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1	Strategic Plan 2012-2017								
2	Individual Unit Department Objective								
3	Annual Objectives 2016-2017 - 2017-2018 Reporting Year								
4	Grouping	Objective Number	Statement of Objective	College-wide Effectiveness Indicator(s)	Success Metric (Text)	Actual Achievement (Text)	Use of Results	FY Start	FY End
5	Associate in Arts and Sciences								
6	Associate in Arts and Sciences	A&S Dean - 1	Ensure competitive programs through timely and effective faculty professional development opportunities.	Graduation /Student Success	100% of faculty will complete at least two professional development activities during the academic year.	All division faculty completed at least two professional development activities. Faculty were trained in how to incorporate more flexible options in courses and a more advanced level usage in D2L. Some biology faculty received training in zSpace 3-D technology.	Professional development will continue to be offered through TREAD.	7/1/2016	6/30/2017
7	Associate in Arts and Sciences	A&S Dean - 2	Improve retention/persistence (in identified programs) through targeted research-based strategies.	Persistence	Increase student persistence by 3% for the Fall to Spring cohort.	Persistence for the Arts and Sciences division was 57% from Fall '15 to Spring '16.	Persistence was below the anticipated achievement this year. Will continue to improve F2F, redesign, and online general education courses for improved student success. With the new media access available in D2L, including lecture capture and increased videos, student engagement should be positively affected. These tools will make it easier for students to remediate concepts for which they are having trouble. In addition, the early alert system available via D2L will assist faculty in addressing academic problems earlier in the semester and refer students to the SSC for tutoring. The English and Reading Redesign project will also allow students to progress through developmental at an increased rate. The basic level Anatomy and Physiology course was redesigned into a two semester offering in order to allow for more assessments and activity based learning in the laboratory.	7/1/2016	6/30/2017
8	Associate in Arts and Sciences	A&S Dean - 3	Maintain/enhance program enrollment through appropriate outreach and marketing strategies and through improved program offerings to fulfill the mission of OCTech.		The Departmental goal is to have a 3% increase for enrollment.	Total enrollment for Fall 2016 for the combined Departments of Arts and Humanities and Mathematics and Sciences was 823 students, which does not include Transient, Career Development or Middle College students.	Seeing a drop in enrollment a higher degree of recruiting focus will be placed on the Career Pathways for the Associate of Arts and Sciences University Transfer programs for high school Early College students.	7/1/2016	6/30/2017
9	Associate in Arts and Sciences	A&S Dean - 4	Ensure the Arts and Science Division's SACSCOC compliance.		100% of the Student Learning Outcome data will be entered into Compliance Assist.			7/1/2016	6/30/2017

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10	Associate in Arts and Sciences	A&S Dean - 5	Improve the number of credentials awarded for the entire division through advising, administrative graduation, and reverse transfer completion.		Goal is to increase the number of division graduates by 3% per year.	The number of credentialed students for Fall '15, Spring '16 and Summer '16 in the Departments of Arts and Humanities and Mathematics and Sciences was 463. An increase of 94%. The increase was due to administratively graduating students who have not been enrolled in the college for the past three semesters and who had completed course work earning them a degree in General Studies.		7/1/2016	6/30/2017
11	Associate in Arts and Sciences Related Certificates								
12	Associate in Arts and Sciences Related Certificates	A&S 1	Improve student enrollment in the Departments of Arts and Humanities and Mathematics and Sciences through the enhancement of course offerings to improve pipeline enrollment of Middle College students, through enhancement of the Presidential Scholars Program, and through the maintenance and expansion of articulation agreements with state four-year public and private university partners.	Enrollment	Increase student enrollment in Departmental Programs and general education courses by 3%.	Total enrollment for Fall 2016 for the combined Departments of Arts and Humanities and Mathematics and Sciences was 823 students, which does not include Transient, Career Development or Middle College students.	Seeing a drop in enrollment a higher degree of recruiting focus will be placed on the Career Pathways for the Associate of Arts and Sciences University Transfer programs for high school Early College students.	7/1/2016	6/30/2017
13	Associate in Arts and Sciences Related Certificates	A&S 2	Improve student success in the Departments of Arts and Humanities and Mathematics and Sciences programs and courses through proper academic advising, through faculty-led student tutoring opportunities in labs or tutoring centers, through effective learning strategies to engage students in active learning and application of knowledge, and professional development for faculty.	Graduation /Student Success	The number of credentialed students will increase by 3%.	The number of credentialed students for Fall '15, Spring '16 and Summer '16 in the Departments of Arts and Humanities and Mathematics and Sciences was 463. An increase of 94%. The increase was due to administratively graduating students who have not been enrolled in the college for the past three semesters and who had completed course work earning them a degree in General Studies.		7/1/2016	6/30/2017

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14	Associate in Arts and Sciences Related Certificates	A&S 2	Improve student success in the Departments of Arts and Humanities and Mathematics and Sciences programs and courses through proper academic advising, through faculty-led student tutoring opportunities in labs or tutoring centers, through effective learning strategies to engage students in active learning and application of knowledge, and professional development for faculty.	Graduation /Student Success	The number of credentialed students will increase by 3%.	The number of credentialed students for Fall '15, Spring '16 and Summer '16 in the Departments of Arts and Humanities and Mathematics and Sciences was 463. An increase of 94%. The increase was due to administratively graduating students who have not been enrolled in the college for the past three semesters and who had completed course work earning them a degree in General Studies.		7/1/2016	6/30/2017
15	Associate in Arts and Sciences Related Certificates	A&S 2	Improve student success in the Departments of Arts and Humanities and Mathematics and Sciences programs and courses through proper academic advising, through faculty-led student tutoring opportunities in labs or tutoring centers, through effective learning strategies to engage students in active learning and application of knowledge, and professional development for faculty.	Graduation /Student Success	The number of credentialed students will increase by 3%.	The number of credentialed students for Fall '15, Spring '16 and Summer '16 in the Departments of Arts and Humanities and Mathematics and Sciences was 463. An increase of 94%. The increase was due to administratively graduating students who have not been enrolled in the college for the past three semesters and who had completed course work earning them a degree in General Studies.		7/1/2016	6/30/2017
16	Associate in Arts and Sciences Related Certificates	A&S 3	Improve the persistence rate (students return the following semester) for Department programs through improved course flexibility in DVS and online courses, and strategies to improve course success rates while maintaining course quality.	Persistence	Improve DVS and General Education course student success rates by 3% through improved flexibility of DVS and online courses, and implementing improvement strategies in General education courses with success rates less than 60% in the previous Fall semester to improve student success while maintaining course quality.	Calculated persistence from the Fall '15 to Spring '16 for the Departments of Arts and Humanities and Math and Sciences was 57%.	Persistence was below the anticipated achievement this year. Will continue to improve F2F, redesign, and online general education courses for improved student success. With the new media access available in D2L, including lecture capture and increased videos, student engagement should be positively affected. These tools will make it easier for students to remediate concepts for which they are having trouble. In addition, the early alert system available via D2L will assist faculty in addressing academic problems earlier in the semester and refer students to the SSC for tutoring. The English and Reading Redesign project will also allow students to progress through developmental at an increased rate. The basic level Anatomy and Physiology course was redesigned into a two semester offering in order to allow for more assessments and activity based learning in the laboratory.	7/1/2016	6/30/2017

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17	Associate in Arts and Sciences Related Certificates	A&S 4	Faculty will comply with division requirements for SLO data/information in Compliance Assist for SACACOC compliance.	Graduation /Student Success	All Division Faculty will enter required SLO data for the Arts and Sciences Programs and General Education Core Competencies (if applicable) into Compliance Assist by published deadline dates. Faculty must maintain record to ensure accuracy of data collected.	100% of all Arts and Sciences division faculty instructing SLO data collection courses reported data into Compliance Assist.	Instructors will analyze the data to address areas where improvement is needed and introduce new methods of instruction to achieve success.	7/1/2016	6/30/2017
18	Associate in Arts and Sciences Related Certificates	A&S-5	Ensure effective student advising by planning and implementing periodic advisement training for all AA/AS faculty members.	Persistence	Plan and implement an advising training refresher for all AA/AS faculty. An online module will be developed so that faculty can access the training through D2L prior to the beginning of Fall classes each year.	An online module for advising training has yet to be developed.	Though the online module training for advising was not developed an advising course in D2L was developed to assist advisors in creating an advising community with their advisees. This will increase persistence and retention of students.	7/1/2016	6/30/2017
19	Certificate, Sustainable Agriculture								
20	Certificate, Sustainable Agriculture	SA-1	Expand aquaponics project by including hydroponically grown strawberries.	Graduation /Student Success	Increase systems knowledge in Introduction to Plant Science and Introduction to Sustainable Ag courses by including additional plant species in the greenhouse aquaponics project. Increase hands-on and team exercises in the course.	Equipment for the strawberry aquaponic project was purchased. The project had to be put on hold during the spring/summer of 2016.	Due to having to put the system installation on hold learning activities have not yet begun.	7/1/2015	6/30/2017
21	Certificate, Sustainable Agriculture	SA-2	Enhance soft skills through project based learning and agricultural industry site visits in AGR 201 - Introduction to Sustainable Agriculture and AGR 204 - Introduction to Plant Science.	Graduation /Student Success	Soft Skill development: AGR 201 Oral and written reports are presented to develop communication and technology skills. Industry site visits require punctuality. AGR 204 Team building development in planting the teaching garden and preparation for the spring plant sale.	Through the oral and written reports students showed development in these necessary soft skills. Students also worked well together in teams as they were assigned tasks in the greenhouse and teaching garden. Instruction on how to tackle the tasks were minimal as the instructor wanted to observe how the team worked together to complete said tasks.	Will incorporate more of these team building activities in other agriculture courses to continue soft skill development.	7/1/2016	6/30/2017

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22	Certificate, Sustainable Agriculture	SA-3	To better maintain the agricultural teaching garden in regard to weed control. The tiller would also be used in AGR 203 - Basic Farm Maintenance when addressing small engine maintenance/repair.	Persistence	Tiller will be purchased and put into use beginning Spring 2017.	Through the utilization of the tiller weed control in the teaching garden was maximized. Students in AGR 206 gained experience in small engine maintenance and repair.	Continued utilization of the tiller in the agriculture program will provide for a better teaching experience in the garden and also for instruction on small engine repair.	7/1/2015	6/30/2017
23	Business, Education, Computer Technology, and Public Service								
24	Business, Education, Computer Technology, and Public Service	BEPS Dean-1	Ensure competitive programs through timely and effective faculty professional development opportunities.	Graduation /Student Success	100% of programs will have at least one professional development activity.	All faculty members participated in at least one college-wide professional development activity in addition to others that were more program specific throughout the year. Information can be found in each faculty member's 2016-17 FPMS documentation.	Professional development is necessary as we educate our students because they are our future. It is the gateway to continuous knowledge/progress for our faculty as they provide our students with the resources they will need to be prepared for what is coming in the days, weeks, months, and years ahead.	7/1/2016	6/30/2017
25	Business, Education, Computer Technology, and Public Service	BEPS Dean-2	Identify, develop and/or improve program offerings to fulfill the College's mission.	Enrollment		I continued my work with Program Coordinators/faculty to add new/additional courses for the various programs offered at the college as well as off-campus. We even rebranded the business program, which is now Business Administration. As result of this rebranding, we are now offering the following degrees in the Business program: Associate Degree in Applied Science Business Administration Business Administration: Accounting Business Administration: Enterprise Management Using a Fall to Fall Comparison, Division enrollment did increase. The Division enrollment in Fall 2015 was 351 and it increased by 19.7% to 420 in the Fall of 2016	I will continue to work with Program Coordinators and faculty members with regard to meeting the diverse needs of our current students as well as potential students in our service area.	7/1/2016	6/30/2017

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26	Business, Education, Computer Technology, and Public Service	BEPS Dean-3	Improve retention/persistence (in identified programs) through targeted research-based strategies.	Persistence	Increase student persistence by 3% for the Fall to Spring cohort.	<p>The following programs/certificates in my division increased persistence by 3% or more from 2015/16 to 2016/17:</p> <ul style="list-style-type: none"> CPT Information Technology (70% to 80%) CPT - Programming (64% to 73%) CPT Webmaster Certificate (50% to 100%) Entrepreneurship Business Plan Certificate (50% to 100%) <p>The following programs/certificates in my division increased persistence from 2015/16 to 2016/17, but did not meet the goal of a 3% increase:</p> <p>N/A</p> <p>The following programs/certificates in my division decreased persistence from 2015/16 to 2016/17 as outlined below:</p> <ul style="list-style-type: none"> Accounting (54% to 39%) Accounting Certificate (50% to 25%) Administrative Office Technology (70% to 67%) CPT Database Certificate (33% to 0%) CPT Internetworking Certificate (67% to 25%) CPT Network Engineering (75% to 0%) CPT Network Specialist Certificate (60% to 0%) 	<p>All program faculty and Program Coordinators have placed objectives in their Unit Plans for the upcoming academic term that relate to persistence, retention, and/or enrollment.</p> <p>All division faculty are continuously encouraged to make their courses more flexible and to use the available referral resources in an effort to improve student retention and success from one semester to the next.</p>	7/1/2016	6/30/2017

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27	Business, Education, Computer Technology, and Public Service	BEPS Dean-4	Maintain/enhance program enrollment through appropriate outreach and marketing strategies.	Enrollment	There will be at least a 6% increase in all programs in the division.	<p>The following programs in my division increased enrollment by 6% or more from 2015FA to 2016FA:</p> <p>Administrative Office Technology (24% - 25 to 31) Paralegal Studies (19% - 26 to 31) CPT Information Technology (15% - 48 to 55)</p> <p>The following programs in my division increased enrollment from 2014FA to 2015FA, but did not meet the goal of a 6% increase:</p> <p>Accounting (4% - 28 to 29) CPT - Programming (2% - 42 to 41)</p> <p>The following programs in my division decreased enrollment from 2015FA to 2016FA as outlined below:</p> <p>Criminal Justice (18% - 94 to 77) Early Childhood (5% - 55 to 52) General Business (7% - 86 to 80)</p>	Continued emphasis will be placed on increased flexibility with regard to course offerings across all programs. Continued emphasis will be placed on recruitment by faculty through community outreach efforts, participation in college events, and taking advantage of every opportunity that avails itself as an effort to increase enrollment.	7/1/2016	6/30/2017
28	Business, Education, Computer Technology, and Public Service	BEPS Dean-5	Ensure division's SACSCOC compliance.	Graduation /Student Success	Ensure that all programs in the division meet SACSCOC compliance by completing Unit Plans, SLOs, and Program Reviews.	<p>I continue to work with program coordinators and faculty members to ensure that Course Outlines, Unit Plans and Student Learning Outcomes are up-to-date and compliant with SACS requirements.</p> <p>I continue to work with the Human Resource department and the Associate VP of a Administration to ensure that all faculty (full, part-time, and adjunct) in my division are qualified to teach the course offerings in the division; SACS compliance was achieved by reviewing and updating Faculty Qualification Credentials as needed.</p> <p>All other information related to SACS compliance is provided when requested</p>	All information will be used in planning future goals of the division.	7/1/2016	6/30/2017
29	Associate Degree, Accounting and Related Certificates								

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30	Associate Degree, Accounting and Related Certificates	ACC-1	Increase the number of students receiving a credential. Develop customer service training and certification. Designate one course to implement customer service certification.	Job Placement, Licensure Pass Rates, Graduation /Student Success	70% of students graduating from the program will earn a nationally recognized customer service certification.	All students in ACC 275 passed the Customer Service certification.	National customer service certification will be required in the ACC program in the future through the MKT 135 course, rather than the ACC 275 class.	7/1/2016	6/30/2017
31	Associate Degree, Accounting and Related Certificates	ACC-2	Increase student retention by creating a self-paced learning environment for ACC101.	Persistence, Graduation /Student Success	55% of students will successfully complete ACC101 in the 2016-2017 academic year.	100% of students who completed the self-paced course passed with a score of at least 70%. There were students who did not complete the course, lowering the success rate to 60%.	More self-paced sections will be offered in the future.	7/1/2016	6/30/2017
32	Associate Degree, Accounting and Related Certificates	ACC-3	Create an ERP lab to support ACC classes. Implement ERP software to enhance student knowledge of accounting as it relates to enterprise resource planning. We want to expand the skill set of graduates to include ERP, thus making the program more marketable to local employers. Create a marketing tool to be distributed to industrial employers and others.	Enrollment, Persistence, Graduation /Student Success	Software purchased and embedded in current courses or labs for Fall 2017. Marketing tool created to help increase future enrollment.	We did not implement the ERP lab. We were hoping to get grant funding for an implementation, but we did not get the funds. We plan to implement ERP instruction in Spring 2018 within a new course, MGT 245, Decision Support Systems. We have re-applied for the grant, and if it is funded, we will enhance the program with more in-depth exposure to ERP.	We will look for ways to expose students to ERP in the absence of grant funding. We have secured use of a computer lab to use for instruction.	7/1/2016	6/30/2017
33	Associate Degree, Accounting and Related Certificates	ACC-4	Increase relationships with K-12 partners by creating a presentation and calendar for recruitment at middle schools.	Enrollment	One recruitment program will be created and implemented Fall 2017.	Met with middle school counselors. Have scheduled participation in an area middle school career exploration day on November 16.		7/1/2016	6/30/2017
34	Associate Degree, Accounting and Related Certificates	ACC-5	Employers may be hesitant to offer employment to graduates who are overweight or in poor health. Students who are currently employed may find it difficult to find a better job or advance within their current companies. ACC students will be instructed in health and appearance in BUS101. Implement an additional health and fitness component within ACC275.	Enrollment, Persistence, Job Placement, Graduation /Student Success	Successfully implement health and fitness component in ACC102.	Students had to define health and fitness goals, then find and implement a health and exercise app, keeping track of progress. All students successfully completed the task.	This task will be covered in the future in MGT 290 for both business and accounting students.	7/1/2016	6/30/2017
35	Associate Degree, Administrative Office Technology and Related Diploma								
36	Associate Degree, Administrative Office Technology and Related Diploma	AOT-1	Research and draft a plan for creating a skills lab to support AOT classes, increasing retention rates in the AOT program. Implement a pilot program in Fall 2016.	Enrollment, Persistence, Graduation /Student Success	Increase retention rates to 50% by Fall 2017.	Enrollment was 33 on 8/29/16. It was 22 on 8/28/17. This is 67% of 2016 enrollment.	A skills lab was created, and we will continue offering the skills lab as long as students take advantage of it.	7/1/2016	6/30/2017

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37	Associate Degree, Administrative Office Technology and Related Diploma	AOT-2	Increase relationships with K-12 partners by creating a presentation and calendar for recruitment at middle schools.	Enrollment	Create one presentation and calendar for recruitment at middle schools to begin Fall 2016.	We created a presentation and have used it for high school recruitment when recruiting events are scheduled.	We will continue to look for ways to recruit high school students.	7/1/2016	6/30/2017
38	Associate Degree, Administrative Office Technology and Related Diploma	AOT-3	Employers may be hesitant to offer employment to graduates who are overweight or in poor health. Students who are currently employed may find it difficult to find a better job or advance within their current companies. AOT students will be instructed in health and appearance in COL107. Implement an additional health and fitness component within MGT290.	Job Placement, Graduation /Student Success	One health and fitness awareness program will be implemented beginning in Fall 2016.	We now include wellness and appearance instruction in the AOT program. Instead of implementing this in COL 107, we are including it in MGT 110, Office Management, where students receive their first instruction on professional appearance. Students will receive additional instruction in MGT 290 as part of their internship.	We will continue to include wellness instruction in MGT 110. Students will receive additional instruction in MGT 290 as part of their internship.	7/1/2016	6/30/2017
39	Associate Degree, Administrative Office Technology and Related Diploma	AOT-4	Increase relationships with business partners by creating a presentation and calendar for recruitment in local industry.	Enrollment	Enrollment is increased to 25 students.	Enrollment in the AOT program was 22 on August 28, 2017.	We will continue to recruit prospective students working in industry. We are providing more flexible schedules and options for working adults.	7/1/2016	6/30/2017
40	Associate Degree, General Business and Related Certificates								
41	Associate Degree, General Business and Related Certificates	BUS-1	Increase success rates in BUS140. Create self-paced instruction for one section of BUS140.	Persistence, Graduation /Student Success	Increase the pass rate in BUS 140 to 60%.	In the 2016-2017 academic year, 42% of students passed BUS 140.	We have decided to remove BUS 140 from the curriculum as a stand-alone course. Business math concepts will be taught throughout the curriculum, but embedded in different courses where the math can be applied in context.	7/1/2016	6/30/2017
42	Associate Degree, General Business and Related Certificates	BUS-2	Research and draft a plan for creating a skills lab to support GB classes, increasing retention rates in the GB program. Implement a pilot program in Fall 2016.	Persistence, Graduation /Student Success	Increase the retention rate to 50%.	We do not have updated retention numbers but on 8/29/16 there were 83 students in the General Business program. On 8/28/17, there were 91. Source: Datatel	We will continue to promote the skills lab and offer it as long as students take advantage of it.	7/1/2016	6/30/2017
43	Associate Degree, General Business and Related Certificates	BUS-3	Increase relationships with K-12 partners by creating a presentation and calendar for recruitment at middle schools.	Enrollment	Create a presentation and calendar for recruitment at middle schools with implementation to begin Fall 2016.	We have created a presentation for high school students and use it at recruiting events.	We will continue to look for new ways to recruit middle and high school students.	7/1/2016	6/30/2017

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44	Associate Degree, General Business and Related Certificates	BUS-4	Employers may be hesitant to offer employment to graduates who are overweight or in poor health. Students who are currently employed may find it difficult to find a better job or advance within their current companies. GB students will be instructed in health and appearance in BUS101. Implement an additional health and fitness component within BUS268.	Job Placement	One health and fitness program will be implemented.	We implemented an assignment in MGT 201, Human Resources Management. Students research the cost of providing health insurance to employees, and the criteria that insurance companies use to determine the premium charged to employers. This teaches them that from a management perspective, workforce wellness is important to companies and that an unhealthy workforce results in higher premium costs. We stress appearance again in MGT 290, the internship. BUS 268 was not taught in 2017, and was replaced with MGT 290.	We will continue to require the assignment, and continue to look for ways to stress wellness and appearance.	7/1/2016	6/30/2017
45	Associate Degree, General Business and Related Certificates	BUS-5	Provide professional development to full-time and/or adjunct faculty by utilizing current faculty. Develop a schedule for faculty development events that can contribute to student success. Implement the schedule in Fall 2016.	Persistence, Graduation /Student Success	A professional development program calendar will be developed and implemented beginning Fall 2016.	We have spent the last year implementing D2L and individual training sessions were done on different aspects of D2L.	We will carry this agenda forward into the 2017-2018 school year.	7/1/2016	6/30/2017
46	Certificate, Entrepreneurship Certificates								
47	Certificate, Entrepreneurship Certificates	ENTR-1	Increase student success rate in BUS 120. Incorporate the use of business planning software into course.	Graduation /Student Success	Increase student pass rate in BUS 120 to 50%.	67% of students were successful.	BUS 120 is no longer taught. We will have a business plan component in a new course MGT 120, Small Business Management, and will explore the possibility of using business plan software in that course.	7/1/2016	6/30/2017
48	Certificate, Entrepreneurship Certificates	ENTR-2	Improve student persistence in the Entrepreneurship Certificate Program. Expose students to more real-life local entrepreneurs.	Persistence	80% of Entrepreneurship Certificate students will pass the prerequisite courses (BUS 115 & BUS 116) and move into BUS 120.	All of the students passed BUS 115 and BUS 116.	BUS 115 and BUS 116 are no longer taught, so we will not need to continue monitoring success rates.	7/1/2016	6/30/2017
49	Certificate, Entrepreneurship Certificates	ENTR-3	Employers may be hesitant to offer employment to graduates who are overweight or in poor health. Students who are currently employed may find it difficult to find a better job or advance within their current companies. ENTR students will be instructed in health and appearance in BUS 115. Implement an additional health and fitness component within BUS 120.	Job Placement	Create and implement a program in Fall 2016.	Created an assignment, Health Age Test, with related discussion.	We will use the results to look for ways to improve student health and appearance.	7/1/2016	6/30/2017
50	Certificate, Logistics								

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51	Certificate, Logistics	LOG-1	Increase the number of students receiving a credential. Develop customer service training and certification. Designate one course to implement customer service certification.	Job Placement, Graduation /Student Success	70% of students will pass a nationally recognized customer service program.	This requirement was not implemented within the Logistics program.	In Spring 2018, we will implement the certification requirement in LOG 235, Traffic Management.	7/1/2016	6/30/2017
52	Certificate, Logistics	LOG-2	Increase relationships with K-12 partners by creating a presentation and calendar for recruitment at middle schools.	Enrollment	A formal program will be created and implemented in Fall 2016.	We have created a presentation for middle and high school students. We have added a career pathway for high school students.	We will continue to recruit middle and high school students through recruiting events and campus tours.	7/1/2016	6/30/2017
53	Certificate, Logistics	LOG-3	Employers may be hesitant to offer employment to graduates who are overweight or in poor health. Students who are currently employed may find it difficult to find a better job or advance within their current companies. LOG students will be instructed in health and appearance in LOG111. Implement an additional health and fitness component within LOG235.	Job Placement	Create and implement a program in Fall 2016.	A wellness component was not implemented.	In Spring 2018, we will add the wellness requirement to LOG 235 Traffic Management, and in Fall 2018, it will be a part of LOG 110, Intro to Logistics.	7/1/2016	6/30/2017
54	Certificate, Logistics	LOG-4	Increase relationships with business partners by creating a presentation and calendar for recruitment in local industry.	Enrollment, Job Placement	Increase enrollment to 6 students.	There is currently one student in the program.	We will continue to recruit in local industry. We have been in contact with SC Competes who will feature our program on their website.	7/1/2016	6/30/2017
55	Associate Degree, Computer Technology - Network Security and Information Assurance								
56	Associate Degree, Computer Technology - Network Security and Information Assurance	CPT-NSIA-1	Recruit a cohort for Middle College implementation in Fall 2016/Spring 2017 from area school districts.	Enrollment	Establish a MC cohort of at least 10 students in Network Security in academic year 2016-17.	It was decided to concentrate on the Programming concentration first, starting with IST 235 to garner interest in the area. This was based upon the premises that interest of the "coding" subjects aligned more with what area school districts were willing to be able to give dual credit for.	Allow IST 235 to be used as a substitute for CPT 163 if students would like to transfer into either concentration. We would also begin recruitment activities to increase middle college interests in Network Security.	7/1/2016	6/30/2017
57	Associate Degree, Computer Technology - Network Security and Information Assurance	CPT-NSIA-2	Recruit an evening college cohort for implementation in 16-17.	Enrollment	Establish an evening college cohort of at least 10 Network Security students in academic year 16-17.	During the 2017 Spring and Summer semesters, no evening networking classes were offered.	Due to the reduction of full-time faculty within the CPT Department, offerings were not made for the evening but instead, adjustments were made to include more online offerings for the 2017-2018 academic year. This would still allow students and option of taking courses that would typically only be offered during the day.	7/1/2016	6/30/2017

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58	Associate Degree, Computer Technology - Network Security and Information Assurance	CPT-NSIA-3	Implement certification testing for students in the following areas during the 16-17 academic year: CompTIA A+, CompTIA Network Pro, CompTIA Security PRO, and Palo Alto Configuration Engineer.		Establish benchmarks with 50% of eligible students taking the appropriate exam(s).	Out of 14 eligible students, 8 took the TestOut equivalent exams; Client Pro (Microsoft), PC Pro (A+) and Network Pro (Network+). 7 students out of the 8 passed certifications. Students elected not to take typical industry standard exams due to pricing. Certification exams are included in the pricing of TestOut simulations. This is why the expected outcome was not met, because TestOut is not one of the industry standard exams but is recognized by the equivalent accrediting agencies. The results are as follows: Exam Pass Fail Year Client Pro 5 1 2016-2017 PC Pro 1 1 2016-2017	For the 2017-2018 academic year, pricing of exams will be included within the cost of the course to encourage and support certification testing and pass rate.	7/1/2016	6/30/2017
59	Associate Degree, Computer Technology - Network Security and Information Assurance	CPT-NSIA-4	Implement virtual learning NetLabs for Palo Alto, A+, Linux+, Network Pro, and Security Pro to overcome current limitations of students and educators and ensure graduates are adequately prepared for a competitive IT workforce.		Virtual program purchased and implemented with student testing results benchmarked.	During the 2017 Summer semester, the NetLabs equipment and software was purchased and implemented.	NetLabs equipment and software was purchased and installed during the 2017 Sumer semester. Training will be upcoming for faculty and IT staff to ensure successful course implementation.	7/1/2016	6/30/2017

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60	Associate Degree, Computer Technology - Network Security and Information Assurance	CPT-NSIA-5	Create and implement Cybersecurity certificate and gain approval through SBTCE and SACSCOC for implementation during the 16-17 academic year.		Submit any new certificate plans to Curriculum Committee by December 1, 2016.	The IT Degree name was changed from Information Technology to Network Security and Information Assurance to be aligned with the current recommendations from the MentorLinks mentor, Davina Pruitt and Advisory Board. Curriculum updates were also implemented for the 2016-2017 academic year. Additional certifications will be revisited once additional faculty members are hired.	The proposed change of name has increased student interest and will be used to market the degree program to middle college students.	7/1/2016	6/30/2017
61	Associate Degree, Computer Technology - Network Security and Information Assurance	CPT-NSIA-6	Faculty will respond to academic and industry needs by updating technical skills, including Network+, Security+, CSSIP, and Palo Alto certifications.		Certifications/Training on file in HR by the end of the academic year.	Training (CompTIA) and certifications (Palo Alto) were completed.	Faculty will prepare for additional certification during the 2017-2018 academic year. Training and certifications will be used to encourage students to take industry standard exams as well.	7/1/2016	6/30/2017
62	Associate Degree, Computer Technology - Network Security and Information Assurance	CPT-NSIA-7	Complete renovation plan for CPT move in conjunction with VPs and Physical Plant Director.		Plan implemented for move in Summer 2017.	CPT Department was moved successfully in the E building during the 2017 Summer semester.	With the successful relocation of the CPT Department, the faculty and students will work to ensure the new location promotes an environment of learning, engagement and certification preparation.	7/1/2016	6/30/2017
63	Associate Degree, Computer Technology - Programming and Related Certificates								
64	Associate Degree, Computer Technology - Programming and Related Certificates	CPT-PROG-1	Recruit a Middle College cohort for implementation in Fall 2016/Spring 2017 from area school districts.	Enrollment	Establish a MC cohort of at least 10 students for Programming in academic year 2016-17..	Two middle college students enrolled in IST-235 Handheld Computer Programming in Spring 2017.	Recruitment activities will be used to increase middle college interests in Computer Programming.	7/1/2016	6/30/2017
65	Associate Degree, Computer Technology - Programming and Related Certificates	CPT-PROG-2	Recruit an evening college cohort for programming in academic year 2016-17.	Enrollment	Establish an evening college cohort of at least 10 programming students in academic year 16-17.	During the 2017 Spring and Summer semesters, no evening programming classes was offered.	Efforts will be made to adjust the programming course night offerings to improve night enrollment.	7/1/2016	6/30/2017
66	Associate Degree, Computer Technology - Programming and Related Certificates	CPT-PROG-3	Implement Oracle certification training for all Programming students during the 16-17 academic year.	Licensure Pass Rates	Establish benchmarks with 50% of eligible students taking the Oracle exam.	No students in the 2016-2017 Academic School year elected to take the certification exam. No baseline data was established.	Students will be encouraged to take certification examinations to increase employability upon graduation.	7/1/2016	6/30/2017

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67	Associate Degree, Computer Technology - Programming and Related Certificates	CPT-PROG-4	Implement virtual learning NetLabs for Oracle to overcome current limitations of students and educators and ensure graduates are adequately prepared for a competitive IT workforce.	Enrollment, Job Placement, Licensure Pass Rates	Virtual program purchased and implemented with student testing results benchmarked.	During the 2017 Summer semester the NetLabs equipment and software was purchased and implemented.	NetLabs equipment and software was purchased and installed during the 2017 Summer semester. Training will be upcoming for faculty and IT staff to ensure successful course implementation.	7/1/2016	6/30/2017
68	Associate Degree, Computer Technology - Programming and Related Certificates	CPT-PROG-5	Faculty will respond to academic and industry needs by updating technical skills with the Oracle certification.		Certifications on file in HR by the end of the academic year.	Faculty member did not complete the certification examination successfully.	Faculty member will continue to work towards completing certification exam successfully.	7/1/2016	6/30/2017
69	Associate Degree, Computer Technology - Programming and Related Certificates	CPT-PROG-6	Complete renovation plan for CPT move in conjunction with VPs and Physical Plant Director.		Plan implemented for move in Summer 2017.	CPT department was moved successfully in the E building during the 2017 Summer semester.	With the successful relocation of the CPT department, the faculty and students will work to ensure the new location promotes an environment of learning, engagement, and certification.	7/1/2016	6/30/2017
70	Certificate, Webmaster								
71	Certificate, Webmaster	CPT-WEB-01	Make changes to the current Webmaster Certificate curriculum to reflect current industry standards in order to improve enrollment. Also for faculty to receive Adobe or equivalent certification and/or training for course offerings to be both face-to-face and online.	Enrollment				7/1/2016	6/30/2017
72	Associate Degree, Early Care and Education and Related Certificates, Diploma								
73	Associate Degree, Early Care and Education and Related Certificates, Diploma	ECD-1	Develop and implement a recruitment plan for ECD students.	Enrollment	Increase enrollment by 3% (70 students)	Enrollment for Fall 2016 was 57 students.	Next year, we will be in contact with all of the local daycares to market the program to get new students from Orangeburg and Calhoun counties. We will also continue the Open House for Early Childhood (first held in Spring 2017), which had a good turnout. We also will work to find new ways to advise and help students with retention issues. In Fall 2016 the program faculty visited Calhoun County High School to do a presentation for all teaching assistants in the school district. We hope the continuation of this program will be a good marketing tool for future semesters.	7/1/2016	6/30/2017

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74	Associate Degree, Early Care and Education and Related Certificates, Diploma	ECD-2	Continue successful implementation of retention plan developed in 14-15.	Persistence	Achieve student retention rate of 55%; a 3% increase over last year.	The retention rate for Fall 15 to Fall 16 was 57.44%.	Program faculty have worked to increase cooperative learning and group activities to help students learn from each other. One-on-one advising sessions throughout the semester have helped current students register early for the next semester. By doing advising sessions more often, faculty have a better idea what students' barriers are.	7/1/2016	6/30/2017
75	Associate Degree, Early Care and Education and Related Certificates, Diploma	ECD-3	To enhance program presence in the OCtech service community and inspire students by participating in the following community service events: Week of the Young Child at SCSU Language Extension activities in elementary schools during Dr. Seuss week Camp Cocoon	Persistence	Participation in at least three community events over the course of the academic year.	At least 3 program activities for outreach were completed during the 16-17 year.	Students are constantly asked to read to younger children in our public schools. Students are encouraged to complete outreach activities in order to earn additional lab hours.	7/1/2016	6/30/2017
76	Associate Degree, Early Care and Education and Related Certificates, Diploma	ECD-4	Increase program enrollment and retention by increasing online offerings.	Enrollment	Develop ECD 105 as an online program offering.	All ECD 105 course components and materials were collected within the instructor's FPMD for 15-16. All course content will be uploaded into D2L for student use for Spring 2017.	While the program instructors do not plan to move any additional courses to an online format. The new interactive tools purchased with D2L will allow faculty to enhance current course activities with video and other media.	7/1/2015	6/30/2017
77	Associate Degree, Early Care and Education and Related Certificates, Diploma	ECD-5	Align program course rubrics with NAEYC standards for accreditation.	Persistence	Five key assessment rubrics updated, submitted, and approved by NAEYC as a part of the annual review.	All assessments were approved along with the NAEYC annual report submitted in March 2017.	The results of the report are constantly monitored and changed. Areas where student learning needs to be improved are adjusted each semester in order to meet NAEYC student success standards.	7/1/2016	6/30/2017
78	Associate Degree, Early Care and Education and Related Certificates, Diploma	ECD-6	Plan course offerings in alignment with career clusters incorporated with high school (dual enrollment) student IGPs.		Schedule appropriate middle college courses each semester to increase enrollment in the ECD and EDU pathways.	Courses were offered in Fall and Spring, as needed.	ECD 107, ECD 101, EDU 237, and EDU 240 were offered to Middle College students during the 16-17 year. Next year, a change in course offerings should allow more Middle College students to take courses due to more flexible scheduling.	7/1/2016	6/30/2017
79	Associate Degree, Education (University Transfer)								
80	Associate Degree, Education (University Transfer)	EDU-1	Ease student transition to bridge institutions by providing a campus tour and admissions office visit to each college (SCSU, USC, Claflin). This process will help students decide which bridge college best suits their needs.		50% student participation in college visits.	There were no EDU program graduates in 15-16 to take advantage of assistance with transition. Will extend into next year.	Will continue to monitor prospective student graduates.	7/1/2015	6/30/2017

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81	Associate Degree, Education (University Transfer)	EDU-1	Plan course offerings in alignment with career clusters incorporated with high school (dual enrollment) student IGPs.		Schedule appropriate middle college courses each semester to increase enrollment in the ECD and EDU pathways.	Courses were offered Spring and Fall, as needed.	ECD 107, ECD 101, EDU 237, and EDU 240 were offered to Middle College students during the 16-17 year. Next year, a change in course offerings should allow more Middle College students to take courses due to more flexible scheduling.	7/1/2016	6/30/2017
82	Associate Degree, Criminal Justice and Related Certificates								
83	Associate Degree, Criminal Justice and Related Certificates	CRJ-1	Continue to provide internship opportunities to make students more competitive and marketable which prepares them to better meet employer needs. Maintain at least a 90% job placement rate.	Job Placement	Continue to pursue other internship opportunities/partners and increase job placement by 3% (at the least, maintain a 90% job placement rating).	The program had a 94% job placement rating for 2014-15 (reported in 15-16).	This information will be used as the baseline for the next reporting period.	7/1/2016	6/30/2017
84	Associate Degree, Criminal Justice and Related Certificates	CRJ-2	Incorporate the use of newly purchased equipment into lab activities and graded assignments in Criminalistics (CRJ 202) for which a rubric will be used to evaluate the overall mastery of the technology in determining success of the objective.	Graduation /Student Success	75% of the students enrolled in Criminalistics (CRJ 202) will successfully complete lab activities and graded assignments with a grade of "C" or better.			7/1/2016	6/30/2017
85	Associate Degree, Criminal Justice and Related Certificates	CRJ-3	Increase program persistence 7% (currently at 68%)	Persistence	Increase program persistence for Fall 2016 to Spring 2017 by 7% to reach the goal of 70%.	The 2016-17 persistence rate for CRJ was 57%.	This information will be shared with the newly hired Program Coordinator in hopes of increasing the CRJ numbers by rebranding the program.	7/1/2016	6/30/2017
86	Associate Degree, Paralegal/Legal Assistant								
87	Associate Degree, Paralegal/Legal Assistant	LEG-1	Hire new instructor to teach LEG and/or CRJ courses to handle course loads due to current program coordinator's move to dean position because the majority of courses in the curriculum are offered during the day which makes it hard to locate adjunct instructors willing to take away so much time from their law practice.	Graduation /Student Success	At least one new faculty member interviewed and hired for Spring 2017 who is eligible to teach both Paralegal and Criminal Justice courses.	A new instructor was hired, but only eligible to teach Criminal Justice courses.		7/1/2016	6/30/2017
88	Associate Degree, Paralegal/Legal Assistant	LEG-2	Maintain at least 85% of the students enrolled in the Paralegal program from Fall 2016 (33 currently enrolled) to Spring 2017 (need to keep at least 28 of the currently enrolled students).	Persistence	Improve program persistence by 5% over baseline (Fall 2015/Spring 2016) 80%.	Of the 33 students enrolled in the Fall of 2016, only 27 returned in the Spring of 2017 for a persistence rate of 78%.	Focus on the use of student referrals and instructor/student conferences early on in the semester to help with persistence.	7/1/2016	6/30/2017
89	Associate Degree, Paralegal/Legal Assistant	LEG-3	Increase enrollment in the Paralegal program through K-12 recruitment activities and updated marketing strategies.	Enrollment	Increase Spring 2016 program enrollment (28) by 25% in Spring 2017. (Increase to 35 students enrolled for Spring 2017).	Enrollment was increased by 7% from 28 in Spring 2016 to 30 in Spring 2017.	Continue to work on recruiting efforts through the Marketing Department.	7/1/2016	6/30/2017

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90	Associate Degree, Paralegal/Legal Assistant	LEG-4	Increase student success through valuable professional development for faculty.	Graduation /Student Success	Faculty member(s) will participate in at least two professional development activities throughout the academic year.	Williette Waring Berry attended three professional development sessions during the 2016-17 academic year.	Information learned will be used to assist with being a more effective instructor for the various learners encountered across the curriculum.	7/1/2016	6/30/2017
91	Engineering and Advanced Manufacturing								
92	Engineering and Advanced Manufacturing	CEAM Dean-1	Ensure competitive programs through timely and effective faculty professional development opportunities.	Graduation /Student Success		Supported and encouraged continuing training and development for faculty. All faculty received training and support as we continue to explore the capabilities of D2L. On going support and training made available for the continued use of Compliance Assist tools such as SLOs and Unit Plan modules and course outline database. Program specific training was completed such as ongoing training for AUT's NATEF accreditation, PLTW training for faculty teaching in EET and related programs.	Additional professional development opportunities will be explored, including the incorporation of TREAD learning modules for staff and faculty.	7/1/2016	6/30/2017
93	Engineering and Advanced Manufacturing	CEAM Dean-2	Identify, develop and/or improve program offerings to fulfill the College's mission.	Enrollment		Worked in coordination with program coordinators for EGT and Mechatronics programs to submit proposal for bringing both of these programs from general technology degrees to Engineering Design Technology and AAS in Mechatronics degrees. Both of these proposals are on target for approval.	New program models for both Mechatronics and EDT will be formatted into an evening program model as well.	7/1/2016	6/30/2017
94	Engineering and Advanced Manufacturing	CEAM Dean-3	Improve retention/persistence (in identified programs) through targeted research-based strategies.	Persistence		Using data from automated DATATEL reports for Fall 2016 and Spring 2017 it is determined that enrollment decreased by 4.5% from Fall to Spring. Data shows there were 324 students enrolled during Fall 2016 and 309 students enrolled in all programs and certificates in division in Spring 2017.	An increased focus on retention and persistence was initiated at the program level. Team brain storming sessions were conducted that generated many ideas concerning student retention that are being implemented.	7/1/2016	6/30/2017

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95	Engineering and Advanced Manufacturing	CEAM Dean-4	Maintain/enhance program enrollment through appropriate outreach and marketing strategies.	Enrollment		<p>Participated in and encouraged program faculty to participate in outreach activities to increase enrollment throughout the year. Conducted tours of program facilities and labs. Spoke to groups of students and teachers about various program options.</p> <p>Worked with student interns to develop portable hands-on demonstrations to increase program awareness for prospective students. Participated in multiple off-site recruitment activities and demonstrations.</p> <p>Program faculty and staff participated in STEM summer camps for students and high school teachers. Hosted tours for area guidance counselors and teacher; spoke with area high school guidance counselors about division programs and options.</p> <p>Using DATEL generated reports from Fall dated October 3rd, 2016 and Fall dated October 3rd, 2017, it was determined enrollment from year to year was down by 4.8% in the division. October 2016 report indicated 325 students enrolled in all programs and certificates, while the October 2017 reported indicated 310 students enrolled in all programs and certificates within the division.</p>	Program areas took part in additional off campus recruiting and demonstrative events over the past year. There was also an increase focus on enrollment initiatives at the program level. This focus will continue with an increased focus on retention as well.	7/1/2016	6/30/2017
96	Engineering and Advanced Manufacturing	CEAM Dean-5	Ensure division's SACSCOC compliance.	Graduation /Student Success		<p>I assisted program coordinators across the division in the continuing development and updating of program SLOs, Unit Plans, and course outlines. These efforts support the College's SACSCOC compliance.</p> <p>I provided information and data as requested that is required for SACSCOC which assists with our continuing accreditation.</p>	I provided needed information, reports, and division updates that assisted in the College's continuing SACSCOC accreditation.	7/1/2016	6/30/2017
97	Associate Degree, Electronics Engineering Technology (Electronic Instrumentation) and Related Certificates								

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98	Associate Degree, Electronics Engineering Technology (Electronic Instrumentation) and Related Certificates	EET-EIT-01	Build modular process simulation plant to be used for lab instruction for EET/EIT/EGR classes. Process plant will allow students to install/calibrate/optimize real world applications in an environment that is closer to industry applications.	Job Placement	Increase retention for first year EIT students entering second fall semester of the program by 2%.	Process plant plans have been developed. Some equipment has been ordered. Construction has not begun.		7/1/2016	6/30/2018
99	Associate Degree, Electronics Engineering Technology (Electronic Instrumentation) and Related Certificates	EET-EIT-01	Build modular process simulation plant to be used for lab instruction for EET/EIT/EGR classes. Process plant will allow students to install/calibrate/optimize real world applications in an environment that is closer to industry applications.	Job Placement	Increase retention for first year EIT students entering second fall semester of the program by 2%.	Process plant plans have been developed. Some equipment has been ordered. Construction has not begun.		7/1/2016	6/30/2018
100	Associate Degree, Electronics Engineering Technology (Electronic Instrumentation) and Related Certificates	EET-EIT-01	Purchase (4) calibration stations, preferably by Hampden. Additional calibration work stations will accommodate and manage additional students in EET. Estimated cost at 15,000 each.	Job Placement, Graduation /Student Success		Stations were not purchased.	Calibration stations were not purchased. Substituted benches for stations. Stations will not need to be purchased at this time.	7/1/2016	6/30/2017
101	Associate Degree, Electronics Engineering Technology (Electronic Instrumentation) and Related Certificates	EET-EIT-02	Research available industry recognized certifications that EET/EIT students could earn while completing their degree. Research certificates offered through NCCER, ISA, and other organizations.	Job Placement	Research and identify industry certifications that are available that EET students can obtain before graduation. If applicable certifications are identified provide resources and information to students prior to graduation.			7/1/2016	6/30/2018
102	Associate Degree, Electronics Engineering Technology (Electronic Instrumentation) and Related Certificates	EET-EIT-02	Purchase additional Rosemount transmitters for temperature and pressure application. Need to replace failing transmitters and allow for additional training resources for increased enrollment.	Job Placement, Graduation /Student Success		Additional Rosemount transmitters were purchased to replace aging and failing transmitters in the EIT lab. Transmitters match industry standards used by our program partners. This allows continued lab instruction for EIT students.	Replacing failed equipment allows the program to continue to provide near 100% job placement rate for EET graduates.	7/1/2016	6/30/2017

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103	Associate Degree, Electronics Engineering Technology (Electronic Instrumentation) and Related Certificates	EET-EIT-03	Enhance delivery of analytical instrumentation through the purchase of analytical trainer that features pH, conductivity, and other analytical control functions. Estimated cost of 60,000.	Job Placement, Graduation /Student Success				7/1/2016	6/30/2018
104	Associate Degree, Electronics Engineering Technology (Electronic Instrumentation) and Related Certificates	EET-EIT-04	Incorporate new CompactLogix PLC programming platform into EIT 235 and EIT 244 courses.	Job Placement			New CompactLogix is being introduced in EET 235 beginning fall 2017.	7/1/2016	6/30/2018
105	Associate Degree, Electronics Engineering Technology (Electronic Instrumentation) and Related Certificates	EET-EIT-06	Standardize lab practical format and requirements, including grading rubrics for courses in EET program. This will be completed in phases. Phase one will focus on developing lab practical standard and format with concentration on the following courses: EIT 211, EET 227, EIT 110, and EET 235.	Persistence	Increase persistence by 2% for students moving from summer I semester into fall II semester.			7/1/2016	6/4/2018
106	Associate Degree, Electronics Engineering Technology (Electronic Instrumentation) and Related Certificates	EET-EIT-07	Once construction is completed in spring, move existing PLC equipment into new PLC lab. Setup lab to support PLC programming, LabVIEW programming, and PLTW courses.	Graduation /Student Success	New lab space will be setup, including moving, setup, and networking existing PLCs. Setup new CompactLogix PLCs to be ready for EET 235 and EIT 244 courses. Organize new lab space to accommodate various courses, such as LabVIEW, PLTW POE courses, and electronic circuits for Spring semester 2017. With new lab in operation, the goal is to increase graduation rate by 2%.	Graduation rate for students entering program in fall 2014 compared to students entering program in fall 2015 increased by 11%. Data determined by analyzing students enrolled in EGR 108 successfully completing the program.	Graduation rate for students entering program in fall 2014 compared to students entering program in fall 2015 increased by 11%. Data determined by analyzing students enrolled in EGR 108 successfully completing the program.	7/1/2016	6/30/2017

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107	Associate Degree, Electronics Engineering Technology (Electronic Instrumentation) and Related Certificates	EET-EIT-3	Acquire eight laptop PCs for the EET lab to be used in the instrumentation and PLC labs. This is needed to support increased enrollment in these areas as dual sections are now being offered.	Persistence	Students moving from summer to fall semesters increased by 1%. 33 out of 34 students moved from summer to fall semesters 2015. 39 out of 40 students moved from summer to fall semesters 2016.	Laptops were received after current Unit Plan year. EET received 16 laptops with an additional four laptops being prepared for use.	Student persistence from Summer I to Fall II increased by 1%.	7/1/2015	6/30/2017
108	Associate Degree, Electronics Engineering Technology (Electronic Instrumentation) and Related Certificates	EET-EIT-4	The current EIT PLC lab is equipped with a mixture of PLC-5s along with ControlLogix 5000 and Siemens. The PLC 5s are no longer in production and no longer supported by Rockwell Automation. The EIT PLC lab needs to upgrade the Rockwell Automation platform to CompactLogix PLCs to be used along with the existing PLC 5s, ControlLogix 5000s and the Siemens PLCs.	Job Placement	Maintain job placement rate of graduates by keeping PLC programming knowledge up-to-date on the Rockwell Automation platform which is most widely used PLC programming platform in our service area.	Compact Logix PLCs were purchased. PLC simulators/trainers are currently being built so that the new PLC platform can be fully implemented in the fall 2016 and spring 2017 semesters.		7/1/2015	6/29/2018
109	Associate Degree, Electronics Engineering Technology (Electronic Instrumentation) and Related Certificates	EET-EIT-6	Implement a spring start for students entering the EET/EIT program that will allow the student to complete the program in five semesters.	Enrollment		This unit plan was successfully completed. A spring start for EET students was implemented in spring semester 2016. This allows students to have two start semester options to enter the EET program and complete degree within 5 semesters.	Data results for comparison for increased enrollment will be available after spring 2017 semester.	7/1/2015	6/30/2017
110	Associate Degree, Electronics Engineering Technology (Engineering Technology Programming) and Related Certificates								
111	Associate Degree, Electronics Engineering Technology (Engineering Technology Programming) and Related Certificates	EET-CE-2	Develop a proposal to revise EET-CE options.	Persistence	Increase retention of students in program.	An NSF-ATE grant has been awarded (Advanced Technical Education in Robotics and Automated Manufacturing Program - ATE-RAMP) beginning September 2015 that includes support to restructure the EET-CE program track.	An NSF-ATE grant has been awarded (Advanced Technical Education in Robotics and Automated Manufacturing Program - ATE-RAMP) beginning September 2015 that includes support to restructure the EET-CE program track.	7/1/2013	6/30/2017

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112	Associate Degree, Electronics Engineering Technology (Engineering Technology Programming) and Related Certificates	EET-CE-3	Research needed program changes for EET-CE options.	Persistence	Increase retention of students into second year of program.	Program revisions were made during spring 2015 semester and approved by the curriculum committee. The CE (Computer Electronics) EET track was changed to ETP (Engineering Technology Programming). The change became effective for the 2016/2017 catalog.	An NSF-ATE grant has been awarded (Advanced Technical Education in Robotics and Automated Manufacturing Program - ATE-RAMP) beginning September 2015 that includes support to restructure the EET-CE program track.	7/1/2013	6/30/2017
113	Associate Degree, Electronics Engineering Technology (Engineering Technology Programming) and Related Certificates	EET-ETP-3	Purchase two industrial networking training simulators. Total cost = 36,000. Trainers will be used in new course development in support of revised EET track to include Engineering Programming Technology.	Enrollment	Increase enrollment in new EET track by 10%.		Trainers were purchased and received. Trainers have not been fully unpacked yet due to damage detected. In touch with vendor for repair/replacement. This unit plan is not yet complete.	7/1/2016	6/30/2018
114	Associate Degree, Electronics Engineering Technology (Engineering Technology Programming) and Related Certificates	EET-ETP-4	Develop a recruitment plan in conjunction with Student Services.	Persistence		An NSF-ATE grant has been awarded (Advanced Technical Education in Robotics and Automated Manufacturing Program - ATE-RAMP) beginning September 2015 that includes support to restructure the EET-CE program track.	An NSF-ATE grant has been awarded (Advanced Technical Education in Robotics and Automated Manufacturing Program - ATE-RAMP) beginning September 2015 that includes support to restructure the EET-CE program track. The new program track has been approved and published in the catalog. New courses are being developed (EGR 120, EGR 236, EET 236) which will roll out in fall 2017, and spring 2018. A recruitment plan has yet to be established.	7/1/2013	6/30/2018
115	Associate Degree, Automotive Technology and Related Certificates								
116	Associate Degree, Automotive Technology and Related Certificates	AUT-1	Replace obsolete and problematic alignment rack to allow light diesel and automotive program instruction.	Licensure Pass Rates	ASE pass rate of 70 %.	The ASE pass rate for the year was 41%.	Next year, we will incorporate AVI on-demand training to let students work at their own pace using media and pre-and post-testing to help students prepare for the ASE exam.	7/1/2016	6/30/2017
117	Associate Degree, Automotive Technology and Related Certificates	AUT-2	NATEF Standard 1.1 "Employment Potential" requires program graduate follow-up data to determine placement relating to automotive employment.	Job Placement	80% percent of automotive program graduates provide employment data relating to automotive employment.	Only three students responded to the graduate survey (18.75%).	Because of the low response rate, next year we will incorporate an online survey format.	7/1/2016	6/30/2018

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118	Associate Degree, Automotive Technology and Related Certificates	AUT-3	Licensure exam testing and preparation for automotive students.		Plan and purchase ASE prep materials and work to set up ASE satellite location in the OCtech testing center.	Student exam prep and licensure fees were paid by Perkins fund this year. The process to make the testing center a satellite test site for ASE has been completed. 17-18 graduates will test on site.	This year, Perkins funds will be available for test prep and licensure fees. With the ASE testing site now on-campus, we will be able to test as a group, which will increase participation. In addition, we will incorporate AVI on-demand training to let students work at their own pace using media and pre- and post-testing to help students prepare for the ASE exam.	7/1/2016	6/30/2017
119	Associate Degree, Automotive Technology and Related Certificates	AUT-4	Students will acquire employability skills relating to the use of automotive manufacturer laptop computer scan tools.	Job Placement	Manufacturing specific computers and software will be incorporated into labs for AUT 262 (Advanced Level Diagnostics).	Students are now being trained on Chrysler, Nissan, and GM.	To expand student knowledge, Ford/Dodge curriculum will be purchased using Perkins funds and will be in use beginning Spring 2018.	7/1/2016	6/30/2017
120	Associate Degree, Automotive Technology and Related Certificates	AUT-5	Improve the appearance of the I-805 lab floor (strip floor paint and wax bare concrete).	Enrollment				7/1/2016	6/30/2017
121	Associate Degree, Automotive Technology and Related Certificates	AUT-6	Establish light diesel program located in the 1415L lab.	Enrollment	Full enrolment of 16 students.	Nine students were enrolled for the Summer 2017 semester.	Next year, we will improve numbers for Fall 2017 enrollment, which will help reach the full summer enrollment of 16 students for the light diesel program. We are working with the Marketing department to create a brochures and other materials to help increase enrollment. The program coordinator has been creating lab videos and uploading them to the OCtech Youtube channel to increase program interest.	7/1/2016	6/30/2017
122	Associate Degree, Industrial Electronics Technology and Related Certificates								
123	Associate Degree, Industrial Electronics Technology and Related Certificates	IET-1	Develop two IET Specialization paths. One specialization for IET Electronics and Electrical. Second specialization for IET Mechanical and Electrical.		Curriculum planned and approved by curriculum committee; new curriculum maps included in 17-18 catalog.	Both new program options are active and included in the 17-18 catalog.	EEM-275 and EEM-166 are the new courses included in the new program options. Going forward, the program coordinator will work to include these course competencies in the Student Learning Outcomes.	7/1/2016	6/30/2017
124	Associate Degree, Industrial Electronics Technology and Related Certificates	IET-2	Equipment will be purchased to update ethernet capability and technology update for PLC lab. This updated equipment will allow students to have a greater knowledge of technology used in local industry. New PLCs purchased for this objective will match previously purchased PLC equipment.	Graduation /Student Success	New PLCs purchased, installed, and new Ethernet capabilities incorporated into laboratory activities for IET and EET students.	9/13/16 - All updates to ethernet and equipment have been made for EET activities. However, work for IET will need to be extended into the 16-17 year.		7/1/2015	6/30/2018

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125	Associate Degree, Industrial Electronics Technology and Related Certificates	IET-3	Placement of a door between 803-I Classroom and the 802-I Storage Room. This will help optimize lab time and cause less distractions to adjoining Classroom Lecture sessions.	Graduation /Student Success	Door placement will offer security for equipment and assist in lab facilitation and minimize class/lab disruptions.	It was decided that moving the equipment to a new space would be more beneficial than changing the door arrangement.	Access has yet to be installed. Plan is still pending and not approved.	7/1/2014	6/30/2017
126	Associate Degree, Industrial Electronics Technology and Related Certificates	IET-4	Implementing more classes to the Evening program.	Enrollment	Offer EEM 117, EEM 118, IMT 131, and EEM 165 in the evening beginning in the Fall 2017 semester.	All planned courses, including the addition of EEM 166 will be added to the evening program beginning Fall 2017.	The program coordinator will continue to monitor course offerings and ensure that all students in the evening program have options to finish their program in a timely manner.	7/1/2016	6/30/2017
127	Associate Degree, Industrial Electronics Technology and Related Certificates	IET-5	Improve program persistence and retention by providing industry visits for students.		Program students will attend 3 industry visits this academic year.	IET students went on all three industry visits this year to Starbucks, Mayer Industries, and Quality Model.	Next year, the program coordinator will try to plan visits to Michelin Tire, Continental Tire, and SCE&G in Cope.	7/1/2016	6/30/2017
128	Associate Degree, Machine Tool Technology and Related Certificates								
129	Associate Degree, Machine Tool Technology and Related Certificates	MTT-1	Implement new 4 axis CNC machine into MTT program that will allow the student to understand fourth axis.	Graduation /Student Success	Successfully design, plan, and implement fourth axis CNC machine technology into the MTT program.	Equipment has been installed and is being used by students in the lab.	The next step in expanding the use of CNC in our labs will be purchasing a 5th axis CNC unit. Local companies like GKN are now using that technology, so going forward, it will be necessary to investigate the possibility of adding to the lab.	7/1/2016	6/30/2017
130	Associate Degree, Machine Tool Technology and Related Certificates	MTT-1	Explore the option of offering MTT courses as an evening program.	Enrollment	Continue offering MTT courses as an evening program .	Evening courses were offered beginning Spring 2017. We currently have our second cohort enrolled in the evening program.	Will be recruiting to schools and local business to market the evening program. In addition, the program faculty are working with Sandra Moore in Continuing Education to market to companies wanting to take advantage of the apprenticeship program.	7/1/2016	6/30/2017
131	Associate Degree, Machine Tool Technology and Related Certificates	MTT-2	Research and develop gun-smithing offering in conjunction with continuing ed. This will allow feeder into MTT program.	Persistence	Research and develop program with proposed roll-out of program for fall semester 2017.			7/1/2016	6/30/2018

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132	Associate Degree, Machine Tool Technology and Related Certificates	MTT-2	Create a Quality Certificate. Certificate will require approval from College Program Curriculum Committee, SBTC, and SACs. Develop appropriate courses for certificate with planned implementation for Spring 2018.	Enrollment	Increased enrollment in the Machine Tool Technology program.	Ongoing. Currently creating coursework. Working to find textbook and integrate into Machine Tool Program. Update 9-14-15 - Course outline created. Microburst Learning currently building online component. Textbook established. Course should be completed by October 2015. Course now completed. Hope to have students enrolled by Fall of 2018.		7/1/2013	6/30/2018
133	Associate Degree, Machine Tool Technology and Related Certificates	MTT-2	Update outdated band saw to ensure students have proper cutting skills to be hired in local industry.		Purchase, install, and incorporate new equipment into course lab exercises.	The new band saw has been purchased and installed. Students in all MTT courses are now using the saw in lab exercises.	Next year, we will work on purchasing and installing two new lathes to ensure students are skilled in basic MTT competencies. The current units are very old and need to be replaced with new technology to ensure program currency.	7/1/2015	6/30/2017
134	Associate Degree, Machine Tool Technology and Related Certificates	MTT-3	Work with Middle College to increase MTT awareness among students. This will increase high school graduates entering MTT program.	Enrollment	Work with Middle College to provide information and increase awareness of opportunities for students entering MTT.	The faculty has been visiting Middle College high schools to recruit students and give them information about the MTT field.	Next year, we will work with Mike Hammond to help increase MTT MC enrollment. We hope to give more information to the counselors and help the students learn about local industry need.	7/1/2016	6/30/2017
135	Associate Degree, Machine Tool Technology and Related Certificates	MTT-4	Upgrade CMM (Automated Coordinate Measuring Machine) equipment to area industry standards.	Job Placement		The faculty and administration have decided to focus on other equipment needs in the lab.	CNC equipment is more vital to filling local industry need.	7/1/2015	6/30/2017
136	Associate Degree, Machine Tool Technology and Related Certificates	MTT-6	Install door for room J-701. Estimated cost between \$750 and \$1,000.					7/1/2016	6/30/2018
137	Certificate, Computer Aided Design (CAD) I								
138	Certificate, Computer Aided Design (CAD) I	CAD-1	Purchase new 3D Printer for CAD Lab to introduce the advanced slicing technology. This is a more precise build than the current system that has a finer detailed model.	Job Placement		New 3D Printer received but not installed due to lab move.	Printer is now operational and in use by students and local industry.	7/1/2016	6/28/2018
139	Certificate, Computer Aided Design (CAD) I	CAD-1	Purchase new 3D Printer for CAD Lab to introduce the advanced slicing technology. This is a more precise build than the current system that has a finer detailed model.	Job Placement		New 3D Printer received but not installed due to lab move.	Printer is now operational and in use by students and local industry.	7/1/2016	6/28/2018

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140	Certificate, Computer Aided Design (CAD) I	CAD-1	Purchase new 3D Printer for CAD Lab to introduce the advanced slicing technology. This is a more precise build than the current system that has a finer detailed model.	Job Placement		New 3D Printer received but not installed due to lab move.	Printer is now operational and in use by students and local industry.	7/1/2016	6/28/2018
141	Certificate, Computer Aided Design (CAD) I	CAD-1	Purchase new 3D Printer for CAD Lab to introduce the advanced slicing technology. This is a more precise build than the current system that has a finer detailed model.	Job Placement		New 3D Printer received but not installed due to lab move.	Printer is now operational and in use by students and local industry.	7/1/2016	6/28/2018
142	Certificate, Computer Aided Design (CAD) I	CAD-2	Replace CAD workstation Furniture.			EGT Lab relocated and furniture installed.	Existing Lab Furniture moved from N1621 to new In in N1618	7/1/2016	6/30/2017
143	Certificate, Computer Aided Design (CAD) I	CAD-3	Update additional material added to the EGT 152 course including videos and drawings.	Graduation /Student Success	100% of the EGT Students were retained		Online videos have been updated and completed and used by students as an alternative learning resource.	7/1/2016	6/30/2017
144	Certificate, Computer Aided Design (CAD) I	CAD-4	Create a set of videos for EGT 151 that would provide the student with additional learning resources. in addition the videos would be a guide to the proper arrangement and assembly of the required detailed commercial building plan project.		All EGT Students will have a passing grade of C or better.	100% of the EGT Students completed the course and were retained in the program.	Online videos have been updated and completed and used by students as an alternative learning resource.	7/1/2016	6/30/2017
145	Certificate, Computer Aided Design (CAD) II								
146	Certificate, Computer Aided Design (CAD) II	EGT-2	Create a set of videos for EGT 172 that would provide the student with additional learning resources. in addition the videos would be a guide to the proper arrangement and assembly of the required structural steel building design project.	Graduation /Student Success	100% of the EGT Students completed the course and were retained in the program.	5 videos completed and uploaded to youtube.com. available to students as supplemental instruction for textbook.	Online videos have been updated and completed and used by students as an alternative learning resource.	7/1/2016	6/30/2017
147	Certificate, Computer Aided Design (CAD) III								
148	Certificate, Computer Aided Design (CAD) III	EGT-3	Create a set of videos for EGT 225 that would provide the student with additional learning resources. in addition the videos would be a guide to the proper arrangement and assembly of the required piping project		100% of the EGT Students completed the course and were retained in the program.		Online videos have been updated and completed and used by students as an alternative learning resource.	7/1/2016	6/30/2017

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149	Certificate, Computer Aided Design (CAD) III	EGT-4	Create a set of videos for EGT 172 that would provide the student with additional learning resources. in addition the videos would be a guide to the proper arrangement and assembly of the required electronic drawings.		100% of the EGT Students completed the course and were retained in the program.		Online videos have been updated and completed and used by students as an alternative learning resource.	7/1/2016	6/30/2017
150	Certificate, Industrial Maintenance: Mechanical and Electrical I								
151	Certificate, Industrial Maintenance: Mechanical and Electrical I	IMT-01	Purchase rigging equipment to support IMT instruction and labs. Estimated cost at \$18,000.	Job Placement	Incorporate rigging experience in lab practical objective in the IMT program. Rigging experience is expected by employers for IMT technicians. This will meet the expectation of employers and enhance graduates employment opportunities.	Rigging equipment will be used in labs for IMT 211 beginning Summer 2017. The course will be offered again in Fall 2018.	Going forward, more rigging equipment will be ordered to allow larger student groups to use the labs at one time.	7/1/2016	6/30/2017
152	Certificate, Industrial Maintenance: Mechanical and Electrical I	IMT-02	Purchase electrical/mechanical trainers for IMT labs. This lab capability will meet the needs of the IMT advisory board recommendations.	Job Placement	Purchase and install equipment for student use.	Equipment installed and being used in labs beginning Summer 2017.	Next year, the program coordinator will request the purchase of pump trainers.	7/1/2016	6/30/2017
153	Certificate, Industrial Maintenance: Mechanical and Electrical I	IMT-02	Purchase electrical/mechanical trainers for IMT labs. This lab capability will meet the needs of the IMT advisory board recommendations.	Job Placement	Purchase and install equipment for student use.	Equipment installed and being used in labs beginning Summer 2017.	Next year, the program coordinator will request the purchase of pump trainers.	7/1/2016	6/30/2017
154	Certificate, Industrial Maintenance: Mechanical and Electrical I	IMT-03	Purchase belt and gear trainer for IMT labs. This meets the recommendations from the recent IMT industry advisory meeting.	Job Placement	Purchase and install belt trainer.	Belt trainer was purchased and installed in Spring 2017. Students in IMT 223 and IMT 217 are now using this equipment.	Next year, the program coordinator will request an additional belt trainer to ensure that students have full accessibility to equipment during labs. Smaller groups will make the skills training more effective.	7/1/2016	6/30/2017
155	Certificate, Mechatronics I								
156	Certificate, Mechatronics I	MECH-1	Maintain program enrollment until additional measures have been taken to handle the inflation of students that have already entered the program. To sustain the current student base scheduling of courses, hiring of qualified instructors, and training of advisers to assist must transpire.	Enrollment	There will be an 3% increase in enrollment.	There was a 43% increase in enrollment from Fall 2015 to Fall 2016.	Next year, we will work to increase recruiting activities using the road show. These visits will allow interns to set up equipment and share program information in the community.	7/1/2015	6/30/2017

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157	Certificate, Mechatronics I	MECH-2	Improve awareness of careers in Mechatronics for students, along with forming partnerships with Industry in our area. This in-turn should boost job placement due industry's knowledge of what we are teaching our students at OCtech, along with enrollment from businesses wanting trained individuals in this area of study.	Job Placement	Program students will have the opportunity to visits at least two industry sites during the 2016-17 academic year.	Program students were able to visit Starbucks and one other industry.	Next year, in addition to having visits to industry sites, we will invite industry representatives to visit our students. The new program coordinator will work to build industry contacts through the Advisory Board Meeting (November) and through calls and visits.	7/1/2015	6/30/2017
158	Certificate, Mechatronics I	MECH-3	Increase student access to robotics with the purchase of Kuka robot platform and enclosure cart. This system includes the Kuka curriculum, which can allow students to earn a Kuka certificate through lessons covered in AMT 205. Considering the instrumentation students will also be utilizing this course, we need more trainers to handle the influx of students.	Graduation /Student Success	Purchase and install new equipment. Add Kuka curriculum elements to the course outline for AMT 205. Brandon's summer 2015 Kuka Programming I and II training will allow him to teach the Kuka curriculum and award the certification to students.	Two new Kuka Kore robots are now installed and in use in T-137. In Fall 2016, 25 students took the Kuka Robotics certification test and 20 passed.	Next year, there are 15 students taking AMT 205 and 20 will be enrolled in Spring 2018. The addition of another Kuka robot for welding will better serve industry needs and maintain program currency. In addition, local automotive manufacturers use welding robots, as well as Husqvarna.	7/1/2015	6/30/2017
159	Certificate, Mechatronics I	MECH-3	Increase student access to robotics with the purchase of Kuka robot platform and enclosure cart. This system includes the Kuka curriculum, which can allow students to earn a Kuka certificate through lessons covered in AMT 205. Considering the instrumentation students will also be utilizing this course, we need more trainers to handle the influx of students.	Graduation /Student Success	Purchase and install new equipment. Add Kuka curriculum elements to the course outline for AMT 205. Brandon's summer 2015 Kuka Programming I and II training will allow him to teach the Kuka curriculum and award the certification to students.	Two new Kuka Kore robots are now installed and in use in T-137. In Fall 2016, 25 students took the Kuka Robotics certification test and 20 passed.	Next year, there are 15 students taking AMT 205 and 20 will be enrolled in Spring 2018. The addition of another Kuka robot for welding will better serve industry needs and maintain program currency. In addition, local automotive manufacturers use welding robots, as well as Husqvarna.	7/1/2015	6/30/2017
160	Certificate, Mechatronics I	MECH-4	Increase student computer access with 20 Laptop computers for the Mechatronics program. Currently the program is operating with old out of date laptops that don't even have the capacity to run programming software. This upgraded is needed ASAP.					7/1/2015	6/30/2018
161	Certificate, Truck Driver Training								

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162	Certificate, Truck Driver Training	TDR-1	Enhance program by increasing to 16 credit hours.	Enrollment	Gain approval from curriculum committee, Area Commission, Department of Ed, SBTCE, and SACSCOC. Gain Pell eligibility for the program by preparing proposal and present proposed changes to the curriculum committee to achieve 16 credit hours which is still in progress.	Enhanced program by increasing to 16 credit hours and achieving Title IV eligibility.	The new program standards implemented beginning in the Summer 2016 semester.	7/1/2014	6/30/2018
163	Certificate, Truck Driver Training	TDR-10	Secure a Tractor Trailer and tanker which will increase the exposure to and experience with a 3d type of towed trailer which will increase the student's marketability to employers.	Job Placement				7/1/2016	6/29/2018
164	Certificate, Truck Driver Training	TDR-2	Employ more full time instructors in order to better facilitate the training of both day and night courses.	Enrollment, Revenue	Increased enrollment and licensing of students.	One Lecturer position has been added, though another full time position would also be advantageous.		7/1/2016	6/29/2018
165	Certificate, Truck Driver Training	TDR-3	Design a computer lab that will enhance the training and understanding for the proposed 16 credit hour model of TDR 101-105.	Licensure Pass Rates, Graduation /Student Success		Enhanced research options resulting in quality projects for assessment.		7/1/2016	6/29/2018
166	Certificate, Truck Driver Training	TDR-4	Provide the hybrid training model (online and in person) for the students.	Licensure Pass Rates, Graduation/Student Success		Completed hybrid model and online training.	Increased opportunities for students to study the material.	7/1/2016	6/30/2017
167	Certificate, Truck Driver Training	TDR-5	Increase the amount of classroom space to support a larger student cohort.	Graduation /Student Success, Revenue				7/1/2016	6/29/2018
168	Certificate, Truck Driver Training	TDR-6	Update the truck driving simulator to increase ease of student use and skill attainment. Secure the golden shifter and golden mirror training from Virage for the simulator.	Licensure Pass Rates				7/1/2016	6/29/2018
169	Certificate, Truck Driver Training	TDR-7	Select and require a uniform shirt and obligate students to wear their required uniform for class to improve safety awareness and soft skills	Enrollment, Graduation /Student Success		Selected a required uniform shirt and obligate students to wear their required uniform for class to improve safety awareness and soft skills	Educate soft skills, uniformity, and cohesiveness among the students.	7/1/2016	6/30/2017

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170	Certificate, Truck Driver Training	TDR-8	Add a bus to our fleet so that we are able to expand our training options and increase the number of endorsements and employment opportunities for the students.	Job Placement, Licensure Pass Rates	Increased employment in a variety of transportation employment vacancies.			7/1/2016	6/29/2018
171	Certificate, Truck Driver Training	TDR-9	Expand the former skills pad so that it can support the new model of training and testing so that more students can conduct skills training simultaneously as the program grows.	Licensure Pass Rates, Graduation /Student Success				7/1/2016	6/30/2017
172	Certificate, Welding Basic								
173	Certificate, Welding Basic	WLD-1	The purchase of a video Camera/Monitor system will allow the instructors to perform welding demonstrations for 18 welding students at one time, thereby saving time and allowing the students to receive the exact same instructions for a given lesson. It will also allow for archived videos of welding demonstrations and individual student practice sessions for instructional purposes, review and demonstrations.	Graduation /Student Success	Purchase and install equipment; incorporate into student labs.	Equipment has been purchased. In the process of installing. Jimmie is working with the sales rep.	Will speak with IT to purchase large presentation screen to use along with camera system.	7/1/2016	6/30/2018
174	Certificate, Welding Basic	WLD-2	This system accurately measures the dimensional properties of welds and weld uoints. All the main joint and weld configurations are pre-set in the device and can be selected and viewed on the device screen with a display of the parameter measured values or set tolerances. This device can be easily used by students, rapidly enabling them to verify the quality and dimensions of their practice welds. The computer-based weld inspection system, designed primarily for use by a welding inspector or the welder himself, results in better training, faster outcomes, and lower costs.	Graduation/St udent Success	Equipment purchased, installed, and incorporated into student lab exercises.	Equipment has been purchased and Jimmie is working with sales rep to program.		7/1/2016	6/30/2018

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175	Certificate, Welding Basic	WLD-3	Program Coordinator will visit local industry to establish relationships to create/provide welder training for current employees and/or future hires. In addition, contact union representatives to facilitate hiring program students.	Enrollment	Students and faculty will set up at least 2 industry visits per year.	This year, the faculty and/or students visited ICI Industries, Husqvarna, and HHS Inc.	Next year, Jimmie will work with several new industries, in conjunction with Continuing Education, to set up visits. Jimmie will also invite reps from unions to speak with students.	7/1/2015	6/30/2017
176	Certificate, Welding Basic	WLD-3	Increase veteran enrollment by interfacing with local veterans support service groups and the college veterans liaison.	Enrollment	Increase veteran enrollment by 50% (2 students).	There were no veteran students enrolled this year.	Next year, Jimmie will work to set up a connection at Fort Jackson to recruit more students into the program.	7/1/2016	6/30/2017
177	Certificate, Welding Basic	WLD-4	Increase enrollment in both welding labs with one full-time instructor in each lab during morning and afternoon sections, as well as one adjunct instructor in each lab for afternoon and evening sections.	Enrollment	Increase enrollment by 3%. In addition, student persistence and retention will increase when an additional instructor is available to support student success.	There was not an increase in enrollment. Currently, there is no need to hire another instructor.	Next year, to help increase enrollment Jimmie will continue to make new industry and veterans contacts.	7/1/2016	6/30/2017
178	Certificate, Welding Basic	WLD-5	Increase the number of cooperative works and internship opportunities. Create a Scholars apprenticeship program with local businesses.	Job Placement	Under the new statewide Apprenticeship grant, work with Sandra Moore to meet with companies and establish welding apprenticeships. Establish one apprenticeship by Spring 2017.			7/1/2016	6/30/2018
179	Certificate, Welding Basic	WLD-6	Research additional training for non-destructive testing certification (radiation/nuclear welding) so that program coordinator can validate the strength/viability of welds made by students.	Job Placement	Instructor will reasearch options for initial training and add-on certification during the Annual AWS Conference in November 2016.		Next year, in order to gain sufficient hours toward Level 3 certification, the program coordinator will find a possible workshop training to complete certification hours.	7/1/2016	6/30/2018
180	Certificate, Welding Basic	WLD-7	In addition, increased recruitment activities, including use of the new virtual welder, will increase enrollment.	Enrollment	In addition, increased recruitment activities, including use of the new virtual welder, will increase enrollment.	This year, faculty attended two recruitment events (Santee and Holly Hill) using the virtual welder.	Next year, faculty will visit local high schools to recruit and display the virtual welder. Will also request a booth at the Orangeburg County Fair from administration.	7/1/2015	6/30/2017
181	Nursing and Health Sciences								
182	Nursing and Health Sciences	NURHS Dean-1	Ensure quality programs through timely and effective faculty professional development opportunities.	Graduation /Student Success	Professional development for: QEP Modules, D2L Training, currency of skills for all NUR and HS Program faculty. Accreditation Updates for all accredited programs.	All faculty completed required training sessions. In addition, accreditation requirements were met.	In addition to OCtech training sessions, next year the nursing faculty (ADN and PN) will prepare for ACEN reaccreditation through national training. PTA is also reaccredited in 18-19. They will prepare for accreditation activities through national conferences and training sessions.	7/1/2016	6/30/2017

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183	Nursing and Health Sciences	NURHS Dean-2	Improve program offerings to fulfill the College's mission.	Enrollment	<p>Electronic Health Records will be approved by SACS.</p> <p>Investigate the possibility of a Pharm Tech Program.</p> <p>Combine PN and ADN Flex Programs under a single Program Coordinator.</p> <p>Health Sciences/Nursing Division will initiate iPad activity in 60% of Programs for the first year.</p> <p>ADN and ADN Flex Nursing Programs will utilize D2L Capture for instruction and enrichment.</p> <p>Investigate Electronic Storage of Division Files.</p>	<p>Electronic Health Records was approved by SACSCOC. We are currently awaiting approval from US DoE regarding financial aid.</p> <p>Investigated the possibility of a Pharm Tech Program. However, the cost of the hood (medication mixing station) was very expensive. Will revisit in the future.</p> <p>Combined PN and ADN Flex Programs under a single Program Coordinator (Susan Chavis).</p> <p>Health Sciences/Nursing Division initiated iPad activity in 60% of Programs for the first year. They are currently active in ADN Flex and PTA. Will work next year to expand to more programs and reach 60% goal. However, because students are now required to purchase laptops, few iPads may be used in classroom activities. iPads are not currently available for purchase using financial aid funds, but laptops are.</p> <p>ADN and ADN Flex Nursing Programs worked to include D2L Capture for instruction and enrichment. Camtasia will not be used going forward, so D2L will replace the system. As new textbooks arrive, lectures will be re-recorded and loaded to D2L.</p>	<p>Next year, we will consider hiring new faculty for ADN and ADN/PN Flex. We will also hire new PTA faculty adjunct. In addition, we plan to incorporate remote proctor into classrooms for online testing. The new advising class will also be incorporated into faculty training and rolled out in Fall 2017.</p>	7/1/2016	6/30/2017
184	Nursing and Health Sciences	NURHS Dean-3	Improve retention/persistence (for identified programs) through targeted research-based strategies.	Persistence	<p>Achieve 60% retention for all NUR/H/S Programs combined.</p>	<p>Retention was 79.4% for applicable (two-year programs) that measure retention (ADN, PTA, RES, and RAD).</p> <p>Persistence was 81.3% based on the following programs: MA, RES, RAD, ADN, PN, PTA, MRI, PCT, and EMT.</p>	<p>To increase retention going forward, we plan to review curricula to identify courses where we can change scheduling to offer twice per year. This will allow students who are not successful to more quickly rejoin a cohort and finish their program. In addition, scheduling changes will create smaller groups for more one-on-one time in labs. We will offer supplemental instruction one hour per week in ADN and PN. The updated and re-recorded lectures will also allow students to remediate on their own time and increase retention.</p>	7/1/2016	6/30/2017

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185	Nursing and Health Sciences	NURHS Dean-4	Enhance program enrollment through appropriate outreach and marketing strategies.	Enrollment	Initiate enrollment in the third PTA cohort of 22 students; Enroll 9 students in the second RN Flex Program, increase enrollment total of 109 students in the ADN program, increase enrollment in the Traditional PN Program by 6%. Faculty participates in Divisional Recruitment activities.	Enrollment in the third PTA cohort was 22 students (goal met); Ten students were enrolled in the second RN Flex Program (goal met); In the traditional ADN program, enrollment goal was 109 students CANDANCE WILL FIND NUMBER; Increase enrollment in the Traditional PN Program by 6%. CANDANCE WILL FIND NUMBER	We will maintain enrollment at current numbers until we complete the new building, which will allow for more room to grow programs.	7/1/2016	6/30/2017
186	Nursing and Health Sciences	NURHS Dean-5	Ensure division's SACSCOC compliance.	Graduation /Student Success	Ensure that all program coordinators complete SLO assessments and unit plans. Maintain appropriate loading and ensure newly hired adjuncts and full-time faculty credentials meet SACSCOC requirements.	All faculty have been trained to ensure collection of data and program currency.	Going forward, Leah Jones will offer Compliance Assist training to help faculty streamline their SLOs to facilitate more effective data collection. We will use the D2L competency module to help monitor student success and more easily collect data for accreditation.	7/1/2016	6/30/2017
187	Associate Degree, Nursing								
188	Associate Degree, Nursing	ADN-1	Generic student packets submitted for admission to the ADN Program will increase.	Enrollment	Enrollment has been 90-100 students. Enrollment will increase to 109 students for Fall 2016.	There were 176 packets submitted for the traditional ADN program during 2016. In 2015, 172 packets were submitted. We had an increase of 5 packets for 2016. PN to ADN 2016-2017 (Total ~ 70) AAS.ADN (Opt 2) ~ 0 AAS.ADN.TN (Opt 3) ~ 18 AAS.ADN.FLEX (Opt 4) ~ 36 Option Undecided ~ 16	We need to focus on looking at the NUR 101 course, providing additional student support and reviewing admission requirements, rather than looking at the number of packets received.	7/1/2016	6/30/2017

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189	Associate Degree, Nursing	ADN-2	Provide high quality classroom, lab, and clinical education in a positive learning environment that fosters confidence, competence, success, and self reliance.	Persistence	55% of students will be successful in Nursing courses each semester.	<p>Fall 2016</p> <p>Persistence NUR 101--began with 87 students, ended with 40--46% NUR 214 Began with 39 students, ended with 38--97% NUR 210 Began with 41 students, ended with 41--100%</p> <p>Spring 2017</p> <p>NUR 111--Began with 40 students, ended with 35--88% NUR 211 Began with 40 students, ended with 40--100% NUR 215 Began with 40 students, ended with 40--100% NUR 216 Began with 40 student, ended with 40--100%</p> <p>Summer 2017</p> <p>NUR 212--Began with 38 students, ended with 36--95% NUR 226 Began with 38 students, ended with 36-- 95%</p>	<p>Possible solutions include:</p> <ol style="list-style-type: none"> 1. Identify students at risk early in the semester and put strategies in place for them such as open labs, tutoring, faculty coaching, test-taking strategies and study skills classes. 2. Assess NUR 101 curriculum to determine if content placement is appropriate for the first nursing course. 3. Evaluate admission criteria to determine if we are admitting students that have the academic potential to complete the program. 	7/1/2016	6/30/2017

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190	Associate Degree, Nursing	ADN-2	Provide high quality classroom, lab, and clinical education in a positive learning environment that fosters confidence, competence, success, and self reliance.	Persistence	55% of students will be successful in Nursing courses each semester.	<p>Fall 2016</p> <p>Persistence NUR 101--began with 87 students, ended with 40--46% NUR 214 Began with 39 students, ended with 38--97% NUR 210 Began with 41 students, ended with 41--100%</p> <p>Spring 2017</p> <p>NUR 111--Began with 40 students, ended with 35--88% NUR 211 Began with 40 students, ended with 40--100% NUR 215 Began with 40 students, ended with 40--100% NUR 216 Began with 40 student, ended with 40--100%</p> <p>Summer 2017</p> <p>NUR 212--Began with 38 students, ended with 36--95% NUR 226 Began with 38 students, ended with 36-- 95%</p>	<p>Possible solutions include:</p> <ol style="list-style-type: none"> 1. Identify students at risk early in the semester and put strategies in place for them such as open labs, tutoring, faculty coaching, test-taking strategies and study skills classes. 2. Assess NUR 101 curriculum to determine if content placement is appropriate for the first nursing course. 3. Evaluate admission criteria to determine if we are admitting students that have the academic potential to complete the program. 	7/1/2016	6/30/2017

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191	Associate Degree, Nursing	ADN-2	Provide high quality classroom, lab, and clinical education in a positive learning environment that fosters confidence, competence, success, and self reliance.	Persistence	55% of students will be successful in Nursing courses each semester.	<p>Fall 2016</p> <p>Persistence NUR 101--began with 87 students, ended with 40--46% NUR 214 Began with 39 students, ended with 38--97% NUR 210 Began with 41 students, ended with 41--100%</p> <p>Spring 2017</p> <p>NUR 111--Began with 40 students, ended with 35--88% NUR 211 Began with 40 students, ended with 40--100% NUR 215 Began with 40 students, ended with 40--100% NUR 216 Began with 40 student, ended with 40--100%</p> <p>Summer 2017</p> <p>NUR 212--Began with 38 students, ended with 36--95% NUR 226 Began with 38 students, ended with 36-- 95%</p>	<p>Possible solutions include:</p> <ol style="list-style-type: none"> 1. Identify students at risk early in the semester and put strategies in place for them such as open labs, tutoring, faculty coaching, test-taking strategies and study skills classes. 2. Assess NUR 101 curriculum to determine if content placement is appropriate for the first nursing course. 3. Evaluate admission criteria to determine if we are admitting students that have the academic potential to complete the program. 	7/1/2016	6/30/2017

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192	Associate Degree, Nursing	ADN-2	Provide high quality classroom, lab, and clinical education in a positive learning environment that fosters confidence, competence, success, and self reliance.	Persistence	55% of students will be successful in Nursing courses each semester.	<p>Fall 2016</p> <p>Persistence NUR 101--began with 87 students, ended with 40--46% NUR 214 Began with 39 students, ended with 38--97% NUR 210 Began with 41 students, ended with 41--100%</p> <p>Spring 2017</p> <p>NUR 111--Began with 40 students, ended with 35--88% NUR 211 Began with 40 students, ended with 40--100% NUR 215 Began with 40 students, ended with 40--100% NUR 216 Began with 40 student, ended with 40--100%</p> <p>Summer 2017</p> <p>NUR 212--Began with 38 students, ended with 36--95% NUR 226 Began with 38 students, ended with 36-- 95%</p>	<p>Possible solutions include:</p> <ol style="list-style-type: none"> 1. Identify students at risk early in the semester and put strategies in place for them such as open labs, tutoring, faculty coaching, test-taking strategies and study skills classes. 2. Assess NUR 101 curriculum to determine if content placement is appropriate for the first nursing course. 3. Evaluate admission criteria to determine if we are admitting students that have the academic potential to complete the program. 	7/1/2016	6/30/2017
193	Associate Degree, Nursing	ADN-3	Advise all college-ready students in a Nursing preparation pathway.	Graduation /Student Success	100% of students assigned to ADN faculty will have an e-Plan.	All ADN students had an E-Plan.	Will evaluate other strategies for advisement.	7/1/2016	6/30/2017
194	Associate Degree, Nursing	ADN-4	Increase usage of cutting edge technology in the classroom and the Simulation Lab.	Graduation /Student Success	Senior nursing students will participate in iPad activities utilizing new equipment.	iPad apps were used in the classroom during NUR 226.	Investigate software and apps to use in the classroom.	7/1/2016	6/30/2017

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195	Associate Degree, Nursing	ADN-5	Maintain high success rates for ADN graduates on NCLEX-RN licensure examination.	Licensure Pass Rates	Exceed state and national levels for licensure.	SC State Pass Rate: 2016 - 87.12 National Pass Rate: 2016 - 84.56 2017- 90.78 2017 - 88.41 The Program NCLEX-RN pass rate for first time takers in ADN Traditional students was 95% of 36 in 2017 and ADN Flex was 100% of 8 in 2016. The two ADN Traditional graduates who failed on their first attempt were successful during attempt two.	Investigate including ATI Capstone Online Review Course during last semester.	7/1/2016	6/30/2017
196	Associate Degree, Nursing	ADN-6	Positively impact student retention through faculty participation at continuing education opportunities/conferences which promote effective teaching practices.	Persistence	All faculty will complete at least one professional development activity.	All faculty either attended seminars or completed online courses related to improving teaching skills or providing evidenced-based care.	ACEN requires that faculty be able to prove that they are qualified to teach assigned content in the classroom or in the clinical area. We will continue to consistently update our skills and knowledge in order to educate our students to enable them to meet the needs of their employers and patients.	7/1/2016	6/30/2017
197	Associate Degree, Physical Therapist Assistant								
198	Associate Degree, Physical Therapist Assistant	PTA-1	Provide high quality classroom, lab, and clinical education in a positive learning environment that fosters confidence, competence, success, and self-reliance.		75% of student learning outcomes will be met for the current cohort of PTA students.	100% of students successfully completed student learning outcomes.	An adjunct position for 32 hours per week of supplemental instruction, tutoring, and open labs will be hired by Spring 2018 to improve student learning and help with retention.	7/1/2016	6/30/2017
199	Associate Degree, Physical Therapist Assistant	PTA-2	Engage in professional development opportunities to enhance intellectual knowledge among PTA faculty and staff.		100% of full time faculty will participate in at least one professional development opportunity. In addition, CAPTE requires that all Program Directors show proof of at least 9 academic credit hours in educational methodology, instructional design, and program assessment. It was also suggested in the 2015 visit report that both full time faculty members develop plans to address the qualification deficiencies related to educational and instructional design and methodology.	100% of faculty completed the required professional development activities. The Program Coordinator completed the nine credit hours for CAPTE.	Next year, faculty will continue to attend professional development activities, as required. More adult education concepts and learning strategies will be implemented to engage students for improved learning. The Program Coordinator has requested two courses per year toward the completion of a Master's degree in Curriculum Instruction as part of the budget requests for the 17-18 academic year.	7/1/2016	6/30/2017

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200	Associate Degree, Physical Therapist Assistant	PTA-3	Successfully recruit and enroll students in the PTA program by using effective College and community marketing strategies.		The PTA program will reach full enrollment of 20 students.	Twenty-two students were accepted into the program.	Next year, the program also plans to have an enrollment of 22 students. CAPTE has approved a permanent increase on the number of maximum students enrolled in the program. Going forward, 22 will be standard.	7/1/2016	6/30/2017
201	Associate Degree, Physical Therapist Assistant	PTA-4	Implement necessary and applicable resources into the PTA program to enhance faculty, staff, and student services.		60% of accepted students will complete Phase II of the PTA program.	74% of students successfully completed the second phase of the program.	Going forward, an adjunct position has been approved for 32 hours to assist with teaching load, as well as supplemental instruction and tutoring. Also, the admission criteria has been changed to mandate observation hours prior to entering the program. The program will also use more video instruction to enhance student learning and give them a chance to review skills at home and increase retention.	7/1/2016	6/30/2017
202	Associate Degree, Physical Therapist Assistant	PTA-4	Implement necessary and applicable resources into the PTA program to enhance faculty, staff, and student services.		60% of accepted students will complete Phase II of the PTA program.	74% of students successfully completed the second phase of the program.	Going forward, an adjunct position has been approved for 32 hours to assist with teaching load, as well as supplemental instruction and tutoring. Also, the admission criteria has been changed to mandate observation hours prior to entering the program. The program will also use more video instruction to enhance student learning and give them a chance to review skills at home and increase retention.	7/1/2016	6/30/2017
203	Associate Degree, Physical Therapist Assistant	PTA-4	Implement necessary and applicable resources into the PTA program to enhance faculty, staff, and student services.		60% of accepted students will complete Phase II of the PTA program.	74% of students successfully completed the second phase of the program.	Going forward, an adjunct position has been approved for 32 hours to assist with teaching load, as well as supplemental instruction and tutoring. Also, the admission criteria has been changed to mandate observation hours prior to entering the program. The program will also use more video instruction to enhance student learning and give them a chance to review skills at home and increase retention.	7/1/2016	6/30/2017
204	Associate Degree, Physical Therapist Assistant	PTA-4	Implement necessary and applicable resources into the PTA program to enhance faculty, staff, and student services.		60% of accepted students will complete Phase II of the PTA program.	74% of students successfully completed the second phase of the program.	Going forward, an adjunct position has been approved for 32 hours to assist with teaching load, as well as supplemental instruction and tutoring. Also, the admission criteria has been changed to mandate observation hours prior to entering the program. The program will also use more video instruction to enhance student learning and give them a chance to review skills at home and increase retention.	7/1/2016	6/30/2017

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205	Associate Degree, Physical Therapist Assistant	PTA-4	Implement necessary and applicable resources into the PTA program to enhance faculty, staff, and student services.		60% of accepted students will complete Phase II of the PTA program.	74% of students successfully completed the second phase of the program.	Going forward, an adjunct position has been approved for 32 hours to assist with teaching load, as well as supplemental instruction and tutoring. Also, the admission criteria has been changed to mandate observation hours prior to entering the program. The program will also use more video instruction to enhance student learning and give them a chance to review skills at home and increase retention.	7/1/2016	6/30/2017
206	Associate Degree, Radiologic Technology and Related Certificates								
207	Associate Degree, Radiologic Technology and Related Certificates	RAD-1	Provide high quality classroom, lab and clinical education in a positive learning environment that fosters confidence, competence, success, and self-reliance to prepare students to meet the needs of today's workforce.	Persistence	75% of the SLO's will be met.	There were 12 SLO's. Out of the 12 SLO's, 11 were met.	Faculty will research additional software and learning materials to promote continuous program improvement.	7/1/2016	6/30/2017
208	Associate Degree, Radiologic Technology and Related Certificates	RAD-1	Provide high quality classroom, lab and clinical education in a positive learning environment that fosters confidence, competence, success, and self-reliance to prepare students to meet the needs of today's workforce.	Persistence	75% of the SLO's will be met.	There were 12 SLO's. Out of the 12 SLO's, 11 were met.	Faculty will research additional software and learning materials to promote continuous program improvement.	7/1/2016	6/30/2017
209	Associate Degree, Radiologic Technology and Related Certificates	RAD-2	Support student success through the increased use of cutting edge technology in the classroom and Simulation lab.	Graduation /Student Success	Purchase of requested equipment and software completed for student utilization.	Net Anatomy was purchased with student fees. Mobile digital grid holder is no longer manufactured, therefore, it could not be purchased.	Students proved that they perform at higher levels when provided appropriate learning materials.	7/1/2016	6/30/2017
210	Associate Degree, Radiologic Technology and Related Certificates	RAD-3	Maintain accreditation for the program.	Graduation /Student Success	Prepare and submit JRCERT 2016 Annual Report.	JRCERT 2016 Annual Report was prepared and submitted.	The program will continue to maintain high standards.	7/1/2016	6/30/2017
211	Associate Degree, Radiologic Technology and Related Certificates	RAD-4	Maintain licensure success rate for the program.	Licensure Pass Rates	Meet state or national levels for licensure.	The program exceeded both State and National exam pass rates.	The Program will continue to utilize current strategies of high quality instruction to maintain continuous program improvement.	7/1/2016	6/30/2017
212	Associate Degree, Radiologic Technology and Related Certificates	RAD-5	Allow faculty the opportunity to participate in professional development activities that promote organizational efficiency and currency in Radiology.	Graduation /Student Success	Each faculty member will participate in at least one professional development activity (workshop, conference, webinar, and/or 5 Directed Readings in 2016-17.	Fran attended the SCSRT meeting. Tiffany completed Directed Readings in Radiologic Technology magazine.	Faculty will continue to participate in professional development activities to stay abreast of the changes within the profession.	7/1/2016	6/30/2017

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213	Associate Degree, Respiratory Care Technology								
214	Associate Degree, Respiratory Care Technology	RES-1	Provide high quality classroom, lab, and clinical education in a positive learning environment that fosters confidence, competence, success, and self-reliance.	Graduation /Student Success	70% of students will be successful in senior level respiratory courses in the final summer semester (a 2% increase over 15-16)	100% of the graduating class of 2016 were successful in the senior level courses for the final summer semester.	The program Faculty will strive to keep learning content current with credentialing and workforce demands.	7/1/2016	6/30/2017
215	Associate Degree, Respiratory Care Technology	RES-1	Provide high quality classroom, lab, and clinical education in a positive learning environment that fosters confidence, competence, success, and self-reliance.	Graduation /Student Success	70% of students will be successful in senior level respiratory courses in the final summer semester (a 2% increase over 15-16)	100% of the graduating class of 2016 were successful in the senior level courses for the final summer semester.	The program Faculty will strive to keep learning content current with credentialing and workforce demands.	7/1/2016	6/30/2017
216	Associate Degree, Respiratory Care Technology	RES-2	Maintain program accreditation with annual report of current status.	Graduation /Student Success	Complete annual current status report due in July each year.	The annual report of current status for 2016 was submitted to CoARC. The report was accepted as complete with no additional information required.	Final review of all thresholds being met to be reviewed by committee in November.	7/1/2016	6/30/2017
217	Associate Degree, Respiratory Care Technology	RES-3	Increase success rates for licensure for the program. Assist students with licensure preparation by implementing board type questions earlier in the program.	Licensure Pass Rates	Exceed state or national levels for licensure for students who graduated in July 2016. Program will strive to meet 85% licensure pass rate (a 2% increase).	83.3% of 2016 graduates passed the Therapist Multiple Choice (TMC) credentialing exam.	The program implemented board style questions earlier in the program for the next cohorts. The program also revised the final semester review course to aid graduates' success rates on credentialing exams.	7/1/2016	6/30/2017
218	Associate Degree, Respiratory Care Technology	RES-4	Increase program enrollment through recruiting activities and school visits.	Enrollment	Recruit a freshmen class of 14 students for Fall 2016. (Increase from 2 from Fall 2015).	The freshman cohort for Fall 2016 entry into the resp. care program was 14.	We will recruit students through HIP attendance and campus visits with local schools to allow continued growth for the respiratory care program.	7/1/2016	6/30/2017
219	Associate Degree, Respiratory Care Technology	RES-5	Provide opportunities for Faculty to participate in professional development activities to improve teaching competence and stay current in the teaching field.	Graduation /Student Success	Faculty will attend state and national conferences to stay current in the respiratory care profession.	Faculty did attend professional development seminars and conferences to stay current in profession.	Faculty will seek new opportunities to stay current in the profession.	7/1/2016	6/30/2017
220	Certificate, Computed Tomography								
221	Certificate, Computed Tomography	RADONL-1	Enhance professional faculty knowledge base by participating in national Professional Group including attendance of the AEIRS national conference. Maintain faculty memberships with professional organizations.	Graduation /Student Success	Program Coordinator will attend the Association of Educators in Imaging Sciences meeting in Summer 2016.	I attended the AIERS annual conference in July 2016. Sessions included retention strategies, gamification, job satisfaction, student counseling, simulation techniques, working together for better outcomes, the clinical education experience and pedagogy.	Retention strategies to improve personalization resulted in more student/instructor communication and discussion questions incorporating personal experiences. The idea is to help students understand the purpose of their education and tie in what they know with what they are learning in order to give a more personal learning experience. I plan to continue this concept when new faculty are added next year.	7/1/2016	6/30/2017

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222	Certificate, Computed Tomography	RADONL-2	Improve student success, communication, accountability by training all online Mammography program students on new LMS, D2L.	Graduation /Student Success	100% of students in RAD 156 will successfully complete the D2L student training video.	100% of online Mammography and MRI students were provided a D2L video tutorial to explain navigation of D2L. All students reviewed the video.	D2L orientation video was provided to all online MRI and Mammography students. The video showed students how to navigate D2L. All students accessed the video. Feedback from students confirmed the implementation of the video decreased the potential for technological issues in their online courses. I will continue to use the video in future courses.	7/1/2016	6/30/2017
223	Certificate, Computed Tomography	RADONL-3	Achieve a 75% or better pass rate on the ARRT's Mammography registry.	Licensure Pass Rates	At least 75% of Mammography students in the fall 2016 class will pass the ARRT registry on their first attempt.	100% of fall 2016 Mammography students passed the registry on their first attempt.	All fall 2016 Mammography graduates, taking the ARRT Mammography registry, passed on their first attempt.	7/1/2016	6/30/2017
224	Certificate, Computed Tomography	RADONL-4	Improve student learning through strengthening faculty's ability to both teach and assess workforce readiness skills.	Job Placement, Graduation /Student Success	100% of QEP modules will be completed by full time faculty.	I completed the 12 QEP modules.	QEP assessment objectives were included in course assignments. I will continue to include these workforce readiness skills into the programs.	7/1/2016	6/30/2017
225	Certificate, Emergency Medical Technician								
226	Certificate, Emergency Medical Technician	EMT-1	Provide high quality classroom, lab, and clinical education in a positive learning environment that fosters confidence, competence, success, and self-reliance.	Enrollment	65% of students will be successful in all EMS courses.	During the Fall 2016, Spring 2017 and Summer 2017 semesters, EMT courses had a total enrollment of 42 with duplication (students enrolled in multiple courses). From the 42 enrolled, 32 were successful. This is reported as a 76% success rate.	While the overall goal of exceeding 65% was achieved, a success rate of 76% leaves much room for improvement. Faculty will continue to adjust classroom and clinical instruction to improve the learning experiences of our students. In the coming year, new equipment will be purchased to help facilitate an improved instructional environment for students.	7/1/2016	6/30/2017
227	Certificate, Emergency Medical Technician	EMT-1	Provide high quality classroom, lab, and clinical education in a positive learning environment that fosters confidence, competence, success, and self-reliance.	Enrollment	65% of students will be successful in all EMS courses.	During the Fall 2016, Spring 2017 and Summer 2017 semesters, EMT courses had a total enrollment of 42 with duplication (students enrolled in multiple courses). From the 42 enrolled, 32 were successful. This is reported as a 76% success rate.	While the overall goal of exceeding 65% was achieved, a success rate of 76% leaves much room for improvement. Faculty will continue to adjust classroom and clinical instruction to improve the learning experiences of our students. In the coming year, new equipment will be purchased to help facilitate an improved instructional environment for students.	7/1/2016	6/30/2017
228	Certificate, Emergency Medical Technician	EMT-2	Improve educational delivery methodology by attending conferences and workshops geared towards accelerating student achievement and marketability.	Graduation /Student Success	Program Coordinator will attend the EMS Symposium in February 2017, to stay current in the EMS field.	Due to budget constraints, travel to the EMS Symposium was not approved. In support of professional development, the program coordinator did participate in on-campus activities and stayed current in all national and state EMS activities.	Program coordinators and faculty will continue to look for opportunities to grow professionally. It is a major goal for the program to add useful, meaningful content and experiences for our students.	7/1/2016	6/30/2017
229	Certificate, Emergency Medical Technician	EMT-3	Maintain licensure success rates for the program.		70% of program students will be successful on the practical and written examinations.	During this academic year, ten students attempted the EMS practical and written examinations. Of those ten, seven passed both sections. This is being reported as a 70% success rate.	Faculty will continue efforts for improving success in this area. All ten students successfully passed the practical portion of the certification process, but were less successful on the written portion. We are currently exploring options for test preparation to address this identified weakness.	7/1/2016	6/30/2017

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230	Certificate, Nursing Assistant								
231	Certificate, Nursing Assistant	CNA-1	Offer flexible course offerings to meet the needs of all students by offering courses with various offering days and times.		The CNA Program will work to maintain a morning, an afternoon, a Thurs/Fri, and an evening course, while offering a high school option during the Spring semester.	The CNA program did offer multiple options for students during the Fall and Spring semesters. The program also accommodated continuing education students.	As a program goal, flexible course offerings will remain a priority in the coming semesters. An ongoing challenge is offering flexible options while experiencing a continued drop in enrollment. The program is exploring ways to maximize on available resources to adapt to the current situation.	7/1/2016	6/30/2017
232	Certificate, Nursing Assistant	CNA-2	Maintain student success on state licensure examination.		The CNA Program will maintain at least a 75% pass rate on the state certification exam.	During this academic year, 112 students attempted the nurse assistant state certification. of those 112, 108 students passed. This is being reported as a 96% pass rate.	The CNA Program will work to continue to improve student success on the nursing assistant certification examination. Faculty have identified areas of weakness in the class and lab areas. Examinations and skills assessment will be updated during the next academic year.	7/1/2016	6/30/2017
233	Certificate, Nursing Assistant	CNA-3	Provide high quality classroom, lab, and clinical education in a positive learning environment that fosters confidence, success, and self-reliance.	Graduation /Student Success	65% of students will be successful in all sections of AHS 163 Long-Term Care.	During the 2016-2017 Academic Year, a total of 170 students were enrolled in all sections of AHS 163 Long-Term Care. Of those 170 students, 149 successfully completed the course, 11 failed the course, and 10 withdrew from the course.	Instructors are identifying areas to potentially decrease the number of withdrawals and failures for AHS 163 Long-Term Care. Excessive absences, positive background checks, unsuccessful CPR attempts and poor classroom performance are all factors that are negatively impacting completion. CNA faculty and the program coordinator will work closely with the Dean of Health Sciences and Nursing to review policies and procedures of the program that may need updating.	7/1/2016	6/30/2017
234	Certificate, Nursing Assistant	CNA-3	Provide high quality classroom, lab, and clinical education in a positive learning environment that fosters confidence, success, and self-reliance.	Graduation /Student Success	65% of students will be successful in all sections of AHS 163 Long-Term Care.	During the 2016-2017 Academic Year, a total of 170 students were enrolled in all sections of AHS 163 Long-Term Care. Of those 170 students, 149 successfully completed the course, 11 failed the course, and 10 withdrew from the course.	Instructors are identifying areas to potentially decrease the number of withdrawals and failures for AHS 163 Long-Term Care. Excessive absences, positive background checks, unsuccessful CPR attempts and poor classroom performance are all factors that are negatively impacting completion. CNA faculty and the program coordinator will work closely with the Dean of Health Sciences and Nursing to review policies and procedures of the program that may need updating.	7/1/2016	6/30/2017

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235	Certificate, Nursing Assistant	CNA-4	Improve the overall graduation rate of the CNA Program.		Increase the CHS.CNA completion rate to 35%.	The CNA Program reported five graduates for the 2016-2017 academic year. Course completion rates were much higher, at 88%.	With failing to meet the graduation goal, there definitely will be changes for the 2017-2018 academic year. One major issue is graduation is not necessary to secure employment. Students receive a certificate of completion that allows them to apply for certification, and work in South Carolina after passing the certification exam process. Our course completion rate is 88%, with all students receiving a certificate of completion after passing the course. There currently is no incentive for students to apply for graduation. Also, most students continue their educational journey here at the College, waiting to graduate from a higher level program. An opportunity exists for students to complete multiple credentials as they progress to more skilled professions. Faculty, the program coordinator, and the Dean of Health Science and Nursing will meet to develop a plan to improve graduation from the CHS.CNA curriculum.	7/1/2016	6/30/2017
236	Certificate, Patient Care Technician								
237	Certificate, Patient Care Technician	PCT-1	Promote an engaging, cooperative learning experience that will enhance student learning and skill building in classroom and laboratory environments.	Licensure Pass Rates	Student Learning Outcomes will be utilized as one mechanism of evaluation. 75% of Student Learning Outcomes Achieved.	All student learning outcomes for the 2016-2017 academic years were achieved.	Faculty conitued to delivery material in an effective, engaging manner. Students demonstrated understanding through various assessments and experiences. The program as a whole will continue to improve processes, delivery methods, and assessments.	7/1/2016	6/30/2017
238	Certificate, Patient Care Technician	PCT-1	Promote an engaging, cooperative learning experience that will enhance student learning and skill building in classroom and laboratory environments.	Licensure Pass Rates	Student Learning Outcomes will be utilized as one mechanism of evaluation. 75% of Student Learning Outcomes Achieved.	All student learning outcomes for the 2016-2017 academic years were achieved.	Faculty conitued to delivery material in an effective, engaging manner. Students demonstrated understanding through various assessments and experiences. The program as a whole will continue to improve processes, delivery methods, and assessments.	7/1/2016	6/30/2017
239	Certificate, Patient Care Technician	PCT-1	Promote an engaging, cooperative learning experience that will enhance student learning and skill building in classroom and laboratory environments.	Licensure Pass Rates	Student Learning Outcomes will be utilized as one mechanism of evaluation. 75% of Student Learning Outcomes Achieved.	All student learning outcomes for the 2016-2017 academic years were achieved.	Faculty conitued to delivery material in an effective, engaging manner. Students demonstrated understanding through various assessments and experiences. The program as a whole will continue to improve processes, delivery methods, and assessments.	7/1/2016	6/30/2017

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240	Certificate, Patient Care Technician	PCT-1	Promote an engaging, cooperative learning experience that will enhance student learning and skill building in classroom and laboratory environments.	Licensure Pass Rates	Student Learning Outcomes will be utilized as one mechanism of evaluation. 75% of Student Learning Outcomes Achieved.	All student learning outcomes for the 2016-2017 academic years were achieved.	Faculty continued to delivery material in an effective, engaging manner. Students demonstrated understanding through various assessments and experiences. The program as a whole will continue to improve processes, delivery methods, and assessments.	7/1/2016	6/30/2017
241	Certificate, Patient Care Technician	PCT-2	Improve educational delivery methodology by attending conferences and workshops geared towards accelerating student achievement and marketability.	Graduation /Student Success	The PCT Program Coordinator will attend the National Health Science Curriculum Conference to enhance the implementation of new curriculums. The conference will be held in Louisville, KY in October 2016. The Phlebotomy Instructors will attend the Phlebotomy Bootcamp in Charlotte, NC that is scheduled to be held in November 2016. The training session will assist the instructors with staying current in their field of expertise.	While budget constraints did not allow travel to out of state conferences, faculty did complete professional development activities on campus and online. This includes Teaching and Learning sessions given by the SC Technical College System State Office, and professional development days and sessions offered by the College.	Faculty will continue to identify professional development experiences that will improve and enhance delivery methods.	7/1/2016	6/30/2017
242	Certificate, Patient Care Technician	PCT-2	Improve educational delivery methodology by attending conferences and workshops geared towards accelerating student achievement and marketability.	Graduation/Student Success	The PCT Program Coordinator will attend the National Health Science Curriculum Conference to enhance the implementation of new curriculums. The conference will be held in Louisville, KY in October 2016. The Phlebotomy Instructors will attend the Phlebotomy Bootcamp in Charlotte, NC that is scheduled to be held in November 2016. The training session will assist the instructors with staying current in their field of expertise.	While budget constraints did not allow travel to out of state conferences, faculty did complete professional development activities on campus and online. This includes Teaching and Learning sessions given by the SC Technical College System State Office, and professional development days and sessions offered by the College.	Faculty will continue to identify professional development experiences that will improve and enhance delivery methods.	7/1/2016	6/30/2017

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243	Certificate, Patient Care Technician	PCT-3	Support student success through the increased use of cutting edge technology in the classroom and laboratory setting.	Licensure Pass Rates	70% of program students will be successful on their respective certification exams. Student success will be enhanced by the utilization of various training tools. Instructors will, also, improve instructional delivery methods by utilizing the majority of D2L's functionality.	Patient Care Technician Students were successful in certification areas at a rate of 95%. This includes Certified Nursing Assistant, Phlebotomy, and Electrocardiography.	Across the program, faculty enhanced the learning experience by using the campus learning management system and/or supplemental activities provided by publishers. Doing so not only improved the learning environment, but also prepared students for computerized certification exams. With the purchase of the new equipment, students were able to become familiar with devices that are used in the real-world setting. Faculty will continue to adapt to the changing technological climate, while focusing on student success.	7/1/2016	6/30/2017
244	Certificate, Patient Care Technician	PCT-4	Expand current course offerings to offer flexible courses to meet the needs of all students by implementing morning courses, and scheduling multiple evening courses.	Enrollment	Implement a hybrid course format for AHS 145, to better utilize face-to-face instructional time. The majority of lecture material will be delivered through the campus learning management system, D2L. This new format will allow the course material to be delivered at various times.	The hybrid format for AHS 145 Electrocardiography was implemented during the 2016FA semester, and continued throughout the academic year.	The hybrid format of AHS 145 Electrocardiography was successfully implemented in the 2016FA semester. The instructor utilized the textbook online supplemental materials and the campus learning management system to deliver some of the didactic material, to assess student learning, and to encourage understanding of the material. Students were able to use face-to-face class time for questions and hands-on lab experiences. Throughout the next academic year, faculty will look for other resources to further enhance the hybrid environment.	7/1/2016	6/30/2017
245	Diploma, Medical Office Assisting								
246	Diploma, Medical Office Assisting	MA-1	Provide high quality classroom, lab, and clinical education in a positive learning environment that fosters confidence, competence, success, and self-reliance. Implement use of Ipads using multiple resources available for classroom instruction with interactive applications and various presentation formats.	Persistence	65% of students will be successful in Medical Assisting courses each semester.	Fall Semester-91% of students were successful in the required courses. 20/22 students Spring Semester-90% of students were successful in the required courses. 18/20 students Summer Semester- 100% of students were successful in the required courses. 18/18 students Average=81.8%	Realizing the need to continually look for new and interactive means of instruction to engage the students.	7/1/2016	6/30/2017

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247	Diploma, Medical Office Assisting	MA-2	Support student success through the use of free online video resource available through CDC.gov(http://www.cdc.gov/index.htm). CDC-TV videos cover a variety of health, safety and preparedness topics as part of CDC's goal of achieving true improvements in people's lives by accelerating health impact and reducing health disparities. CDC-TV programs are used nationally and internationally in clinics, hospitals, health departments, educational settings, public access channels and hospital networks among many settings. Each "Health Matters" feature is produced in collaboration with subject matter experts within CDC's Centers, Institutes and Offices. Features will build upon and provide links to other online resources for each topic where viewers can find more information. These programs will provide insights into each topic, information about research or programs from CDC, and ideas on how viewers might address the issue. The videos are web-based and will allow the students to take advantage of auto-updates by the CDC to remain informed of the latest ongoing world-wide health issues that also	Graduation /Student Success	CDC TV and Videos will be monitored and assignments will be made according to the current material being covered in each curriculum course. 100% of program students will access the videos and complete the required assignments successfully.	100%-all students were given assignments incorporating the use of the CDC videos relative to pertinent health concerns in our area, state, country and across the world. They were able to use the videos and available information to enrich their knowledge of current health issues facing the nation and world.	The accessed information and content was a valuable resource to help the students gain a broader knowledge of health issues around the world and to encourage them to think globally. will continue to use the content available through the CDC's website.	7/1/2016	6/30/2017
248	Diploma, Medical Office Assisting	MA-3	Maintain Medical Assisting Certification Exam rates at or above the national level.	Licensure Pass Rates	Meet or exceed national pass rate level.	77% of students taking the exam passed. The National pass rate was 66%.	The pass rates did improve this year but we must be diligent to pursue continual improvement in the National Exam pass rates by providing the students with all the tools necessary to be successful.	7/1/2016	6/30/2017
249	Diploma, Medical Office Assisting	MA-4	Retention will remain constant or increase due to the use of newer instructional technology and continued use of adjunct laboratory instructor.		75% of program Student Learning Outcomes will be achieved.	100% of Student Learning Outcomes were achieved.	Use of new forms of interactive engagement of the students helps students to succeed in the learning outcomes.	7/1/2016	6/30/2017

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250	Diploma, Medical Office Assisting	MA-5	Attend AAMA National Conference in Reston, Virginia, September, 2016. Networking, professional development, MAERB forum for program directors, MAERB Accreditation workshop and participation in the South Carolina Society of Medical Assistants' sponsored Bowl of Knowledge. New standards from CAAHEP require that I, as Program Director, sit for a national credentialing exam and become credentialed by April 1, 2017. I will prepare for and sit for one of the 5 sanctioned exams by April 1.	Graduation /Student Success	Attend the National conference and apply information to the program upon return. Take and pass a National Credentialing exam.	National conference was attended. Explanation of the changes to the new 2015 standards was very helpful in correctly implementing the changes in the Fall of 2017. I prepared and sat for the required credentialing exam. I passed the exam and gained the required credential to remain as Program Director of the MA program.	Continue to affirm that all continuing Accreditation requirements and standards are met.	7/1/2016	6/30/2017
251	Diploma, Practical Nursing								
252	Diploma, Practical Nursing	PN-1	Program faculty will complete necessary CEUs or attend conferences to maintain their currency in the health care arena affecting Practical Nursing Education.	Graduation /Student Success	All program faculty will attend at least one continuing education conference or participate in at least one professional development activity during the year.	Each Faculty member attended Professional development activities to enhance their abilities in the education of PN students. Each faculty member uploads items for Faculty Performance Management each year.	Faculty will seek professional development opportunities each year in order to enhance instructional abilities and facilitate student success.	7/1/2016	6/30/2017
253	Diploma, Practical Nursing	PN-2	Faculty will purchase/repair program's equipment to maintain/enhance the faculty's ability to provide efficient and effective learning in the classroom and lab to ensure student success.	Graduation /Student Success	Plan for purchase of new Plasma screen television when the current model breaks for classroom 1512. Plan for replacement of Crestron and/or projector in classroom 1512 as soon as budget allows.	All equipment is currently working, no replacements needed at this time.	All equipment will be maintained and replaced as needed.	7/1/2016	6/30/2017
254	Diploma, Practical Nursing	PN-3	Maintain success rates for licensure for the PN program.	Licensure Pass Rates	Meet/exceed national licensure pass rates. National pass rate for 2016 was 83.7%. South Carolina pass rate was 94.53%	Class of 2016 NCLEX-PN pass rate was 90.57% which exceeded the National pass rate Class of 2017 NCLEX-PN pass rate was 100%.	Enhance preparation for NCLEX-PN by increasing focus on Kaplan resources and by integrating a grade for Kaplan assignments and integrated tests.	7/1/2016	6/30/2017

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255	Diploma, Practical Nursing	PN-4	Faculty will advise students and refer them to the Student Success Center (SSC) or other available services to ensure student success.	Persistence	65% of the students will progress from FA2016 to SP2017.	Traditional PN: Fall--began with 71 and ended with 52= 73.2 % persistence from Fall to Spring	Persistence rate has decreased from last years rate of 82%. Increased focus on persistence is needed.	7/1/2016	6/30/2017
256	Diploma, Practical Nursing	PN-5	Perform quality, state of the art, educational activities in a positive learning environment that foster confidence, competence, success, and self-reliance for classroom, lab, and clinical instructional purposes.	Persistence	65% of students will be successful in Practical Nursing Courses over 2 semesters (Fall 2016 and Spring 2017).	Traditional PN: Persistence from Fall to summer = 36 out of 71= 50.7% persistence rate Flex PN: Persistence from Fall to Summer= 10 out of 14 students = 71.4% persistence rate Average of two programs = 61 % persistence rate.	Increased focus on student persistence retention is needed. Faculty will implement retention efforts such as supplemental instruction, open lab with additional equipment and practice sessions, referrals to Student success center, and encourage student utilization of Kaplan and textbook resources.	7/1/2016	6/30/2017

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257	Diploma, Practical Nursing	PN-5	Perform quality, state of the art, educational activities in a positive learning environment that foster confidence, competence, success, and self-reliance for classroom, lab, and clinical instructional purposes.	Persistence	65% of students will be successful in Practical Nursing Courses over 2 semesters (Fall 2016 and Spring 2017).	Traditional PN: Persistence from Fall to summer = 36 out of 71= 50.7% persistence rate Flex PN: Persistence from Fall to Summer= 10 out of 14 students = 71.4% persistence rate Average of two programs = 61 % persistence rate.	Increased focus on student persistence retention is needed. Faculty will implement retention efforts such as supplemental instruction, open lab with additional equipment and practice sessions, referrals to Student success center, and encourage student utilization of Kaplan and textbook resources.	7/1/2016	6/30/2017
258	Diploma, Practical Nursing	PN-5	Perform quality, state of the art, educational activities in a positive learning environment that foster confidence, competence, success, and self-reliance for classroom, lab, and clinical instructional purposes.	Persistence	65% of students will be successful in Practical Nursing Courses over 2 semesters (Fall 2016 and Spring 2017).	Traditional PN: Persistence from Fall to summer = 36 out of 71= 50.7% persistence rate Flex PN: Persistence from Fall to Summer= 10 out of 14 students = 71.4% persistence rate Average of two programs = 61 % persistence rate.	Increased focus on student persistence retention is needed. Faculty will implement retention efforts such as supplemental instruction, open lab with additional equipment and practice sessions, referrals to Student success center, and encourage student utilization of Kaplan and textbook resources.	7/1/2016	6/30/2017
259	Diploma, Practical Nursing	PN-5	Perform quality, state of the art, educational activities in a positive learning environment that foster confidence, competence, success, and self-reliance for classroom, lab, and clinical instructional purposes.	Persistence	65% of students will be successful in Practical Nursing Courses over 2 semesters (Fall 2016 and Spring 2017).	Traditional PN: Persistence from Fall to summer = 36 out of 71= 50.7% persistence rate Flex PN: Persistence from Fall to Summer= 10 out of 14 students = 71.4% persistence rate Average of two programs = 61 % persistence rate.	Increased focus on student persistence retention is needed. Faculty will implement retention efforts such as supplemental instruction, open lab with additional equipment and practice sessions, referrals to Student success center, and encourage student utilization of Kaplan and textbook resources.	7/1/2016	6/30/2017
260	Diploma, Practical Nursing	PN-5	Perform quality, state of the art, educational activities in a positive learning environment that foster confidence, competence, success, and self-reliance for classroom, lab, and clinical instructional purposes.	Persistence	65% of students will be successful in Practical Nursing Courses over 2 semesters (Fall 2016 and Spring 2017).	Traditional PN: Persistence from Fall to summer = 36 out of 71= 50.7% persistence rate Flex PN: Persistence from Fall to Summer= 10 out of 14 students = 71.4% persistence rate Average of two programs = 61 % persistence rate.	Increased focus on student persistence retention is needed. Faculty will implement retention efforts such as supplemental instruction, open lab with additional equipment and practice sessions, referrals to Student success center, and encourage student utilization of Kaplan and textbook resources.	7/1/2016	6/30/2017

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261	Diploma, Practical Nursing	PN-5	Perform quality, state of the art, educational activities in a positive learning environment that foster confidence, competence, success, and self-reliance for classroom, lab, and clinical instructional purposes.	Persistence	65% of students will be successful in Practical Nursing Courses over 2 semesters (Fall 2016 and Spring 2017).	Traditional PN: Persistence from Fall to summer = 36 out of 71= 50.7% persistence rate Flex PN: Persistence from Fall to Summer= 10 out of 14 students = 71.4% persistence rate Average of two programs = 61 % persistence rate.	Increased focus on student persistence retention is needed. Faculty will implement retention efforts such as supplemental instruction, open lab with additional equipment and practice sessions, referrals to Student success center, and encourage student utilization of Kaplan and textbook resources.	7/1/2016	6/30/2017
262	Diploma, Practical Nursing	PN-5	Perform quality, state of the art, educational activities in a positive learning environment that foster confidence, competence, success, and self-reliance for classroom, lab, and clinical instructional purposes.	Persistence	65% of students will be successful in Practical Nursing Courses over 2 semesters (Fall 2016 and Spring 2017).	Traditional PN: Persistence from Fall to summer = 36 out of 71= 50.7% persistence rate Flex PN: Persistence from Fall to Summer= 10 out of 14 students = 71.4% persistence rate Average of two programs = 61 % persistence rate.	Increased focus on student persistence retention is needed. Faculty will implement retention efforts such as supplemental instruction, open lab with additional equipment and practice sessions, referrals to Student success center, and encourage student utilization of Kaplan and textbook resources.	7/1/2016	6/30/2017
263	Diploma, Practical Nursing	PN-5	Perform quality, state of the art, educational activities in a positive learning environment that foster confidence, competence, success, and self-reliance for classroom, lab, and clinical instructional purposes.	Persistence	65% of students will be successful in Practical Nursing Courses over 2 semesters (Fall 2016 and Spring 2017).	Traditional PN: Persistence from Fall to summer = 36 out of 71= 50.7% persistence rate Flex PN: Persistence from Fall to Summer= 10 out of 14 students = 71.4% persistence rate Average of two programs = 61 % persistence rate.	Increased focus on student persistence retention is needed. Faculty will implement retention efforts such as supplemental instruction, open lab with additional equipment and practice sessions, referrals to Student success center, and encourage student utilization of Kaplan and textbook resources.	7/1/2016	6/30/2017
264	Diploma, Practical Nursing	PN-5	Perform quality, state of the art, educational activities in a positive learning environment that foster confidence, competence, success, and self-reliance for classroom, lab, and clinical instructional purposes.	Persistence	65% of students will be successful in Practical Nursing Courses over 2 semesters (Fall 2016 and Spring 2017).	Traditional PN: Persistence from Fall to summer = 36 out of 71= 50.7% persistence rate Flex PN: Persistence from Fall to Summer= 10 out of 14 students = 71.4% persistence rate Average of two programs = 61 % persistence rate.	Increased focus on student persistence retention is needed. Faculty will implement retention efforts such as supplemental instruction, open lab with additional equipment and practice sessions, referrals to Student success center, and encourage student utilization of Kaplan and textbook resources.	7/1/2016	6/30/2017

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265	Diploma, Practical Nursing	PN-5	Perform quality, state of the art, educational activities in a positive learning environment that foster confidence, competence, success, and self-reliance for classroom, lab, and clinical instructional purposes.	Persistence	65% of students will be successful in Practical Nursing Courses over 2 semesters (Fall 2016 and Spring 2017).	Traditional PN: Persistence from Fall to summer = 36 out of 71= 50.7% persistence rate Flex PN: Persistence from Fall to Summer= 10 out of 14 students = 71.4% persistence rate Average of two programs = 61 % persistence rate.	Increased focus on student persistence retention is needed. Faculty will implement retention efforts such as supplemental instruction, open lab with additional equipment and practice sessions, referrals to Student success center, and encourage student utilization of Kaplan and textbook resources.	7/1/2016	6/30/2017
266	Diploma, Practical Nursing	PN-5	Perform quality, state of the art, educational activities in a positive learning environment that foster confidence, competence, success, and self-reliance for classroom, lab, and clinical instructional purposes.	Persistence	65% of students will be successful in Practical Nursing Courses over 2 semesters (Fall 2016 and Spring 2017).	Traditional PN: Persistence from Fall to summer = 36 out of 71= 50.7% persistence rate Flex PN: Persistence from Fall to Summer= 10 out of 14 students = 71.4% persistence rate Average of two programs = 61 % persistence rate.	Increased focus on student persistence retention is needed. Faculty will implement retention efforts such as supplemental instruction, open lab with additional equipment and practice sessions, referrals to Student success center, and encourage student utilization of Kaplan and textbook resources.	7/1/2016	6/30/2017
267	Diploma, Practical Nursing	PN-5	Perform quality, state of the art, educational activities in a positive learning environment that foster confidence, competence, success, and self-reliance for classroom, lab, and clinical instructional purposes.	Persistence	65% of students will be successful in Practical Nursing Courses over 2 semesters (Fall 2016 and Spring 2017).	Traditional PN: Persistence from Fall to summer = 36 out of 71= 50.7% persistence rate Flex PN: Persistence from Fall to Summer= 10 out of 14 students = 71.4% persistence rate Average of two programs = 61 % persistence rate.	Increased focus on student persistence retention is needed. Faculty will implement retention efforts such as supplemental instruction, open lab with additional equipment and practice sessions, referrals to Student success center, and encourage student utilization of Kaplan and textbook resources.	7/1/2016	6/30/2017
268	Diploma, Practical Nursing	PN-5	Perform quality, state of the art, educational activities in a positive learning environment that foster confidence, competence, success, and self-reliance for classroom, lab, and clinical instructional purposes.	Persistence	65% of students will be successful in Practical Nursing Courses over 2 semesters (Fall 2016 and Spring 2017).	Traditional PN: Persistence from Fall to summer = 36 out of 71= 50.7% persistence rate Flex PN: Persistence from Fall to Summer= 10 out of 14 students = 71.4% persistence rate Average of two programs = 61 % persistence rate.	Increased focus on student persistence retention is needed. Faculty will implement retention efforts such as supplemental instruction, open lab with additional equipment and practice sessions, referrals to Student success center, and encourage student utilization of Kaplan and textbook resources.	7/1/2016	6/30/2017

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269	Diploma, Practical Nursing	PN-5	Perform quality, state of the art, educational activities in a positive learning environment that foster confidence, competence, success, and self-reliance for classroom, lab, and clinical instructional purposes.	Persistence	65% of students will be successful in Practical Nursing Courses over 2 semesters (Fall 2016 and Spring 2017).	Traditional PN: Persistence from Fall to summer = 36 out of 71= 50.7% persistence rate Flex PN: Persistence from Fall to Summer= 10 out of 14 students = 71.4% persistence rate Average of two programs = 61 % persistence rate.	Increased focus on student persistence retention is needed. Faculty will implement retention efforts such as supplemental instruction, open lab with additional equipment and practice sessions, referrals to Student success center, and encourage student utilization of Kaplan and textbook resources.	7/1/2016	6/30/2017
270	Diploma, Practical Nursing	PN-6	Faculty will actively participate in campus, community and divisional recruitment activities.	Enrollment	Faculty will participate in at least two community or campus recruitment activities.	Each faculty member actively engages in marketing and recruiting of students both on and off campus such as career fairs, student tours, community health screening events, posts on OC Tech and PN web pages and Facebook. Each faculty member actively advises potential students as well.	Faculty will increase involvement in recruiting and marketing of PN program in coming year.	7/1/2016	6/30/2017
271	Diploma, Practical Nursing	PN-7	Safety of students and Faculty is of utmost priority. When students feel safe and secure, learning potential and focus is increased, thus students persist and are able to be retained until successful completion of the program.	Persistence	Installation of security camera at entry door to classroom 1512 with buzzer to allow entry	Approval for improved security has been obtained. Investigation into installation of security system is ongoing.		7/1/2015	6/30/2018
272	Adjuncts								
273	Adjuncts	Adjunct-3	Develop and implement a 2016-2017 semester meeting plan for adjunct faculty.	Graduation /Student Success	Two meetings per semester with an average of 50% attendance	Two meeting were held, but there was only twelve percent attendance on average.	These numbers indicate that there is a heightened need for adjunct communication, as well as an indicator that means such as Skype should be used for meetings. In order to more closely meet the 50% attendance rate, we will offer additional online attendance options.	7/1/2016	6/30/2017
274	Adjuncts	Adjunct-4	All adjuncts (both face-to-face and online) will receive training in the D2L learning management system during their required orientation (in-person for face-to-face faculty and via D2L for online faculty).	Persistence	100% attendance of adjuncts in the required orientation session	All faculty, both adjuncts and full-time, received training in the usage of D2L.	Next year, we will explore more advanced topics and implement training.	7/1/2016	6/30/2017
275	Adult Education								

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276	Adult Education	AE-1	Staff members will participate in various professional development activities to address differentiated instruction, computer assisted instruction and data analysis to ensure successful academic achievement for all students.	Graduation /Student Success	AE department in conjunction with the State Department of Education and the RAETAC will participate in at least 5 professional development activities to improve classroom instruction and student achievement.	All faculty attended at least 5 PD events.		7/1/2016	6/30/2017
277	Adult Education	AE-2	AE staff will remediate students, implement computer assisted instruction, and restructure classes in order accommodate more intense content-specific instruction. As a result, students will achieve an Educational Functioning Level Gain.	Graduation /Student Success	Increase the number of students who achieve an EFL gain by 3% this year.	EFL Gain was 74.63% for 16-17.		7/1/2016	6/30/2017
278	Adult Education	AE-3	Increase AE student engagement in TEAS and COMPASS Prep activities to encourage enrollment in college programs.	Enrollment	Increase the number of AE students who transfer into OCtech programs by 3%.	28% of AE students in the graduating class transitioned to post-secondary		7/1/2016	6/30/2017
279	Adult Education	AE-4	AE students will complete the WorkKeys exam (Reading for Info, Applied Math, and Locating Information) to earn a Career Readiness Certificate. Local business and industry, as well as education institutions use the CRC as a measure skills and employability.	Graduation /Student Success	The number of AE students who earn the WorkKeys credential (Bronze, Silver, Gold or Platinum) will increase by 3%.	This year, 94 students earned the NCRC. Bronze - 34 Silver - 53 Gold - 7		7/1/2016	6/30/2017
280	Dean of Administration								
281	Dean of Administration	DoA-1	Develop new markets for Middle College classes. Implement new schedule plan for on-campus courses.	Enrollment	Increase Middle College offerings by 3%.	MC enrollment stayed flat. Enrollment for Fall 2016 was 583 compared to 589 for Fall 2015. Allow more students to become CATE completers in the high school with the new on-campus schedule of classes. We developed Career Pathways for all programs at OCtech. The pathway information was published to the web. Some 28 different pathways were developed to go along with the ones that already existed.	The College will explore more options with the Health Profession High School and Lake Marion High School for the upcoming year.	7/1/2016	6/30/2017

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282	Dean of Administration	DoA-2	Co-Chair the Curriculum Committee. Program all changes made in Datatel and WebAdvisor. Update all new courses and delete old courses.	Graduation /Student Success	All program changes made in Datatel and WebAdvisor.	All program changes were vetted and voted on through the Curriculum Committee. The changes that were approved were programmed in Datatel and WebAdvisor.	Continue to work with Program Coordinators, and Deans to keep their respective curricula current and make sure we are following SACS Guidelines as we approve all changes. Continue to program all changes made so we can ensure that student advising and graduation approvals are correct. Ensure that all changes are made to the College Catalog and Website.	7/1/2016	6/30/2017
283	Dean of Administration	DoA-3	Update Datatel to include all new courses. Manage the course scheduling function of Datatel to include faculty loading and section assignment. Work with all Program Coordinators and Deans to ensure that faculty loading meets College Policy and that course sections are correctly entered into Datatel.	Enrollment	Update all new and revised curricula on campus in Datatel.	Updated Datatel to include all new courses. Managed the course scheduling function of Datatel to include faculty loading and section assignment. Worked with all Program Coordinators and Deans to ensure that faculty loading met College Policy and that course sections were correctly entered into Datatel.	This will need to continue on an annual basis to ensure that a critical function of the College will continue to be performed in an efficient, timely manner.	7/1/2016	6/30/2017
284	Dean of Administration	DoA-4	Develop and revise new course scheduling coding to allow for Emporium and primary/secondary sections. Coding is designed to meet SACS Standards.	Graduation /Student Success	100) implementation by Fall 2015; SACS Compliance.	Coding process developed and implemented.	Future course sections needing multiple coding will follow this process when course sections are combined. This will allow for us to keep records on multiple sections that are taught together in the future.	7/1/2016	6/30/2017
285	Dean of Administration	DoA-5	Promote SC Tracs and the transfer function of the College. Continue to serve as the College Transfer officer. Provide training to College personnel and high school counselors and promote the use of SC TRACS as a valuable tool in the advising of students.	Enrollment	Increase articulation agreement with both high schools and 4-year colleges; incorporate SC Trac widget into transfer web page.	Continue to update SC TRACS to assist with recruitment and transfer of students.	SC Tracs promotes the transfer function of the College. We will need to continue to promote SC TRACS and provide training to College personnel and high school counselors and promote the use of SC TRACS as a valuable tool in the advising of students	7/1/2016	6/30/2017

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286	Dean of Administration	DoA-6	Review faculty credentials each semester and compare the credentials to the courses taught to ensure that faculty are qualified to teach those courses for which they are assigned. Make recommendations to the Academic Deans and the Vice-President of Academic Affairs on all faculty teaching assignments and assist in the writing of any justifications where needed. Also, review all applications of new and adjunct faculty and make recommendations to the Academic Deans and the Vice-President of Academic Affairs of the applicants qualifications to teach in the area they have applied for.		Faculty are 100% compliant on the meeting the SACS Credentials for the areas they are assigned to teach.	All full time and part-time faculty met or exceeded SACS Standards for credentialing.	The College will need to continue to monitor faculty credentialing on a semester by semester basis.	7/1/2016	6/30/2017
287	Dean of Administration	DoA-7	Serve as the lead coordinator for the implementation of the new learning management system --- D2L. ensure the implementation of D2L starting Summer Semester, 2016 and continue to monitor the entire process over the next several semesters.	Enrollment	Successful implementation of D2L.	All online and FTF courses would be transferred over to the new learning management system and the new system would be fully operational.	Successful implementation of D2L.	7/1/2016	6/30/2017
288	Grants Office								
289	Grants Office	GRNT-1	Continue to grow and Strengthen Grants Development Team and Grants Vision Team to find develop new projects and search for new funding sources.	Revenue	Secure one additional major grant award this year, with emphasis on the areas that are covered in the DOL and PBI grants that will be ending within the next two years.	No major grant awards were secured during the 16-17 academic year.	For 16-17, we hope to have an NSF-ATE project awarded to support simulation development in Logistics in Advanced Manufacturing. In addition, the team will strengthen our proposal for the Upward Board Math and Science grant program. While there were no major awards recently, the GEAR UP grant awarded in August 2017 should help strengthen student services created during the PBI grant.	7/1/2016	6/30/2017
290	Grants Office	GRNT-2	Continue to successfully implement current projects including up-to-date reporting, data collection, and purchasing.	Revenue	Keep all grants in good standing by meeting all federal guidelines.	All grant annual and quarterly reports (11) were turned in on time and included all necessary data and narratives.	Going forward, the Grants Coordinator will work with new members of the IE team to ensure that all student data needed for grant reports is available. The creation of new Informer reports should also help with the quick retrieval of data needed for reports.	7/1/2016	6/30/2017

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291	Grants Office	GRNT-3	Strengthen partnerships with current partners to expand student scholarship opportunities and program growth.	Revenue	Increase funding activity from local partners.	The Foundation had an increase in donors this year. As a result, more student scholarships and emergency funds were awarded this fiscal year.	The Grants Coordinator will investigate more local and regional sources for grant funding next year.	7/1/2016	6/30/2017
292	Institutional Effectiveness								
293	Institutional Effectiveness	IE-1	<p>Move all SharePoint directories and files structures over to the Ellucian portal/D2L database and maintain the most up-to-date information in each respective directory.</p> <p>Normal 0</p> <p>false false false</p> <p>EN-US X-NONE X-NONE</p>	<p>Enrollment, Persistence, Job Placement, Licensure Pass Rates, Graduation /Student Success</p> <p>The directories and program files are utilized, at the root directory level, by the following entities/departments/divisions.</p> <p>Accreditation</p> <ul style="list-style-type: none"> • ABA (Para-LEG) Approved <input type="checkbox"/> • ABET (EET-EIT) Accreditation <input type="checkbox"/> • ACBSP (GB-CPT) Accreditation <input type="checkbox"/> • ACEN (ADN) Accreditation <input type="checkbox"/> • ACEN (PN) Accreditation <input type="checkbox"/> • CAAHEP (MA) Accreditation <input type="checkbox"/> • CAPTE (PTA) Accreditation <input type="checkbox"/> • CoARC (RES) Accreditation <input type="checkbox"/> • DHEC (EMT) Approved <input type="checkbox"/> • DHHS (CNA) Approved <input type="checkbox"/> • JRCERT (RAD) Accreditation <input type="checkbox"/> • NAEYC (ECD) Accreditation <input type="checkbox"/> • NATEF (AUT) Accreditation <input type="checkbox"/> 	<p>All files assessed and new file structure put into place for the move to the new portal.</p> <p>176+ directories containing 604+ program files of various types, as of June 10, 2015, crossing all operational departments will be maintained, updated and revised accordingly to ensure that all program files contain the most accurate and update to date information.</p>	<p>All SharePoint directories and files structures have been moved over to the Ellucian Portal/D2L database and the most up-to-date information is maintained in each respective directory.</p>	<p>The files housed within various Ellucian Portal/D2L sub-folders are utilized as sources documents to support each department's rationale of why and how they do what they do.</p> <p>These files also contain detailed accreditation and compliance data needed by each respective department as required.</p> <p>Additional files are added as needed and archived when no longer required.</p>	7/1/2016	6/30/2017

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294	Institutional Effectiveness	IE-2	Continued - Conduct a thorough analysis of Informer reports and menu structure to remove redundancies and simplify the end user experience.	Enrollment, Persistence, Job Placement, Licensure Pass Rates, Graduation /Student Success	Review and reorganize Informer reports for a simpler end user experience. 400+ recently added/converted Informer reports are to be maintained, updated to meet general IT system requirements, and revised as the business model dictates. Maintenance and updates to the existing 400+ reports are to be done on an ongoing basis to ensure that the institution is operating as efficiently and as effectively as possible in achieving the organization's mission. The aforementioned 400+ reports are utilized by the following entities/departments/divisions. Academic Support Admissions Adult Education Advising The Bookstore Career Planning/ASSIST Career Training and Development / Continuing Education Dashboard Reports Dean Reports Enrollment Management	This is a continuous and ongoing process. Additional reports are added and updated based on a priority list approved by the senior staff.	Lessons learned from automating existing reports are used as a model for updates to newer reports.	7/1/2016	6/30/2017

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295	Institutional Effectiveness	IE-3	Continued - Implement new reporting process from subcontractor to replicate state performance funding data from intermediate files.	Enrollment, Persistence, Graduation /Student Success	<p>New reporting process quoted and purchasing process started.</p> <p>We are to work with an external consultant to develop a data reporting system that address the following data-marts.</p> <ol style="list-style-type: none"> 1. Student Success Rate 2. Fall-to-Spring Persistence 3. Fall-to-Fall Retention 4. Enrollment Report 5. Graduate Report <p>***** *****</p> <p>All intermediate file data are to be placed into the ODS for retrieval by Informer (when provided).</p> <p>1. Student Success Rate (Source: New Funds Allocation Formula Doc) DESCRIPTION: The Student Success Rate is a cohort based measure of graduation within both 150% and 200% of normal program time, transfer-out to</p>	Because of the lack of funding for an external subcontractor, we are slowly working through the process of implementing these new reports.	The results of this item will be used by the executive management team to determine if we are meeting our targeted metrics.	7/1/2016	6/30/2017
296	Institutional Effectiveness	IE-4	Assemble all required data in preparation for SACSCOC 5th Year report.	Enrollment, Persistence, Job Placement, Licensure Pass Rates, Graduation /Student Success	All data organized and documentation printed and organized annually for the SACSCOC 5th Year Visit.		Results of the data assembled are used to complete the annual documents required by all areas of the college for the upcoming SACSCOC 5th year visit.	7/1/2016	6/30/2017

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297	Institutional Effectiveness	IE-5	Implement a new Placement Assessment Model that incorporates multiple measures in addition to the existing placement test cut scores to more accurately place students into the appropriate developmental or college level course(s). Normal 0 false false false EN-US X-NONE X-NONE	Enrollment, Persistence, Job Placement, Licensure Pass Rates, Graduation /Student Success, Revenue	An increase in the number of students successfully completing their initial placement course(s) with a passing grade. Normal 0 false false false EN-US X-NONE X-NONE	This objective was achieved and the ACCUPLACER application has been installed and is working at the College.		7/1/2016	6/30/2017
298	Institutional Effectiveness	IE-6	To advertise and solicit individuals meeting the defined position description of Sr. Applications Analyst (SR.) to replace Ann Foley who will be retiring in June of 2017.	Enrollment, Persistence, Job Placement, Licensure Pass Rates, Graduation /Student Success, Revenue	Successfully hiring a Sr. Applications Analyst (SR.) capable of performing the functions and duties currently performed by Ann Foley. Without a competent and knowledgeable individual in this position, OCtech will not be able to respond to numerous data requests and report modifications.		New employee has been hired.	7/1/2016	6/30/2017
299	Library								

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300	Library	LIB-1	The library's online presence will be increased through the use of social media. The goal is to for each month to have a specific theme which the library will post related quotes, facts, and resources. There will also be additional posts such as staff picks for books and dvds. Posts should be no less than once a week with the library responding quickly to any comments. This will increase awareness and visibility of the library for OC Tech students.	Graduation /Student Success	1 post per week that OC Tech is open.	Each week (not counting holidays and closures) a chosen book or dvd was chosen by library staff and posted to Octech's facebook account.	During the upcoming year, we will increase the content and regularity of posting content to OCTech's social media account. This will be facilitated by the library's new hire, starting in January.	7/1/2016	6/30/2017
301	Library	LIB-2	Since the library's libguides have been upgraded to 2.0 and the OC Tech website has been redesigned, the LibGuides and Library website can now be redesigned with usability and access as central to their design. The Marketing department will be consulted as the redesigns move forward	Graduation /Student Success		A mock up of the library's website has been created and submitted to the marketing department. A ticket has been submitted to OCTech's website management company to create the appropriate template.	Updates to the library's website is an ongoing process and will continue into the foreseeable future.	7/1/2016	6/30/2017
302	Library	LIB-3	To proceed with using the Production Studio: 1. A plan needs to be made for what kinds of learning objects are possible 2. Who will be responsible for their creation and maintenance 3. Training staff on the use of software This will require collaboration with marketing, the computer technology department, and the MIS department. Learning objects will reside in the D2L LOR.	Persistence, Graduation/St udent Success	Timeline and plan of actions are created and agreed upon by parties involved by January 30, 2017.	This item was cancelled due to a lack of need for a dedicated studio space. With the purchase of D2L, each instructor has access to video software.		7/1/2016	6/30/2017
303	Student Success Center								

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304	Student Success Center	SSC-1	Increase student use the online resource, Brainfuse, and investigate additional uses that are available in the system.	Persistence	Increase student use of Brainfuse by 3%. (counted sessions)	This year, there 1,709 sessions (an 8% increase).	Going forward, the use of Brainfuse will be marketed through all SSC workshops. We are hoping to increase use of the product for subjects other than writing through the Homework Help feature. A link has been added to the LibGuide for the Center, and the faculty is helping to build student awareness.	7/1/2016	6/30/2017
305	Student Success Center	SSC-2	Formulate an Early Alert strategy utilizing the new learning management system.	Persistence	Formulate an early alert strategy utilizing the new learning management system.	S3 product currently being set up for use in Fall 2017.	For the 17-18 academic year, we will pilot and finalize procedures for using S3 (D2L early alert module).	7/1/2015	6/30/2017
306	Student Success Center	SSC-3	Increase tutoring utilization by 3% by updating student tutor training and marketing available services across campus.	Persistence	Increase tutoring utilization by 3%	Tutoring utilization did not increase from 2015-2016 (1659 tutoring sessions) because a continuous tutor embedded in an IST course was counting students monitored during class time as tutoring sessions. Beginning in Spring 2017, the tutoring sessions were only counted once for each course. The number of tutoring session for Spring (510) and Summer 2017 (140), for a total of 650 sessions using the new counting method.	Going forward, tutoring session data will be gathered based on Student Success Center sessions (using the database), tutoring sessions in the math lab, and the CPT tutoring sessions.	7/1/2016	6/30/2017
307	Student Success Center	SSC-4	Complete Student Success Center move and renovations in Library. Organize space to accommodate tutoring, a science room, a Z-Space kiosk, and staff offices.	Persistence	Move and renovations will be completed and the Center will be fully up and running by Fall 2017.	The center is furnished and final computer upgrades are being made as of September 2017. Grand Opening will occur in October 2017.	For 17-18 an SQL database will be created to track tutoring sessions and workshops. The use of the database will streamline SSC services.	7/1/2016	6/30/2017
308	Online Learning								
309	Online Learning	Online-1	Review policies and procedures related to online learning for any barriers to student success.	Graduation /Student Success	Successful review of all policies during 16-17.	Policies were reviewed. No barriers were noted. However, the online student instruction sheet was adjust to reflect D2L issues.	Will stay current on all policy and procedure reviews and explore possible options as needed.	7/1/2016	6/30/2017
310	Online Learning	Online-2	Provide training materials via the learning management system and face-to-face instruction on D2L features to online faculty on effective and engaging teaching practices.	Persistence	Two training sessions will be provided on online teaching and instructional practices (topics to be bases on need and timeliness) will be provided to faculty.	Training was focused more on ensuring that all faculty could utilize the College's new learning management system (D2L), particularly those faculty doing online classes. Materials were provided via D2L, and face-to-face training sessions concerning the usage of the LMS delivery and instructional capacities were given.	Results indicate a need or lack thereof of additional training and topics for inclusion. Faculty will continue to receive training on online learning. The new focus will be on more enhancements, such as Lecture Capture, as well and usage of the Learning Objects Repository and ensuring that courses adhere to Quality Matters (QM) stipulations.	7/1/2016	6/30/2017

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311	Online Learning	Online-3	Continue to enhance student readiness and support for online learning by providing assistance to faculty with utilizing new D2L features and working with students with workforce readiness skills per the OCtech SACS-QEP.	Graduation /Student Success	Over success rate of 70% for all online classes.	Overall success rate for online students was 75.51%.	Continue to review and improve online course delivery.	7/1/2016	6/30/2017
312	Online Learning	Online-4	Complete and receive SARA membership.	Enrollment	Success refers to completed membership by showing evidence of all SARA-required stipulations. Membership has been completed and accepted.	Completed and accepted membership application	Stay current with changing regulations to ensure that OCtech online programs serve in-state and out-of-state students. Will maintain membership.	7/1/2016	6/30/2017
313	Acct/Business Operations								
314	Acct/Business Operations	BO-1	Provide appropriate professional development and training activities to business office staff to ensure efficiencies and accuracies within the Accounting Office and also to provide the most-up-to-date guidance and compliance with Accounting rules and regulations from various oversight agencies.	Revenue	Employees attend pertinent training, including regional and/or national conferences. Training for new employees recently hired due to retirements within division is a priority for the Accounting Office.	All accounting personnel attended relevant workshops and training during the year.		7/1/2016	6/30/2017
315	Acct/Business Operations	BO-2	Accounting transactions are accurately reported in accordance with state, federal, and GASB standards and processes to record transactions are efficient. The college will therefore maintain a "clean" audit from external independent auditors resulting with an unqualified/unmodified opinion on the annual financial statements.	Revenue	Audit opinion for the fiscal year 2016-2017. 100% denotes a "clean" audit opinion with an unmodified/unqualified opinion and no findings related to internal control, material weaknesses, or questioned costs.	An "unmodified" (unqualified) opinion was expressed on our FYE June 30, 2017 Financial Statements. There were no significant findings or questioned costs associated with the audit of FY June 30, 2017.		7/1/2016	6/30/2017
316	Acct/Business Operations	BO-3	Work to eliminate need for printed checks by pursuing electronic payment system. Payment by electronic means will allow a more time-efficient process whereby students, vendors and employees will receive funds owed to them sooner, and avoid misplaced checks.	Revenue	Accounting department will pursue first electronic reimbursement to employees for travel, followed by electronic deposits of student refunds. The goal for 2016-2017 is to achieve success with employee travel reimbursements. Payments to vendors and students will be an ongoing process over several years.	Accounting department has implemented procedures to process some payments by electronic means. Examples include employee travel reimbursements, student refunds, and accounts payable transactions.		7/1/2016	6/30/2017

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317	Acct/Business Operations	BO-4	Create taxonomy for new portal site for both faculty/staff and student user interface. Include in the taxonomy all Sharepoint utilization for Business Office users, faculty and staff references, and any required student documents.	Enrollment	Business Office applications included and easily accessible by all users prior to portal launch.	Information from old portal site has been transferred to new portal. Due to talk of upcoming changes, any further data and forms conversion to new site has been postponed.		7/1/2015	6/30/2017
318	Human Resources								
319	Human Resources	HR-3	Conduct salary analysis on positions identified by the college to evaluate competitiveness in the market and in the system.		HR Director reviewed requested positions and made recommendations to the Admin Team based on market data.	Positions were reviewed according to market data, and recommendations made to the executive team.	HR will continue to monitor its competitiveness in certain positions. Assess turnover through the exit survey data. HR will continue to review salary data that is available.	7/1/2015	6/30/2017
320	Information Technology								
321	Information Technology	IT-1	Ensure that there are appropriate security measures in place to protect employee and student data.					7/1/2016	6/30/2017
322	Information Technology	IT-2						7/1/2016	6/30/2017
323	Information Technology	IT-3						7/1/2016	6/30/2017
324	Information Technology	IT-4						7/1/2016	6/30/2017
325	Information Technology	IT-5						7/1/2016	6/30/2017
326	Physical Plant Operations								
327	Physical Plant Operations	PP-1	Systematic housekeeping of facilities. Staff will provide support to keep facilities clean and well-maintained	Persistence	Housekeeping priorities are in place to systematically clean buildings utilizing check off lists and work orders. Supervision obtains feedback daily and logs. If no events pull staffing, facilities are maintained.	No outstanding housekeeping issues. Surveying mechanism not available for this term.	Ongoing review and systematic housekeeping of facilities.	7/1/2016	6/30/2017
328	Physical Plant Operations	PP-2	Responsive and systematic repairs to facilities.	Persistence	Plant Department mechanics perform scheduled preventative maintenance and corrective repairs on building systems; documenting work and time required on associated work orders.	No outstanding maintenance issues. Survey mechanism not available for this term.	Prompt response to request and repairs.	7/1/2016	6/30/2017

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329	Physical Plant Operations	PP-3	Support Academic Space/Program Use of Industrial Facilities(<\$50K) Plant Fund	Persistence	Proficient support of space evaluation and planning of Industrial Division.	See report from professional services agreement with LS3P.		7/1/2016	6/30/2017
330	Physical Plant Operations	PP-4	Support campus wide utilization by maintaining proper room codes as directed by Academic Division.	Persistence	At the request of the Academic Division, update room change information consistent with primary use of classrooms and labs.	Room codes updated as directed by Academic Division.	Ongoing updates to facility master file as directed by Academic Administration.	7/1/2016	6/30/2017
331	Physical Plant Operations	PP-5	College has two mowers that are working after end of life expectancy. Failure or either or escalated repairs may trigger the replacement of either.	Persistence	Replacement of one of the old units.	One mower purchased to replaced one of the old units.	One mower purchased to replaced one of the old units (\$10,000).	7/1/2016	6/30/2017
332	Physical Plant Operations	PP-6	Majority of stainless rectangular tables in café are reaching an un-safe condition for public use. Recommend furniture replacements with strong and light characteristics as event shuffling of furniture is routinely required. If tables(14) could be selected to blend with existing chairs that would save the cost of replacing chairs(56), if not, chairs would need to be replaced as well. Seems that 4 legged tables are more solid and may offer a longer life of use???			Delayed until next fiscal year.	Delayed until next fiscal year.	7/1/2016	6/30/2017
333	Physical Plant Operations	PP-7	Obtain funding to begin roof replacements on buildings 100 - 800 (\$2,000,000), and obtain Phase I approval for design services from architect.	Persistence	Complete design process and plan roof replacements.	\$100K approved by Area Commission for Phase 1. Method of implementation and actual buildings under consideration by the President's Staff. Replacement of all 10 roof systems approved and scheduled to be completed by end of 2017.	Funding allocated and project approval obtained from Budget and Control Board. \$100K approved by Area Commission for Phase I (design). Design firm selected, ADC. Replacements in progress and scheduled to be complete by end of 2017.	7/1/2014	6/30/2017
334	Corporate Training and Economic Development								
335	Corporate Training and Economic Development	CTED-1	Expand the number and types of programs offered to meet workforce development needs. Accommodate the evolution and visibility of CTED's role at OCtech to engage full utilization of CTED's services by internal and external stakeholders.	Enrollment	Increase the number of program completers/certifications by 3%.			7/1/2016	6/30/2017

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336	Corporate Training and Economic Development	CTED-2	Develop a formal CTED advisory board comprised of both internal and external stakeholders. Accommodate the evolution and visibility of CTED's role at OCtech to engage full utilization of CTED's services by internal and external stakeholders.	Graduation /Student Success	Increase the number of businesses and industries served.	21 industries served this year.		7/1/2016	6/30/2017
337	Corporate Training and Economic Development	CTED-3	Develop a formal internship program and increase the number of apprenticeships. Accommodate the evolution and visibility of CTED's role at OCtech to engage full utilization of CTED's services by internal and external stakeholders.	Graduation /Student Success	Increase the number of students participating in internships and apprenticeships by 3%.	Internship program not yet developed; 16 registered apprenticeships this year.	Work with Dr. Tobin to create additional industry partnerships and increase the number of registered apprenticeships.	7/1/2016	6/30/2017

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338	Corporate Training and Economic Development	CTED-4	Manage and report data for the key performance indicators listed below.		Goals for 16-17 Corporate Training: Revenue - 2% increase over 15-16 Corporate Training: Contact Hours (Fall) - greater than 15-16 results Corporate Training: Total Number of Students Served (headcount) - 3% increase over 15-16 Corporate Training: Clients Trained - 3% increase over 15-16 Corporate Training: Business/Industries Served - 3% increase over the number served in 15-16 Corporate Training: Students Moving from CTED to Credit - Goal of 10 students Corporate Training: Programs Moving from CTED to Credit - Goal of 3 programs (HVAC, SCMC, and Office Skills) Corporate Training: Certifications Awarded - 200 certifications Corporate Training: Students in Apprenticeships - 3% increase over 15-16 Corporate Training: Number of Apprenticeships Registered - 3% increase over 15-16 Corporate Training: WorkKeys - CRCs awarded through computer-	Results for 16-17 Corporate Training: Revenue - \$225,499 - goal not met Corporate Training: Contact Hours -22,878 - goal met Corporate Training: Total Number of Students Served (headcount) -1480 - goal not met Corporate Training: Clients Trained -649 - goal not met Corporate Training: Business/Industries Served -21 - goal not met Corporate Training: Students Moving from CTED to Credit - XXXXX Corporate Training: Programs Moving from CTED to Credit - 0 programs - goal not met Corporate Training: Certifications Awarded - XXXXX Corporate Training: Students in Apprenticeships -XXXXXX Corporate Training: Number of Apprenticeships Registered -16 - goal met Corporate Training: WorkKeys - CRCs awarded through computer-based testing - XXXXXX Corporate Training: Students in Youth Apprenticeships -0 students - goal not met		7/1/2016	6/30/2017
339	Foundation								
340	Foundation	FD-1	Complete the development of and implement an annual giving program.	Revenue	Generate annual giving revenue of \$50,000 outside of event revenue	See handout from 11/13/17 Foundation board meeting detailing annual giving.	In 2017-18, continue to generate \$75,000 or more in annual giving revenue.	7/1/2016	6/30/2017
341	Foundation	FD-2	Begin an alumni program to cultivate alumni	Revenue	Alumni database developed with contact information for 200 alumni	Began collecting alumni contact information. Have a number of alumni with contact information for graduates of Nursing and Health Science programs. Will continue this effort in 2017-2018.	In conjunction with the college's 50th anniversary, we will focus will be on reconnecting with alumni in the community and highlighting graduates throughout the college's history in newspaper articles, on our website or in social media. Contact information from alumni will be requested.	7/1/2016	6/30/2017

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342	Foundation	FD-3	Increase the percentage of OCtech employees supporting the Foundation with an annual gift	Revenue	63% of OCtech employees will support the Foundation with an annual gift in 2016-17	63.78% (118 of the 185 employees) of OCtech's full-time employees supported the Foundation (118 out of 185) with a gift. The list of foundation donors (from July 1, 2016 to June 30, 2017) is included in the Foundation's Funding Futures brochure which recaps 16-17 giving. 102 employees are identified by name and an additional 16 employees who wished to remain anonymous are listed as "A Friend."	We will continue to work to increase the number of employee donors in 17-18 through the employee breakfast, personal contact with employees with hand delivery of pledge cards, inexpensive tokens of appreciation, and through shared stories about the needs and successes of scholarship recipients.	7/1/2016	6/30/2017
343	Public Relations and Marketing								
344	Public Relations and Marketing	MKT-1	The Marketing Department will create five (5) short program-specific videos featuring program coordinators and students to promote individual academic majors/areas. These videos will be used on program webpages and social media.	Enrollment	We will create five (5) videos this year.	PRODUCED IN-HOUSE Family Matters: https://www.youtube.com/watch?v=EKLVNjhp7c&t=38s Welding Veteran: https://www.youtube.com/watch?v=nrl5VRdAbtY Double Graduate: https://www.youtube.com/watch?v=yf5Vl7rRCOg PRODUCED PROFESSIONALLY Respiratory Care: https://www.youtube.com/watch?v=HcjYCFIEbLc https://www.youtube.com/watch?v=ag05DwadUw Medical Assisting: https://www.youtube.com/watch?v=fBUzCuRxVRU https://www.youtube.com/watch?v=qQTd9Vpon2Q	These videos have been shared on social media and the OCtech website.	7/1/2016	6/30/2017
345	Public Relations and Marketing	MKT-2	The Marketing Department will use Google Analytics to better monitor website traffic. We will use the results to improve the college's website and overall marketing strategy.	Enrollment	We will focus on three (3) areas: Apply, Evening College and Programs of Study.	Admissions - 19,651 Evening College - 6,422 Programs of Study - 85,831 Total - 111,904	In June 2018, we are planning to switch websites. Going forward, we want to be able to gather more specific data regarding which program pages students visit. A new tracking system (contact form) will allow the College to notify students who don't apply, but showed interest.	7/1/2016	6/30/2017

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346	Public Relations and Marketing	MKT-3	The Marketing Department will use Facebook and/or Google ads as a cost-effective way to market the college.	Enrollment	We will use Facebook and/or Google ads two (2) times this year to promote our fall, spring and/or summer terms. We will track the traffic created by these ads to see if it increased the number of people on our Facebook page and/or website.	We did a Facebook ad campaign in early January and another in May. The results are included in the following images:	We plan to continue using Facebook ads to promote registration at the college.	7/1/2016	6/30/2017
347	Public Relations and Marketing	MKT-4	The Marketing Department will expand and diversify our marketing strategies to continuing students to increase student retention and completion.	Enrollment, Persistence, Graduation /Student Success	We will work with the Student Success Center to more actively promote our tutoring services to current students so that they are aware of the resources available to them to help them succeed. A flyer will be created to give to all new students that outlines what tutoring services are available and when. Posters will also be created to place in classrooms across campus.	The following was designed to promote the Student Success Center to our current students. It was shared as a postcard, email, banner on D2L and on social media: We also promoted a series of workshops for new and continuing students with flyers across campus, handouts at orientation, on social media and D2L, etc.: And this was placed in our Fall 2017 College Magazine, which was published early summer 2017:	The Student Success Center's relocation to the Library at OCtech was recently completed. We are working with the Center and the Library on a brochure, signage, etc. to make sure our students are aware of the resources available to them on campus. We will continue to work with them to promote those services.	7/1/2016	6/30/2017
348	Public Relations and Marketing	MKT-5	The Marketing Department hopes to create a more welcoming atmosphere for guests and visitors to our campus by providing colorful signage and accurate, detailed maps campus-wide.	Enrollment, Graduation /Student Success	New signage and maps will be created and displayed campus-wide.	We have been working with college administration to make sure all of the information for the new campus map is as accurate as possible and presented in the most easily accessible way. It has been a work in progress that is near completion.	We will continue working with college administration to produce accurate and engaging maps for our students and visitors and a plan for new signage across campus.	7/1/2016	6/30/2018
349	Admissions/Recruitment								
350	Admissions/Recruitment	ADM-1	Case management processes will be advanced through investigating various options designed to make these efforts less of a manual process and to provide improved reporting and accountability of case manager activities.	Enrollment	Review and provide feedback on the development of an SQL case management database .	A SQL database was developed by a 3rd party contractor based on the functionality needs & feedback of the admissions & advising directors. This database has been launched and is currently being used by our case managers to monitor the progress of our applicants and to allow supervisors to monitor staff case management efforts.	The SQL Case Management Database will be used by our case managers to monitor the progress of our applicants and will allow supervisors to monitor staff case management efforts. This innovation in the case management process will save many staff hours by allowing the carryover of case notes and other information from reporting week to reporting week, whereas before any notations of progress would be lost from week to week using the Excel reports.	7/1/2016	6/30/2017

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351	Admissions/Recruitment	ADM-2	Continue to improve Admissions and Welcome Center services by providing ongoing training on QEP objectives and on Appreciative Admissions model, the theoretical approach to admissions counseling for the department.	Enrollment	1. Continue to provide training to new students on QEP goals through Admissions office and the Admissions Welcome Center services. 2. Continue to train staff on Appreciative Admissions model and how to use it as our counseling framework.	1. Student training on the college's QEP objectives was provided to new students through our new student orientation presentations. During these presentations, the Dean of Arts, Humanities, Adjuncts, and the Online College and the Vice President of Academics shared information with our newly admitted students on the colleges QEP objectives on Workforce Readiness and how they related to student success both during and after college. To further emphasize the importance of our selected QEP theme of Workforce Readiness, the Executive Director of the Orangeburg County Development Commission, Greg Robinson, was asked to present on how this topic would impact students lives through current and future economic growth. The presenter shared detailed information on the growth of the automotive and aerospace sectors, importance of education and training in competing for these new jobs, and on the changing nature of modern manufacturing. Welcome Center activities that supported student training on the QEP included providing materials to raise awareness of the QEP topic in new student acceptance packets and in having counselors include the topic of workforce readiness in their discussions with potential students. (see attached for agenda and presentations)	The QEP topic of Workforce readiness will continue to be emphasized during the admissions process and in our Welcome Center services for the upcoming academic year.	7/1/2016	6/30/2017

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352	Admissions/Recruitment	ADM-3	Automate the data entry of the online applications by adopting CollegeNet's data import service to reduce time and resources spent doing manual application entries.	Enrollment	Establish the importing of CollegeNet online applications into Datatel.	Although the online application process was not automated this academic year, the groundwork for it was established through the college's experience automating the download of test scores for the Accuplacer Test. The download and entry of all placement test scores into Ellucian Colleague used to be a manual process, and the impact of their automation has been considerable in terms of staff work load and the assurance that on and off-campus test results will be downloaded within minutes of a tests completion. Having completed this process, college IT staff are better prepared to move on to the larger task of automating the download of application data.	The experience of automating the download of test scores from Accuplacer to Ellucian Colleague has left the college's IT staff better prepared to handle the larger challenge of automating application downloads for the upcoming academic year. This will be a priority for the next year's unit plan.	7/1/2016	6/30/2017
353	Admissions/Recruitment	ADM-4	Seek out professional development opportunities to keep up-to-date on work force needs, ACT/WorkKeys initiatives, new technology, and current practices among our SCTC system peers.	Enrollment	All admissions/recruitment staff will participate in at least 2 professional development activities per year.	The Admissions staff far exceeded the goal for professional development for the 2016-2017 academic year. The staff was provided with 33 office-wide opportunities for internal professional development. In addition to that, the Admissions staff participated in 25 individual opportunities for professional development, ranging in scope from State Tech peer group meetings, to webinars and internal training sessions. (See attached for list of professional development activities by staff members)	Professional development will continue to be a priority for the Admissions Office and an emphasis will be placed on having staff attend more large scale conferences to expose them to a wider diversity of ideas and practices.	7/1/2016	6/30/2017
354	Admissions/Recruitment	ADM-5	Improve off-campus recruiting efforts through continuing use of geographic recruiting territories and begin tracking application activity by zip code in order to target areas of need to forecast future new student enrollment.	Enrollment	Develop system monitor and forecast number of applications and new student registrations within service area zip codes in order to better direct future recruiting efforts and attempt to forecast future enrollment by zip code using statistical methods.	The skills of a newly hired recruiter that served as a former military recruiter were employed to establish a system for forecasting future enrollment based on the past several years of enrollment data for new students. The data was analyzed by applicant zip code to identify the numbers of applications generated in each zip code and then statistical methods were employed to allow us to forecast future enrollment by zip code within a reasonable margin of error.	The ability to forecast future rates of new student applications and enrollment will allow us to identify any areas where additional recruiting efforts are needed within a recruiter's territory. Knowing that we need a certain number of applications to yield the needed number of registered students in a certain zip code helps to set benchmarks that each recruiter will need to meet to maintain the enrollment for their territory.	7/1/2016	6/30/2017

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355	Admissions/Recruitment	ADM-6	Provide increased on-campus exposure to prospective students and their families through campus tours, developing other on-campus recruiting initiatives, and supporting marketing efforts.	Enrollment	Market & host at least 2 on-campus events each semester (Evening College Open House, Campus tours, Imagine OCtech events, etc.).	Over the 2016-2017 academic year, the Admissions Office conducted more than 2 on-campus recruiting events per semester and ultimately participated in 33 on-campus recruiting events. These ranged from college wide Division Showcases, to campus tours for school groups, and other both internally organized events and events where the college partnered with other organizations to host events, such as the 4H Engineering Challenge and the WIA Youth Forum. (see attached list of events and dates)	The Admissions Office will continue using original on-campus recruiting initiatives and campus tours as a primary means of new student recruitment.	7/1/2016	6/30/2017
356	Admissions/Recruitment	ADM-7	Increase the variety of on-campus middle college course participation beyond typical University Transfer courses through improved Middle College recruiting and marketing for the Middle College Career Pathway programs.	Enrollment	Through increased recruiting and marketing, increase Middle College registrations in Career Pathway courses above the 516 students registered in a Career Pathway course for the 2015-2016 academic year.	<p>Despite the additional recruiting, the scheduling of courses by pathway on our Middle College website, and our initial marketing efforts, we experienced a 3% decrease in the number of students registered for at least one Career Pathways course within the 2016-2017 academic year (n=498) compared to the 2015-2016 academic year (n=516). (See attached spreadsheet for lists of students and their pathway courses.)</p> <p>Several aspects of the initiative to launch the Middle College Career Pathway programs did not roll out in time to have an effect on this academic year's enrollment numbers but should have an impact on the 2017-2018 numbers. For instance, our Middle College Parent Night (4/22/17) helped to raise awareness of the Career Pathways among area parents and our 2017 Guidance Counselor Breakfast (4/26/17) helped to raise awareness among area guidance counselors. Additionally, having all admissions recruiters also recruit for the Middle College programs while out in the schools and in the community helped to further raise awareness of the Pathways among counselors and students. The Middle College website has also since been redesigned as a tool to assist students, parents, and counselors in navigating the</p>	<p>The Middle College Career Pathways will continue to be our vehicle for expanding Middle College beyond the typical University Transfer courses and the entire recruiting staff will continue to market the program in schools and assist the Middle College Director whenever possible. The Middle College Parent night will continue to be the main on-campus recruiting event to raise awareness about the Career Pathways and all of the lucrative jobs that they will prepare students for. The Guidance Counselor Breakfast will continue to be our annual opportunity further market the Pathways to counselors and to gauge the impact of our efforts upon the work of area guidance counselors.</p> <p>The impact of these and other 2016-2017 recruiting and marketing efforts should be evident in our 2017-2018 numbers.</p>	7/1/2016	6/30/2017

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357	Admissions/Recruitment	ADM-8	Establish a seamless transition from the online college application to the Nursing/Health Science HIP session info and application process through the use of CollegeNet's Program Manager. This will link interested online applicants directly to the HIP session process as a part of the regular application process.	Enrollment	Enable an online applicant for a nursing/health science program to be linked directly to HIP session info and the competitive application process.	Any potential competitive nursing and health sciences applicant that begins the general college application by mistake, is now provided a link that takes directly to the Nursing and Health Sciences web page where they can review criteria, register for an in-person HIP Session, or complete an online HIP Session to obtain the actual application for the nursing and health science programs.	This change now decreases the number of potential students that complete the general college application by mistake, and raises general awareness of the competitive nursing and health science application process much earlier for students that do the general application to begin their general education coursework for a Nursing or Health Science Program. This decreases staff case management time spent on students that don't plan to take any general courses before starting a nursing or health science program and reduces the confusion of students thinking they have been admitted to a competitive program when they actually applied and were admitted to a Prep program. In the future, this process will be expanded to non-medical programs in the future to ensure students are making a better informed selection of college major through providing program descriptions and other information using CollegeNet's Program Manager.	7/1/2016	6/30/2017
358	Student Activities								
359	Student Activities	ADM/SA-2	Conduct Spring Transfer Day to provide potential transfer students the opportunity to speak with other colleges and universities.	Graduation /Student Success	Admissions staff will conduct the 2017 Spring Transfer Day to provide potential transfer students the opportunity to speak with transfer representatives from other colleges and universities, during a timeframe convenient for Middle College students.	The 2017 Spring Transfer Day was conducted on March 23rd, 2017 from 10am until 2pm, a timeframe that would coincide with the dismissal of the majority of Middle College students from their OCtech classes. Representatives from over 23 colleges and universities were in attendance and raffle prizes from their institutions were offered as an incentive for student participation. (see attached for event marketing flyer)	Spring Transfer Day will remain an annual event to promote transfer opportunities to our students and to promote OCtech's University Transfer Center as a venue for the recruitment of transfer students to other institutions.	7/1/2016	6/30/2017

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360	Student Activities	ADM/SA-3	Continue to grow the Student Ambassador program.	Enrollment	Continue to grow the student ambassador program using the college's Work-Study participants by providing personal and professional development opportunities and participation incentives.	Student ambassadors participated in trainings to assist the admissions office with 2 major events throughout the 2016-2017 academic year. Their trainings consisted of how to assist students with accessing their D2L & Connect accounts, how to assist students with navigating campus in preparation for assisting with our Fall 2016 Middle College Orientation and Welcome Back Week events. Student Ambassadors played a vital role in acclimating students to the campus and helping to ensure that the Middle College students had the proper training to access their OCtech online accounts in order to begin the semester smoothly.	Drawing upon the Student Services and Admissions Work-Study students, these Student Ambassadors will continue to be utilized for similar events throughout the upcoming academic year due to the comradery and training afforded to them in their roles within the college. This is a very well informed group of students that continue to prove themselves as true ambassadors of the college.	7/1/2016	6/30/2017
361	Student Activities	ADM/SA-4	Host a campus wide event for OCtech student body.	Persistence	Provide an on campus event (workshops, speaker, training activity, etc.) once a semester that will provide an opportunity for students to grow intellectually, socially, and/or economically.	Student Activities organized 15 campus wide events throughout the 2016-2017 academic year. Flyers from these events are included in the attached file.	Campus wide student activities will continue to be a priority for the upcoming year in order to provide opportunities for students to grow intellectually, socially, and/or economically, and to provide students opportunities to see that they are a part of the larger college community.	7/1/2016	6/30/2017
362	Advising/Counseling								
363	Advising/Counseling	ADV-1	Utilizing a case management approach, contact and follow up with student in assigned to case load.	Enrollment	Utilize communication plan and resources to contact and convert 70% of caseload to enrolled students.	Staff will follow up weekly by calling, emailing and or post carding student to build our enrollment numbers for each term. Weekly a spreadsheet is sent to staff members so that they can see how their progress is going and what they need to work on from week to week. The Vice President of Student Services gets a copy so that if needed the directors will meet on an as needed basis to discuss challenges and or items that are working from week to week.	Emails sent to staff weekly so that we can see their progress for meeting our enrollment goals for that term. This will help with our enrollment numbers for each term.	7/1/2016	6/30/2017

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364	Advising/Counseling	ADV-3	Stay abreast of advising and counseling standards and best practices.	Enrollment, Persistence	Each Staff to attend at least 2 professional development workshops/conference/webinar etc. on or off campus.	Each staff member attended at least two conferences/trainings this year. Includes trainings for: Counselor Peer Group meeting June, 2015 Appreciative Advising Institute July , 2015 Regional NACADA training in October 2015 SUCCEEDS now called SC AHEAD conference in October 2015 SCTEA Conference February 2016 SCTRAC March 2016 Title IX Conference March 2016	Have staffers share their experiences within 3 months of return back to work with their colleges. Pay membership fees to get information from NACADA once a year. When staffers attend conferences, trainings, webinars they will share their experiences with the others during a Counseling Training so that others can gain helpful information to be better advisors with our new and current students. Continue to learn about NACADA updates so that when we are doing training we can train on items that are important.	7/1/2016	6/30/2017
365	Advising/Counseling	ADV-4	Recruit High School Students interested in coming to OCtech.	Enrollment	Assist Admission Counselor with at least 4 health science related recruitment activities. Also Recruiter needs to visit all the area High Schools and Community events.	This year Advising staff went to local high school with Admission Counselors to help with Instant Admission Days. We attended at least 8-12 Instant Admission Days during a semester. We also participated at other event such as town halls and at quick jobs centers at least 4 during the semester. This year staffers participated in a IRD (Instant Registration Days) at OCtech in our Café. 4 times throughout the semester Advising staff helped with getting new and current students advised and registered for their classes.	Going out into the local high schools and community should increase our enrollment numbers and also help by reaching students at their schools. Students will do better on the assessment test to hopefully get better test result to score higher to retain our students in classes. Staff will conduct advisement and registration to high schools students at their schools. This will increase our numbers for enrollment into the college. Staffers will conduct advisement and registration at local events such as town hall meetings/business to get students registered for the college.	7/1/2016	6/30/2017
366	Advising/Counseling	ADV-5	Provide assistance to Admissions or Financial Aid with Outreach activities.	Enrollment	Each staffer will assist Admissions or Financial Aid with at least 2 outreach activities and or high school visits.	Attend school or work events with FA or Admissions to help with the enrollment process.	Staffers will attend events with FA or Admissions to learn more about their process to better advise students when they come in for advisement. Staffers will seek answers from FA or Admissions staffers if or when students come in and they are unsure of how to respond to a question. We had training with admissions and financial aid where staffers went to each others office to learn the process. This training is on going. This will help make use better advisors so that we are not sending students all over campus and can respond to simple questions that they may have. Learning admission and financial aid will increase advisors awareness of the enrollment process to help retrain students from one semester to the next.	7/1/2016	6/30/2017

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367	Advising/Counseling	ADV-6	Create and foster opportunities for information sharing following each professional development activity.	Persistence	Each staffer will share information received from professional development seminars to other Advising Counselors within three months of workshop/conference.	Staffers should attend trainings or conferences that they attend and they will have an opportunity to share their information during a counseling training that others attend. If a training session does not occur within 3 months of the training or conference then staff will call a meeting to share ideas that they learned during the time they attend the training or conference.	Staffers to report their information that they learned within 3 months of the conference/training. With the knowledge that staffers will gain by attending conference/trainings they will be able to put it into practice by sharing the information with others. It will also help when working with student we will be able to share best practices. This will help with enrollment activities and also retention. Have	7/1/2016	6/30/2017
368	Advising/Counseling	ADV-7	Provide advisor training to faculty and staff.	Persistence	Offer at least 10 training sessions to include at least 1 NACADA sessions for all new faculty and staff who serve as advisors on campus.	Encourage new faculty and new staff in Student services to attend Advisor Training that is held once a semester for fall and spring. Get names from Human Resources of new employees and send out an email announcing new advising training. Have advising committee meet to discuss updates about training and to encourage others to participate so it is just not a Student Services Training.	Award certificates to all that attend training for attending all dates in the advisor training. Keep record of those that attended training and turn the names in to the deans as well as the department head. If a staffer missing a training date then they would not get a certificate of completion. Once a staffer attends all dates outlined then they would receive a certificate of accomplishments signed by both the chairs of the Advising Committee. Going forward, staff and faculty advisors will be better at advising student with the knowledge that they have learned through hands on training. Staff advisors and faculty advisors will be better equipped at working with advisees because of the hands on training that they received. Training consist of: Advising Theory, Practice and Admission Overview Student Records and Financial Aid Student Success Center and Campus Resources Informer reporting and Interpreting test scores Interpreting test scores How to build educational plans Building educational plans Individual advising Advising the At-Risk Students Individual Advising Session (one on one in the advisors office)	7/1/2016	6/30/2017

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369	Advising/Counseling	COUNS-1	Provide timely access to student request for ADA services. Provide funds for assistive services as requested within the ADA requirements.	Enrollment, Persistence	Make required accommodation arrangements for students with required documentation within 2 weeks of receiving completed file but no later than the end of add/drop each semester.	Make copies of accommodations and send to students as well as faculty on the accommodations that were agreed upon. If updates are made to the accommodations communicate with all parties so that everyone is on the same page in reference to the students accommodations for that term. Accommodations must be updated every semester because classes and instructors change every semester. Students will notify the coordinator by sending an updated accommodation form every semester. If students do not turn the updated accommodation form in then they do not receive services.	Student, faculty and staff will be abreast of all the changes and know what kinds of accommodations are needed on a case by case basis. All parties will receive a hard copy of the accommodations or an email copy. All documents are kept confidential. All parties will agree to what is a reasonable accommodation. If not able to reach faculty/staff in a timely manner document what is going on by writing in the services notes about emails, phone calls, and or face to face visits. The coordinator over students with a disability will reach out to faculty to go over the students accommodations. The coordinator will document the progress and everyone involved will receive a copy of the signed accommodations form. This is done every semester that the students seeks accommodations. The coordinator of students with a disability will attend trainings or conferences to stay on top of 504 regulations and use best practices with students and faculty at OCtech.	7/1/2016	6/30/2017
370	Advising/Counseling	COUNS-2	Stay abreast of ADA regulations.	Persistence	ADA Coordinator or designee will join the disability peer group and attend at least 1 statewide ADA conference/meeting and or peer group meetings (online or face to face).	Attend a conference or training on ADA regulations. Attend webinars if available about ADA and 504 compliance. Attend peer group meetings to network with others in the state tech system. Update membership to receive updated emails about ADA regulations for SC. Membership is with all 16 technical schools as well as the public and private 4 year colleges/universities in SC.	By attending conference this will help stay abreast of all the changes with ADA. Update membership to receive emails and trainings about ADA regulations. This will help to have a better understanding on how to work with not only our students on campus but with faculty. Share ADA regulations with faculty and staff on campus at least once a semester for fall and spring. If not able to attend conference or training on ADA regulations get with a peer from another school to gather materials/information that was missed during that time so that I can gain helpful information to help students at OCtech with ADA regulations. If not able to attend a peer group meeting network with other members via email on materials covered to stay up on ADA regulations.	7/1/2016	6/30/2017

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371	Advising/Counseling	COUNS-3	Recruit students for Health Science programs.	Enrollment	Health Sciences counselor will assist and Admission Counselor with at least 4 recruitment activities to focus on health sciences related programs of study.	This year our Health Science Coordinator preformed the HIP sessions on campus least 2-3 times a month. She also had training with admission counselors as well as advisors to help those working with students to stay abreast of all the changes that may change from year to year for a medical student competing for a slot in our medical program. The Health Science Coordinator did train a back up person to preform HIP sessions in the event she will not be able to do so.	This will better help advisors serve student who want to go into a medical program. Admission and advisors will be able to share best practices and know the process to help retain students from semester to semester to complete for a slot into a medical program. Have meetings (at least one or two) with program coordinators to stay on top of all the changes that occur with nursing and allied health programs. Do this to help make best practices even better when advising students and that everyone is on the same page when working with students. Then train staffers in Admission/Advisement on the changes. Update HIPS face to face and online during July and as needed for updates before putting it out for students to attend. Train a back up admission counselor to help when not available.	7/1/2016	6/30/2017
372	Assessment / Testing Center								
373	Assessment / Testing Center	TC-1	Maintain Testing Center environment and personnel which meets requirements of designated 3rd party servicer standards without incident of data compromise or testing irregularities.	Persistence	Maintain standards set forth by ACT(Compass, Engage, Workkeys), Pearson Vue(GED), Pearson(MAT), MSSC, NCCER, ATI(TEASV), CollegeBoard (Accuplacer), and McGraw Hill (TASC).	All standards were met and all professional development was completed to ensure program currency.	We will no longer be using the COMPASS, but have replaced it with Accuplacer. The ASE (Automotive Service Excellence) exam will be given beginning 17-18 and all staff will be trained to be certified. A new Microsoft certification exam will also be added for CPT program students.	7/1/2016	6/30/2017
374	Assessment / Testing Center	TC-2	Stay abreast of regulations, policies and best practices for the profession.	Persistence	Each staffer will attend at least two professional development seminar, workshop, or webinar to include on and off campus offerings.	All staff members attended 2 or more training sessions to ensure that all testing regulations were up-to-date.	All staff will attend training sessions and learn about regulations for the new tests added in the 17-18 academic year.	7/1/2016	6/30/2017
375	Assessment / Testing Center	TC-3	Share information obtained from professional development workshops and seminars with applicable staff and test Proctors.	Persistence	Each staffer to share information received from professional development seminars with other applicable staff members within one week of attendance. In addition, staff will hold quarterly meetings to share best practices and improve customer service.	All information was shared and put into practice by staffers and proctors.	Going forward, newly added tests will continue to be shared with the full staff and all proctors will be trained through staff meetings.	7/1/2016	6/30/2017
376	Financial Aid								

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377	Financial Aid	FA-1	FA completed prior to initial purge	Enrollment	85% of all eligible registered students will have their financial aid completed one week prior to the initial purge each fall, spring and summer semesters.	An overall, 75% of all new registered students for the fall, spring and summer 2016-17 terms completed their financial aid file a week prior to the 1st Purge.	<p>Letters were mailed upon receipt of the FAFSA biweekly to incomplete students; however, during Financial Aid's peak time, it has been a challenge to make the phone calls and emails on a weekly basis. We utilized the Peer Mentors to assist with making phone calls to get students to complete their FAFSA, while the FA Counselors sent the emails and assisted the high volume of phone calls received and students seen in the office.</p> <p>After a comparison of the 2016-17 data, it appears that it may be more realistic to measure this data after the add/drop period each semester (90% success metric), which is consistent with the high volume of students who wait until the last month to enroll and to complete their financial aid. Also, for the 2017-18 academic year, we will see what affects our new email communication process and ability for students to view documents needed on Webadvisor will have on getting students to complete their financial aid file. We will do a better job of utilizing our Peer Mentors to follow-up with students to complete their files prior to our peak period. In addition, we will make a push for our returning students to complete their FAFSA early beginning October 1, 2017.</p>	7/1/2016	6/30/2017

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378	Financial Aid	FA-2	Conduct Financial Aid workshops at service area high schools.	Enrollment	Partner with service area high schools and conduct financial aid night presentations/student and parent workshops.	<p>All financial aid counselors were responsible for conducting at least 2-3 high school financial aid workshops. Collectively, we conducted 11 high school and 3 on campus workshops</p> <p>Bichevia Green - OCtech Takes Flight - Holly Hill Town Hall, Guidance Counselor Workshop, Nursing New Student Summer Orientations, College Goal SC</p> <p>Amanda Dempsey - OCtech Takes Flight - Quick Jobs Center, Lake Marion HS FAFSA Workshop, Edisto HS FAFSA Workshop, Nursing New Summer Orientations, College Goal SC</p> <p>Cynthia Thompson - OCtech Takes Flight - Holly Hill Town Hall, Lake Marion HS FAFSA Night, Lake Marion Career Day, College Goal SC</p> <p>Licinia Kears - OCtech Takes Flight - Quick Jobs Center, Mt. Carmel Baptist Career Fair, Calhoun County HS FAFSA Workshop, College Goal SC</p> <p>Sonya Dash - Branchville HS FAFSA Night, College Goal SC</p>	Continue to improve our relations with high school guidance counselors to offer the availability of the financial aid staff to assist with their financial aid nights/workshops to provide a Financial Aid overview and/or assist students with completing the FAFSA. Also, expand College Goal SC to host at the high schools and offer it in the fall (OCT) and in the spring (FEB).	7/1/2016	6/30/2017

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379	Financial Aid	FA-3	Loan Exit Counseling Sessions	Graduation /Student Success	Loan exit counseling sessions will be completed by at least 95% of all graduating student loan borrowers during the 2016-17 academic year.	<p>Exit counseling notices were sent via mail and E-mail and calls were made for the Fall, Spring and Summer individuals who applied for graduation and who had received loans to inform them to complete the online exit counseling session. In addition, an E-mail was also sent to the Faculty from the Registrar requesting their assistance in informing students to complete the Exit Counseling Session if they received a loan. Academic credentials and caps and gowns were put on hold for any graduates who did not complete the exit counseling session prior to the pick-up date. 98.31% of the 2016-17 graduates with loans completed the exit counseling.</p> <p>There were a total of 178 graduates with loans and only 3 (1.69%) did not complete the exit counseling session and their credentials were held.</p> <p>Term Loans No Exit</p> <p>Fall 2016</p>	With continuing our communication efforts, we have been able to meet our goals two years in a row. As a result, we feel that we can continue to meet the success metric with at least a 95% Exit Counseling Completion Rate for the 2017-18 academic year.	7/1/2016	6/30/2017

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380	Financial Aid	FA-4	FA staffers will attend financial aid and veteran affairs conferences.		Full-time FA staffers will attend at least one financial aid or veteran's affairs conference or workshop to stay abreast of financial aid policies and regulations.	<p>Each full time financial aid staff member attended and/or participated in several conferences, workshops, and/or webinars and information was shared amongst each other via handout (See Attached File).</p> <p>Bichevia Green - Spring 2017 SCAVA Conference, CHE State Scholarship and Grants Workshop, College Goal SC Webinar, Datatel WebEx and Onsite Training, Cash Management Webinar, GE Webinars, VA Education Services Webinar, NASFAA Verification and PPY Webinar, NASFAA R2T4 Webinar, and Student Services Cross Training (Admissions & TRIO), and Mid-Management Training Series.</p> <p>Amanda Dempsey - Student Services Cross Training, Internal FA Training, SCASFAA Conference, Aiken SC WIOA Training, Datatel WebEx and Onsite Training, CHE Scholarships and Grants/Residency Workshop for New Staff, TAA for Go Army Training, and NASFAA Webinars (Verification & PPY, Documentation, Conflicting Info, PPY Town Hall, Verification FAQ, Citizenship Issues, Federal Taxes)</p> <p>Cynthia Thompson - Internal FA Training, CHE State Grants/Residency Workshop, CHE Scholarships & Grants/Residency Workshop for New Staff, and NASFAA Webinars (Verification & PPY, Documentation, Conflicting Info, Verification</p>	Due to the continued changing federal regulations, we will continue to offer training and professional development opportunities to the full-time financial aid staffers at least one per year. The information obtained from the professional development activities will continue to be shared verbally and via handouts and/or notes with all FA staff members with the purpose of keeping everyone informed. The purchase of the NASFAA Webinar package this year has increased our ability to provide ample professional development opportunities for the staff.	7/1/2016	6/30/2017
381	TRIO								

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382	TRiO	TR-1	TRiO staff will offer personal, academic, and career counseling as needed throughout the semester	Persistence	The Director will host one group counseling session per semester; three sessions total.	The director held 4 sessions for students in the fall of 2016 and 1 session during spring of 2017 September 8, 2017/ 11AM Organizing Study Materials 3 students September 8, 2017/ 2PM Welcome Back 26 students September 13, 2017 Getting to Know You 8 students September 14, 2017 Getting to Know You 7 students February 9, 2017 What to Expect During 51 students Your Spring Semester	TRiO Student Support Services will continue to host workshops for students. To increase numbers, the Director will begin hosting the same workshop on different days at different times to maximize attendance.	7/1/2016	6/30/2017
383	TRiO	TR-2	TRiO staff will offer financial literacy workshops as needed throughout the semester.	Persistence	90% of all TRiO students will complete financial literacy training.	45% of students completed financial literacy.	During a staff transitional period the Director took on the responsibility of financial literacy. The results prove that this was not a wise decision. A counselor will now take on the responsibility of financial literacy. A quarterly review will be completed to ensure we reach our goal with financial literacy.	7/1/2016	6/30/2017
384	TRiO	TR-3	TRiO staff will offer financial assistance to all participants by promoting FAFSA completion.	Persistence	80% of students will complete by June 30th. TRiO will host a FAFSA completion day.	84.5 % of the returning students completed their financial aid prior to June 30th. 16.5% of returning students completed by August 16th	TRiO Student Support Services will continue to assist with FAFSA completion. We will continue to encourage students to complete their FAFSA prior to completing the Spring semester.	7/1/2016	6/30/2017

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385	TRiO	TR-4		Graduation /Student Success	100% of TRiO staff will attend at least two professional development activities.	<p>Dr. Monica Greene October 21, 2016 TRiO Fall Conference Midlands Technical College Columbia, SC</p> <p>March 27 - March 30, 2017 2017 Tri-State Conference Jacksonville, FL</p> <p>Patricia Nicholas October 21, 2016 TRiO Fall Conference Midlands Technical College Columbia, SC</p> <p>November 9, 2016 Valuing Diversity Workshop Orangeburg-Calhoun Technical College Orangeburg, SC</p> <p>April 17, 2017 FERPA Training Orangeburg-Calhoun Technical College Orangeburg, SC</p> <p>Kayla Owens October 21, 2016 TRiO Fall Conference Midlands Technical College Columbia, SC</p>	TRiO staff will continue to attend professional development opportunities.	7/1/2016	6/30/2017
386	Student Records/Registration								
387	Student Records/Registration	GR-1	Conduct on campus workshop on graduation policies and procedures as part of the New Advisor Training series.	Graduation /Student Success	College Registrar or designee will conduct at least one New Advisor training session on graduation policies and procedures.	Two Advising Training Sessions were done on Graduation Policies and Procedures. One in the Fall 2016 semester and one in the Spring 2017 semester. 9/20/16 and 3/29/17.	Two new advisor training sessions were done on Graduation Policies and Procedures. Once in the Fall 2016 semester and one in the Spring 2017 semester.	7/1/2016	6/30/2017

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388	Student Records/Registration	GR-2	Timely post degree credentials and mail after completion of term.	Graduation /Student Success	Post credentials of degrees, diplomas and certificates within 3 weeks of completion of end of term and mail credentials within 3 weeks of the pick up date.	Degree credentials were posted within three weeks for the Fall 2016 semester. Credentials for Spring and Summer 2017 were posted within one week of the completion of each term. All credentials were mailed within 3 weeks of the pick up date for each term, with the exception of Summer 2017. Summer 2017 was 4 week after the pick up date as we were out of the office due to hurricane.	Credentials were posted within 3 weeks of the end of the term for Fall 2016 and within one week for Spring 2017 & Summer 2017. All credentials were mailed within 3 weeks of the end of the term.	7/1/2016	6/30/2017
389	Student Records/Registration	RC-1	Process all outbound online requests for transcripts within identified timeframe.	Persistence	Complete each transcript request within 5 days of receipt of the request with the exception of those requested that are on hold for financial obligations, on hold for end of term or on hold for degree postings.	All outbound transcripts were processed within 3 to 5 days of the request, most within 1 to 2 days of the request except during peak times. Transcripts were usually processed on a daily basis. Those not processed in this timeframe were those on hold for a Financial obligation or that were to be held for Degree posting or grades.	Transcripts were processed within 3 to 5 business days of the receipt of the request and in most cases done on a daily basis except during peak times.	7/1/2016	6/30/2017
390	Student Records/Registration	RC-2	Input admissions applications and generate acceptance letters and e-mails.	Persistence	Generate acceptance letters and mail at least twice a week.	Acceptance letters are processed twice a week on Tuesday and Thursday.	Acceptance letters were processed twice a week on Tuesday and Thursday and mailed the same day as letters were processed.	7/1/2016	6/30/2017
391	Student Records/Registration	RC-3	Stay abreast of regulations, policies and best practices for the profession.	Persistence	Each staffer will attend at least one professional development seminar, workshop, or webinar to include on and off campus offerings.	Darlene and Phyllis both attended the Accuplacer Training and at least one Did you Know session during the year. Phyllis also attended AAWCC conference in November 2016. Registrar attended Residency Workshop 6/14/17, Numerous Leadership Training sessions and a Peer Group Meeting on 4/12/17.	Darlene and Phyllis both attended the Accuplacer Training and at least one Did you Know session during the year. Phyllis also attended AAWCC conference in November 2016. Registrar attended Residency Workshop 6/14/17, Numerous Leadership Training sessions and a Peer Group Meeting on 4/12/17.	7/1/2016	6/30/2017
392	Student Records/Registration	RC-4	Assist Admissions or Financial Aid staffers with recruitment/outreach activity.	Enrollment	Each staffer will attend and assist with at least one recruitment or financial aid activity.	All staffers went out at least one time to a high school to assist with Admissions/Recruitment efforts on campus or assisted with efforts on campus during Instant Admissions days.	All staffers went out at least one time to a high school to assist with Admissions/Recruitment efforts on campus or assisted with efforts on campus during Instant Admissions days.	7/1/2016	6/30/2017
393	Student Records/Registration	RC-5	Conduct on campus training for records as part of the new advisor training.	Enrollment	College Registrar or designee will conduct at least two New Advisor training session on student records.	Two Advising training sessions were done for Records. 9/20/16 and 3/29/17. Additional Records training was done on Records for Student Services Staff on 11/2/16.	Two Advising training sessions were done for Records. 9/20/16 and 3/29/17. Additional Records training was done on Records for Student Services Staff on 11/2/16.	7/1/2016	6/30/2017