

OWENSBORO COMMUNITY AND TECHNICAL COLLEGE

STRATEGIC PLAN

WITH EMBEDDED ANNUAL PLAN FOR 2018-19

**Approved by the
Administrative Council**

April 16, 2018

and

**Approved by the
Board of Directors**

May 3, 2018

Contents

Introduction.....	3
Mission of the College.....	4
Overview of the College and Community	5
Key Events Leading to the Development of the Strategic Plan	6
Layout of the Strategic Objectives	8
Owensboro Community and Technical College Goals.....	9
Owensboro Community and Technical College 2018-19 Action Steps – Executive Summary	10
Objectives	
College Objectives and Reviews	13
Academic Affairs.....	46
Division of Arts and Sciences	
Humanities and Fine Arts	64
Math, Science, and Social Sciences	67
Division of Professional and Technical Studies	
Business, Health, and Public Service	79
Manufacturing and Skilled Trades	85
Nursing	87
Library Services	92
Business Affairs.....	98
Information Technology.....	103
Student Affairs	105
Workforce Solutions.....	114
Appendix - OCTC Strategic Planning Sessions – November 2016	124

Introduction

This Strategic Plan, with its embedded Annual Plan for 2018-19, 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, and the measures that we will use to determine our success.

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 outcomes.

This plan is a “living” plan, one that we revisit every year to improve and build upon. 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

Transforming the quality of life in our community by inspiring and empowering individuals to enhance their lives and careers.

Values

- Accessibility and Affordability
- Collaborative Partnerships
- Critical Thinking, Innovation, and Cutting-Edge Technology
- Diversity and Inclusiveness
- Global Awareness
- Integrity and High Expectations
- Learner-Centered Culture
- Relevancy and Responsiveness
- Student Success

Mission

To improve our community's economic development and competitive advantage by providing high-quality, world-class learning experiences through career degree programs, workforce development, and transfer to baccalaureate degree programs.

Approved December 2, 2016

OCTC First Year Philosophy

Create supportive, challenging, and flexible learning environments that build confidence, cultivate an appreciation for diversity, provide a competitive edge in an increasingly global workforce, and inspire students to achieve their full potential.

Approved February 2014

OCTC Transfer Philosophy

Owensboro Community and Technical College provides students a high-quality education and empowers them to actively plan for transfer, resulting in superior academic performance at four-year

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. This plan proceeded with annual updates, resulting in a “new” version of the plan, with the current year’s embedded annual plan, each year. A new five-year 2005-10 OCTC strategic plan followed it, and a 2010-2016 plan after that. As the most recent plan neared its completion, planning commenced on the current plan. During a sixteen-month period, numerous stakeholders were involved in the development of this 2016-22 plan, as detailed below.

2015

February	Survey of KCTCS faculty, staff, students and supporters statewide (3,200+ responses). Broad themes were derived from the survey responses by a volunteer team of subject matter experts enlisted by Dr. Box, the newly appointed President of KCTCS, and the System Office Strategic Planning Team
March-April	Dr. Box’s listening tour – Visits to all KCTCS colleges (Owensboro on April 9)
Summer	Release of <i>The Four Pillars for Prosperity: Creating a Kentucky Culture of Competitiveness</i> from the Kentucky Chamber of Commerce
Summer	Kentucky Council on Postsecondary Education Town Hall meetings
Summer	Draft KCTCS Goals and Performance Measures released
Fall	KCTCS Regional Innovation Roundtables - participants included workforce and economic development professionals, secondary and postsecondary educational partners, chamber executives, elected officials, representatives from regional, community, and statewide organizations, and employers.
November	OCTC Strategic Planning meetings for faculty, staff, students, and board members

2016

January	Draft OCTC Strategic Plan Objectives released and reviewed
January	OCTC Strategic Plan Objectives approved by the OCTC Administrative Council on January 12 and by the OCTC Board of Directors on January 14
January	Revised 2016-22 KCTCS Strategic Plan (Goals, Values, Mission, and Vision) released by KCTCS Board of Regents
June	Final 2016-22 KCTCS Strategic Plan (Goals, Values, Mission, and Vision) approved by KCTCS Board of Regents

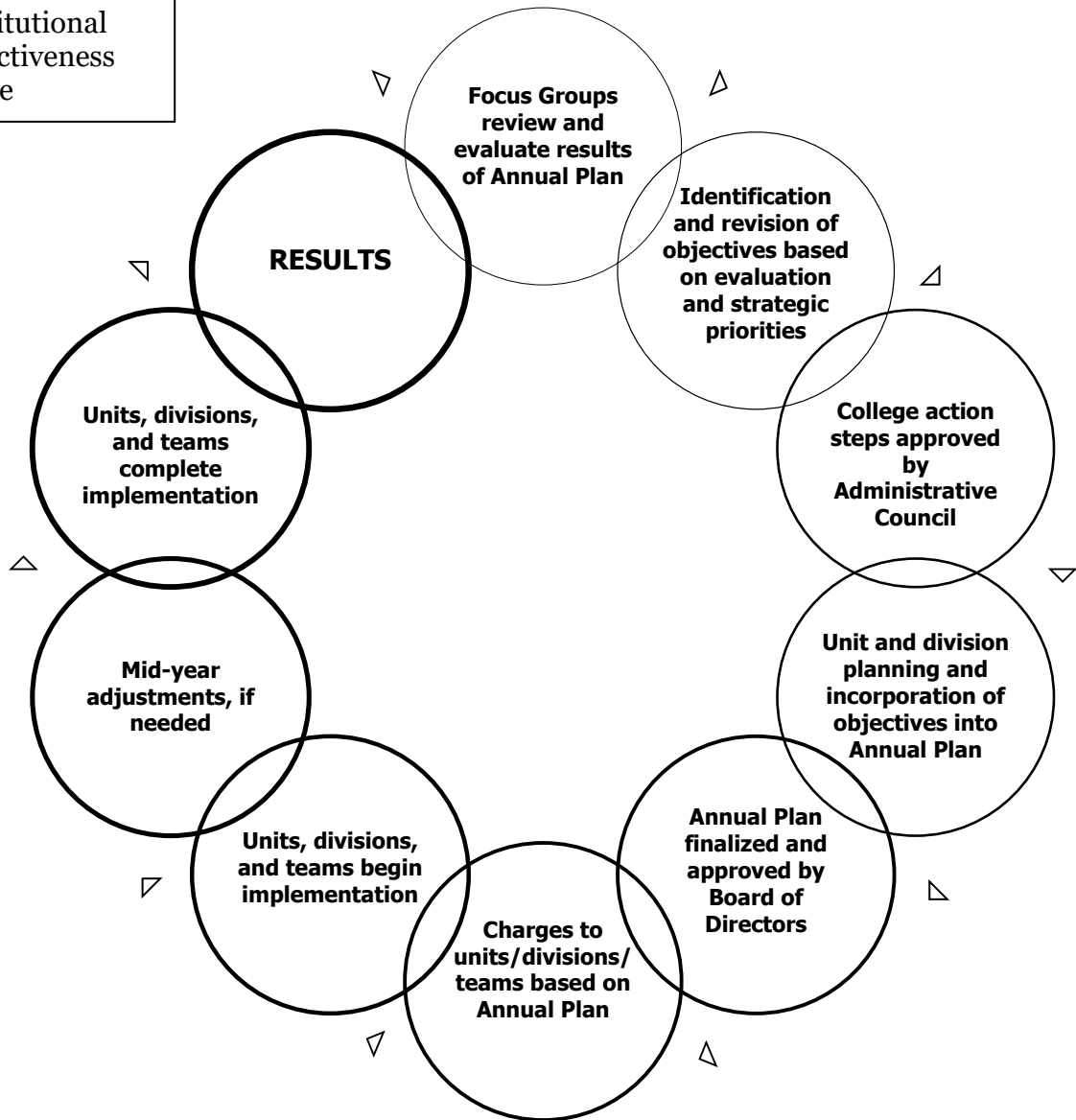
Long Range
Strategic
Planning Cycle

KCTCS Strategic Planning
Survey and Listening Tour
(Spring 2015)

KCTCS Innovation Roundtables with Economic, Government, and Education Leaders
OCTC Strategic Planning Meetings
(Fall 2015)

Approval of College Objectives for 2016-22
(January 2016)

Annual
Institutional
Effectiveness
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 achieved. The format below shows how the plan will progress over the next six years via the annual cycle of evaluation and improvement, a cycle that has been used by OCTC since 2001.

2016-22 OCTC Objective	A general explanation of what must be achieved. To be included in this plan it must be strategic, i.e., require new actions, beyond addressing the review of a current process already in operation. Objectives may be collegewide (OCTC Objective) or objectives may be from a unit/division in support of a collegewide objective.
System (KCTCS) Goals and Priorities	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 may be found on page 10.
Rationale/ Resources	A rationale for the objective and the identification of resources required.
2016-22 Measures of Success	This is the “finish line,” the point at which the objective will be considered achieved.
2016-17 Action Steps	The initial steps that will be taken to reach the objective
Evaluation of Results	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.
Response to Evaluation: 2017-18 Action Steps	Cycles of response, evaluation, and response are taken until the “finish line” is crossed and the objective is achieved.
Evaluation of Results	
Response to Evaluation: 2018-19 Action Steps	
Evaluation of Results	
Response to Evaluation: 2019-20 Action Steps	
Evaluation of Results	
Response to Evaluation: 2020-21 Action Steps	
Evaluation of Results	
Response to Evaluation: 2021-22 Action Steps	

KCTCS Goal: Raise the level of educational attainment in the Commonwealth by positioning KCTCS as the accessible, affordable, and relevant postsecondary education choice for Kentuckians.

OCTC Objective 1: Accessible and Affordable – College for All - The College inspires and enables individuals to become the people they aspire to be. *Choosing to Go!*

KCTCS Goal: Increase access and success for all KCTCS students, particularly among traditionally underserved populations.

OCTC Objective 2: Career and College Knowledge – Ready Academically, Ready for Work - The College helps future students prepare for the academic rigors of college and select the field of study that meets their life goals. *Ready to Go!*

OCTC Objective 3: Inclusiveness: Diversity of Individuals, Diversity of Ideas - Promoting global awareness and local inclusivity, the College engages students, faculty, staff, and community members in understanding the personal and universal value of all individuals. *Getting There—Together!*

KCTCS Goal: Develop clear pathways through all levels of postsecondary education with an emphasis on experiential learning that lead to successful employment outcomes for KCTCS graduates.

OCTC Objective 4: Future Focused – Baccalaureate Connections - The College creates seamless pathways for successful transitions to four-year colleges and universities. *Go 2 Transfer!*

OCTC Objective 5: Future Focused – Career Connections - The College creates seamless pathways, including experiential learning opportunities, for successful transitions to the workplace. *Go 2 Work!*

KCTCS Goal: Improve student engagement, support, experiences, and success with best-in-class academic and student services.

OCTC Objective 6: Support | Succeed - With excellence, integrity, and high expectations, the College's learner-focused faculty and staff help students reach their educational goals. *Race 2 Success!*

KCTCS Goal: Align programs and curricula with needs of employers that enhance the employability, job placement, and career development of KCTCS graduates.

OCTC Objective 7: Sharing our Spirit – Advancing our Alumni and the Community – The College engages employers, responds to business and industry needs, and expands partnerships for regional economic, social, cultural, and intellectual prosperity. *Fueling the Future!*

OCTC Strategic Plan with Embedded Annual Plan for 2018-19

Executive Summary

Approved by the OCTC Administrative Council April 16, 2018

Approved by the OCTC Board of Directors May 3, 2018

KCTCS Goal: Raise the level of educational attainment in the Commonwealth by positioning KCTCS as the accessible, affordable, and relevant postsecondary education choice for Kentuckians.

Objective	2018-19 Actions
1 Accessible and Affordable – College for All	<ol style="list-style-type: none"> 1. Expand Kentucky Work Ready Scholarship through the SEM-4DX team 2. Grow health career program enrollment through the SEM-4DX team 3. Maximize applicant to enrolled percentage of arts and sciences applicants through the SEM-4DX team 4. Provide Dual Credit Scholarship billing information for parents 5. Create a recruiting PowerPoint that groups our programs into clusters 6. Evaluate an expanded role in recruiting by success coaches 7. Plan open house events 8. Market to prospective adult students 9. Implement year-round (a.k.a. summer) Pell 10. Expand Early College to selected AAS degrees 11. Offer one OCTC online course to HS sophomores at Apollo HS and Daviess County HS 12. Expand Early College enrollment of Ohio County HS students 13. Partner with the Owensboro Innovation Academy to open additional college pathways for junior and senior students 14. Prepare for the PROSPER Act (pending passage) 15. Develop a late payment plan 16. Promote new scholarships for Computerized Manufacturing and Machining and Automotive Technology

KCTCS Goal: Increase access and success for all KCTCS students, particularly among traditionally underserved populations.

Objective	2018-19 Actions
2 Career and College Knowledge – Ready Academically, Ready for Work	<ol style="list-style-type: none"> 1. Seek feedback on new signage 2. Pilot the use of directional signage at campus entryways 3. Expand use of Am I Job Ready? career strengths assessment 4. Compare performance on Am I Job Ready? with experiential learning and general education course success 5. Explore the potential for Ed Ready and ACT College Ready as an alternative to placement testing 6. Provide leadership for the revision of KCTCS assessment and placement guidelines 7. Promote the use of ACT Academy with local schools 8. Provide early registration at the high schools for next semester dual credit and first-time first-year students 9. Enhance the GED to OCTC transition 10. Use TechX to invite students to explore multiple areas of study in technical fields 11. Build on our current experiential learning opportunities to enhance the career development of our students

3 Inclusiveness: Diversity of Individuals, Diversity of Ideas	<ol style="list-style-type: none"> 1. Increase guidance and support for non-traditional students through the SEM-4DX team 2. Finalize a diversity and inclusion statement for the college 3. Grow the Multicultural Student Association membership 4. Roll out new Career Advantage programs 5. Submit Alcoa grant, in partnership with Owensboro Public Schools, to support URM and first-generation student access to manufacturing careers 6. Support women in non-traditional career choices (e.g., Digital Divas) 7. Promote Study Abroad (led by Kaye Brown) 8. Identify, as needed, Lactation Rooms 9. Increase awareness of TRiO 10. Open TRiO to Early College students 11. Promote TRiO to all underrepresented minorities 12. Host a Women's Empowerment Dinner 13. Host a refugee HS student to college retreat in partnership with Owensboro Public Schools and Daviess County Schools 14. Examine composition of program advisory boards 15. Provide additional support for underrepresented minorities on academic probation
--	--

KCTCS Goal: Develop clear pathways through all levels of postsecondary education with an emphasis on experiential learning that lead to successful employment outcomes for KCTCS graduates

Objective	2018-19 Actions
4 Future Focused – Baccalaureate Connections	<ol style="list-style-type: none"> 1. Publish new Associate in Arts and Associate in Science academic plans 2. Prepare for Block II general education revision 3. Develop proposal for a new transfer advising model 4. Partner with Brescia University to develop new Brescia transfer academic plans 5. Explore a 2+2 Bluegrass music agreement with Brescia 6. Provide professional development for advisors about transfer options 7. Take inventory of all transfer agreements 8. Seek out updated transfer data 9. Explore new mathematics pathways 10. Offer FYE 100 section for students interested in transferring to WKU taught by a WKU-O staff member
5 Future Focused – Career Connections	<ol style="list-style-type: none"> 1. Hold first classes in the Industry Innovation Center 2. Renovate spaces and install equipment for the Kentucky Work Ready Grant 3. Track current experiential learning opportunities for students 4. Expand robotics, robotic welding, geothermal/solar, and building automation systems coursework 5. Expand GO CAREERS to out of state online students 6. Invite Advisory Board members to speak with capstone class students 7. Pursue national accreditation for our Nursing program 8. Pursue national accreditation for our Medical Assisting program 9. Host the 2018 Lt. Governor's Entrepreneurship Challenge Regional (one of five in the state) 10. Develop a model for future AAS academic plans 11. Determine the potential of the career advising model developed by KCTCS Operations Team 12. Seek out incumbent women in manufacturing who would benefit from the National Science Foundation grant program 13. Adapt Scrub Craze for adults 14. Provide Merit badges for <i>Am I Job Ready?</i> student accomplishments

-
15. Offer pipe welding classes in conjunction with local Pipefitters 663
 16. Expand Alternative Fuels program
 17. Build the new Cobra
 18. Advocate for the addition of Healthcare Facilities Leadership and Medical Assisting to the Work Ready Scholarship
-

KCTCS Goal: Improve student engagement, support, experiences, and success with best-in-class academic and student services.

Objective	2018-19 Actions
6 Support Succeed	<ol style="list-style-type: none"> 1. Develop new Pathfinder Day – Orientation/Program Fair session on the first Friday in August 2. Refine the online withdrawal process to better support student success and persistence through the SEM-4DX team 3. Certify our first Master Advisors 4. Pilot improvements to FYE 100 5. Compliment the 45+ credit hour check with a sophomore registration check 6. Refine the online graduation process 7. Implement the new Library information system 8. Explore the potential of student workers to better support student success 9. Prepare for possible changes in Blackboard student services 10. Develop partnership with DELO at WKU to best serve OCTC to WKU students who plan to remain in the area while pursuing their baccalaureate degree

KCTCS Goal: Align programs and curricula with needs of employers that enhance the employability, job placement, and career development of KCTCS graduates.

Objective	2018-19 Actions
7 Sharing our Spirit – Advancing our Alumni and the Community	<ol style="list-style-type: none"> 1. Increase OCTC media hits through additional student stories collected by the SEM-4DX team 2. Implement the new authentic identity 3. Unveil newly refreshed website 4. Explore use of alumni tracking software 5. Expand the automotive focus of AMTEC to include advanced manufacturing and mechatronics to reach other high-tech industries 6. Develop an AMTEC – Next Generation Strategic Plan that includes business development, marketing, and financial objectives 7. Position AMTEC as a nationally industry-recognized leader of automotive/advanced manufacturing/mechatronics credentials and certification 8. Pursue additional funding opportunities for AMTEC through national organizations such as the National Science Foundation and the US Department of Labor 9. Host YMCA summer camp on Main Campus 10. Explore improvements to campus accessibility 11. Increase participation in the reverse yard sale 12. Develop internship opportunities for Hager Scholars in HRS 200 13. Host the American Association of University Women <i>Know Your Candidates</i> Forum, April 2018 14. Explore additional options for recognizing our honors students 15. Formalize the awards program for Employees 16. Create and install a Distinguished Alumni Hall of Fame 17. Explore the potential for an annual fundraising event

OCTC Objective 1: Accessible and Affordable – College for All

KCTCS Goal: Raise the level of educational attainment in the Commonwealth by positioning KCTCS as the accessible, affordable, and relevant postsecondary education choice for Kentuckians.

2016-22
OCTC Objective 1

The College inspires and enables individuals to become the people they aspire to be.

Rationale/
Resources

- Our college’s values include:
- Accessibility and Affordability
 - Collaborative Partnerships
 - Diversity and Inclusiveness
 - Integrity and High Expectations
 - Learner-Centered Culture
 - Student Success

Access is at the heart of a public two-year college. We are here to help anyone and everyone who wishes to improve themselves through our programs.

2016-22
Measures of Success

Graduation Rate - Increase graduation rate by 1.0 percentage points each year.
Definition: Cohort of full-time, first-time degree/certificate-seeking undergraduate students who complete their program within 150% of normal time as reported to the Integrated Postsecondary Education Data System (IPEDS).

Affordability - Achieve and maintain a net price equal to or less than half that of public four-year institutions.
Definition: KCTCS net price as a percentage of the weighted net price for students paying the in-state or in-district tuition rate & receiving grant or scholarship aid at Kentucky public four-year colleges.

2016-17 Action Steps

1. Increase awareness of the cost savings realized by completing an associate in arts or associate in science before transferring to a four-year college or university
2. Serve as lead sponsor of the Second Annual Western Kentucky/Southwest Indiana College & Career Expo
3. Complete an enrollment capacity study
4. Establish key enrollment indicators (KEIs)
5. Increase participation in high school parent night events
6. Create clear, concise messages related to student choice factors (not generic and no acronyms)
7. Train recruiters on the messages
8. Develop a “beginner’s guide” to financial aid as a part of messaging
9. Expand our Early College program
10. Submit plan for participation in the U.S. Department of Education Experimental Sites Initiative to provide Pell to eligible Early College students
11. Promote and implement the new October 1 early FAFSA submission process
12. Develop plan for advertising and social media timed with key recruitment and enrollment events
13. Use ACT test names (obtained by the system) to conduct search for potential applicants
14. Increase ratio of students applying online v. paper
15. Update admissions/registration policies and procedures
16. Explore the use of Radius for Spring 2017 applicant communications
17. Develop a recruiting toolbox for better serving underrepresented populations,

- including non-traditional age students
- 18. Participate in the Owensboro Innovation Academy
- 19. Use OCTV to position the college as the accessible and affordable choice

Evaluation of Results

The cost savings of a baccalaureate education that begins at OCTC was promoted as a part of our Strategic Enrollment Management (SEM) marketing materials. We served as lead sponsor of the Second Annual Western Kentucky/Southwest Indiana College & Career Expo in September. The enrollment capacity study was completed and used to drive the five key enrollment indicators (KEIs) selected for our SEM plan. We increased faculty and staff participation in college nights for high school students and parents. Clear, concise messaging—with an A through J mnemonic—were rolled out to faculty and staff and reinforced in SEM professional development in the fall. Our Early College program was greatly expanded, growing to nearly 60 students. The U.S. Department of Education Experimental Sites Initiative proposal was approved and we provided over \$157,000 in Pell grant funds to eligible Early College students. Marketing materials developed at KCTCS—Fall into FAFSA—were used to promote the new October 1st early FAFSA submission. Geofencing was used to advertise OCTC at high school graduations and other targeted events. ACT test names obtained by the system were targeted by the pURL direct mail. We emailed them through Radius as well. The ratio of potential students applying online greatly increased as we made the change to only using paper applications when the online application would not complete. Admissions and registration policies were revised and the new SMART START process was piloted for Fall 2016 and implemented fully for Spring 2017. We explored using Radius for applicant communications but its limited functionality (it only tracks whether an applicant is enrolled—not if they are ready to be enrolled) meant that it was not useful or practical. We participated in the Owensboro Innovation Academy and plan to expand the partnership through a new Work Ready Kentucky grant. OCTV positioned the college as the accessible and affordable choice by using the use the “WHY GO?” spot as filler between shows and events. A beginner’s guide for financial aid was postponed for the coming year due to the many changes in state financial aid that were proposed and enacted. The development of a recruiting toolbox, primarily web-based, for better serving underrepresented populations will begin in the coming year now that the website content management changeover has occurred.

Response to Evaluation: 2017-18 Action Steps

1. Promote the Kentucky Work Ready Scholarship
2. Share information on the Dual Credit Scholarship program and refine local processes
3. Implement the Kentucky Work Ready Grant
4. Market “Start Here, Finish Here” with WKU-Owensboro
5. Advertise jointly with our sister KCTCS colleges in our television market
6. Host the second Extravaganza! on campus to reach potential students and their influencers
7. Increase attendance of potential students and parents at high school college nights
8. Hold a Health Careers event
9. Expand Accelerating Opportunity to additional programs
10. Improve the success of online application automatic processing
11. Expand our Early College program to additional high schools
12. Increase the total amount of Pell awarded to Early College students
13. Graduate more Early College students
14. Develop a financial aid “beginner’s guide”
15. Develop an online recruiting toolbox for underrepresented students
16. Finalize new admissions/registration policies

Evaluation of Results

The Kentucky Work Ready Scholarship was promoted through advertising and marketing materials. In addition, students in programs served by the scholarship who

had need that could be met by the scholarship were contacted individually. Over 160 OCTC students have received the scholarship thus far. The Dual Credit Scholarship was primarily promoted by local high schools and KHEEA. The local process was refined and supported by helpful changes in PeopleSoft at the system level. Funds from the Work Ready Grant arrived later than hoped, but plans for necessary equipment purchases are underway. “Start Here, Finish Here” was marketed with WKU-O, with student stories being a key element. We placed television advertisements jointly with Madisonville Community College and Henderson Community College. The second Extravaganza, which included a Health Careers scenario-based event (Grandma’s dog), was held on April 20, 2017 with approximately one hundred attendees. The attendance at HS college nights improved in spring 2018 as compared to the year before, but there is still room for improvement. Accelerating Opportunity programs were expanded but only to those designated by the System Office, so we were limited to those offered at OCTC. Online application processing was expanded to additional team members and training was provided by the system office to many members of the current team. Early College doubled its enrollment, with 95 students in Fall 2017 representing high schools from all four counties in our service area. Pell awards to the Early College students nearly doubled as well. We graduated 30 Early College students this year as compared to four in the previous year. A financial aid “beginner’s guide” was captured on one sheet for distribution to advisors. An online recruiting toolbox was postponed due to the departure of our Associate Dean for Diversity. While new admission/registration policies were finalized in practice, the final published version will be coming in 2018-19.

Response to
Evaluation: 2018-19
Action Steps

1. Expand Kentucky Work Ready Scholarship through the SEM-4DX team
2. Grow health career program enrollment through the SEM-4DX team
3. Maximize applicant to enrolled percentage of arts and sciences applicants through the SEM-4DX team
4. Provide Dual Credit Scholarship billing information for parents
5. Create a recruiting PowerPoint that groups our programs into clusters
6. Evaluate an expanded role in recruiting by success coaches
7. Plan open house events
8. Market to prospective adult students
9. Implement year-round (a.k.a. summer) Pell
10. Expand Early College to selected AAS degrees
11. Offer one OCTC online course to HS sophomores at Apollo HS and Daviess County HS
12. Expand Early College enrollment of Ohio County HS students
13. Partner with the Owensboro Innovation Academy to open additional college pathways for junior and senior students
14. Prepare for the PROSPER Act (pending passage)
15. Develop a late payment plan
16. Promote new scholarships for Computerized Manufacturing and Machining and Automotive Technology

OCTC Objective 2: Career and College Knowledge - Ready Academically, Ready for Work

KCTCS Goal: Increase access and success for all KCTCS students, particularly among traditionally underserved populations.

2016-22
OCTC Objective 2

The College helps future students prepare for the academic rigors of college and select the field of study that meets their life goals.

Rationale/
Resources

Our college's values include:

- Accessibility and Affordability
- Collaborative Partnerships
- Integrity and High Expectations
- Learner-Centered Culture
- Relevancy and Responsiveness
- Student Success

As a learning-centered institution, we partner with K-12 school districts and employers to ensure that students are prepared for success and continuously improve the processes in place to assist students in reaching their goals.

2016-22
Measures of Success

Total enrollment - Increase from 3981 students in Fall 2015 to 4336 students in Fall 2020.

Definition: All students

Total program enrollment - Increase from 2940 students in Fall 2015 to 3295 students in Fall 2020.

Definition: Includes all students in academic programs - Does not include non-credential, non-program enrollment

Fall first-time credential seeking students – Increase to 700 by Fall 2020.

Definition: Credential seeking students who have not been credential seeking students at another institution of higher education prior to enrolling at OCTC.

2016-17 Action Steps

1. Increase awareness of all our health career programs
2. Promote Career Coach to potential students
3. Refocus the employment data displayed on Career Coach to better match the credentials we offer
4. Implement new placement guidelines
5. Expand TABE, KYOTE, and Wonderlic testing with the end of COMPASS
6. Implement EdReady test preparation for English
7. Submit a TRiO Educational Opportunity Center grant proposal
8. Revise web site—more user friendly, more intuitive, and simplified—with compelling text and clear reasons why choosing OCTC benefits the student
9. Support Work Ready Community recertification applications for McLean County and Ohio County
10. Explore new possibilities for the Gateway Academy

Evaluation of Results

We created a new SEM health career team. Activities included publishing a new OCTC healthcare careers guide and building on successful events such as Scrub Craze. A simulation event that included all healthcare career programs at OCTC was designed for the 2017 Extravaganza. Career Coach was promoted in FYE 100 but was not used with marketing to potential students since the employment mapping to

our programs required significant updating. Draft changes were completed in the spring and will be rolled out in the fall. TABE-A, KYOTE, and Wonderlic testing was expanded with TABE-A and KYOTE used as the primary placement tests. New placement guidelines were developed to reflect this and staff were trained on the new procedures post-COMPASS. EdReady test preparation for English was piloted with Hancock County. Our TRiO Educational Opportunity Center grant proposal was not funded. We made the changeover to a new web content management system. Content revisions are underway and are adhering to the “Julie” persona. The primary media writers received training in the persona this year. The Work Ready Community recertification application for Ohio County was approved and the McLean County one is in progress. Workforce Solutions continues its discussions with OPS on Gateway Academy opportunities. Implementation is pending the OPS realignment of alternative school offerings and related facilities usage.

Response to Evaluation: 2017-18 Action Steps

1. Develop new signage plan
2. Pilot the *Am I Job Ready?* soft skills development software
3. Embed soft skills development and assessment in coursework – potentially in FYE 100, capstone courses, experiential learning courses, and selected general education courses
4. Explore new experiential learning opportunities for all students to increase career exploration
5. Develop and rollout a new Fire Science Academy for Discover College students
6. Open KYOTE math (math placement and college algebra) and KYOTE reading placement testing to additional students
7. Pilot co-requisite courses for MAT 126 and MAT 146 to increase access to college-level mathematics coursework
8. Invite additional high schools to use EdReady for English preparation
9. Prepare for e-learning Business Plan implementation
10. Expand GO CAREERS to additional programs

Evaluation of Results

The signage plan resulted in new disc-shaped signs with multiple perspectives based on the current location on campus. Signage was added on buildings and on pathways/roads on campus as well. *Am I Job Ready?* was piloted in multiple classes and Owensboro led the system in its overall use. Soft skills were promoted in all courses, particularly FYE 100, capstone, experiential courses, and general education courses through the awarding of Merit credit for the completion of *Am I Job Ready?* testlets. Experiential learning opportunities were redefined by the System Office in for the performance measure. The Title III grant was not funded, which would have greatly supported new experiential learning support, but the grant may be funded in the coming year. A new Fire Science Academy was opened for Discover College students with seven students enrolled in the first cohort. KYOTE math and reading placement testing was expanded as the first option for adult students with TABE-A used only if a KYOTE tested student might benefit. Co-requisite courses for MAT 126 and MAT 146 were piloted with success. We expect the pilot to become the standard in the coming year. High schools were invited to explore EdReady English but its continued rollout was postponed due to Donna Butler’s retirement mid-year. The e-learning Business Plan implementation was suspended by the System Office. GO CAREERS was expanded to include Medical Assisting but this program will transition to a regular academic program to best serve students based on what we learned during the first year.

Response to Evaluation: 2018-19 Action Steps

1. Seek feedback on new signage
2. Pilot the use of directional signage at campus entryways
3. Expand use of *Am I Job Ready?* career strengths assessment
4. Compare performance on *Am I Job Ready?* with experiential learning and general education course success

5. Explore the potential for Ed Ready and ACT College Ready as an alternative to placement testing
6. Provide leadership for the revision of KCTCS assessment and placement guidelines
7. Promote the use of ACT Academy with local schools
8. Provide early registration at the high schools for next semester dual credit and first-time first-year students
9. Enhance the GED to OCTC transition
10. Use TechX to invite students to explore multiple areas of study in technical fields
11. Build on our current experiential learning opportunities to enhance the career development of our students

OCTC Objective 3: Inclusiveness: Diversity of Individuals, Diversity of Ideas

KCTCS Goal: Increase access and success for all KCTCS students, particularly among traditionally underserved populations.

2016-22
OCTC Objective 3 Promoting global awareness and local inclusivity, the College engages students, faculty, staff, and community members in understanding the personal and universal value of all individuals.

Rationale/
Resources

Our college's values include:

- Collaborative Partnerships
- Diversity and Inclusiveness
- Global Awareness
- Learner-Centered Culture
- Student Success

As educators, these values must permeate our actions and approaches to realizing the potential of each individual we serve.

2016-22
Measures of Success

First to second year retention of underrepresented minorities - Increase retention rate by 1.0 percentage points each year.

Definition: Fall-to-fall retention rates of first-time, credential-seeking students by Underrepresented Minorities (URM) (American Indian or Alaska Native, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, and Two or More Races).

Graduation rate of underrepresented minorities - Increase graduation rate by 1.0 percentage points each year.

Definition: Cohort of full-time, first-time degree/certificate-seeking undergraduate students who complete their program within 150% of normal time as reported to IPEDS limited to Underrepresented Minorities.

2016-17 Action Steps

1. Increase success rates for low-income students
2. Increase success rates for underrepresented minorities
3. Plan for gender neutrality and inclusion
4. Explore partnership with Owensboro Public Schools to increase opportunities for underrepresented groups to enter fire science career pathways leading to a 2-year AAS at OCTC and a 4-year degree at WKU-O
5. Revive the Multicultural Student Association
6. Improve support for our international students
7. Host community discussion events
8. Finalize a diversity and inclusion statement for the college
9. Explore enhancements to the structure of Super Sunday
10. Increase the number of SAFE Space ALLY-trained faculty and staff

Evaluation of Results

To address increasing success rates for low income students, we took two steps. First, we examined data from Satisfactory Academic Progress appeals. Second, we expanded student engagement on campus through increased numbers of TRiO sponsored Merit approved event. To increase the success rates for underrepresented minorities we are using Starfish to identify students in academic distress and follow up with phone calls. We shared the system gender neutrality plan with the Campus Diversity Planning Team and the Safe Space Allies. We are already compliant with the recommendation for gender neutral individual/family restrooms but more are needed.

We increased our number of Safe Space Allies to twenty-eight faculty/staff on campus through an additional professional development session. The Fire Science Academy initiative is underway for Fall 2017 admission with diverse marketing materials. The Multicultural Association is again active. We encouraged our international students to participate in TRiO-sponsored activities even though they cannot be part of the TRiO cohort. We, in partnership with the Owensboro Human Relations Commission, hosted Community Conversations: White Privilege and Race Conversations in America on October 18, 2016. The diversity and inclusion statement is still a work in progress. Super Sunday transitioned to Super Someday and will be held in concert with our April 2017 Extravaganza event. We hosted our first PACK meeting in March 2017 and plan to expand it next year. Global studies panel on immigration April 12 - visit to the local mosque in April. Matt Alschbach presented on Mohammed Ali on February 22, 2017 for Black History Month and WISE hosted a panel discussion, "Wise Women, Wise Choices, Wise Voices," on March 1 for Women's History Month.

Response to
Evaluation: 2017-18
Action Steps

1. Implement Super Someday event
2. Grow the Multicultural Student Association membership
3. Increase TRiO Merit approved events
4. Explore additional gender neutral restrooms
5. Enhance SAFE Space Ally information on the website
6. Finalize a diversity and inclusion statement for the college
7. Grow the URM enrollment in the High School Fire Science Academy
8. Host the Start SMART workshop – Friday, April 14th - to help female students with salary negotiations
9. Expand PACK (Parents Acquiring College Knowledge) meetings
10. Lead the European/Holocaust student study abroad opportunity
11. Plan one-day camp to for middle school URM students in technical study area
12. Explore using the Inclusive Excellence Model
13. Increase the number of handicapped accessible doors
14. Improve URM student retention and transfer
15. Develop a new approach for outreach to churches through a team approach
16. Explore potential sites for a Lactation Room
17. Examine composition of advisory boards
18. Grow the Targeted Assistance Grant - Discretionary (TAGD) grant that helps place refugees in employment out of KY Office for Refugees
19. Include a new March for Science in the Cricket Girl Scout Expo

Evaluation of Results

Super Someday was implemented with the April 20th Extravaganza. The growth of the Multicultural Student Association, a diversion and inclusion statement, and PACK were placed on hold due to the departure of our Associate Dean for Diversity at the beginning of the 2017-18 year. TRiO hosted numerous workshops for Merit approved credit. An additional gender neutral restroom became available with the opening of the Industry Innovation Center. The SAFE faculty/staff sponsors created a webpage that listed all of the faculty/staff who were participants in the SAFE space program and the location of their offices. URM students were enrolled in the HS Fire Science program with one in the Fire Academy. The Start SMART workshop was hosted in April 2017. Kaye Brown led the European/Holocaust student study abroad opportunity. A day camp for middle school URM students was hosted by the Electrical Technology program. Information on the Inclusive Excellence Model was shared by our previous by our previous Associate Dean with our new Associate Dean. URM retention improved slightly from 2015-16 to 2016-17 (45.1% to 45.6%). The graduation rate of URM improved from 19.2% to 26.7% in the same period. The number of handicapped accessible doors grew. Outreach to churches was led by the new Associate Dean of Student Affairs – Diversity and he was introduced to the community (as the MC) when the college hosted the Owensboro MLK Day

Celebration in January 2018. The Girl Scout Cricket Expo was held in April 2017. A Lactation Room was identified and used in the Humanities Building. The TAGD grant grew and a workshop for refugee students and families is planned for summer 2018. The Girls Empowerment Trail Blazer Dinner with Ashley Parlett, NASCAR mechanic, was held in February 2018. Matt Alschbach provided the Women’s History Month presentation on Eleanor Roosevelt in March 2018. Owensboro Area World Affairs Council hosted Dr. Brian Strow, Professor of Economics at Western Kentucky University, who presented “A Trade War with China?—Or, Does This Mean I Can’t Have My Kung Pao Chicken Delivered” at OCTC in April 2018 and Morton Holbrook III, who discussed “US Foreign Policy Today” in September 2017, both at OCTC. OCTC’s Rodney Newton presented on Adventures in Foreign Lands in November 2017. Global Studies sponsored “Thirteen Years in China,” by OCTC Alum Bryan Gore & his wife Lichaun in March 2018. The Common Read hosted authors Dave Eggers in November 2017 and Holly Goddard Jones in April 2018.

Response to
Evaluation: 2018-19
Action Steps

1. Increase guidance and support for non-traditional students through the SEM-4DX team
2. Finalize a diversity and inclusion statement for the college
3. Grow the Multicultural Student Association membership
4. Roll out new Career Advantage programs
5. Submit Alcoa grant, in partnership with Owensboro Public Schools, to support URM and first-generation student access to manufacturing careers
6. Support women in non-traditional career choices (e.g., Digital Divas)
7. Promote Study Abroad (led by Kaye Brown)
8. Identify, as needed, Lactation Rooms
9. Increase awareness of TRiO
10. Open TRiO to Early College students
11. Promote TRiO to all underrepresented minorities
12. Host a Women’s Empowerment Dinner
13. Host a refugee HS student to college retreat in partnership with Owensboro Public Schools and Daviess County Schools
14. Examine composition of program advisory boards
15. Provide additional support for underrepresented minorities on academic probation

OCTC Objective 4: Future Focused – Baccalaureate Connections

KCTCS Goal: Develop clear pathways through all levels of postsecondary education with an emphasis on experiential learning that lead to successful employment outcomes for KCTCS graduates.

2016-22
OCTC Objective 4

The College creates seamless pathways for successful transitions to four-year colleges and universities.

Rationale/
Resources

Our college's values include:

- Accessibility and Affordability
- Collaborative Partnerships
- Learner-Centered Culture
- Relevancy and Responsiveness
- Student Success

A seamless transition from a two-year college to a four-year college is not just a goal—it is an expectation. We must help students navigate between the two environments. It is essential to student success.

2016-22
Measures of Success

Associate Degree Transfers - Increase transfers by an average of 1.0 percentage points each year.

Definition: Percent of Associate earners in academic year who enrolled at a four-year institution that academic year after the term end date of the term the first Associate credential was earned or in the next academic year.

2016-17 Action Steps

1. Explore a Computer Information Technology 2+2 with Brescia
2. Provide more transfer advising training for our advisors
3. Implement a campaign to support the Help Office with late spring donations that includes Brescia, Kentucky Wesleyan, and WKU-O
4. Promote support for TRiO eligible transfer students
5. Implement new fall Transfer Madness event and Transfer Fair
6. Expand transfer information on our website
7. Support Owensboro Health advising for employees seeking a BSN degree
8. Develop and offer RATZ topic workshops
9. Implement a 2+2 Agricultural Studies to Bachelor of Science in Business degree at Brescia

Evaluation of Results

A Computer Information Technology 2+2 with Brescia was negotiated and is awaiting final approval. Transfer advising training was included in our spring SEM meeting (formerly known as RATZ). A late spring campaign for donations to the Help Office included Brescia, Kentucky Wesleyan, and WKU-O was carried out. We hope to increase donations in the coming year. TRiO attracted many eligible transfer students and filled its cohort. They sponsored trips to universities as well, including Western Kentucky University, Western Kentucky University – Owensboro, University of Louisville - Owensboro BSN campus, and Murray State University. The Transfer Madness event was cancelled by the Council on Postsecondary Education, but our Transfer fair had the largest number of 4-year colleges attending in its history (21 four-year colleges) with every public university in Kentucky participating. We had 97 students attend the mid-day session from 11 till 2 pm; we had 43 students attend our evening session from 5:30 to 7pm. Transfer information was expanded on our website as well. We provided advising for Owensboro Health employees seeking a BSN degree and had multiple representatives at their health care program fair in April. RATZ topic workshops will become SEM meetings and be a part of the Master

Advisor professional development offerings. The 2+2 Agricultural Studies agreement has been completed and Brescia is awaiting final approval from SACSCOC.

Response to
Evaluation: 2017-18
Action Steps

1. Pilot new Associate in Arts and Associate in Science academic plans
2. Provide professional development in the use of new AA and AS plans
3. Assign students to transfer institution student groups at the point of application in the START Center
4. Promote the development of soft skills in general education coursework
5. Increase Early College student use of TRAC Central
6. Increase transfer awareness for technical program students
7. Implement the 2+2 Computer and Information Technologies agreement with Brescia (pending approval)
8. Implement the 2+2 Aviation agreement with Eastern Kentucky University
9. Implement reverse transfer agreement with University of Southern Indiana
10. Promote 1+1 agreements (Surgical Tech with Henderson CC; Respiratory Care with Madisonville CC)
11. Implement Healthcare Facilities Leadership articulation agreement Champlain (VT) College
12. Promote 2+2 opportunities for GO CAREERS Business Administration Systems students

Evaluation of Results

The new AA plan was shared at a kickoff breakout and the AS plan was developed later in the year. The pilot plans were part of the Master Advisor training in the spring. Students are being assigned to transfer institution student groups in the START Center and in TRAC Central as students indicate an interest in a 4-year college or university. Soft skills in general education coursework was promoted in some communications and philosophy classes during the year. Early College students were encouraged to use TRAC Central and technical program students received invitations to TRAC events and 4-year college and university visits. The 2+2 agreements with Brescia U, EKV, and Champlain College were implemented. The reverse transfer agreement with the University of Southern Indiana was finalized. 1+1 agreements and 2+2 agreements were promoted to students by TRAC on our old and on our new website.

Response to
Evaluation: 2018-19
Action Steps

1. Publish new Associate in Arts and Associate in Science academic plans
2. Prepare for Block II general education revision
3. Develop proposal for a new transfer advising model
4. Partner with Brescia University to develop new Brescia transfer academic plans
5. Explore a 2+2 Bluegrass music agreement with Brescia
6. Provide professional development for advisors about transfer options
7. Take inventory of all transfer agreements
8. Seek out updated transfer data
9. Explore new mathematics pathways
10. Offer FYE 100 section for students interested in transferring to WKU taught by a WKU-O staff member

OCTC Objective 5: Future Focused – Career Connections

KCTCS Goal: Develop clear pathways through all levels of postsecondary education with an emphasis on experiential learning that lead to successful employment outcomes for KCTCS graduates.

2016-22
OCTC Objective 5

The College creates seamless pathways, including experiential learning opportunities, for successful transitions to the workplace.

Rationale/
Resources

Our college's values include:

- Collaborative Partnerships
- Critical Thinking, Innovation, and Cutting-Edge Technology
- Learner-Centered Culture
- Relevancy and Responsiveness
- Student Success

A seamless transition from an Associate in Applied Science program to the workplace is not just a goal—it is an expectation. We must help students navigate between the two environments and experiential learning opportunities are one of the primary means to realizing this.

2016-22
Measures of Success

Experiential Learning - Increase number of students engaged in experiential learning by an average of 1.0 percentage points each year.

Definition: Cohort of first-time diploma and AAS graduates who complete a clinical, a co-op, an internship or service learning prior to earning the credential. Students with AAS degrees who earned a diploma in an academic year prior to receiving their AAS are counted in both the academic year they obtained the diploma and the academic year they were awarded their AAS degree.

2016-17 Action Steps

1. Explore expanding GO FAME model to other technical programs
2. Develop a plan for stackable certificates for Healthcare Facilities Leadership
3. Open the large animal facility on the Main Campus
4. Implement the AAS in Welding
5. Implement the AAS in Industrial Maintenance Technology
6. Develop/strengthen student attainment of workplace behavioral expectations
7. Explore 1+1 agreements with nearby KCTCS colleges
8. Expand internship/apprenticeship opportunities
9. Submit a NSF Advanced Technological Education grant to advance our current work in automotive technology and alternative fuels
10. Explore new healthcare career pathways, possibly to include a new medical assisting certificate
11. Pursue national accreditation for Nursing through the National League for Nursing Commission for Nursing Education Accreditation
12. Collaborate in the development and launch of GO BILD: Business Institute for Leadership & Development: an umbrella for industry-driven Work & Learn program options outside the manufacturing sector

Evaluation of Results

GO FAME was expanded to Computerized Manufacturing and Machining with the first cohort beginning in Fall 2016. GO FAME was also used as a model for GO CAREERS and its Business Administration Systems program (the current implementation of GO BILD) in partnership with U.S. Bank. The Healthcare Facilities Foundation Certificate and Healthcare Facilities Leadership Diploma proposal is scheduled to go before the KCTCS Board of Regents in June, 2017. We opened the Large Animal Facility on the Main Campus in the fall. The AAS degrees in Welding and Industrial Maintenance Technology were implemented. *Am I Job*

Ready? was piloted in the spring semester to explore strengthening student attainment of workplace behavioral expectations. A 1+1 agreement with Madisonville CC was made. The expand internship/apprenticeship opportunities became the focus of a new Title III grant proposal. The NSF Advanced Technological Education grant proposal to advance our current work in automotive technology and alternative fuels was funded and implemented. A new medical assisting certificate is under development. Accreditation for Nursing is a continued goal.

Response to
Evaluation: 2017-18
Action Steps

1. Open the Industry Innovation Center
2. Expand robotic welding, building automated systems, and pipe and tube welding curricula
3. Review all degree programs to comply with the 60 credit hour requirement from the Council on Postsecondary Education
4. Expand GO CAREERS model to additional programs
5. Develop and implement a Medical Assisting program
6. Submit the E3@OCTC Title III grant proposal to expand experiential learning opportunities
7. Explore coding programs in partnership with the Regional Alliance
8. Test the usefulness of Kentucky Career Focus/Focus Suites access for students
9. Utilize Campus Compact positions for recruiting underskilled students into SkillTrain's college and career services
10. Expand Workforce Solutions services in the area of computer-based training and online hosting of courses on our learning management system

Evaluation of Results

The grand opening of the Industry Innovation Center was on Friday, March 2, with over 100 donors, stakeholders, and community leaders present. The new building provides the opportunity to expand robotic welding, building automated systems, and pipe and tube welding. Degree programs are under review at the system level to comply with the 60 credit hour requirement from CPE. GO CAREERS was expanded to Medical Assisting, although that program will be transitioned to a regular offering in the coming year. The Title III grant was submitted but not funded in the first round. We await word on funding in the coming year. Career Focus/Focus Suites is a good resource for students but services we provide already cover much of the same. Members of the Regional Alliance met with a national IT entrepreneur to explore a Coding Boot Camp program for both Secondary and Postsecondary students. Information was also garnered from state WIOA and KCTCS partners on the necessary resources required for implementation. Further exploration is pending. An AmeriCorps volunteer was secured via Campus Compact which allowed for under skilled, Adult Education student recruitment in 2017-18. Recruitment activities were held in Daviess, McLean and Ohio County service areas. Workforce Solutions has noted significant growth in the area of computer-based training (CBT) and a related service for the online hosting of in-house professional development offerings for partner institutions and industry clients. CBT services are now multi-state and serve as a major revenue stream.

Response to
Evaluation: 2018-19
Action Steps

1. Hold first classes in the Industry Innovation Center
2. Renovate spaces and install equipment for the Kentucky Work Ready Grant
3. Track current experiential learning opportunities for students
4. Expand robotics, robotic welding, geothermal/solar, and building automation systems coursework
5. Expand GO CAREERS to out of state online students
6. Invite Advisory Board members to speak with capstone class students
7. Pursue national accreditation for our Nursing program
8. Pursue national accreditation for our Medical Assisting program
9. Host the 2018 Lt. Governor's Entrepreneurship Challenge Regional (one of five in the state)

10. Develop a model for future AAS academic plans
11. Determine the potential of the career advising model developed by KCTCS Operations Team
12. Seek out incumbent women in manufacturing who would benefit from the National Science Foundation grant program
13. Adapt Scrub Craze for adults
14. Provide Merit badges for *Am I Job Ready?* student accomplishments
15. Offer pipe welding classes in conjunction with local Pipefitters 663
16. Expand Alternative Fuels program
17. Build the new Cobra
18. Advocate for the addition of Healthcare Facilities Leadership and Medical Assisting to the Work Ready Scholarship

OCTC Objective 6: Support | Succeed

KCTCS Goal: Improve student engagement, support, experiences, and success with best-in-class academic and student services.

2016-22
OCTC Objective 6

With excellence, integrity, and high expectations, the College’s learner-focused faculty and staff help students reach their educational goals.

Rationale/
Resources

Our college’s values include:

- Collaborative Partnerships
- Integrity and High Expectations
- Learner-Centered Culture
- Relevancy and Responsiveness
- Student Success

When our students succeed, we succeed.

2016-22
Measures of Success

Student Engagement - Maintain CCSSE average benchmark scores at or above the national average.

Definition: Average scores on the Community College Survey of Student Engagement (CCSSE) benchmarks of effective educational practice (Active Learning, Student Effort, Academic Challenge, Student/Faculty Interaction, and Support for Learners).

Retention - Increase retention by an average of 1.0 percentage points each year.

Definition: Fall-to-fall retention rates of first-time, credential-seeking students as reported to IPEDS.

Fall to spring persistence of credential-seeking students: Reach 80% by Spring 2021.

Definition: Cohort of all credential-seeking students in fall who graduate in fall or continue enrollment in spring.

Spring to fall persistence of credential-seeking students: Reach 75% by Fall 2020.

Definition: Cohort of all credential-seeking students in spring who graduate in spring or summer—or continue enrollment the following fall.

2016-17 Action Steps

1. Finalize the Quality Enhancement Plan
2. Refine FYE 100 to include smaller class sizes
3. Increase Merit use by students
4. Implement a communications plan for new and continuing students
5. Improve interoffice communication and create a student process flow chart
6. Set consistent and student-friendly office hours
7. Conduct Blackboard training for all staff and faculty with access to it
8. Build the second Cobra kit car
9. Expand co-requisite class offerings
10. Improve the advisor assignment process
11. Promote use of college and system mobile applications
12. Develop the new Title III grant proposal
13. Expand the integration of the Hager Scholars program with Phi Theta Kappa
14. Administer the refreshed Community College Survey of Student Engagement (CCSSE) in Spring 2017
15. Open a biology/microscopy lab

Evaluation of Results

The revised Quality Enhancement Plan was accepted by SACSCOC and the new iteration of FYE 100 was rolled out for 2016-17 based on what we learned in the first

year. This included smaller class sizes and fewer large group meetings. All students were signed up for Merit at the beginning of each semester. The release of the Dean's List via Merit generated the most interest in the honor in memory. A new communication plan was implemented for new students—Radius from inquiry to applicant, e-mails and KNECT from applicant to enrolled—and octc.info e-mails for continuing students were coordinated through the Public Relations Office with assistance from the President's Office and Student Affairs. Interoffice communication and student flow was improved through cross training and a fall "Amazing Race 2 Success" event to help faculty and staff become more familiar with the services we offer and the experiences students have. Consistent office hours were set for academic and student services. Blackboard training was offered but additional trainings were postponed in anticipation of a new version of Blackboard. The second Cobra kit car build is underway and should be completed next year. Co-requisite coursework for MAT 146 and MAT 126 was piloted in Spring 2017 and initial results are promising. The advisor assignment process was completely revamped and has resulted in a more centralized and timely assignment of advisors. College and system mobile applications were promoted with physical media on campus and on the website. The new Title III proposal was a team effort with over a dozen faculty and staff directly involved in brainstorming, writing, and reviewing. The integration of Hager Scholars with Phi Theta Kappa was limited by the small number of Hager Scholars in 2016-17. The new CCSSE was administered. The microscopy lab is under construction and work should be completed later this year.

Response to
Evaluation: 2017-18
Action Steps

1. Pilot the Master Advisor program
2. Refine FYE 100 based on 2016-17 data
3. Compete in the NASA Human Exploration Rover Challenge
4. Complete the Cobra II
5. Respond to Spring 2017 CCSSE results once received in the fall
6. Promote the Visual Schedule Builder
7. Implement the 45+ credit hour check each semester to ensure students are taking the right classes to graduate (and for financial aid program applicability)
8. Participate in SARA (State Authorization Reciprocity Agreement) for offering online courses to out-of-state students
9. Provide disabilities training for faculty & staff
10. Explore moving the application for graduation online
11. Pilot the use of the degree audit tool in PeopleSoft
12. Explore an online communication policy for faculty
13. Explore consistent meeting times for student organizations
14. Build relationship with new Daviess County Public School superintendent

Evaluation of Results

Six Master Advisor sessions were created and piloted for the first group of twenty-two Master Advisors. FYE 100 was refined and rolled out in Fall 2017 to positive feedback from students and instructors. Our students competed in the 2017 NASA Rover Challenge—the only community college to do so nationwide—and finished 25th out of 99 teams. The team will compete again next year. Cobra II is scheduled to be completed December 2018 after the timeline was adjusted due to personnel changes within the Automotive Program. CCSSE results were mixed. Overall trends remained similar. Specific responses are being embedded into student support outcomes. The Visual Schedule Builder was promoted to students via e-mail and on the website. The 45+ credit hour check was implemented and is reducing our potential liability under program applicability. SARA participation was finalized. Disabilities training was provided to faculty and staff advisors. The graduation application was moved online with sizable student buy-in. The degree audit tool was piloted by selected advisors and still found wanting. Advisors generally preferred completing the academic plans themselves. The need for an online communication policy was discussed and policy development is underway. The consistent meeting

time has become—with the implementation of the 11:00 Tuesday or Wednesday in-person FYE 100—11:00 on Mondays and Thursdays. The new Daviess county Public Schools superintendent was welcomed and continues to be a wonderful partner of the college.

Response to
Evaluation: 2018-19
Action Steps

1. Develop new Pathfinder Day – Orientation/Program Fair session on the first Friday in August
2. Refine the online withdrawal process to better support student success and persistence through the SEM-4DX team
3. Certify our first Master Advisors
4. Pilot improvements to FYE 100
5. Compliment the 45+ credit hour check with a sophomore registration check
6. Refine the online graduation process
7. Implement the new Library information system
8. Explore the potential of student workers to better support student success
9. Prepare for possible changes in Blackboard student services
10. Develop partnership with DELO at WKU to best serve OCTC to WKU students who plan to remain in the area while pursuing their baccalaureate degree

OCTC Objective 7: Sharing our Spirit – Advancing our Alumni and the Community

KCTCS Goal: Align programs and curricula with needs of employers that enhance the employability, job placement, and career development of KCTCS graduates.

2016-22
OCTC Objective 7

The College engages employers, responds to business and industry needs, and expands partnerships for regional economic, social, cultural, and intellectual prosperity.

Rationale/
Resources

Our college's values include:

- Collaborative Partnerships
- Critical Thinking, Innovation, and Cutting-Edge Technology
- Integrity and High Expectations
- Relevancy and Responsiveness
- Student Success

We must expand and enhance our partnerships with business, industry and local governmental entities to provide workforce training to meet local and regional needs. Beyond this, we must share our value with the community by promoting our alumni. Their success is our success.

2016-22
Measures of Success

Licensure/Certification Pass Rate - Exceed national average for cohort pass rate.

Definition: The number of students in the Voluntary Framework of Accountability's (VFA) Career and Technical Education (CTE) completer/ leaver cohort who achieve a passing grade on their first attempt of a licensure exam within one year divided by the number of students in the CTE completer/ leaver cohort who sat for the first time to take the licensure exam within one year.

Credit Hour Conversion - Increase credit hours by 1% in the first year with 2.5% each year thereafter from a baseline of a three year average.

Definition: Number of credit hours of workforce non-credit courses (clock hour conversion to credit hours).

2016-17 Action Steps

1. Build the Industry Innovation Center
2. Plan for use of space vacated by HVAC and Welding once they move into the Industry Innovation Center
3. Celebrate the college's 30th Anniversary
4. Complete our SACSCOC reaffirmation of accreditation
5. Use Merit to promote the college to parents and the community
6. Showcase students, faculty, and staff via Feature Friday
7. Partner with WKU, GO Chamber & EDC to host input sessions by industry sector from business and industry leaders about future workforce needs
8. Publish articles in GO Business magazine
9. Host Greater Owensboro Chamber of Commerce Rooster Booster
10. Launch Kentucky Society of Healthcare Engineers (KSHE) Healthcare Technician Certification Spanish version

Evaluation of Results

Undaunted by the bankruptcy of the general contractor, construction of the Industry Innovation Center is underway. The college's 30th Anniversary celebration was a grand success, with hundreds of community members visiting campus on Family Fun Day on the first Saturday in November 2016. The SACSCOC reaffirmation of accreditation was received. Merit was used to promote the college, particularly to parents and supporters of our students through the release of the Dean's List. Students, faculty, and staff were showcased through the year via Feature Friday as well

as in the President’s Newsletter, at College Assembly, and at meetings of the OCTC Board of Directors. Industry sector input meetings were hosted with WKU-O, GO Chamber, and the EDC. Articles about the college were published in every issue of GO Business magazine in 2016-17 supported by full-page advertisements. The college hosted Rooster Booster in the fall. The college released the Kentucky Society of Healthcare Engineers (KSHE) Healthcare Technician Certification Spanish version as well. An Impact 100 grant of \$7000 will permit the purchase of multimedia projectors for public meeting spaces on campus.

Response to Evaluation: 2017-18 Action Steps

1. Share the value of the college to the region through the EMSI economic study
2. Promote the value of the Industry Innovation Center to the community
3. Host a KCTCS Regional Technology Summit
4. Visit alumni offices (e.g., West Kentucky CTC and Centre College) to gain best practices
5. Investigate alumni database cloud application
6. Develop social media outreach once new administrative assistant in Development Office is hired
7. Finalize alumni mailing list
8. Update donor mailing list
9. Establish Veterinary Technology Scholarship and David McCrady Scholarship
10. Wrap-up Legacy Brick sale
11. Explore hosting Cruise-In II
12. Hold Odyssey Day in conjunction with the International BBQ festival, May 12-13, to display the Advanced Transportation fuel vehicles and provide giveaways and games
13. Host, in partnership with GO FAME Board, a graduation event for the first GO FAME cohort graduates
14. Create a plan for recording short videos of graduates at graduation
15. Develop an authentic OCTC brand

Evaluation of Results

Dr. Williams presented the EMSI economic study results, which included the economic impact of the Industry Innovation Center, to the Board of Directors, the Foundation Board, the Chamber of Commerce, City Commissioners, County Commissions, the Mayor, the Judge Executives, the Economic Development Corporation, legislators, and other business and civic leaders. Tours of the Industry Innovation Center (IIC) were provided for business and industry and we hosted the IIC ribbon cutting and donor recognition event in March 2018. We hosted the KCTCS Regional Technology Summit in April 2017. Advancement Office staff visited WKCTC and Madisonville Advancement Offices to determine best practices in grants and outreach activities. A visit to Centre College was postponed until an Alumni Outreach platform has been determined. The college worked with KCTCS to review iModules outreach platform and will pilot the new platform with Gateway during 2018-19. OCTC Giving and OCTC Alumni Stories were shared on Facebook and Twitter. Online giving for OCTC improved and we currently rank #1 in KCTCS in the number of online gifts and #2 in online gift monetary value. Alumni data will be finalized July 2018 and KCTCS will release it to the college shortly thereafter. The donor mailing list was updated and utilized for the Power of OCTC annual campaign 2017-18. Veterinary Tech and David McCrady scholarships were established and awarded. The first of three Legacy Brick plots was completed in front of the IIC. The Legacy Brick sale will be extended into 2018-19. Cruise-in II was placed on hold pending the establishment of a major annual fundraiser for resource development. Advanced Transportation Fuels Odyssey Day reached over 1000 people in May 2017. OCTC, in collaboration with GO EDC and the FAME Board, held its first graduation picnic for cohort members. An annual graduation celebration is planned. We recorded short videos of graduates at graduation in May 2017. We completed the process, led by the system office, of developing an authentic OCTC identity. Our key

personality elements were caring, accessible, responsive, challenging, results-oriented, opportunity, and success.

Response to
Evaluation: 2018-19
Action Steps

1. Increase OCTC media hits through additional student stories collected by the SEM-4DX team
2. Implement the new authentic identity
3. Unveil newly refreshed website
4. Explore use of alumni tracking software
5. Expand the automotive focus of AMTEC to include advanced manufacturing and mechatronics to reach other high-tech industries
6. Develop an AMTEC – Next Generation Strategic Plan that includes business development, marketing, and financial objectives
7. Position AMTEC as a nationally industry-recognized leader of automotive/advanced manufacturing/mechatronics credentials and certification
8. Pursue additional funding opportunities for AMTEC through national organizations such as the National Science Foundation and the US Department of Labor
9. Host YMCA summer camp on Main Campus
10. Explore improvements to campus accessibility
11. Increase participation in the reverse yard sale
12. Develop internship opportunities for Hager Scholars in HRS 200
13. Host the Candidates Forum (April 2018)
14. Explore additional options for recognizing our honors students
15. Formalize the awards program for Employees
16. Create and install a Distinguished Alumni Hall of Fame
17. Explore the potential for an annual fundraising event

Key Performance Indicators

OCTC Objective 1: Accessible and Affordable – College for All

Graduation Rate - Increase graduation rate by 1.0 percentage points each year.

			2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
OCTC			31.7%	35.4%	29.5%	30.9%	31.8%	29.8%	33.0%
KCTCS			24.4%	24.9%	23.0%	23.4%	25.7%	26.8%	27.1%

Definition: Cohort of full-time, first-time degree/certificate-seeking undergraduate students who complete their program within 150% of normal time as reported to the Integrated Postsecondary Education Data System (IPEDS).

Affordability - Achieve and maintain a net price equal to or less than half that of public four-year institutions.

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
OCTC			54.2%	60.2%	55.2%	57.0%	53.0%	56.5%	54.4%	
KCTCS			55.5%	59.6%	54.3%	56.0%	54.0%	54.7%	54.3%	

Definition: KCTCS net price as a percentage of the weighted net price for students paying the in-state or in-district tuition rate & receiving grant or scholarship aid at Kentucky public four-year colleges.

Analysis of strengths and opportunities based on key performance indicators and feedback from students, colleagues, and the community:

Strengths	Opportunities
<ul style="list-style-type: none"> • Pell to HS students • WKU-O marketing collaboration • Numerous scholarship opportunities (April 1 deadline) • Work Ready Scholarship • Work & Learn models • Communication between SkillTrain & the college - especially when students have the paperwork! • Two great success coaches on campus • Co-requisite courses • 45+ hours check • Mason Lanham • Multiple recent grants • Go CAREERS • Go FAME • More opportunities for people to earn GED • Ability to Benefit helping with GED to College • Ease of online processes admissions app & grad app. • Community FAFSA nights • Hager Scholarship • S-STEM scholarships • Automotive scholarship • HAAS scholarship • NATEF visit • NASA Rover Team 	<ul style="list-style-type: none"> • Work Ready Scholarship • More collaboration between programs • Pilot online course enrollment for HS sophomores • TRiO awareness • Industry Innovation Center • Reducing the number of credit hours for AAS degrees & diplomas • TAG-D grant - Refugee HS student on to college retreat w/ OPS & DCPS • Year Round Pell • Multi-craft technology grant • Program applicability - no extra hours • NSF incumbent women in manufacturing grant • Scrub Craze for adults • Go CAREERS may expand to out of state students (online) • Reciprocity tuition • Collaboration with Brescia BU online "tuition freeze) lowest in state • Strengthen relationships w/ Bus & Industry as technology changes • Online withdrawal • PROSPER Act (Higher Ed Act) • Digital Divas Camp • AMTEC • Work Ready Legislation

Strengths	Opportunities
<ul style="list-style-type: none"> • Dual Credit Scholarship • More HS graduating w/ HS degree & associates • Relationships w/ high schools • Campus tours - Muhlenberg HS + • Partnership w/ IBEW • Ohio Co. paying for dual credit • DCPS pays for many dual credit students • Early College coordinator • Hancock Co support of Early College students • 2 year schedule of classes plan 	<ul style="list-style-type: none"> • Work Ready Skills grant • AAS for Early College • AA/AS Second block proposal • Attract more 24 + students • Summer camps • During the year programming for HS/MS students • Change in NelNet payment plan • SEM/4DX planning - > action • Business Office process for late payment beyond payment plan

Key Performance Indicators

OCTC Objective 2: Career and College Knowledge – Ready Academically, Ready for Work

Total enrollment - Increase from 3981 students in Fall 2015 to 4336 students in Fall 2020.

2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
5585	6328	7061	7095	4768	4297	4162	3981	4001	3789

Definition: All students

Total program enrollment - Increase from 2940 students in Fall 2015 to 3295 students in Fall 2020.

2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
2869	3560	3849	3861	3504	3386	3224	2940	3019	2850

Definition: All students in academic programs - Does not include non-credential, non-program enrollment

Fall first-time credential-seeking students – Increase to 700 by Fall 2020.

2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
617	713	752	725	708	719	671	616	590	583

Definition: Credential-seeking students who have not been credential-seeking students at another institution of higher education prior to enrolling at OCTC.

Analysis of strengths and opportunities based on key performance indicators and feedback from students, colleagues, and the community:

Strengths	Opportunities
<ul style="list-style-type: none"> • Go FAME • Go CAREERS • TRAC Central • Advising Evaluation of Instruction Rollout • Casey Hamilton in charge of HS events (go to) • Scrub Craze • Early College Pell Experiment • TRiO • Am I Job Ready? • IIC • New signage plan • Common Read • Advisory committees • Multi-institutional theatre program • Story about Alex Mindrup • Relationship w/ WKU-O • Fire Science courses for HS • Campus wide participation in recruitment events • PTK • SkillTrain • TLC • Student orgs such as SAFE • Restaurant nights supporting OCTC visibility • Instructors 	<ul style="list-style-type: none"> • Multicraft technologist • Scrub Craze for adults • 4DX new SEM committees • Master Advisor Program • Co-requisite Math model • TRiO 50th anniversary panel event • Industry Innovation Center • Internship tracking/database • Lead management system • Work Ready Scholarship • Study abroad w/ Kaye Brown • Robotics & robotic welding • Geothermal & solar • Building automation systems • Website • Grease at RiverPark next week • Advisory board members speaking to capstone course students (Vet Tech) • Campus wide promotion of student stories • New grant funded program for adult learners - Career Advantage • Nursing National Accreditation • Alumni tool for tracking (system office purchase maybe) • Work Ready Skills Grant equipment purchase

Strengths	Opportunities
<ul style="list-style-type: none"> • Invited to NASA Rover competition • Programmatic pass rates • Speech & debate • Welding competition & Idea State U • Badgett Scholarship • New computers for placement testing • Co-req classes • Work study program • Starfish • Online application process improved • Online graduation application • Merit • FYE 100 • Aleris contractor test 	<ul style="list-style-type: none"> adult & HS benefits • New scholarship for CMM & Automotive • Lt. Governors Entrepreneurial Challenge • Scholarships to winning team for above • Women in computing conference in 2019 • Digital Divas • Innovative ways to reach adult learners • Refining online withdrawal process • Experiential Learning on campus & in community • Skype in a holocaust survivor on March 21 • Credit hours reduction by revising curriculum instead of removing gen ed courses • Fix BB grading • Block II Gen Ed revision

Key Performance Indicators

OCTC Objective 3: Inclusiveness: Diversity of Individuals, Diversity of Ideas

First to second year retention of underrepresented minorities - Increase retention rate by 1.0 percentage points each year.

	F10-11	F11-F12	F12-F13	F13-F14	F14-F15	F15-F16	F16-F17
OCTC	42.6%	46.9%	47.5%	29.4%	33.8%	45.1%	
All OCTC	55.7%	55.6%	57.3%	49.2%	48.5%	56.3%	
KCTCS	44.6%	39.9%	38.1%	41.0%	39.4%	45.1%	

Definition: Fall-to-fall retention rates of first-time, credential-seeking students by Underrepresented Minorities (URM) (American Indian or Alaska Native, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, and Two or More Races).

Graduation rate of underrepresented minorities - Increase graduation rate by 1.0 percentage points each year.

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
OCTC				15.6%	20.0%	11.4%	29.2%	31.0%	19.2%	26.7%
All OCTC				31.7%	35.4%	29.5%	30.9%	31.8%	29.8%	33.0%
KCTCS				16.2%	13.3%	13.1%	14.3%	14.3%	16.6%	17.2%

Definition: Cohort of full-time, first-time degree/certificate-seeking undergraduate students who complete their program within 150% of normal time as reported to IPEDS limited to Underrepresented Minorities.

Analysis of strengths and opportunities based on key performance indicators and feedback from students, colleagues, and the community:

Strengths	Opportunities
<ul style="list-style-type: none"> • TRiO • New diversity director • Women's Empowerment Dinner • SAFE • Counseling Center • New external signage • OAWAC lectures • MLK event • Greta's Caritas trip • Rodney Newton's presentation • El Salvador presentation & S Korea • Library permanent collection LGBTQIA • Diverse/balance selection of new books • Rotating displays • ELL & ESL programs • WISE & lectures • WISE panel • Global studies committee • GG Talbott road race scholarship • Tax service programs • Chad's music listening party • Diversity in marketing materials • Suicide prevention session 	<ul style="list-style-type: none"> • TRiO 50th anniversary • Women's Empowerment Dinner • Panel in March - Women in non-trad female careers • Women's History month presentation on Eleanor Roosevelt by Matt Alschbach - March • Year-round Pell • Ky English teachers conference training on implicit biases • Training on using preferred pronouns • Kaye's trip 24 people to Germany, Poland, Czech republic • Creative marketing toward minority parents of potential students • March for Science • Potential lactation room • March for campus safety • Expand diversity in all technical programs • Partner w/ HS for mentorship programs to reach diverse pops • More OCTC participation in Multicultural Festival • More collaborative efforts w/ non-profits

Strengths	Opportunities
<ul style="list-style-type: none"> • Identifying sexual violence & bystander intervention (Green dot) • Title IX 	<ul style="list-style-type: none"> like Girls Inc. • Work with minority mothers • Diversity statement for college • Expanding safe spaces program & additional training • Search & rescue dogs visiting campuses • Faculty & staff recruiting more students to up enrollment • PD on changing definitions of inclusiveness & alt lifestyles • Examine composition of Advisory Boards • KCTCS/OCTC Adult learner initiatives • Anti-Bullying workshops • Parenting workshop

Key Performance Indicators

OCTC Objective 4: Future Focused – Baccalaureate Connections

Associate Degree Transfers - Increase transfers by an average of 1.0 percentage points each year.

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
<i>OCTC</i>	40.9%	37.5%	41.6%	44.8%	41.9%	45.6%	36.3%	
<i>KCTCS</i>	35.0%	35.3%	36.3%	37.8%	37.4%	37.9%	38.8%	

Definition: Percent of Associate earners in academic year who enrolled at a four-year institution that academic year after the term end date of the term the first Associate credential was earned or in the next academic year.

Student Transfers – With and without an Associate Degree

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
<i>With</i>	48	67	67	57	83		
<i>Without</i>	282	274	260	271	231		

Source: Kentucky Transfer Student Feedback Report August 2017

Number of transfer students from Owensboro to four-year institutions

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
<i>AIKCU</i>	74	47	51	61	22		
<i>Public</i>	267	311	289	280	299		
<i>Total</i>	341	358	340	341	321		

Source: Kentucky Transfer Student Feedback Report August 2017

Graduation rate of transfer students four years after transfer

<i>Cohort</i>	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
<i>OCTC</i>	46.6%	47.2%					
<i>KCTCS</i>	40.5%	41.4%					

Source: Kentucky Transfer Student Feedback Report August 2017

Student Transfers – With and without an Associate Degree

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
<i>With</i>				525	502	495	
<i>Without</i>				199	195	230	
<i>Total</i>				724	697	725	

Source: KCTCS Performance Funding data – Includes all students who had not previously transferred. Exclusions: students who re-enrolled at KCTCS in the academic year, students who enrolled at a non-KCTCS non-four year institution within the noted timeframe prior to the four-year institution, and students who were previously reported as a four-year transfer (from 2008-09 through current)

Analysis of strengths and opportunities based on key performance indicators and feedback from students, colleagues, and the community:

Strengths	Opportunities
<ul style="list-style-type: none"> • Higher GPA at WKU than native WKU students • Building our relationship w/ KWC & Brescia's online degree programs at lower tuition rate • Transfer scholarships esp. WKU • 1 + 1 w/ Henderson for Surg Tech • 1 + 1 w/ Madisonville for Resp Tech • GO CAREERS 	<ul style="list-style-type: none"> • Graduation rate of OCTC students at WKU compared to native WKU • Pilot the Associate in Science new academic plan format • More PD for advisors about 2+2 programs • Transfer scholarship to WKU • Find Gateways to WKU-O to assist w/ their transition

Strengths	Opportunities
<ul style="list-style-type: none"> • Pilot AA plan • 2+2 w/ Brescia on CIT & AG • Transfer Fair • Transfer Fair as Merit event for FYE • UK transfer breakfast • WKU transfer lunch • TRiO trips to 4 year colleges • TRiO & TRAC working together • Joint marketing with WKU-O • Evening component to Transfer Fair (30 some in attendance) • Reverse transfer agreement w/ USI • WKU-O academic pathways updated on WKU-O website • TRAC & WKU-O visiting math classes - MAT 126/146/150/155 too • FT & adjuncts shared w/ WKU • Graduates at WKU-O that started at OCTC • TRAC & Early College w/ Nikki • Largest transfer fair ever in Fall 2017 	<ul style="list-style-type: none"> • Inventory transfer agreements & publish • Master Advisor program • Update our transfer equivalencies on TES • Updated transfer data • Softskills in gen ed & any credential • More transfer advising training • USI transfer advising • Student life activities • Partnering w/ WKU-O on student life • Transfer info on OCTC website • Distinguished alumni wall • Brescia - OCTC academic plans • David Powers as FYE 100 instructor • David Powers offering co-op class to OCTC students • Kevin Dorth teaching FYE 100 • Enhanced mutual scholarship & teaching opportunities w/ WKU-O • Transfer awareness among technical students • TRiO accepting Early College students

Key Performance Indicators

OCTC Objective 5: Future Focused – Career Connections

Experiential Learning - Increase number of students engaged in experiential learning by an average of 1.0 percentage points each year.

	2012-13	2013-14	2014-15	2015-16	2016-17
OCTC	59.3%	59.3%	59.3%	59.3%	59.3%
KCTCS	67.7%	67.7%	67.7%	67.7%	67.7%

Definition: The percent of AAS and Diploma graduates in a given academic year who have participated in an experiential learning component that qualifies for academic credit.

Analysis of strengths and opportunities based on key performance indicators and feedback from students, colleagues, and the community:

Strengths	Opportunities
<ul style="list-style-type: none"> • Robotic Welding certificate approved • Pipe & tube welding certificate approved • Castlen Steel visited welding class - interviewed students & hired 4 to work after school shift • Penske truck & leasing has already hired OCTC diesel students • Loaned out road tractor for us to train with (Penske) • Work Ready scholarship • GO FAME • Shawn Payne & work w/ NASA Rover • FIRST Lego League • Alt. fuels • IDEA State U Entrepreneurial competition • US Bank GO CAREERS • Basic welding at Titan extension collaborative • Medical Assisting program • Allyson Sanders as Career Coach downtown • Rebecca Simon takes care of Work Ready • Hancock County Center & Annex • NATEF reaffirmation • High pass rates in Health programs 	<ul style="list-style-type: none"> • How KCTCS designates experiential learning • Building automation systems • Open IIC • Offer more evening technical courses and programs • Offering pipe welding classes in conjunction w/ local Pipefitters 663 (2018-19) • Career Advantage Program Tech X • Expanding Alt Fuels program • New Cobra • Expand company partnerships w/ technical programs • Am I Job Ready past Dec 2018 • Additional programs added to Work Ready Scholarship - Medical Assisting & HFL • GED to OCTC transition • Work Ready Skills initiative • More aggressive programmatic recruiting • SEM 4DX teams • SEM 4DX team for student stories spotlights • Flight School • Nursing accreditation • Medical Assisting accreditation

Key Performance Indicators

OCTC Objective 6: Support | Succeed

Student Engagement - Maintain CCSSE average benchmark scores at or above the national average.

CCSSE Benchmark: Active Learning

	2003	2005	2007	2009	2011	2013	2015	2017
<i>OCTC</i>	54.7	51.9	48.1	46.0	44.1	40.8	45.6	43.5
<i>KCTCS</i>			50.3	49.2	47.5	48.7	47.3	
<i>National</i>	50.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0

CCSSE Benchmark: Student Effort

	2003	2005	2007	2009	2011	2013	2015	2017
<i>OCTC</i>	51.1	48.3	48.2	50.5	48.0	45.7	44.3	45.3
<i>KCTCS</i>			51.5	51.4	51.5	51.1	50.4	
<i>National</i>	50.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0

CCSSE Benchmark: Academic Challenge

	2003	2005	2007	2009	2011	2013	2015	2017
<i>OCTC</i>	52.8	49.8	48.6	47.9	46.5	45.7	46.4	46.5
<i>KCTCS</i>			51.9	50.9	50.3	50.4	49.2	
<i>National</i>	50.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0

CCSSE Benchmark: Student/Faculty Interaction

	2003	2005	2007	2009	2011	2013	2015	2017
<i>OCTC</i>	57.6	54.2	51.8	51.2	50.3	49.8	53.1	49.2
<i>KCTCS</i>			53.9	52.9	53.2	53.7	52.8	
<i>National</i>	50.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0

CCSSE Benchmark: Support for Learners

	2003	2005	2007	2009	2011	2013	2015	2017
<i>OCTC</i>	52.1	48.5	50.8	51.0	49.9	53.9	47.1	49.2
<i>KCTCS</i>			52.8	51.7	51.8	52.5	51.1	
<i>National</i>	50.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0

Definition: Average scores on the Community College Survey of Student Engagement benchmarks of effective educational practice (Active Learning, Student Effort, Academic Challenge, Student/Faculty Interaction, and Support for Learners).

Retention - Increase retention by an average of 1.0 percentage points each year.

	F10-11	F11-F12	F12-F13	F13-F14	F14-F15	F15-F16
<i>OCTC</i>	55.7%	55.6%	57.3%	49.2%	48.5%	56.3%
<i>KCTCS</i>	53.3%	50.7%	50.2%	50.6%	49.4%	52.5%

Definition: Fall-to-fall retention rates of first-time, credential-seeking students as reported to IPEDS.

Fall to spring persistence of credential-seeking students: Reach 80% by Spring 2021.

F07-S08	F08-S09	F09-S10	F10-S11	F11-S12	F12-S13	F13-S14	F14-S15	F15-S16	F16-S17
75%	78%	76%	76%	74%	73%	74%	71%	76%	75%

Definition: Cohort of all credential-seeking students in fall who graduate in fall or continue enrollment in spring.

Spring to fall persistence of credential-seeking students: Reach 75% by Fall 2020.

S08-F08	S09-F09	S10-F10	S11-F11	S12-F12	S13-F13	S14-F14	S15-F15	S16-F16	S17-F17
72%	71%	70%	66%	67%	68%	66%	69%	72%	71%

Definition: Cohort of all credential-seeking students in spring who graduate in spring or summer—or continue enrollment the

following fall.

Analysis of strengths and opportunities based on key performance indicators and feedback from students, colleagues, and the community:

Strengths	Opportunities
<ul style="list-style-type: none"> • Library & all the resources it offers • NASA II grant • TRiO • Online apps • Online graduation app • Shared Advising drive • 45+ hour check • Online withdrawal • Participation with SARA - State Authorization Reciprocity Agreement • Theatre Alliance collaboration • Student art awards • New hands free transcript from Clearinghouse • Common Reading events • OCTC student performance at WKU than native WKU students • TLC • Constant flow of OCTC/student stories in newspaper • New security office • International travel by faculty • five faculty members at national FYE conference • FYE 100 • Hager Scholars • Giving campus community • Student workers • Early College Program • TRAC Central • Increased signage • Owensboro Area World Affairs Council events on campus • Merit & Merit approved events • IIC • Spring & Fall flings • Work Ready Scholarship • Two graduation ceremonies a year • Boy Scout Merit Badge U • Reverse yard sale - students getting job experience • G.G. Talbott Road Race • Student shadowing • Matt Alschbach, Nicole Nacey, Marc Maltby, Angela Ash Constitution Day 1st Amendment Speech 	<ul style="list-style-type: none"> • Webpage redesign • Online application • Master Advisor program • Cobra II • Online grad app improvements • Special section of FYE 100 for joint admint WKU-O students • FYE 100 sections that are major specific • Online withdrawal process refinement • Library's new system - it's going to be different • Improve the way we recognize our Honor students • Industry Innovation Center • Title III • Great Colleges to Work for survey • Student workers • Need to create a Civic engagement travel opportunity for Hager Scholars • More students in front of machines in new building • More program specific scholarships to give away • First Friday in August orientation event • Hosting the Lt. Gov Entrepreneurial event • Two teams in IDEA State U • Women in Computing Conference at OCTC in spring 19 • Digital Divas • Girl Scout Expo & March for Science • Explore peer mentorships in FYE 100 • Tech X • Matt Alschbach's Women's History presentation • Pam & Greta presenting EU sponsored conference in April 18 • School tours • Hosting YMCA camp on campus • Improve student transfer knowledge • Making the campus more accessible to people with physical challenges (via e-mail) • A public/large group gathering room with tables/chairs that is easily accessible to all (via e-mail)

Key Performance Indicators

OCTC Objective 7: Sharing our Spirit – Advancing our Alumni and the Community

Licensure/Certification Pass Rate - Exceed national average for cohort pass rate.

	VFA15	VFA16	VFA17
OCTC	95.1%	84.9%	90.1%
KCTCS	88.9%	88.8%	90.2%
National		90.6%	89.3%

Definition: The number of students in the Voluntary Framework of Accountability's (VFA) Career and Technical Education (CTE) completer/ leaver cohort who achieve a passing grade on their first attempt of a licensure exam within one year divided by the number of students in the CTE completer/ leaver cohort who sat for the first time to take the licensure exam within one year.

Credit Hour Conversion - Increase credit hours by 1% in the first year with 2.5% each year thereafter from a baseline of a three year average.

2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
			516	1,940	274	260	1,054	468	1,168

Definition: Number of credit hours of workforce non-credit courses (clock hour conversion to credit hours).

Analysis of strengths and opportunities based on key performance indicators and feedback from students, colleagues, and the community:

Strengths	Opportunities
<ul style="list-style-type: none"> • IIC open - first classes taught in it today! (Humanities classes) • GO FAME • Ribbon cutting for IIC • TRiO 50th anniversary celebration • Work Ready grant • Oak Island Theatre • Owensboro Theatre Alliance • Rooster Booster - OCTC sponsorship/participation (Dec 17) • Hosted KCTCS technology summit (spring 17) • Increased participation of alumni & community members in Merit events • Program advisory committees • FIRST LEGO League competitions • Reciprocal agreement with other libraries in town • Community members hosing TRiO workshops • Licensure pass rate exceeds National Average • Common Reading Events • Third highest in KCTCS in receipts of grants/gifts last year • Currently leading KCTCS in online gifts • Carl Runyon's weekly reading group by several members of community • Speech & Debate program including annual tournament - KFA state tournament at last 	<ul style="list-style-type: none"> • Increased participation on Reverse Yard Sale • Recruiting event • Women in Computing Conference alumni & community participation • Assisting our friends at WKU-O in transition • WKU-O transfer support post budget reality • Internships for Hager Scholars in HRS 200 • Authentic identity • Alumni outreach platform (KCTCS RFP) • AMTEC grant • Candidates Forum in April 19 • Reformatted SEM committees using the 4DX • Holocaust class trip • Continue to improve relationships w business & industry • Leasing the empty OCTC offices to other professionals in the community (via e-mail) • Flexible when it comes to the zeitgeist changes in education & use our powers for good.

<p>minute 2 years in a row</p> <ul style="list-style-type: none"> • Technical faculty who help students get jobs • Increased number of graduate staying in touch • Relationship with high schools - Meredith does a really good job coordinating • Faculty & staff serving in boards of various orgs • OCTC restaurant nights • Faculty member with weekly column in newspaper (Greta) • Improved speakers & sound system in Blandford • Hosted Suicide Awareness workshop through GRADD • Host 2 -3 Czech students every fall w/ internships in social work agencies • Green Dot in FYE 100 • Free tax service • GO CAREERS • High success rate in Go FAME/CAREERS • Road Race • MLK Day events • Cornerstone/KWC events partners • Early College graduates • Workforce Solutions addressing workforce development needs • Payoff of investing in KSHE modularized training program 	
---	--

Unit/Division Objectives

Academic Affairs

Academic Affairs Objective 1:

Modify and/or create new curricula and programs based on student and community needs.

Supports OCTC Objective: 1. Accessible and Affordable

Rationale/Resources: For OCTC to successfully carry out its mission, our teaching and learning must be responsive to the needs of employers and students. Excellence in teaching and innovation are critical to match the skills of graduates to employer needs. Existing resources are to be allocated to meet high demand program areas.

2016-22 Measures of Success: Approval and implementation of new curriculum and programs.

2016-17 Action Steps:

1. Develop new credentials/programs in Bluegrass Music, Medical Assisting, Healthcare Facilities Leadership, Fire Rescue Science, and Air Conditioning Technology
2. Pursue Nursing accreditation

Evaluation of Results:

1. AFA degree program in Bluegrass Music curriculum proposal and CPE pre-proposal drafts have been completed.
2. Medical Assisting program was approved in June 2017.
3. Healthcare Facilities Leadership and diploma certificate was approved in June 2017.
4. Fire Rescue Science Academy was established. Program announcement took place in October 2016. Promotion and enrollment took place in Spring 2017. The Academy is on schedule to launch Fall 2017.
5. Air Conditioning Technology AAS was approved in May 2017.
6. Nursing Department accreditation is underway with self-study.

Response to Evaluation: 2017-18 Action Steps:

1. AFA Bluegrass proposal will be submitted to CPE and KCTCS.
2. Medical Assisting GO Fame model will be launched in Fall 2017.
3. Healthcare Facilities leadership will offer the certificate and diploma in Fall 2017.
4. Air Conditioning Technology AAS program will begin in Fall 2017.
5. Nursing Accreditation will host a site visit in April 2018.
6. As the new Industry Innovation Center is open, Academic Affairs will begin exploring additional academic programs in the areas of specialty welding and building automated systems.

Evaluation of Results:

1. Bluegrass proposal was sidelined in favor of using AA to transfer to Brescia's coming BFA program
2. Medical Assisting was launched in Fall 2017
3. HFL certificate and diploma credentials were approved
4. ACR AAS program began Fall 2017
5. Nursing Accreditation site visit took place; successful results
6. Automated Systems needs assessment survey will be sent out in June 2018; Pipe Welding will be

implemented in Summer 2018

Response to Evaluation: 2018-19 Action Steps:

1. Develop transfer framework for Associate in Arts degree and Brescia University's Bachelor in Fine Arts in Bluegrass Music degree.
2. Work with KCTCS to streamline Medical Assisting curriculum
3. Move Medical Assisting program to Southeastern Campus
4. Submit Medical Assisting accreditation application
5. Implement Robotics and Building Automation programs
6. Offer new general education courses, including STA 150 and REL 160

Academic Affairs Objective 2:

Coordinate college recruiting and outreach efforts in support of Strategic Enrollment Management (SEM) plan goals.

Supports OCTC Objective: 1. Accessible and Affordable

Rationale/Resources: To achieve OCTC Strategic Enrollment Management goals, the college must increase its recruiting efforts. Existing resources are to be allocated to support the Strategic Enrollment Management Goals.

2016-22 Measures of Success: OCTC will increase overall enrollment by 8.9% (4336 total student enrollment; 3295 program enrollment) by 2020.

2016-17 Action Steps:

1. Participate in high school parent nights and campus tours
2. Host Discover College Technical Program Symposium
3. Participate in Early College parent nights and recruiting events at local high schools
4. Develop recruiting participation expectations for academic departments
5. Participate in OCTC Extravaganza with newly created Healthcare event
6. Participate in OCTC's 30th Anniversary "Family Fun Day"
7. Participate in monthly meetings with WKU-O staff to develop common marketing campaign
8. Launch wall decal campaign for concurrent enrollment program

Evaluation of Results:

1. OCTC participated in high school recruiting events at Apollo High School, Daviess County High School, Hancock County High School, and Ohio County High School. Campus tours of high school and middle school students (1,900+ students) were conducted throughout the academic year.
2. Discover College Technical Program Symposium was held in December. Approximately 10 academic programs were represented and 15+ guidance counselors and college readiness coaches participated.
3. Early College held recruitment and/or parent nights at Daviess County High School, Apollo High School, Hancock County High School, McLean County High School, Owensboro High School, and Ohio County High School.
4. Recruiting participation expectations have been discussed with department leadership.
5. Academic Affairs personnel participated in OCTC's Extravaganza, including a Healthcare program promotion.
6. Academic Affairs personnel participated in OCTC's 30th Anniversary "Family Fun Day."
7. Monthly meetings were held with Western Kentucky University-Owensboro personnel to develop a common marketing campaign.
8. Bi-weekly meeting were held with Western Kentucky University-Owensboro in the areas of

recruitment and outreach.

9. Over 30 decals were distributed through concurrent enrollment instructors to use within their school district during the 2017-18 academic year.

Response to Evaluation: 2017-18 Action Steps:

1. Coordinate and streamline middle and high school on-campus tours.
2. Designate an academic advisors recruiting liaison.
3. Participate in the College and Career Expo with a focus on healthcare careers.
4. Participate general recruitment and outreach events on campus and in the community.
5. Establish recruiting expectations for academic departments.
6. Work in conjunction with Workforce Solutions to recruit for Work and Learn models.
7. Participate in the joint marketing with Western Kentucky University Owensboro.

Evaluation of Results:

1. Middle school and high school tours continued after discussions with school partners
2. Recruiting liaison appointed (Casey Hamilton)
3. Participated in College and Career Expo
4. Outreach events (Apollo HS fair, Trinity HS, Owensboro Regional Health, Ohio County HS)
5. Recruiting expectations established for faculty (4 events per year)
6. Worked with Workforce Solutions in recruiting efforts—Tech X, Medical Assisting, GO FAME, GO CAREERS
7. Conducted joint marketing efforts with WKU-O
8. Participated in 4 Disciplines of Execution (4DX) training in support of the college's Strategic Enrollment Management plan.
9. Utilized 4DX approach in Strategic Enrollment Management team

Response to Evaluation: 2018-19 Action Steps:

1. Participate in College and Career Expo
2. Participate in outreach events at local high schools
3. Use new success coaches for adult student recruitment in the fields of Health Care and Manufacturing
4. Participate in "Pathfinder Day" orientation session in August

Academic Affairs Objective 3:

Support transitional education initiatives.

Supports OCTC Objective: 2. Career and College Knowledge

Rationale/Resources: To promote the college-going rate and provide a seamless transition to college, it is essential that a transitional education system support and prepare students for postsecondary education.

2016-22 Measures of Success: Increased percentage of students successfully completing the English, mathematics, and reading transitional education coursework. Existing funds supplemental by grants will support these efforts.

2016-17 Action Steps:

1. Expand and refine co-requisite courses

Evaluation of Results:

1. OCTC increased its offerings of the MAT 96 workshop associated with MAT 126 and MAT 146
2. The college continued to offer numerous sections of the MAT 100 workshop associated with MAT 150
3. The college increases its offerings of the ENG 100 workshop associated with ENG 101

Response to Evaluation: 2017-18 Action Steps:

1. MAT 96 workshops will increase in number as MAT 65 is phased out
2. ENG 100 workshops will increase as ENC 091 and ENC 092 have been phased out

Evaluation of Results:

1. MAT 96 workshops expanded; MAT 65 phased out
2. ENG 100 workshops expanded; ENC 091/092 phased out

Response to Evaluation: 2018-19 Action Steps:

1. Update KCTCS assessment and placement policies with regard to co-requisite coursework
2. Create spreadsheet indicating co-requisite course success rates

Academic Affairs Objective 4:

Enhance student attainment of program and general education competencies.

Supports OCTC Objective: 2. Career and College Knowledge

Rationale/Resources: Continuous improvement in learning and preparedness for the workplace and other educational institutions is necessary for students' future success. OCTC will allocate resources for CampusLabs software to implement and assess this goal.

2016-22 Measures of Success: Establish benchmarks and improve course success rates.

2016-17 Action Steps:

1. Receive training in Campus Labs Outcomes software

Evaluation of Results:

1. Campus Labs training has been received by the Academic Deans and Administrative Assistants.

Response to Evaluation: 2017-18 Action Steps:

1. Campus Labs Outcomes training will be conducted for faculty in the fall semester.
2. Campus Labs Outcomes will be utilized in the 2017-2018 academic year for student learning outcomes and program outcomes.

Evaluation of Results:

1. Campus Labs Outcomes training held for full-time faculty in spring semester
2. Campus Labs Outcomes utilized for student learning outcomes

Response to Evaluation: 2018-19 Action Steps:

1. Expand participation in Campus Labs usage to adjunct faculty regarding measurement of general education student learning outcomes

Academic Affairs Objective 5:

Improve college retention and persistence rates.

Supports OCTC Objective: 2. Career and College Knowledge

Rationale/Resources: To achieve OCTC Strategic Enrollment Management goals, the college must increase its retention and persistence rates. Existing resources are to be allocated to support the Strategic Enrollment Management Goals.

2016-22 Measures of Success:

- Two out of every three (67%) first-time, full-time fall credential-seeking students return the next fall
- Four out of every five (80%) fall credential-seeking students return in the spring or graduate
- Three out of every four (75%) spring credential-seeking students return in the fall or graduate

2016-17 Action Steps:

1. Develop and implement early alert retention initiative
2. Develop Starfish flag process for selective admission programs
3. Develop and implement Healthcare Facilities Leadership student survey
4. Improve FYE 100 course

Evaluation of Results:

1. Early Retention Initiative was developed and implemented in the fall and expanded in the spring. After identifying at-risk students (based on Blackboard log-ins), academic advisors were encouraged to contact students to offer assistance.
2. Starfish flag was implemented with select admissions programs to help retain or transition students who are not successful in a select admissions program.
3. HFL student survey was implemented in spring 2017. Former HFL students were contacted to learn about their experience, needs, and interest in the new certificate and diploma options.
4. FYE 100 improvements were implemented in the fall semester and continued in the spring. Large convocation sessions in Blandford Lecture Hall were eliminated; students instead met with their instructors for one class period of 75 minutes each week.

Response to Evaluation: 2017-18 Action Steps:

1. Create and distribute comparative dashboard persistence reports.
2. Continue improvements of FYE 100 will be implemented; including variable time slots.
3. The Early Retention Initiative continue in the next academic year with adjustments made based on collected data.
4. Instruction focused professional development sessions will be offered on campus.

Evaluation of Results:

1. Comparative dashboard persistence reports sent weekly during advising times
2. Improvements to FYE 100; some 12:30 times included in the fall

3. Early Alert Retention Initiative continued with focus on MAT 150/100 and FYE 100
4. Some PD sessions were held through the First Year Focus Committee. In addition to on campus sessions, KCTCS-sponsored activities were available throughout the academic year
5. 4DX training and implementation of that process in SEM Goals 1 (Technical program enrollment) and 2 (Transfer enrollment)

Response to Evaluation: 2018-19 Action Steps:

1. Revamp advising process for Associate in Arts, Associate in Science, and undecided majors. [see Objective 10]

Academic Affairs Objective 6:

Support academic learning through cultural enrichment

Supports OCTC Objective: 3. Inclusiveness

Rationale/Resources: To produce well-rounded, actively engaged citizens, the college must provide access to a variety of cultural activities and diverse viewpoints. Resources include, but are not limited to, the National Endowment for Humanities, collaborative efforts with Sister Cities, and the TRiO grant program.

2016-17 Action Steps:

Support programming in the following areas:

1. Common Reading programs
2. Global Studies Committee presentations
3. Owensboro Area World Affairs Council
4. Study abroad opportunities
5. TRiO activities

Evaluation of Results:

Promotion of programming occurred in the following areas:

1. Common Reading events featured Chautauqua re-enactor Sandy Harmon, musician Randy Lanham, authors Mary Ann Taylor-Hall and Scott Russell Sanders, and local presenters Aloma Dew and Micah Perkins.
2. Global Studies presentations regarding "Living, Working, and Studying in Owensboro" by members of the international community and Central Europe by Greta McDonough.
3. OAWAC presentations on the 2016 presidential election by Robert Dion and Understanding Islam by Naheed Murtaza and Bashar Mourad.
4. Summer study abroad program in the Czech Republic. HIS 299 and GEO 152 were offered to those students who participated.
5. Numerous activities for TRiO student, including trips to Mammoth Cave and "Escape Today-Owensboro."
6. Caritas College of Social Work Spring Break Study abroad. One faculty member and several students spent two weeks in Olomouc, Czech Republic in connection with OCTC's Human Services/Social Work program.

Response to Evaluation: 2017-18 Action Steps:

1. Common Reading Program will focus on dystopian literature in the fall and feature a nationally

renowned author.

2. Global studies will plan and offer cultural enrichment activities.
3. Special presentations to include Women's Day and Constitution Day.
4. World Affairs Council will have programming devoted to important global events.

Evaluation of Results:

1. Common Reading program featured authors Dave Eggers and Holly Goddard Jones
2. Global Studies activities included programs on China and Filming in Korea and El Salvador
3. Women's Day (panel discussion; lecture on Eleanor Roosevelt) and Constitution Day (lecture on freedom of speech) presentations held
4. OAWAC programming at OCTC featured WKU economist Brian Strow and former US diplomat Morton Holbrook. Additional programs available to OCTC students were held on other local college campuses.

Response to Evaluation: 2018-19 Action Steps:

1. Provide OAWAC programming that features programs for students and the community on campus and at other local colleges. Featured speakers are scheduled to be playwright Marsha Norman and author Nnedi Okorafor.
2. Provide Global Studies programs related to global culture on campus
3. Hold Constitution Day on campus in September
4. Hold Women's History Day program on campus in March
5. Support Automotive Program's Cobra project
6. Support NASA Rover project
7. Support FIRST Lego League competition

Academic Affairs Objective 7:

Develop, coordinate, and track transfer agreements with postsecondary educational institutions.

Supports OCTC Objective: 4. Baccalaureate Connections

Rationale/Resources: Maintaining accurate records will allow OCTC to renew and expand transfer agreements in the future and promote transfer opportunities to students. Resources: Existing resources.

2016-22 Measures of Success: Academic Affairs will have a complete and accurate level of all transfer agreements with postsecondary educational institutions.

2016-17 Action Steps:

1. Collect and maintain existing transfer agreements
2. 2+2: Computer and Information Technologies agreement with Brescia University
3. 1+1: Surgical Technology agreement with Henderson Community College
4. 2+2: Aviation agreement with Eastern Kentucky University
5. Reverse transfer agreement with the University of Southern Indiana
6. 1+1: Respiratory Care agreement with Madisonville Community College
7. Healthcare Facilities Leadership articulation agreement with Champlain (VT) College

Evaluation of Results:

Many transfer agreements have been collected, but process still needs to be completed. Agreements collected include:

1. 2+2: Computer and Information Technologies agreement with Brescia University
2. 1+1: Surgical Technology agreement with Henderson Community College
3. 2+2: Aviation agreement with Eastern Kentucky University
4. Reverse transfer agreement with the University of Southern Indiana
5. 1+1: Respiratory Care agreement with Madisonville Community College
6. Healthcare Facilities Leadership articulation agreement with Champlain (VT) College

Response to Evaluation: 2017-18 Action Steps:

1. Organize all transfer agreements within Academic Affairs.
2. Establish a process for updating agreements.
3. Create an electronic depository for all agreements; shared electronic version on a new webpage.
4. Set target goals for agreements to obtain in 2017-18.
5. Finalize transfer agreements relating to the SEM Healthcare Goal #1.

Evaluation of Results:

1. Student worker began process of sorting and organizing available transfer agreements

Response to Evaluation: 2018-19 Action Steps:

1. Create shared drive for clinical memorandums of agreement
2. Begin process of scanning agreements and uploading to shared drive

Academic Affairs Objective 8:

Support Council on Postsecondary Education (CPE) guidelines

Supports OCTC Objective: 4. Baccalaureate Connections

Rationale/Resources: CPE provides guidelines to promote academic excellence and seamless transfer opportunities. Resources: Existing resources.

2016-22 Measures of Success: Successful program reviews, initiative alignment, and compliance with guidelines.

2016-17 Action Steps:

1. Begin process of streamlining program curricula to meet 60-credit hour requirement
2. Complete CPE program reviews
3. Support dual credit scholarships through course availability and career pathways

Evaluation of Results:

1. Coordinators (through Curriculum Committees) have begun to review program requirements. Many programs are working toward the goal of 60 hours-Computer and Information Technologies, Nursing, and Radiography.
2. Council on Postsecondary Education program reviews were submitted for Healthcare Facilities Leadership, Automotive Technology, and Diesel Technology.
3. General Education and Technical coursework was made available to dual credit scholarship recipients through the Dual Credit Scholarship Program.

Response to Evaluation: 2017-18 Action Steps:

1. Implement outreach, marketing, recruitment, and internal processes to support the rollout of the Work Ready Scholarship; ensure courses are available to Work Ready Scholarship recipients.
2. Submit CPE Reviews for Human Services, IECE, Medical Information Technology, AFA-Visual Arts, AFA-Theatre Arts, Criminal Justice, Agricultural Studies, Education, Engineering/Electronics, and Fire Rescue Science.

Evaluation of Results:

1. Work Ready scholarship rollout; courses available; updated academic inventory associated with Work Ready program (added HFL, MAI)
2. CPE reviews for HMS, IECE, AFA-VA, AFA-T, CRJ, ELT, FRS; AGS delayed until next year; established calendar for submission of reports; created a shared resource drive; received training (from Sydney Baseheart) on CPE review submissions and provided training for program coordinators

Response to Evaluation: 2018-19 Action Steps:

1. Complete CPE program reviews of health programs (EMS, Nursing, Radiography, Surgical Technology)
2. Submit CPE program review responses (if necessary)
3. Streamline local program review process to make it more consistent with CPE program reviews
4. Participate in CPE's Academic Quality Assurance Work Group

Academic Affairs Objective 9:

Expand experiential learning opportunities for students.

Supports OCTC Objective: 5. Career Connections

Rationale/Resources: Experiential learning exposes students to work environments prior to graduation and enhances their employability. Anticipated Resources: Title III grant funding

2016-22 Measures of Success: Experiential learning opportunities (internships, Co-ops, clinical, service learning, etc.) will be embedded into an increased number of programs and courses.

2016-17 Action Steps:

1. Conduct survey of current practices regarding experiential learning opportunities
2. Assist with Title III grant proposal focusing on experiential learning

Evaluation of Results:

1. Survey of current practices regarding experiential learning opportunities at OCTC was completed and results were tabulated.
2. Assistance (content review and editing) was provided by the Office of Academic Affairs for the college's Title III grant proposal, submitted in the spring. The grant's focus is on Experiential Learning Opportunities.

Response to Evaluation: 2017-18 Action Steps:

1. Work to standardized consistent internal Experiential Learning Process and Procedures.
2. Explore working with Western Kentucky University Owensboro to offer Experiential Learning opportunities for joint admit students.

Evaluation of Results:

1. WKU-O internship opportunities made available in the spring of 2018
2. Work on experiential learning was delayed until notification of possible Title III grant
3. Worked with Owensboro Regional Health Facilities Department to select students for internships

Response to Evaluation: 2018-19 Action Steps:

1. Title III grant possible to enhance experiential learning (will learn of outcome in October)

Academic Affairs Objective 10:

Improve academic advising

Supports OCTC Objective: 6. Support | Succeed

Rationale/Resources: Increased engagement in advising will help learners be more successful in reaching their educational goals. Existing resources will be utilized.

2016-22 Measures of Success:

- Increased number of awarded degrees, diplomas, and certificates.
- Improved CCSSE survey results for advising.
- Increased student Persistence Rate.
- Improvement in advisor evaluation results.

2016-17 Action Steps:

1. Develop advising evaluation instrument
2. Implement Master Training program
3. Develop new process for advisor assignments
4. Create work group to review and revise current academic plan
5. Implement review of students near graduation for on-track graduation and financial aid requirements

Evaluation of Results:

1. An advising evaluation survey draft has been developed.
2. Master Advisor Training program held a compression planning session and developed an outline of training essentials.
3. New process for advisor assignments was implemented. Process worked well.
4. A work group developed a new Associate of Arts academic plan that is being piloted in the START Center over the summer.
5. Advisors reviewed academic work of their advisees (who had accumulated at least 45 hours of college credit) to ensure that financial aid program applicability requirements were met.
6. Switched focused of RAZ Meetings to Strategic Enrollment Management "SEM".

Response to Evaluation: 2017-18 Action Steps:

1. Implement Master Advising Cohort Training.
2. Pilot/implement Advisor Survey.
3. Offer a minimum of one campus wide advisor training or professional development per semester.

Evaluation of Results:

1. Master Advising training conducted; first cohort completed training
2. Advising evaluation survey piloted
3. SEM meetings held each semester
4. New centralized advising plan for AA/AS/Undecided students proposed

Response to Evaluation: 2018-19 Action Steps:

1. Implement of centralized advising model
2. Offer second cohort of Master Advisor Training
3. Fully implement the advising evaluation in fall
4. Begin development of new AAS academic plans

Academic Affairs Objective 11:

Provide support for full-time and adjunct faculty and staff.

Supports OCTC Objective: 6. Support|Succeed

Rationale/Resources: Support for faculty and staff enhances teaching and learning excellence.

2016-22 Measures of Success: Professional development opportunities on- and off-campus will be provided each semester. Equipment and classroom needs will be met.

2016-17 Action Steps:

1. Revise online Adjunct Faculty Handbook and distribute electronically to all adjunct faculty
2. Acknowledge contributions of adjunct faculty
3. Hold Curriculum Alignment Day for concurrent enrollment adjunct faculty
4. Distribute Perkins and Innovation funds to maximize professional development opportunities
5. Provide on-campus professional development activities

Evaluation of Results:

1. An online Adjunct Faculty Handbook was created and distributed electronically to all adjunct faculty.
2. All adjunct faculty received thank you cards from the Office of Academic Affairs.
3. Curriculum Alignment Day was held on campus in the spring to prepare concurrent enrollment instructors for Fall 2017.
4. Perkins and Innovation funds covering various faculty professional development activities were distributed.
5. On-campus professional development activities were provided by the OCTC Office of Professional Development, and numerous campus committees. Numerous webinars were also made available to faculty and staff.

Response to Evaluation: 2017-18 Action Steps:

1. Update the Academic Affairs Handbook.
2. Update Adjunct Instructor Handbook.
3. Recognize faculty/staff who complete Master Advisor Training.
4. Explore ways to allocate travel funds for professional development.
5. Use Division Meetings as discussion forums for college and system wide issues.
6. Provide mentors for new faculty and promotion candidates.

Evaluation of Results:

1. Academic Affairs policy manual updated
2. Adjunct faculty handbook updated
3. Recognition plans being made for Master Advisors
4. Travel funds made available within departments
5. Division meetings held in August with joint division meeting in May
6. Mentors provided for promotion candidates
7. Celebrated Manufacturing Month in fall

Response to Evaluation: 2018-19 Action Steps:

1. Update handbooks, manuals as needed
2. Recognize Master Advisor cohort at fall kickoff
3. Improve/update online Promotion Center to streamline promotion process
4. Provide funding for professional development conferences when possible

Academic Affairs Objective 12:

Improve efficiency of student evaluation of instruction process.

Supports OCTC Objective: 6. Support | Succeed

Rationale/Resources: It is essential that faculty receive results from student evaluations of instructions so that continual improvement can be realized. Moreover, it is necessary for the institution to be able to analyze data collected to bring about institutional improvement in instruction.

2016-22 Measures of Success: New tools and processes for evaluating instruction will be implemented and refined.

2016-17 Action Steps:

1. Pilot EvaluationKIT software in spring 2017.

Evaluation of Results:

1. Met with all Departments to provide information on the EvaluationKIT pilot
2. EvaluationKIT software was used in the spring semester. Implementation went smoothly, with a 77% return rate (a much higher rate than was achieved through different methods previously, Spring 2016-52%). In Spring 2017 OCTC evaluated 353 courses. This semester OCTC evaluated 427 courses. Evaluation results were available for faculty and supervisor review by mid-May.
3. Trained Deans and Associate Deans/Academic Leadership on utilizing EvaluationKIT results.

Response to Evaluation: 2017-18 Action Steps:

1. Review current evaluation instrument with the possibility of revision.
2. Move from pilot status to full scale with EvaluationKIT.
3. Analyze results to determine college wide averages and examine comparative data.
4. Review student evaluation of instruction spring semester opt out process.

Evaluation of Results:

1. Reviewed current survey and recommended revisions (to be implemented fall 2018)
2. EvaluationKIT used each semester for student evaluations of instruction
3. College-wide averages determined and used during performance evaluation sessions

4. Altered opt-out process for spring semester evaluations

Response to Evaluation: 2018-19 Action Steps:

1. Implement new student evaluation of instruction survey in fall and spring

Academic Affairs Objective 13:

Improve communication with divisions and departments

Supports OCTC Objective: 6. Support|Succeed

Rationale/Resources: Communication between college units, divisions, and departments is necessary to ensure focus on strategic goals and actions.

2016-22 Measures of Success: Academic Affairs will regularly and efficiently notify divisions and departments of upcoming events, strategic initiatives.

2016-17 Action Steps:

1. Create academic calendar and distribute important dates to faculty
2. Establish position responsibilities among department leadership and support staff
3. Hold bi-weekly meeting of Chief Academic Officer and Academic Deans
4. Hold bi-weekly meetings of Academic Deans and department heads
5. Hold annual planning session to establish yearly priorities for Academic Affairs
6. Publish and distribute Academic Affairs newsletter each semester

Evaluation of Results:

1. An academic calendar was created in July and important dates were distributed to faculty at the beginning of each semester.
2. Position responsibilities for Academic Affairs were delineated, distributed and discussed.
3. Academic Deans met bi-weekly with the Chief Academic Officer throughout the year.
4. Academic Deans met bi-weekly with the department heads throughout the year.
5. Planning sessions were held in July and December within the Office of Academic Affairs.
6. In the fall and spring semesters, an Academic Affairs newsletter ("Academic Affairs @ OCTC") was distributed to the entire OCTC campus, providing updates regarding the unit's activities.

Response to Evaluation: 2017-18 Action Steps:

1. Explore upcoming tasks reminder via email for faculty and staff.
2. Continue Academic Affairs newsletter each semester.
3. Improve communication regarding recruiting events and campus tours through a designated liaison.
4. Set a time to meet with OCTC System level representatives to review updates from System meeting.

Evaluation of Results:

1. Task reminders sent via email to Division of Professional and Technical Studies
2. Academic newsletter in fall; certificates for all Academic Affairs personnel awarded in spring
3. Recruiting events promoted through newly appointed liaison
4. Met with faculty Senators to review updates
5. Held joint division meeting in May

Response to Evaluation: 2018-19 Action Steps:

1. Newsletters and/or certifications of appreciation will be created and delivered in fall and spring semesters.

Academic Affairs Objective 14:

Improve efficiency of class scheduling process.

Supports OCTC Objective: 6. Support | Succeed

Rationale/Resources: Efficient and timely class scheduling improves academic advising and thus enhances student retention.

2016-22 Measures of Success: Class schedules will be ready for publication before registration period begin each semester.

2016-17 Action Steps:

1. Use course scheduling template campus wide
2. Place 'linked' classes in PeopleSoft
3. Utilize Ad Astra's Higher Education Scheduling Index

Evaluation of Results:

1. Course scheduling template was used by all departments.
2. "Linked" classes (ENG, MAT, Sciences) were created in PeopleSoft in the fall and spring. This helped to ensure students were enrolling in the proper classes.
3. Ad Astra's Higher Education Scheduling Index was consulted throughout the academic year to assist with class offerings.

Response to Evaluation: 2017-18 Action Steps:

1. Revise class scheduling process and timeline to create greater efficiencies.
2. Appoint Curriculum Coordinators responsible for submitting discipline schedule proposals.
3. Advance class schedule planning for work and learn program.
4. Work with Financial Aid to schedule courses for Work Ready Scholarship recipients.

Evaluation of Results:

1. Altered scheduling timeline – October deadline established for summer, fall, spring
2. Curriculum coordinators appointed in Biology and Math
3. Work and learn planning improved through increased communication
4. Work Ready scholarship recipients were ensured enrollment in appropriate classes
5. Two-year class scheduling began
6. Reformatted online schedule grid
7. Participated in Ad Astra training

Response to Evaluation: 2018-19 Action Steps:

1. Complete two-year schedule plan
2. Publish tentative two-year schedule online

Academic Affairs Objective 15:

Establish process for establishing and meeting program equipment and professional development needs.

Supports OCTC Objective: 6. Support|Succeed

Rationale/Resources: Academic programs require up-to-date and functioning equipment to provide our students with the best educational experience.

2016-22 Measures of Success: Program equipment and professional development needs will be met annually.

2016-17 Action Steps:

1. Meet with program coordinators and faculty to identify needs
2. Purchase equipment and fund professional development opportunities as feasible

Evaluation of Results:

1. Dean of Professional and Technical Studies met with all program coordinators to determine program equipment needs.
2. Purchased all equipment as identified on the needs list.

Response to Evaluation: 2017-18 Action Steps:

1. Establish an equipment needs list each fall.
2. Create a 3-5 year equipment update and replacement list.

Evaluation of Results:

1. Equipment needs list established in fall through individual program meetings
2. Inventory list reviewed and 3-5 year equipment needs updated
3. Process established to dispose of sharps waste on campus

Response to Evaluation: 2018-19 Action Steps:

1. Survey faculty and staff regarding local professional development preferences

Academic Affairs Objective 16:

Align curriculum with business and industry needs.

Supports OCTC Objective: 7. Sharing our Spirit

Rationale/Resources: To enhance students' employability, OCTC curriculum must meet the needs of area employers.

2016-22 Measures of Success: Program advisory boards will participate in curriculum recommendations. Partnerships with business and industry will be forged to develop new programs.

2016-17 Action Steps:

1. Update program advisory boards
2. Hold Joint Program Advisory Board meeting and distribute survey regarding business and industry needs

Evaluation of Results:

1. Program advisory boards were updated with rosters submitted to Academic Affairs.
2. Joint program advisory board meeting was held in April. Survey regarding business and industry needs was distributed; results were tabulated.
3. Thank you notes/email were sent to all Program Advisory Board members.

Response to Evaluation: 2017-18 Action Steps:

1. Continue the Spring Joint Advisory Board with a condensed opening session.
2. Work with the President's Office to update newsletter distribution list to include all Advisory Board members.

Evaluation of Results:

1. Joint Advisory Board meeting held in April; opening session was not so condensed...
2. Update of advisory board contacts in process; following CPE template for advisory boards

Response to Evaluation: 2018-19 Action Steps:

1. Streamline joint advisory committee meeting (in April)
2. Maintain and update advisory committee contact information to meet new CPE requirements

Academic Affairs Objective 17:

Develop work-and-learn programs.

Supports OCTC Objective: 7. Sharing our Spirit

Rationale/Resources: Work-and-learn programs allow for connections with business and industry and provide students with opportunities to further their education with assistance from their employers.

2016-22 Measures of Success: Work-and-learn programs will be developed and refined. Student completion rates in work-and-learn program will exceed the college average.

2016-17 Action Steps:

1. Develop internal team for planning and trouble-shooting work-and-learn models
2. Implement the GO CAREERS program with US Bank
3. Offer the necessary courses for the GO FAME program
4. Offer new courses for the IBEW program
5. Begin development of Medical Assisting program

Evaluation of Results:

1. Local work group was created to oversee work-and-learn programs.
 2. GO CAREERS program was implemented in the fall semester and continued in the spring. Business
- OCTC Strategic Plan with Embedded Annual Plan for 2018-19*

- and general education coursework was offered at a US Bank facility.
3. GO FAME program continued. Technical and general education coursework was offered at OCTC.
 4. IBEW program continued. New technical and general education coursework was offered at the Centre for Business and Industry.
 5. Medical Assisting program was approved with roll out coming in fall 2017.

Response to Evaluation: 2017-18 Action Steps:

1. Establish a second cohort of the GO Careers Work and Learn Program on the Downtown Campus.
2. Work to implement the Medical Assisting Program (i.e. accreditation, substantive change, curriculum revision).

Evaluation of Results:

1. Second cohort for Go CAREERS program completed first year of study at Downtown Campus
2. MAI program, which will transition to Academic Affairs and relocate to the Southeast Campus, completed its first year. Accreditation for MAI will be completed in summer by Academic Affairs.

Response to Evaluation: 2018-19 Action Steps:

1. Provide courses and instructors for GO FAME, GO CAREERS, and IBEW programs

Academic Affairs Objective 18:

Emphasize the development of 'soft skills' across the curriculum in accordance with KCTCS guidelines.

Supports OCTC Objective: 7. Sharing our Spirit

Rationale/Resources: Employers have voiced the need for workers who possess communication and interpersonal skills and character traits that will allow them to be effective and responsible employees.

2016-22 Measures of Success: Soft skills will be included and measured in both general education and technical program curricula.

2016-17 Action Steps:

1. Pilot PAN "Am I Job Ready?" assessment
2. Host professional development program featuring CEO of Center for Work Ethic Development
3. Josh Davies ("Give Employers What They Want: Work Ethic")
4. Host Reality Fair

Evaluation of Results:

1. "Am I Job Ready" assessment was piloted by various technical programs in the spring semester.
2. Josh Davies spoke to the campus on work ethic in March
3. Related to FYE 100, a "Reality Fair" was held on campus in the fall semester. Students were exposed to the costs and responsibilities of real life through various stations manned by local businesses and organizations.

Response to Evaluation: 2017-18 Action Steps:

1. Explore possibilities of expansion of "Am I Job Ready" to broader sections of the student body.
- OCTC Strategic Plan with Embedded Annual Plan for 2018-19*

2. Organize and offer professional development sessions devoted to teaching and modeling soft skills.

Evaluation of Results:

1. Expanded use of “Am I Job Ready?” with professional development sessions at Fall Kickoff and ACT Summit on campus
2. Revamped General Education student learning outcomes incorporate and measure soft skills, including critical and creative thinking, written and oral communication, team work, problem solving (Gen Ed SLO 2), development of personal and social responsibility and ethical reasoning (Gen Ed SLO 3). Eighty-eight percent (88%) of students assessed met or exceeded the standard established in SLO 2; Eighty-two percent (82%) of students assessed met or exceeded the standard established in SLO 3.

Response to Evaluation: 2018-19 Action Steps:

1. Monitor progress of SLO 2 and SLO 3.

Humanities and Fine Arts

Arts & Humanities Objective 1:

Expand Perspectives

Supports OCTC Objective: 1. Accessible and Affordable

Rationale/Resources: The Humanities and Fine Arts must provide classes and programs responsive to our changing environments in cultural interests, applicability through experiential opportunities, and providing opportunities for creative expression and innovations.

2016-22 Measures of Success: Provisions for classroom and teaching innovation, unique applications, and diverse experiences will be supported, discussed, and shared within the unit and its disciplines.

2016-17 Action Steps:

1. New opportunities for specific classes, programs, and/or activities will be explored.
2. Evaluation of the potential for collaboration with the A.F.A. degree in Bluegrass Music will continue.

Evaluation of Results:

1. The proposal for a new English course (Introduction to Dystopian Literature and Film) was submitted to the KCTCS Senate. It met with extensive interest across the system and has been approved for pilot in the Fall of 2017.
2. Work has continued in internal collaborations which have students experiencing unique perspectives. Examples include: Students in a Theatre class providing Nursing students with "real" simulation for medical interviews and assessments; several Communication classes have been offered with direct application to career experiences.
3. The groundwork has been established for offering an travel program abroad in the summer of 2018.

Response to Evaluation: 2017-18 Action Steps:

1. The Unit budget will provide a limited funding for innovation in teaching innovations
2. The Dystopian Literature class will be offered.
3. The summer travel opportunity will be offered.
4. New classes or opportunities will be explored.

Evaluation of Results:

1. Department funds were used to support a new course offering (ENG 190), the development of a new Humanities course (REL 160), and professional development opportunities for faculty.
2. Introduction to Dystopian Literature and Film (ENG 190) was offered in both the fall and spring semesters. In the fall 2017 semester, 13 students enrolled in the on-campus class; in spring 2018, an online section drew 9 students.
3. A summer travel abroad program ("The Holocaust and Eastern Europe") was offered in 2018. HUM 160 (Introduction to Holocaust Literature and Film) was the featured course as students and faculty traveled to Hungary, Poland, the Czech Republic, and Austria in May.
4. A new religion class (REL 160-Religious Expressions of Forgiveness and Justice) was approved and will be offered for the first time in the fall 2018 semester.

Response to Evaluation: 2018-19 Action Steps:

1. A summer travel abroad program in Central Europe will be offered in May 2019 with HUM 160 as

- the course offering with plans being developed for May 2020 to a different location in Europe.
2. Support for work-and-learn program (GO FAME, GO CAREERS, IBEW) will be provided by offering general education classes to meet degree requirements for these technical programs.

Arts & Humanities Objective 2:

Student Success

Supports OCTC Objective: 2. Career and College Knowledge

Rationale/Resources: While the number of students successfully completing the English transitional coursework and continuing to be successful have consistently been at or near the top of KCTCS institutions, we would like to continue to see significant improvement in this percentage.

2016-22 Measures of Success: Increased percentage of students successfully completing the English and reading transitional education coursework.

2016-17 Action Steps:

1. Revise placement grids due to change in available placement tests.
2. Expand the inclusion of reading supplemental instruction.

Evaluation of Results:

1. The placement grid was updated and implemented.
2. Reading supplemental instruction was successful when incorporated into the ENG 100/101 paired classes. Demand for the stand alone reading instruction for other classes did not result in sufficient enrollment.

Response to Evaluation: 2017-18 Action Steps:

1. Expand the number of ENG 100/101 options.
2. Additional adjunct reading instructors will be needed to support the course design which has proven to be successful.

Evaluation of Results:

1. ENG 100/101 pairings numbered 4 in fall 2016 and 3 in spring 2017. Those numbers were increased to 7 in fall 2017 and 4 in spring 2018. Enrollment totals increased as well: 96 in fall 2016 and 45 in spring 2017; 159 in fall 2017 and 89 in spring 2018.
2. Additional reading instructors were added to the ENG 100 workshops so that a lead instructor and an additional co-instructor provided the needed guidance for students.

Response to Evaluation: 2018-19 Action Steps:

1. Explore the use of EdReady as a placement tool.

Arts & Humanities Objective 3:
Cultural Enrichment

Supports OCTC Objective: 3. Inclusiveness

Rationale/Resources: This unit has a long tradition of providing cultural enrichment activities and experiences for students. It is essential that we develop community awareness for these endeavors.

2016-22 Measures of Success:

1. Increase participation in art, music, and theatre both as participants and as audiences.
2. Continue to develop a wider range of liberal arts activities.

2016-17 Action Steps:

1. Provide opportunities for exposure to the arts in campus activities

Evaluation of Results:

1. Faculty members participated with a combo for orientation sessions and some of the recruiting events.
2. Theatre students presented class activities in a recruiting event.
3. Music was provided for graduation and other campus activities.
4. The Art Department had several excellent exhibits.

Response to Evaluation: 2017-18 Action Steps:

1. Explore possibilities for wider coverage.

Evaluation of Results:

OCTC's Oak Island Theatre presented Thornton Wilder's "The Skin of Our Teeth" in November and collaborated in the production of "Grease" with the Owensboro Theatre Alliance in March. The Music Department provided entertainment at annual winter and spring concerts along with performances at OCTC's commencement ceremonies. The Art Department's students exhibited their work at the Dayman Gallery in the library. The Common Reading program, directed by two English faculty members, brought renowned authors Dave Eggers and Holly Goddard Jones to campus as students read their books, *The Circle* and *The Next Time You See Me*, respectively. In addition, History faculty participated in a Constitution Day panel discussion ("Freedom of Speech: Limitations and Expectations") for a campus audience. Finally, the campus faith-based Cornerstone organization was active throughout the year with a "reverse auction" and other undertakings.

Response to Evaluation: 2018-19 Action Steps:

1. Use Merit to promote the participation of students in these "Merit approved" cultural events
2. Present programming in support of the Common Reading theme of the role of women in society.

Mathematics, Natural, and Social Sciences

Mathematics, Natural, and Social Sciences Objective 1:

Modify and/or create new curricula and programs based on student and community needs. (AA 1)

Supports OCTC Objective: 1. Accessible and Affordable

Rationale/Resources: Modifying and developing new curricula/programs in response to student and community needs would support OCTC mission and vision to improve our community's economic development and competitive advantage and transform the quality of life in our community.

2016-22 Measures of Success: The department of MSSS will have support courses available in a variety of formats and locations towards every new credential modified and developed by both the Divisions of the Academic Affairs.

2016-17 Action Steps:

In support of Academic Affairs objective 1, MSSS department would provide support courses in a variety of formats (traditional, hybrid, on-line), locations (off-campus, SE/DT, Main Campus) and times (AM, PM, and evening).

Evaluation of Results:

MSSS department courses were scheduled for fall 2016 and spring 2017 to address this action step.

On-line (F & Sp) and hybrid (Sp) BIO 135 were scheduled so the new credentials when ready and available (BGM, HFL, Fire Sc., Med Assisting,) can use them towards the credential requirements. All of basic freshmen science courses in Bio and Chem, math courses, and social sciences were available during 2016-2017 on-campus at variety of times and on-line in support of the new and existing credentials in support of "accessibility". The Vet microbiology (VET 1d12) and the lab was offered on the Main Campus in S102 in Spring 2017 to provide the necessary equipment and experience to the student for such a course.

Response to Evaluation: 2017-18 Action Steps:

MSSS department would provide the support courses for the Medical Assisting and other credentials approved by Board of Regents in their June 2017 meeting. The schedules will be based on the need of the new program/s so the students can complete the credentials in a timely manner.

Evaluation of Results:

The MNSS Department scheduled BIO135 classes during the Fall 2017 semester in support of the Medical Assisting program. This course was offered at the downtown campus to better serve students at that campus. Students would not have to move between campuses.

Response to Evaluation: 2018-19 Action Steps:

The MNSS Department will provide the support for various work and learn programs (GO CAREERS, IBEW, Medical Assisting, and GO FAME) during the Fall 2018 – Spring 2019 academic year. The MNSS Department will provide such classes involving mathematics, statistics, biology, psychology and sociology.

Mathematics, Natural, and Social Sciences Objective 2:

Coordinate college recruiting and outreach efforts in support of Strategic Enrollment Management (SEM) plan goals. (AA 2)

Supports OCTC Objective: 1. Accessible and Affordable

Rationale/Resources: To achieve OCTC Strategic Enrollment Management goals, the college must increase its recruiting efforts. Existing resources are to be allocated to support the Strategic Enrollment Management Goals.

2016-22 Measures of Success: OCTC will increase overall enrollment by 8.9% (4336 total student enrollment; 3295 program enrollment) by 2020.

2016-17 Action Steps:

1. Participate in high school parent nights and campus tours: All MSSS disciplines would be represented in each of the high school recruiting event during the year. At least one MSSS department faculty member would assist with each campus tour.
2. Participate in OCTC Extravaganza with newly created Healthcare event: The relevant MSSS departments/majors' advisors would participate in the event.
3. Participate in OCTC's 30th Anniversary "Family Fun Day": MSSS faculty members would participate and provide support for activities for the "Family Fun Day".

Evaluation of Results:

1. Participate in high school.... year. At least one MSSS.....campus tour: Faculty from all MSSS disciplines except Physics and Astronomy (taught by adjunct faculty) participated in the two HS events at AHS and DCHS. Biology, CHE, Math, PSY & SOC faculty members assisted with campus tours.
2. Participate in....Extravaganza...majors' advisors...: SSS department's two Science faculty members/pre-professional advisors set up an information and advising table for transfer and pre-professional health careers and shared the updated brochures/program cards with the visitors
3. Participate...Fun Day": Majority of the MSSS faculty members volunteered on various 30th Anniversary subcommittees including booths/tours and entertainment and music. Most MSSS faculty attended the event with their family members.

Response to Evaluation: 2017-18 Action Steps:

Each MSSS faculty member would participate in at least two recruitment and/or outreach events (including the campus tours) unless otherwise excused by the supervisor. They would include this information in their PPE planning and outcomes reports.

Evaluation of Results:

The MNSS Department had many faculty members attend a recruitment event at Daviess County High School. The other major recruitment event at Apollo High School was cancelled due to weather and it was not rescheduled.

Response to Evaluation: 2018-19 Action Steps:

Each MSSS faculty member would plan to participate in at least two recruitment and/or outreach events (including the campus tours) unless otherwise excused by the supervisor. They would include this information in their PPE planning and outcomes reports.

Mathematics, Natural, and Social Sciences Objective 3:
Improve and support transitional education initiatives. (AA 3)

Supports OCTC Objective: 2. Career and College Knowledge

Rationale/Resources: To promote the college-going rate and provide a seamless transition to college, it is essential that a transitional education system support and prepare students for postsecondary education.

2016-22 Measures of Success: Increased percentage of students successfully completing the mathematics transitional education coursework. Existing funds supplemented by grants will support these efforts.

2016-17 Action Steps:

1. Connie Booker (math faculty) would participate in the CPE grant with the OCTC Transitional coordinator as the co-PI to expand and refine co-requisite courses in mathematics. Will pilot with one section of MAT126/96 in fall and then expand this in spring with multiple sections of MAT126/96 and pilot also MAT146/96.
2. Math department would develop and offer MAT146/96 MAT126/96, and continue to offer MAT150/100 at various times, days and formats.
3. Discontinue Modularized MAT 65 but offer one section of each module to help students in the "pipeline" complete the course.
4. Offer non-modularized/regular MAT65 sections as scheduled for fall (in early spring 2016) and then transition to fewer sections of MAT65 and more of the co-requisite MAT126/96 in spring 2017.
5. Offer MAT11 and MAT116 at the DT campus.

Evaluation of Results:

1. Connie Booker served as co-PI of the CPE co-requisite grant.
2. One section of MAT126/96 f2f was piloted in fall and this was expanded in spring to three sections of MAT126 f2f, and one on-line section of MAT126/96 and one section of MAT146/96. All taught by one faculty member (C. Booker).
3. Offered multiple sections of MAT150/100 f2f, on-line, hybrid, Go Careers taught by three full-time and two part-time faculty.
4. Offered one set of MAT65 module in fall 2016 and multiple traditional MAT65 sections both in fall and spring with option to transition into MAT126/96 after a few weeks.
5. Offered one section each of MAT11 and MAT116 at the DT campus.

Response to Evaluation: 2017-18 Action Steps:

1. Increase the number of MAT126/96 sections while decreasing MAT65 sections in 2017-2018. Incorporate option to transition into MAT126/96 for MAT65 students based on acquiring the competencies.
2. Increase the number of instructors participating in co-requisite model from one to at least two as we increase the number of co-requisite sections, including at least one on-line section.
3. Provide co-requisite MAT126/96 option at SE campus.

Evaluation of Results:

The MNSS Department increased the number of MAT126/96 sections while decreasing MAT65 sections. During Fall 2017, seven MAT126/96 co-requisite sections were offered and five sections in Spring 2018. During Fall 2017, two MAT 65 sections were offered and no sections were offered in Spring 2018. Five instructors taught these co-requisite sections in Spring 2018 with one section being online and one being offered at the SE campus.

Response to Evaluation: 2018-19 Action Steps:

1. Offer co-requisite mathematics sections and obtaining feedback invoking student outcomes.
2. Involve various faculty participate in the co-requisite model.

Mathematics, Natural, and Social Sciences Objective 4:

Enhance student attainment of program and general education competencies. (AA 4)

Supports OCTC Objective: 2. Career and College Knowledge

Rationale/Resources: Continuous improvement in learning and preparedness for the workplace and other educational institutions is necessary for students' future success. OCTC will allocate resources for CampusLabs software to implement and assess this goal.

2016-22 Measures of Success: Establish benchmarks and improve course success rates.

2016-17 Action Steps:

1. Develop AA and AS program outcomes: Most full-time and part-time faculty, including Discover College faculty, will teach and document attainment of SLOs for general education in Quantitative Reasoning, Natural Science and Social Science courses as part of AA and AS. The gen ed SLOs will be entered in current Campus Lab.
2. The Associate Dean would attend training/webinar on new Campus Lab Outcomes software.

Evaluation of Results:

1. QR/Math, Natural Science, and Social Science SLOs for 2016-2017 are submitted by most (more than 90%) of the full-time and part-time faculty. They are being entered in the current Campus Lab.
2. The associate dean of MSSS attended the training on the new Campus Lab Outcomes module provided by Academic Affairs.

Response to Evaluation: 2017-18 Action Steps:

MSSS Department will explore the possibility of a departmental SLO committee representing most major discipline faculty. Gen ed SLOs reports would be reviewed for "closing the loop". Will implement the new Campus Lab Outcomes module, if made available by academic affairs, for reporting 2017-218 SLOs.

Evaluation of Results:

A MNSS Department SLO committee was not initiated as the process changed in which faculty would enter their own student learning outcomes. However, faculty received training on how to enter SLOs in campus labs. Department SLOs were entered in campus labs in May 2018.

Response to Evaluation: 2018-19 Action Steps:

The MNSS Department will enter SLOs into campus labs and make changes to achieve desired outcomes. If training is offered again, department faculty will attend to make sure entering of SLO data/information is correct.

Mathematics, Natural, and Social Sciences Objective 5:

Improve college retention and persistence rates. (AA 5)

Supports OCTC Objective: 2. Career and College Knowledge

Rationale/Resources: To achieve OCTC Strategic Enrollment Management goals, the college must increase its retention and persistence rates. Existing resources are to be allocated to support the Strategic Enrollment Management Goals.

2016-22 Measures of Success:

- Two out of every three (67%) first-time, full-time fall credential-seeking students return the next fall
- Four out of every five (80%) fall credential-seeking students return in the spring or graduate
- Three out of every four (75%) spring credential-seeking students return in the fall or graduate

2016-17 Action Steps:

1. MSSS department faculty would work towards Retention and Persistence efforts outlined in SEM for 2016-2017 and address those efforts and achievements in their PPEs.
2. MSSS faculty would participate in Starfish. They will include the Starfish statement in their syllabi.

Evaluation of Results:

1. Most faculty reported their Retention and Persistence efforts and achievements in their annual PPEs.
2. Most PPEs also indicated use of Starfish for early alert.

Response to Evaluation: 2017-18 Action Steps:

1. MSSS department will quantify Starfish statement in syllabi for full and part-time faculty by syllabi review or a departmental survey.
2. MSSS department will quantify Starfish usage for full and part-time faculty.

Evaluation of Results:

The MNSS Department faculty were encouraged to utilize Starfish in their syllabi and during semesters. Three members of the MNSS Department participated in Strategic Enrollment management plant (II) focusing on recruitment of student pursuing AA and AS degrees.

Response to Evaluation: 2018-19 Action Steps:

MNSS faculty will be contacting advisees to register for future semesters via email, letter, phone, etc. Starfish software will be utilized to help students succeed.

Mathematics, Natural, and Social Sciences Objective 6:

Support academic learning through cultural enrichment (AA 6)

Supports OCTC Objective: 3. Inclusiveness

Rationale/Resources: To produce well-rounded, actively engaged citizens, the college must provide access to a variety of cultural activities and diverse viewpoints. Resources include, but are not limited to, the National Endowment for Humanities, collaborative efforts with Sister Cities, and the TRiO grant program.

2016-17 Action Steps:

1. MSSS Department faculty members would participate in global, inclusiveness, and diversity activities:
2. Sister City, SAFE space/Ally training, Start SMART workshop, new March for Science in the Cricket Girl Scout Expo, For the Child/ Joy of Travel (Ohio County), Owensboro Multicultural Festival etc.

Evaluation of Results:

1. Two faculty in MSSS participated in and assisted local Sister Cities program.
2. At least three MSSS faculty attended SAFE space/Ally training.
3. Two faculty helped organize and participated in Start SMART workshop.
4. Three (math & biology) faculty members prepared for the new March for Science in the Cricket Girl Scout Expo. The Expo cancelled due to low interest.
5. A faculty member coordinated and participated in the annual For the Child day with this year's theme of Joy of Travel at Ohio County High.
6. A faculty member participated in Stand up for the Child annual event.
7. Several faculty members assisted with/attended annual Multicultural Festival.

Response to Evaluation: 2017-18 Action Steps:

At least 50% of the MSSS department faculty would participate in at least one Inclusiveness activity, including Super Someday and TRIO.

Evaluation of Results:

Several faculty members assisted with/attended the annual Multicultural Festival. One faculty member presented Virginia Miles Nature Center tours for TRIO students. One faculty member attended a march to promote student safety. One faculty member attended and presented at International Conference on Social Work – Czech Republic. Two faculty members will attend (Summer 2018) the National Alliance for Partnerships in Equity Education Foundation STEM Micromessaging Summer Institute at Stark State College in Canton, Ohio.

Response to Evaluation: 2018-19 Action Steps:

At least 50% of the MSSS department faculty will participate in at least one Inclusiveness activity

Mathematics, Natural, and Social Sciences Objective 7:

Improve academic advising (AA 10)

Supports OCTC Objective: 6. Support| Succeed

Rationale/Resources: Increased engagement in advising will help learners be more successful in reaching their educational goals. Existing resources will be utilized.

2016-22 Measures of Success:

- Increased number of awarded degrees, diplomas, and certificates.
- Improved CCSSE survey results for advising.
- Increased student Persistence Rate in MSSS.
- Improvement in advisor evaluation results in MSSS.

2016-17 Action Steps:

OCTC Strategic Plan with Embedded Annual Plan for 2018-19

1. Participate in Master Advisor Training program if and when invited.
2. Serve in the work group to review and revise current academic plans, if invited by the Academic Dean.

Evaluation of Results:

1. Master Advisor training not implemented by the college yet.
2. Two of the MSSS faculty members served on the work-group to review and revise current academic plans.

Response to Evaluation: 2017-18 Action Steps:

1. Attend professional development offered in the use of new AA and AS academic plans.
2. Participate in piloting new Associate in Arts and Associate in Science academic plans.
3. Participate in the Pilot Master Advisor program, if invited.
4. Implement (when the college implements) the 45+ credit hour check each semester to ensure students are taking the right classes to graduate.

Evaluation of Results:

MNSS Department faculty attended professional development offerings in the new use of AA and AS academic plans. At least 3 department faculty members went through the first cohort of Master Advisor Training. Department faculty participated in the 45+ credit hour check each semester to ensure students are taking the correct classes to graduate.

Response to Evaluation: 2018-19 Action Steps:

1. Attend advising professional development sessions
2. Have additional department faculty participate in the Master Advisor program
3. Implement (when the college implements) the 45+ credit hour check each semester to ensure students are taking the right classes to graduate.

Mathematics, Natural, and Social Sciences Objective 8:

Provide support for full-time and adjunct faculty and staff. (AA 11)

Supports OCTC Objective: 6. Support|Succeed

Rationale/Resources: Support for faculty and staff enhances teaching and learning excellence.

2016-22 Measures of Success: Professional development opportunities on- and off-campus will be provided each semester. Discipline equipment and classroom needs will be met in MSSS.

2016-17 Action Steps:

1. MSSS discipline faculty serving as the Discover College/Concurrent Enrollment liaison will attend Curriculum Alignment Day along with the concurrent enrollment adjunct faculty.
2. MSSS discipline faculty serving as the Discover College/Concurrent Enrollment liaison will make the site visits to the high schools and submit the reports. They will also help Concurrent Enrollment faculty complete the paperwork and SLOs.
3. MSSS department head would look for alternative sources of travel/PD funds to support faculty due to lack of travel funds in 2016-2017 budget.
4. Full-time faculty will participate in on-campus and on-line professional development activities.

Evaluation of Results:

1. Math and Biology Discover College liaison completed the assignments as stated above. High School concurrent enrollment faculty submitted SLOs.
2. MSSS full-time faculty attended on-campus PD like RATZ (Fall), SEM, Disability, and SARA workshops. Four full-time and one p/t MSSS faculty members attended KCTCS Technology conference at OCTC. Four math faculty members attended the annual KYMATYC supported by KCTCS travel funds. Two biology faculty attended conferences supported by funds from publishers.

Response to Evaluation: 2017-18 Action Steps:

1. Provide professional development opportunities for faculty.
2. Provide training to FYE 100 faculty on updated FYE 100.
3. Encourage faculty to complete all of the required trainings in a timely manner.

Evaluation of Results:

Many Department faculty members participated in off-site (regional, state, national and international) professional development opportunities, which helped in instruction and their teaching discipline. One faculty member participated in FYE 100 training before the Fall 2017 semester. Faculty members were encouraged to complete all of the required trainings in a timely manner.

Response to Evaluation: 2018-19 Action Steps:

1. Provide professional development opportunities for faculty.
2. MSSS discipline faculty serving as the Discover College/Concurrent Enrollment liaison will attend Curriculum Alignment Day along with the concurrent enrollment adjunct faculty.
3. Full-time faculty will participate in on-campus and on-line professional development activities.
4. Encourage faculty to complete all of the required trainings in a timely manner.

Mathematics, Natural, and Social Sciences Objective 9:

Improve efficiency of student evaluation of instruction process. (AA 12)

Supports OCTC Objective: 6. Support|Succeed

Rationale/Resources: It is essential that faculty receive results from student evaluations of instructions so that continual improvement can be realized. Moreover, it is necessary for the institution to be able to analyze data collected to bring about institutional improvement in instruction.

2016-22 Measures of Success: New tools and processes for evaluating instruction will be implemented and refined.

2016-17 Action Steps:

Pilot EvaluationKIT software in spring 2017: All part-time and volunteer full-time MSSS faculty would be evaluated by the new EvaluationKIT.

Evaluation of Results:

A number of full-time faculty volunteered to be evaluated using the EvaluationKit in addition to all part-time faculty. Results of the evals are in and shared by faculty this May.

Response to Evaluation: 2017-18 Action Steps:

All sections of all full-time and part-time will be evaluated using the EvaluationKit.

Evaluation of Results:

All MNSS Department faculty (Full-time and part-time) courses were evaluated during Fall 2017 using EvaluationKIT. During Spring 2018 semester, many faculty opted in to have their courses evaluated by EvaluationKIT. Results of the evaluations are in and shared with faculty.

Response to Evaluation: 2018-19 Action Steps:

All sections of all full-time and part-time will be evaluated using the EvaluationKit during the Fall 2018 semester. Steps are being made to improve questions for evaluations during the 2018-2019 academic year.

Mathematics, Natural, and Social Sciences Objective 10:

Improve efficiency of class scheduling process. (AA 14)

Supports OCTC Objective: 6. Support|Succeed

Rationale/Resources: Efficient and timely class scheduling improves academic advising and thus enhances student retention and completion.

2016-22 Measures of Success: Class schedules will be ready for publication before registration period begin each semester.

2016-17 Action Steps:

1. Develop MSSS course schedules using the template provided by Academic Affairs.
2. Work with faculty towards developing the year round schedules.
3. Work with AA to utilize Ad Astra's Higher Education Scheduling Index for identifying "candidates" for reduction and increase in class offerings.

Evaluation of Results:

1. All full-time and some adjunct faculty in MSSS used the Course Scheduling Template for spring summer, and fall 2017 classes. The schedules were then consolidated on the template by the Associate Dean, Discipline Coordinators, and AA for each session/semester. This helped increase the efficiency of scheduling process.
2. Faculty worked on and submitted year round schedules to include tentative spring 2018. Most disciplines submitted spring 2018 schedules which are being entered in PS. Biology and Math schedules are partial in PS due to change in leadership of these departments as new math and biology discipline coordinators are appointed in late spring 2017.
3. Worked with AA/Dean of Arts and Sciences to utilize Ad Astra's Higher Education Scheduling Index during the academic year to assist with class offerings. Need more training in this aspect of schedule building.

Response to Evaluation: 2017-18 Action Steps:

1. Refine the scheduling process, more so for yearly schedule building, including the timeline. All faculty/disciplines to submit summer, fall, and spring schedules for the academic year.
2. Discipline/Curriculum Coordinators to work with faculty, develop, and review discipline schedules

to minimize errors in schedule proposals. They are to follow the timeline so the schedules become available to students in time.

3. Develop schedules that meet needs of special student groups, such as Early College, PLW-Biomedical, HS students, Workforce (GO CAREERS Business/Medical Assisting, IBEW, GO FAME, Work Ready) and others.
4. Explore new adjunct faculty in the area and maintain files on them to utilize their services as needed for regular classes and special groups. This is more prudent due to current and upcoming retirements during the academic year.

Evaluation of Results:

Refining the scheduling process, faculty submitted summer, fall and spring schedules during the Fall 2017 semester. Department Faculty reviewed semester schedules a year in advance (each semester) after schedules were reviewed by deans and department heads. Curriculum Coordinators of Biology, Psychology and Mathematics worked with faculty to review discipline schedules to minimize errors while following the proposed timeline. As needed in advance, the department head and curriculum coordinators worked with schedules and faculty to make sure special student groups were met (GO FAME, IBEW, etc. Department head and curriculum coordinators explored new potential faculty during the 17-18 academic year in which progress was made in the fields of mathematics, geology and biology.

Response to Evaluation: 2018-19 Action Steps:

1. Have department faculty participate in the proposed new faculty center.
2. All faculty/disciplines to submit summer, fall, and spring schedules for the academic year.
3. Develop schedules that meet needs of special student groups, such as Early College, PLW-Biomedical, HS students, Workforce (GO CAREERS, Business/Medical Assisting, IBEW, GO FAME, Work Ready etc.) and others.
4. Explore new adjunct faculty in the area and maintain files on them to utilize their services as needed for regular classes and special groups. This is more prudent due to current and upcoming retirements during the academic year.

Mathematics, Natural, and Social Sciences Objective 11:

Participate and assist Academic Affairs to establish process for determining and meeting discipline/program equipment and professional development needs. (AA 15)

Supports OCTC Objective: 6. Support|Succeed

Rationale/Resources: Academic programs require up-to-date and functioning equipment to provide our students with the best educational experience.

2016-22 Measures of Success:

Discipline equipment and professional development needs will be met annually.

2016-17 Action Steps:

1. Meet with discipline faculty/coordinators and invite them to identify needs and submit the requests (for supplies, equipment, services, faculty).
2. Purchase/obtain supplies, equipment and fund professional development opportunities as feasible. Manage the MSSS budget effectively to meet needs requested as much as possible by "stretching the dollars".

Evaluation of Results:

1. Associate Dean of MSSS invited all faculty (in department meetings and individually) to submit current budget expense requests from time to time as needed to spend the allocated funds to meet the needs of the disciplines and students. ALL requests were honored for supplies/small equipment after evaluation of justification. Purchased all supplies equipment as identified and requested by MSSS faculty except for servicing of microscopes. 20 new low cost (half price) microscopes purchased from the bookstore instead of servicing old ones due to short time before the budget closing.
2. A large number of science supplies, equipment, and glassware were obtained from the Owensboro Health due to closing of Cancer Research Center by the joint efforts of science faculty, Associate Dean, Advancement Office, and M & O. This would provide substantial saving so the funds can be directed to other needs within the department of MSSS.
3. The MSSS faculty were invited to submit budget requests for the next year. Math faculty submitted a request for a full-time faculty position.

Response to Evaluation: 2017-18 Action Steps:

1. Request funds and submit quotes to Academic Affairs for servicing of the microscopes.
2. Request new or upgrade computers for faculty with old machines.
3. Work with M & O and science faculty to properly distribute and locate various equipment and lab material obtained from the Cancer Research Lab. Have the instruments/equipment properly installed in science labs in S101, 102, 103, 206, 207, 208, 209, 210, ACA 117.
4. Explore external sources of travel funds for the faculty.

Evaluation of Results:

Microscope repair (overhaul) will occur the last week of June (2018). During budget request, funds for math computer lab were requested. Materials and equipment received from Cancer Research Lab were dispersed in the appropriate locations and the MNSS department made space in the Science Building for Hollison (Food Safety Company).

Response to Evaluation: 2018-19 Action Steps:

1. Request funds and submit quotes to Academic Affairs for replacement of chairs in science laboratories.
2. Request new or upgrade computers for faculty with old machines.
3. Work with M & O and science faculty to properly distribute and locate various equipment and lab materials of Life Sciences Academy and unused Physics laboratory materials.

Mathematics, Natural, and Social Sciences Objective 12:

Develop existing and new work-and-learn programs. (AA 17)

Supports OCTC Objective: 7. Sharing our Spirit

Rationale/Resources: Work-and-learn programs allow for connections with business and industry and provide students with opportunities to further their education with assistance from their employers with likelihood to be promoted/employed full-time.

2016-22 Measures of Success: Work-and-learn programs will be developed and refined. Student completion rates in work-and-learn program will exceed the college average.

2016-17 Action Steps:

1. Implement the GO CAREERS program with US Bank: Provide Psychology and Math courses at the US bank location.
2. Offer the necessary courses for the GOFAME program: Provide MAT 126 per GO FAME schedule.
3. Offer new courses for the IBEW program: provide Psychology, Math, and Biology classes at DT campus per IBEW program schedule.

Evaluation of Results:

1. PSY 110 in fall and MAT 150/100 in spring were offered for GO CAREERS program at US Bank facility.
2. For GO FAME program, MAT 126 was offered at the Main Campus late afternoon in fall 2016.
3. For IBEW program, offered PSY 110 and MAT 126 in fall and BIO 118 in spring.

Response to Evaluation: 2017-18 Action Steps:

1. Provide required MSSS department courses for second cohort of the GO CAREERS Work and Learn Program on the Downtown Campus.
2. Provide MSSS department courses to implement the new Medical Assisting Program as needed.
3. Provide PSY, BiO and Math courses for IBEW program as per program schedule.
4. Provide a science with lab option for the GO CAREERS at US Bank.

Evaluation of Results:

1. 2 Sections of BIO135 in Fall 2017 at the Downtown Campus in support of the Medical Assisting Program.
2. 1 Section of BIO118 in Spring 2018 at the Owensboro Innovation Academy in support of the IBEW program.
3. 1 Section of PSY110 in Fall 2017 in support of Work and Learn Programs.
4. 1 Section of BIO120 in Spring 2018 taught at the downtown campus in support of Work and Learn programs.
5. 1 section of MAT100/MAT150 in Spring 2018 taught at the downtown campus in support of Work and Learn programs.
6. 1 section of MAT126 in Spring 2018 in support of GO FAME program.

Response to Evaluation: 2018-19 Action Steps:

1. Provide required MSSS department courses for another cohort of Work and Learn Programs (GO CAREERS, Medical Assisting, IBEW and GO FAME).

Business, Health, and Public Service

Business, Health, and Public Service Objective 1:

Modify and/or create new programs and curricula to address community and student need.

Supports OCTC Objective: 1. Accessible and Affordable

Rationale/Resources: Address the need for an educated workforce, communicated by students and industry leaders locally, regionally and nationally.

2016-22 Measures of Success: Develop new or modify curricula and programs as evidenced by community and student need.

2016-17 Action Steps:

1. Develop and implement an HFL Certificate
2. Develop and implement an HFL Diploma
3. Adopt the existing Medical Assisting Diploma and AAS degree
4. Begin the modification of curricula for the existing Medical Assisting Diploma and AAS degree

Evaluation of Results:

1. Curricula for the Healthcare Facilities Foundation (HFF) Certificate and Healthcare Facilities Leadership (HFL) Diploma were developed and approved by the KCTCS Board of Regents in March 2017.
2. The HFL Diploma and HFF Certificate were approved as new credentials June, 8, 2017 by the KCTCS Board of Regents. At least two students will be ready to receive an HFF Certificate in December 2017. Marketing and recruitment for both credentials has begun with enrollment for both credentials expected to be in the double digits for fall 2017 semester.
3. The Medical Assisting Diploma and Associate in Applied Science degree received program approval by the KCTCS Board of Regents on June 8, 2017. These two credentials have embedded certificates to include, Medical Office Insurance Billing and Coding, and Medical Office Administrative Assistant. Also approved by the KCTCS Board of Regents on June 8, was the Phlebotomist Certificate to complement the medical assisting degree and diploma. Recruitment and marketing activities are planned for the summer of 2017 with the first cohort of medical assisting student scheduled to begin in August 2017.
4. In addition, curriculum revision to eliminate redundancy, reduce diploma credit hours, plus streamline the AAS to increase transfer opportunities for the medical assisting program has begun, but is still in the very early stages of development.

Response to Evaluation: 2017-18 Action Steps:

1. Technical course in the medical assisting program will be evaluated for redundancy and rewritten as new courses to eliminate the redundancy while meeting the competencies set forth by the national accrediting body (CAAHEP).
2. A new medical assisting diploma and degree track will be developed to accommodate the new courses in an effort to reduce the credit hours needed to achieve the diploma credential and better align with the Council on Postsecondary Education's new guidelines regarding credit hours.
3. The new medical assisting AAS track will be developed to increase transfer opportunities to four-year institutions and better align other OCTC/KCTCS allied health programs for intra/inter transfer opportunities.
4. All new curriculum will follow KCTCS protocol for approval.
5. Evaluate the development of a Sterile Processing Certificate as an indicated need for the local health care industry.

Evaluation of Results:

1. The Medical Assisting program was adopted in its original format and is on target to be revised in order to reduce the diploma credit hours and making the degree more compatible for transfer. This year the rewriting of curricula is in the preliminary stages at the KCTCS level. Local work has not been started due to other unplanned commitments.
2. The Sterile Processing Certificate was discussed by Bluegrass Community and Technical College and OCTC. Plans were underway to develop and implement the certificate as a collaboration between the two colleges. However, Workforce Solutions took over the development of the certificate and Academic Affairs is not involved.

Response to Evaluation: 2018-19 Action Steps:

1. Work toward reducing hours in the Medical Assisting Diploma program.
2. Begin the process for development and implementation of a new Healthcare Facilities Technician Certificate.
3. Begin updates to the Veterinary Technology program curriculum to better serve the students and the community.
4. Look at the Agricultural Studies program for updates/revisions to better serve the students and the community.

Business, Health, and Public Service Objective 2:

Coordinate recruiting and outreach efforts of the Business, Health, and Public Service department

Supports OCTC Objective: 1. Accessible and Affordable

Rationale/Resources: Coordinate programs within the department for a more unified recruitment and outreach program to remain in compliance with the Strategic Enrollment Management plan.

2016-22 Measures of Success: Programs within the department will work together on planning and participation at recruiting events and work together on marketing campaigns.

2016-17 Action Steps:

Participate in OCTC's Extravaganza.

Evaluation of Results:

Led by the Medical Information Technology and Surgical Technology program coordinators, a healthcare scenario was developed as the theme for the OCTC Extravaganza. Healthcare programs focused their recruiting efforts on how each individual healthcare profession would respond to the scenario. Five of the six Business, Health, and Public Service (BHPS) healthcare programs participated in the event. In addition, a Madisonville Community College (MCC) Respiratory Care faculty member participated promoting the OCTC 1+1 agreement with MCC. To further enhance the scenario, the Human Services program coordinator from the BHPS department participated in the scenario. This was an excellent group effort by the BHPS faculty which resulted in a positive response from the attendees.

Response to Evaluation: 2017-18 Action Steps:

Utilize the scenario healthcare modality to:

1. Add more BHPS programs to increase departmental cohesiveness.

2. Strengthen the attendee participation with each individual program.
3. Implement the scenario at the Career and College Expo.
4. Begin to implement some of these activities at other recruitment events such as Parents' Night at the High Schools.
5. Begin to implement these activities on different levels for middle school and elementary school events/activities.

Evaluation of Results:

1. The BHPS healthcare programs did not have a clear opportunity to strengthen and implement the themed scenario in the 2017-18 Academic Year. The programs did recruitment activities to reach the best community/population for each individual program.
2. In May, most BHPS programs participated in a recruiting event at Trinity High School. The format was short (5 min) presentations from all programs present, followed by recruitment tables for more individualized interaction with students. This event was well received by the students and the high school.

Response to Evaluation: 2018-19 Action Steps:

The BHPS programs will seek new ways to update and engage potential students. The focus this upcoming year will be exploring new ways to reach the adult learner.

Business, Health, and Public Service Objective 3:

Assist academic leadership with developing transfer agreements with postsecondary educational institutions

Supports OCTC Objective: 4. Baccalaureate Connections

Rationale/Resources: Provide improved/new pathways for student transition to other postsecondary institutions.

2016-22 Measures of Success: Improved and new transfer agreements with other postsecondary institutions.

2016-17 Action Steps:

1. 1+1: Surgical Technology with Henderson Community College.
2. 1+1: Respiratory Care with Madisonville Community College.
3. Healthcare Facilities Leadership: articulation agreement with Champlain College (Vermont).

Evaluation of Results:

The following agreements have been completed:

1. 1+1 Surgical Technology with Henderson Community College.
2. 1+1 Respiratory Care with Madisonville Community College.
3. Healthcare Facilities Leadership articulation agreement with Champlain College (Vermont).

Response to Evaluation: 2017-18 Action Steps:

Seek and/or reaffirm Business, Health, and Public Service transfer agreements with other institutions to strengthen the BHPS programs.

Evaluation of Results:

The Interdisciplinary Early Childhood Education program is working on an articulation agreement with the University of the Cumberland.

Response to Evaluation: 2018-19 Action Steps:

Finalize the IECE articulation agreement with the University of the Cumberland, as the BHPS department continues to seek other transfer options for the individual programs.

Business, Health, and Public Service Objective 4:

Complete CPE Program reviews

Supports OCTC Objective: 4. Baccalaureate Connections

Rationale/Resources: Comply with guidelines set forth by the CPE for program reviews.

2016-22 Measures of Success: Completion of program reviews.

2016-17 Action Steps:

- Complete the three-year Healthcare Facilities Leadership program review

Evaluation of Results:

The Healthcare Facilities Leadership CPE review was completed.

Response to Evaluation: 2017-18 Action Steps:

Complete the five-year CPE reviews for the following programs:

- Criminal Justice.
- Fire/ Rescue Science Technology.
- Human Services.
- Interdisciplinary Early Childhood Education.

Evaluation of Results:

CPE Reviews for Human Services, IECE, Fire/Rescue Science Technology, and Criminal Justice were submitted.

Response to Evaluation: 2018-19 Action Steps:

The Council on Postsecondary Education has suspended CPE Review submission for 2018-19.

Business, Health, and Public Service Objective 5:

Review and strengthen existing experiential learning opportunities; and seek expansion of available experiential learning opportunities offered by the Business, Health, and Public Service Department.

Supports OCTC Objective: 5. Career Connections

Rationale/Resources: Support KCTCS Goal 3 by emphasizing experiential learning.

2016-22 Measures of Success: Complete reviews of existing experiential learning opportunities and make adjustments for improvement as needed. Seek possible new experiential learning opportunities. Develop and implement new experiential learning opportunities when possible.

2016-17 Action Steps:

1. Participate in the Academic Affairs experiential learning survey.
2. Participate in the Title III Grant proposal activities.

Evaluation of Results:

1. Program coordinators of the Business, Health, and Public Service (BHPS) Department participated in the experiential learning survey administered by Academic Affairs.
2. Four faculty of the BHPS department participated in one or more activities related to the Title III grant proposal on experiential learning. These activities included: initial proofreading with feedback, participation on a mock review panel, and final proofreading.

Response to Evaluation: 2017-18 Action Steps:

One (or more) Business, Health, and Public Service program will participate in a review and evaluation of the selected program's experiential learning opportunities.

Evaluation of Results:

The Criminal Justice program participated in a review and evaluation of its experiential learning activities and opportunities.

Response to Evaluation: 2018-19 Action Steps:

Participate in any experiential learning activities as they arise, to include, the possible funding of the Title III grant.

Business, Health, and Public Service Objective 6:

Develop and/or modify Business, Health, and Public Service curriculum and/or credentials that will address identified and growing needs of business and industry at the local, regional, and national levels.

Supports OCTC Objective: 7. Sharing our Spirit

Rationale/Resources: Respond to need of the community, region, and nation for a better educated, well-prepared workforce.

2016-22 Measures of Success: Collect information and data from business and industry, then utilize this

information to review and/or modify existing curriculum and credentials, and/or develop new curricula and credentials.

2016-17 Action Steps:

The following actions are anticipated:

1. Participate in joint advisory committee meeting.
2. Implement the U.S. Bank GO Careers Business Administration Systems program.
3. Collect information and begin the process for a Medical Assisting program.

Evaluation of Results:

1. The U.S. Bank GO Careers Business Administration Systems program was implemented and with the first two semesters of the first cohort completed.
2. The Business, Health, and Public Service Department participated in a very successful joint advisory committee meeting held in April.
3. A proposal for the adoption of the Medical Assisting AAS degree and diploma was submitted and approved by the KCTCS Board of Regents. Approval date was June 8, 2017.

Response to Evaluation: 2017-18 Action Steps:

The following follow-up activities are planned:

1. Graduate the first U.S. Bank Business Administration Systems cohort.
2. Begin a second Business Administration Systems cohort for various area banks.
3. Begin a Medical Assisting program.

Evaluation of Results:

1. The first cohort of the first Business Administrations Systems graduated in May 2018. A second work and learn Business Administrations Systems cohort is in progress.
2. The Medical Assisting program began in August 2017, and will graduate its first cohort of diploma students in August 2018.

Response to Evaluation: 2018-19 Action Steps:

Respond to community need for new curriculum/credentials, and/or modify existing credentials.

Manufacturing and Skilled Trades

Manufacturing and Skilled Trades Objective 1:

Modify or Create new pathways in current technical programs to address community needs.

Supports OCTC Objective: 5. Career Connections

Rationale/Resources: The Industry Innovation Center is scheduled to open in January 2018. The equipment in the building will include upgrades to the Welding Technology and Air Conditioning Technology programs. Each program will have the opportunity to add new certificates. The rest of the programs in the department will also be reviewing community needs to access and evaluate current programs.

2016-22 Measures of Success: A new certificate will be offered in either Welding Technology or Air Conditioning Technology by the fall of 2019.

2017-18 Action Steps:

The Industry Innovation Center opens Summer 2018. Still pursuing certificate for pipe welding. Classes will be scheduled in Fall of 2018 for new certificate.

Evaluation of Results:

Classes are on 2018 fall schedule of classes. New certificate will finally be offered.

2018-19 Action Steps

Offer new certificate in Pipe Welding.

Manufacturing and Skilled Trades Objective 2:

Recruiting new students into the Manufacturing and Skilled Trades department.

Supports OCTC Objective: 1. Accessible and Affordable

Rationale/Resources: College stability and growth depends on recruiting new students. We need to make students aware of the potential opportunities for education.

2016-22 Measures of Success: The Manufacturing and Skilled Trades Department will attend and participate in 85 % of recruiting events held by schools and the college.

2016-17 Action Steps:

The Manufacturing and Skilled Trades department has been invited to the following scheduled events: Daviess County High School Parent night fall 2016 and spring 2017; Apollo High School Parent Night Spring 2017; Owensboro Extravaganza Spring 2017.

Evaluation of Results:

The Manufacturing and Skilled Trades Department has attended 100% of all recruiting events held either at the local high school or at the Owensboro Community and Technical College campus.

Response to Evaluation: 2017-18 Action Steps:

The Manufacturing and Skilled Trades department will attend 85% of recruiting events in the 2017/2018 academic year.

Evaluation of Results:

The Manufacturing and Skilled Trades attended over 85 % of the recruiting events for the academic year 2017/18. Events included Apollo HS and Daviess County HS, as well as other locations upon request.

Manufacturing and Skilled Trades Objective 3:

Complete CPE Program Reviews

Supports OCTC Objective: 4. Baccalaureate Connections

Rationale/Resources: All Associates in Applied Science programs are on a five-year review cycle.

2016-22 Measures of Success: Engineering and Electronic Technology program will complete a CPE Program Review.

2018-19 Action Steps:

The Council on Postsecondary Education has suspended CPE Review submission for 2018-19.

Nursing

Nursing Objective 1:

Exceed the Kentucky Board of Nursing (KBN) recommended minimum pass rate on first-time NCLEX test takers.

Supports OCTC Objective: 2. Career and College Knowledge

Rationale/Resources: A program of nursing shall maintain at least an 85% annual pass rate for graduates taking the National Council Licensure Examination for Registered Nurses (NCLEX-RN) or National Council Licensure Examination for Practical Nurses (NCLEX-PN) for the first time. (201 KAR 20:360 Section 2)

2016-22 Measures of Success: KBN will validate annually that more than 85% of OCTC nursing students taking the NCLEX-RN in the state of Kentucky were successful in passing the licensure examination on their first attempt.

2016-17 Action Steps:

1. Graduating RN students will be required to achieve a 94% predicted probability of passing the NCLEX licensure examination on their first attempt as determined by a standardized comprehensive predictor exam.
2. OCTC Nursing Division will host live NCLEX review program each semester for graduating students.
3. All courses will promote early utilization of ATI to increase graduate learning outcomes.

Evaluation of Results:

1. 12/23 graduating ADN students met the required 94% predicted probability of passing NCLEX on the first attempt. (Ongoing)
2. Live three-day HURST© NCLEX review program held on OCTC campus Fall 2016 and Spring 2017. (Met-Ongoing).
3. 100% of nursing courses require completion of ATI exams and incorporate ATI resources into course requirements (Ongoing).

Response to Evaluation: 2017-18 Action Steps:

1. The ATI Comprehensive Predictor will be now be weighted as 15% of total course points in NSG 230 to encourage students to utilize the ATI website resources for their success. (Ongoing)
2. Nursing faculty will investigate availability and accuracy of online review courses for student success on NCLEX. Students are hesitant to participate in a live HURST review related to financial burden. (Ongoing).
3. Nursing courses will continue to require completion of ATI exams and incorporate ATI resources into course requirements (Ongoing).

Evaluation of Results:

1. 29/32 graduating ADN students initially met the required 94% predicted probability of passing NCLEX on the first attempt. (Ongoing)
2. Live three-day HURST© NCLEX review program held on OCTC campus Fall 2017 and Spring 2018. (Met-Ongoing).
3. 100% of nursing courses require completion of ATI exams and incorporate ATI resources into course requirements (Ongoing).

Response to Evaluation: 2018-19 Action Steps:

1. The ATI Comprehensive Predictor will continue to be weighted as 15% of total course points in NSG 230 to encourage students to utilize the ATI website resources for their success. (Ongoing)
2. Nursing faculty will investigate availability and accuracy of online review courses for student success on NCLEX. Students are hesitant to participate in a live HURST review related to financial burden. (Ongoing).
3. Nursing courses will continue to require completion of ATI exams and incorporate ATI resources into course requirements (Ongoing).

Nursing Objective 2:

Pursue national accreditation with National League of Nursing Commission on Nursing Education Accreditation (NLN CNEA).

Supports OCTC Objective: 1. Accessible and Affordable

Rationale/Resources: NLN CNEA accreditation provides recognition that a nursing education program has been evaluated by a qualified, independent group of respected and competent peers who have found the program to meet appropriate postsecondary and higher educational purposes in a satisfactory manner. Accreditation assures professional development opportunity and validation for faculty and serves as a gateway to licensure, certification and eligibility for entitlement programs

2016-22 Measures of Success: NLN CNEA site visit for initial accreditation will be scheduled.

2016-17 Action Steps:

1. Begin compiling nursing program self-study in preparation for initial accreditation for site visit (Ongoing).
2. Revise and submit required program self evaluation to NLN CNEA for review in order to continue Pre-Candidacy status Spring 2017.
3. Determine dates for NLN CNEA initial accreditation site visit.

Evaluation of Results:

1. Nurse Administrator and 2 fulltime faculty attended NLN CNEA Accreditation workshop in Fall 2016 in anticipation of moving forward with writing self-study for accreditation site visit Spring 2018.
2. NLN CNEA program self evaluation completed in order to continue Pre-Candidacy status, due March 2017.
3. NLN CNEA accreditation site visit scheduled for Spring 2018.

Response to Evaluation: 2017-18 Action Steps:

1. Nurse Administrator and 2 fulltime faculty will attend an NLN CNEA Accreditation workshop entitled "Writing your Self-Study" in August 2017.
2. NLN CNEA Pre-Candidacy status approved. Nurse Administrator and 2 fulltime faculty will write self-study June 2017. Revision if necessary after attendance of August workshop.
3. NLN CNEA accreditation site visit scheduled for April 2018.

Evaluation of Results:

NLN CNEA accreditation site visit was successful. Site team documented all standards were met without
OCTC Strategic Plan with Embedded Annual Plan for 2018-19

recommendations or additional requirements to be demonstrated. Board will vote on accreditation status October 2018.

Response to Evaluation: 2018-19 Action Steps:

Receive confirmation of Board vote in October 2018 and adhere to all NLN CNEA standards.

Nursing Objective 3:

Participate in college recruiting and outreach efforts

Supports OCTC Objective: 1. Accessible and Affordable

Rationale/Resources: Allied Health programs increased enrollment aligns with and supports the colleges "Strategic Enrollment Plan" goals. Students need to be made aware of the potential opportunities in Allied Health career choices.

2016-22 Measures of Success: The Nursing Department will attend and participate in 85% of recruiting events for Allied Health programs.

2016-17 Action Steps:

Nurse Administrator will share recruiting events with nursing department to engage faculty and staff to participate in opportunities to increase qualified admission candidates by showcasing the department.

Evaluation of Results:

Nurse Administrator and one faculty member recruited at the Apollo High School Parent night Spring 2017. Nurse Administrator and three faculty member recruited at the OCTC 30th Anniversary "Family Fun Day" Fall 2016. Nurse Administrator and four faculty member recruited OCTC Extravaganza Spring 2017.

Response to Evaluation: 2017-18 Action Steps:

Nurse Administrator will continue to encourage faculty participation in recruitment events during off hours and on weekends.

Evaluation of Results:

All faculty participated in recruitment events.

Response to Evaluation: 2018-19 Action Steps:

Nurse Administrator will continue to encourage faculty participation in recruitment events during off hours and on weekends.

Nursing Objective 4:

Promote the pursuit of advanced nursing degrees for ADN Graduates.

Supports OCTC Objective: 4. Baccalaureate Connections

Rationale/Resources: In 2008 the Robert Wood Johnson Foundation (RWJF) partnered with the Institute of Medicine (IOM) to begin work on what would become the 2010 IOM Report, “The Future of Nursing Leading Change, Advancing Health”. This study evaluated the need to transform nursing to meet the changing health care demands of our nation and included action oriented recommendations to achieve public and institutional policies changes required to meet the needs of a reformed health care system. A key message of the report was that “Nurses should achieve higher levels of education and training through an improved education system that promotes seamless academic progression” with a recommendation to “Increase the proportion of nurses with a baccalaureate degree to 80% by 2020” (The Future of Nursing, Leading Change, Advancing Health. RWJF & IOM. The National Academies Press. Washington, DC. October 2010).

2016-22 Measures of Success: Greater than 80% of all ADN graduates will report continuing their education on the Graduate Exit Survey

2016-17 Action Steps:

1. Participate in KCTCS ADN committee of Nursing Dean's and Director's discussions to revise curriculum to align with CPE's requirement of 60-credit-hour ADN degree program.
2. Participate in KCTCS ADN Ad Hoc committee to evaluate BSN curriculum requirements prohibiting seamless transfer and evaluating existing agreements between various universities and KCTCS.
3. Invite recruiters from various RN-BSN programs to meet with students enrolled in the ADN program.
4. Advise students in the Associates in Applied Science in Nursing (AAS) degree tract to obtain either the Associates in Science (AS) or the Associates in Arts (AA) in order to be general education certified.
5. Include inquiry on Graduate Exit survey regarding interest in continuing education goals.

Evaluation of Results:

1. KCTCS ADN curriculum committee meeting monthly via Skype for curriculum revision (Ongoing).
2. Nurse Administrator participated in KCTCS ADN Transfer Summit to evaluate BSN curriculum requirements prohibiting seamless transfer and evaluating 2+2 agreements and 3+1 agreements between various universities and KCTCS (Met).
3. Four recruiters from various RN-BSN programs met with fourth semester class in the ADN program Fall 2016 (Ongoing).
4. In addition to the Associates in Applied Science in Nursing (AAS) degree, faculty are assertively advising ADN students to obtain either the Associates in Science (AS) or the Associates in Arts (AA) in order to be general education certified for ease in transfer to 4-year universities BSN programs (Ongoing).
5. 100% of students reported on graduate exit survey plans to enroll in BSN program within one year of graduation.

Response to Evaluation: 2017-18 Action Steps:

1. KCTCS ADN curriculum committee met monthly via Skype for curriculum revision implementation date of Spring 2018 (Ongoing).
2. Nurse Administrator will continue to promote seamless transfer by sharing with third and fourth semester students KCTCS transfer summit agreements posted on system shared drive (Ongoing).
3. Post advanced degree opportunities received by faculty to Blackboard for third and fourth semester students (Ongoing).
4. Continue to encourage self-paid students to complete the Associates in Science (AS) or the Associates in Arts (AA) in order to be general education certified for ease in transfer to 4-year universities BSN programs (Ongoing).
5. Continue to encourage student to enroll in BSN program within one year of graduation (Ongoing).

Evaluation of Results:

1. Implementation of new curriculum scheduled for Fall 2019.
2. Two (2) Seamless transfer agreements received were sent forth to system office for posting on KCTCS drive.
3. Correspondence of 4 received advertisements for post degree opportunities shared with students.
4. Faculty supported AA and AS degree seekers.
5. 32/32 fourth semester students voiced enrollment or plans to enroll in a BSN degree program by Spring 2019.

Response to Evaluation: 2018-19 Action Steps:

1. KCTCS ADN curriculum committee met monthly via Skype for curriculum revision implementation date of Fall 2019. (Ongoing).
2. Nurse Administrator continues to promote seamless transfer by sharing with third and fourth semester students KCTCS transfer summit agreements posted on system shared drive (Ongoing).
3. Post advanced degree opportunities received by faculty to Blackboard for third and fourth semester students (Ongoing).
4. Continue to encourage self-paid students to complete the Associates in Science (AS) or the Associates in Arts (AA) in order to be general education certified for ease in transfer to 4-year universities BSN programs (Ongoing).
5. Continue to encourage student to enroll in BSN program within one year of graduation (Ongoing).

Nursing Objective 5:

Promote the pursuit of employment of ADN Graduates

OCTC Objectives: 2. Career and College Knowledge & 5. Career Connections

Rationale/Resources: Alignment of program and curriculum to enhance the employability, job placement, and career development of KCTCS graduates.

2016-22 Measures of Success: 90% of graduates will be employed in the nursing field within 6 months of graduation.

2016-17 Action Steps:

Provide students access to local employment opportunities.

Evaluation of Results:

100% of students were placed in nursing jobs before graduation.

Response to Evaluation: 2017-18 Action Steps:

Continue promoting recruiters to visit classrooms and posting employment opportunities to Blackboard for third and fourth semester students. (Ongoing).

Evaluation of Results:

100% of students were placed in nursing jobs before graduation.

Response to Evaluation: 2018-19 Action Steps:

OCTC Strategic Plan with Embedded Annual Plan for 2018-19

Continue promoting recruiters to visit classrooms and posting employment opportunities to Blackboard for third and fourth semester students. (Ongoing).

Library Services

Library Services Objective 1:

Create and maintain comfortable, inviting environment for students to gather, study, and complete classwork.

Supports OCTC Objective: 6. Support|Succeed

Rationale/Resources: Studies show students who have a pleasant academic setting to study, either alone, or as a group, tend to stay in college longer. Physical library space, as well as integrated services of library, tutoring, and computer access is available to students five days a week.

2016-22 Measures of Success: Information/data from students' FYE classwork/results from print and online scavenger hunt; results of the CCSSE Library-related questions will all be assessed, along with satisfaction surveys administered in house/campus-wide.

2016-17 Action Steps:

1. Create an online First Year Experience scavenger hunt.
2. Revise/update face to face First Year Experience scavenger hunt.
3. Collaborate with TRIO Staff in offering tours by student worker to new students.
4. Investigate creating coffee spot in back of library.
5. Provide display table with literature from local social services and other organizations to students.

Evaluation of Results:

1. Created online First Year Experience scavenger hunt which was embedded in Blackboard for students.
2. Reviewed and tweaked face to face First Year Experience scavenger hunt.
3. Tours were performed by library student worker which resulted in positive feedback from students.
4. Coffee spot in back of library was placed on hold until fall 2017 due to change in cleaning staff/company which will start in June.
5. List of local social services was made, however, display was not created due to everyday duties and additional cross training being performed; will pick back up in fall 2017.

Response to Evaluation: 2017-18 Action Steps:

1. Revisit creating coffee spot in back of library with new cleaning crew.
2. Update food/drink policy statement.
3. Make permanent signage to reflect home away from home environment that we are trying to create.
4. Investigate monthly game day for students to relax and collaborate; promote games to TRIO staff/students for team building; promote to Teaching and Learning Center for students to build vocabulary skills.
5. Make decorative areas to reflect seasonal changes and related quizzes such as summer happenings and holidays.

Evaluation of Results:

1. Investigated grant funding, which did not materialize. As an alternative, arranged for vending machines to be placed in the back of the library. Machines were brought in and located in the lounge, but may be moved outside of lounge.
2. Lora and Ann revised the food and drink policy.
3. Signs were created by Signs by Gina and hung at the front and back entrances of the library.

4. Several games were purchased; Ann and Jared will create a game day plan and start it in the spring semester; will reach out to the TRIO Staff for participation by their students.
5. Student worker made autumn display/sign.

Response to Evaluation: 2018-19 Action Steps:

1. Prepare/plan for library role in Pathfinder Day.
2. Explore having current student workers give mini tours of Library, Teaching Learning Center, and Cyber Center.
3. Prepare for making of student library/ID cards on Pathfinder Day.
4. Revise/update student discounts for library/ID card holders.
5. Attend various webinars related to ALMA (new library management system.)
6. Tweak/finalize FYE Infoguide.
7. Train and prepare for implementation of ALMA.
8. Offer workshops to faculty, staff, and students on ALMA.
9. Utilize Sharepoint site to promote/educate about ALMA.

Library Services Objective 2:

Promote career-related online resources

Supports OCTC Objective: 2. Career and College Knowledge

Rationale/Resources: As the Library is in close proximity to TRiO and TRAC Central staff, we will promote the library's career-related resources to them, as well as the Cyber (computers) and Teaching and Learning Centers, collaborating with all these departments to offer "wrap around services" as much as possible to students.

2016-22 Measures of Success: Feedback from students via the CCSSE and in house satisfaction surveys. Usage statistics from using the products, such as Learning Express Library, Films on Demand, Infoguides and feedback from TRIO staff, and other faculty and staff.

2016-17 Action Steps:

1. Create and offer workshops on Learning Express Library and Films on Demand.
2. Collaborate with TRIO in offering workshops to students.
3. Promote career-related information resource or website on a monthly basis to students.
4. Create career-related InfoGuide, based on Occupational Outlook Handbook for students.

Evaluation of Results:

1. Library staff created and offered workshops on Learning Express Library and Films on Demand, which were attended by several students.
2. Public Services Librarian provided a power point presentation on library resources and tours of the library at several different times to TRIO students.
3. We did not promote career-related information and resources; may reach out to the Career and Transfer Coordinator to see how library can assist them.
4. Public Services Librarian created the Occupational Outlook Handbook Infoguide for students.

Response to Evaluation: 2017-18 Action Steps:

1. Contact program coordinators and Career and Transfer Coordinator to inquire about ways library can promote programs/careers to students.

2. Promote the Occupational Outlook Handbook Infoguide periodically via social media and email.
3. Investigate faculty webpages for career related sites and links to email and social media.

Evaluation of Results:

1. Contacted Career Services Director who cannot participate, however, she welcomed us to use the Career Planning website.
2. Public Services Librarian will explore the website and possibly add a link to it in the Occupational Outlook Handbook (OOH) Infoguide. Ideas to promote include Public Services Librarian promoting use of guide to advisers for undecided students; faculty might use at program fairs and students in general; will promote on social media.
3. With very few faculty websites available, we will promote the OOH guide through ways mentioned in no. 2. (above.)

Response to Evaluation: 2018-19 Action Steps:

1. Finalize Occupational Outlook Handbook Infoguide; promote via social media to FYE faculty and staff, and faculty and staff in general.
2. Investigate how to improve interior directional signage for Library, Teaching Learning Center, and Cyber Center.
3. Add survey question to the Learning Resource Center Survey regarding most effective use and type of signage.
4. Reach out to GED Director at the Downtown Campus to suggest additional GED resources for library; promote Learning Express Library.

Library Services Objective 3:

Support Inclusiveness

Supports OCTC Objective: 3. Inclusiveness

Rationale/Resources: Library will continue to serve each and every student, as well as community users, and internal patrons - faculty and staff. In order to make students feel welcome, a diversified collection of materials, resources, and services are necessary.

2016-22 Measures of Success: Analysis from results of campus-wide survey on library services and information; comments from faculty and staff involved with events/presentations sponsored by library;

2016-17 Action Steps:

1. Collaborate with Counseling Center faculty in planning and presenting a presentation on self-esteem for students.
2. Offer/invite back of library space for meetings of Students Aligned for Equality (SAFE) group.
3. Maintain/increase items in the Out of the Stacks collection. 4. Offer display case to faculty for student works/projects.

Evaluation of Results:

1. Sponsored and collaborated with counseling faculty member on their presentation about self-esteem in fall 2016, with several students and some staff and faculty in attendance.
2. Library staff member emailed the faculty sponsor for Students Aligned for Equality (SAFE) to offer back of library space to them for their meetings. The Diversity Director held a Super Someday session during the OCTC Extravaganza Event in April 2017.

3. Purchased and cataloged several items and added them to the Out of the Stacks collection.
4. Did not offer display case, as the existing displays/materials are still in the cases.

Response to Evaluation: 2017-18 Action Steps:

1. Add new and relevant items to *out of stacks* display; arrange creation of *out of stacks* catalog location for easier access.
2. Ask Diversity Director for ideas for events to be held by/sponsored by the library which promote diversity (readings and or guest speakers' presentations.)
3. Work with TRIO to highlight students' accomplishments, possibly dedicate part of bulletin board in back of the library.

Evaluation of Results:

1. Several items were added to the Out of the Stacks collection; the catalog locations were created and put in catalog in fall semester.
2. After new Cultural Diversity Director was hired, Library Director will reach out to him for ideas/suggestions on how to work together to promote diversity.
3. Populated Brag Board with TRIO students' accomplishments from fall semester. TRIO Director contacted us with new TRIO posting in spring semester.

Response to Evaluation: 2018-19 Action Steps:

1. Continue Brag Board and support of TRIO students.
2. Reach out to Kaye Brown on how library can support/promote "Study Abroad" program.
3. Collaborate with Cultural Diversity Director and TRIO Staff on ways to promote/grow the Multicultural Student Association.
4. Offer meeting space with computer access to S.A.F.E.
5. Reach out to Digital Divas Coordinator to secure any needed materials.

Library Services Objective 4:

Increase awareness of library importance in retention of transfer students

Supports OCTC Objective: 4. Baccalaureate Connections

Rationale/Resources: Collaboration between librarians at KCTCS and the state regional colleges and universities will have impact on the transfer students. Working together and know expectations of the transfer college helps us, and most importantly, helps students be successful.

2016-22 Measures of Success: Feedback from faculty and staff from the various libraries; results from the various surveys administered.

2016-17 Action Steps:

1. Help plan and coordinate visit by Murray State University Dean of Libraries who will make presentation to the Administration and Faculty.
2. Administer survey to state-wide library directors and share results with appropriate parties on importance of library research skills.
3. Administer survey to state-wide nursing directors and share results with appropriate parties on importance of library research skills.
4. Offer retention-related article to faculty and staff via email, Facebook posting, and Twitter.

Evaluation of Results:

1. After several discussions (via phone and e-mail) with Dean of Murray State University Libraries, the anticipated presentation was deemed inappropriate for our needs.
2. 17 responses were received and the results showed that a number of research-based skills were considered very important for student success at Kentucky's four-year institutions.
3. Was not completed; will reach out to local librarians for related-information and then revisit action in 17-18.
4. Did some research but could not find shorter articles to send out to faculty and staff.

Response to Evaluation: 2017-18 Action Steps:

1. Revisit administering survey to state-wide nursing directors and share results with appropriate parties on importance of library research skills.
2. Reach out to Lib Directors at local college libraries for their opinions on importance of library skills in success of our students who transfer to them.
3. Investigate speaker event with successful OCTC alumni, possibly a current faculty or staff member, to speak about their journey through their educational process...from a two to four year college.

Evaluation of Results:

1. Survey was completed and administered to nursing directors across Kentucky institutions; resulted in a return of six completed surveys.
2. Library Director contacted local library directors for opinion of importance of library research skills.
3. Library Staff recorded TRIO event, "My Story"; Library furnished door prizes for TRIO's, LRC Egg Hunt; student worker helped with hiding of eggs.

Response to Evaluation: 2018-19 Action Steps:

1. Continue collaboration for planning events with TRIO.'
2. Reach out to WKU Dean of Libraries with offer of library support to WKU-O students (with Drs. Sallan and Maltby approval.)
3. Reach out to Medical Assisting Program Coordinator for recommendation of materials and library instruction session for classes.

Library Services Objective 5:

Highlight programs and accomplishments of faculty, staff, students, and alumni accomplishments.

Supports OCTC Objective: 7. Sharing our Spirit

Rationale/Resources: Recognizing staff and faculty accomplishments help to strengthen attitudes and performance of all. Library will strive to offer a place to display such works.

2016-22 Measures of Success: Survey results and comments/feedback from faculty and staff.

2016-17 Action Steps:

1. Work with faculty to create display of scholarly works, i.e. Thesis, Dissertations, etc.
2. Add related materials to the collection for possible Medical Assistance program (if offered.)
3. Promote health-related programs/careers with displays and various signage.
4. Create bulletin board to spotlight faculty and staff accomplishments.

Evaluation of Results:

1. Collected some dissertations; decided not to make display until we acquire lockable display case for security of materials.
2. Emailed Academic Affairs Dean and asked if Medical Assistant program had been approved.
3. Student worker in Radiography program started work on Radiography display.
4. Created "Brag Board" for faculty, staff, and students which spotlighted/displayed accomplishments and announcements of several faculty, staff, and students.

Response to Evaluation: 2017-18 Action Steps:

1. Purchase locking tabletop display case for faculty and staff display of scholarly works/dissertations.
2. Revisit display of faculty dissertations/investigate having event inviting faculty to share their doctoral journeys.
3. Investigate library sponsored event with faculty and staff who will share their experiences with international travels.
4. Revisit display of faculty dissertations/investigate having event inviting faculty to share their doctoral journeys.

Evaluation of Results:

1. TRIO students were recognized in the fall with postings to the Brag Board with articles and photos.
2. Cases were researched but not purchased because of high prices. Instead, one of the display cases can be emptied for this purpose to save funds.
3. Radiography display was not completed because student relocated to Southeastern Campus.
4. Postponed until current doctoral seeking faculty have completed works.

Response to Evaluation: 2018-19 Action Steps:

1. Decided to discontinue doctoral displays due to low interest; will investigate ways and finding of resources to highlight/recognize faculty and staff for accomplishments which might include framed work they can keep.
2. Extend TRIO partnership and collaborate with them on interest of planning open house or other event(s).
3. Plan and collaborate with faculty and community for events on/about Nature Center on Nature Day.
4. Promote/plan book signing/reading event involving book about Nature Center written by retired English professor, Dr. Gallagher.
5. Plan Tax Day in Main Campus Library in spring 2019, to be coordinated by Downtown Library Staff.

Business Affairs

Business Affairs Objective 1:

Improve efficiency and increase accountability by supporting additional training, implementing internal initiatives and continuous awareness of business policies and procedure changes to increase operational effectiveness.

Supports OCTC Objective: 6. Support|Succeed

Rationale/Resources: 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. PeopleSoft applications and KCTCS business procedures create an environment of continuous training and cross-training for the Business Affairs areas, including M&O. Additionally, it is important to continue to strive for a more diverse vendor base as well as seek to recruit a more diverse workforce. Training for our faculty and staff to inform them of the changes is imperative to create more customer accommodating units.

2016-22 Measures of Success: Limit the number of exceptions for normal business procedures by implementing industry best practices. Also, pursue new contracts and processes that bring additional services at lower cost to the College community. Increase training on technical business office functions and increase training of faculty and staff to help create better informed customers. Seek out and implement programs to improve the overall efficiency of the College by implementing operational changes using technology and personnel.

2016-17 Action Steps:

1. Reorganization of HR/Payroll due to the retirement of an employee and inability for the College to replace that position due to budget pressures.
2. Business Office staff plan to attend professional development and training.
3. Business Office, HR/Payroll Office and M&O continue to implement operational efficiencies.

Evaluation of Results:

1. The HR/Payroll staff continued a retraining period where the staff had to prioritize their duties/responsibilities in reaction to the retirement with the department. The analysis was necessary to ensure all payroll and HR functions were covered. The College staff were successfully trained on the use of the electronic absence forms in the PeopleSoft Self Service Module. This new functionality increased the efficiency for employees and for HR/Payroll Staff. Additionally, in Fall 2016, the HR staff set up a training session on social security. The session was conducted by Hilliard Lyons and was very well attended by College employees.
2. The Business Office staff attended the Procurement to Pay, (P-to-P Live) training sessions via Skype. These monthly sessions began in January 2017 and covered pertinent topics such as procard, quotes, bids, RFP, PSC agreements, expense reports/reimbursements and purchase requisitions/purchase orders. The Associate Dean of Business Affairs completed the second year of the SACUBO College Business Management Institute (CBMI).
3. Business Affairs has been working to continue looking for operational efficiencies. The Business Office successfully completed the second year of the new inventory methodology. It invested an incredible amount of resources and time into the implementation of the new dual credit/high school initiatives. The implementation of CEMCS utility data collection began and is being updated monthly. Preparation for the Ad Astra Event Scheduling software is being implemented. The successful bid and award of the custodial contract for the Main Campus was completed with implementation on June 1, 2017. This contract allowed the College to utilize the current full-time custodial staff at the other two campuses.

Response to Evaluation: 2017-18 Action Steps:

1. Hiring and training new employees in the Business Office and M&O due to retirements, transfers and resignations.
2. Business Office staff plan to attend professional development and training.
3. Business Office, HR/Payroll Office and M&O continue to implement operational efficiencies including continue to refine administration of the dual credit scholarship and work ready scholarship, manage the custodial contract, implement Ad Astra event scheduling, implement Work Order System and implementing new HR/payroll policies.

Evaluation of Results:

1. M&O hired two full-time employees and the employees have received initial training and will continue to receive training and professional development. The Business Office hired two employees. Currently, we are evaluating how to restructure one position to a part-time position due to budget constraints.
2. Business Office staff received multiple PD trainings throughout the year. The list includes completion of the third and final year of the College Business Management Institute, Dean Dorton Accounting and Ethics Seminar, Procurement to Purchasing (P-to-P) Skype training, all KCTCS mandatory training, Blackboard webinars, FEMA Safety training, CEMCS training, CPR and AED training and the Safety Awareness training presented by Chief Gregg Muravchick.
3. In 2017-18, the implementation of the Work Ready and Dual Credit Scholarships has improved overall. The first full years of the custodial contract yielded financial savings for OCTC. Improved delivery of services by the contraction was noted and is continuing. The implementation of Ad Astra events has been delayed to 2018-19. KCTCS is planning to purchase a helpdesk software that may contain a work order system so a final decision on purchasing has not been made. All new HR/Payroll policies were implemented successfully

Response to Evaluation: 2018-19 Action Steps:

1. Hire a regular part-time employee to assist Business Office staff with cashiering and student service needs. Hire and train a new employee in M&O due to retirement.
2. Business Office and M&O staff plan to attend professional development training.
3. Implement Ad Astra event scheduling. Implement M&O work order system. Add the IIC to the custodial contract.

Business Affairs Objective 2:

Implement safety and security measures with an emphasis on awareness to help ensure a safe environment for students, faculty, and staff.

Supports OCTC Objective: 6. Support| Succeed

Rationale/Resources: OCTC faces more challenges with safety and security as our student enrollment increases. Additional focus on awareness of safety and security protocols is needed.

2016-22 Measures of Success: Increased focus on safety and security through the use of additional personnel, equipment, and training.

2016-17 Action Steps:

1. Improve communication and visibility.
2. Continue to improve emergency plans.
3. Continue security and safety training and professional development for faculty and staff.

Evaluation of Results:

1. Improved communication with faculty, staff and students through emails and publication of all security phone numbers. Improved visibility of security personnel on all three campuses with the purchase of uniforms. Implementation of the emergency operation plan with the receipt of the draft OCTC Emergency Operation Plan on June 28, 2017. The College community is developing a continuity plan that is scheduled to be completed by the end of Summer 2017.
2. In May 2016, local law enforcement officers conducted an Active Shooter training for all faculty and staff. CPR/Basic First Aid class was conducted on May 12, 2017. Also, in May 2017, Jeff Hendricks was trained and certified to instruction in ALICE. The College PART Team, Academic Associate Deans and Academic Leads and SNAP Team attended a FEMA Cyber Security Virtual Table Top Exercise in May 2017.

Response to Evaluation: 2017-18 Action Steps:

1. Complete continuity plans and finalize the Emergency Operations Plan.
2. Provide professional development for faculty and staff including ICS courses.
3. Use security and safety training to prepare a base line of ICS familiarity to strategically move College faculty and staff forward in preparation for an Incident Command Exercise in 2018-2019.

Evaluation of Results:

1. The completed continuity plans are awaiting final approval. The Emergency Operations Plans were completed in November 2017.
2. There were several safety and security training opportunities for OCTC faculty and staff including CPR/AED training, OSHA 10 on-site training, Chief Muravchick Safety Awareness program, and PART Team recommended base courses for incident command.
3. Planning is underway for a table top exercise in 2018-2019.

Response to Evaluation: 2018-19 Action Steps:

1. Finalize identification of emergency routes and emergency procedure information for students in the Industry Innovation Center.
2. Update and verify that all classrooms have Emergency Action Plan Summaries posted throughout the College.
3. Conduct Incident Command table top exercise.
4. Continue planning and preparation for a large-scale emergency response exercise in Spring 2020.

Business Affairs Objective 3:

Updating, renovating and maintaining OCTC facilities and grounds to provide an atmosphere conducive to learning.

Supports OCTC Objective: 6. Support|Succeed

Rationale/Resources: The surroundings can inspire learning. Continued focus on improving the OCTC facilities and grounds with updated classroom furniture, workstations, study spaces and gathering spots can encourage student learning.

2016-22 Measures of Success: Focus on projects that update, renovate and maintain OCTC facilities and grounds.

2016-17 Action Steps:

1. Relocate Radiography Lab from the Science Building on the Main Campus to the Southeastern Campus.
2. Repair damage done by hail storm in May 2015.
3. Renovate Southeastern Campus lower level HVAC.
4. Continue working with ESOS and CEMCS to create efficiencies to save energy and expenditures.
5. Upgrade exterior of Downtown and Southeastern Campuses
6. Install new and donated equipment with the academic programs.
7. Continue with the construction of the Industry Innovation Center.

Evaluation of Results:

1. The relocation of the Radiography Lab was completed in early January with the placement of a custom built table in the digital X-ray room. The lab equipment was expanded to include a new digital x-ray machine in addition to the conventional x-ray machine. The new lab had to have special approval and plans from the State. The hail storm in May 2015 did damage to all three campuses. Repair to the skylight in the Learning Resource Center is almost complete with final completion anticipated by end of Summer 2017. Damage to the interior surface around the skylight will be completed during Fall 2017. The HVAC renovation project which included the hail damage repair was bid out and construction began on May 8, 2017.
2. Construction was completed on the ESG/CEMCS Project. The Building Automation System is currently being fine-tuned. The College acquired and upgraded nursing beds for the majority of the Allied Health Programs. Additionally, Owensboro Health Hospital donated science lab equipment and it was relocated to the Science Building in June 2017.
3. Construction on the Industry Innovation Center was on hold from January 8, 2017 to May 9, 2017 since the General Contractor declared bankruptcy. On May 10, a new contract was put in place with Danco Construction.

Response to Evaluation: 2017-18 Action Steps:

1. Complete HVAC renovation project to include HVAC repairs from hail storm.
2. Complete construction of Industry Innovation Center.
3. Prepare Industry Innovation Center for classes beginning January 2018 including equipment purchase and installation and furniture purchase and installation.
4. Implement Workready grant with renovation on the Downtown Campus in preparation for new lab facilities.
5. Work with ESOS and CEMCS to create efficiencies to save energy and expenditures.
6. Begin planning for renovation of Welding labs on the Southeastern Campus for Automotive program use.
7. Complete new signage project across campuses.

Evaluation of Results:

1. Relocation of the Radiography Lab to the Southeastern Campus was completed during Summer 2017.
2. A majority of the hail storm damage has been completed, except painting the LRC ceiling. Insurance funding has been received.
3. The HVAC project on the Southeastern Campus has been completed with an overall improvement of the building environment.
4. ESOS meetings continued throughout the year. The early meetings focused on the efficiencies of the overall HVAC system. As the year progressed, the concentration focused on correcting issues and fine tuning the HVAC system.
5. Exterior upgrades for the Downtown and Southeastern Campuses were completed. Interior signage for the Downtown and Southeastern Campuses completed.
6. New and donated equipment for the science programs was installed for student use. Additionally, new donated equipment was installed in the Industry Innovation Center.

7. Construction was completed, and a certificate of occupancy was received April 4, 2018.

Response to Evaluation: 2018-19 Action Steps:

1. Finalize interior signage for the Main Campus.
2. Finalize moves and clean-up the Welding and HVAC Labs.
3. Prepare space at the Downtown Campus for the Work Ready Grant project renovations and complete those renovations.
4. Relocate Medical Assisting program to the Southeastern Campus.
5. Relocate equipment from Hancock County Center in preparation for Hancock County Schools renovation project.
6. Complete hail damage by painting the damaged ceiling in the LRC.
7. Complete repairs to the Humanities Building practice rooms caused by smoke damage.
8. Relocation of offices and space on campus to facilitate efficiencies.
9. Plan usage and renovation needs for the vacated lab space on the Southeastern Campus.
10. Operate Industry Innovation Center efficiently with new systems.
11. Fine tune the efficiencies of the HVAC systems on all three campuses with the help of ESOS and CEMCS data.

Information Technology

Information Technology Objective 1:

Technology installs and upgrades

Supports OCTC Objective: 6. Support | Succeed

Rationale/Resources: Technology that meets the needs for workforce preparation/IT budget

2016-22 Measure of Success: Up to date technology

2016-17 Action Steps:

Implement TRIO grant technology initiatives

Evaluation of Results:

Install the new TRIO grant technology components, including networking, computers, and projector.

Response to Evaluation: 2017-18 Action Steps:

Installation of the technology for the new Industry Innovation Center building.

Evaluation of Results:

Installation of wireless access points, computers, printers, network equipment, servers, telephones, and projectors was completed.

Response to Evaluation: 2018-19 Action Steps:

Installation of WorkReady Skills grant technology on the Downtown campus and Hancock Center.

Information Technology Objective 2:

Revise and update data security and recovery strategy

Supports OCTC Objective: 6. Support | Succeed

Rationale/Resources: Ensure that data is secure and safe/IT budget

2016-22 Measure of Success: No significant data loss

2016-17 Action Steps:

Document procedures to shut down the ATC server room systems in the event of a power outage.

Evaluation of Results:

The "server room shutdown procedure" document was completed and tested during a power outage in 2016.

Response to Evaluation: 2017-18 Action Steps:

OCTC Strategic Plan with Embedded Annual Plan for 2018-19

Develop an updated data recovery guide and data security strategy.

Evaluation of Results:

Updated data recovery plan and security strategy continues in progress.

Response to Evaluation: 2018-19 Action Steps:

Finalize the data backup and recovery plan and formalize the data security strategy.

Student Affairs

Student Affairs Objective 1:

Graduation Academic Plans will be checked through the Degree Audit Process

Supports OCTC Objective: 6. Support|Succeed

Rationale/Resources: To assist with the update to the PeopleSoft Degree Audit in response to using this software with Regent 8.

2016-22 Measures of Success: Approximately 15 + Graduation Academic Plans will be compared to the Degree Audit and report back to the system office any discrepancies.

2016-17 Action Steps:

The staff of the Student Records Office will procedure Degree Audit Reports for 15+ potential graduates to see if the Audit matches the submitted Graduation Academic Plan.

Evaluation of Results:

Audits were run and compared. Concerns were shared with the system office. In addition, audits were ran to show the system office how lengthy the audit reports were for student/advisor use.

Response to Evaluation: 2017-18 Action Steps:

Degree Audits will be piloted with more advisors to gather feedback.

Evaluation of Results:

Sixty students receiving aid in Spring 2017 were randomly selected and degree audit reports were pulled and used by three advisors to evaluate student progress. While the advisors became familiar with the format of the degree audit reports, they said they generally preferred to complete the academic plans without the report. No further testing of the degree audit report is planned at this point, although advisors will be encouraged to try it as they wish.

Student Affairs Objective 2:

The Student Records Staff will assist in the Smart 2 Start initiative by training the College's clerical staff on the on-line application processes.

Supports OCTC Objective: 6. Support|Succeed

Rationale/Resources: The College needs to be able to be more responsive to the applications received on-line. Currently there is only one Admissions processor to handle all of the college's applications.

2016-22 Measures of Success: The time between students applying on-line and the data be checked and the applicant ready to register will be completed in 48 hours.

2016-17 Action Steps:

1. Complete a "new" specific OCTC PeopleSoft Admissions manual.

2. Train Division Assistants on the processes as explained in the Admissions manual.
3. Develop a schedule for the Division Assistants to share the on-line applications.
4. Follow up training as necessary.

Evaluation of Results:

1. OCTC PeopleSoft Admissions manual completed.
2. Division Assistants trained.
3. Schedule developed and set.
4. Follow up training continues as processes evolve.

Response to Evaluation: 2017-18 Action Steps:

Train division assistants on new online application once it is rolled out (July 2017).

Evaluation of Results:

Division assistants were trained on the new online application which resulted in minor changes to the process. The online application processing team was expanded to new members during the year as others moved off the team. Training was provided by Kim Haydon and Stephanie Proffitt from the System Office in May 2018.

Response to Evaluation: 2018-19 Action Steps:

New team members will begin processing applications and receive follow-up training as needed. Questions about online applications that arise will be sent to the appropriate team member and copied to the VP of Student Affairs for awareness purposes.

Student Affairs Objective 3:

Implement SMART 2 START Accelerated Admissions

Supports OCTC Objective: 1. Accessible and Affordable

Rationale/Resources: Eliminating perceived barriers to student registration has the potential to get students enrolled sooner. The earlier they are enrolled, the more likely they are to transition to thinking about themselves as an OCTC student--even before classes begin. The primary resources that will be utilized are the KCTCS online application and the expertise of our admissions, records, registration, financial aid, and institutional research staff members.

2016-22 Measures of Success: Students are enrolled earlier than the Fall 2015/Spring 2016 baseline year. Ideally enrollment may increase as well.

2016-17 Action Steps:

1. Use the online application for in-person applications with the paper application only as a back-up.
2. Register students the same day if possible.
3. Do not place service indicators for HS transcripts, testing, or SkillTrain
4. Send reminders about HS/GED transcripts sent at beginning of December for spring, May for summer, and July for fall. If transcripts are not supplied, change the student to non-credential seeking

Evaluation of Results:

While it was a learning process, the use of the online application has greatly accelerated the admissions/registration process for most applicants. Key issues (e.g., lack of a SSN on partial PeopleSoft record, lack of personal e-mail address/updated cell number) were identified and steps were taken at intake to resolve the issue so that the application would process. Holds are no longer placed and students are contacted about missing transcripts before classes begin. The number contacted before spring classes was in the single digits.

Response to Evaluation: 2017-18 Action Steps:

1. Tell applicants to not submit the application until START Center staff can check the application
2. Use the new online application in the SMART 2 START process
3. Train additional faculty adjunct advisors in the START Center

Evaluation of Results:

1. This process has worked well, although sometimes applicants submit before we can catch them.
2. The new application was implemented with no major concerns arising
3. David Martin assisted in the START Center in the fall. Amanda Blohm-Thompson, an adjunct instructor, was able to work in the START Center in the spring.

Response to Evaluation: 2018-19 Action Steps:

Accelerate the HS to college transition by allowing current year HS graduates register without college transcripts for dual credit.

Student Affairs Objective 4:

Revamp placement guidelines and placement testing processes

Supports OCTC Objective: 2. Career and College Knowledge

Rationale/Resources: Initiatives at the national, state, and system level are promoting the acceleration of transitional education for underprepared students, particularly through co-requisite models. OCTC is piloting courses such as these while simultaneously preparing for the sunset of COMPASS in November 2016. We will need to explore new placement testing options and revamp our testing guidelines to reflect the new processes we develop.

2016-22 Measures of Success: Students are able to take new placement tests and the new transitional education sequence is reflected in our guidelines.

2016-17 Action Steps:

1. Pilot TABE, KYOTE, and Wonderlic
2. Explore additional testing options
3. Revise placement testing guidelines

Evaluation of Results:

1. TABE, KYOTE, and Wonderlic were piloted. Wonderlic is not being actively used as an option. TABE and KYOTE were fully implemented.
2. Additional testing options were explored. It is possible that Ed Ready may be used. Accuplacer is being used by some KCTCS colleges but scores cannot be entered in PeopleSoft.
3. Placement testing guidelines were revised to reflect the new co-requisite model. RDG 100 was

dropped in Spring 2017 and ENG 100 is being used in its place.

Response to Evaluation: 2017-18 Action Steps:

1. Explore moving to using KYOTE Math and Reading as the primary placement tests with TABE-A as the backup
2. Explore the use of Ed Ready for placement for out-of-state online students.

Evaluation of Results:

1. Use of KYOTE Math and Reading as the first tests has worked well. TABE-A is used as needed.
2. Ed Ready was used for Healthcare Facilities Leadership students.

Response to Evaluation: 2018-19 Action Steps:

1. Monitor the success of Healthcare Facilities Leadership students who used Ed Ready for placement.
2. Explore the use of ACT College Ready and ACT Academy for placement test preparation.
3. Prepare to respond to use of HS GPA for placement.

Student Affairs Objective 5:

Help students select the field of study that meets their life goals

Supports OCTC Objective: 2. Career and College Knowledge

Rationale/Resources: Goal-focused students are more likely to persist and complete. We need to help orient student to their goal and track this information through their career at OCTC. This can be done via academic plans, the academic plan drive, and PeopleSoft student groups with the leadership of advisors.

2016-22 Measures of Success: All credential-seeking students have an identified goal on academic plans published on the academic plan drive. All AA and AS students have a transfer program of study or transfer institution (or both) identified by student groups in PeopleSoft.

2016-17 Action Steps:

Implement new SMART admissions process with a supporting pre-application. The first two letters of the SMART acronym focus on this:

Sit. Introduce yourself (hopefully they will share their first name—remember it). Ask for last name. Find if the student is in PS, look for test scores, ask whether they have they attended any other college.

Make a plan - Can apply non-credential if the student wants to register today but have credit from other colleges, then switch. Decide on a major otherwise. Complete a major change that includes the student group if needed. Include any transfer institution student groups.

Evaluation of Results:

New process implemented and pre-application piloted.

Response to Evaluation: 2017-18 Action Steps:

Implement the pre-application to guide the intake process and collect student group data (i.e., transfer college

intentions and selective admissions programs)

Evaluation of Results:

While more student groups are being placed, the use of the pre-application is still uneven.

Response to Evaluation: 2018-19 Action Steps:

Explore new ways to encourage the placement of transfer institution/transfer pathway student groups, possibly as a part of the new AA/AS advising model.

Student Affairs Objective 6:

Implement Pell for Early College Experiment

Supports OCTC Objective: 1. Accessible and Affordable

Rationale/Resources: The availability of Pell Grants will allow more students to enroll in the Early College program.

2016-22 Measures of Success: Pell Grants awarded to Early College students.

2016-17 Action Steps:

1. Coordinate with College and Career Readiness Coordinators at participating secondary schools.
2. Hold a Parent Night to introduce the Pell experiment.
3. Distribute the Early College -Pell Experiment Parent Guide to interested families.
4. Work with the OCTC Bookstore to ensure that all institutional charges are covered.

Evaluation of Results:

1. Throughout the year, we have worked closely with the College and Career Readiness Coordinators at each of our partner high schools. Together we were able to assist students with FAFSA completion and to answer questions throughout the year about financial aid.
2. We hosted our Early College Parent Night in July. I was pleased with the attendance at this event and our ability to speak one-on-one with families about their particular circumstances.
3. We distributed copies of the Early College Parent Guide at our meeting in July and we also had several copies to give out to interested families throughout the year. The guide was informative and was not specific to the beginning of the term only.
4. We were able to coordinate with the bookstore to ensure all textbook charges were covered. We had a few hitches along the way, so we will need to make some adjustments for next year.

Response to Evaluation: 2017-18 Action Steps:

1. Additional secondary schools are showing interest in allowing students to participate in the experiment. We will work with the counselors and CCRCs to get their students started in the program.
2. Visit partner high schools to assist interested students in FAFSA completion.
3. Use vouchers in lieu of continually updating a list to allow students to purchase textbooks at the bookstore.

Evaluation of Results:

1. We expanded participation in the Pell experiment to students from three additional secondary schools.
2. We participated in FAFSA nights/FAFSA events at four partner high schools.
3. Early College Pell recipients visited the financial aid office to receive a voucher prior to purchasing books in the bookstore. This process seemed to cut out a lot of the frustration we faced during the previous academic year.

Response to Evaluation: 2018-19 Action Steps:

1. Grow participation at all local education agencies. Some of our partner schools only have one or two students participating in the Pell Experiment. We have an opportunity to reach more.
2. Collaborate with ACT and NACEP on program evaluation initiatives.
3. Participate in FAFSA completion events.

Student Affairs Objective 7:

Implement the Early FAFSA using Prior-Prior Year Income Data

Supports OCTC Objective: 1. Accessible and Affordable

Rationale/Resources: Changing the availability of FAFSA to October 1 allows student and families more time to make a plan to pay for college.

2016-22 Measures of Success: ISIRs loaded into PeopleSoft prior to January 1 and financial aid awards offered based on PPY information.

2016-17 Action Steps:

1. Implement a public relations campaign on the introduction of early FAFSA.
2. Attend parent nights at local high schools to assist families in filing FAFSAs.
3. Present information on the availability of early FAFSA at FYE 100 and TRiO workshops.
4. Assist students in filing FAFSAs.

Evaluation of Results:

1. KCTCS successfully implemented a marketing blitz to publicize the introduction of Early FAFSA.
2. We attended parent nights at four local high schools to assist with Early FAFSA filing in October.
3. We announced the new FAFSA deadline and encouraged Early FAFSA filing in FYE 100 and TRiO Workshop presentations.
4. We began filing 2017-2018 FAFSAs in our office on Monday, October 3rd. Over 1200 students filed a FAFSA before January 1, 2017.

Response to Evaluation: 2017-18 Action Steps:

1. To continue the success of Early FAFSA, we will work with our secondary partners to schedule parent nights again this year.
2. We utilize email and various social media tools to remind current students of the availability of the 2018-2019 FAFSA on October 1, 2017.

Evaluation of Results:

1. OCTC participated in FAFSA nights at four partner schools to assist with FAFSA filing.
2. Over 1700 students filed a FAFSA before January 1, 2018.

Student Affairs Objective 8:

The Counseling Center will support the SMART 2 START admissions process by fostering same day registration for readmit students.

Supports OCTC Objective: 1. Accessible and Affordable

Rationale/Resources: Eliminating perceived barriers to student registration has the potential to get students enrolled sooner. The earlier they are enrolled, the more likely they are to transition to thinking about themselves as an OCTC student--even before classes begin. The primary resources that will be utilized are the KCTCS online application and the expertise of our admissions, records, registration, financial aid, and institutional research staff members.

2016-22 Measures of Success: Students are enrolled earlier than the Fall 2015/Spring 2016 baseline year.

2016-17 Action Steps:

1. Assist in-person applicants with applying online when applicable. Use paper application only as a back-up.
2. Register students the same day if possible.

Evaluation of Results:

While it was a learning process, the use of the online application has greatly accelerated the admissions/registration process for most applicants. Key issues (e.g., lack of a SSN on partial PeopleSoft record, lack of personal e-mail address/updated cell number, the need to reset passwords in order to complete the readmit application) were identified and steps were taken at intake to resolve the issue so that the application would process. Same day registration takes place when possible. Holds are no longer placed and students are contacted about missing transcripts before classes begin. The number contacted before spring classes was in the single digits.

Response to Evaluation: 2017-18 Action Steps:

1. Staff will be trained on using the new online application.
2. Calls will continue to be made to students missing transcripts and test scores.

Evaluation of Results:

The process has worked well; Counseling Center staff are serving students directed from the START Center and assisting students with the online application to facilitate same day registration. The objective is complete.

Student Affairs Objective 9:

Begin investigating On-line Application for Graduation Process

Supports OCTC Objective: 6. Support|Succeed

Rationale/Resources: Look at several on-line application for graduation processes used at other KCTCS Colleges. This will expedite the process for students and advisors.

2016-22 Measures of Success: The process will be tested in Summer 2017.

2016-17 Action Steps:

Begin conversations with ECTC's Registrar to find out what is needed to begin the process.

Evaluation of Results:

Program that ECTC uses cannot be implemented at OCTC without considerable time and expense. A new survey software available to IT/IR may be an option.

Response to Evaluation: 2017-18 Action Steps:

Explore use of survey software, in conjunction with IT, to see if it can be used for an online graduation application.

Evaluation of Results:

Piloted the online graduation application Summer 2017. Continued refining it Fall 2017 and all potential graduates now apply online.

The graduation exit survey was incorporated into the online graduation process Summer 2017 and continues to be a portion of the online graduation process.

Response to Evaluation: 2018-19 Action Steps:

Incorporate improvements to the online application as the process is refined.

Student Affairs Objective 10:

Introduce and implement the 15 to Finish Scholarship

Supports OCTC Objective: 1. Accessible and Affordable

Rationale/Resources:

- KCTCS continues to seek entrepreneurial ways to incentivize students to take 15 semester credit hours in order for them to complete their college degree in two years or less. Numerous studies conclude that 15 hours per semester reduces the cost of college, can lead to higher GPAs, and lowers dropout rates.
- The Kentucky Chamber of Commerce has requested that KCTCS, as a vital resource and partner, help address the Commonwealth's education skills gap by creating an incentive to assist students in earning an associate degree at a faster rate.
- Kentucky statutes require that the Council on Postsecondary Education (CPE) develop and implement an agenda that advances the goals of the Postsecondary Education Improvement Act. CPE's 2016-2021 Strategic Agenda advances an ambitious goal: to raise the percentage of Kentuckians with a high-quality postsecondary degree or certificate to 60% by the year 2030. Achieving this goal is critical if the Commonwealth hopes to accelerate job creation, grow the economy, and expand Kentucky's tax base through the contributions of a more skilled, productive workforce.
- The "15 to Finish" campaign is a key strategy of a larger student success effort to increase high quality degrees and credentials, increase graduation rates and close achievement gaps in Kentucky. The initiative is part of a nationwide effort promoted by Complete College America, an organization whose mission is to increase the number of Americans with career certificates or college degrees.

2016-22 Measure of Success: 15 to Finish Scholarship results in more students completing their degree in under three years.

Response to Evaluation: 2018-19 Action Steps:

1. Educate the campus community on the availability of the 15 to Finish Scholarship.
2. Present information on the scholarship opportunity to students at Pathfinder Day and FYE 100 classes.
3. Award the 15 to Finish Scholarship of \$500 per semester for any paying student that completes 15 credit hours in a semester (A, B, C, D, or P) and enrolls in 15 credit hours for the following semester (fall or spring).

**Student Affairs Objective 11:
Implement Pathfinder Day**

Supports OCTC Objective: 6. Support|Succeed

Rationale/Resources: Pathfinder Day is a fun day on campus where students and their families can learn about OCTC's programs and resources, find their classes, order books, resolve issues, and meet faculty and staff. It's an orientation and program fair all in one day.

2016-22 Measures of Success: Pathfinder Day attended by new students, interested transfer/readmit students, and any supporting family members.

Response to Evaluation: 2018-19 Action Steps:

1. Form a Pathfinder Day Committee and determine the Pathfinder Day format
2. Create subcommittees to oversee coordination, marketing, program fair, refreshments, and activities

**Student Affairs Objective 12:
Complete Firefighter application scanning**

Supports OCTC Objective: 1. Accessible and Affordable

2016-22 Measures of Success: All firefighter applications scanned into OnBase.

Response to Evaluation: 2018-19 Action Steps:

Scan previous eight years of paper firefighter applications, currently housed in filing cabinets, into the students' records in OnBase.

Workforce Solutions

Workforce Solutions Objective 1:

Expand Workforce Solutions programming and outreach services to ensure accessible and affordable learning options.

Supports OCTC Objective: 1. Accessible and Affordable

Rationale/Resources: This objective supports the KCTCS goal of raising the level of educational attainment in the Commonwealth by positioning KCTCS as the accessible, affordable, and relevant postsecondary education choice for Kentuckians.

2016-22 Measures of Success:

1. Launch one (1) new GO FAME cohort for a non-manufacturing employer. Host two (2) recruitment events – one for prospective employers and one for potential students.
2. Create and deliver computer-based training solutions to two (2) employer partners.
3. Offer at least four (4) professional development sessions for OCTC faculty and staff to help promote the college.
4. Identify computer lab space for the Owensboro Innovation Academy at OCTC's Downtown Campus.

2016-17 Action Steps:

1. Replicate the successful strategies of the GO FAME model for expansion to non-manufacturing industry sectors.
2. Broaden the scope of OCTV to include the development of interactive computer-based training (CBT) solutions that provide accessible learning options.
3. Support the college's strategic management enrollment efforts by training employees on techniques to promote "It's Smart to Start at OCTC" campaign.
4. Assist in the expansion of the Owensboro Innovation Academy.

Evaluation of Results:

1. Launched a "GO CAREERS" Business Administration Degree program for incumbent workers at US BANK. Explored two new options under the GO CAREERS umbrella for 2017-18 launch.
2. With OCTV fully integrated within the Workforce Solutions umbrella, a CBT team developed new, interactive training programs for Audubon Area Community Services, the Kentucky Society for Health and Safety Engineers, US Bank, Big Rivers, and Aleris Corporation. Topics range from Contractor Safety, leadership/supervisory management, chemical and regulatory safety, technical writing, mentoring, and the Spanish translation of a current program.
3. WS offered four training sessions to 60 faculty and staff members titled, "It's Smart to Start at OCTC/Raise Your Game".
4. WS supported the Owensboro Innovation Academy's exploration and collaboration on IT training via the Work Ready Skills Initiative.

Response to Evaluation: 2017-18 Action Steps:

1. Launch two new, community-wide GO FAME/GO CAREERS cohorts based on work and learn model.
2. Explore alternative high school equivalency model with Owensboro Public School partners.
3. Engage non-native English speaking high school students in exploration of dual credit and college career programming.

4. Expand KSHE CBT delivery into additional market areas.
5. Promote Work Ready Scholarships to WS cohorts.

Evaluation of Results:

1. Launched a "GO CAREERS" Medical Assisting program and Tech X: Multi-craft Technician program. Also received funding to launch an Incumbent Women in Manufacturing cohort for the GO FAME AMT program.
2. Owensboro Public School established a non-traditional classroom to recover HS credits and located at WS' Downtown Campus location.
3. SkillTrain's ELL program in partnership with area high schools and held a weekend retreat for non-native English speaking high school students focused on dual credit and college transition. dual credit and college career programming.
4. WS CBT offerings were responsible for 75% of WS non-credit course offerings. The WS CBT training portfolio and related "hosting" services were increased significantly. CBT services were provided to additional non-profit agencies and industry clients. WS was asked by KCTCS to assume the leadership of the NSF funded AMTEC, the Advanced Manufacturing Technical Education Collaborative. The KSHE health safety curriculum was expanded to Texas, Oklahoma and Virginia. Companies with the highest enrollments were:
 - 357 KSHE
 - 838 GRITS Non-Credit Enrollment
 - 1070 Aleris Non-Credit Enrollment
 - 2091 Audubon Area Non-Credit Enrollment
 - 1541 AMTEC
5. Information on the Work Ready Kentucky Scholarship was incorporated into all recruitment activities for GO FAME/GO CAREERS students. Applications for WRKS was supported via direct referrals to OCTC Financial Aid team.

Response to Evaluation: 2018-19 Action Steps:

1. Increase overall CBT sales and revenues by 20%.
2. Promote Work Ready Scholarships to WS cohorts.
3. Provide support to renovate and equip the "Innovation Labs for Emerging Skills and Technologies" at OCTC's Downtown Campus and Hancock County Center.
4. Launch new training programs related to OCTC's new IIC and the Innovation Labs updated facilities and equipment.
5. Launch new NSF funded: Incumbent Women in Manufacturing Cohort.
6. Launch hands-on training program related to the new AMTEC Training equipment.
7. Update AMTEC CBT curricula to ensure ADA Compliance.
8. Collaborate with Academic and Student Affairs to develop an "On Ramp" program for SkillTrain's GED students.

Workforce Solutions Objective 2:

Prepare students for college and career success.

Supports OCTC Objective: 2. Career and College Knowledge

Rationale/Resources: This objective supports the KCTCS goal to increase access and success for all KCTCS students, particularly among traditionally underserved populations.

2016-22 Measures of Success:

1. Meet the following goals for 2016-17 (as tracked by DSS):
 - Workforce Credit Enrollment: 575
 - Workforce Credit Businesses Served: 25 non-duplicated
 - Non-Credit Enrollment: 1,500
 - Non-Credit Businesses Served: 35 non-duplicated
 - Workforce Assessments: 3,000
2. Offer at least two (2) new opportunities for underserved populations.
3. Commit two (2) Workforce Solutions employees to OCTC's SEM Health Care Team.
4. Commit three (3) Workforce Solutions employees to work on a new Certified Medical Assistant program.

2016-17 Action Steps:

1. Continue developing and offering customized training and workforce assessment services to the region.
2. Provide opportunities to underserved populations through SkillTrain programming and services, as well as special initiatives such as GO FAME.
3. Participate in OCTC's Strategic Enrollment Management (SEM) Health Care Team to help increase awareness of health career programs.
4. Work with academic partners to develop a new Certified Medical Assistant program to meet an increasing need of regional employers.

Evaluation of Results:

1. WS provided extensive business and industry training and assessments; serving more than 340 companies, providing more than 7700 assessments, as well as enrolling more than 915 individuals in credit-bearing coursework and 3568 individuals in non-credit courses.
2. WS supported under-skilled participants through its SkillTrain Center (Adult Education Services). Hallmark initiatives, included: a TAG-D Federal Grant program which provided pre-employment training entitled: *The American Workplace* to 18 participants (ages 17-20) with 15 youth placed in summer employment, *Bridges: Connecting Schools & Refugee Families* with 40 adults and 60 children, and an Accelerating Opportunity Kentucky (AOK) - Phlebotomy course.
3. Four WS team members participated in OCTC's cross-divisional SEM Healthcare initiative.
4. WS lent major support to the college's priority to launch a new Medical Assistant Program option for launch in fall, 2017. The program was approved by the KCTCS Board of Regents in June, 2017.

Response to Evaluation: 2017-18 Action Steps:

1. Expand WS CBT portfolio to additional clients and state organizations.
2. Promote career exploration, engagement, and access to support services for SkillTrain students.
3. Expand TAG-D high school student program to include campus tours and college/career exploration activities.
4. Identify and develop two, short-term, healthcare certification offerings.
5. Launch Medical Assistant program in fall, 2017 and seek national accreditation for the program.

Evaluation of Results:

1. Expanded WS CBT portfolio: assumed the leadership/management of national AMTEC, KSHE contract was expanded to Virginia, Texas, and Oklahoma. Collaborated with HCC to provide CBT leadership training for industry client. Collaborated with KCTCS sister colleges to re-package WS Leadership CBT's for re-sale.
2. Made multiple schedule changes to offer regular scheduled career exploration, engagement, and access to support services for SkillTrain students.
3. TAG-D high school student program included campus tours and college/career exploration

- activities; culminating with a weekend retreat at Maple Mount.
4. Developed two, short-term, healthcare certification programs to be marketed to industry clients - KMA and Medical Assisting.
 5. Launched Medical Assisting program in fall 2017. The initial application process has been completed and the on-site national accreditation body visit will take place in the fall of 2018.

Response to Evaluation: 2018-19 Action Steps:

1. Explore career pathway opportunities utilizing AMTEC curricula, assessments, and certifications.
2. Develop budget friendly adult education and ELL (services and hours) program offerings that meet the needs of residents in McLean, Daviess, Ohio and Hancock counties.
3. Expand Workforce Solutions (general public) offerings in short-term Allied Health programs, such as KMA, CNA, and Phlebotomy.
4. Hire an instructor; as well as recruit and retain the inaugural cohort for the "Incumbent Women in Manufacturing" program.
5. Expand the TECH: X program with particular emphasis on recruiting adult students \geq 24 years old.

Workforce Solutions Objective 3:

Support diversity and promote an inclusive environment.

Supports OCTC Objective: 3. Inclusiveness

Rationale/Resources: This objective supports the KCTCS goal of increasing access and success for all KCTCS students, particularly among traditionally underserved populations.

2016-22 Measures of Success:

1. Offer at least two (2) new opportunities for low-income and underrepresented minority students.
2. Encourage at least two (2) Workforce Solutions employees to participate in the college's SAFE Space Ally program.

2016-17 Action Steps:

1. Increase opportunities for underserved, low-income, and underrepresented minority students through SkillTrain programs and expanded GO FAME options.
2. Participate in the college's SAFE Space Ally program.

Evaluation of Results:

1. By expanding GO FAME to include the Computerized Manufacturing and Machining program as well as the GO CAREERS Financial Services program, approximately 40 additional low-income/low skill students are being served. Additionally, WS supported under-skilled and low income participants through its SkillTrain Center (Adult Education Services). Hallmark initiatives for ELT students, included: a TAG-D Federal Grant program which provided pre-employment training entitled: *The American Workplace* to 18 participants (ages 17-20) with 15 youth placed in summer employment.
2. OCTC's Downtown Campus has a WS employee trained and providing services under the Safe Space Ally program.

Response to Evaluation: 2017-18 Action Steps:

1. Engage new AmeriCorps workers to recruit non-native and at risk students, as well as to train new volunteers to support outreach activities on behalf of these populations.
2. Replicate and expand the *Bridges to English: Connecting Schools and Families* training program with secondary school partners.
3. Explore opportunities to integrate adult education and college transition supports within the Owensboro Public School system's alternative high school completion program.

Evaluation of Results:

1. Engaged new AmeriCorps workers to recruit non-native and at risk students, as well as to train new volunteers to support outreach activities on behalf of these populations.
2. Replicated and expanded the Bridges to English: Connecting Schools and Families training program with secondary school partners.
3. Explored opportunities to integrate adult education and college transition supports within the Owensboro Public School system's alternative high school completion program.

Response to Evaluation: 2018-19 Action Steps:

1. Implement NSF ATE Grant – Advancing Female Incumbent Workers in the Manufacturing Industry
 - Recruit and enroll 24 students total – 12 female incumbent workers for an all-female GO FAME cohort for August 2018 and August 2019
 - 70% retention and graduation
 - 40% female sustainability in Fall 2020 GO FAME Cohort
2. KCTCS Entrepreneurial and Innovation Initiative for Non-Traditional Students (TECHX)
 - Recruit and enroll 32 students total – (2) cohorts of 16 students each in Multi-Craft Technologist program
 - 80% completion rate
 - 90% persistence rate
 - 95% job placement rate

Workforce Solutions Objective 4:

Create an awareness of baccalaureate opportunities.

Supports OCTC Objective: 4. Baccalaureate Connections

Rationale/Resources: This objective supports the KCTCS goal to develop clear pathways through all levels of postsecondary education with an emphasis on experiential learning that lead to successful employment outcomes for KCTCS graduates.

2016-22 Measures of Success: Discuss baccalaureate information with GO FAME students at least once a year.

2016-17 Action Steps:

Promote the 2+2 baccalaureate opportunities to GO FAME students as a viable option after completing the program.

Evaluation of Results:

GO FAME graduated its first Advanced Manufacturing Technician cohort in May 2017. All fifteen earned

Associates Degrees. Three students will begin work toward their Bachelor's degrees in fall, 2017. Five students are continuing to pursue additional certifications and/or pre-Baccalaureate coursework at OCTC.

Response to Evaluation: 2017-18 Action Steps:

1. Seek funding opportunities to support GO FAME/GO CAREERS success coaching and advising for college completion and transition.

Evaluation of Results:

Hired a GO CAREERS Success Coach for the health and business programs. Workforce credit enrollment:

45 GO FAME (AMT, CMT), 23 graduates
29 GO CAREERS, 18 graduates
52 IBEW, 10 graduates
28 Medical Assisting

Response to Evaluation: 2018-19 Action Steps:

1. Expand GO FAME AMT AND CMM Apprenticeship Programs that lead to an AAS.
2. Expand GO CAREERS BAS Program that lead to a diploma.
3. Continue to support IBEW's Apprenticeship program that leads to an AAS.
4. Advertise and recruit students for the Kentucky Work Ready Skills Initiative that offers scholarships for students who have never attended college.

Workforce Solutions Objective 5:

Provide innovative pathway programs that lead students to successful employment.

Supports OCTC Objective: 5. Career Connections

Rationale/Resources: This objective relates to the KCTCS goal to develop clear pathways through all levels of postsecondary education with an emphasis on experiential learning that lead to successful employment outcomes for KCTCS graduates.

2016-22 Measures of Success:

1. Commit one (1) Workforce Solutions employee to serve as project manager for GO FAME.
2. Launch the first non-manufacturing GO FAME cohort.
3. Commit three (3) Workforce Solutions employees to work on the implementation of a Certified Medical Assistant program.

2016-17 Action Steps:

1. Continue the daily project management and student support services required to expand GO FAME programming.
2. Launch the first cohort of a non-manufacturing GO FAME cohort.
3. Work closely with academic partners to propose and launch a new Certified Medical Assistant program.

Evaluation of Results:

1. Dedicated an experienced project manager to the daily project management and student support
- OCTC Strategic Plan with Embedded Annual Plan for 2018-19*

services required to support and expand GO FAME/GO CAREERS and the IBEW Degree Completion collaborative.

2. In fall, 2016 WS launched the GO Careers Business Administration degree program for incumbent workers at US BANK. A cohort of eighteen students is entering their third semester of coursework.
3. WS led a multi-division team to: survey industry need, vet curricula and viability of an alternate program modality, develop an academic program proposal and related budget, as well as a recruitment plan for sponsoring employers and prospective participants. OCTC's Medical Assistant diploma program was approved by the KCTCS Board of Regents for launch in fall, 2017.

Response to Evaluation: 2017-18 Action Steps:

1. Launch new Medical Assistant program and identify sponsoring employers for work and learn employment during academic program window.
2. Provide greater outreach to long-term care facilities to assess need for advanced nursing assistant program, as well as to promote more accessible KMA course offerings.
3. Develop and launch two hybrid-CBT certificates, recognized by industry-partners, that would garner a salary increase or opportunity for higher skilled position upon completion.
4. Explore opportunities for alternative and/or refugee high school students to participate in co-op or part-time employment via WS programming or industry collaborations.

Evaluation of Results:

1. Launched new Medical Assistant program with 28 students and identified sponsoring employers for work and learn employment during academic program window.
2. Provided greater outreach to long-term care facilities via direct industry visits and significantly increased CNA and KMA public course offerings. Provided advising assistance for advanced nursing assistant program.
3. The development of Hybrid- CBT certificate programs was indefinitely postponed due to WS assuming the leadership and management of AMTEC and the initiation of the KCTCS Innovation award for the TECH X program.
4. Placed refugee high school students in paid summer employment opportunities. Recruited refugee high school students, to participate in the TechX program.

Response to Evaluation: 2018-19 Action Steps:

1. Promote the fact that several TECHX (short-term, hands-on experiential program) students have been employed before completing the program as a result of the skills learned.
2. Recruit additional employers for the GO FAME apprenticeship program by advertising that most companies have been so satisfied with the students that they hired them upon completion of the program.
3. Recruit participants for the NSF Women in Manufacturing program and make connections with companies for experiential learning sites.
4. Renovate the labs at Hancock County and the Downtown Campus with equipment that provides training for emerging technologies.
5. Expand the AMTEC market share via conference/networking events, direct industry visits, and hosting/participating in professional development opportunities for faculty end users.
6. Explore potential collaboration between AMTEC and AMATROL.

Workforce Solutions Objective 6:

Support student engagement and success strategies.

Supports OCTC Objective: 6. Support|Succeed

Rationale/Resources: This objective supports the KCTCS goal to improve student engagement, support, experiences, and success with best-in-class academic and student services.

2016-22 Measures of Success:

1. Commit one (1) Workforce Solutions employee to provide personalized student success coaching.
2. Offer one (1) FYE 100 class at the Downtown Campus.

2016-17 Action Steps:

1. Continue providing personalized student success coaching.
2. Offer an FYE 100 class at the Downtown Campus.

Evaluation of Results:

1. Dedicated a highly experienced, WS project manager to provide personalized student success coaching to the division's business and industry academic program collaborations - GO FAME/GO CAREERS and the IBEW Degree Completion partnership.
2. A WS faculty team member offered (1) FYE 100 class at the Downtown Campus.

Response to Evaluation: 2017-18 Action Steps:

1. Employ an AmeriCorps volunteer for student recruitment into adult education services.
2. Collaborate with EDC partner to successfully recruit Business Administration and Medical Assistant students for fall GO CAREERS offerings.
3. Provide training for personnel new to the Success Coach and recruitment roles.
4. Host an integrated planning workshop with OPS partners launching new alternative diploma program for at risk youth.

Evaluation of Results:

1. Employed an AmeriCorps volunteer for student recruitment into adult education services.
2. Collaborated with EDC partner to successfully recruit Business Administration (21 students) and Medical Assistant (28 students) students GO CAREERS offerings.
3. Provide training for Allyson Sanders, Go Careers Success Coach.
4. Developed a hands-on, advanced manufacturing, multi-craft program (TECHX) that appeals to kinetic learners.

Response to Evaluation: 2018-19 Action Steps:

1. Provide GO FAME coaching services to ensure student retention and success.
2. Provide TECHX coaching services to ensure student retention and success.
3. Establish "Women in Manufacturing" coaching services to ensure student retention and success.
4. Establish help desk services for AMTEC and CBT offerings to ensure access and completion.

Workforce Solutions Objective 7:

Support the needs of employers and advance the community.

Supports OCTC Objective: 7. Sharing our Spirit

Rationale/Resources: This supports the KCTCS goal to align programs and curricula with needs of employers that enhance the employability, job placement, and career development of KCTCS graduates.

2016-22 Measures of Success:

1. Assist with implementation of the KY Work Ready Grant-supported Innovation Lab for Emerging Skills and Technologies at the Downtown Campus and at the Hancock County Center.
2. Assist the GO EDC and Chamber with B&I industry sector forums.
3. Write two (2) Workforce Solutions articles for the GO Business magazine.
4. Complete the translation work for the Kentucky Society of Healthcare Engineers (KSHE) Healthcare Technician Certification Spanish version.

2016-17 Action Steps:

1. Work with the college to transform part of the Downtown Campus and the Hancock County Center into an Innovation Lab for Emerging Skills and Technologies as part of the Kentucky Work Ready grant.
2. Work with community partners to host business and industry forums to determine future workforce needs in healthcare, manufacturing, banking/finance and service-related sectors.
3. Promote Workforce Solutions in community publications such as the GO Business magazine.
4. Manage the translation work for the Kentucky Society of Healthcare Engineers (KSHE) Healthcare Technician Certification Spanish version.

Evaluation of Results:

1. WS team members participated in the college's Work Ready Skills grant application. A WS senior project director crafted the successful "Innovation Lab for Emerging Skills & Technologies" proposal which included significant equipment and remodeling funds for industry training at OCTC's Downtown Campus and its Hancock County Training Center.
2. WS supported a collaborative workforce needs initiative between OCTC, WKU-O, the GO Chamber of Commerce, and GO EDC. WS lent its assistance in drafting the agenda, as well as by providing scribes and administrative support for participant recruitment and registration.
3. WS submitted three articles/ads for the GO Business magazine.
4. The WS CBT team completed the Spanish version of the KSHE Healthcare Technician Certificate program, launching the program in spring, 2017.

Response to Evaluation: 2017-18 Action Steps:

1. Hire a new WS Director of Sales and Marketing to markedly raise awareness of products and services.
2. Promote and expand CBT and hybrid training offerings.
3. Expand outreach to healthcare employers re. Medical Assistant Certificate, short-term training in technical and soft skill areas, as well as opportunities for customized CNA and KMA programs.
4. Support the remodeling and equipment installation on the downtown campus of both the allied health career center and the Work Ready Innovation labs.
5. Promote related (and expanded capacity) business and industry programming to clients and community.

Evaluation of Results:

1. Hired a new WS Director of Sales and Marketing to markedly raise awareness of products and services. Company data:

Face-to-face meetings: 243
Companies contacted: 142

2. Expanded CBT and hybrid training offerings. Developed a hands-on, advanced manufacturing, multi-craft program (TECHX) as a result of company needs for employees with skills in multiple

trades.

3. Expanded outreach to healthcare employers with Medical Assistant Certificate, short-term training in technical and soft skill areas, as well as opportunities for customized CNA and KMA programs.
4. Support the remodeling and equipment installation on the downtown campus of both the allied health career center and the Work Ready Innovation labs. Work is on-going in the 18-19 school year.
5. Promoted related (and expanded capacity) business and industry programming to clients and community.

PERFORMANCE DATA

Year ending 6/30/18

Workforce Credit Enrollment	1710
45 GO FAME (AMT, CMT), 23 graduates	
29 GO CAREERS, 18 graduates	
52 IBEW, 10 Graduates	
28 Medical Assisting	
Workforce Credit Businesses Served:	49
Non-Credit Enrollment	8427
Non-Credit Hours Converted to Credit Hours	1869
Non-Credit Businesses Served	128
Workforce Assessments	8863
(Does not include AMTEC, CNA,KMA tests)	
Businesses Served by SkillTest	220
(Does not include AMTEC, CNA,KMA employers)	
Degrees and Certificates earned	299
(GO FAME, GO CAREERS, IBEW, Medical Assisting, Health classes)	
Degrees and Certificates earned (age 24+)	165
Amtec assessments since 2-1-18 as of 6-13-18	854
Amtec companies served since 2-1-19 as of 6-13-18	27

Response to Evaluation: 2018-19 Action Steps:

1. Increase credit, non-credit and assessment offerings that companies desire.
2. Implement Dart Foundation ABB's IRG 120 Educational Robot Package- provide OCTC's AMT students with hands-on experiences needed for effective use of modern robotic manufacturing systems found in today's manufacturing facilities.
3. Expand the AMTEC instructional and industry-led collaborative model for the partners to grow, sustain, and replicate within other industry sectors. Drive performance improvement through the use of performance measures that systematically align AMTEC organizational direction and resources

Appendix

OCTC Strategic Planning Sessions

November 2016

Meeting Outline
OCTC Strategic Planning Meetings
November 5 and 6, 2015

OCTC Strategic Planning 2016-22 - Key events

2015

April	Out of the Box Listening Tour
Summer	CPE Listening Tour
Summer	KY Chamber Workforce Report
Summer	CPE and KCTCS Goals drafted
September	Coffee Conversations with Dr. Williams
October	Regional Economic Roundtables

A Look Back - OCTC Highlights Since 2010

Record-setting enrollments and graduates

- Highest enrollment in the history of the college: 7095 (Fall 11)
- Highest number of credential-seeking students: 3812 (Fall 10)
- Highest number of credentials awarded: 1867 (2011-12)
- Highest number of associate degrees awarded: 650 (2012-13)

Facilities opened and updated

- Maintenance Building completed and Bookstore moved
- Southeastern Campus renovated
- Hancock County Center and Annex opened
- TRAC Central and Cyber Center opened
- Food service on the Main Campus
- Campuses become tobacco free

Milestones

- 10 year anniversary of Discover College
- 10 year anniversary of the Common Reading
- 25th anniversary of the college
- Tomorrow's Tech National Program of the Year

State and community leadership

- Sister Cities exchanges, visits, and agreement
- FIRST Lego League and FIRST Tech Challenge events hosted
- Faculty, staff, and student reps elected to the Board of Regents
- EPIC training for Owensboro Health
- Super Sunday implemented and continued
- KY FAME Chapter created
- Cobra car built--and soon to be sold!

New programs

- Veterinary Technology
- Healthcare Facilities Leadership

- Horticulture
- Medical Information Technology
- Associate in Fine Arts
- Hager Scholars Program

New federal grants - Over \$5.6 million in total!

- Title III
- Department of Labor
- National Endowment for the Humanities
- National Science Foundation
Advanced Technological Education (3 grants) and S-STEM
- TRIO

New accreditations

- Automotive Technology
- Business Administration Systems
- Diesel Technology
- Discover College
- Paramedic Technology
- Veterinary Technology

Accreditation

- SACSCOC Fifth-year Review
- SACSCOC Ten-year Reaffirmation visit
- New Quality Enhancement Plan implemented – A first year experience program with Merit Approved! activities

Impact

- Persistence rate - #1 in the system in Fall 2012 (currently #2)
- 24,541 students enrolled – Summer 2010 to date
- 4276 graduates – Summer 2010 to date
- Build Smart/Phase II funding complete!

Moving Forward - Your role today

Two teams (Blue and Gold) for each of four roles:

Hometown Hero

- Blue Team: Coffee Conversations with Dr. Williams – Fall 2015
- Gold Team: Out of the Box Listening Tour OCTC – Spring 2015

Explorer

- Blue Team: Other college strategic plans (Aiken – Johnston)
- Gold Team: Other college plans (Lord Fairfax – W. Georgia)

Navigator

- Blue Team: CPE Town Hall Meetings – Summer 2015 and CPE Strategic Agenda Framework (current draft)

- Gold Team: AACC 21st-Century Initiative (2014) and Kentucky’s Workforce Challenges – Executive Summary (2015)

Historian

- Blue Team: Mission, Vision, Values, Philosophies, OCTC Objectives 2010-16, and OCTC Action Steps 2015-16
- Gold Team: Mission, Vision, Values, Philosophies, OCTC Objectives 2010-16, and OCTC Planning Meetings 2010

Moving Forward

- Building on our strengths
- Using the winds to our advantage
- Replicating best practices
- Learning from the past

Your task – Part I

- Review your sources
- Write down (with the big marker) ideas on the Post-it Notes as you go
- 20 minutes

Your task – Part II

- Group your Post-It Notes by the KCTCS Goal
- If it doesn’t match, place in the “other” category

Your task – Part III

- Place your Post-it Notes on the chart paper under the KCTCS goal (or “other”)

Your task – Part IV

- Group/categorize the Post-Its
- Label the groups with a theme

Next Steps

- Administrative Council – Monday, November 16
Review of draft findings from these meetings
- Business and industry input from the Greater Owensboro Economic Development Corporation and the Chamber
- Strategic Planning – College Objectives introduced – Tuesday, Jan. 5 @9:00
- Administrative Council – Consideration of College Objectives - Tuesday, January 12 @3:30
- Board of Directors – Consideration of College Objectives – Thursday, January 14 @5:00
- Focus Groups – February
- College Action Steps – April
- Thank you and have a great weekend!

Note: The results of these meetings may be found on the following pages.

Goal 1: Position KCTCS as the accessible, affordable, and relevant postsecondary education choice for Kentuckians.

Thursday, November 5	Friday, November 6
<p><u>Other Colleges</u></p> <ul style="list-style-type: none"> • Aiken Tech College strategic goals – Good model (I like the wording) • Alamance CC – Format of Strategic Plan w/clear/concise strategic priorities (don't like the activities, just the format) <p><u>Budget</u></p> <ul style="list-style-type: none"> • Bookstore costs used to be lower • A college education is an investment not a right or privilege • Keep KCTCS tuition affordable • Affordable relevant education • Be aware of layoffs to get more students • Increase scholarship opportunities • Promote WKU early scholarships • Enhance Veterans services <p><u>Decision Making</u></p> <ul style="list-style-type: none"> • Data and outcomes driven decision making • Dev. enrollment strategies to max. growth and adv. the institution • Evaluate use of adjuncts and reducing support staff as cause of eroding quality services <p><u>Academic/Relevant</u></p> <ul style="list-style-type: none"> • Emphasized instructional excel f&s competency ongoing curr. dev. cont. quality assessment • Offer more paired gen ed bi-term classes • Engage students in a challenging atmosphere that prepares them for responsibility and leadership in an evolving global environment • Innovate with rapid changes in B&I • Pursue degree credential for current non-degree tech. prog. <p><u>Public Relations/Mkt/Accessible</u></p> <ul style="list-style-type: none"> • Reduce college cost by reducing textbook costs (OER, [illegible]) • Lack of understanding that tech training programs are postsecondary ed 	<p><u>Facilities</u></p> <ul style="list-style-type: none"> • Complete ATC II • Allied Health Building • Keep working on alternative fuels and energy <p><u>Values</u></p> <ul style="list-style-type: none"> • Values should provide greater details – presently too precise • Don't underestimate the value of the liberal arts <p><u>Excellence</u></p> <ul style="list-style-type: none"> • Achieve college culture of excellence • World class professional dev. for faculty • Implement best practices for faculty support and development • Increase incentives to get or keep qualified instructors <p><u>Enrollment</u></p> <ul style="list-style-type: none"> • Class @ prisons, treatment centers • Recruit Spanish speaking students • Increase awareness of issues with borrowing \$\$ • Market to students to finish credentials, income increase • Keep tuition low, quality high • Increase enrollment in target areas, bus. ind., high school, tech, marketing <p><u>Messaging and Spirit</u></p> <ul style="list-style-type: none"> • Enhance perception of OCTC • Unique marketing to promote OCTC, make us stand out • Our vision is: To be the premier community college of choice • Boost employee morale • Continue OCTC Proud Campaign • Change the misconception of the value of postsecondary • Expand media coverage of college and students • Advocate for restoration of higher ed

Thursday, November 5	Friday, November 6
<ul style="list-style-type: none"> • Use alumni success stories to show public college expense is worth it • Alumni Assoc. needed • Don't underestimate the value of liberal arts • Build a bridge to link secondary schools to postsecondary education • Creative social media • Promote importance of degree attainment in Owensboro • Promote transfer • Higher profile in the community • We need a motto – “We are Wallace, We are Community” Wallace Community College • To maximize current revenue sources through proactive communication and management strategies • Enhance relevance • OCTC quality option, not just cheap option • Work to improve perception that college education is not of great value • Enhance the community’s perception of the college • Public awareness campus for the value of PS Educ. • Increase “1st Option” community awareness of the college • Increase local promotion – more local media <p><u>Recruitment</u></p> <ul style="list-style-type: none"> • Recruit for OCTC not necessarily for a program • Outreach online students • New: Expand recruitment fairs. Band Contest? <p><u>Diversity</u></p> <ul style="list-style-type: none"> • International student program (ESL) • Recruit international students • Focus on more diversity 	<p>funding</p> <ul style="list-style-type: none"> • Community college spotlight: One program per month • Increase promotion of AAS degrees • Vision should be more positive and “energetic.” It should address our students’ role in the local workforce and improving the community • Minority community advisory group for president <p><u>Other</u></p> <ul style="list-style-type: none"> • Recognition and rewards for excellence • Building communities between OCTC and ext. community • NACEP accreditation

Goal 2: Strengthen partnerships with educational providers at all levels to improve pathways through postsecondary education to careers.

Thursday, November 5	Friday, November 6
<p><u>Alliance with the Community</u></p> <ul style="list-style-type: none"> • Increase community partnerships • Forge alliances with community organizations to offer programs and services that support the college <p><u>Partnerships/Communication with other Colleges/Universities</u></p> <ul style="list-style-type: none"> • Relationships with four-year colleges strengthened, clear transfer vision • Strengthen our relationship with 4 yr. university • Increase #students tsf to 4-year and complete bachelors • Align all degrees across Commonwealth • Partnerships educational <p><u>College readiness</u></p> <ul style="list-style-type: none"> • Increase # of students ready to enter PS program • Connect OCTC students with graduating seniors by HS • College readiness – Work with high schools to prepare students for college: 1) emotional intelligence, 2) problem-solving skills, 3) diversity awareness, 4) critical thinking skills • Gateway Academy? • Dramatically improved college readiness • Collaborate with K-12 partners to create seamless educational pathways • Ensure high school curriculum is rigorous • Students need problem solving skills • OPS high school completion program • Partner K-12 to increase # of students ready for college degree <p><u>Faculty Interaction</u></p> <ul style="list-style-type: none"> • Consider Coffee Conversations in each building for faculty feedback • Unite the campuses • Encourage gen ed and tech faculty to work together • Better communication when new programs are rolled out 	<p><u>Recruitment</u></p> <ul style="list-style-type: none"> • Market to high schools – Not the easy way out versus four year college • Work with Home School Association (recruitment) and comm. Service • Expand Blitz like Surg. Tech. did • Keep increasing high school dual credit • Programs target populations that fit with qualities needed [moved from Goal 4] <p><u>College Readiness</u></p> <ul style="list-style-type: none"> • Dramatically improve college readiness • Work with local high schools for college readiness • Improve soft skills: develop readiness/cert. • Ensure HS students are college-ready • Promote college readiness in 9th and 10th grade • Dev. Ed./Secondary transition gaps • Mandatory intervention for students not college ready <p><u>A Perfect World</u></p> <ul style="list-style-type: none"> • Increase state funding • More data from WKU/others on transfer • No associates @ universities • More appreciation of other places way of doing things

Goal 3: Improve student engagement, support, experiences, and success with best-in-class academic and student services.

Thursday, November 5	Friday, November 6
<p><u>Student Centered Support</u></p> <ul style="list-style-type: none"> • Develop a learner centered culture • Explain connection between classroom knowledge and on the job skills • Share PSAs with students • Continue FYE Merit • Dedicated advisors • Make each student feel important • Communicate more/better with students – Remind text • Students need problem solving skills • More support for online students • Inspire a passion for learning • Develop minds • Inspires imagination • IRW – gone • Help for dev. students • Reduce time in remediation • Students need to know we are glad they are here • Invest in collaborative support structures • English/Reading Boot Camp • Close the American skills gap • Understanding student expectations – FYE doing this now • Improve early alert system for students who show signs of difficulty • Innovative and individual • Using Starfish for advising – Are we? • Academic advising – Uniform and student driven • Revise FYE 100 course • Revisit evening and extended campus courses • Learning communities • Language Arts MOOC • Research – develop – expand & monitor program alignment to ensure each meets needs of the workforce • Co-requisites – Expand this • Student centered • Work with local businesses/org. • Establish more internships/coops through 	<p><u>Student Success</u></p> <ul style="list-style-type: none"> • Academic quality/rigor • More on campus summer classes • Entrance guidelines with Compass leaving • Prescriptive curriculum for students • Change advising structure – Students meet with advisor more frequently and assign advisor quicker • Program directors meet with advisors 1st week of class make recommendations (retention) • Provide on-going Starfish training <p><u>Other</u></p> <ul style="list-style-type: none"> • World class customer service in all areas • Identify areas where we are Center of Excellence for community • Continue to improve/strengthen technical programs with recruitment, retention/persistence, facilities, resources • Advertise more to veterans • Increase non-traditional recruiting • Increase enrollment from underserved populations <p><u>Program Development</u></p> <ul style="list-style-type: none"> • Improve mathematics – Math not taught with computers • Math pathways • Add more foreign languages • Streamline transitional • Change the way supplemental instruction is delivered • Expanding programs like welding, vet, and pharmacy • Faculty and staff serve as “go to person” for students. • More campus transport/vans • Increase adjunct salaries • Freedom to fail (not for students) <p><u>Student Health Experience</u></p> <ul style="list-style-type: none"> • Connect campus to greenbelt/bike paths • Make the Boro bikes available here

Thursday, November 5	Friday, November 6
<p>partnerships with business and industry</p> <ul style="list-style-type: none"> ● Blend workforce development students into career paths at Main Campus ● Follow up on students needing extra help ● Increase community feel and involvement, i.e., Student Fest type programs. ● Pursue success-ability for low income students TRiO ● Enhance student support ● Large computer labs needed ● Fitness/wellness center ● Improve pro.....[illegible] <p><u>Curriculum</u></p> <ul style="list-style-type: none"> ● Implement policies and practices that promote rigor and accountability ● Streamline curriculum approval process ● Reduce class sizes to increase faculty student interaction and quality of experience ● Increase level of ed attainment and # of degrees and credentials ● Learner-centered ● Update program webpage ● Organize a “What does your program involve?” show off day for faculty <p><u>Safety</u></p> <ul style="list-style-type: none"> ● Enhance security ● Awnings over walkways ● Safe environment ● Enhance a safe environment conducive to learning ● Increase security (be able to open windows) <p><u>Student recruitment</u></p> <ul style="list-style-type: none"> ● Take recruitment to the “streets” esp. high schools ● Recruitment calendar – more user friendly ● Strong technical program recruiting ● Need an alumni association for recruitment ● Develop student ambassadors for freshmen mentor opportunities – First generation, low income ● Establish a student activities budget and director ● Student Hall of Fame 	<ul style="list-style-type: none"> ● Fitness center ● Sidewalk from WKU-O to OCTC ● Bike racks ● OCTC gym ● Bikes available on campus ● Increase security ● On-Campus work-out center ● School nurse healthcare <p><u>Student Support</u></p> <ul style="list-style-type: none"> ● Stay in touch with non-returning students to get recommitted ● Implement Title IX training ● Create diversity/inclusion statement for college ● OCTC childcare for students ● To be a student centered college ● Remember the purpose: For the students ● More student activities ● Safe spaces for LGBTQT ● Continue building 1st year experience – all freshman enrolled ● Increase multi-cultural activities ● Continue to improve FYE ● Increase completion rates by our FYE course ● Fine Arts Center ● Make students act like responsible adults ● Student mentors ● We need to communicate to students in updated ways: text, Yik Yak ● Wraparound support system for students <p><u>Student Experience – Technical</u></p> <ul style="list-style-type: none"> ● Laptops 4U ● Increase testing availability ● More faculty development support ● Update classrooms – tech ● Improve computer literacy ● Internet Café ● Utilize John Lutzel’s library instruction classes ● No canned online classes ● Make sure student access to tech ● Support KYVL ● Multimedia same all over campus

Thursday, November 5	Friday, November 6
<p><u>Diversity & Inclusion</u></p> <ul style="list-style-type: none"> • Diversity initiatives • Proactive in diversity, campus, and workforce • Be respectful to everyone <p><u>Retention</u></p> <ul style="list-style-type: none"> • Establish a college retention committee • Establish retention committee • Follow up on “stop out” students - Readmit 	<ul style="list-style-type: none"> • More computer labs

Goal 4: Develop clear career pathways with experiential learning opportunities and associated services that lead to successful employment outcomes.

Thursday, November 5	Friday, November 6
<p><u>Outcomes</u></p> <ul style="list-style-type: none"> • Ensure more people complete college and can be productive citizens • Prepare students for success in a globalized society • Our students will have to compete globally • Include cultural component in every course • Create a continuum of educational opportunities with senior colleges and universities • Work ready community? Do we? <p><u>Update</u></p> <ul style="list-style-type: none"> • Updated academic plans? <p><u>Partnership</u></p> <ul style="list-style-type: none"> • Use of expanded learning for academic achievement • Develop intern/externships for tech. prog. • Develop better partnerships with community/alumni for internships, job placement, etc. • Expand GO FAME into different types of tech careers • Explore adding <u>other</u> health programs • Provide education for available jobs <p><u>Professional/Soft Skills</u></p> <ul style="list-style-type: none"> • Produce professional students • Set standard, include professional behavior • Tech professional soft skills (FYE 100) • Encourage soft skills or professionalism • Must keep integrity , do not lower expectations <p><u>Curriculum</u></p> <ul style="list-style-type: none"> • Military courses • Innovative class delivery • FYE for developmental students • Infuse more competency based curriculum 	<p><u>Authentic Learning</u></p> <ul style="list-style-type: none"> • Job placement & internship opp./center • Provide more co-ops, internships, etc. • Provide co-op/internship opportunities for stu. (even those not in program) • Hold job fair for soon to be graduates • Internship opportunities attract students • Make appropriate use of job seekers w/credentials • More on the job training • More internships at jobs in our community • Connect campus to community more internships and co-ops - faculty/staff/students – not just one group • Promote international study abroad • Early childhood education programs can assist with workforce dev. And child care. New governor – problem? <p><u>Life</u></p> <ul style="list-style-type: none"> • Promote soft skill training/education • Emphasize soft skills – team building and work habits • Promote good citizenship <p><u>TRAC</u></p> <ul style="list-style-type: none"> • Emphasize persistence & graduation • Emphasize gen ed leading to 4-year degrees • Conference or seminar for program coordination with transfer reps from 4 years <p><u>Allied Health</u></p> <ul style="list-style-type: none"> • Expand Allied Health programs • More Allied Health

Goal 5: Enhance communication and collaboration with all stakeholders to more closely align the KCTCS mission with workforce and economic development needs.

Thursday, November 5	Friday, November 6
<p><u>Balance, Collaboration, and Teamwork</u></p> <ul style="list-style-type: none"> Align outcomes with community need More focus groups – F/S, community, students Close ties with community & employers Prog. & serv. help build, re-build, and move community forward Community outreach – Partner with 4H, movie projections, literacy events on campus Establish collaborative partnerships to advance educational attainment of area citizens Get input from local advisory committees and businesses Partner with business community to identify and develop resources and programs to assist regional economic development More employer engagement Target public and private investments strategically Refocus the community on college mission and redefining institutional roles Restore funding from General Assembly Seek other funding sources (work with local businesses for scholarships) More state funding <p><u>Marketing and Recruiting</u></p> <ul style="list-style-type: none"> Targeting marketing More cross campus recruiting events More local advertising about OCTC <p><u>Programming</u></p> <ul style="list-style-type: none"> Design programs that are supported by local industries that allow students to get associate degrees with little or no debt Continuously analyze and modify curricula and programs Encourage faculty participation in professional development emphasizing retention & graduation strategies Engineering Tech grads 	<p><u>Internal/Local Communication/Collaboration</u></p> <ul style="list-style-type: none"> Better communication across campuses – changes taking place More venues for full faculty-staff discussion Continue the college job fair in Sept. 30th Anniversary (PR) Expand support for quality early childhood programs Beginning recruitment at the middle school level with engaging programs <p><u>Statewide Communication Collaboration</u></p> <ul style="list-style-type: none"> Host political debate Enhance healthcare Transparency with state gov’t (gov. address/visit faculty/staff) Target new governor with ideas—to improve success Build a healthier and more competitive economy Improve global competitiveness Invest in collaborative support structures Community connection/engagement <p><u>Partnerships with Workforce and Business</u></p> <ul style="list-style-type: none"> Continue KY Fame to ensure high % of completion Develop more internships, co-ops, apprenticeships Internship center for students – Better help determine their career direction and strengthen relationships with local industry and companies Develop a focused voice on workforce issues Enhancing relationships with employers Increase partnerships with local K-12 and B&I Need for outreach and communication to employers /job seekers Expand work & learn collaborations Recruitment plan for employers and adult learners More integration with business and industry

Thursday, November 5	Friday, November 6
<ul style="list-style-type: none"> • More Adult Ed classes <p><u>Communication</u></p> <ul style="list-style-type: none"> • Increase communication • Increased communication between programs and community supporters/employers • Communication across departments/campuses • Higher ed P-12 and employer partnerships • More sharing of research facilities among all P.S. institutions • Alumni network 	<ul style="list-style-type: none"> • Connect local opportunities for students • Graduates need work ready skills – education and people skills • FYE 100 – Incorporate business demand skills (soft) • Facilitate dialogue with business community to promote understanding of gen ed academics

Other (not categorized by a goal)

Thursday, November 5	Friday, November 6
<ul style="list-style-type: none"> • Combine START and transfer centers – dedicated FT advising staff • Diversity and Inclusion – More than just race, ethnicity • Focus on responding to diverse community needs • Additional energy saving measures – “Thermal Thursdays,” “Shorts and T-shirts Tuesdays” • Green and sustainable practices protect our natural resources and model best practices for local community • Additional recycling containers around campus – Where going? • Strive for quality and excellence • Balance student vs. teacher needs • More professional development for teachers (need \$) • Have family/faculty fun events • Have more fun events for faculty and staff ☺ • Programs that make students aware of debt while attending college • Handicap doors upper level campus center – <u>Busy</u> area • Fire up Grill (strength) • Make CCSSE worded better for students • Balance budget w/out letting employees go. • More soft skills learning opportunities for students • Align outcome assessments with course contact to prime (?) course planning • Spotlight successful alumni through partnering with secondary partners and public relations • Specific enrollment goal 	<p><u>Health</u></p> <ul style="list-style-type: none"> • Bring back paper towel dispensers (esp. Library) • Hand dryers spread germs – see research • Campus gym – fitness • Health and wellness programs for faculty and staff during work hours • Connect to greenbelt • Campus to greenbelt/bike paths • Connect campus to green belt trail • Walking teams on campus for employees • Focus on faculty/staff/student healthier lives and choices <p><u>Morale</u></p> <ul style="list-style-type: none"> • Improve morale • C.O.L.A. raises • Designated staff/faculty parking • 4 day work week • Give PT a raise – WKU pays \$2000+/course • Bring Tenure Back • Hall of Fame • Change FT/PT meeting format <p><u>Security</u></p> <ul style="list-style-type: none"> • Continue to increase campus security • Increase security measures • Explores ways to increase safety and security on campus • Greater security • Increase PD opportunities – 1) Campus safety, 2) Attend more off on campus [sic] <p><u>Facilities</u></p> <ul style="list-style-type: none"> • Identify facilities needs and make a plan to realize improvements • Increase handicap friendliness <p><u>Communication</u></p> <ul style="list-style-type: none"> • Communicate between buildings – SNAP, people, DCHS, WKU-O – Needs improvements. Bomb threat, etc. • Communicate staff/faculty changes in a more timely manner

Thursday, November 5	Friday, November 6
	<ul style="list-style-type: none"> • Improve efficiency for strategic budgeting • Funding for professional development outside of college • Other grants than federal grant • Restore IT staff position • Invest in Human Resources – Ntl. dev. opportunity adjunct staff part time <p><u>Misc.</u></p> <ul style="list-style-type: none"> • Use data! Not anecdotes • Promotion process/procedures • Time capsule opened, new one in place • SACCS review where faculty/staff are SACCS • College wide cell phone policy • Problems with drugs in workplace – pass rate on testing, classes on topic • New Ag curriculum/Ag studies

Student Forum (Pizza with the Prez) – November 16, 2015

What you would like to see in 2022

- New building for Electrical Technology
- Fiber Optic program
- Gym/workout facility
- Courses for working out [exercising]
- Horse riding program/Equestrian program for individuals with special needs
- Opportunities for students in home schooling programs to learn about college
- Tours of business/industry facilities
- Boat/Barge Technology
- More 3D manufacturing courses
- Better connection with industry
- Keep aviation program growing
- More programs to create pathways to graduate school
- Aircraft Maintenance program
- Student ambassadors
- Requiring professors to post syllabi online
- More help with Devices I
- Improve First Year Experience
- Scheduling classes for shift work