutor at Downtown Campus one extra day a week (MW 9:30-12:00).
3. Contracted with Achievement Technology to place SkillsTutor on all 3 campuses.
4. Students have noted that higher-level math support (TRIG, CAL) is now available in the Teaching and Learning Center.
5. Students are preparing for their placement testing more by utilizing SkillsTutor in reading, English, and/or math areas.
6. Full-time math teacher now tutors in the Center on Monday afternoon this school year.
7. TLC website designer received a new computer at the beginning of this school year, thereby allowing for more creativity and enhanced opportunities with our web page.
8. New TLC Instructional Specialist, employed in July 2003, holds a math degree and advanced technical knowledge, providing much stronger support in the Center. She also serves as a role model for our math tutors by utilizing team tutoring concepts.
9. Have new computerized Sign-In program for students in TLC.
10. Addition of Title III Teaching and Learning Specialist, who is presently working on his Master’s in Counseling and has a secondary education background, has enhanced TLC’s academic support.
11. TLC and Title III collaboration in planning campus workshops has been well received by students.
12. Critical Thinking, Study Skills, and Test Anxiety support have proven to be valuable success tools for students.
13. More students are using the Teaching and Learning Center during the summer. We are excited because these students are typically enrolled at other colleges but are enrolled in one or two OCTC classes while home in the summer.
14. David Bigger, OCTC website coordinator, revamped the TLC website during Jelaine McCamish’s absence.
15. TLC Instructional Math and Computer Specialist Sherry Lee participated in Certiport training to administer the IC3 exam to OCTC students who wish to purchase required vouchers from our Barnes and Noble bookstore and to take the four part computer literacy test. Sherry brought OCTC to the forefront as the only KCTCS school to administer the...
IC3 exam between September – February of the 2006-07 school year. (West Kentucky administered exam for the first time in March).

16. Onsite COMPASS Testing at four area high schools.
17. Nursing, RAD, and Surgical Tech tutors employed for first time in history of the college.
18. TLC contacted by Gateway and West Ky. Community and Technical Colleges who sought assistance in support ideas for developmental students; both schools asked for our grid of class offerings for 010, 020, and 030 Reading students.
20. The nursing tutor’s hours increased to 20 per work in hopes that more weekend and OMHS employed nursing students would take advantage of Chris Edward’s academic support.
21. The Teaching and Learning, as well as the three staff members, received new computers during Summer 2008. For the first time, the Teaching and Learning Center Information Desk has a computer and phone.
22. The TLC expanded its hours to match the hours of the Learning Resource Center. The TLC is now open M-Th 7:45-7:00; F 7:45-4:00.
23. Since a radiography tutor was employed on a part time basis during Fall 2007, the TLC hosted pre-radiography tutoring sessions during Summer 2008. New RAD students were given the opportunity to meet each other, listen to common concerns and anxieties, receive tutoring information, and have a “Meet the Tutor” session where tutor April Pike began by giving the students a quiz on beginning expectations (such as what students should remember from Anatomy & Physiology).
24. Two more medical tutors employed, complementing other tutors with their skills in specialized areas.
25. Because of increased publicity, the TLC’s image grew in its new location.
26. SkillsTutor provided support in classes, particularly math and English.
27. Three competent student math tutors provided evening support in TLC, allowing for math tutoring from opening to closing each workday.
28. New storage furniture arrived in January and enhanced TLC’s appearance and privacy.
29. More tutors with technical ability employed.
30. Use of TLC laptops provided increased technology to students.
31. TLC users “spreading into” library when TLC was filled with other students.

Weaknesses

1. Lack of quiet, private area to converse with students who are emotional about personal, as well as academic, problems in their classes. These issues often flow from the student during a tutoring session.
2. Fall 2006 saw TLC functioning with only three full time staff members instead of four. Duties were reorganized, but Center did not receive its normal number of requests for Study Skills support because absent staff member was main tutor for students requesting these needs.
3. Because of increased student use of the TLC, many often found that the Center’s 12 computers were occupied and students were forced to either wait or go elsewhere.
4. Limited space in the Teaching and Learning Center, especially at computer stations.
5. Non-TLC traffic flow through the Center during Spring 2008 hampered some students’ concentration and ability to take tests in a quite atmosphere.
6. The Teaching and Learning Center relocated to a smaller area and computer stations are more crowded.
7. With David Powers’ transfer to the START Center, the TLC no longer has a staff member who can tutor in the Social Sciences.
8. Linda McCollum’s resignation in February 2009 left TLC without a third full time staff member until student oriented, skilled professional could be located in July 2009.

Opportunities
1. Realigned cut scores so that Students’ Compass printouts will read the same on all 3 campuses.
2. Made state and national teachers aware of OCTC’s Teaching and Learning Center at annual Ashland Teaching and Learning Conference.
3. Search Committee involvement on technical campuses provided greater awareness of their daily duties and how we can collaborate services.
4. TLC Program Coordinator participated in creation of ENG 101 with ENG 100.
5. TLC Coordinator served as member of KCTCS Assessment and Placement WorkGroup.
6. Worked with OCTC Math Dept. Head to create new math grid incorporating new math titles and course numbers.
7. Set up new COMPASS database for Southeastern and Downtown Campuses, implementing the new math courses #s and titles.
8. Wayne Rogers, computer instructor, assigned student intern the project of creating a new, more comprehensive Sign-In Program for the TLC.
9. Representatives from three of our KY. community colleges visited OCTC’s Teaching and Learning Center to model their academic support system after ours.
10. TLC Specialist is working with more nursing and radiography students in test taking, critical thinking, and study skills techniques.
11. TLC involvement in GE 100 classes increases with presentations in the Center, Learning Strategies presentations by a TLC Specialist and a second TLC Specialist who is teaching one of the 12 week GE 100 classes.
12. COMPASS Internet Testing assures Teaching and Learning Center of latest updates that Windows will not provide after 2007.
13. The Teaching and Learning Center will begin the administration of Certiport Testing, which provides students the opportunity to test out of CIS 100.
14. Library Director Donna Abell offered to purchase study skills/test taking materials for TLC and student use.
15. Title III Teaching and Learning Specialist David Powers has begun to develop a PowerPoint presentation to assist nursing students with class information and materials.
16. OCTC should see an increased number of successful graduates of the Nursing, RAD, and Surgical Tech programs because of newly employed tutors in those programs.
17. The TLC will work with technical instructors to find needed student tutors for some of the more challenging technical programs.
18. The TLC now collaborates with the library in working with students and providing shared services and hours.
19. Newly purchased ACT DVDs enhanced students’ self-confidence on this national exam.
20. New Sign-In computer and database will be utilized in TLC this semester.

Challenges
1. Continue to improve retention.
2. Increase faculty recommendations for remedial support (AV, etc.) for their respective academic areas.
3. Encourage more faculty support with campus workshops.
4. Encourage more teachers to promote the TLC in their classes.
5. Continue to locate and provide high quality student math tutors to our students.
6. Continue to serve social science areas even though TLC staff member David Powers is leaving his position to assume a new role with the START Team.

7. Locating tutors for the technical programs

8. Since the TLC no longer administers the COMPASS Test and the SkillsTutor program is an optional support system before placement testing, we must determine new ways to connect with students when they initially arrive on campus.

9. Increasing abuse of cell phones in LRC/TLC disturbs patrons.

**Based on an analysis of current status of these performance indicators and evaluation of our previous year's results, we are making the following changes to our unit/division objectives to improve our services and operations:**

**Strategic Priority 4:**
Progress has been made on this objective through the efforts of David Powers and Jelaine McCamish. As more bi-term GE 100 classes are offered, students are instructed more quickly about campus offerings, support systems, and the necessity for good study skills, commitment, and time management.

Having Title III Teaching and Learning Specialist David Powers teach a GE 100 classes provides more one-on-one contact for the TLC with GE 100 students as David continually promotes the Center. More GE 100 assignments, requiring TLC support, will be required.

As more Social Science teachers require APA documentation, students are mastering this form of documentation because of David’s abilities. The TLC will offer APA workshops earlier in the semester so that students can feel more comfortable when it is discussed in class.

A setback in the Teaching and Learning Center’s involvement in GE 100 classes was felt this semester when Jelaine McCamish was on medical leave; consequently, no TLC staff member presented Learning Strategies to these classes. Hopefully, a new staff member can resume this opportunity for students.

Linda McCollum’s resignation and the future employment of Master’s degree professional skilled in writing, accessing learning styles, and improving study/test taking skills enriched TLC’s support system as student evaluations verified success in approaches utilized by new Instructional Specialist.

**Strategic Priority 5:**
Organizing study groups required much effort by David Powers and Title III support person Chris Vaught. However, students did not take advantage of the offering because of time constraints and often an unwillingness to rely on peer support before a semester test or a Final. Different appeals and approaches will be used this school year to attract more students.

Study groups will be reconsidered this semester, employing ideas to encourage more student involvement and desire for this support.

The one-on-one tutoring is more appealing and provides more strength to students than the group sessions.

When possible, special tutoring areas provided to nursing students. Ex. 1:00-5:00 PM on Labor Day.

**Strategic Priority 9:**
Teaching and Learning Center use of a COMPASS tracking system of all retesters provides us with an overview of whether second time testers have improved their scores. The system also helps us identify students who prefer to work one-on-one with a tutor, compared to those who
prefer our SkillsTutor program. David Powers’ use of this tracking system is a valuable tool in checking testing(s), time spent in remediation, and desired improvements in test scores.

The newly designed contact sheet will circulate through various Campus Center departments, informing different offices which students have not completed all requirements before enrollment, such as transcript information, the placement test, etc. More accountability will be required on the part of students who are reminded of needed materials and for staff members who must account for and track the information.

Greater accountability for student use of SkillsTutor and benefits shown for extra time spent on the program.