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4	1	<b>Goal 1: Deliver student centered programs and services that maximize intellectual and economic growth.</b>								
5		1.1	<b>Strategy 1.1 Promote student success through engagement among students and among students/faculty</b>						<b>FY Start</b>	<b>FY End</b>
6			A&S-5	Ensure effective student advising by planning and implementing periodic advisement training for all AA/AS faculty members.	The persistence rate for the AA/AS division from Fall '17 to Spring '18 will increase by 3%.	A 13% decrease in persistence was observed from Fall '17 to Spring '18.	The newly implemented Student Planner Advising tool will be beneficial and help advisors communicate with their advisees the program requirements. Having observed a 13% decrease in persistence there will be an increased effort for advisors to build stronger relationships with their advisees. The D2L Advising Office will be utilized to increase communication.	7/1/2017	6/30/2018	
7			ACC-3	Increase access to new student orientation by creating an online orientation module. Provide a means to assess if the student has successfully completed the orientation.	An online orientation module is developed.	The online orientation was developed in 2017/2018 as a PowerPoint slideshow with discussion points.	The PowerPoint slideshow for the departmental/program orientation will be further refined and assessments developed for implementation onto D2L Advising courses.	7/1/2017	6/30/2018	
8			ADV-MAN Dean-2	Increase enrollment in division by 3%. Work with faculty and program coordinators in conjunction with weekly division enrollment management meeting initiative.		Total student enrollment for all degrees and certificates in division for Fall 2018 was 277, as compared to 308 enrolled for Fall 2017 at the same point in time. This resulted in a 10% decrease in total enrollment.	We will continue to look at options and opportunities to increase enrollment in the division including additional recruitment opportunities, on-campus activities, internships, and co-op opportunities for students that are attractive to potential students.	7/1/2017	6/30/2018	
9			AOT-3	Increase access to new student orientation by creating an online orientation module. Provide a means to assess if the student has successfully completed the orientation.	An online orientation module is developed.	The module was created.	We will implement the module within the Advising Office.	7/1/2017	6/30/2018	

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10			BEPS Dean - 3	Improve retention/persistence (in identified programs) through targeted research-based strategies.		The following programs/certificates in my division increased persistence by 6% or more from 2016/17 to 2017/18: Business Administration: Accounting & Related Certificates (37.5% to 52.9%) CPT Database and Programming Certificate (0% to 100%) Criminal Justice & Related Certificates (55.4% to 71%) Early Care and Education & Related Certificates; Diploma (66% to 75%) Logistics Certificate (60% to 100%) The following programs/certificates in my division increased persistence from 2016/17 to 2017/18, but did not meet the goal of a 6% increase: CPT - Programming & Related Certificates (72.5% to 78.3%) The following programs/certificates in my division decreased persistence from 2016/17 to 2017/18 as outlined below: Administrative Office Technology & Related Diploma (69.6% to 60.8%) Business Administration: Enterprise & Related Certificates (62.5% to 54.6%) Paralegal Studies (78.1% to 74.2%) CPT - Network Security & Information Assurance & Related Certificates (70.9% to 64.5%) The following programs/certificates were not applicable this reporting period (persistence rate remained the same or there was nothing to compare): CPT Network	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. 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.	7/1/2017	6/30/2018
11			BUS-4	Increase access to new student orientation by creating an online orientation module. Provide a means to assess if the student has successfully completed the orientation.	An online orientation module is developed.	An online module was created.	We will implement the module within the D2L Advising Office.	7/1/2017	6/30/2018
12			BUS-5	Implement a marketing plan assignment for MKT 101. Students will create a marketing strategy for working adults associated with companies that offer tuition reimbursement.	A marketing plan assignment is implemented in MKT 101.	This assignment was not implemented.	We will defer this until the Spring 2019 semester.	7/1/2017	6/30/2018

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13			CRJ-2	Increase program persistence (currently at 71% for 16-17) by 3%.	Increase program persistence for Fall 2017 to Spring 2018 by 3% to reach the goal of 70%.	The Program Persistence Goal to increase by 3% was met.	We will continue recruiting in and outside of our classrooms. We will keep utilizing new technology in the classroom to insure our students are obtaining the proper training needed for the future.	7/1/2017	6/30/2018
14			CRJ-3	Increase enrollment in the Criminal Justice program through K-12 recruitment activities and updated marketing strategies.	Increase Spring 2017 program enrollment (73) by 3% in Spring 2018. (Increase to 75 students enrolled for Spring 2018).	The Goal that enrollment would increase 3% was not met.	We will be increasing our recruiting techniques. We will be entering the local schools earlier than usual to talk about new technology that we have purchased to better the program.	7/1/2017	6/30/2018
15			ECD-1	Develop and implement a recruitment plan for ECD students.	Increase enrollment by 3% (58)	Enrollment for Fall 2017 was 39 students.	Next year, the faculty will visit all local high schools to promote the program and increase enrollment. In addition, we will work with the marketing department to find ways to promote the program.	7/1/2017	6/30/2018
16			EET-EIT-06	Create instructional videos and tutorials to support instruction for EGR 112. Videos and tutorials will feature screen capture, voice-over, and lecture components.		Fifteen videos have been created for EGR 112 and incorporated into the spring 2018 semester. These videos are screen-capture tutorials that support hybrid delivery of the course. Although the unit plan is complete, work will continue to create additional videos for instructional support of EGR 112. There was an increase of 4% of EET students moving into the summer 2019 semester versus moving into the summer 2018 semester after implementing the videos.	Instructional videos can be created and used effectively in other courses in the EET program.	7/1/2017	6/30/2018
17			LEG-1	Maintain at least **% of the students enrolled in the Paralegal program from Fall 2017 (** currently enrolled) to Spring 2018 (need to keep at least ** of the currently enrolled students).	Improve program persistence by **% over baseline (Fall 2016/Spring 2017) **%.			7/1/2017	6/30/2018
18			LEG-2	Increase enrollment in the Paralegal program through K-12 recruitment activities and updated marketing strategies.	Increase Spring 2017 program enrollment (**) by **% in Spring 2018. (Increase to ** students enrolled for Spring 2018).			7/1/2017	6/30/2018
19			LOG-1	Implement a calendar and presentation for recruitment in local industry.	A formal presentation and calendar will be created. The presentation will be sent to local employers.	The objective was met. There are now three students in the program.	We will continue to recruit students for the LOG program.	7/1/2017	6/30/2018

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20			LOG-3	Increase access to new student orientation by creating an online orientation module. Provide a means to assess if the student has successfully completed the orientation.	An online orientation module is developed.	The orientation module was created.	The orientation module will be implemented within the Advising Office on D2L.	7/1/2017	6/30/2018	
21			ONL-4	All online courses will be reviewed and revised as needed in regard to their adherence to the Quality Matters rubric.	All online courses must meet Quality Matters standards.			7/1/2017	6/30/2018	
22			SA-2	Increase enrollment through marketing strategies and new recruitment activities. Plan to develop an iMovie to showcase the Sustainable Agriculture Program.	Increase the number of students enrolled in Fall 2018 to 3 students.	A video produced through the Orangeburg Chamber of Commerce showcased the importance of agriculture in the area. The OCtech Ag program was featured. Melissa Plummer was able to promote the program and relate how students receive instruction in sustainable production practices. This video will reach a broad audience in the surrounding area.		7/1/2017	6/30/2018	
23		<b>1.2</b>	<b>Strategy 1.2 Provide flexible and effective programs, course offerings, and entry, exit points to improve student outcomes</b>					7/1/2017	6/30/2018	
24			A&S Dean-3	Maintain/enhance enrollment through appropriate outreach and marketing strategies and through improved program offerings to fulfill the mission of OCtech.	The division goal is to have a 3% increase in enrollment or 867 students enrolled in the Fall of 2017.	The enrollment for Fall '17 was 760 students in the division.	Continued growth and promotion of transfer pathways. Will work with the Marketing Division to promote pathways.	7/1/2017	6/30/2018	
25			A&S-1	Improve student enrollment in the AA/AS Division through the enhancement of course offerings to improve pipeline enrollment of Middle College students, through enhancement of the Presidential Scholars Program, and through the support of articulation agreements with the state four-year public and private university partners.	Increase student enrollment in the Arts and Sciences division by 3%.	The actual enrollment for Fall 2017 was 760 which was an 18% decrease from the Fall of 2015.	A concerted effort is being taken to recruit more students into the AA/AS programs. The AA/AS deans will be working with the Marketing Division to devise a recruitment plan. An Associate of Arts and Sciences program night is being planned to showcase the opportunities available to area students in regard to 4-year Institution articulation agreements.	7/1/2017	6/30/2018	

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26			A&S-2	Improve student success in the AA/AS programs and courses through proper academic advising, through faculty-led 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.	Increase the number of graduates by 3%.	The number of graduates from the AA/AS division in the Spring of 2018 was 10. This was a 25% increase.	An improved approach to tracking students that transfer to 4-year institutions before completing the AA/AS degrees will be implemented in order to encourage students to reverse transfer courses required for the Associate degree completion. Work with program advisors to relay the benefits of associate degree completion before transferring.	7/1/2017	6/30/2018
27			A&S-3	Improve the persistence rate (students return the following semester) for AA/AS department programs through improved course flexibility in DVS and online courses, and strategies to improve course success rates while maintaining course quality.	Increase persistence rate in the AA/AS division by 3%, 59%.	The persistence rate for Fall '17 to Spring '18 decreased by 4%.	Within the online instructor training course, instructors will be trained in the D2L tools to increase student/instructor communication. Before students are dropped from a course instructors will communicate with them that they are willing to allow for them to catch up. Instructor will impose an agreeable time table that student will need to adhere by to remain in the course.	7/1/2017	6/30/2018
28			ACC-1	A self-paced ACC 101 course was created in 2016-2017. Increase student retention by implementing the self-paced course.	50% of students will successfully complete ACC 101.	The self-paced course resulted in 57% success rate.	The self-paced format will be used in the future, especially for summer semesters.	7/1/2017	6/30/2018
29			ACC-2	Implement an ERP lab to support ACC classes. A software solution was identified in 2017. The software will be implemented 2017-2018 to enhance student knowledge of enterprise resource planning as it relates to the accounting function. ERP in the classroom will make the program more marketable to local employers.	Enrollment will increase by 3%.	Although enrollment increased significantly, it was not due to the implementation of the ERP lab. The ERP software chosen in 2016/2017 (SAP) was not able to be implemented due to the vendor. Another software vendor needed to be chosen. This was done in 2017/2018 (Oracle NetSuite) and the ERP lab is being initiated in 2019.	The ERP lab should be fully functional by Spring 2020 and should then be used to increase enrollment. Meanwhile, local employers will be informed of continuing developments.	7/1/2017	6/30/2018
30			ADN-1	Generic student packets submitted for admission will increase.	Maintain enrollment at 100 students.	Enrollment in the traditional ADN program in Fall 2018 was 84	Space and faculty constraints prevent increasing enrollment at this time.	7/1/2017	6/30/2018

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31			ADV-MAN Dean-1	Organize/Renovate/Relocate labs to provide for increased enrollment and better coordination of equipment and resources, including freeing up space for industry training (Building T).	Move and renovate equipment, furniture, and supplies to support the new organization of labs. Minimal renovation work will need to be done, mostly in-house. No new furniture will need to be purchased. The process will occur in four phases: Phase 1 - N1604 and N1632 Phase 2 - N1618, N1615, and N1614 Phase 3 - N1621, and N1619 Phase 4 - N1605 Note: N1622 will remain as is, with the exception of moving server and optimizing arrangement.	All four phases of renovation and space optimization has been completed.		7/1/2017	6/30/2018
32			ADV-MAN Dean-3	Work with program coordinators to roll-out Mechatronics degree program, Engineering Design Technology program, and new TDR Pell eligible program model.		Worked with program coordinators to implement new Mechatronics degree program, Engineering Design Technology program, and new TDR Pell eligible program model. All of these programs are available for student enrollment for fall 2018 semester. Total enrollment in these areas (including degree and certificate students) declined by 18 students for fall 2018 as compared to fall 2017 enrollment. Student enrollment in TDR and EDT/EGT increased while enrollment in Mechatronics decreased. Although the objective of implementing these program changes was met, the enrollment increase goal was not achieved.	Although these programs have been successfully expanded and upgraded, the enrollment goal fell short for these areas. We will continue to work to increase enrollment in these areas, including working on options to publicize the new options and opportunities in these program areas through area high schools and working with student services to provide informational sessions on the these programs.	7/1/2017	6/30/2018
33			AE-2	AE staff will remediate students, implement computer-assisted instruction, and restructure classes in order to accommodate more intense content-specific instruction. As a result, students will achieve an Educational Functioning Level gain.	Increase the number of students who achieve an EFL gain by 3%.	EFL Gain was 77.63%.		7/1/2017	6/30/2018

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34			AOT-2	Implement an ERP lab to support BUS classes. A software solution was identified in 2017. The software will be implemented 2017-2018 to enhance student knowledge of enterprise resource planning as it relates to business operations. ERP in the classroom will make the program more marketable to local employers.	Increase enrollment by 3%.	Enrollment dropped by 14%.	We will continue recruiting efforts. We will also try to determine why fewer students are interested in the program.	7/1/2017	6/30/2018
35			AOT-4	Research/pilot an adaptive keyboarding course (COL 107) to individualize instruction.	Create and implement an adaptive keyboarding course.	Students have the option to take a comprehensive keyboarding exam at any time to exempt the COL 107 class.	We will continue to offer students the option to take as many (or few) modules to complete the requirements for COL 107.	7/1/2017	6/30/2018
36			AUT-4	Improve the appearance of the I-805 lab floor (strip, paint, and wax bare concrete).	Research options and speak with physical plant regarding floor resurfacing. Get quotes from contractors.			7/1/2017	6/30/2018
37			AUT-5	Student will be able to learn the skills of replacing broken fasteners, and become competent in the NATEF tasks that is incorporated in the automotive program.	Purchase and install bolt bin in upper lab for Fall 2018 term.	Bin has been purchased and will be installed during Fall 2018 term.	Next year, 24 new storage cabinets will be purchased for tools to meet NATEF inventory for both diesel and automotive.	7/1/2017	6/30/2018

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38			BEPS Dean - 2	Identify, develop and/or improve program offerings to fulfill the College's mission.		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. Division programs were more flexible in their offerings to ensure as many students as possible would be able to register for classes they needed by offering multiple courses in alternative formats (face-to-face, online, hybrid, etc.) where possible. The program coordinator for Criminal Justice worked with the Dean of Administration to create cohorts for a Criminal Justice Pilot Program through collaboration with Law Enforcement Agencies within Orangeburg and Calhoun Counties (see attached supporting documentation below). Also, there was only one new course added across the division in the Criminal Justice Program which is to be implemented in the Spring of 2019; see below. Associate Degree in Criminal Justice CRJ 275 (Criminal Investigations, Public Service and Traffic Enforcement) This course is a comprehensive study of patrol officer duties and the use of a variety of police tools. Topics include public service and presentation, radio and electronic communications, Constitutional Law, report writing, traffic and criminal	In an effort to increase enrollment, job placement, etc., I will continue to emphasize the importance of program coordinators forming partnerships and networking with those in their relative professions. This could lead to cohorts like the one being implemented in the Criminal Justice program.	7/1/2017	6/30/2018

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39			BEPS Dean - 4	Maintain/enhance program enrollment through appropriate outreach and marketing strategies.		The following programs in my division increased enrollment by 6% or more from 2016FA to 2017FA: Business Administration: Enterprise & Related Certificates (35% - 80 to 108) CPT - Programming & Related Certificates (12% - 41 to 46) The following programs in my division increased enrollment from 2016FA to 2017FA, but did not meet the goal of a 6% increase: N/A The following programs in my division decreased enrollment from 2016FA to 2017FA as outlined below: Administrative Office Technology & Related Diploma (26% - 34-25) Business Administration: Accounting & Related Certificates (48% - 33 to 17) CPT Database and Programming Certificate (16% - 6 to 5) CPT - Network Security & Information Assurance & Related Certificates (44% - 63 to 35) CPT Network Specialist Certificate (60% - 5 to 2) Criminal Justice (17% - 88 to 73) Early Childhood (31.5% - 57 to 39) Logistics Certificate (60% - 5 to 2) Paralegal Studies (6% - 33 to 31)	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.	7/1/2017	6/30/2018
40			BUS-2	Redesign BUS 101 to incorporate prerequisite (RDG 032, MAT 032), eliminating the need for the prerequisite that delays student entry.	BUS 101 is redesigned to integrate the prerequisite courses (MAT 032, RDG 032).	We did not redesign the course but we are now offering BUS 101 as a late start class if students need to take a prerequisite class prior to enrolling.	We will look at other classes that may be a good fit for this type of scheduling.	7/1/2017	6/30/2018

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41			BUS-3	Implement an ERP lab to support BUS classes. A software solution was identified in 2017. The software will be implemented 2017-2018 to enhance student knowledge of enterprise resource planning as it relates to business operations. ERP in the classroom will make the program more marketable to local employers.	Increase enrollment by 3%.	92 students were enrolled in the program as of August 27, 2018.	We will look for more innovative course offerings to attract students.	7/1/2017	6/30/2018
42			BUS-6	Hire new full-time Business instructor, preferably one who can also teach Marketing and Accounting courses.	At least one new faculty member interviewed and hired by Fall 2017; preferably an instructor who is eligible to teach Business, Marketing and Accounting courses.	An instructor was hired in Fall 2017.	Hiring this instructor provides flexibility in assigning instructors to Accounting classes. Students have more than one choice of instructor.	7/1/2017	6/30/2018
43			CNA-3	Improve the overall graduation rate of the CNA Program.	Program completion/graduation will increase to 10 students for the 17-18 academic year. The Program Manager will complete administrative graduation forms for those students who course requirements, but have no interest in participating in the graduation ceremony. In addition, the program manager will attend state-sponsored Nurse Aide Workshop to ensure program currency.	Fifteen students earned the CNA certificate in the 17-18 academic year.	Next year, the program manager will include the new state standards for updated skills completion for the NACES. These new skills will help students pass the exam and have better clinical experiences. In addition, an updated textbook will be included in the course materials beginning Spring 2019.	7/1/2017	6/30/2018
44			CPT-NSIA-3	Recruit an evening college cohort for implementation in Fall 2017/Spring 2018.		Because of low evening college enrollment, an evening Networking cohort was not able to established 2017-2018 Academic school year.	Due to the lack of evening enrollment/courses, the CPT Department has seen an increase in the F2F and online courses beyond the normal attendance capacity.	7/1/2017	6/30/2018
45			CPT-NSIA-7	Approve and implement Cybersecurity Certificate by the end of the 2017-2018 academic year.	Offering of security classes face-to-face and online by Spring 2018.	The CPT Department was able to offer IST 263 for Spring 2018 semester but the development of an actual Cybersecurity certificate will be placed on hold until another CPT faculty member can be hired.	Work to hire additional faculty member so that program offerings are expanded.	7/1/2017	6/30/2018
46			CPT-PROG-2	Recruit an evening college cohort for Programming in academic year 2017-2018.	Establish an evening college cohort of at least 10 programming students in academic year 2017-2018.	Because of low evening college enrollment, an evening Programming cohort was not able to established 2017-2018 Academic school year.		7/1/2017	6/30/2018

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47			CPT-PROG-3	Implement Oracle Certification training for all Programming students during 2017-2018 academic year.	Establish benchmarks with 30% of eligible students taking the Oracle Certification examination.	Benchmark has not been established because of late implementation of the virtual environment software. Implementation and procedures are in place to establish a benchmark during the 2018-2019 Academic school year.		7/1/2017	6/30/2018
48			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 workplace.	Virtual program purchased and implemented with student testing results benchmarked.	Virtual program was purchased and implemented with its first official class of students to be tested in the 2018-2019 academic school year.		7/1/2017	6/30/2018
49			DoA-2	Manage all curriculum changes at the College and follow the proper procedure to ensure that all policies and procedures are followed.	All Curriculum Committee Work was completed and changes made in printed and electronic versions of the Catalog.	Curriculum Committee met and approved changes as voted on by the group. All changes were programmed in Datatel and Web Advisor.	Curricula are now up-to-date for the Academic Year 2017-2018. This will be an ongoing function of the Curriculum Committee.	7/1/2017	6/30/2018
50			ECD-2	ECD faculty re-evaluate course offerings from semester to semester to ensure student needs are met.	Four courses will be offered face to face and online throughout the year. By offering the same course in different formats we hope to help students who don't have funds for summer to get all courses needed in fall and spring semesters.	Courses were offered both online and face-to-face to accommodate students. However, some were cancelled by administration and some didn't have enough seats to run.	We will work to continue to meet students needs and constantly evaluate course needs. Course offerings are reflective of enrollment and student interest.	7/1/2017	6/30/2018
51			EET-EIT-03	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.	Successfully complete standardization of lab practical formats across multiple EET/EIT courses. Increase persistence by 2% for students moving from Summer I semester into Fall II semester.	This has not been completed, it will be extended into next year's plan. Lab practical formats have been standardized in EET 235, EIT 110, and EGR 112. Work continues across other courses in program so that the end result will have one common standardized lab format for students in the EET/EIT program. This unit plan will be extended.		7/1/2017	6/30/2018
52			EET-EIT-05	Enhance delivery of analytical instrumentation through the purchase of analytic trainer that features pH, conductivity, and other analytical control functions. Estimated cost \$60,000.	Purchase and install the trainer. Incorporate use of new equipment into laboratory activities.	This has not been purchased yet, will extend into next year's unit plan for consideration. The equipment purchase for this unit plan has not been approved. The need for this will be reevaluated, in the meantime, the unit plan will be extended through June, 2020.		7/1/2017	6/30/2018

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53			EET-EIT-08	Build modular process simulation plant to be used for lab instruction for EET/EIT/EGR classes. Process plan will allow students to install/calibrate/optimize real world applications in an environment that is closer to industry applications.	Increase retention for first year EIT students entering second fall semester of the program by 2%.	This is being completed in multiple phases. The first phases have been completed, the third phase that includes analytical measurement has begun and will continue as a senior project in 2020. This plan is being extended.		7/1/2017	6/30/2018
54			EET-EIT-08	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 existing PLC 5s, ControlLogix 5000s and the Siemens PLCs.	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.	CompactLogix PLC platform has been added to the PLC lab instruction for EIT students. ControlLogix PLCs have also been installed in the PLC lab to interface with process control systems. The PLC 5 platform has been maintained since they are still widely used in industry, but have been scaled back.	The addition of the PLC I/O trainers and CompactLogix PLC platform increases the PLC lab capacity to 12 students in each section. The updated equipment brings the lab in line with expected PLC standards from industry. The updated equipment and training allowed the program to continue its high job placement rate.	7/1/2017	6/30/2018
55			EET-ETP-1	Develop course content including course outlines for three new courses to support the newly designed ETP program: EET 230, EGR 230, and EGR 120.		The new courses were initially offered in fall 2017 and spring 2018. The increased number of students in the program from 2016 to 2017 was not a result of this change.	Initial course content has been developed for these courses and will be revised as needed to include network security trainers when they are setup and training received.	7/1/2017	6/30/2018
56			ETP-03	Incorporate new equipment to be delivered this summer for lab instruction. Equipment will be used to teach industrial networking, including industrial security. New course material will be used in EET 236.		Initial training equipment purchased for this arrived damaged beyond repair. The vendor agreed to completely replace trainers. These arrived during the summer. The equipment will be setup and training provided, this will be scheduled during the fall semester. This plan will be extended through next year.		7/1/2017	6/30/2018
57			ETP-04	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.	Increase enrollment in new EET track by 10%. Trainers have been purchased and received, but have not been fully unpacked due to damage detected. In touch with vendor for repair/replacement. This unit plan objective is not complete.	Initial training equipment purchased for this arrived damaged beyond repair. The vendor agreed to completely replace trainers. These arrived during the summer. The equipment will be setup and training provided, this will be scheduled during the fall semester. This plan will be extended through next year.		7/1/2017	6/30/2018

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58			IET-1	Update computers and install ethernet network connections for I-803 to maintain program currency and give students practice with remote controllers. Will also help seat more students by using all-in-one stations (not desktops), which will add one more student per row. We will be able to accommodate 20 students instead of 15.	IT will update ethernet ports; computers ordered and installed by the IT staff.			7/1/2017	6/30/2018
59			IET-5	Install 6 each 208VAC Electrical Circuits with Safety Disconnects Remove Book case and cabinets				7/1/2017	6/30/2018
60			IET-EM-1	Work with administration and physical plant to find a solution for purchasing or renovating space for IMT 210/211 labs.	Purchase open air storage shed with lockable storage in back for IMT 210 and 211 labs (currently in Building T). Students are required to use hand tools and power tools to cut wood; drill sheet rock, wood, and concrete, etc. The current space being used is not conducive.			7/1/2017	6/30/2018
61			IET-EM-2	Relocate rigging equipment to support IMT instruction and labs. Currently resides in Building N; move to Building T.	Incorporate rigging experience in lab practical objective in the IMT program. Rigging experience is expected by employers for IMT technicians. This will help meet expectations of employers and enhance graduates employment opportunities.	Rigging equipment was moved as of Fall 2018.	The additional space will be used to supplement labs for other courses.	7/1/2017	6/30/2018
62			LOG-2	Increase the number of students receiving a national certification. Add customer service certification to LOG 235. Add MSSC CLT to LOG 113.	LOG 113 and LOG 235 will have a national certification exam requirement.	The customer service requirement was added to the LOG 235 class. The CLT component will be added in the 2019-2020 academic year.	We will continue to look for ways to increase student credentials. The LOG instructor will do the MCCS CLT Instructor training during the 2018-2019 academic year.	7/1/2017	6/30/2018
63			LOG-4	Develop a learning module for ArcGIS instruction that can be used in multiple business classes.	A learning module for ArcGIS is created.	An ArcGIS module was not created.	We will defer this to the 2018-2019 academic year. We did implement Tableau in MGT 245 which has a GIS function.	7/1/2017	6/30/2018

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64			MA-2	Support student success through the use of Sherpath, (an Elsevier Publishing personalized learning and teaching online technology) in combination with required Text and electronic device beginning Fall 2017. Use iPads or any Electronic Devices using multiple resources available for classroom instruction with interactive applications and various presentation formats.	100% of the program students will utilize assigned activities in Sherpath to reinforce and accomplish the required competencies necessary for successful completion of Medical Assisting courses. In addition, all students will use the required mobile device.	While all students used the required laptops, which was helpful, the Sherpath online modules that came with the textbook were inadequate and not helpful, as expected. The system was unorganized and didn't provide necessary support, so the book rep provided printed study guides.	Next year, the new textbook will come with new online resources. The instructors and students have already accessed the new modules and they work very well.	7/1/2017	6/30/2018
65			MA-3	Remove lab table (not sink) in K124 in order to create more workable floor space. Purchase new Point-of-Care Hematology analyzer to allow students practice with modern handheld devices in the medical office.	Have physical plant staff remove one of the lab tables in K124 and replace with new floor tiles. Purchase new analyzer.	The lab table was removed in the classroom and floor repaired. 10 Laptops from a previous classroom were moved to the lab/classroom and utilized.	Will try once again to purchase the Hematology analyzer and add a Privacy curtain to the area to help simulate an exam room.	7/1/2017	6/30/2018
66			MA-4	Update technology and maintain program currency to increase program retention.	75% of program Student Learning Outcomes will be achieved.	100% of program SLOs were achieved.	The new textbook adopted for 18-19 includes helpful remediation exercises for students, which should impact retention. In addition, after the first failure of a major test, the instructor sets up a tutoring session to assist.	7/1/2017	6/30/2018
67			MTT-1	Replace two wore out lathes		Received one of two lathes. New lathe is currently being installed. Will extend this plan into next year.		7/1/2017	6/30/2018

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68			NUR HS - 2	Ensure there is effective utilization of space, facilities, and equipment in the new building and Building K to promote program growth.	Purchased items listed in unit plan will support the educational goals of the program.	2017-2018 Results: Administration will determine the appropriate time to begin the EHR program. Once approved someone will be hired to develop the program curriculum. Faculty utilizing computers in the classroom are seeking new technology's to implement in order to flip the classroom, help with testing, and for student engagement. Faculty are looking forward to moving in the new building. As time approaches more items are being added to the purchase request to meet the flexibility needed for student engagement. Faculty hope to increase Sim lab utilization to reproduce activities that occur in clinical areas that are hard to obtain or meet the educational needs of the students that current clinical areas lack. 2018-2019 Results:		7/1/2017	6/30/2018
69			NUR HS-1	Enhance program enrollment through appropriate outreach and marketing strategies.	Initiate enrollment in the fourth RN Flex Program to 12. Increase enrollment total to 112 students in the ADN Programs. Faculty participates in Divisional Recruitment activities.	During the 2017-2018 year we accepted a total of 115 students with the following breakdown: ADN- 85 ADN.Flex- 13 ADN.TN- 17	The application pool for our ADN Program options continue to increase. We continue to monitor enrollment in the ADN for consistent growth of 1-3 students per program per admission date based on classroom space and faculty available to meet the quality educational needs of the students.	7/1/2017	6/30/2018
70			NUR HS-3	Improve retention/persistence (for identified programs) through targeted research-based strategies.	Achieve 60% retention for all NUR/HS Programs combined.	Total accepted students in ADN, ADN.TN, ADN.Flex, PN, PN.Flex, RAD, RES, MOA, and PTA for Summer/Fall 2017 was 267 in which 165 were retained from one academic year to graduation or the next academic year based on if the program length. This represents 165 retention rate with a percentage of 61.8.	Program Coordinators were asked to review courses where they have the greatest loss and implement some type of retention strategy. During this past year the PN Programs used supplemental instruction with each of their courses which greatly helped with retention. The ADN Traditional Program used the coaching technique that involved students being asked to complete several items such as going to the student success center for tutoring assistance. test taking skills, etc. Faculty felt this method was not effective for retention. All programs will implement retention strategies in future courses based on course failure rate.	7/1/2017	6/30/2018

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71			ONL-5	Maintain SARA membership	Continuation of SARA membership			7/1/2017	6/30/2018
72			PCT-1	Promote an engaging cooperative learning experience that will enhance student comprehension, confidence, and skill building in the classroom and lab.	Purchase new ECG machine so that the lab runs more effectively and students will get more practice using an ECG machine.	A new ECG machine was purchased; will be installed before Fall 2018.	Next year, new phlebotomy training equipment will be purchased to increase student comprehension and confidence in completing successful venipuncture/dermal puncture procedures.	7/1/2017	6/30/2018
73			PCT-4	Expand current course offerings to offer flexible courses to meet the needs of all students by implementing a condensed course model.	Implement a condensed model for Phlebotomy and Electrocardiography. Students will complete the lecture courses in the first eight weeks of the semester, and the clinical courses in the second eight weeks. This will allow students the opportunity to complete certification in one semester.	A condensed model for phlebotomy and Electrocardiography has been implemented. Students complete lecture courses in the first eight weeks of the semester and the clinical courses in the second eight weeks, which allows the student to complete certification in one semester.	Next year, a condensed model will continue to be offered for students the opportunity to complete certification in one semester. Additional clinical sites will be added to ensure varied clinical exposure.	7/1/2017	6/30/2018
74			PN-4	Faculty will advise students and implement various measures, to include use of early alert system, referral to Student Success Center and other available resources/services, in effort to maintain/increase persistence rates and ensure student success.	65% of PN students will progress from Fall 2017 to Spring 2018.	This year 2017-2018-- the Traditional Program had 65 students and the Flex Program had 16 students on day 1 of the Fall semester. This is a total of 81 students. On day 1 of the Spring semester, the Traditional program had 46 students (46 out of 65 =70.7%) On day 1 of the Spring semester, the Flex program had 14 students (14 out of 16= 88%) Overall the PN program retained 60 out of 81 students from Fall to Spring--which equates to a 74% persistence rate.	Persistence rates have exceeded the goal of 65% over the past two years at a rate of 74%. Supplemental instruction activities and early referrals of at risk students to the Student Success center have been effective. Persistence goal will be raised to 67% for upcoming 2018-2019 year and enhancements to supplemental instruction will be made.	7/1/2017	6/30/2018
75			PTA-3	Successfully recruit and enroll students in the PTA program by using effective College and community marketing strategies.	The PTA program will have at least 32 applicants for the Class of 2019, which will enroll 22 students to begin the program in the Summer of 2018.	This goal was not met due to 26 students applying to the PTA program for the Class of 2019. Despite the application pool being short 6 students from the goal, the program did admit 22 students.	When planning for admissions for the Class of 2020, PTA faculty will utilize the new Student Planning Advising program to better assist with advising students. Faculty will meet with marketing staff to upgrade the PTA webpage on the college's website to be more user friendly. This website will include pictures and videos of faculty and students as well as information about the program, expectations, answers to commonly asked questions, faculty, and required forms. Faculty will continue to participate in marketing strategies during career days at local high schools and tour students/families upon request.	7/1/2017	6/30/2018

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76			PTA-4	Implement necessary and applicable resources into the PTA program to enhance faculty, staff, and student services.	The PTA program will have a graduation rate at or above 60% averaged over 2 years in Phase II of the PTA program.	The 2 year graduation rate, including May 2017 and 2018 data, is 75.7% for the PTA program. In May of 2017, the program graduated 14 students with a graduation rate of 82.4%. Three students were unsuccessful and 5 students withdrew for personal reasons. In May of 2018, the program graduated another 14 students with a graduation rate of 70%. Six students were unsuccessful and 2 students withdrew for personal reasons.	The program will continue to provide retention alert strategies, tutoring, supplemental instruction, and host open lab reviews to encourage student success. Program faculty will implement improved lecture review strategies to better assess student understanding and assist with identifying those at risk students earlier. Faculty will set up individual student conferences periodically to discuss student progress and establish any weaknesses or suggestions for improved delivery of instruction. Faculty allows students to record all lectures and video any demonstration of skills. Study guides are posted on D2L for exams, sample lab practical scenarios are issued and discussed with opportunity for students to demonstrate in front of faculty prior to real practicals, and a thorough review for exams and practicals are held with students prior to them being tested.	7/1/2017	6/30/2018
77			RAD-2	Support student success through the increased use of cutting edge technology in the classroom and Simulation lab.	Purchase of requested equipment and software completed for student utilization.	HESI software was purchased with student fees. Mobile digital grid holder is no longer manufactured, therefore it could not be purchased.	Faculty will continue to search for equipment and software to increase student success. The HESI software proved to be valuable to student achievement.	7/1/2017	6/30/2018
78			RADONL-2	Incorporate Lecture capture video into MRI program to increase student persistence, retention and engagement.	Create lecture capture video for MRI 152. Begin using new video in Fall 2017 semester.	All 8 MRI students successfully complete the ARRT MRI Post primary clinical requirements and are eligible to sit for the registry.	Lecture Capture was used to explain the process of completing the ARRT clinical paperwork via the ARRT online software. This video was created to improve communication and clarify ARRT expectations of students preparing to take the MRI post primary registry upon graduation from the program.	7/1/2017	6/30/2018
79			RES-4	Encourage program enrollment through recruiting activities and school visits.	Enrollment will increase by 10% in the 2017-2018 academic year.	21 students were enrolled in the fall of 2017. This is roughly a 10% increase from the previous fall academic year with the enrollment of 19.	The increase in marketing strategy was successful. We have a 10% increase in enrollment from the previous year. Marketing strategies included visibility through social media and attendance at school events open to the public.	7/1/2017	6/30/2018
80			Sciences - 1	BIO 112 will be restructured into a two semester course, BIO 117 and BIO 118.	A success rate of a 10% increase (40%) will be achieved in BIO 117 and BIO 118, as compared to that of BIO 112.	A 12% increase in the passing rate for BIO 117 students was observed in the Fall of 2017 compared to BIO 112 students in the Fall of '16. Those students then progressed on to BIO 118 in Spring '18 where a 92% pass rate was observed.	Students who have progressed through the newly implemented BIO 117/118 courses will be tracked through BIO 210 in order to determine the efficacy of the new Basic Anatomy and Physiology format to better prepare students for upper level Anatomy and Physiology.	7/1/2017	6/30/2018

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81		1.3	<b>Strategy 1.3 Provide the most effective academic support and career development services available to improve student outcomes</b>				7/1/2017	6/30/2018	
82			ADN-5	Maintain licensure rates at above the state or national average.		Aug 2017-July 2018 Results were: ADN Traditional 100% ADN Transition 100% ADN Flex 77% Total 92.3%	The ADN program is consistently above the National Average on the RN NCLEX. However, the students that were unsuccessful on the NCLEX were well prepared and attended the capstone course and the ATI Live Review. Faculty will continue to stress to graduates they need to take their time during the NCLEX and to critically read the scenarios and think through them.	7/1/2017	6/30/2018
83			AOT-1	Implement a skills lab to support BUS classes.	Increase the retention rate by 3%.	The 2015-2016 retention rate was 70%.	We will continue to staff a skills lab to boost student retention and success rates.	7/1/2017	6/30/2018
84			AUT-1	Update electrical training boards to help students carry out NATEF tasks and simulate different circuit-work in the classroom setting to prepare students for the ASE exam.	Purchase and install new training boards and include skills into program student learning outcomes.	Boards have been purchased and are being installed. Will be in use by Fall 2018.	In 18-19 additional trainers, which include additional skills in engine performance (NATEF lab tasks) will be purchased.	7/1/2017	6/30/2018
85			AUT-2	Licensure exam testing and preparation for automotive students.	90% of program students will take two practice exams and two exams for licensure.	All except one student took both practice exams and the licensure exam.	We will continue to use additional resources, including AVI on-demand, which includes ASE test prep, to help students prepare to be successful on the licensure exam.	7/1/2017	6/30/2018
86			AUT-3	Students will acquire employability skills relating to the use of automotive manufacturer laptop computer scan tools.	Purchase, install, and incorporate use of software into student activities and labs.	Software was purchased and installed as of Summer 2018.	Next year, additional software will be purchased for diesel to connect with Chrysler or Dodge trainers.	7/1/2017	6/30/2018
87			AUT-6	NATEF Standard 1.1 "Employment Potential" requires program graduate follow-up data to determine placement relating to automotive employment.	80% of automotive program graduates provide employment data relating to automotive employment.	Only three graduates responded (18.75%).	Because of low response rate, next year we will incorporate an online survey format.	7/1/2017	6/30/2018
88			Adjuncts-1	Require all adjunct faculty who wish to teach online to complete both online instructor training courses (#1--Technology/#2--Pedagogy).	All adjuncts who wish to teach online must successfully complete the training program			7/1/2017	6/30/2018
89			Adjuncts-2	All adjunct faculty must complete student planner training	All adjunct faculty will complete student planner training.			7/1/2017	6/30/2018
90			Adjuncts-3	All adjuncts (both face-to-face and online) employed prior to the spring semester of 2018 have completed the training.	One-hundred percent of adjuncts newly-employed through the academic year will complete the SACS-QEP online professional development course.			7/1/2017	6/30/2018

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91			BD-1	Purchase and install a new lift for the diesel lab to support student skills assessment associated with NATEF on purchased training vehicles.	Purchase, install, and incorporate new lift for diesel lab (L1415) and use for assessment of program students.	Lift has been received and installed for Fall 2018 term.	Next year, additional shelving for Diesel storage containers will be purchased to organize transmissions, engines, etc. for training.	7/1/2017	6/30/2018
92			BD-2	To help students prepare to pass licensure exam for Diesel maintenance and learn new workplace employability skills.	90% of program students will take one practice exam and one exam for licensure.	All students took the practice and exam with the exception of one student.	Next year, we will continue to incorporate the AVI online resources to help students be more successful on the exam.	7/1/2017	6/30/2018
93			BD-3	Meet NATEF evaluation review in 2018 for organization, students will be able to handle engine, transmissions, and other automotive components in a safe organized manner without getting hurt.	Purchase and install shelving in diesel lab.	Shelving has been purchased and will be installed in Fall 2018.	NATEF onsite visit is November 2018. Faculty will work to have all all trainers and tools organized for a successful visit and reaffirmation of accreditation.	7/1/2017	6/30/2018
94			BUS-1	Implement a skills lab to support BUS classes.	Increase retention by 3%.	Retention dropped by 19%.	A skills lab was created, but enrollments are down due to a better economy. We will continue to look for ways to retain students.	7/1/2017	6/30/2018
95			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.	A total of 76 students took the CNA state exam. All 76 students were successful on the skills portion of the exam. 1 student failed the written portion.	Faculty will: 1) Continue to teach skills as they are written in the Candidate Handbook. 2) Hold skill practice review sessions prior to the state test. 3) Incorporate more online written practice test reviews prior to state test to refresh student's knowledge of material taught in the classroom. This should therefore increase the student's chances of being successful on the written portion of the exam.	7/1/2017	6/30/2018
96			CPT-NSIA-4	Implement certification testing for students in the following areas during the 2017-2018 academic year: CompTIA A+, CompTIA Network Pro, CompTIA Security PRO, and Palo Alto Configuration Engineer	Establish benchmarks with 20% of eligible students taking the appropriate exam(s).	Fees were verified and tied to each course by March 13, 2018 and 66.7% of students taking the MTA: Security Fundamentals Certification passed and 100% of MTA: Networking Fundamentals Certification passed.	Attaching the certification fees and sub sequentially incorporating the GMetrix study tools within the courses, gave students a predetermined vested interest in taking the exams.	7/1/2017	6/30/2018
97			CPT-NSIA-5	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 for the 2017-2018 academic year.	Virtual program was purchased and implemented with its first official class of students to be tested in the 2018-2019 academic school year.	Gather performance data in 18-19 year.	7/1/2017	6/30/2018

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98			ECD-6	To ensure faculty remain current in the NAEYC Accreditation process and procedures.	Faculty will attend the NAEYC Conference in California.	Faculty did not attend the annual conference due to budget constraints.	Faculty plan to attend the conference in the summer of 2019.	7/1/2017	6/30/2018
99			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.	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.	This endeavor will continue. There has been no certifications identified for students in the EIT program. Plan to research the feasibility of adding OSHA 10 training certification for students.		7/1/2017	6/30/2018
100			EET-EIT-07	Design and build variable speed drive trainers to incorporate existing AB PowerFlex VFD drives along with new PanelVIEW HMIs and small HP motors. Would like to build six trainers.		This plan is still pending. This will be extended into next year's plan.	The budget request for this unit plan has not been approved. The unit plan will be extended.	7/1/2017	6/30/2018
101			EMT-3	Maintain licensure success rates for the program.	70% of program students will be successful on the practical and written examinations.	9 students tested during this time frame. 22% (2 students) passed on the first attempt, 33% -cumulative pass within 3 attempts, 33% - cumulative pass within 6 attempts. 6 students are were eligible for re-test, but has not re-tested to date.	Next year, we will increase remediation efforts to achieve a higher licensure exam pass rate. We are currently looking to test students on a computer based testing platform to help with test taking skills.	7/1/2017	6/30/2018
102			IET-2	Add Siemens brand PLCs to current lab equipment to ensure program currency and provide students with the skills necessary to obtain employment with area industry.	Purchase and install Siemens equipment for use by students beginning Summer 2018.			7/1/2017	6/30/2018
103			LIB-1	Collaborate with the Student Success Center to provide technology training for students on resources such as D2L, Connect, and other college systems.	3 workshops provided to students each semester and collaboration with the Student Success Center to provide training to students on using college systems.	3 Workshops on using D2L and Connect were offered to students during Fall and Spring Orientation.	We will continue to offer these sessions during orientation and at the beginning of the year. Both times are crucial for reaching first time or non-traditional students and can impact their academic success.	7/1/2017	6/30/2018

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104			LIB-2	Update library's website to visually reflect content that is available through the library. Upload department specific programs and software to computers in the library's lab (B228) to increase availability of resources outside of the classroom. Implement Papercut printing to replace Vendprint. Use the Learning Object Repository to make content about the library and the research process widely available to students and faculty. Incorporate zspace computers into the library.	Library's website updated before each semester. Each department is contacted and recommendations are given. IT is consulted on the ability and timeframe for installations. Papercut is installed and Vendprint is removed from all stations. Content about the library and the research process is completed and uploaded into the Learning Object Repository. Recommendations are given to department heads and deans on the use of the LOR. Zspace computers added to the library's services.	The library's website was and continues to be updated. The landing page was changed over to libguides, minimizing the number of pages that need to be accessed and images were added for a stronger visual impact. Departments were contacted, but no new software was needed for our computers. Vendprint was removed and Papercut was installed on all library, student success center and media center computers. Content was added to the LOR, presentations were given, and recommendations were given to faculty. 2 Zspace computers were added to the library, one was added to the student success center, and one was added to the media center.	The LOR did not take off with faculty members and has since been dropped from the conversation. Zspace content will get more use if they are a part of instructor's curriculum or are required to be used. This is a conversation that will have to be had with individual departments. Continued contact with departments, program coordinators, and individual instructors is necessary for the technology initiatives of the library to be successful.	7/1/2017	6/30/2018
105			LIB-3	Increase the number of general library orientations for gatekeeper courses. Implement video and chat services for open orientations through D2L. Increase the number of orientations for addressing specific research needs of upper level courses. Implement mobile library services for quick and informal library orientations.	Library orientations increased to 25 or above. Video chat services are offered at specific times and for individual classes through D2L. Individual or group assistance given to students or classes who have specific research needs.	Library orientation sessions numbered around 13 and has been on a decline in the past few years. This is partially due to the increased usability of the library's website and resources and instructors directing their students to particular databases to use instead of having a larger overview of the library and its resources.	Next year, Part of our focus needs to be on providing and advertising chat and online services, similar to office hours.	7/1/2017	6/30/2018
106			LIB-4	Increase departmental awareness and usage of Libguides and available options with Libguides. Increase student usage of library resources, including books, Ebooks, and Databases. Increase the number of print books added to the library's collection.	Departments and deans are contacted and made aware of Libguides and related resources. Libguides are advertised to full-time faculty and adjuncts using email and flyers. Usage of Libguides is increased by 10% Additions to the library's print collection is increased by 15%	Total Libguide usage 2017-2018: 5765 Total print books added in 2017-2018 academic year:171 Total checkouts and renewals in 2017-2018 :2,084 Total number of opac sessions in 2017-2018: 2,029 PASCAL Transactions in 2017-2018:545 ebook usage in 2017-2018: 660	Usage of Libguides increased in the 16-17 year, likely because they have been made easier to find and efforts are continually made to improve them. Checkouts, renewals, ebook usage, and opac sessions did not meet the mark, but PASCAL Delivers requests did. More than likely, this means that students are leaning more toward PASCAL Delivers and to find their book resources or they are not searching for books at all. Improving our collection and displaying new books will likely be helpful to increase these statistics. Student enrollment was also down, possibly contributing to slightly lower numbers than expected.	7/1/2017	6/30/2018

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107			LIB-5	Increase the number of students who visit the library for computer use, student success center use, studying, and general academic support.	Number of visitors in the library increased to 45,000 (based on projected number of 40,000 for the 16-17 year) by changing the layout to be more conducive to student use, advertisement of services, and the incorporation of the student success center.	There were 38,354 visitors in 17-18.	Part of the decline could be a result of lower enrollment and moving the ID maker out of the library. As more workshops and initiatives and general welcoming environment of the library, foot traffic is expected to go up. If it does not go up, determining where students are and taking library services there will be the next step.	7/1/2017	6/30/2018
108			LIB-6	Regularly provide information and content about the library to students, faculty and staff through email, digital signage, flyers and other methods. Regularly provide information and updates to library, hsmc, and ssc staff via email.	Information and updates about the library and its services are posted to OCtech's facebook page, D2L, and the television in the library. Library, HSMC, and Student Success Center staff members receive bi-weekly updates and news about each other's areas.	A facebook page for the library was created, content was regularly posted to D2L and the OCtech facebook page and the library's television.	Communication continues to be a goal the library pursues. As we attempt to increase student engagement, offer more workshops and start more initiatives, communicating with students, faculty, and staff are essential to the success of any of these attempts. Social media, D2L, email, and flyers will continue to be essential to our success. In the future, targeting specific groups of students for workshops can potentially be useful.	7/1/2017	6/30/2018
109			LIB-7	Procure a door for the library staff's breakspace to deter student access and usage.	Door style selected, purchased, and installed.	No door was installed due to budget constraints.	This decision was made before knowing what student foot traffic would be like. There are currently no plans to install a new door, but student traffic will be monitored to determine if this issue needs to be addressed in the future.	7/1/2017	6/30/2018
110			LOG-2	Increase the number of students receiving a national certification. Add customer service certification to LOG 235. Add MSSC CLT to LOG 113.	LOG 113 and LOG 235 will have a national certification exam requirement.	The customer service requirement was added to the LOG 235 class. The CLT component will be added in the 2019-2020 academic year.	We will continue to look for ways to increase student credentials. The LOG instructor will do the MCCS CLT Instructor training during the 2018-2019 academic year.	7/1/2017	6/30/2018
111			MA-1	Maintain Medical Assisting Certification Exam rates at or above the national level.	Meet or exceed national standards (62% - 66%).	Licensure for 17-18 (April 1-March 30) was 59%.	Faculty will begin using a new practice exam beginning in Summer 2019 to help program students earn higher exam results. In addition, a new textbook and online resources has been adopted by the program.	7/1/2017	6/30/2018
112			MTT-2	Research and develop gun-smithing offering in conjunction with continuing ed. This will help develop feeder into MTT program.	Research and develop program with proposed roll-out of program for Fall 2018.			7/1/2017	6/30/2018
113			ONL-1	Review policies and procedures related to online learning for any barriers to student success.	Successful review of all policies during 2017-2018.			7/1/2017	6/30/2018

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114			PN-3	Maintain/improve success rates for licensure for the PN program graduates.	PN graduates will meet/exceed National NCLEX-PN licensure pass rates	Class of 2017 pass rate was 100%---exceeding the National Pass rate of 83.85% Class of 2018 pass rate was 91.66% ----exceeding the National Pass rate of 85.91%	In the coming 2018-2019 year, ATI will be the NCLEX preparation program for both the Traditional and Flex PN programs. Increased integration of ATI content, and test preparation resources will be done. In an effort to better prepare students throughout the program for the NCLEX exam, Faculty will revise test questions on exams in each PN Nursing course in such a way as to gradually decrease the number of knowledge and comprehension questions and gradually increase the number of analysis and application level questions as the students progress through the program.	7/1/2017	6/30/2018
115			RAD-3	Maintain accreditation for the program.	Prepare and submit JRCERT 2017 Annual Report.	JRCERT 2017 Annual Report was prepared and submitted.	Report was completed and benchmarks were met. The program will continue to maintain high standards.	7/1/2017	6/30/2018
116			RAD-4	Maintain licensure success rate for the program.	Meet state or national levels for certification.	The program will continue to utilize current strategies of high quality instruction to maintain continuous program improvement. The program exceeded State and National exam pass rates.	The program will continue to provide high quality instruction to maintain program certification exam pass rates at or above State and National averages.	7/1/2017	6/30/2018
117			RADONL-3	Achieve at least a 75% or better pass rate on the ARRT mammography registry.	Meet or exceed national pass rate of 75%.	None of the five students were showing as taken/passed on the registry website. Students have up to 2 years to take the exam.	Because the ARRT doesn't provide licensure information for post-primary programs, such as Mammo, CT, MRI, program coordinators may need to rely on student survey in the future. A plan will be devised.	7/1/2017	6/30/2018
118			RES-2	Maintain program accreditation with annual report of current status.	Will complete Annual Report of Current Status due in July each year to CoARC.	The Annual Report of Current Status was submitted to CoARC on 7/1/2017.	The program will annually review the program to ensure that all Accreditation standards are being met.	7/1/2017	6/30/2018
119			RES-3	Maintain success rates for licensure for the program.	The Class of 2017 graduates will exceed the credentialing threshold of 80%.	The Class of 2017 graduates maintained 100% 1st time pass rate on the credentialing exam.	The program Faculty will continue to investigate ways to improve graduate performance on credentialing exams.	7/1/2017	6/30/2018
120			SSC-1	Complete Student Success Center move and renovations in Library. Organize space to accommodate tutoring, a science room, a Z-Space kiosk, and staff offices. Market the new center in conjunction with the Library.	Moved and renovations will be completed and the Center will fully up and running by Fall 2017. Marketing for the Center will be ready by Fall 2017 Orientation.	The student success center was open and ready for students by the first week of classes of Fall 2017. The Library, the marketing department and the student success center worked together to create flyers and information about the new center.	The center was opened and moved into the Library to provide students with easy access to tutoring services and assistance. The new move and collaboration with the Library will promote use of services with the goal of improving retention.	7/1/2017	6/30/2018

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121			SSC-2	Formulate Early Alert steps and strategies that will be implemented once the S3 program is rolled out campus wide.	Formulate intervention strategies during the pilot and have an early alert action plan ready by Spring 2018 that will be used for training and expanding the system campus-wide.	The college determined to not continue with S3 for Early Alert.	Outreach to faculty is being targeted through emails and through Deans to promote referring students to the Student Success Center based on needs. A sheet has also been formed for faculty on referring students and services that are provided by the student success center.	7/1/2017	6/30/2018
122			SSC-3	Review and implement new ideas into Orientation for Fall 2017 and Spring 2018.	Update agenda and implement workshops around career exploration and technology during the Fall 2017 orientation.	A comprehensive powerpoint was made for the main portion of orientation combining all areas and to serve as a future template for orientation . A powerpoint template was also provided to faculty for the program orientations to use as a guideline.	During the Fall 2017 orientations, an areas was designated for obtaining information on careers, transferring, and assistance with D2I and Connect.	7/1/2017	6/30/2018
123			SSC-4	Increase student use of online resources and tutoring through Brainfuse.	Increase student use of Brainfuse by 3%, specifically increasing use by STEM programs. Center staff will continue to encourage use of Brainfuse during orientation, post information on website, etc. However, to increase use of Brainfuse by STEM students, center staff will ensure STEM instructors know how to use the product and inform their students.		Continue to grow and improve services with online tutoring. Marketing will be given to new Advisors about the service and tutors will refer students to Brainfuse when on site tutoring does not meet their need.	7/1/2017	6/30/2018
124			SSC-5	Create Student Success Center modules through the Learning Management System.	Create and hang success center modules for students starting Summer 2018.	The following information for the Student Success Center was added to the Library's class in D2L and shared with the LOR. Overview of Services Learning Styles What to expect in a college class Active listening and note-taking	Continue to provide faculty with resources through the LMS and the student success center's libguide that will aid with student success. Next year we will get more tutor feedback to improve libguides.	7/1/2017	6/30/2018
125			SSC-6	Create a master list of workshops available for classes and students.	By Fall of 2017 market and release a calendar of workshops for the semester.	Improved communication with faculty by sending out the referral guide and a list of workshops that were available for faculty and students. Worked with TRiO to promote workshops available for students. Created three new workshops that include: Stand out at the Career And Transfer Fair How to be successful in an online class Reading strategies	Continue to work with the Library, Student Services, and TRiO to create a calendar of workshop available for students. Putting all events in D2I allowed more students to see the information, however next year we hope to get more campus-wide input. Incorporate the workshop offerings with the First Year Experience and orientation. Next year it may be necessary for TRiO, student services, and the student success center to collaborate to promote a more comprehensive calendar.	7/1/2017	6/30/2018

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126			SSC-7	Incorporate workshops and assistance using D2L, Connect, and basic computer skills.	Complete one workshop by the end of Spring of 2018 in the following areas: navigating D2L, Connect and advising, and on basic computer skills.	On January 16 and January 17 workshops were offered on navigating D2L & Connect.	Next we will provide assistance with D2L and Connect for students through workshops and in person in the Student Success Center. Use the student success center as a location students can come to get help with computer skills and questions that will help them to be successful.	7/1/2017	6/30/2018	
127			SSC-8	Implement training for tutors working in the Student Success Center.	Update and complete the student tutoring handbook to include policies for the new center and complete one day of in service training for tutors by Fall of 2017.	During Spring of 2018 the tutoring handbook was updated to include feedback from the math lab and to incorporate new work study policies to streamline the handbook. Also when tutors begin they now complete hours of observations, training on the database. In service training for tutors is a challenge due to work-study hiring later in the semester, which makes in-service training very difficult.	Continue to develop training that is required for all tutors. Prepare a training session that tutors will be required to attend to develop stronger tutors. Find a way to streamline and shorten the training because it happens during the semester. Next year we will work to create a team spirit among tutors. Mandatory trainings will be a part of next years tutoring program.	7/1/2017	6/30/2018	
128			SSC-9	Increase tutoring utilization by 3% by updating student tutor training and marketing available services across campus, including Student Success Center sessions (database), Math Lab tutoring sessions, and CPT tutoring sessions.	Increase tutoring utilization by 3%.	For the 2017-18 year, 2182 tutoring sessions were conducted. Fall 2017 1203 Spring 2018 711 (39.4% increase) Summer 2018 268 (91.4%)		7/1/2017	6/30/2018	
129			TC-3	Create a strategy to improve the process between the Testing Center and Academic Affairs, Student Services, and Career Training and Development to ensure that more students (especially graduates) take the WorkKeys exam.	Meet with representatives from Academic Affairs, Student Services, and Career Training and Development to craft a more refined plan to accommodate students taking Workkeys, and industries who need WorkKeys testing for their employees.	A team met from all areas of the College to discuss Workkeys strategies. Changes to testing and training will occur in 18-19.	Next year, all staff will be trained to ensure that the updated version of Workkeys available to all students, as well as industry partners and CTD.	7/1/2017	6/30/2018	
130			WLD-1	Increase the number of cooperative works and internship opportunities. Create a Scholars apprenticeship program with local businesses.	Under the new statewide apprenticeship grant, work with Sandra Moore to meet with companies and establish welding apprenticeships. Establish at least one apprenticeship by Spring 2018.			7/1/2017	6/30/2018	
131		1.4	<b>Strategy 1.4 Provide adequate financial resources to students to improve student outcomes</b>					7/1/2017	6/30/2018	

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132			FA-2	Increase scholarship awareness/opportunities for students		Financial aid made available to students, a scholarship resource binder located in the Student Services Lobby and posted D2L announcements on a regular basis as scholarships became available in order to enhance our communication with students regarding scholarship opportunities.	Providing the necessary resources for students to reach their educational goal is an important factor in assisting students to be successful. We will continue to provide scholarship opportunities as they become available to assist students with funding their educational goals.	7/1/2017	6/30/2018
133			FA-3	Work-Study Coordinator will host a mandatory meeting for all Work-Study students		A Mandatory Work-Study Workshop was held on October 25, 2017. Nineteen (19) Work-study students attended. Please see attached Agenda and Handout.	The Work-Study Coordinator will continue to host an Annual Mandatory Work-Study Training Workshop to help enhance workforce readiness awareness and the knowledge and skills needed to be successful in any workforce environment.	7/1/2017	6/30/2018
134			FA-4	Conduct a Financial Aid Focus Group with students		A Financial Aid Focus Group was held on March 28, 2018 from 3:00 PM - 5:00 PM. Five students from various backgrounds and characteristics participated in the focus group. The students provided valuable feedback about the Financial Aid processes including the information provided on our website and the best way to communicate with students. Please see attached Survey and Minutes from the meeting.	We will plan to implement at least 2 of the recommendations suggested by the Focus Group for the 2018-19 academic year including the use of our new texting service (Mongoose) to send text messages to students regarding their financial aid statuses and implement a Monthly Financial Aid Tidbit that will help increase Financial Aid/Literacy Awareness.	7/1/2017	6/30/2018
135			TR-2	To provide book scholarships to TRiO participants	90% of all TRiO students will complete financial literacy training.	6 book scholarships were offered in the Spring in the amount of 660.75; however due to changes in policies and procedures with the Department of Education, book loaner scholarships are no longer available. TRiO now offers grant aid to students. 25 students were awarded \$720 scholarships. Grant Aid \$18,000 Book Scholarship 650 Total amount of Scholarship \$18, 650	TRiO will continue to assist students financially to assist them with their financial obligations to the college.	7/1/2017	6/30/2018

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136			TR-3	TRiO staff will offer assistance to all participants by promoting and assisting with FAFSA completion	80% of students will complete their FAFSA by June 30th.	79 of the 174 active students completed their FAFSA before June 30th 99 completed before the fall semester began.	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.	7/1/2017	6/30/2018	
137		1.5	<b>Strategy 1.5 Provide funds in support of effective academic initiatives</b>						7/1/2017	6/30/2018
138		1.6	<b>Strategy 1.6 Identify and implement the necessary technologies to support faculty, staff, and students</b>						7/1/2017	6/30/2018
139			BO-2	Work to reduce the 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.	Accounting office will pursue first electronic reimbursement to employees for travel, followed by electronic deposits of student refunds. The goal for 2017-18 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. We have finished the testing phase as of 6/10/18, plan is to go live with some employee reimbursements by 10/1/18.		7/1/2017	6/30/2018	
140			IT-1	VDC colleges still looking for Cloud vendor/pricing. Planned solution from Dell's VMWare vCloud may have to be abandoned.	Ellucian products successfully migrated from VDC to another location, backup included.	Completed as of Spring 2018.	Project complete, no further upgrades needed.	7/1/2017	6/30/2018	
141			IT-10	10g network connections added for building E, evaluate the need for others.	10g network connections completed as needed.			7/1/2017	6/30/2018	
142			IT-11	Colleague UI 5 implemented successfully.	Colleague UI 5 implemented successfully.	UI 5 went into production in Spring of 2018.	Projected completed.	7/1/2017	6/30/2018	
143			IT-12	AirWave and ClearPass implementation, installation of additional network switch modules.	AirWave and ClearPass implemented successfully, installation of additional network switch modules completed.			7/1/2017	6/30/2018	
144			IT-13	Finish surveillance system project, additional cameras, software configuration as needed. IT provides support.	Surveillance system project completed, IT providing support.			7/1/2017	6/30/2018	
145			IT-14	SAN and Host (server) replacement.	Data center hardware refresh completed on schedule with minimum impact to users.			7/1/2017	6/30/2018	
146			IT-15	Continue progress with Thycotic PRS solution or implement alternative, Azure AD Premium or EIS from Ellucian.	Password reset/identity management solution implemented successfully.			7/1/2017	6/30/2018	

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147			IT-16	Approval for new Policies and Procedures recommended by Coeur Group project, work on implementing, MDM, 2F and encryption solutions.	New security policies and procedures are approved and completed. Security solutions like MDB, 2F and encryption are implemented.			7/1/2017	6/30/2018
148			IT-17	Ellucian Mobile implementation (installed last year). May require consulting assistance from Ellucian.	Ellucian mobile fully implemented and made available to students, faculty and staff.	Ellucian Mobile was installed and configured in Fall 2018. It was approved for production Jan 2019.	No further development needed at this time.	7/1/2017	6/30/2018
149			IT-18	Finish migration of content from SharePoint 2007 to Ellucian Portal.	Migration completed, old SharePoint 2007 site taken down.	SharePoint migration was completed in Fall 2017.	No more development required at this time.	7/1/2017	6/30/2018
150			IT-19	Go live with migrated content from old SharePoint site + new content on Ellucian Portal site, my.octech.edu for faculty and staff by Fall Semester.	Portal site goes live for faculty and staff, fall semester 2017.	Ellucian Portal was not renewed. SharePoint was moved to Office 365 for faculty and staff.	No more tasks to be completed at this time.	7/1/2017	6/30/2018
151			IT-2	N1618, N1619, N1620, and N1621 will move to E301, E302, E303, and E304. Servers from room N1622 will move to E305 along with 3 faulty. Still working on details for wiring, presentation systems, etc. Needs to be ready for Fall semester.	CPT move from building N completed on schedule for Fall semester 2017, Netlabs applications ready for student use by Spring semester 2017.	Completed as of Summer 2017.	No more tasks to be completed at this time.	7/1/2017	6/30/2018
152			IT-20	Work to introduce students to Microsoft Office 365 products including email.				7/1/2017	6/30/2018
153			IT-21	Move from local Exchange 2010 to O365 for facstaff email, may want to implement with student move, Spring 2018?	Faculty/Staff email moved to O365 on schedule with minimum impact to users.			7/1/2017	6/30/2018
154			IT-22	Softdocs Doc-E-Scan upgrade/replacement, primary use in Student Services.	Document imaging system upgraded/replaced on schedule with no loss of existing data.	Migration/Upgrade completed Spring 2018.	No more tasks to be completed at this time.	7/1/2017	6/30/2018
155			IT-23	Get equipment (PCs) ready for this. Not sure yet of the count. Will need wires pulled.	Technology ready on schedule for Student Success Center opening.	Completed Fall of 2017.	No more tasks required at this time.	7/1/2017	6/30/2018
156			IT-24	Add additional 200m connection from another vendor like Spectrum (recently quoted) and configure so all devices can see both connections.	2nd connection to the internet implemented successfully such that users will only see a speed reduction if one connection is lost.			7/1/2017	6/30/2018

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157			IT-25	Current rules are on the ASA5520 that will reach "end of life" in 2018. Move rules + NAT to Barracuda NG400.	Firewall rules and NAT on ASA moved to NG400 successfully before ASA reaches EOL with no impact on users.	Completed Spring of 2018.	No more tasks need to be completed at this time.	7/1/2017	6/30/2018	
158			IT-26	Require VPN for all Colleague access from off campus, using Barracuda client based VPN.	VPN implemented for Colleague access from off campus on schedule.	Completed Spring of 2018.	No more tasks need to be completed at this time.	7/1/2017	6/30/2018	
159			IT-3	Replace existing VendPrint (pay for print) solution with software that can be used college wide.	VendPrint system replaced on schedule for Library and KMedia.	Completed Summer of 2017.	No more tasks need to be completed at this time.	7/1/2017	6/30/2018	
160			IT-4	Continue work with Dell to update encryption solution, DDPE so it does not interfere with Windows 10 updates.	Dell Data Protection/Encryption solution installed on all faculty and staff PCs is up-to-date and working with Windows 10 feature and cumulative updates.	Decided to not use Dell's Data Encryption due to compatibility and configuration issues.	Will pursue other security/encryption methods.	7/1/2017	6/30/2018	
161			IT-5	Implement 10 zSpace All-in-Ones in various locations across campus, equipment has been purchased.	zSpace hardware configured and installed successfully in various locations on campus.	Completed Fall of 2017.	No more tasks need to be completed at this time.	7/1/2017	6/30/2018	
162			IT-6	Attend meetings to address all IT and AV needs for this project. Assist with fiber replacement for Buildings M, N, and L as needed. Implement solution to support existing analog copper connections to these buildings.	New Nursing building moves ahead on schedule, fiber connections replaced for buildings M, N, and L with no impact to users and a solution is implemented to support existing analog connections.			7/1/2017	6/30/2018	
163			IT-7	Expansion of CAD lab in building N and equipment replacement.	CAD lab expansion and equipment replacement implemented on schedule.	Completed Summer of 2017.	No more tasks need to be completed at this time.	7/1/2017	6/30/2018	
164			IT-8	5 year contract with SeTel has ended, renewal process underway with state purchasing.	New support contract in place for NEC VOIP phone system on schedule.	Completed Summer of 2017.	No more tasks need to be completed at this time.	7/1/2017	6/30/2018	
165			IT-9	E building fiber replacement for CPT move to support 10g, additional wiring in the Library to support new Student Success Center.	E building fiber replacement for CPT move to support 10g and additional wiring in the Library to support new Student Success Center are completed on schedule.	Completed Summer of 2017.	No more tasks need to be completed at this time.	7/1/2017	6/30/2018	
166		1.7	<b>Strategy 1.7 Provide reliable and valid qualitative and quantitative data to create a culture of continuous improvement</b>					7/1/2017	6/30/2018	
167			A&S Dean-4	Ensure the A&S Division is SACSCOC compliance.	The A&S Deans will ensure that 100% of the Student Learning Outcome data is entered into Compliance Assist.			7/1/2017	6/30/2018	

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168			DoA-3	Manage the Degree Audit, Curriculum Management, and Course/Section Coding of the Datatel Software used to support the functions of the College.		All scheduling of classes, student registration, billing, advising, and graduation of all students were performed through the use of Datatel as the College's Management Software.	All scheduling of classes, student registration and advising, and graduation of all students were performed through the use of Datatel as the College's Management Software.	7/1/2017	6/30/2018
169			DoA-3	Manage the Degree Audit, Curriculum Management, and Course/Section Coding of the Datatel Software used to support the functions of the College.	All programs functioned with out interruption.	All programs performed to satisfaction.	All functions of the College's scheduling, registration, faculty loading, etc. as well as making changes in the Datatel/Web Advisor software were carried out in a timely manner.	7/1/2017	6/30/2018
170			DoA-4	Ensure that all courses scheduled at the College are taught by faculty (full-time and part-time) who meet or exceed the minimum qualifications to teach in their discipline.	Credentials have been kept up-to-date.	Credentials are complete.	All courses scheduled at the College were taught by faculty (full-time and part-time) who meet or exceed the minimum qualifications to teach in their discipline.	7/1/2017	6/30/2018
171			DoA-5	Coordinate and implement the S-3 Solutions module into the D2L LMS.	All Internet and face-to-face classes have been loaded and are using D2L. Training has been completed and is ongoing.	All Internet and face-to-face classes have been loaded and are using D2L. Training has been completed and is ongoing.	Will continue to develop and offer the training necessary for FT and PT Faculty.	7/1/2017	6/30/2018
172			GRNT-1	Continue to successfully implement current grant projects including up-to-date reporting, data collection, and purchasing.	Keep all grants in good standing by meeting state and federal guidelines.	All grants are up to date and all reports were submitted in a timely manner.	Next year, we will begin using an updated template for Time and Effort forms to ensure that paid and match time for grant employees is more closely monitored.	7/1/2017	6/30/2018

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173			IE-2	Continued Conduct a thorough analysis of Informer reports and menu structure to remove redundancies and simplify the end user experience.	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 Executive Staff Facilities Finance Financial Aid Human Resources Instructor Program Evaluation/Review Job Placement Library Services Marketing and Public Relations Planning Program Coordinators Register's Office Security Student Services TRIO Services Testing Center Veteran Affairs In an effort to improve the Informer reporting system and to reduce the wait time for standardized reporting for future years, 170 of the 400 reports will be consolidated into 44 reports thus eliminating the need for 126 of the reports. The report consolidation will be accomplished by allowing users to select parameters from a drop down list rather than running multiple reports for similar data with different academic years. To achieve this, we will		As a result of completing this initial objective, the analysis of the entire reporting directory has resulted in the removal of duplicate reports and inconsistent data formats while providing users with a simpler method of accessing their data. Additionally, these new reports have allowed each departmental unit with the ability to do their jobs in a more efficient and effective manner. The College's Divisional, Unit, Departmental, and Program strategic planning process is now centered on the newly updated Informer Reporting Process and the ongoing strategic planning processes are centered on data produced from these reports.	7/1/2017	6/30/2018

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174			IE-3	Continued to implement a new reporting process that replicates the state performance funding data from the intermediate files.	New reporting process quoted and purchasing process started. We are to work with an external consultant to develop a data reporting system that address the following datamarts. 1. Student Success Rate 2. Fall-to-Spring Persistence 3. Fall-to-Fall Retention 4. Enrollment Report 5. Graduate Report ***** ***** All intermediate file data are to be placed into the ODS for retrieval by Informer (when provided). 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 another post-secondary institution in South Carolina within 150% and 200% of normal time, or continuing enrollment of 150% and 200% of normal time. For each percentage category describe here, we also want to know the number of DVS students graduating within each percentage. There will be two reports involving two different cohorts. The first cohort includes all first-time freshmen enrolling in degree, diploma, or certificate programs in a given fall semester. The second cohort involves all freshmen enrolling in degree, diploma, or certificate program in a fall semester. The proposed reports would disaggregate the data by program, as well as calculate results for the entire college. The Success Rate for associate degree programs will be calculated three years after the cohort first enrolls (150%), as well as four years (200%) after the		This newly implemented reporting process allows the College to monitor its Performance Funding Indicators on a continuous basis. The Performance Funding Indicator results are used to help the College determine where it stands in the annual budget allocation amounts from State Tech.	7/1/2017	6/30/2018
175			IE-4	Assemble all required data in preparation for the SACSCOC 5th Year report.	All data organized and documentation printed and organized annually for the SACSCOC 5th Year Visit.	All identified and retrieved data needed to satisfy this request will be used to respond to the SACSCOC standards.	The IE team will continue to improve procedures in order to facilitate continuous improvement.	7/1/2017	6/30/2018

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176			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).	An increase in the number of students successfully completing their initial placement course(s) with a passing grade.		An additional placement module named ACCUPLACER has been installed. This new module incorporates the usage of "multiple measures" to more accurately place students into the appropriate courses thus resulting in more students successfully completing their assigned course. This new placement assessment model also identifies the need for co-requisite courses or additional support services that may be needed for students who are testing at or near the cutoff score.	7/1/2017	6/30/2018	
177			ONL-2	Ensure the SACSCOC Online College compliance.	SACSCOC compliant in all areas pertinent to the online college.			7/1/2017	6/30/2018	
178		<b>1.8</b>	<b>Strategy 1.8 Foster the development of workforce and social skills needed for today's diverse workplace</b>					7/1/2017	6/30/2018	
179			COUNS-1	Improve student outcomes with career services by providing students/graduates with skills for achieving employment.	Marilyn Pickering will join the SHRM (Society for Human Resource Management) organization to collaborate with local HR managers to connect and better prepare our students with skills needed for jobs in Orangeburg County. The SHRM meets the first Wednesday of every month on campus. Marilyn will try to attend these meetings monthly.	Attached is a copy of what a SHRM meeting looks like. I (Tracy Dibble) have been attending them for the past several months since Marilyn Pickering is no longer in Career Services. I just joined the group in August 2018.	Have students that were referred interviewed and contacted about a job. Students will gain employment.	7/1/2017	6/30/2018	
180			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.	Increase the number of program completers/certifications by 3%.			7/1/2017	6/30/2018	
181			CTED-2	Continue to strengthen the formal CTED advisory board comprised of both internal and external stakeholders. Accommodate the evolution and visibility of CTED's role at OCtech to engage all stakeholders.	Increase the number of businesses and industries served.			7/1/2017	6/30/2018	
182			CTED-3	Strengthen the apprenticeship program, especially the number of registered apprenticeships, for increased engagement of stakeholders.	Increase the number of students participating in apprenticeships by 3%.			7/1/2017	6/30/2018	
183			CTED-4	Track, manage, and report key data for the key performance indicators listed	Corporate Training: Revenue - 2% increase over 16-17 Corporate Training: Contact Hours (Fall) -			7/1/2017	6/30/2018	

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184		1.9	<b>Strategy 1.9 Promote student leadership and provide opportunities for leadership development</b>				7/1/2017	6/30/2018	
185		1.10	<b>Provide extra-curricular and co-curricular activities that promote self-reliance, social justice, civic engagement, intercultural competence and eco</b>				7/1/2017	6/30/2018	
186			SA-1	Provide students with continued opportunities to participate in student leadership experiences through conferences, on-campus tours, and other events.		OCtech students participated in student leadership opportunities by attending the Emerging Leaders Leadership Conference at Tri-County Technical College on October 12-12 2017.	The college will continue to offer student leadership opportunities by making such conferences available to students throughout the next academic year.	7/1/2017	6/30/2018
187			SA-2	Continue to offer Fall and Spring engagement activities for students.	Continue to provide Fall & Spring engagement activities for OCtech students.	Over the Summer, Fall, & Spring of 2017-2018, OCtech Student Activities conducted 13 engagement activities for students, and of those 5 activities were open to the general public as well as students. These activities included: Eclipse 101 Information Sessions, College Welcome Week, The Total Eclipse Watch Party, Constitution Day, Domestic Violence Awareness Week, Breast Cancer Awareness Week, Club Rush, Stick Out In Your Community - Community Service Drive, a Lip Sync contest, 2 movie matinees, a TED Talk, and Sexual Assault Awareness Month. See the attached flyers for detailed information on each event.	Over the next academic year, OCtech Student Activities will continue with it student engagement efforts, while striving to develop new programs & activities, including those that are open to the general public.	7/1/2017	6/30/2018
188	2	<b>Goal 2: Align college processes that promote growth and improve our ability to meet the needs of employers and pr</b>				7/1/2017	6/30/2018		
189		2.1	<b>Strategy 2.1 Create a mission driven culture by effectively attracting/retaining students through: utilization of data, cultivation of relationships, an</b>				7/1/2017	6/30/2018	
190			FD-3	Research opportunities for grant funding to supplement annual giving as a way to garner more financial support for student scholarships.	At least 2 grant applications submitted to seek additional funding for student scholarships.	While neither were funded, grant applications were submitted to SCE&G and the Wright Family Foundation.		7/1/2017	6/30/2018

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191			MKT-4	The Marketing Department will continue to update and monitor the college's website, www.octech.edu, in order to make its content more consistent and the experience more user-friendly. The Marketing Department will negotiate a new contract with the current Content Management System provider to update current software to include specific improvements/enhancements for the website, as well as investigate options with other vendors for CMS services. A decision will be made to continue with the current vendor or engage a new vendor contingent on software capabilities and budget resources.	Admissions - 19,651 last year - 3% increase - new goal 20,241 Evening College - 6,422 last year - 3% increase - new goal 6,615 Programs of Study - 85,831 last year (major increase) - maintain number as new goal Total Goal - 112,687	Admissions - goal 20,241; achievement 19,950 (1.48% increase) Evening College - goal 6,615; achievement 4,881 Programs of Study - goal - 85,831; achievement 82,829 Total achievement - 107,660	Regular maintenance was done on the website for content. We went out on bid for a new CMS provider and entered into an agreement with a new vendor. The new OCtech website will launch January 2019. Next year, we will re-evaluate how to track website traffic specific to marketing campaigns. In addition, the team will define specific goals to monitor success.	7/1/2017	6/30/2018	
192			MKT-6	Produce a branding guide for use by faculty and staff to facilitate correct usage of the college brand. The guide will include acceptable usage of the college brand in all areas, specifically advertising, promotional items, email signatures, signage and communication materials. Usage guidelines will outline: * correct logo(s) style and appropriate use * correct placement of logo * official colors		A style guide draft has been created. Once the final version is ready, it will be distributed across campus and available on our website.		7/1/2017	6/30/2018	
193		2.2	<b>Strategy 2.2 Create a mission driven culture by effectively retaining students through: engagement, effective advisement, counseling services, and</b>						7/1/2017	6/30/2018
194			ADM-1	Make a coordinated effort among all admissions counselors / recruiters to increase the number of overall campus tours, and to encourage more high schools to arrange campus tours for their students and teachers by referring them to our online tour requests.	Increase the overall number of school tour groups that visit the campus to take a campus tour over the 2107-2018 academic year by 5 schools, and increase the percentage of these school groups from high schools by 5%.	During the 2017-2018 academic year, the overall number of schools taking a campus tour increased to 18 schools compared to 11 the previous year. The % of those campus tours that were conducted by high schools increased from 63% for 2016-2017 to 72% for 2017-2018; a 9% increase.	Despite increasing the number of campus tours and the % of high schools taking a campus tour, more will be done to push campus tours among our service area schools over the next academic year.	7/1/2017	6/30/2018	

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195			ADM-2	Adopt new recruiting strategy of having recruiters attend already established high school and community events (i.e. sporting events, festivals, etc.) rather than trying to organize new events where we would have to generate an attendance from scratch.	Each recruiter will coordinate their participation in at least 2 new community events throughout the 2017-2018 academic year, in order to recruit from those in attendance.	After compiling the list of calendar entries for new community events (separate from the K-12 schools' usual events) for the 2017-2018 school year, our data shows that recruiting staff coordinated their participation in at least 4 or more new community events each. This doubles our goal of 2 new events each, with some staff participating in as many as 8 & 12 new community events each. Not including their regularly scheduled visits to the schools, OCtech recruiters attended 70 events in the schools and the surrounding community throughout the 2017-2018 academic year. 40% (n=28) of these were new events, that the college has not attended in the past but they were selected because they seen as effective opportunities to increase our exposure in the community. See the attached table for a complete listing of these new and previously attended events.	Based on the positive feedback from the recruiters that attended these new community events, we will continue the strategy of seeking out previously established community events at which to recruit, rather than trying to create our own events out in the community. In effect, this strategy will be to simply go where the people are, rather than trying to have them come to us. This new strategy is more sustainable and less demanding in terms of time & effort compared to the previous strategy of finding locations at which to conduct our "roadshow" style events, disseminating advertising/promotional materials around the community in advance, then hauling all the demo equipment and other program related materials to the location, and then having multiple faculty and staff members travel out to help staff the event. "Going where the people are" resulted in our having the opportunity to interact with many more potential students than ever attended our past roadshow events, and it helps to maintain an awareness of the college within the community at large.	7/1/2017	6/30/2018

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196			ADM-3	Develop a method for tracking recruiting and marketing efforts that can provide an ongoing depiction of the college's recruiting and marketing efforts and the corresponding enrollment progress. This method will be used to depict the actual dissemination of marketing materials (i.e. registration guides, billboards) at area businesses/industries, the locations of recruiting events, and the enrollment progress by zip code throughout OCtech's service area.	Development of a tool that allows the Office of Admissions to track marketing & recruiting efforts by zip code and see the enrollment data associated with each zip code.	The Office of Admissions was able to purchase multiple SCDOT maps of Orangeburg & Calhoun Counties, which were then laminated, subdivided into postal zip code areas, and then periodically updated with enrollment data for each zip code from Informer Applicant Detail Reports, as well as locations of recent recruiting events, locations where marketing materials such as our Registration Guides were displayed by area businesses/industries, and locations of OCtech billboards and other advertising mediums. The display of this data on a single graphic will allow recruiters to see what areas within their territories may need further recruiting or marketing interventions based on past activities and the enrollment data from each zip code within their territory.	In future semesters, recruiters will track their distribution of marketing materials, their participation in community recruiting events, and then assess the enrollment data from the zip codes within their recruiting territory to determine what geographic areas need further recruiting/marketing interventions to meet enrollment goals. This tool can also be used to provide a quick visual summary of recruiting, marketing, and enrollment data for our service area.	7/1/2017	6/30/2018

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			ADV-1	Have staff to conduct focus groups to improve marketing, communication, admission and advising process at OCtech with a handful of students on campus at least at the beginning of the semester and at the end of each fall, spring and summer semesters.	For Year 1 of the survey project, we will give out the paper survey to students (at least twice a semester) to a small group of hand-picked students who will be asked to be a part of the survey for at least a year. We will pick a hand full of students who attend face to face classes, online classes and a mixture of both face to face classes and online. Student will respond to a questionnaire. Questions will come from the admission department, foundation/marketing department and advising department. Once the results are turned back in they will be reviewed by the team (1 admission counselor, 1 member from Marketing team, and 1/2 advising counselors) and given to the VPSS and Faith McCurry in Foundation/Marketing to determine who or when we will proceed with the changes. Each fall, spring and summer session at least twice a year we will meet with students on campus about their views on how the college does with our marketing, communication, admission and advising process. Once student gives us their thoughts then we will compile their list and report our findings to the VPSS and Faith in the Foundation department.	A cohort of 7 students were surveyed and taken through the entire process. See attached results.	Next year, we will only survey and meet with the cohort during Fall and Spring semesters, since Summer enrollment was low. The new cohort will also have 10 students and we will work to retain all of them.	7/1/2017	6/30/2018

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198			ADV-2	Introduce to all New Student entering OCtech our QEP plan by providing them with a bookmarker and highlighting our workforce readiness plan for the college. By the time students graduate they will be able to use applied communication skills, technology skills, and soft skills.	Students will be provided with a bookmark once they are done with the advising process. In addition, Advising Staffers will make sure that all new students that come down for advisement will be given an OCtech QEP bookmarker and highlight the skills for workforce readiness. The QEP team came up with bookmarkers so student would have our Learn It Live It workforce readiness slogan at the very beginning of their enrollment process. Student use books in their courses so the bookmarkers can be used a tool to help students keep their places in books that they are utilizing for their classes. All new students entering into the college will be given an OCtech QEP bookmarker about workforce ready. By the time students graduate from OCtech they should have the skills to effectively communicate, use technology, and be able to practice soft skills such as, being on time, responsibility, and teamwork.	Approximately 1, 276 students were given a bookmark and were exposed to soft skills concepts.	Next year, we will continue to ensure that all students receive a bookmark and are exposed to soft skills information. The bookmarks are a visual tool for students because they will place the bookmaker in their books that they use daily.	7/1/2017	6/30/2018
199			ADV-3	Push for more guaranteed admissions for all the nursing and health science program except for the PTA program.	Encourage more students to seek the guaranteed option for our nursing/health science programs at OCtech. When students turn in their packets for the nursing/health science programs Cindy will mark those applying for the guaranteed programs in our excel data base. Guaranteed means they have been accepted into a medical program. The option will be highlighted during HIP Sessions.	Students were encouraged to apply earlier for the guaranteed programs through marketing and during the HIP Sessions. During the school year, the NUR/HS faculty changed the competitiveness items for guaranteed admissions to allow more students to compete for admission. The Guaranteed track for all medical programs are listed under each programs admission overview. All Medical programs followed the same criteria except for PTA. Attached is a copy of all the medical programs for 2018.	Next year, the faculty will continue to review and revise program criteria to allow more students to apply for guaranteed admissions. GPA is a big factor for guaranteed for the medical programs and if students do not have the minimum GPA then they will not be able to apply for the guaranteed spot in the medical programs. They will however still turn in a packet for the medical programs.	7/1/2017	6/30/2018
200			COUNS-1	Improve student outcomes with career services by providing students/graduates with skills for achieving employment.	Marilyn Pickering will join the SHRM (Society for Human Resource Management) organization to collaborate with local HR managers to connect and better prepare our students with skills needed for jobs in Orangeburg County. The SHRM meets the first Wednesday of every month on campus. Marilyn will try to attend these meetings monthly.	Attached is a copy of what a SHRM meeting looks like. I (Tracy Dibble) have been attending them for the past several months since Marilyn Pickering is no longer in Career Services. I just joined the group in August 2018.	Have students that were referred interviewed and contacted about a job. Students will gain employment.	7/1/2017	6/30/2018

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201			SA-3	Solicit student feedback through either formal focus groups, during events, or through informal open-door opportunities to better understand the needs and wants of our students.	Solicit student feedback through either formal or informal means.	Student feedback was gathered through direct engagement with student during the 13 different events that were conducted throughout the 2017-2018 academic year, as well as through the open-door policy maintained by the Student Activities Coordinator. Through this open-door policy, students were regularly consulted on ideas for future activities and asked for feedback on previous activities.	Informal means of gathering student feedback will be employed in combination with formal means (i.e. surveys) for the upcoming year. The informal means employed this year provided ongoing feedback through the year and gave opportunity for student to provide more feedback than could be obtained through traditional surveys.	7/1/2017	6/30/2018	
202			TC-1	Increase visibility of the Testing Center on campus by engaging in marketing and social media activities.	Increase testing center utilization by 3% for a total of 3050 in the 2017 calendar year. Testing Center Director will work with the OCtech Marketing Team to create media posts and fliers that will give students more information about how they can use the testing center.	During the 2017 calendar year, 3678 students were served.	Next year, we will remain up-to-date in training to provide excellent service. In addition, security mirrors will be added to assist students with disabilities. New certifications for Accuplacer will also be added every year for currency.	7/1/2017	6/30/2018	
203			TC-3	Create a strategy to improve the process between the Testing Center and Academic Affairs, Student Services, and Career Training and Development to ensure that more students (especially graduates) take the WorkKeys exam.	Meet with representatives from Academic Affairs, Student Services, and Career Training and Development to craft a more refined plan to accommodate students taking Workkeys, and industries who need WorkKeys testing for their employees.	A team met from all areas of the College to discuss Workkeys strategies. Changes to testing and training will occur in 18-19.	Next year, all staff will be trained to ensure that the updated version of Workkeys available to all students, as well as industry partners and CTD.	7/1/2017	6/30/2018	
204			TR-1	TRiO staff will offer personal, academic, and career counseling as needed throughout the semester.		Assistance with Academic Advising - 154 students Assistance with completing and applying for Federal Student Aid - 43 students Career Counseling -102 students Retention Counseling- 175 students Transfer counseling - 82 students	These results will be used to continue to promote academic success and to provide students with the critical academic support necessary for a successful college experience.	7/1/2017	6/30/2018	
205		2.3	<b>Strategy 2.3 Support enrollment management efforts through the College website, data analytics, social media and appropriate community publica</b>					7/1/2017	6/30/2018	
206		2.4	<b>Strategy 2.4 Increase relationships with community partners through the Foundation and through marketing efforts</b>					7/1/2017	6/30/2018	

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207			FD-4	Host an event in conjunction with construction of nursing and health science building to make prospective donors aware of opportunities to support student scholarships through naming rights in new building and across campus.	Event hosted for prospective donors.	Rather than host an event related to the ground-breaking or construction of the building, the decision was made to instead cultivate prospective donors on an individual basis. This effort has been very successful with only two rooms (the computer lab and the faculty office suite) remaining unclaimed. Donors for the naming rights to the tiered classroom, the simulation lab, the nursing student center, 3 study rooms, 2 student areas, the skills lab, and the faculty conference room have been secured. Donors for the naming rights to 2 student areas are currently pending. An evening event to recognize these donors will be held prior to the official ribbon cutting ceremony for the building.	Because of the success of the individual solicitations for naming rights, a similar approach will likely be followed when donors are sought for naming rights for other spaces on campus.	7/1/2017	6/30/2018	
208		2.5	<b>Strategy 2.5 Increase relationships with college's educational partners</b>					7/1/2017	6/30/2018	
209			DoA-6	Continue to maintain, update and develop new articulation agreements with all 4-year colleges in the state of SC.	Agreements updated and new ones signed. We also had a Marketing Brochure that highlighted OCtech students who transferred on to four-year Institutions and have completed or are pursuing their degrees.	Agreements updated and new ones signed. We also had a Marketing Brochure that highlighted OCtech students who transferred on to four-year Institutions and have completed or are pursuing their degrees.	We will continue to partnership and develop new agreements with our sister institutions in the state.	7/1/2017	6/30/2018	
210			GRNT-2	Strengthen partnerships, expand student scholarship opportunities, fund innovative activities, and enhance program growth through new grant projects.	Secure at least 2 new grants in the 17-18 academic year.	New grant projects funded this year include: NSF-ATE Simulate DOT CMVOST Veteran's Truck Driving Grant Adult Education Grant	Next year, seek out ways to increase funding from local partners. Also, research, plan, and apply for new grant funding opportunities. Work with faculty to identify new and innovative projects.	7/1/2017	6/30/2018	
211		2.6	Ensure clear pathways for the attainment of educational goals					7/1/2017	6/30/2018	
212			A&S Dean-5	Improve the number of graduates and credentials awarded for the entire A&S division through, advising, administrative graduation, and reverse transfer completion.	The number of graduates or credentials awarded will increase to 10.	The number of graduates in the spring 2018 semester was 10.	The implementation of the RWR 032 will expedite student movement in to credit bearing transfer classes, thereby leading to more completers. Continued growth of articulation agreements for seamless transfer.	7/1/2017	6/30/2018	

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213			ADN-3	Advise all college-ready students in a nursing preparation pathway.	All ADN traditional students have an e-plan.	All ADN students are advised by the Program Coordinator. The Administrative Assistant was instrumental in assisting to get students registered for their sections in Ellucian.	The advising process is currently being upgraded to Student Planner for the 2018-2019 AY. This process will allow better advising and registration of students. This goal is consistently met so we will revise this objective for 2018-2019AY.	7/1/2017	6/30/2018
214			AE-3	Increase AE student engagement in TEAS and Accuplacer activities to encourage enrollment in college programs.	Increase the number of AE students who transfer into OCtech programs by 3%.	In 2017-18, 30% of AE completers transitioned to post-secondary.		7/1/2017	6/30/2018
215			AE-4	AE students will complete the WorkKeys exam (Reading for Info, Applied Math, and Locating Info) to earn a Career Readiness Certificate. Local business and industry, as well as educational institutions use the CRC as a measure of skills and employability.	Increase the number of AE students who earn a CRC by 3% (to 96).	This year, 108 students earned the NCRC (a increase of 14.8%).		7/1/2017	6/30/2018
216			CPT-NSIA-2	Recruit a cohort for Middle College implementation in Fall 2017/Spring 2018 from area school districts.	Establish an increase of 2% in MC cohort in Network Security in academic year 2017-18.	Middle College students were enrolled in basic computer classes, but were not enrolled in Core Networking/Security classes or NSIA Academic Program 2017-2018 Academic school year.	The department will need to look at offering courses that can be easily completed by Middle College students in a more feasible time and can be introduced to students while they are enrolled in the introductory level courses to peak their interest.	7/1/2017	6/30/2018
217			CPT-PROG-1	Recruit a Middle College cohort for implementation in Fall 2017/Spring 2018 from area school districts.	Establish a Middle College cohort of at least 10 students for Programming in the Academic year 2017-2018.	Middle College students were enrolled in basic computer classes, but were not enrolled in Core Programming classes or Programming Academic Program 2017-2018 Academic school year.		7/1/2017	6/30/2018
218			DoA-1	Develop and implement new strategies to improve the marketing and communications with local school districts, students, and parents.	MC enrollment remains flat.	Enrollment remained flat this year,	We started earlier with publications and advising in the the high schools.	7/1/2017	6/30/2018
219			ECD-5	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.	This year, approximately 8 students enrolled in and completed Early College courses.	Next year, the faculty will visit all local high schools to promote the program and increase enrollment. In addition, we will work with the marketing department to find ways to promote the program.	7/1/2017	6/30/2018
220			EDU-1	To expand University Bridge agreements with USC in the Early Care and Education discipline.	Meet annually with USC to review agreements.	In August 2017, we met with USC to review and revise the articulation agreements.	Next year, we will work to update the formatting to match USC's course offerings.	7/1/2017	6/30/2018

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221			LEG-3	Continue to research, meet with stakeholders, draft, and hopefully sign an articulation agreement with USC Palmetto College to bridge OCtech's Paralegal program to USC's Bachelor's degree in Liberal Studies and other four-year institutions.				7/1/2017	6/30/2018		
222			ONL-5	Maintain SARA membership	Continuation of SARA membership			7/1/2017	6/30/2018		
223			RC-1	Make sure that 100% of students are in an active program, pathway/meta-major.	When entering applications, Records is to make sure that all students are in an active programs, pathway/meta-majors.	All students were entered into an active program, pathway or meta-major.	All students upon meeting requirements for acceptance, were accepted into an active program, pathway/meta-major.	7/1/2017	6/30/2018		
224	<b>3</b>	<b>Goal 3 Create an organizational environment of engaged and qualified employees who are effective, efficient, and c</b>							7/1/2017	6/30/2018	
225		<b>3.1</b>	<b>Strategy 3.1 Provide professional development focused for faculty/staff needed to support student success</b>							7/1/2017	6/30/2018
226			ACC-4	Attend two conferences for professional development.	Two conferences attended: Clemson University Tax Workshop AAA Regional Conference	Two conferences were attended: Clemson University Income Tax Workshop December 2017 American Accounting Association conference, April 2018	Information from the Income Tax Workshop is utilized in teaching ACC 124, which requires regular updating of tax laws, forms and procedures. The AAA conference included a hands-on workshop on Tableau, a data analytics software. Data analytics is of growing interest to employers and we have started to use it in business courses.	7/1/2017	6/30/2018		
227			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.	The AE department, in conjunction with the SC State Dept. of Education and the RAETAC, will participate in at least five professional development activities to improve classroom instruction and student achievement.	All faculty attended the required number of events/training sessions.		7/1/2017	6/30/2018		

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228			BEPS Dean - 1	Maintain cutting-edge programs through timely and effective faculty professional development opportunities such as attending continuing education and professional association seminars/conferences that will enable faculty to do the following: network with others and share ideas about best practices present up-to-date information to students during lecture	The success metric is to continue to maintain an outcome of 100% as it relates to this objective.	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 2017-18 FPMS documentation. We also had two individuals from our division (Ardelia Coward and James "Billy" Ethridge) to participate in the first Community of Practice (COP) Cohort and successfully complete it. They are now serving as mentors/coaches for participants of the second cohort, where we have identified two more individuals from our division (Tim Thomas and Elaine "Jakki" Corley) to take part in this professional development initiative.	Professional development tends to have a direct correlation with continuous improvement. It is hoped that those who take advantage of such opportunities like the Community of Practice Initiative will gain valuable information that can be passed on to their students and help with success rates as we prepare them for their next level of education or the workforce.	7/1/2017	6/30/2018
229			CPT-NSIA-6	Faculty will respond to academic and industry needs by updating technical skills, including Network+, Security+, CSSIP, and Palo Alto certifications.	Certifications/CEUs on file in HR by the end of the academic year.	30 CEU's earned for 30 hours of LIVE CompTIA instructor led online course every TTh from 10/17/2017-12/31/2017 for CompTIA Network+ Train the Trainer.	Seek additional professional development certifications and activities next year to enhance program offerings.	7/1/2017	6/30/2018
230			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.	Certification was not completed.	With the implementation and purchase of the virtual environment, faculty will be able to update technical skills and Oracle Certification during 2018-2019 Academic school year.	7/1/2017	6/30/2018
231			EMT-2	Improve educational delivery methodology by attending conferences and workshops geared towards accelerating student achievement and marketability.	Program Coordinator will attend the EMS Symposium in February 2018, to stay current in the EMS field.	Travel to the EMS Symposium was not approved. The program coordinator attended a day workshop at DHEC to learn more about the role of EMT Program Coordinator.	The program coordinator will continue to research opportunities for professional development.	7/1/2017	6/30/2018

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232			FA-1	FA staffers will attend financial aid and veteran affairs conferences.		Each full time financial aid staff member attended and/or participated in several conferences, workshops, and/or webinars (see attached Professional Development spreadsheet) and information was shared amongst each other via handouts. Bichevia Green - Fall 2017 FSA Conference, Fall 2017 SCAVA One-day Conference, Spring 2018 Regional VA Conference (One Day), Colleague FA Self-Service Training, NASFAA 2018-19 Verification Webinar, and VA Southern, Eastern Regions Veterans' Education SCO Conference, Return of TIV with Modules NASFAA Webinar, Top 5 Compliance Issues and How to Avoid Them NASFAA Webinar, Transfer Student Mashup: Test your Knowledge NASFAA Webinar, Cash Management Disbursements, Title IV Eligibility: Adding Programs NASFAA Webinar. Amanda Dempsey - Internal FA Training, SCTEA Conference, Aiken SC WIOA Training, Colleague FA Self-Service Training, TAA for Go Army Training, and NASFAA Webinars (Best Practice in Authentication P & P, 2018-19 Verification, and Completing the FAFSA 2018-19). Cynthia Thompson - Internal FA Training, CHE State Grants/Residency Workshop, SCASFAA	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.	7/1/2017	6/30/2018
233			MA-5	Maintain program currency and quality through accreditation activities.	Program Coordinator will attend required professional development activities sponsored by the American Association of Medical Assistants.	National conference was attended and Continuing Educational Units acquired.	Ensure all continuing Accreditation requirements and standards are met.	7/1/2017	6/30/2018

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234			NUR HS-4	Ensure quality programs through timely and effective faculty professional development opportunities.	Professional Development for: D2L Training, Accreditation Updates for all accredited programs, Currency of skills for all NUR and HS Program faculty.	Program Coordinators have completed their program specific accreditation reports for the 2017-2018 AY. All faculty have been oriented to D2L Learning Management System and the valuable tools that it houses. Other in-house orientations included Lecture Capture in D2L, Intelligent Agents, Open Educational Resources, Informer, Student Planner, Personal Advising Class, and to other faculty's best practices in innovation. The faculty also completed the following TREAD assignments: Encouraging Team Communication and Collaboration The Art and Science of Communication SCTCS: Preventing Discrimination and Harassment SCTCS: Title IX, Sexual Harassment, and Sexual Misconduct Training Please see below for Individual Professional Development activities: Candance Tooley ACEN 2018 Self Study Forum ACEN 2018 Nursing Education Accreditation Conference Quality Through Accreditation Fred Pryor Leadership Conference Pat Macaruso ACEN 2018 Self Study Forum ACEN 2018 Nursing Education Accreditation Conference Quality Through Accreditation Susan Chavis ACEN 2018 Self Study Forum ACEN 2018	Faculty will continue to be encouraged to participate in lifelong learning and professional development events. Those that have not participated will be encouraged to do so in the 2018-2019 AY.	7/1/2017	6/30/2018
235			ONL-1	All faculty who wish to teach online must complete the online instructor training program.	All faculty who wish to teach online must complete the online instructor training program (Part 1-Technology/Part 2-Pedagogy).	The training courses have been developed and the first cohort of online instructors are enrolled in Fall 2018.	The D2L courses were developed and the first cohort will begin training in the Fall of 2018. A new cohort will begin training each semester thereafter. With all instructors (full-time and adjunct) who teach internet courses completing the D2L training the LMS will be utilized to its fullest potential. Internet course instructors will be trained on how to provide more substantive interaction with students as well as a more engaging experience.	7/1/2017	6/30/2018

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236			ONL-3	All instructors (both full-time, permanent and adjuncts) who wish to teach online will successfully complete the online instructor training program (Part 1-Technology/Part 2-Pedagogy).	All faculty members who wish to teach online must successfully complete the online instructor training program.			7/1/2017	6/30/2018
237			PCT-2	Improve educational delivery methodology by attending conferences and workshops geared towards accelerating student achievement and marketability.	The PCT Program Coordinator will attend the annual conference for the Association of Schools for the Allied Health Professions in San Antonio, TX October 2017. Topics include improving opportunities for interprofessionalism, increasing student success, and enhancing employable skills. The Phlebotomy Instructor will attend the Phlebotomy Boot Camp in Charlotte, NC scheduled to be held in November 2017. The training session will assist the instructors with staying current in their field of expertise.	The PCT Program Coordinator attended the annual conference for the Association of Schools for the Allied Health Professions in San Antonio, TX October 2017. Sylvia Wolfe Glover was not approved to travel due to budget considerations.	Sylvia Wolfe Glover is currently serving as interim program coordinator. Next year, once a permanent faculty is assigned, they will need to attend the Allied Health Professions Conference to maintain program currency.	7/1/2017	6/30/2018
238			PCT-3	Support student success through the increased use of innovative technology in the classroom and laboratory setting.	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.	90% of program students were successful on their respective certification exams.	Student success will continue to be enhanced by the utilization of various training tools. Instructors will also improve instructional delivery methods by inserting and utilizing critical thinking videos and assignments on D2L to cement learned skills/techniques.	7/1/2017	6/30/2018
239			PN-1	Program Faculty will complete necessary CEUs or attend conferences to maintain their currency in the health care arena affecting Practical Nursing Education.	All full time program faculty will attend at least one continuing education conference or participate in at least one professional development activity during the year.	Each Full Time Faculty member attended at least one Professional Development activity offered by the college or an outside source during the 2017-2018 year. Two Faculty members attended the annual ACEN conference in order to prepare for upcoming accreditation. One faculty member attended a supplemental ACEN conference to obtain information on specific ACEN required documentation for accreditation.	PN Faculty will increase their knowledge and skills each year through the attendance of professional development offerings in an effort to improve instructional abilities and promote practical nursing student success.	7/1/2017	6/30/2018

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240			PTA-2	Engage in professional development opportunities to enhance intellectual knowledge among PTA faculty and staff.	Program Coordinator will complete Master in Education Degree within 4 years (25% of credits in 17-18).	The Program Coordinator completed 9 graduate academic credits toward a Master in Education with a focus on Curriculum Design through the University of Findlay. This covers 25% of the total courses required for completion of the degree.	The Program Coordinator has incorporated better use of adult education theory and instructional methodology into the program. Examples include better pre and post lecture assessments to ensure student understanding of content, more group activities, and increased variety and choice for assignments. Further, the use of humanities and identifying personality and learning styles is used to ensure content is presented in a method that is effective for all students.	7/1/2017	6/30/2018
241			RAD-5	Allow faculty the opportunity to participate in professional development activities that promote organizational efficiency and currency in Radiology.	Each faculty member will participate in at least one professional development activity (workshop, conference, webinar, and/or 5 Directed Readings in 2017-18.	Fran attended the SCSRT State meeting and AEIRS National meeting. Tiffany and Amy attended the AEIRS National meeting.	All faculty will continue to participate in professional development activities to stay abreast of the changes within the profession.	7/1/2017	6/30/2018
242			RADONL-1	Enhance student engagement, retention, and success by training program coordinator to design instruction for online courses using research driven best practices, teaching theory and learning theory.	Program Coordinator will complete Masters of Science in Education program to improve teaching and learning strategies in the online programs.	In June 2018, I completed my Master of Science in Higher Education degree from Capella University. Courses included instructional design principles and processes, critical thinking, research studies, education theory, practice and purpose, overview of higher education, integrative studies and online course design, facilitation and assessment. The program was completed with a cumulative 4.0 GPA.	Master's degree courses resulted in improved online processes, communication, clarification of goals and learning objectives and critical thinking strategies. National online course requirements were applied to Rad Online courses.	7/1/2017	6/30/2018
243			RADONL-5	Enhance faculty professional knowledge by participating in national Association of Educators in Imaging and Radiologic Sciences annual conference. Gain knowledge and resources to improve instruction. Maintain faculty memberships with professional organizations.	Program Coordinator will attend the Association of Educators in Imaging Sciences meeting in summer 2018.	I completed the JRCERT accreditation update seminar and the AEIRS conference during the summer of 2018 and received 14.25 hours of continuing education credit.	Meeting information is used to improve my understanding of the accreditation requirements for Radiology and improve teaching strategies in the online, face to face and clinical classroom/emvironment. Trajeczyck software introduction offered online clinical paperwork storage and grading capability for all programs.	7/1/2017	6/30/2018
244			RC-2	Registrar to attend at least one Regional Conference for professional development.	Registrar must attend one Regional Conference for professional development.	Registrar attended CACRAO 12/3/17 - 12/5/17 in Charlotte, NC.	Registrar was required to attend at least one Regional Conference for professional development and attended CACRAO 12/3/17 - 12/5/17 in Charlotte, NC.	7/1/2017	6/30/2018

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245			RES-5	Provide opportunities for Faculty to participate in professional development activities to improve teaching competence and stay current in the teaching field.	Each Faculty will participate in at least one professional development activity to stay current in the respiratory care profession.	The program director attended the state conference in respiratory care in Sept 2017. Both Faculty members attended the Kettering Review Seminar for credentialing exam preparation in summer 2017.	The program will actively seek new learning opportunities to keep current in the field.	7/1/2017	6/30/2018	
246			TC-2	Staff will maintain currency by completing training with all testing companies, as required.	100% of staff will complete all required testing training, as needed.	All required training sessions were attended. All materials were shared with center staff.	Next year, staff will work to complete NextGen training, as well as certification exams (licensure, academic programs, industry certifications, etc.)	7/1/2017	6/30/2018	
247			WLD-2	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.	Instructor will research options for initial training and add-on certification during the Annual AWS Conference in November 2017.			7/1/2017	6/30/2018	
248		3.2	<b>Strategy 3.2 Provide growth opportunities for faculty and staff who demonstrate a commitment to the college, to the success of students, and to o</b>					7/1/2017	6/30/2018	
249		3.3	<b>Strategy 3.3 Maintain a safe and secure environment for employees, students, and visitors</b>					7/1/2017	6/30/2018	
250			SEC-1	Secure a golf cart for Security Staff to improve monitoring and assist visitors and other campus activities. Also, purchase patrol car for campus police.	Purchase and replace the golf cart for public safety staff.			7/1/2017	6/30/2018	
251			SEC-2	Update current infrastructure and provide digital radio coverage in the new building and campus-wide.	Purchase and install/upgrade campus security radio system by May 2018.	Kelly Services was contracted to evaluate. They completed a proposal for the campus and the new Nursing building. Since the building has been delayed, this will need to moved to the next fiscal year for completion.		7/1/2017	6/30/2018	
252		3.4	<b>Strategy 3.4 Provide students with teaching practices that reflect research based pedagogical best practice</b>					7/1/2017	6/30/2018	
253			A&S Dean-2	Improve retention/persistence (in identified programs) through targeted research-based strategies.	Increase student persistence by 3% for the Fall 2017 to Spring 2018 cohort.	The goal of achieving a 3% increase in persistence from Fall '17 to Spring '18 was not achieved, 52%.	An increase in persistence may be attributed to the continued use of FLEX options in DVS courses. Use of D2L was utilized to supplement content based courses.	7/1/2017	6/30/2018	

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254			ADN-2	Provide high quality classroom, lab and clinical education in a positive learning environment that fosters student success.	100% of ADN traditional students who graduated in May successfully passed NCLEX-RN on the first attempt. 55% of nursing students will be successful in nursing courses each semester. Fall 2017 NUR 101-- 84/46=55 NUR 210-- 30/33=90% NUR 214-- 30/33=90% Spring 2018 NUR 111 46/24=48% NUR 215 30/30=100% NUR 216 29/30= 97%	NUR 101 and NUR 111 continue to be courses in the ADN program with the highest attrition.	The curriculum has been revamped. NURR 111 will now be didactic class that the students must pass before they can move on to the clinical course. The hope is that this approach will allow the student to spend their time studying coursework without also having to prepare clinical paperwork.	7/1/2017	6/30/2018
255			ADN-4	Increase usage of cutting edge technology in the classroom and the simulation lab.		Unable to use tablets in the classroom due lack of convenience for both students and faculty. All students have been required to purchase laptops. Laptops are used in the classroom for notetaking, use of Socrative and for accessing information for the classroom.	Plan to expand use of personal computers for computer testing.	7/1/2017	6/30/2018
256			ADN-6	Positively impact student retention through faculty participation in at least one continuing education opportunity or conference which promotes teaching effectiveness.		All ADN faculty have completed at least one professional development activity. During the 2017-2018 year the faculty participated in several events on campus, via webinars, and conferences. Examples are: 1. ACEN Conferences 2. ClinPrep Software 3. Examsoft Software 4. D2L LMS training 5. ATI 6. TREAD Training-Title 9 and Communication Videos Resources for Professional Development have been purchased by the college and others are free through various organizations. 1. NLN 2. Nurse Tim 3. ATI 4. SC State Board of Nursing	Faculty will continue to be active in professional development. ADN Program Coordinators will continue to encourage faculty to attend conferences and utilize the resources available.	7/1/2017	6/30/2018
257			CNA-1	Provide high quality classroom, lab, and clinical education in a positive learning environment that fosters confidence, success, and self reliance.	65% of students will be successful in all sections of AHS 163 Long-Term Care.	This year, 70% of students successfully completed AHS-163. A combined total of 108 students were enrolled during this academic year. 76 students completed AHS 163.	Incorporate baseline reading and math entrance scores to foster better student commitment to completing program.	7/1/2017	6/30/2018
258			CPT-NSIA-1	Hire new instructor to teach CPT/IST courses; preferably one with a background in network/cyber security.	At least one new faculty member interviewed and hired by Fall 2017 who is eligible to teach both CPT and IST courses.	Budgetary restraints prohibited the hire of any new faculty member for the 2017-2018 Academic Year.	This item of the Unit Plan will carryover into the 2018-2019 academic year.	7/1/2017	6/30/2018

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259			CRJ-1	Hire new instructor to teach CRJ courses and serve as program coordinator due to current program coordinator's move to a dean position.	At least one new faculty member interviewed and hired by Spring 2018 who is eligible to teach both Paralegal and Criminal Justice courses.	Billy Ethridge hired as full-time instructor and program coordinator.	New faculty member has initiated new recruiting strategies. Another course has been added to the program (CRJ 275). Will continue to work towards a cohort with certified police officers to strengthen program enrollment.	7/1/2017	6/30/2018
260			EDT-1	Create a hands on experience for students working with CAD CAM software and hardware in the classroom environment.	Provide additional CAD CAM training to increase the number of students who pass EGT 265 by 10%.	Students were divided into teams to create and design projects and evaluate each team member bases upon the quality of workmanship and thought process.	Students learned about working together as team members to accomplish design goals. Each student had to complete an assignment before the next step could begin. This demonstrated the need for success in incremental steps.	7/1/2017	6/30/2018
261			EDT-2	Set up and train students on the new 3D printers.	Increase the number of students that are proficient in the use of 3D printing by 10%.	10% increase achieved	Continue to train until 100% of class has experience with printer.	7/1/2017	6/30/2018
262			EET-EIT-01	Incorporate new CompactLogix PLC programming platform into EIT 235 and EIT 244 courses.	Implementing CompactLogix PLC programming platform will enhance the required PLC programming skillset required by industry. PLC programming platforms have evolved beyond the existing PLC 5 technology currently in use. This additional platform will be developed and introduced in both EET 235 and EIT 244. The platform will also be available to support PLC programming across the division.	The CompactLogix PLC platform has been implemented into lab instruction for EET 235 and EIT 244	Updating the PLC platform for EET 235 and EIT 244 to CompactLogix with networking capabilities brought the PLC lab up to current PLC platforms and network capabilities. This will allow the PLC lab to move forward in adding additional capabilities to the PLC network such as HMIs, and programmed variable speed drives.	7/1/2017	6/30/2018
263			EMT-1	Provide high quality classroom, lab, and clinical education in a positive learning environment that fosters confidence, competence, success, and self reliance.	65% of students will earn at least a 70% in all EMS courses.	82% of the Fall 2017, Spring 2018, Summer 2018 enrolled EMT students were successful.	The goal of 65% was exceeded. however improvement is needed. Faculty will continue extended open lab hours and will teach test taking strategies to all EMT students.	7/1/2017	6/30/2018
264			IET-3	Upgrade and repair LabVolt motor trainers in the IET lab.	Order and install new LabVolt equipment for use in lab (I801).			7/1/2017	6/30/2018
265			IET-4	Replace laptops for EEM 117 and 118 using Multi-SIM software, as well as student reports.	Order and install new laptops and charging station.			7/1/2017	6/30/2018
266			IET-EM-3	Purchase and install belt and gear trainer for IMT. This meets the recommendations from the recent IMT advisory board meeting.	Purchase and install equipment and incorporate into lab exercises.			7/1/2017	6/30/2018
267			IET-EM-4	Purchase and install a pump and motor trainer for use in IMT courses.	Purchase and install two trainers for use in Building T lab.			7/1/2017	6/30/2018
268			MECH-3	Purchase and install FESTO PLC control packages for existing pneumatic and hydraulic trainers.				7/1/2017	6/30/2018

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269			NUR HS-5	Ensure division's SACSCOC compliance.	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.	Goal Met: All program coordinators completed SLO assessments and unit plans. Leah Jones met with seasoned and new program coordinators as a group and individually to ensure they understood the importance of the Unit Plan and the SLO's to the college and its accreditation process. Goal Met: Maintain appropriate loading and ensure newly hired adjuncts and full-time faculty credentials meet SACSCOC requirements. Donna Elmore and Mike Hammond worked with the new Dean of Nursing and Health Science, Candance Tooley, to ensure faculty were being properly loaded. A new loading sheet was created for use in the Spring 2018 semester that demonstrates a complete and clear picture of loading. Dean Tooley works closely with Human Resources to ensure that all faculty meet the criteria for the individual programs regulating agencies, accreditation agencies, and the college accrediting agency (SACSCOC). Upon hiring a Faculty Qualification form is submitted to the Vice President of Academic Affairs with noted qualification information	Continuing education regarding updates in policies, procedures, and standards of all regulating/accrediting agencies will continue to be shared and information updated with program coordinators involvement. This will allow program coordinators to use the information for SLOS and Unit Plans. Loading reporting will continue to improve in all programs based on evolving changes in curriculum growth and development. Human Resources and the Dean will continue to work together in order to ensure adjunct and full-time faculty meet the requirements for all agencies involved. This will include any changes that need to be implemented by the regulating agencies.	7/1/2017	6/30/2018
270			PN-2	Faculty will purchase/repair/maintain/upgrade the program's equipment and current/new technological resources in effort to maintain and enhance the provision of efficient and effective learning in the classroom and lab settings in order to ensure student success.	Plan for purchase of new Plasma screen television when current model in classroom 1512 requires replacement. Plan for replacement of Crestron and/or projector in classroom 1512 Provide I-pads for 6 full time faculty for classroom and lab instruction	All classroom equipment currently working at this time. Maintenance performed by IT staff as needed. No replacements needed at this time. I-pads for instructors were not obtained this year due to budget constraints.	All equipment will be cared for and required maintenance performed. Equipment will be replaced as needed. Inquiry into I-pads for instructors will be made in the coming year.	7/1/2017	6/30/2018

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271			PN-5	Perform quality, state of the art educational activities in a positive learning environment that fosters confidence, competence, success, and self-reliance for classroom, lab, and clinical instructional purposes.	65% of students will be successful (B or better) in Practical Nursing courses over two semesters (Fall 2017 and Spring 2018).	Fall 2017 Traditional program began with 65 students and Flex began with 16 students--total of 81 students. Summer of 2018, Traditional kept 44 students and Flex kept 12 students--total of 56 students out of 81 students which equates to overall persistence rate over 2 semesters of 69%. Traditional: 44 out of 65=67.6% and Flex: 12 out of 16= 75% Average of two rates = 71.3% Goal for 2018-2019 set at 67%	Goal of 65% persistence was met this past year--overall and for each program. The educational activities performed in the lab and classroom were enhanced by supplemental instruction, more student practice sessions, new technology, and the availability of new and additional lab equipment. Going forward, faculty will seek to integrate even more technological advances and secure additional lab/classroom equipment and supplies in order to increase persistence rates and promote student success.	7/1/2017	6/30/2018
272			PTA-1	Provide high quality classroom, lab, and clinical education in a positive learning environment that fosters confidence, competence, success, and self-reliance.	Students taking the NPTE will have an 85% ultimate licensure pass rate averaged over 2 years.	The averaged pass rate for the NPTE over the last 2 years (Class of 2017 and 2018) was 100% for first time takers.	The results indicate that students are being adequately prepared throughout the curriculum to pass the NPTE. The program will continue with optional attendance at faculty directed board review study groups held weekly throughout the 3rd semester of the curriculum focusing on different topics covered on the board exam each week. In addition, the program will continue to require students to take at least 3 mock board exams to give them practice with preparing for the real board exam upon graduation. Further, the program will continue to host a board review course utilizing an outside agency, such as ScoreBuilders or TherapyEd. Students are required to pass at least 1 of the 3 mandatory mock board exams or either participate in a boot camp review (offered through ScoreBuilders) with faculty monitoring or sign a form stating they are aware of the high risk for not passing the real board exam without much more review. Further, students will take the 2 PEAT exams offered by the FSBPT prior to sitting for the NPTE.	7/1/2017	6/30/2018
273			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.	75% of the SLO's will be met.	There were 12 SLO's and all 12 were met. Therefore, the actual achievement is 100%.	The faculty and advisory committee will review the data from the SLO's to determine if changes need to be made for the coming year. Faculty will continue to seek ways to improve student achievement.	7/1/2017	6/30/2018

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274			RADONL-4	Improve student learning through strengthening faculty's ability to both teach and assess workforce readiness skills.	All faculty will incorporate and assess QEP SLOs along with program SLOs and record in Compliance Assist.	The OCTC QEP objectives for communication, technology and soft skills were incorporated and assessed progressively in the Mammography (Rad 156 and Rad 125) and MRI (MRI 152 and MRI 162) programs	The assessment results of each SLO is used to adapt teaching techniques in order to improve learners ability to communicate effectively in the clinical setting, operate technology related to the profession and exhibit soft skills. Meeting each objective demonstrates workforce readiness.	7/1/2017	6/30/2018	
275			RES-1	Provide high quality classroom, lab, and clinical education in a positive learning environment that fosters confidence, competence, success, and self-reliance.	75% of program SLO's will be met.	100% of the program SLO's were met for the 2017-2018 academic year.		7/1/2017	6/30/2018	
276			SA-1	Develop a new course project for students to demonstrate their understanding of the aquaponics system.	Create new Student Learning Outcome in 2017/18 to demonstrate knowledge of how aquaponics relates to sustainable agriculture. New statement written and added to outcomes: data gathered and recorded.	Industrial Electronics students installed the solar powered system that provides a continuous supply of nutrients by pumping water through the conduit. There are still adjustments to the system that need to be made. Also during the spring the strawberries sustained a spider mite infestation which lead to their removal from the greenhouse.	After reviewing what adjustments to the system need to made the project will continue for a second season.	7/1/2017	6/30/2018	
277		3.5	<b>Strategy 3.5 Provide for effective utilization of space and facilities</b>						7/1/2017	6/30/2018
278		3.6	<b>Ensure open and transparent communication throughout the college and the community</b>						7/1/2017	6/30/2018
279			BO-1	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 financial statements.	Audit opinion for the fiscal year 2017-2018. 100% denotes "clean" audit opinion with an unmodified/unqualified opinion and no findings related to internal control, material weaknesses, or questioned costs.	Fiscal year 2017-18 financial statement audit was completed and an unmodified/unqualified opinion was rendered by external auditors, The Brittingham Group. This is the highest level of assurance an auditor can give. There was also no findings related to internal control, material weaknesses, or questioned costs in this audit. We were given a "clean" audit opinion.	We will continue to follow the college's procedures for accounting for financial and grant funds in order to operate the college on a fiscally sound basis.	7/1/2017	6/30/2018	
280		3.7	<b>Create opportunities for collegiality and partnerships</b>						7/1/2017	6/30/2018
281		3.8	<b>Effectively prepare for pending retirements and for grant positions coming to a close</b>						7/1/2017	6/30/2018

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282			HR-2	Develop and propose a leadership development program for faculty and staff interested in leadership positions at the College.	Identify an application process and develop sessions that revolve around the college and its operations. Roll-out in Fall 2017.			7/1/2017	6/30/2018
283			RC-3	Provide workflow listings to include procedures for each workflow item.	Each Records staff member will provide workflow listings to include procedures for each workflow item.	Workflow and procedures have been created and updated for each staff member including screen shots and step by step directions for each job duty.	Now that workflows and procedures have been completed we will begin testing those procedures and make any adjustments that we may find helpful during testing that may be necessary for any new staff that may be hired in the future.	7/1/2017	6/30/2018
284		<b>3.9</b>	<b>Raise the college's profile through multiple mediums in the service area, the state, and throughout the United States</b>					7/1/2017	6/30/2018
285			FD-2	Create a brochure which provide details on the new Nursing and Health Science building and associated naming opportunities.	A brochure designed and available to share with prospective donors interested in supporting student scholarships through naming rights to rooms in the new nursing building.	The brochure was designed and printed in-house so that it could be continually updated to reflect rooms and associated naming rights claimed by donors. The brochure was shared with prospective donors.		7/1/2017	6/30/2018

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286			MKT-1	The Marketing Department will increase the college's visibility and more consistently promote its brand in local high schools.	We will focus our efforts on three areas - athletics, guidance and parents.	Field signs were printed and delivered to all high schools in our service area for use on their football and other athletic fields. Additionally, "motivational" OCtech posters were printed and delivered for display in high school hallways, as well as OCtech building posters with important dates post-its for use in guidance counselor offices. Radio ads promoting our Presidential Scholars and University Transfer programs aired locally on Garris Communications and Community Broadcasters channels and on the streaming radio service Pandora. Two mailings targeting our Early College parents were sent - one in November from Dr. Tobin promoting why OCtech is the best choice for their students, and another followup postcard with "free gift" (OCtech cellphone card holder) in March. The second mailing also went to students who sent us their ACT scores but had not yet applied to the college. Our new summer registration guide was geared heavily toward Early College and transient students. The publication was mailed to all residents in Orangeburg and Calhoun counties, and distributed to local businesses with waiting areas and other common gathering places in the two counties. A STEM Pathway Scholarship flier was developed and	Upon speaking with guidance counselors at the Guidance Counselor Leadership Institute in summer 2018, we learned some of our approaches worked and some did not. These are thoughts/suggestions offered by the guidance counselors: * List types of jobs students can get on OCtech's degree pages * Include virtual tours of lab areas on the webpages * Get OCtech-branded display racks for their offices for OCtech brochures, applications, magazines, etc. * They liked the smaller OCtech posters instead of the large motivational ones. * Magazine great as is - they love the student stories. Maybe include one page with more information on how to apply, get financial aid, etc. * No field banners - none of the counselors in attendance could recall seeing the banners at their school's football games. They said that was not worth it and we should instead look into getting giveaways for cheerleaders to toss during the games or purchasing cover spots on football program books * They said they would be willing to help identify student ambassadors on campus - perhaps class presidents - to help share OCtech messages on social media pages to engage their peers. They would also share them on the school's social media pages, etc., on campus * Posters with students from each school would be great * Send electronic version of magazines to guidance counselors for them to share with their campus community * Facebook Live would not be a viable option for them, but more videos on our webpages would be good	7/1/2017	6/30/2018
287			MKT-2	The Marketing Department will create a communications calendar that will be used as a guideline for targeting low-enrollment programs on a regular basis as well as publications that focus on reminding current students of important dates and deadlines. Our regular publications - magazine, brochures, standard releases, etc. - will also be included on the calendar.	One comprehensive calendar will be created incorporating all of our planned efforts for the year.	A calendar was created.		7/1/2017	6/30/2018

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288		3.10	<b>Strategy 3.1 Cultivate the relationship with past, present, and future donors</b>						7/1/2017	6/30/2018
289			FD-1	Continue to grow the annual giving program initiated in 2016-17.		While what we define as "Annual Giving" was down from \$79,523 in 16-17 to \$64,139 in 17-18, total giving to the Foundation increased significantly. Gifts for naming rights for spaces in the nursing building totaled \$187,500. All funds raised through naming rights will be used to establish endowments for student scholarships. To promote annual giving, a publication highlighting the work of the foundation was mailed to friends in the community in early December and a follow-up postcard was sent in May to coincide with graduation and the success of OCtech students who earned their degrees.	Based on response to the December mailing and May postcard, we will continue to promote giving to the Foundation in 18-19 in a similar manner. A December publication highlighting scholarship recipients, quotes from those who support the foundation and those who employ our graduates will be included as well as a list of 17-18 donors recognized by giving circles. Quarterly emails to donors are planned for 18-19 which will again highlight our students, the work of the foundation and happenings at the college.	7/1/2017	6/30/2018	
290			MKT-3	In celebration of OCtech's 50th anniversary - and in conjunction with the administration and the entire campus - the Marketing Department will develop a plan to celebrate the history and highlight the future of Orangeburg-Calhoun Technical College.		A 50th anniversary plan was created to celebrate the college's golden anniversary September 2018-May 2019.		7/1/2017	6/30/2018	