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4	1	1.1	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 847 students enrolled in the Fall of 2018.	The 3% increase enrollment goal in the Arts and Sciences division was not obtained.	A marketing plan in conjunction with recruitment/admissions needs to be developed to promote the benefits of University Transfer at OCtech.	7/1/2018	7/1/2019
5	1	1.1	ADN-2	Increase usage of cutting edge technology in the classroom and the simulation lab.	Use Clinprep to help students enter clinical assignments and manage faculty feedback.	Clinprep was used in Fall 2018 and was a definite failure. The product did not live up to the specifications touted by the company representatives. We will not be using this product in the future. Going forward, we will research other products. Examsoft, overall, functioned well for classroom testing. The product is easy to use for both faculty and students, once the user becomes familiar with it. Any issues that occurred were usually related to the student's device.	Since Clinprep wasn't a viable option, faculty will research other avenues for clinical feedback. The nursing program will no longer use paper/pencil testing in its curriculum. The testing software Examsoft will be paired with identification software for use for online course testing (NUR 161) in the ADN program or students will be required to come to campus for at least one test in the testing center. Issues to be resolved include adequate bandwidth when the student is done testing and needs to upload their test.	7/1/2018	7/1/2019
6	1	1.1	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.			7/1/2018	7/1/2019
7	1	1.1	AUT-5	Purchase new brake lathe for NATEF brake tasks.	Purchase and install new brake lathe for Fall 2018 courses.	Lathe is installed and in use for lab activities.	New brake lathe came with a curriculum so students can take a certification test that will ensure they know how to use the lathe correctly. This will make students more employable.	7/1/2018	7/1/2019
8	1	1.1	AUT-6	Purchase vehicle to replace 4 older cars currently being used for lab activities.	Purchase newer car to replace 4 older models used in lab for NATEF tasks.	One new car was purchased to replace older models. The car is now in use for lab activities.	We will continue to build our training fleet to ensure program currency with regards to industry technology.	7/1/2018	7/1/2019

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9	1	1.1	BUS-1	Create and distribute surveys to students, faculty, and staff to determine best alternative use of SIFE store; make final decision and get approvals; determine use for revenue that will foster student success	Increase the retention rate by 3%.	The retention rate for 2017-2018 was 40%, which was a 17% increase.	2016-2017 retention (34.2%) was lower than in previous years. We need at least two more years of data to draw any conclusions and we will continue to monitor and try to improve retention. We provide several resources for students to support them academically. We plan to implement more virtual labs using D2L so that students can get help even when they cannot come to campus.	7/1/2018	7/1/2019
10	1	1.1	CNA-3	Improve the overall graduation rate of the CNA Program.	Increase the number of CHS.CNA to 20 students for the academic year.	The goal was exceeded. There were 38 students who graduated out of the 95 enrolled.	The program coordinator now assists students by completing administrative graduation forms, as needed. Students who are eager to go to work do not always realize that applying for graduation is important if they want to complete more education later in their careers. The coordinator will also encourage each group of students to take ENG-155 or ENG-101 so they can graduate.	7/1/2018	7/1/2019
11	1	1.1	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. 12 Database students took the Ucertify MTA-Database Fundamentals certification examination during the 2019 Spring semester. 3 of the 12 (25%) students successfully passed the certification examination.		7/1/2018	7/1/2019

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12	1	1.1	CRJ-1	Purchase a ViewSonic CDE7061T 70 Inch View Board and cart for use in CRJ 202, CRJ 204, CRJ 230, and CRJ 236. View Sonic is an interactive flat panel display for educational classroom application. The 10-point touch enabled display, paired with PC-less operation and pre-installed annotation software, allows multiple users to simultaneously write or draw on the surface using fingers or styluses. It has a built in dual core processor and 8 GB internal storage, versatile connectivity including HDMI, VGA, RS232, RJ45, and USB ports. The display provides powerful computing for annotation and multimedia playback without the need for a PC.	Purchase and install mobile touch screen and use in courses beginning Fall 2018.	Equipment purchased and installed as of Fall 2018.	Next year, additional lab equipment will be purchased to ensure up-to-date technology for student use. Duty gear and a lab scope will be purchased to enhance police patrol and forensic lab activities. Faculty would like to plan for and provide a "mini-academy" to local law enforcement due to changes at the SC Law Enforcement Academy. In the future, faculty would like to better utilize F407 to accommodate changes and expansion.	7/1/2018	7/1/2019
13	1	1.1	CRJ-2	Increase program persistence (currently at 71% for 17-18) by 3%.	Increase program persistence for Fall 2018 to Spring 2019 by 3% to reach the goal of 73%.	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.	7/1/2018	7/1/2019
14	1	1.1	CRJ-3	Increase enrollment in the Criminal Justice program through K-12 recruitment activities and updated marketing strategies.	Increase Fall 2018 program enrollment by 3% in Fall 2018. (Increase to 75 students enrolled for Fall 2018).	The Goal that enrollment would increase 3% was met. There were 77 students enrolled.	Faculty will work to increase enrollment through new recruiting techniques next year. We will be entering the local schools early and talk about new technology that we have purchased and that we will be using in the program. The opportunity to begin an academy for local law enforcement will also increase program enrollment.	7/1/2018	7/1/2019
15	1	1.1	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.		7/1/2018	7/1/2019

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16	1	1.1	EET-EIT-04	Work with Sherisse Jackson and Stephanie Phillips to create additional hands-on lab practicals for EGR 112 that enhance and support concepts taught in Physics and Electrical/Electronics.	This unit plan has not yet begun. The plan will be extended. There are plans to redesign the content of EGR 112. It this plan is implemented, this unit plan will no longer be needed and will be removed.			7/1/2018	7/1/2019
17	1	1.1	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.		7/1/2018	7/1/2019
18	1	1.1	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.	7/1/2018	7/1/2019
19	1	1.1	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.	This objective has not been completed but is still needed. It is currently underway. Plan to extend into next academic year.	7/1/2018	7/1/2019
20	1	1.1	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.		7/1/2018	7/1/2019

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21	1	1.1	FA-4	Begin implementing at least one of the recommendations suggested by the Financial Aid Student Focus Group conducted in March 2018.				7/1/2018	7/1/2019
22	1	1.1	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.			7/1/2018	7/1/2019
23	1	1.1	IET-3	Upgrade and repair LabVolt motor trainers in the IET lab.	Order and install new LabVolt equipment for use in lab (I801).			7/1/2018	7/1/2019
24	1	1.1	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.			7/1/2018	7/1/2019
25	1	1.1	IET-5	Install 6 each 208VAC Electrical Circuits with Safety Disconnects Remove Book case and cabinets				7/1/2018	7/1/2019
26	1	1.1	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.			7/1/2018	7/1/2019

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27	1	1.1	LEG-1	Maintain at least 80% of the students enrolled in the Paralegal program from Fall 2018 (24 currently enrolled) to Spring 2019 (need to keep at least 19 of the currently enrolled students).	Improve program persistence by 2% over baseline (Fall 2017/Spring 2018) 74%.	The Fall 2018/Spring 2019 persistence was only 63%. The program retained 12 students from Fall to Spring, but needed to keep at least 17 students to achieve its goal.	The paralegal program continues to see a decrease in persistence with regard to the number of students not returning after the fall semester. Program coordinator closely monitored students and reached out to them to in hopes of them having a successful semester, but many of them did not take advantage of the advice given. Also, there were some students who were successful and did not return for one reason or another. At this juncture, the program coordinator will continue to monitor and hopefully engage students in a manner the provides for more successful outcomes.	7/1/2018	7/1/2019
28	1	1.1	LIB-1	Provide regularly scheduled workshops, learning sessions, and related services for students to attend.	At least two workshops each month as the academic calendar permits. 24 workshops total.	All planned workshops are placed on the library's internal calendar to keep track of how many and when workshops are held. Workshops offered include faculty/staff workshops and weekly student discussion workshops that center around a monthly theme.	In the coming year, we will be implementing a plan for advertising workshops more and contacting instructors who may be interested in bringing their class to some of our workshops. We will also be touching base with other groups such as TRiO, Phi Theta Kappa, Presidential Scholars, first time first semester students and the Student Services Advisor. Advertising our workshops in one localized place will help increase awareness and attendance of our workshops.	7/1/2018	7/1/2019
29	1	1.1	LOG-3	Research computer simulation for machine maintenance; identify a suitable simulation to add to LOG 112 and/or LOG 113	A suitable simulation for machine maintenance will be identified.	A simulation has not been identified.	Over the last year, we have spent a lot of time implementing changes to textbooks, and there was no time to work on this goal. We will defer it to 2019-2020.	7/1/2018	7/1/2019
30	1	1.1	MA-3	Purchase new Point-of-Care Hematology analyzer to allow students practice with modern CLIA waived devices in the medical office.	Purchase new Sysmex XW-100 CLIA Waived CBC Analyzer. Purchase and install a Privacy Curtain where the lab table was previously removed.	The analyzer has been installed and is available for student use. The privacy curtain is no longer needed.	Next year, the laboratory will be remodeled and all equipment will be moved. Faculty is currently planning for the change and will re-access equipment needs at that time.	7/1/2018	7/1/2019

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31	1	1.1	MECH-3	Purchase and install FESTO PLC control packages for existing pneumatic and hydraulic trainers.		The additional equipment has been ordered and received, but not fully implemented yet. This unit plan will be carried forward to allow time for equipment to be setup and implemented into the lab.		7/1/2018	7/1/2019
32	1	1.1	MTT-01	Develop and offer a two week summer camp available for junior high area students. Camp will be offered the last two weeks of June 2018. The camp will offer students an overview of CNC and machining concepts. Camp will be designed to build a pipeline for prospective students for the MTT program.	Camp will be developed and delivered during summer semester 2018.	Participated in summer camp for planned activities during summer 2019 with NSF Logistics grant. Will extend this plan into next year and look into providing summer camp opportunities in MTT for area high school students.		7/1/2018	7/1/2019

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33	1	1.1	NUR HS - 1	Incorporate into the Nsg and HS programs innovative methods of teaching, scheduling, and testing that are generic and program specific.	Due to the new building U and the renovations to building K there will be increased flexibility for class and lab scheduling for the nursing programs. Some of the programs are implementing and exploring new software in the programs for learning and testing such as Examsoft, CliniPrep, and (RAD- get with Fran). There are plans to develop the EHR and a Dialysis programs during the spring semester to be implemented in the fall of 2020 or sooner.	The Nsg and HS programs did implement innovative methods of teaching, scheduling, and testing that were generic and program specific. Unfortunately at this time we have not transitioned into the new building as planned. Hopes were that nursing would begin the fall in the new building so schedules were planned based on that information. Classes and labs were begin in the new building in the new year so I will continue to use this in as a success measure in the 2019-2020 AY. Faculty were very pleased with the Examsoft pilot. The nursing programs successfully implemented online testing utilizing ExamSoft in all classes for the PN and ADN program options. Students like the immediate feedback and ability to review their results/mistakes without having to wait for the entire class to test and reconvene for reviews. Faculty appreciate the ability for instance grading and the ease in which they can throw out questions, change selections, and review students results and individuals and a cohort. The ADN program piloted CliniPrep. The faculty and students felt it was cumbersome and did not meet their expected needs so this application is no longer being used in the program. Radiology	The software changes we have implemented (ExamSoft and Rad Tech Boot Camp) promoted student engagement. With ExamSoft the goal for the new 2019-2020 academic year will include Identity Verification Software to allow students taking hybrid and online classes to test at home. The company is also adding additional student engagement products such as "ExamNow" which involves in class quizzing that the nursing program hopes to utilize. The addition of the dialysis technician courses to the PCT curriculum allows flexibility by allowing students to become certified in multiple areas (EKG, Phlebotomy, and CNA). This provides student with various opportunities in the medical field to help the growth in our community and for the health of our citizens. These certifications also promote graduates to continue their education in a career pathway which recognizes their achievements and offers points for our competitive admission programs.	7/1/2018	7/1/2019
34	1	1.1	PN-4	Faculty will advise students via NEW STUDENT PLANNER and implement various measures, to include MID TERM GRADE ASSESSMENT AND COUNSELING, referral to Student Success Center, and other available resources/services, in effort to maintain/increase persistence rates and ensure student success.	67% of PN students will progress from Fall 2018 to Spring 2019.	62 Traditional and 15 Flex students were present on Day 1 of class. When Spring 2019 Day 1, 54 Traditional and 14 Flex of the original cohorts started. Therefore, Fall 2018 to Spring 2019 persistence in PN program was 88.3%.	As our persistence rates remain above the set 67%, we will raise the measure to 69% for 2019-2020.	7/1/2018	7/1/2019

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35	1	1.1	PTA 2	Maintain program accreditation.	Prepare and submit Self Study Report by deadline.	The Self Study Report was prepared and submitted by the established due date and the onsite team has been scheduled for October 13-16, 2019.	The onsite team will complete their visit October 13-16, 2019 and present information to the Commissioners who will review it during the Spring CAPTE meeting in April, 2020. Based on the results, the program will be granted full accreditation for the next 10 years, or will need to complete a Compliance Report if any deficits toward meeting accreditation standards are found. Planning for next year's unit plan will be based on information received from the Commission after the April, 2020 accreditation meeting.	7/1/2018	7/1/2019
36	1	1.1	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.	All students enrolled in the program met program SLOs.	Next year, faculty will upload ASRT modules for positioning. In addition, faculty will incorporate a RAD bootcamp, which will be utilized throughout the program, including review, quizzes, scenarios for each of the four licensure test areas. These will students to retain information through on-demand remediation.	7/1/2018	7/1/2019
37	1	1.1	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 SLOs were met.	The final graduating class for the RES program was prepared for licensure through lab and clinical competencies.	7/1/2018	7/1/2019
38	1	1.1	RES-3	Improve program retention through program activities.	80% of program students will be successful in the program for the 2018-2019 academic year.	6 of 8 students persisted from Fall 2018 to Spring 2019. Two students did not continue due to personal reasons.	In Spring 2019, faculty utilized computer technology to identify student weakness early in curriculum. Faculty setup extra help sessions to foster student success.	7/1/2018	7/1/2019
39	1	1.1	SA-1	Continue the project development for students to demonstrate their understanding of the aquaponics system. Plans are to increase the use of the Solar Collectors to supplement greenhouse heating.	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.	The aquaponics system was not operational during the 18-19 academic year. The faculty member from the Industrial Electronics division was unable to gather interest from his students to hire interns to maintain the system. The structural framework was still in place which provided for demonstrations and discussions with students.	The Industrial Electronics division will try to provide interns as well as additional student involvement from the agriculture program to bring the system back up to functioning.	7/1/2018	7/1/2019

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40	1	1.1	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.	Enrollment into the Agriculture program has been more directed towards Agr-Bus. The curriculum does encompass all of the courses in which a certificate program student would enroll. Enrollment in the Fall of 2018 for the Ag Programs was as follows: AS.SCI.SSC - 4 AS.AGED - 4 CPS.AGR - 1 AS.GT.AGR.BUS - 11	There has been stable enrollment within the agriculture programs but no significant growth. Under the College's mission goal of increasing enrollment the agriculture program video will be used to recruit new students. By collaborating with the marketing division it is planned that the informational video be posted on the College's Agriculture site and also sent to the area high school agriculture educators.	7/1/2018	7/1/2019
41	1	1.1	SSC-3	Review and plan new activities that engage students to participate in Orientation and First-Year experience opportunities.	Analyze student results and participation from previous years and collect feedback from faculty and staff to plan activities going forward.	For Spring 2019 New Student Orientation, a campus tour was implemented to engage students with the campus. For Health Science Orientation, we moved all health science orientations to one day to accommodate student services during their busy time of the year. Students met with the Student Success Center, Financial Aid, and had a session on D2L and Self Service in the morning and after lunch met with their individual Programs. During the Summer of 2019, plans feedback was gathered from the enrollment team on ways in which to engage students for the Fall New Student Orientation. It was determined that videos, and a student panel would be incorporated in the orientation. Marketing was used to make a campus tour video that was shown during the orientation. Short videos, from our Academic Deans, about their student success tip were shown before orientation on the big screen. Finally, a student panel was made part of orientation to engage students.	Continue to include current or recent graduates in orientation. The student panel was well received and going forward I would like to use similar activities to the student panel. Continue to gather feedback from faculty and staff on orientation. Meet with the enrollment team and the Deans to determine how the new College 101 should be incorporated with New Student Orientation.	7/1/2018	7/1/2019

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42	1	1.1	SSC-5	Expand the use of the weekly e-mail blast to further encourage student engagement.	Create a "Monday email blast" that will send out weekly events for advising, tutoring, etc. to remind students of important events and tips for student success.	The email blast has been created and placed on the student success center's website.	Market the blast to students through orientation and visits to the center so students take advantage of the blast.	7/1/2018	7/1/2019
43	1	1.1	TDR-1	Employ more full-time instructors in order to better facilitate the training of both day and night courses.	Increased enrollment and licensure of students.	Currently using additional adjuncts and full time lecturer positions to fill need.		7/1/2018	7/1/2019
44	1	1.1	TDR-2	Design a computer lab that will enhance the training and understanding for the proposed 16 credit hour model of TDR 101-105.	Enhanced research options resulting in quality projects for assessment.	Update: The TDR classroom and offices have been relocated to the N building. Now looking at options to schedule computer lab space in the N building that already exists. This option will eliminate the need for new computers or lab space. Options being evaluated during SP19 semester. Update: currently using available computers in labs N-1602 and N-1620. This is currently filling our need. Will extend this unit plan through 2020. If current situation continues to fill our need, the unit plan will be cancelled.		7/1/2018	7/1/2019
45	1	1.2	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 by 3%.	The number of graduates in the Fall '18, Spring '19, and Summer '19 semesters was 248. This does not include students transferring to a 4-year college/university before completing an AA/AS degree.	The significant increase is the number of AA/AS division graduates is attributed to the continued process of administratively graduating students with a General Studies certificate. Those students who have not been registered for the last three consecutive semesters have completed 15 credits of general education are eligible.	7/1/2018	7/1/2019
46	1	1.2	ACC-4	Explore development of incorporating Data Analytics as a certificate add-on to ACC and BUS programs; research demand for such a certificate; attend professional development seminars on use and teaching of data analytics and/or quantitative skills	Survey of companies on demand for skills in data analytics is completed, and if positive, begin development of a curriculum. Attend at least one workshop on how to implement.	Attended workshop in May 2019.	We will use this information to draft a curriculum for data analytics instruction.	7/1/2018	7/1/2019

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47	1	1.2	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.	The process of creating functional labs by repurposing existing building space provides insight and guidance on how to proceed as the division plans to repurpose space in the L building for the IET and IMT programs.	7/1/2018	7/1/2019
48	1	1.2	AOT-2	Add professional communications instruction to MGT 110, MGT 290	At least one professional communications module is added to MGT 110 and MGT 290.	A professional communications module was added to MGT 290 but not MGT 110 because of time constraints. However, we did add a group project to MGT 110, Website Redesign.	Over the last year, we have been implementing new textbooks to use the Cengage Unlimited platform, and this has taken a lot of time. We will implement a professional communications module for summer 2020 when MGT 110 is taught.	7/1/2018	7/1/2019
49	1	1.2	AOT-3	Implement ERP instruction in LOG 110; a software solution has been identified but funding was not available in 2017-2018	An ERP module will be added to LOG 110.	An introductory ERP assignment was implemented. We will enhance the instruction in the next course, MGT 220.	Next year, we will add more ERP training to the curriculum.	7/1/2018	7/1/2019
50	1	1.2	Arts - 1	The RWR 032-Reading, Writing, and Reasoning course designed to replace developmental English and reading courses will be initiated, reviewed, and revised as needed.	Establish course success rate baseline. Review and revise course content as needed to ensure student success.	RWR 032 course success data (Fall 2018 - 68% and Spring 2019 - 62%) indicating an average success rate of 65% for the academic year.	Having established the RWR 032 success rate at 65% the division will strive to improve upon this by 3% (68%) for the 2019-20 academic year. Instructors will evaluate the course content and instruction methodology to work towards increased success.	7/1/2018	7/1/2019
51	1	1.2	AUT-7	Purchase storage cabinets to set up Tool Rooms in Automotive and Diesel labs.	Purchase and install new cabinets. Set tool rooms for NATEF accreditation visit.	Cabinets were installed for Fall 2018 semester.	Going forward, faculty will monitor and update inventory to match NATEF standards.	7/1/2018	7/1/2019

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52	1	1.2	BEPS Dean - 2	Identify, develop and/or improve program offerings to fulfill the College's mission.		The Division Dean worked closely with program coordinators and faculty members to create more flexibility in course offerings. The Business Program began offering FLEX courses that allowed students to rotate between day, night, or online classes if their work schedules changed or they missed a class earlier in the week. The Early Childhood Program followed in their footsteps and began creating classes to fit the FLEX model with a beginning date of offering the option in Fall of 2019.	We are not at a point where we can say the FLEX offerings have made a major impact one way or another. We are still collecting data and will hopefully have enough information to make relevant comparisons by Fall 2020. The data will then be used to make decision on whether to continue the offerings or take on a new approach.	7/1/2018	7/1/2019
53	1	1.2	BUS-2	Add professional communications instruction to BUS 101, MGT 101, MKT 135, MGT 245	At least one professional communications module is added to BUS 101, MGT 101, MKT 135, and MGT 245.		We have been implementing new textbooks using the Cengage Unlimited platform. We are doing this in most of our business courses and has been time-consuming. A professional communications module was added to MGT 290. We will begin implementing more professional communications instruction this year.	7/1/2018	7/1/2019
54	1	1.2	BUS-4	Attend professional development seminars on use and teaching of ERP in a business curriculum. Implement ArcGIS for teaching data analytics.	Attend at least one workshop on how to implement ERP in a business curriculum.		There was no time for this activity. We have been making changes because of extensive textbook changes that will reduce the cost of textbooks for our students.	7/1/2018	7/1/2019
55	1	1.2	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.	For the Fall 2018 semester, 37 students were and 34 passed. For Spring 2019, 27 students enrolled and 24 passed. For Summer of 2019, 30 were enrolled and 20 passed. For the academic year, 94 were enrolled and 78 were successful. The success rate was 83%.	A baseline reading score for entrance into RWR-031 was required for CNA students to ensure a higher success rate, which was effective. Beginning in Summer 2019 and continuing forward, scheduling will be changed from 3 days a week to longer class periods on 2 days per week to give students more continuous time in the lab. Skills that are introduced can immediately be demonstrated and practiced in the same class period, which helps with retention and students have more one-on-one interaction with an instructor in the lab.	7/1/2018	7/1/2019

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56	1	1.2	CNA-4	In order to prepare students for the CNA State Exam, faculty will ensure that all new skills and skills updates are taught as part of AHS-163 beginning Fall 2018.	To ensure that all new skills updates are incorporated into course lab exercises, skills sheets will be updated and faculty will be trained by the Program Coordinator.	All skill sheets for classroom use were updated during Summer 2018. All faculty (full-time and part-time) were updated on revisions during Summer 2018. New skill requirements will be taught beginning Fall 2018.	Going forward, this new materials will be permanently adopted, as required so students can be evaluated using the new updated skill sheets to ensure maximum pass rates on the state test.	7/1/2018	7/1/2019
57	1	1.2	CPT-NSIA-1	Hire new instructor to teach CPT/IST courses; preferable one with a well-rounded background in Computer Science and Network/Security Technologies as well.	At least one new faculty member interviewed and hired during the 2018-19 academic year, who is eligible to teach both CPT and IST courses.	Due to budget restraints, the CPT Department could not attain a new full-time faculty member.	For the 2019-2020 academic year the department will instead try to focus on attaining possible candidates for adjunct positions to assist with more flexibility in offerings and times.	7/1/2018	7/1/2019
58	1	1.2	CPT-NSIA-3	Recruit an evening college cohort for implementation in Fall 2018/Spring 2019.	Recruit an evening college cohort for implementation in Fall 2018/Spring 2019.	Overall, Evening College enrollment, has been low and an evening Network cohort could not be supported for the 2018-2019 academic year.	The CPT Department will need to look at providing options for adjuncts to teach various classes in the evening. These courses can not only be geared towards current students, but local businesses as well. Thus a partnership with Workforce Development Department will need to be discussed.	7/1/2018	7/1/2019
59	1	1.2	CPT-PROG-2	Recruit an evening college cohort for Programming in academic year 2018-2019.	Establish an evening college cohort of at least 10 programming students in academic year 2018-2019.	Because of low evening college enrollment, an evening Programming cohort was not able to established 2018-2019 Academic school year.		7/1/2018	7/1/2019
60	1	1.2	DoA-1	Develop and implement new strategies to improve the marketing and communications with local school districts, students, and parents.	Increase MC enrollment by 2% (594)	Goal was met. Fall 2018 enrollment for Early College was 618 students.	We need to increase the number. It will be made easier when working only one school district.	7/1/2018	7/1/2019

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61	1	1.2	DoA-2	Manage all curriculum changes at the College and follow the proper procedure to ensure that all policies and procedures are followed.	Convene the Curriculum Committee a minimum of 2 times a year. Minutes of each Curriculum Committee Meeting as posted on the OCtech Sharepoint site. All Curriculum Committee Work was completed and changes made in printed and electronic versions of the Catalog.	All changes made and recorded during meetings were programmed.	Program changes will be made on a yearly basis to support faculty and maintain program currency.	7/1/2018	7/1/2019
62	1	1.2	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 updated in a timely manner.	All curricula schedules and faculty loading were completed with 100% compliance.	Will continuously monitor faculty hiring and credentialing to ensure SACSCOC Compliance.	7/1/2018	7/1/2019
63	1	1.2	ECD-1	Develop and implement a recruitment plan for ECD students.	Increase enrollment by 3% (40 for 18-19).	The Fall 2018 enrollment was 36 students.	While the enrollment for Fall 18 was less than anticipated, the new FLEX program beginning Fall 2019 should increase enrollment through flexible scheduling options and online course offerings. Going forward, faculty will create strategies to build the enrollment pipeline by supporting Early College enrollment. Faculty will share FLEX information during high school and career center visits. The program coordinator has met with the marketing department to disseminate information both in print and online about the new FLEX offerings.	7/1/2018	7/1/2019
64	1	1.2	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.	The new FLEX format created for Fall 2019 provides both in class and online components to meet the needs of all students.	Program faculty have made an effort to ensure that they in frequent contact with their advisees. Individualized support has helped ensure that each student's courses are tailored to their specific schedule so that they graduate on time.	7/1/2018	7/1/2019

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65	1	1.2	ECD-3	Plan the restructuring of courses and programs to include a flexible option in ECD.	Meet with Academic Affairs staff to plan new courses and addition of new semesters. Research and plan for flexible options in necessary courses. Build hybrid/flex component on courses and ensure that all modules are available by Summer 2019.	The FLEX program has been launched for Fall 2019. Courses that will be offered in Spring and Summer are still being developed for the new flex model.	Beginning next semester, faculty will meet and analyze how the FLEX program offerings can be improved. Course content will be reviewed on a semester by semester basis.	7/1/2018	7/1/2019
66	1	1.2	EDT-2	Create online video tutorials to support EGT 245 Solid Works.	Provide alternative learning resources.	Video tutorials will be created as an alternative learning resource for students taking EGT 245 Solid Works.	Provide working adults with access to classroom lectures and labs through internet based learning.	7/1/2018	7/1/2019
67	1	1.2	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.	7/1/2018	7/1/2019
68	1	1.2	EMT-1	Provide structured, timely review and reinforcement of student learning to maintain a high level of retention.	65% of students will earn at least a 70% in EMS 105 and EMS 106.	Sixteen (16) students started the EMT program. Four (4) students did not complete the program. Twelve (12) students were successful. So, 75% of students earned at least a 70% in EMS 105 and EMS 106.	The goal of 75% was exceeded. Improvement in retention will continue. Facility will continue with open lab experiences and test taking strategies.	7/1/2018	7/1/2019
69	1	1.2	LEG-2	Increase enrollment in the Paralegal program through K-12 recruitment activities and updated marketing strategies.	Increase Fall 2017 program enrollment (31) by 5% in Fall 2018. (Increase to 33 students enrolled for Fall 2018).	There were only 24 students enrolled in the program during the Fall 2018 semester; seven less than the Fall 2017 enrollment.	As enrollment in the program continues to decline, the program coordinator plans to continue recruiting efforts more aggressively and work with the marketing staff to come up with ideas to promote the paralegal program across the OCtech service area.	7/1/2018	7/1/2019

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70	1	1.2	LOG-1	Add professional communications instruction to LOG 110 and LOG 235	At least one professional communications module is added to LOG 110 and LOG 235.	Professional communications was added to LOG 110 and LOG 235.	We will continue to look for additional professional development to add to these courses.	7/1/2018	7/1/2019
71	1	1.2	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.	Due to construction delays and obstacles the nursing programs have not moved into the new building. However, all nursing classes, skills labs, testing, and SIM lab activities will begin in Spring of 2020. Building U provides flexible utilization for all of the nursing program options. On the first floor an auditorium style lecture area has the ability to be divided into three sound proof lecture halls and has state of the art technology for presentations. The tables will have electrical outlets and USB ports to facilitate personal computers and devices. The seats are flexible allowing for comfort. The first floor also houses the 8 bed SIM lab with functional head walls with one room being set-up as a trauma room. New high fidelity mannequins were purchased that included Guamard and CAE products. There are two of the following mannequins ordered with various colors and options to allow for cultural sensitivity activities: Athenas (adult females), Apollos (Adult male), Pediatric Hals, a Victoria (can be OB or adult female), and Noelle (OB). All of the optional items were purchased with each mannequin to allow for simulating scenarios as close to reality as possible for student learning and engagement.	The objective supported the strategic plan by increasing student engagement and providing flexibility to the multiple program options. For the 2019-2020 AY the plans are to utilize the new building assessing the challenges/obstacles that we may encounter and be proactive in seeking resolutions to ensure we continue to meet the needs of the students, faculty, and program needs while maintaining quality. Eventually new flexible options may be added to increase enrollment.	7/1/2018	7/1/2019

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72	1	1.2	NUR HS - 3	Continue to incorporate supplemental instruction with material review and interactive activities, tutoring, clinical application and other retention methods into the Nursing and Health Science two year programs to foster student success and increase program retention rates.	Retention (Fall to Fall) in 2 year programs will increase by 5%. Fall 2016 to Fall 2017 results ADN programs - 41% RAD - 61.5% RES - 71.4%	Incorporated supplemental instruction, tutoring, clinical application and other retention methods into the Nursing and Health Science two year programs to foster student success and increase program retention rates. Retention (Fall to Fall) in 2 year programs will increase by 5%. Fall 2017 to Fall 2018 ADN programs - 47% (Increased 7%) RAD - 85.7% (Increased 24.2%) RES - 53.3% (Decreased 18.1) ADN and RAD increased more than 5%. However, RES decreased.	The use of supplemental instruction, tutoring, clinical application, Simulation Labs, and other retention methods proved that student engagement and retention improved in Nursing and Radiology. The nursing program uses a variety of methods that include reviewing lecture material using interactive activities such as Socratic Student, Case Studies, and recorded lectures for students to review, and Clinical Application periods to demonstrate skills after lectures in NUR 101. Radiology purchased the RAD Boot Camp software in which students were assigned lessons and had open labs scheduled for those that needed further assistance in performing skills. Unfortunately, due to the variety of tools used it is difficult to determine the ones that have provided the positive results. In the future surveys may provide faculty information on the tools that students felt were beneficial and enhance their ability to learn the information. The respiratory faculty worked with students that were unsuccessful by meeting with them one on one and as a group for class content and labs. This is also the period when program closure was discussed due to low retention and pass rates.	7/1/2018	7/1/2019

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73	1	1.2	PCT-4	Cement current course offerings to meet the needs of all students by implementing a condensed course model.	Strengthen 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 at 100%. Additional clinical sites will be offered to ensure students complete on time.	Additional clinical sites were added including: SC Nephrology, OPPO Medicine, Singleton Healthcare.	Implementation on a new Dialysis Technician course beginning Fall 2019 will offer PCT students an alternate choice, of completing either ECG or Dialysis Technician courses. The new Dialysis Technician course will be taught by Debbie Pigott, RN starting August 2019. Students will learn basic principles of dialysis and caring for patients with renal failure. Students will also learn the importance of infection control, water treatment and dialysate preparation, safety, and learn how to be aware of possible complications of dialysis. This course will start out as a semester course, followed by a semester of clinical rotation at various local dialysis facility sites.	7/1/2018	7/1/2019
74	1	1.2	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.	Software was purchased and uploaded into course content areas in D2L as of Fall 2019.	Additional modules will be purchased and uploaded for Spring 2020. These new modules will give students extra help in positioning, which can be utilized in lab and clinical.	7/1/2018	7/1/2019
75	1	1.2	RES-2	Maintain success rates for licensure for the program.	The Class of 2018 graduates will exceed the credentialing threshold of 80%.	100% of the Class of 2018 graduates passed the board examinations.	The results will not be utilized in the following year, as the program is set to close in August 2019.	7/1/2018	7/1/2019

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76	1	1.2	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. ------ A 55% passing rate for BIO 117 and 58% for BIO 118 students was observed in the 2018-19 academic year. It was observed that success of students progressing into BIO 210 after taking the BIO 117/118 basic A&P courses was related to success in those preparatory courses. Students earning As and Bs were much more likely to be successful in BIO 210 than those earning a C in 117/118.	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. ----- Supplemental Instruction will be implemented for the Fall 2019 semester to provide support to those students enrolled in BIO 117 and 210.	7/1/2018	7/1/2019
77	1	1.3	A&S Dean-2	Improve retention/persistence through targeted research-based strategies.	Increase student persistence by 3% for the Fall 2018 to Spring 2019 cohort.	Calculated persistence rate for Division Program that expect students to return the following semester was 56% (AA-52% and AS-59%) for Fall 2018 to Spring 2019.	In order to see an increase in persistence there will be continued offerings of accelerated DVS courses as well as continued evaluation of placement scores. Supplemental Instruction in the area of anatomy & physiology will be put in place to provide an opportunity for students to strengthen their study and test taking skills. Instruction will focus on the more difficult topics which students find most challenging. The idea is that more students will be able to progress through the successive A&P courses and remain enrolled at the college.	7/1/2018	7/1/2019
78	1	1.3	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%.	Total number of graduates in the AA/AS division in the Fall '17, Spring '19, and Summer '19 semesters was 248.	The significant increase is the number of AA/AS division graduates is attributed to the continued process of administratively graduating students with a General Studies certificate. Those students who have not been registered for the last three consecutive semesters have completed 15 credits of general education are eligible.	7/1/2018	7/1/2019

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79	1	1.3	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 by 3% (56%).	Persistence from Fall 2018 to Spring 2019 was 56% (AA 52% and AS 59%). There was a realized 3% increase in persistence from FA18 - SP19 compared to the baseline data of FA16-SP17 though there was a significant drop in persistence from the previous year.	Faculty advisors are now in their second year of utilizing the advising platform, Student Planner, as well as tracking student registration in Advising Indicator. Advisors are also continuing to update their advising course in D2L in order to more effectively communicate with their advisees. A shift in academic advising took place this past year with many of the AA/AS advisors switching over to advising students in the AS.SCI.PREP programs. Continued training must take place in order for these advisors to be able to set up edplans for course enrollment that best fits their advisees' academic plans.	7/1/2018	7/1/2019
80	1	1.3	A&S-5	Ensure effective student advising to increase persistence by planning and implementing periodic advisement training for all AA/AS faculty members. Faculty will also be trained in the new Student Planner program for more effective advisement and registration and also use the Advising course to more effectively deliver information to their advisees.	Increase rate of persistence by 3% (56%).	Persistence from Fall 2018 to Spring 2019 was 56% (AA 52% and AS 59%). There was a realized 3% increase in persistence from FA18 - SP19 compared to the baseline data of FA16-SP17 though there was a significant drop in persistence from the previous year.	Faculty advisors are now in their second year of utilizing the advising platform, Student Planner, as well as tracking student registration in Advising Indicator. Advisors are also continuing to update their advising course in D2L in order to more effectively communicate with their advisees. A shift in academic advising took place this past year with many of the AA/AS advisors switching over to advising students in the AS.SCI.PREP programs. Continued training must take place in order for these advisors to be able to set up edplans for course enrollment that best fits their advisees' academic plans.	7/1/2018	7/1/2019
81	1	1.3	ACC-1	Create and distribute surveys to students, faculty, and staff to determine best alternative use of SIFE store; make final decision and get approvals; determine use for revenue that will foster student success	Increase student retention by 3%.	The retention rate for 2017-2018 was 28%, a 5.2% increase.	We have modified the curriculum and added a business lab to support students. We will look for other ways, such as the use of virtual classrooms, to increase student access to academic support.	7/1/2018	7/1/2019

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82	1	1.3	ACC-3	Restructure ACC 101 to incorporate an introductory basic accounting module that demonstrates the use of accounting in the business environment	Increase the success rate to 50% for the 2018-2019 academic year.	52.1% of students in ACC-101 were successful during the 2018-2019 academic year.	We have changed the textbook that our students are using, and now use a textbook that is easier to read. We will continue to look for ways to increase the success rates in ACC-101. This is a core course for all business programs and one that is difficult for many students. For the coming year, we will continue to provide resources for students who need help with accounting concepts, and look at how we can implement a virtual tutor for students.	7/1/2018	7/1/2019
83	1	1.3	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% (111 students).	This year, 39 students earned the NCRC (20 bronze, 12 silver, and 7 gold).	ASK RENEE FOR EXPLANATION...WHY SO MANY LAST YEAR AND MUCH LESS THIS YEAR.	7/1/2018	7/1/2019
84	1	1.3	AOT-1	Create and distribute surveys to students, faculty, and staff to determine best alternative use of SIFE store; make final decision and get approvals; determine use for revenue that will foster student success	Increase retention by 3%.	Retention was 55% for 2017-2018, a 58.5% increase in the retention rate over 2016-2017.	The retention rate for 2016-2017 was very low (34.7%) compared to previous years. It was 70% in 2015-2016 and 50% for 2014-2015. We need to monitor the rate for at least two more years to see if we can maintain the improvement. Several resources for academic support are now available for students. We are looking at how we can implement more virtual resources which will give our students more flexibility in seeking help if they need it.	7/1/2018	7/1/2019
85	1	1.3	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.	7/1/2018	7/1/2019

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86	1	1.3	EET-EIT-02	Purchase and incorporate Siemens LOGO PLC platform and Factory I/O training system in PLC labs. Setup twelve workstations.	Training system will be setup and implemented.	Factory I/O has been installed and setup on the PC programming workstations in the PLC lab, N-1604. Lab practicals using Factory I/O are continuing to be created for EIT 244 and EET 235. Although this will be an ongoing process, the objective of configuring twelve workstations in the PLC lab with Factory I/O has been achieved.	Incorporating Factory I/O into the PLC courses in EET has not only shown to be effective in EET 235 but it has become obvious this simulation package can be used in other courses in the EET area as well. Other options for the use of the software and the LOGO PLCs will be developed over the next several semesters.	7/1/2018	7/1/2019
87	1	1.3	IE-7	The WorkKey data entry process will be automated to upload the data from the server via a batch process. This should eliminate the need for these scores to be keyed by hand.	The ability to accurately pull the students' WorkKey scores and upload them into the Datatel Colleague Database.	This item is a work-in-progress objective.	The utilization of the students' WorkKey scores are used to assist the College in placing students into college-level courses. Additionally, the WorkKey scores are used to identify the students' readiness for employment.	7/1/2018	7/1/2019
88	1	1.3	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.			7/1/2018	7/1/2019
89	1	1.3	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.			7/1/2018	7/1/2019

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90	1	1.3	LEG-4	Hire a new instructor to teach LEG courses and help with the Paralegal Studies course load. For the past seven years, the program has had three dedicated adjunct faculty members; however, two of the three have taken on more responsibilities in their firms which hinders their ability to give the time needed to teach face-to-face classes to the extent they have done so in the past.	At least one new faculty member interviewed and hired for August 2019 to teach Paralegal courses.	No new instructor was hired. The program continues to use a dedicated group of adjunct faculty members to assist with the teaching load.	Due to upcoming changes in the program, administration does not view the hiring of a new instructor at this time as feasible.	7/1/2018	7/1/2019
91	1	1.3	LIB-2	Update the library's website and LibGuides to visually reflect content that is available through the library, while making content more accessible. Add images for different types of content that are available. Add access to other college academic services.	Changes to website made before the 19-20 academic year begins.	All edits and updates were made to the library's website, which had to be updated again once the college changed the host of its website.	Website updates and edits are ongoing as services and content are changed or upgraded.	7/1/2018	7/1/2019
92	1	1.3	LIB-3	Increase the number of general library orientations for introductory, 101 courses. Offer in-person and online consultations for student research assignments.	Contact all communications, Fine Arts, Humanities, and Social Science instructors and inform them about orientation and consultation services. Offer consultations at regular times as students begin to write their papers.	Instructors were contacted and encouraged to bring students in for library orientations by email. However, a minimal number of instructors requested orientations.	Library orientations will have to restructured in the next academic year. With so much available online and the ease of access to our resources, many students and instructors feel there is not a huge need for a library orientations. However, creating instructional videos and libguides for research and the use of library resources would be useful and easy to import into D2L. Having a dedicated time in the library where we are availble to help with research assignments will also be useful.	7/1/2018	7/1/2019
93	1	1.3	Lib-4	Increase departmental awareness and usage of LibGuides and available options. Increase student usage of library resources including books, ebooks, and databases. Increase the number of visitors to the library.	Increase overall usage of the library and its resources by 2%	The gatecounter was used to capture the raw numbers of people who exit the library on a daily basis. Visits to the library are up by 8%, book usage is down by 800 circulating items, and ebook usage increased by 83 items viewed. Ebook usage - 743 PASCAL Delivers Requests - 117 Book Check Outs - 1284 LibGuide Usage - 26,593 Gatecount - 41,651	These results will be used as part of an overall effort to engage students, faculty, and staff at OCtech. One of the library's goals is to be a hub of campus for students, faculty and staff. Though book usage has decreased, it matches the overall trend for academic book check outs. The library's ongoing focus is to improve and update the collection with academic and recreational reading.	7/1/2018	7/1/2019

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94	1	1.3	PCT-1	Promote an engaging cooperative learning experience that will enhance student comprehension, confidence, and skill building in the classroom and lab.	Purchase Advanced Four Vein Venipuncture Training Aid, a Centrifuge, and a Microscope for phlebotomy lab. This will enhance student comprehension of accurate blood draw procedures, increase student efficiency in lab.	12 new Advanced Four Vein Venipuncture Training Aids were purchased; will be installed before Summer 2019.	Next year, a dialysis machine will be purchased to cement students comprehension and skills as it relates to duties of a Dialysis Technician in the clinical setting. Students must have successfully completed the phlebotomy course as perquisite.	7/1/2018	7/1/2019
95	1	1.3	SSC-1	Increase tutoring utilization by 3% by updating student tutor training and marketing available services cross campus, including Student Success Center sessions (database), Math Lab tutoring session ,and CPT tutoring sessions.	Increase tutoring utilization by 3%.	Tutoring was increased to 2558 sessions for the 2018-2019 Academic Year from 2182 session for the 2017-2018 Academic Year. Below is a breakdown of numbers by semester. Academic Year- 2558 Fall 2018- 1319 (10%) Spring 2019- 1008 (42%) Summer 2019-231 (-13%)	The results will be used to track tutoring in the upcoming academic year. Additional marketing will be used to promote tutoring services for the summer.	7/1/2018	7/1/2019
96	1	1.3	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.	Brainfuse report showed that 1889 (21%) increase from 1556 sessions during the 2017-2018 year. The number includes use of Brainfuse for tutoring LiveHelp sessions, writing lab submissions, and tests were taken in the system. A breakdown on the report showed the following. Total Sessions-1889 LiveHelp Sessions-217 Writing Lab Submissions-1635 Tests Taken-37	Increase use of Brainfuse for online tutoring. Market to faculty ways in which they can incorporate Brainfuse in their classes with skills building, test preparation, and flashbulb.	7/1/2018	7/1/2019

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97	1	1.3	SSC-6	Create a web page dedicated to workshops and FYE activities/offerings.	Create webpage that is updated with workshops and activities in the Center.	A webpage was created and placed on the our school's website for First Year Experience. The page houses information about workshops and access to online orientation. https://www.octech.edu/student-resources/first-year-experience/	Determine how we can provide more information for students on the website about the steps to take after students go through advising until the first day of class. Collaborate with the College 101, Admissions, and Advising to clarify steps and what can be placed on the First Year Experience page.	7/1/2018	7/1/2019
98	1	1.3	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.	Under the new statewide apprenticeship grant, worked with Sandra Moore to meet with companies and establish welding apprenticeships. Established one apprenticeship by Spring 2018 for welding.	With the success of the apprenticeship program, use experience to find additional work activities for students in the welding program.	7/1/2018	7/1/2019
99	1	1.4	FA-2	Increase scholarship awareness/opportunities for students				7/1/2018	7/1/2019
100	1	1.4	TR-2	To provide grant aid scholarships to TRiO participants.	Students will receive Grant Aid.	Students received Grant Aid for Summer 2018 and Fall 2018. Students received Grant Aid for summer 2019 and Fall 2019.	20 Students received Grant Aid for Summer 2018 and Fall 2018. 25 Students received Grant Aid for Summer 2019 and Fall 2019.	7/1/2018	7/1/2019
101	1	1.5	GRNT-1	Successfully implement currently funded grant projects, including up-to-date reporting, data collection, and purchasing.	Keep all grants in good standing by meeting state and federal guidelines.	All grant reports were submitted on time.	Next year, the Grants Coordinator will work more closely with the Grants Accountant to share information about about reporting so she can serve as a backup in writing grant report narratives, in addition to completing financial forms and reimbursement requests.	7/1/2018	7/1/2019
102	1	1.5	GRNT-2	Research funding opportunities and work with program coordinators to plan projects and write grant applications.	Plan, write, and submit at least 3 grant applications this year.	The following grant submissions were made during 2018-19: Apprenticeship Evolved - fundedCMVOST - not fundedPublic Health Grant (League of Innovation) - not funded	Next year, the Grants Coordinator will work closely with the VP of AA to draft and submit additional grant applications to support Early College and Apprenticeship initiatives.	7/1/2018	7/1/2019
103	1	1.6	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.	Training boards purchased and installed as of Fall 2018. Skills included in program SLOs.	Reinforce electronic diagnostic skills in lab exercises per the training board curriculum.	7/1/2018	7/1/2019

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104	1	1.6	BO-2	Work to reduce the need for printed checks by pursing 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 2018-19 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.	OCTC has implemented the capability for electronic reimbursements to employees as of 10/10/18. We are currently working through the steps with an outside vendor to implement student refund electronic payments. We hope to have this procedure implemented within the 2019-20 academic year.	7/1/2018	7/1/2019
105	1	1.6	IT-10	10g network connections added for building E, evaluate the need for others.	10g network connections completed as needed.			7/1/2018	7/1/2019
106	1	1.6	IT-12	AirWave and ClearPass implementation, installation of additional network switch modules.	AirWave and ClearPass implemented successfully, installation of additional network switch modules completed.			7/1/2018	7/1/2019
107	1	1.6	IT-13	Finish surveillance system project, additional cameras, software configuration as needed. IT provides support.	Surveillance system project completed, IT providing support.			7/1/2018	7/1/2019
108	1	1.6	IT-14	SAN and Host (server) replacement.	Data center hardware refresh completed on schedule with minimum impact to users.			7/1/2018	7/1/2019
109	1	1.6	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.	Have configured password writeback with AzureAD, but need to get Colleague to accept AD password reset.		7/1/2018	7/1/2019
110	1	1.6	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.			7/1/2018	7/1/2019

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111	1	1.6	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.	7/1/2018	7/1/2019
112	1	1.6	IT-2	Upgrade physical domain controller.	Purchase, install, and configure new domain controller.			7/1/2018	7/1/2019
113	1	1.6	IT-20	Work to introduce students to Microsoft Office 365 products including email.				7/1/2018	7/1/2019
114	1	1.6	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.			7/1/2018	7/1/2019
115	1	1.6	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.	In process of securing 2nd trunk to campus which will give us an additional 100MB connection for a total of 350MB and a failover circuit.		7/1/2018	7/1/2019
116	1	1.6	IT-3	Upgrade physical mail server.	Successfully procure, install, and configure new physical mail server.	New Exchange Server was created as a relay to work in hybrid environment with Office 365.		7/1/2018	7/1/2019
117	1	1.6	IT-4	Replace out of warranty Drobo appliance.	Successfully procure, install, configure, and migrate to new network attached storage appliance.	Purchased 2 new Drobo NAS devices to replace EOL Drobo device.		7/1/2018	7/1/2019
118	1	1.6	IT-5	Purchase golf cart for IT use to haul computers and equipment across campus.	Successfully procure golf cart.			7/1/2018	7/1/2019
119	1	1.6	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.			7/1/2018	7/1/2019

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120	1	1.6	IT-6	Research and procure single sign-on (SSO) solution. Update 3/15/2019: With the upgraded subscription of O365, we will look to implement SSO using O365. We will still look at other options.	Procure, implement, and configure single sign-on solution.	We have implemented SSO for several applications this year (i.e., Campus Labs, D2L, Mobile). We will continue to take more apps to Azure authentication as feasible.		7/1/2018	7/1/2019
121	1	1.6	IT-7	Replace old PS2 KVM switches with one IP KVM switch.	Successfully secure, install, and configure new KVM switch.	Purchased KVM 32 port switching equipment to replace outdated hardware.		7/1/2018	7/1/2019
122	1	1.6	IT-8	Replace the outdated, failing audio mixer in R auditorium.	Successfully secure, install, and configure new audio mixer for R auditorium.	Completed Fall of 2018.	No more tasks to be completed at this time.	7/1/2018	7/1/2019
123	1	1.6	RC-1	Begin collecting data and assisting with items to begin application imports from College Net into Colleague.	Get items in place to begin importing application into Colleague from College Net.	Training was attended and mapping was done for the application import interface.	With training and the mapping complete, we will begin testing and making adjustments to begin the actual import process from College Net to Colleague.	7/1/2018	7/1/2019
124	1	1.7	A&S Dean-4	Ensure the A&S Division's SACSCOC compliance.	The A&S Deans will ensure that 100% of the Student Learning Outcome data is entered into Compliance Assist.	92% of the SLO data was reported into Compliance. SLO I - Use of Technology: Documenting sources. Students will marshal and document outside sources to support points in a written discussion. Assessment was to take place in the ENG 205 course. Data was unable to be collected from the Fall '18 semester due to the departure of the instructor, as well as the course not being offered in the Spring '19 semester.	An Asst. Dean of Accountability in the Arts and Sciences division was placed with the specific task of organizing the SLO data collection.	7/1/2018	7/1/2019
125	1	1.7	A&S-4	Faculty will comply with division requirements for SLO data/information in Compliance Assist for SACACOC compliance.	100% of faculty involved will provide SLO information for AA/AS and Gen Ed.	100% of the SLO data was reported into Compliance.	An Asst. Dean of Accountability in the Arts and Sciences division was designated and assigned the specific task of organizing the SLO data collection.	7/1/2018	7/1/2019

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126	1	1.7	BEPS Dean - 3	Improve retention/persistence (in identified programs) through targeted research-based strategies.		The following programs/certificates in the BCEPS Division increased persistence by 6% or more or remained the same from 2017/18 to 2018/19: Business Administration: Accounting & Related Certificates (52.9% to 60.53%) Administrative Office Technology & Related Diploma (60.8% to 76.19%) CPT Database and Programming Certificate (100% to 100%) Criminal Justice & Related Certificates (71% to 85.2%) CPT Network Specialist Certificate (0% to 100%) The following programs/certificates in my division increased persistence from 2017/18 to 2018/19, but did not meet the goal of a 6% increase: Business Administration: Enterprise & Related Certificates (62.5% to 54.6%) CPT - Network Security & Information Assurance & Related Certificates (64.5% to 68.42%) The following programs/certificates in my division decreased persistence from 2017/18 to 2018/19 as outlined below: CPT - Programming & Related Certificates (78.3% to 72.9%) Early Care and Education & Related Certificates; Diploma (75% to 74.19%) Logistics Certificate (100% to 66.7%) Paralegal Studies (74.2% to 62.5%)	All program faculty and Program Coordinators have a "standing" objective in their Unit Plans from year to year that relates to persistence, retention, and/or enrollment. All division faculty are continuously encouraged to make their courses more flexible and to make use of the available referral resources (and making sure the referrals are done in a timely manner) in an effort to improve student retention and success from one semester to the next.	7/1/2018	7/1/2019
127	1	1.7	DoA-3	Manage the Degree Audit, Curriculum Management, and Course/Section Coding of the Datatel Software used to support the functions of the College.	Ensure that scheduling of classes, student registration and advising, and graduation of all students can be performed through the use of Datatel as the College's Management Software.	All programs functioned without interruption and integrated with self service and advising software.	Will need to continuously monitor and program changes to ensure efficiency.	7/1/2018	7/1/2019

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128	1	1.7	DoA-5	Coordinate and implement the S-3 Solutions module into the D2L LMS.	Successfully launch S-3 Solutions and have all Faculty trained and using the software by the end of Spring Semester, 2018.	All Internet and face-to-face classes have been loaded and are using D2L. Training has been completed and is ongoing. All software loaded and functioning properly.	Will continue to upgrade and monitor S3 solutions, as needed.	7/1/2018	7/1/2019
129	1	1.7	IE-1	Modifications, error corrections, and system updates to the Accreditation, Credentials, Planning and Program Review Modules. The current version of the applications' Permissions Role functionality does not work as stated by cascading Role Name Properties to users assigned to each respective Role Name Property. This functionality must be fixed in each of the four respective applications. We will need to work with Campus Labs / Compliance Assist to make this happen.	Working software enhancements that allow for modifications, error corrections, and system updates to the Accreditation, Credentials, Planning and Program Review Modules. All respective applications Permissions Role functionality will work as stated by cascading Role Name Properties to users assigned to each respective Role Name Property.	This is a work-in-progress. We are continuing to work with CampusLabs as they make updates to the existing software modules.	As we complete updates/fixes on each respective software component, we will utilize the results of those fixes and the data gathered from those fixes to inform the modifications/updates on the next set of software modules.	7/1/2018	7/1/2019

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130	1	1.7	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	All Informer Reports have been moved from Informer 4.0 to Informer 5.0. We are continuing to add, modify, update, delete and consolidate reports as needed to ensure optimal organizational strategic compliance. At this point, we are have 310 actively running Informer Reports.	We are utilizing employee, user, management, and executive level feedback to determine if the existing reports meet the desired outcome and also to create new, update existing, and delete reports no longer utilized.	7/1/2018	7/1/2019

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131	1	1.7	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 thefollowing datamarts.1. Student Success Rate2. Fall-to-Spring Persistence3. Fall-to-Fall Retention4. Enrollment Report5. 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 both150%	Data reflecting the Student Success Rate, Student Fall-to-Spring Persistence, Student Fall-to-Fall Retention, Student Enrollment, and Student Graduation Rates are tracked and continuously monitored for improvement through out each academic year and compared to prior academic years. There are numerous ongoing active conversations throughout the year that review the current status of each item with discussion of improvement efforts.	Results of each year's items are used to determine the organization's effectiveness at meeting the student success criteria of Student Success, Fall-to-Spring Persistence, Fall-to-Fall Retention, Student Enrollment, and Student Graduation Rates.	7/1/2018	7/1/2019

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133	1	1.7	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. This is an ongoing/continuous effort.	All data elements are organized and documented annually on a continuous and ongoing basis.	Data element results from prior objective results are used to respond to and implement tasks that will improve future results.	7/1/2018	7/1/2019

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134	1	1.7	IE-6	The updates of all licensure data reported to South Carolina Technical System Office and various grant funding entities will be automated to reduce data reporting errors because of inconsistent data reporting time frames.	Zero reporting errors to the System Office, faster turnaround of Health Care Program Licensure Scores, and reliable detailed database data for quicker Health Care Grant requests.	Actual Licensure Data Results are captured and recorded to allow the deans and program managers to know if their strategies are working. Additionally, these data results are used to determine which strategies are working or not working and as a basis for program modifications, improvements, or any needed attention.	As stated earlier, the data results are used to determine which strategies are working or not working and as a basis for program modifications, improvements, or any needed attention.	7/1/2018	7/1/2019
135	1	1.8	ACC-2	Add professional communications instruction to ACC 201 and ACC 202	At least one professional communications module is added to ACC 201 and ACC 202.	The objective was met.	Students are required to do research on a topic, write a paper, and present their findings by using technology like PowerPoint or YouTube video. Students are also required to complete a professional communications module in the internship class. Online students do not have the benefit of a live audience, so the D2L virtual classroom can be used so that students can present their findings in front of a live class.	7/1/2018	7/1/2019
136	1	1.8	ADN-4	Maintain licensure rates at or above the state or national average for first time test takers.	Maintain licensure rates at above the state or national average (87%).	Flex December graduates: number tested 8 Number passed 8 Total: 100% Transition May graduates: Number tested 15 Number Passed 11 Total: 73% Traditional May graduates: Number tested 35 Number Passed 35 Total: 100% Total ADN graduates: Number tested 58 Number Passed 54 Total: 91% December 2018—Number who tested, number passed. 8 tested and 8 passed May 2019—number who tested, number passed. 15 tested 11 passed first attempt	The transition group will be given more face to face coursework rather than online courses as well as more emphasis on NCLEX-RN review using ATI materials.	7/1/2018	7/1/2019
137	1	1.8	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 for 18-19 was 69.1%.	ASK WHY THIS WENT DOWN.	7/1/2018	7/1/2019

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138	1	1.8	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 students completed 2 ASE licensure exams.	Cengage unlimited now includes built-in ASE test preparation which has made students more successful. Next year, more test preparation exercises will be included in both fall and spring semesters to ensure that more students pass the exams.	7/1/2018	7/1/2019
139	1	1.8	AUT-8	Expand usability of ATECH trainers in AUT lab.	Install eight power outlets to support new ATECH electrical trainers for AUT instruction. Power outlets to be located in I804. Install network connection for ATECH electrical trainers' control center PC.	Physical plant staff added the new power outlets.	In the future, new ATECH trainers will need to be purchased. New furniture will be purchased to expand the lab, so new power outlets and renovation will need to occur.	7/1/2018	7/1/2019
140	1	1.8	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.			7/1/2018	7/1/2019
141	1	1.8	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.	For Fall 2018, 34 students took the state CNA exam. 1 failed both the written and skills portion. 4 failed the skills portion. 29 students passed both parts. In Spring 2019, 24 students took the exam 23 students passed both parts. In Summer 2019, 20 students took the exam and 19 passed both parts. For the academic year, 78 took the exam and 71 were successful. Total of 91% success.	Incorporate more computerized practice tests to prepare students for future online testing.	7/1/2018	7/1/2019
142	1	1.8	CPT-NSIA-4	Implement Certiport Microsoft MTA certification testing for students in the following areas during the 2018-19 academic year: MTA Network and MTA Security.	Establish benchmarks with 20% of eligible students taking the appropriate exam(s).	Cost of certification exams were added to the IST 245, IST 263 and Oracle Database courses. Allowing all enrolled students to take the exams.	Students were engaged when realizing the potential to graduate with certifications. It was noted that even though this served as a viable option for exit points, students became even more intrigued with other MTA certifications that they could take if the courses would allow for them to do so. The department will look at adding more certification options as a result.	7/1/2018	7/1/2019

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143	1	1.8	CPT-PROG-3	Implement Oracle Certification training for all Programming students during 2018-2019 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. 12 Database students took the Ucertify MTA-Database Fundamentals certification examination during the 2019 Spring semester. 3 of the 12 (25%) students successfully passed the certification examination.		7/1/2018	7/1/2019
144	1	1.8	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 externalstakeholders.	Increase the number of program completers/certifications by 3%.			7/1/2018	7/1/2019
145	1	1.8	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.			7/1/2018	7/1/2019
146	1	1.8	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%.			7/1/2018	7/1/2019

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147	1	1.8	CTED-4	Track, manage, and report key data for the key performance indicators listed below.	Corporate Training: Revenue - 2% increase over 17-18 Corporate Training: Contact Hours (Fall) - greater than 17-18results Corporate Training: Total Number of Students Served (headcount) - 3% increase over 17-18 Corporate Training: Clients Trained - 3% increase over 17-18 Corporate Training: Business/Industries Served - 3% increase over the number served in 17-18 Corporate Training: Students Moving from CTED to Credit - Goal of 10 students Corporate Training: Programs Moving from CTED to Credit - Goal of 3 programs (HVAC, SCMC, and Office Skills) Corporate Training: Certifications Awarded - 200 certifications Corporate Training: Students in			7/1/2018	7/1/2019
148	1	1.8	EDT-1	Participate in NSF sponsored CNC project workshop. Integrate course material into current courses in EDT for CNC projects.	Complete workshop and develop lab components in EDT courses to incorporate CNC projects. Two out of three courses completed. Last work shop to take place in the summer of 2020.	To learn new techniques for adding the design and manufacturing process into the Engineering Design Technology curriculum.	This will give the student additional skills to use in advanced manufacturing. This will include design and the manufacturing process.	7/1/2018	7/1/2019

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149	1	1.8	EMT-3	Maintain licensure success rates for the program by improving test-taking techniques to improve the student's test-taking ability.	70% of program students will be successful on the practical and written examinations.	The cumulative pass rate of students who wwere successful on the practical and written examinations for this time period is 62%.	Remediation efforts to increase successful practical and written examinations will continue. Instructors have increased remediation efforts in between attempted examinations.	7/1/2018	7/1/2019
150	1	1.8	FA-3	Work-Study Coordinator will host a mandatory meeting for all Work-Study students				7/1/2018	7/1/2019
151	1	1.8	MA-1	Maintain Medical Assisting Certification Exam rates at or above the national level.	Meet or exceed national standards (62% - 66%).	Licensure pass rate for 18-19 was 64%.	Next year, faculty will request the purchase of practice test software to help students with time management and being able to take a timed computerized test.	7/1/2018	7/1/2019
152	1	1.8	MTT-02	Work with Sandra Moore to increase the number of students in youth apprenticeship program in MTT.	An additional three students will be enrolled in MTT using the youth apprenticeship program.	Began outreach to local companies to provide apprenticeships, did not have in place for this year. Plan to extend this unit plan through 2020.		7/1/2018	7/1/2019
153	1	1.8	PN-3	Maintain/improve success rates for licensure for the PN program graduates.	PN graduates will meet/exceed National NCLEX-PN licensure pass rate which was 83.84 in 2017 when we set success measure. In January 2019, the 2018 National NCLEX-PN pass rate was reported as 85.93. Graduates successfully exceeded goal.	For the 2018 graduates: There were 60 graduates, and 55 graduates passed NCLEX-PN on the first attempt. (91.67%) ---Traditional PN- 46 grads and 42 passed 1st attempt-- 91.3% ----Flex PN- 14 graduates and 13 passed 1st attempt---92.86% For the 2019 graduates: There were 62 graduates, and pending results for NCLEX-PN on first attempt at present.	Faculty will will change the SLO to ACEN definition of passing of 80% of class instead of National Pass rates in order to meet our accrediting agency's measures..	7/1/2018	7/1/2019
154	1	1.8	PTA-1	The program will ensure that all lab equipment is current and modern in order to best prepare students for a clinical setting.	Purchase and install new hospital bed in L1420 by Summer 2019.	2 electrical hospital beds used previously by the RN program were placed in the PTA lab to replace the older versions used by the program; with the upcoming move to the renovated K building, the program will request funding for a new bed that has more innovative features commonly seen in acute care facilities where students complete clinical affiliations	While the 2 electrical beds used by the program are more modern than ones seen in skilled nursing facilities in this are, students are not exposed to the most innovative beds seen in acute care facilities; will need to request funding in next year's unit planning process for a contemporary hospital bed to add to the PTA lab for more innovative student training.	7/1/2018	7/1/2019

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155	1	1.8	PTA-3	The program will recruit and admit students of diverse backgrounds to foster economic development in rural areas where healthcare is provided. Outcomes: Seek to increase the number of students of diverse backgrounds who apply to the program. Prepare students to treat patients typically seen in rural healthcare.	Indicator 1: At least 10% of the applicants will be from diverse backgrounds. Indicator 2: 100% of students in the program will successfully complete a clinical affiliation in a rural healthcare setting with a score of "satisfactory". Indicator 3: The Program Coordinator will attend at least 1 recruitment event annually.	19.2% of applicants that applied were from diverse backgrounds; 100% completed a clinical affiliation in a rural healthcare setting and 100% were successful	The Strategic Plan was supported through fostering economic development in the rural area served by the College. Next year's unit plan will be influenced by these results as we aim to expand the facilities used by the program with the move to a renovated K building while focusing on contemporary practice and innovative ways to retain students. The Program Coordinator will continue to engage in recruitment efforts alongside Admissions and stay an active part of offering retention efforts to those enrolled in the program.	7/1/2018	7/1/2019
156	1	1.8	RAD-4	Maintain licensure success rate for the program.	Meet state or national levels for licensure	All 11 students passed the licensure examination.	Next year, faculty will upload ASRT modules for positioning. In addition, faculty will incorporate a RAD bootcamp, which will be utilized throughout the program, including review, quizzes, scenarios for each of the four licensure test areas. These will students to retain information through on-demand remediation. The faculty will also provide access to HESI, along with Corectec, for students to gain additional practice and preparation.	7/1/2018	7/1/2019
157	1	1.8	RADONL-3	Achieve at least a 75% or better pass rate on the ARRT mammography registry.	Meet or exceed national pass rate of 75%.	Only 67% of graduates passed the licensure exam.	Faculty will upload new ASRT modules to Mammography and MRI coursework to help students retain content and be more prepared for the exam.	7/1/2018	7/1/2019
158	1	1.8	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.	Faculty assessed workforce and soft skills for QEP SLOs.	Faculty and new program coordinator will review materials and incorporate new ASRT modules to better prepare students to enter the workplace.	7/1/2018	7/1/2019

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159	1	1.9	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.		7/1/2018	7/1/2019
160	1	1.9	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.		7/1/2018	7/1/2019
161	1	1.10	SA-1	Provide students with continued opportunities to participate in student leadership experiences through conferences, training, and other events.	Students were provided sufficient opportunities to participate in leadership opportunities.	OCtech students participated in student leadership opportunities by attending the Student Leadership Conference at Midlands Technical College on March 30th, 2018.	The college will continue to offer student leadership opportunities by making such conferences available to students throughout the next academic year.	7/1/2018	7/1/2019
162	1	1.10	SA-2	Student clubs will have the opportunity to recruit new members through the use D2L announcements and during Welcome Week activities.	Allow clubs to disseminate recruiting announcements to other students through the Student Activities coordinator via D2L and to set up recruiting tables at Welcome Week events.	The gaming club took advantage of the opportunity to invite new members to joing their ranks through D2L invitations to 2 separate club events. Clubs were also allowed to setup recruiting tables during Welcome Week activities.	D2L and on-campus events will continue to be used as a means of increasing student engagement and participation in student activities and student clubs.	7/1/2018	7/1/2019
163	1	1.10	SA-3	Conduct 2 new, never-before-done, events as Student Activities for the 18-19 school year.	Plan and carry out two Student Activities, never before offered, for the 18-19 school year.	2 new events, Silent Yoga and The Silent Party, were launched during the Fall 2018 Exam Bash and were opened to all students. (* See Word document "18-19 Student Activities Flyers for Documentation).	New events will continue to be investigated for inclusion into the Student Activities events for the upcoming academic year.	7/1/2018	7/1/2019

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164	2	2.1	FD-3	Automate student application so students may apply online.	Application online so that application process is easier for students.	After investigation, we found we were unable to automate the application process "in-house." Automating the process would require an outside programmer or hiring an outside firm to automate the process for us. A number of companies offer the ability to automate he scholarship application process, but the number of applications we receive does not seem to justify such an expense.	We may investigate hiring a programmer who could automate the scholarship application process and also automate the collection of financial aid data needed to make informed decisions regarding scholarship awards. To do so would require incorporating this expenditure into the foundation's budget.	7/1/2018	7/1/2019
165	2	2.2	ADM-2	Maintain or increase the numbers of students enrolled in the Evening College for Working Adults.	Maintain or increase Evening College enrollment through recruiting and marketing to adult populations through recruiting at festivals, community events, and other off-campus activities where adults are present in large numbers.	Comparison of 2017-2018 to 2018-2019 Informer reporting on the number of evening section courses registered for show that in 2017-2018, there were 961 individual evening courses registered for. During 2018-2019, there was a modest 3% increase to 992 evening sections registered for. (* See Excel table "Evening College Recruiting Numbers" for documentation).	Participation in recruiting activities during events where adults are present should be continued even if it resulted in a small increase in enrollment for the Evening College for Working Adults initiative. It is a good way to increase awareness of the college and to interact with the residents of different portions of our service area.	7/1/2018	7/1/2019
166	2	2.2	ADM-3	Continue and increase the use of newly developed strategy of using recruiting outings at preexisting community events, festivals, and functions throughout our service area as a means of increasing our exposure in the community, general knowledge of our course offerings, and to boost engagement with residents of communities outside of the City of Orangeburg.	Attend more than 30 non-school related community recruiting opportunities for the 2018-2019 academic year.	The Office of Admissions participated in 46 non-school related community recruiting opportunities for the 2018-2019 academic year. (* see Community Recruiting Events Excel table for documentation.).	The use of existing community events, where a large attendance has already been generated, as a recruiting venue should continue to be employed for future years. It allows us to engage with a larger number of the communities within our service area, often outside of the City of Orangeburg where enrollment numbers are usually harder to generate. These types of events are well advertised, well organized, have a history within their communities, and often require only our time and mileage to attend. They are much less labor intensive venture than the previous recruiting strategy of "Road Shows" which required much more planning, transportation of equipment, and the attendance of additional faculty and staff.	7/1/2018	7/1/2019

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167	2	2.2	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.	Continue to survey the new student cohort for 18-19 and 19-20 and work to retain all students.		This results were met for fall 2018. E. Rivers and R. Bussey surveyed 16 student in the fall term. Please see attachment for results. Spring 2019 survey done by E. Rivers and R. Bussey and again the results were met with 11 students surveyed. Please see attachment for those results. We will continue this survey in 19-20 with a new cohort of students. This is done to retain our students from year to year upon graduation. Elizabeth met with a cohort of 14 student for fall 2019. She only met with them one time. She met with 14 students at the beginning of the fall 2019 semester. She was suppose to meet with the group at the beginning of fall 2019 and the same group at the end of fall 2019 so we can see some retention patterns. I reminded her to please make sure that for spring 2020 that she meets with a group of 10 or more at least twice within the same semester so that we can measure our retention strategies.	7/1/2018	7/1/2019

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168	2	2.2	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 sills, technology skills, and soft skills.	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. Student will be able to take with them once they are done with the advising process a bookmaker that they can use in their courses at the college. 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 readness.	All new students that come in for advisement are given a QEP bookmarker to help promote workforce ready (QEP). Advisors/peer mentors go over the bookmarkers with students to make sure they understand what communication skills, technology skills and soft skills are like.	This is to help prepare students for the workforce by making sure they have the communication skills, technology skills and soft skills that are needed in the workforce. We do this at the beginning of a students enrollment process. Student then end of taking an IDS class toward their spring senior year to reinforce the QEP and prepare them for the workforce.	7/1/2018	7/1/2019

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169	2	2.2	ADV-3	Review the admissions and guaranteed slots for all the nursing and health science program except for the PTA program. Encourage to seek all the different options for our nursing/health science programs at OCtech.	Continue to update and improve NUR/HS entry database.	The nursing/health Science overviews were updated to reflect a new point scale. All participants in the medical programs such as: Associate Degree Nursing, Licensed Practical Nursing, Radiologic Technology all were given a total points of 60 points. Medical Assisting had a total of 46 points. The Physical Therapy program had a total of 100 points plus a minimum observation hours of at least 40 hours. Students were then rated on their GPA and their grades for certain classes. Each grade gave a certain amount of points.	With the new point scale for our nursing/health science programs, students had to attend a HIP session (Health Information Program Session) to receive a packet to apply for one of our medical programs. The point scale was updated and enforced when student attend a HIP session online or face to face. This gave the students a better understanding on how to apply for a competitive medical program. Along with this a new software was implemented to keep better track of all the inquires. The data used will help us retain our students competing in medical programs and give updates on how they can be better competitive applicants.	7/1/2018	7/1/2019
170	2	2.2	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.	Training boards purchased and installed as of Fall 2018. Skills included in program SLOs.	Reinforce electronic diagnostic skills in lab exercises per the training board curriculum.	7/1/2018	7/1/2019
171	2	2.2	COUNS-1	Improve student outcomes with career services by providing students/graduates with skills for achieving employment.	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. Attend monthly meetings once joined to gain helpful information to pass along to our students.	I joined the SHRM (The Society for Resource Management) organization.	Joining the SHRM organization allowed me to network with other agencies so that I can be better at working with career students getting ready for the work force. Job opportunities are highlighted and I am able to bring the information back to OCtech to let our students who are getting ready to graduate prepare for the workforce. This organization meets once a month and guest speakers are brought in so that members can learn more about their organization. I plan to renew my membership for next year to help current students understand what is out there as it relates to the workforce to better prepare them for interviews.	7/1/2018	7/1/2019

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172	2	2.2	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 2018 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.	Goal was met. 3056 students used the testing center this year. To improve services to students with disabilities we installed security mirrors. Accuplacer Next Gen training began and will continue annually.	Going forward, we will increase quality of service by using the already established clientele list to build on for future students.	7/1/2018	7/1/2019
173	2	2.2	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 employees completed training.	Next year, staff will complete current trainings, as well as new modules or certifications, as needed.	7/1/2018	7/1/2019
174	2	2.2	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.	Created group testing for academic affairs for all senior program students; worked with CTED to create agreement for all industry students to follow protocol.	In addition, a plan was devised for community members interested in using the testing center for WorkKeys. We will make changes to the plan, as needed, to accommodate Student Services and Academic Affairs.	7/1/2018	7/1/2019
175	2	2.2	TC-4	Purchase, install, and train staff for the new test.	Have all training and setup completed by January 2019 to begin testing.	Next Gen was set up and staff trained by the end of Fall 2018.	Training is a continuous process for staff. In addition, we will keep NextGen up-to-date as required by the company.	7/1/2018	7/1/2019
176	2	2.2	TC-5	Change hours and staffing to accommodate a new center design. Move from a walk-in format to an appointment-only format for all tests except placement testing (Student Services).	Change all hours and update staffing, update signage and website, design and create appointment system (online), and training for Qlist to complete Center reorganization by July 1, 2018.	Hours, staffing, signage and website were updated as planned during the 18-19 academic year. However, after research, it was decided that Qlist would not be a good solution for appointments.	Moving forward, partial appointments and partial walk-ins will be used to help with scheduling, rather than using a completely online reservation system.	7/1/2018	7/1/2019

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177	2	2.2	TR-1	TRiO staff will offer personal, academic, and career counseling as needed throughout the semester.	At least 85% of TRiO participants will receive counseling services from the TRiO staff.	TRiO staffers will work together to offer personal, academic, and career counseling to TRiO students.	TRiO staffers tried reaching out to all of their students on their case load but 92% was confirmed with contacting their students. They offered personal academic and career counseling by email, mail, texting (Blumen), phone and face to face. This helped with retaining our students, graduation and transfer rates.	7/1/2018	7/1/2019
178	2	2.2	TR-3	TRiO staff will offer assistance to all participants by promoting and assisting with FAFSA completeion	80% of students registered for the Fall semester will have their FAFSA completed by July 31.	68 of the 76 students registered for the Fall on July 31st had completed FAFSA applications.	TRiO staffers will continue to encourage students in TRiO to register and complete their FAFSA as soon as registration is open for each term. By doing this our retention, graduation and ultimately transfer students to a four year college will increase.	7/1/2018	7/1/2019
179	2	2.3	MKT 01	OCtech will contract with Content Management System (CMS) provider to redesign the public website to accomplish the following objectives: 1 simplify the ease of use by creating a more efficient site navigation 2 encourage interaction between the College and potential students/parents/community with embedded request for information forms 3 incorporate form fills into an automated marketing system which will send automated information and reminders to potential students to encourage application to the college.	The website will be redesigned and new automated marketing system will be put into use. A baseline will be determined for future monitoring. Baseline will be determined by number of website traffic converted into applications/number of forms fills.	Baseline will be determined when a full year of data is gathered using Google Analytics. (March 2019-March 2020) Baseline numbers will be established on form fills, number of site visitors, overall bounce rate, apply button clicks, etc.	Baseline numbers will dictate and gauge effectiveness of changes/improvements needed for the website.	7/1/2018	7/1/2019
180	2	2.3	MKT-04	We will create videos to promote some of our lowest enrollment programs in an effort to boost program awareness.	5 videos will be produced during the 2018-19 academic year	Videos were produced for the following academic programs and placed on the college's YouTube channel and related program pages: * Associate Degree Nursing* Criminal Justice* Physical Therapist Assistant* Professional Truck Driver Training* Welding Technology https://www.youtube.com/playlist?list=PLU4iQF 4GEsLxJ4GWhHHfyvM0IwIUDjZWg	These short videos use photos and other visuals to showcase labs and learning opportunities in our academic programs. These brief program introductions can be used to help promote programs on social media and at local schools. We will continue making the videos for each of the college's program areas.	7/1/2018	7/1/2019

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181	2	2.5	ADJ-3	Create relevant and informative content for adjunct faculty via the Adjunct Faculty Portal.	Update the Announcements portion of the Adjunct Faculty Portal at least twice monthly.			7/1/2018	7/1/2019
182	2	2.5	ADJ-4	Encourage faculty and staff to nominate adjunct faculty for the monthly WHO Awards Program. Discuss the possibility of including an Adjunct Faculty category in the annual Educator of the Year awards.	Achieve a 2% increase in the number of adjunct faculty nominated for a WHO Award, and achieve a 1% increase in the number of adjunct faculty members randomly selected for a WHO Award. No baseline currently exists for for an adjunct Educator of the Year category because the category currently does not exist.	Going forward, we will recommend adjunct faculty for WHO Award nominations and recommend that an Adjunct Educator of the Year category be added.		7/1/2018	7/1/2019
183	2	2.5	ADM-1	Admissions counselors will serve as recruiters for high school students eligible for Early College, in addition to high school seniors eligible for college admission.	Maintain or increase the number of Early College student registrations and increase the number of graduating Early College seniors that enroll at OCtech after high school.	2018-19 Informer reporting shows that Early College student registrations for Fall 2018 and Spring 2019 totaled 1,132 students. Of those, there were 75 Early College graduates that enrolled at OCtech after high school. This represents a 6% increase in Early College enrollment from the 2017-2018 to 2018-2019 academic years. Conversions of Early College students after graduation increased 31% over this same time period. (* See Excel table "2018-2019 Early College Conversions" for documentation)	Recruiting Early College students should continue to be a priority for our admissions recruiters in order to grow Early College enrollment, to build relationships, and to increase awareness of and enrollment in our Early College pathways.	7/1/2018	7/1/2019

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184	2	2.5	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 2017FA to 2018FA: Business Administration: Accounting & Related Certificates (158.42% - 17 to 44) Logistics Certificate (50% - 2 to 3) CPT - Network Security & Information Assurance & Related Certificates (17.14% - 35 to 41) CPT Network Specialist Certificate (50% - 2 to 3) The following programs in my division increased enrollment from 2017FA to 2018FA, but did not meet the goal of a 6% increase: Criminal Justice (5.48% - 73 to 77) CPT - Programming & Related Certificates (2.17% - 46 to 47) The following programs in my division decreased enrollment from 2017FA to 2018FA as outlined below: Business Administration: Enterprise & Related Certificates (18.52% - 108 to 88) Administrative Office Technology & Related Diploma (4% - 25 to 24) Early Childhood (7.69% - 39 to 36) Paralegal Studies (22.58% - 31 to 24) CPT Database and Programming Certificate (60% - 5 to 2)	Increased emphasis will be placed on providing more flexible offerings, heightening recruitment initiatives, and creating pipelines through partnerships with K-12 and employers in our service areas to increase enrollment.	7/1/2018	7/1/2019
185	2	2.5	CPT-NSIA-2	Recruit a cohort for Early College implementation in 2018-19 academic year from area school districts.	Establish an increase of 2% in EC cohort in Network Security in academic year.	Early College students were enrolled in basic computer classes, but were not enrolled in Networking Security classes for 2018-2019 Academic school year.	For the 2019-2020 academic year, the CPT Department will need to become visible at the various high school recruiting events. This needs to be a joint effort between OCTech's Early College Division and the CPT Department.	7/1/2018	7/1/2019
186	2	2.5	CPT-PROG-1	Recruit a Middle College cohort for implementation in Fall 2018/Spring 2019 from area school districts.	Establish a Middle College cohort of at least 10 students for Programming in the Academic year 2018-2019.	Middle College students were enrolled in basic computer classes, but were not enrolled in Core Programming classes or Programming Academic Program 2018-2019 Academic school year.		7/1/2018	7/1/2019

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187	2	2.5	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.	New agreements are resolved and old agreements are being updated.	Will continue working with Deans to update agreements and develop new agreements, where needed.	7/1/2018	7/1/2019
188	2	2.5	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.			7/1/2018	7/1/2019
189	2	2.5	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.		Program Coordinator met with the Dean of Administration. There are a couple of articulation agreements in place, but they need to be revisited and updated.	Program Coordinator will get with the Dean of Administration to schedule meetings with the four-year institutions to update and clarify the relationship between the entities.	7/1/2018	7/1/2019
190	2	2.5	ONL-3	Continuation of SARA certification.	Continued SARA accreditation.	The college has SARA accreditation	The college has SARA accreditation. It will be renewed as required.	7/1/2018	7/1/2019
191	2	2.6	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.	The division goal is to have a 3% increase in enrollment or 847 students enrolled in the Fall of 2018.	With a Fall 2018 enrollment of 772 students the 3% increase goal was not met .	A marketing plan in conjunction with recruitment/admissions needs to be developed to promote the benefits of University Transfer at OCtech. Maintaining and building new relationships with high school administrators to increase Early College enrollment will be a priority.	7/1/2018	7/1/2019
192	2	2.6	AE-3	Increase AE student engagement in TEAS and Accuplacer activities to encourage enrollment in college programs.	Increase the number of AE students who transition to post-secondary to 20%.	20% of Adult Education's graduating class transferred to post-secondary in the 2018-19 academic year.	Going forward, faculty will support students to continue their education by adding in-class activities including lab tours at OCtech, as well as career development activities.	7/1/2018	7/1/2019

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193	3	3.1	A&S Dean-1	Ensure competitive programs through timely and effective faculty professional development opportunities.	Every faculty member in the Arts and Sciences division will participate in at least one professional development activity.	All faculty engaged in professional development in the area of improving their usage of the college's learning management system D2L. There is an ongoing systematic approach for all faculty to complete a D2L Training Course. All online faculty will also complete a Pedagogy course. The first Community of Practice cohort completed their requirements in the fall 2018 semester. The spring 2019 semester cohort has not of yet completed.	The Dean of the division is encouraging all faculty to attend a conference in their respective field of instruction. Providing innovative instruction to our students will translate into their success leading to a much improved workforce for our community.	7/1/2018	7/1/2019
194	3	3.1	ADJ-1	Develop and implement a mentoring program for both face-to-face and online adjunct faculty..	Development and implementation of a mentoring plan.	A mentoring program was not established.	While no mentoring program is in place, the Adjunct Faculty Portal is a useful resource for adjunct faculty. All adjuncts have access to the portal, which is housed in D2L/Brightspace. Through the Portal, adjuncts can access current information to assist with teaching, find orientation resources to acclimate them to the College, and build a community with fellow adjuncts, deans, administrators, and others.	7/1/2018	7/1/2019
195	3	3.1	ADJ-2	Enhance the onboarding process through a two-step orientation program.	Implementation of an Enhanced Orientation Process--First, the adjuncts will be presented with a program that introduces them to the College and its basic policies and procedures. Second, basic teaching skills and the use of technology in an educational setting will covered in face-to-face sessions that are offered several times a year.	Through the Adjunct Faculty Portal, new and existing adjunct faculty can locate orientation resources. The Adjunct Faculty Portal is located within D2L/Brightspace. Also, adjuncts learn skills to enhance teaching and student learning through the D2L Part I training course. This course, also housed on the D2L platform, addresses the use of technology in an educational setting. Resources from the Portal and the D2L training course are available to adjuncts on demand.	Going forward, face-to-face sessions will not be the primary mode of training for adjunct faculty. Instead, adjuncts will be directed to the Adjunct Faculty Portal community or to D2L Training Part I for orientation, teaching and learning, and training resources.	7/1/2018	7/1/2019
196	3	3.1	ADJ-5	Increase the number of adjunct faculty who complete D2L Part I Training by 5%.				7/1/2018	7/1/2019

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197	3	3.1	ADN-3	Positively impact student retention through faculty participation in at least one continuing education opportunity or conference which promotes teaching effectiveness.	All ADN faculty will complete at least one professional development activity.	All faculty completed at least one continuing education offering.	We will need to focus our energies on preparing students for a major change in the NCLEX-RN beginning in 2023 when the test questions will focus on nursing judgment. Faculty will need added skills in teaching nursing judgment and in constructing test items to measure nursing judgement .	7/1/2018	7/1/2019
198	3	3.1	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 participated in 5 or more professional development activities this year.	The program director will research additional opportunities for faculty and staff to gain skills that will help serve students.	7/1/2018	7/1/2019
199	3	3.1	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% participation as it relates to faculty taking part in professional development opportunities offered by the college, their respective accrediting agencies, and conferences related to their areas of profession.	100% of all faculty in the BCEPS Division participated in at least one professional development activity offered by the college in addition to other activities that were program specific. Information can be found in each faculty member's 2018-19 FPMS documentation.	The goals in education are always centered around continuous improvement. Providing opportunities for faculty members to attend conferences and network with their colleagues from around the world is one way to achieve this goal. This enables them to acquire valuable information that can trickle down to their students and prepare them to move forward with their career choices.	7/1/2018	7/1/2019
200	3	3.1	CNA-4	Program Manager and Instructors will attend state-sponsored workshops as offered to ensure program currency.	Program Manager will update all components of CNA course as required by state guidelines to ensure program currency and student success.	The program coordinator completed online training and ensured that all other program faculty were trained and up-to-date on new standards as of Fall 2018.	Faculty will continue to stay updated on with state requirements and state-sponsored meetings.	7/1/2018	7/1/2019

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201	3	3.1	CPT-NSIA-5	Faculty will respond to academic and industry needs by updating technical skills training by attending Tech Conferences for the 2018-19 academic year. These will be, but not limited to: 2019 Cengage Computing Experience, FETC Educational Technology Conference and 3CS Cyber Summit.	Certifications on file in HR by the end of the academic year and implementation of new technologies in curriculum.	CPT Department was able to attend the UCertify Technology Conference in Orlando, FL this past spring.	They were several opportunities to bring back to the department for future growth in course offerings and certification testing with GMetrix and others.	7/1/2018	7/1/2019
202	3	3.1	CPT-PROG-5	Faculty will respond to academic and industry needs by updating technical skills with the Certiport certification exam. Faculty will also attend two Tech Conferences for 18-19. These will be FETC Educational Technology Conference and the 3CS Cyber Summit.	Certifications on file in HR by the end of the academic year and implementation of new technologies in curriculum.	Gmetrix and Ucertify was implemented in the Database Certificate program. Students were able to use Gmetrix for certification test prep and used Ucertify to take the MTA-Database Fundamentals examination. Certifications on file.		7/1/2018	7/1/2019
203	3	3.1	ECD-6	To ensure faculty remain current in the NAEYC Accreditation process and procedures.	Faculty will attend the annual NAEYC Conference. The 2018 meeting will be in Washington DC in November.	The program coordinator attended the NAEYC conference in Washington, DC.	Next year, the program coordinator will attend a NAEYC sponsored conference regarding the accreditation process and self-study to prepare for reaffirmation in Fall 2020. The program coordinator has also been approved to be a peer reviewer and will audit a college visit prior to our reaffirmation.	7/1/2018	7/1/2019
204	3	3.1	EMT-2	Improve educational delivery methodology by attending conferences and workshops geared towards accelerating student achievement and marketability.	Program Coordinator will attend annual EMS Symposium, to stay current in the EMS field.	The Program Coordinator attended the annual EMS Symposium.	The Program Coordinator will continue to attend professional development opportunities.	7/1/2018	7/1/2019
205	3	3.1	FA-1	FA staffers will attend financial aid and veteran affairs conferences.	Fulltime FA staffers will attend at least one financial aid workshop or veteran's affairs			7/1/2018	7/1/2019

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206	3	3.1	FD-2	Audit donor database maintained in Raiser's Edge to categorize donors as to donor type, gift range, and giving history.	Donor data information is coded so that info can be accessed quickly and efficiently.	Donor records have been coded by donor category - employee, board member, former board member, major gift donor, naming rights donor, endowed scholarship donor. Reports can be quickly generated by donor category. Final "clean-up" of database will be completed in 2019-2020 by consolidating donor records where multiple records exist for a donor with slightly different names and deceased donors identified and coded.	We will have the ability to run comparison reports from year to year by donor category to see where growth or decline in giving has occurred. Focus in 2020 will also be on identifying donors who may have given in previous year but not given in current year so that an effort is made to reconnect with those donors.	7/1/2018	7/1/2019
207	3	3.1	ONL-1	Develop and implement an online course for online instructors that blends D2L technology with Quality Matters criteria.	Development and implementation of the complete training course. Implementation will occur by the beginning of the fall 2018 semester.	Faculty training course was developed and implemented as of Fall 2018.	The class was designed and 2 cohorts have completed the certification. We will use the class for new faculty to train them in how to use D2L.	7/1/2018	7/1/2019
208	3	3.1	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 two cohorts have completed certification.	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.	7/1/2018	7/1/2019
209	3	3.1	ONL-2	Create and implement a certification plan for any OCtech instructor (full-time and/or adjunct) who wishes to teach an online course.	Creation, approval, and implementation of a college-wide a online instructor accreditation plan necessary for teaching online courses at the College.	A 3-step program was created and implemented starting in Fall 2018. Online Faculty must be certified in 3 areas: technology, pedagogy, and community of practice. New cohorts will be invited into the program as needed.	A 3-step program was created and implemented starting in Fall 2018. Online Faculty must be certified in 3 areas: technology, pedagogy, and community of practice. New cohorts will be invited into the program as needed.	7/1/2018	7/1/2019
210	3	3.1	ONL-7	Ensure that factors involving online courses are in SACSCOC compliance.	Maintain SACSCOC compliance for all factors involving online courses.	Current online courses are in compliance for SACSCOC.	We are also implementing Quality Matters to ensure we continue to stay on top of compliance at all times for SACSCOC.	7/1/2018	7/1/2019

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211	3	3.1	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.	All full time program faculty attended at least one continuing education conference or participated in at least one professional development activity during the year. Everyone attended the Deans and Directors conference in February 2019.	We will continue to attend professional development in order to stay abreast of emerging practice topics.	7/1/2018	7/1/2019
212	3	3.1	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 2018-19.	Program Coordinator and both faculty attended AEIRS conference to stay abreast of changes within the profession. The program coordinator also attended local and state meetings and completed readings.	Program Coordinator will attend all professional development meetings available in 19-20. Due to an upcoming change in JRCERT accreditation standards, the program coordinator plans to attend meetings to stay abreast of the changes coming in 20-21.	7/1/2018	7/1/2019
213	3	3.1	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.	There was a change in the Program Coordinator in 18-19. The updated education is no longer relevant.	The new program coordinator has sufficient credentials and training.	7/1/2018	7/1/2019
214	3	3.1	RC-2	Registrar to assist with SCTEA and attend the annual conference for professional development.	Registrar to assist with SCTEA and attend at the annual conference for professional development.	Registrar joined SCTEA as a board member and attended the annual conference. There she obtained knowledge that would help with professional development.	Registrar will continue attending the annual SCTEA conference to bring back items learned that will then be shared in advisor training and with student services staff.	7/1/2018	7/1/2019
215	3	3.1	RES-4	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.	All faculty completed professional development. The program coordinator attended the state meeting and both faculty attended the Kettering seminar.	This year's results will not be utilized in next year's planning process, as the program is set to close August 2019. Both faculty will continue on as adjuncts in other health science programs on campus.	7/1/2018	7/1/2019

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216	3	3.1	SSC-2	Implement training for tutors working in the Student Success Center.	Create online training system for tutors.	During Spring 2019, tutor training was required. The in-person training occurred on January 30, 2019. Topics discussed during the training were the tutoring sessions, different types of students, academic misconduct, and how to handle ethical situations. The online training is being set up in D2L. I had the classroom created in August and have not opened it up for tutors. Currently I am planning on presenting the online tutor training classroom to tutors during our next in-person training in September 2019.	Continue to expand offerings that are available for tutor training. Currently the class is separated into a section for new tutors and the remaining modules are in-person training content that is being added in the classroom. Develop a way to reward tutors that have completed training.	7/1/2018	7/1/2019
217	3	3.1	WLD-1	Upgrade license for additional faculty member for program currency and accreditation purposes.	Fund travel, seminar, and licensure testing for Larry Osbourne for CWI and CWE licensure with AWS.		This unit plan is still in progress.	7/1/2018	7/1/2019
218	3	3.1	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.		This has not been completed, will extend unit plan through 2020.	7/1/2018	7/1/2019
219	3	3.2	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.			7/1/2018	7/1/2019
220	3	3.3	3.1.1	Purchase Record Management Software to communicate with SLED incident reports on campus. This software is required by SLED.	Software will be purchased and loaded so we can communicate with SLED.	Software was purchased and installed before year end.		7/1/2018	7/1/2019
221	3	3.3	PP-10	Address leaking envelopes for Buildings B and S	Assess and correct water leaks not associated with roof system around buildings 'B' and 'S'.	All repairs made for building 'B' and building 'S' has received caulk to stop any current leaks. Further assessments and corrections for Building S to be planned in a different year.	Extensive corrections made to building 'B' and general maintenance to building 'S'. Additional assessments to be planned for building 'S' as allowed by college resources.	7/1/2018	7/1/2019

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222	3	3.3	PP-11	Building S Erosion Assessment and Corrective Actions	Assessment completed and design completed. Ready to re-quote.	Assessment has been completed by 6/30/19. Job was bid but cancelled. Will be rebid in 2019-20		7/1/2018	7/1/2019
223	3	3.3	PP-12	Upgrade building T controls system to address equipment obsolescence.	Upgrade building T controls	Controls in Building T were upgraded by 6/30/19 to replace obsolete devices	This upgrade addressed the obsolete controls in building t	7/1/2018	7/1/2019
224	3	3.3	PP-4	Obtain Engineering Assessment of Campus Primary Power	Assessment completed.			7/1/2018	7/1/2019
225	3	3.3	PP-6		Heat pump replaced	Heat pump in H602 was replaced by 6/30/19		7/1/2018	7/1/2019
226	3	3.3	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.			7/1/2018	7/1/2019
227	3	3.3	SEC-2	Purchase patrol car for campus police.	New patrol car will be purchased to replace existing vehicle.	There were enough funds in 18-19 to purchase the patrol car in 18-19.		7/1/2018	7/1/2019
228	3	3.3	SEC-2	Update current infrastructure and provide digtal 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.		7/1/2018	7/1/2019
229	3	3.4	ADN-1	Provide high quality classroom, lab and clinical education in a positive learning environment that fosters student success.	55% of nursing students enrolled in NUR 201, NUR 101, and NUR 111 will be successful.	NUR 101 -- Fall 2019 50 Began semester 39 Ended semester with passing grade 78% NUR 101-- Spring 2019 31 Began semester 19 Ended semester with passing grade 61% NUR 111-- Spring 2019 28 Began Semester 24 Ended semester with passing grade 86% NUR 111--Summer 2019: 28 students began semester/19 students ended semester with passing grade 67% NUR 201--Spring 2019 : 28 students began semester/28 students ended semester with passing grade 100% Overall average: 78.4	We met our goal for NUR 101, NUR 111 and NUR 206. NUR 101--we will add additional recorded lectures so that students will have more study resources as they prepare for testing. NUR 111--We will add additional recorded lectures so that students will have more study resources for test preparation. We will revise the curriculum and run the clinical course NUR 206 concurrently with NUR 111. The rationale is that having clinical experience at the same time as class will be helpful for better retention of course contact.	7/1/2018	7/1/2019

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230	3	3.4	BD-3	Purchase Dodge engine to teach engine skills including diagnostics, fuel systems, drive-ability concerns, and cam/crank shafts, etc.	Purchase and modify Dodge engine for lab engine training tasks and modify for NATEF testing.			7/1/2018	7/1/2019
231	3	3.4	ECD-5	Hire a new program coordinator to manage the program and accreditation beginning Fall 2018.	Post position, interview, and hire a new full-time faculty member and program coordinator for ECD.	Position was filled as of August 2018.	The new program coordinator has worked on the new FLEX course offerings in order to increase enrollment and retention. In addition, the curriculum, DACUM, and an accreditation annual report have been submitted. Substantive change documentation was submitted to NAEYC regarding all program changes and updates. The program coordinator and faculty will ensure program currency through professional development activities.	7/1/2018	7/1/2019
232	3	3.4	EET-EIT-01	Create a complete PLC network in PLC lab that includes all desktop PCs, PLCs, drives, and HMI devices. Network will allow students to work with realistic PLC network as is common in industry.	PLC network will be designed and assembled for all PLC network devices in PLC lab, including multiple platform PLCs, drives, and HMIs.	PLC network was assembled in N-1604 to support PLC programming instruction for EET 235 and EIT 244. Twelve PC workstations have been added to the network to allow students to connect and program the CompactLogix, ControlLogix, PLC-5s, HMIs and drives in the lab. Completed project included twelve networked PLC workstations.	The process of successfully creating a networked PLC lab for the EET program will be used as a model as other lab areas are considered for updating. Input from the EET advisory board was used to identify the need for this update/revision. The same process will be used to identify upcoming updates/revisions in the EET program.	7/1/2018	7/1/2019
233	3	3.4	EET-EIT-09	Purchase four HART communication devices to support additional HART equipment in lab and replace aging HART communicators. These communicators are used in over 85% of all EIT labs and are essential in the facilitation of lab that interface HART and smart transmitters and valve positioners.	The current data indicates that 97% of students have been placed, based on the most recent data. There are two students whose job placement has not been identified yet.	Four HART communicator tablets and accessories were purchased. These have been incorporated into instruction in EIT 211, 212, and 220. These devices replace outdated and non-working communicators and also introduce new technology to the students in these programs.	Adding new technologies to current courses is a result of maintaining relationships with industry and responding to evolving technology to stay current. This idea can be used across the program when creating unit plans for the 2020/2021 cycle.	7/1/2018	7/1/2019
234	3	3.4	ETP-01	Based on information collected from initial offering of EGR 236 in Fall 2017, review and revise course. Create additional lab practical scenarios for course.			This objective has not been completed but is still needed. It is currently underway. Plan to extend into next academic year.	7/1/2018	7/1/2019

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235	3	3.4	ETP-04	Based on information collected from initial offering of EGR 236 in Spring 2018, review and revise course. Create additional lab practical scenarios for course.			This objective has not been completed but is still needed. It is currently underway. Plan to extend into next academic year.	7/1/2018	7/1/2019
236	3	3.4	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.	Based on the needed course offerings for subsequent semesters after the Placement Module was implemented, the organization is seeing a decrease the the number of development courses needed and an increase in the number of college-level courses needed based on the Placement Test Model.	Results from prior data points are used to determine the exact increase in the college-level courses needed as the number of developmental course offerings are declining based on student placement data.	7/1/2018	7/1/2019
237	3	3.4	IET-6	Upgrade PLC platform used in EEM 251 and EEM 252 to CompactLogix. This upgrade will match the technology used in the EET/EIT program for EET 235 and EIT 244. Creating a uniform platform across areas will allow for the opportunity to create shared labs and share instructors. Platform upgrade will also require needed software (Studio 5000) to support programming new PLCs.				7/1/2018	7/1/2019
238	3	3.4	LOG-2	Add resource planning module to LOG 111 and LOG 235	At least one ERP module will be added to LOG 111 and LOG 235.	ERP modules were added to LOG 235.	LOG 235 was used to implement labs related to the NSF project so the intern did not do them for a grade, but worked to help develop them as part of her internship. The current modules will be added to LOG 111 this year. Additional labs will be created over the next year.	7/1/2018	7/1/2019

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239	3	3.4	MA-2	Support student success through the use of McGraw-Hill Connect online interactive teaching and learning management combination with required Text and electronic device beginning Fall 2018. 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 McGraw-Hill Connect 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.	100% of students are using mobile devices/computers to complete selected assignments. However, due to availability McGraw-Hill resources, the faculty plans to change the use of certain components in the software.	Going forward, faculty will continue to use McGraw-Hill and be able to purchase licensure exam review and practice test software to help students with time management and exam preparation.	7/1/2018	7/1/2019
240	3	3.4	MECH-01	Relocate the automated mech line and robotics lab equipment to new lab space in N building. Set-up, configure, and test operation of lab equipment. Complete before fall semester 2018.		The automated mechatronics line and robotics lab equipment was successfully relocated to new lab space in N building. The equipment was set-up, configured, and operationally tested.	The large scale renovation and updating of labs in the N building included the relocation of the mechatronics and robotics lab into a lab area in the N building. The planning and execution of the lab will be used to guide and inform the planned lab improvements and relocation for IET and IMT labs in the L building.	7/1/2018	7/1/2019
241	3	3.4	MECH-02	Relocate hydraulic and pneumatic lab trainers to new lab area in N building. Setup, configure, and test equipment. New lab will be setup and ready to go for the fall 2018 semester.		The hydraulic and pneumatic lab trainers were relocated from the T building to the new lab area in N building. Setup, configuration, and testing were completed on relocated equipment. New lab was setup and ready to go for the fall 2018 semester.	The large scale renovation and updating of labs in the N building included the relocation of the hydraulics and pneumatic lab from the T building into a lab area in the N building. The planning and execution of the lab will be used to guide and inform the planned lab improvements and relocation for IET and IMT labs in the L building.	7/1/2018	7/1/2019
242	3	3.4	MTT-06	Update MTT equipment as suggested by industry partners. Also update MTT lab areas to include painting, floor striping, and storage area. Equipment upgrades to include CNC Laser, CNC Wire EDM, CNC Haas Lathes, CNC Haas Machining Center, EDM Tap Burner, and CNC Water Jet.			Waiting on approval for funding. Extended unit plan.	7/1/2018	7/1/2019

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243	3	3.4	PCT-2	Improve educational delivery methodology by attending conferences and workshops geared towards accelerating student achievement and marketability.	The Phlebotomy Instructor will attend the Phlebotomy Boot Camp in Charlotte, NC scheduled to be held in October 2018. The training session will assist the instructors with staying current in their field of expertise.	The PCT Program Coordinator/Phlebotomy Instructor attended the Phlebotomy Boot Camp in Charlotte, NC October 2018.	Next year, the PCT Program Coordinator will attend The Global Summit on Best Practices in Preanalytics in Neveda, Los Vegas October 2019. Topics will include improving skills in specimen collection and improving employee relationships.	7/1/2018	7/1/2019
244	3	3.4	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	97% of program students were successful on their respective certification exams. This includes Fall 2018, Spring 2019, and Summer 2019. Instructors incorporated training and lab videos for phlebotomy students. Students viewed these videos while in lab. Students were then able to practice the skill they had viewed.	Next year, instructors will also improve instructional delivery methods by inserting and utilizing critical thinking videos and assignments on D2L to cement learned skills/techniques. In addition, students will use TRMC health screen to gain better comprehension of infection control, professionalism, and confidentiality procedures.	7/1/2018	7/1/2019
245	3	3.4	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 television when current model in classroom 1512 requires replacement. Plan for replacement of Crestron (or other device) and/or projector in classroom 1512 Provide tablets for Faculty Begin use of Examsoft for test administration Begin use of Examity for on line classes to ensure test security	77.6% graduation rate for this class. 62 Trad on Day 1 and 46 graduated 14 Flex on Day 1 and 13 of those graduated plus we added two from ADN who were successful. Of the 76 total who started on Day 1, 59 graduated leading to the 77.6% graduation rate. Examsoft is working well, and the Crestron projector was updated and continues to work at present.	Faculty will increase the use of technology in order to further improve graduation rates.	7/1/2018	7/1/2019

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246	3	3.4	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 in order to improve student success in program.	67% of students will be successful (B or better) in Practical Nursing courses over two semesters (Fall 2018 and Spring 2019) 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%	Day 1 in Fall 2018 we had 77 students (Traditional with 62 students and Flex with 15 students) and in Summer we had 62 of these same students (46 Traditional and 14 Flex) = 60 out of 77 = 77.9% success over two semesters	Faculty will incorporate more technology and improved supplemental instruction into the program in order to improve student success	7/1/2018	7/1/2019

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247	3	3.4	PTA-2	The faculty members will engage in professional development activities with a focus on involving students in a flexible, comprehensive, and engaging curriculum to successfully cultivate the unique qualities of each student. Objectives: Attend professional development activities that focus on curriculum design, educational theory, or instructional methodology. Provide high quality instruction in classroom, lab, and clinical settings using flexible comprehensive, and engaging environments that cultivate the unique qualities of each student.	Indicator 1: Each core faculty member will submit proof of attendance or participation in at least one yearly PD activity related to curriculum design, educational theory, or instructional methodology on the FPMS. Indicator 2: Each core faculty member will provide proof of implementation of a strategy learned at at a PD activity into at least one course that demonstrates a flexible, comprehensive, engaging or cultivating student experience.	All core faculty members attended CSM 2019 in Washington DC and engaged in professional development activities. Also, both core faculty members attended the SC Technical Education Association's meeting in February 2019 and completed the on-campus Community of Practice training. Each faculty member has also conducted independent study to enhance student learning through self-directed needs. The Program Coordinator has prepared to implement more training on Women's Health and Joint Mobilization to enhance contemporary practice and the ACCE is engaging in professional development to improve instructional methodology as she is new to teaching. The Program Coordinator has implemented several new instructional methods into the program, such as gaming, group activities, chunking, scenario discussion, and instant feedback. Refer to faculty CVs and Faculty Development Tracking Log.	Faculty development was effective through adequate funding by the College and program planning efforts. Faculty development will continue to enhance both personal needs of faculty as well as program needs. Goals for the Program Coordinator and Full Time Core Faculty member are to enhance program needs and begin the process for scholarly work to promote contemporary practice. The ACCE will continue to develop personal needs as she is new to teaching.	7/1/2018	7/1/2019
248	3	3.4	RAD-3	Maintain accreditation for the program.	Prepare and submit JRCERT 2018 Annual Report.	Report was completed and submitted via JRCERT accreditation portal in September 2018.	Faculty will prepare an interim report for November 2019. Next year, the program coordinator will serve as a site visitor at another college, which will help the program prepare for upcoming reports. Additionally, all program faculty will attend a 14-hour continuing education workshop to learn more about best practices for accreditation and program currency by JRCERT.	7/1/2018	7/1/2019
249	3	3.4	RADONL-2	Incorporate Lecture Capture into MRI program courses to increase student persistence, retention and engagement.	All lectures will be recorded and uploaded by Fall 2019.	MRI lectures were captured and uploaded into D2L for use by all program students.	Next year, program faculty will work to incorporate online testing, as well as use the new Proctor U for identity verification. In addition, updates will be made to incorporate ASRT modules into the MRI program courses.	7/1/2018	7/1/2019

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250	3	3.6	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 2018-2019. 100% denotes "clean" audit opinion with an unmodified/unqualified opinion and no findings related to internal control, material weaknesses, or questioned costs.	Annual audit completed and OCTC was given unmodified/unqualified "clean" audit opinion with no findings and no recommendations for improvement from external auditors.	We will continue to strive for clean audit opinion (the highest opinion that can be given by external auditors).	7/1/2018	7/1/2019
251	3	3.8	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.	7/1/2018	7/1/2019
252	3	3.9	MKT 02	OCtech will implement and monitor a digital marketing plan to promote the College. Emphasis will be placed on general enrollment and the non-traditional student. A digital marketing firm will be chosen and ads will be placed according to budget and audience parameters.	Ads placed and analytics used to determine effectiveness of ads. Analytics will be used to gauge amount of web traffic generated as result of digital ads.	FY 2018-2019 Display Ad Performance Numbers: Impressions: 1,157,388 Website Visits: 8,264	These numbers show that the ads are being seen and are successful in driving traffic to the website. Based on these results, we will continue with digital marketing and utilize analytics to discover the audience interaction within the website to further determine effectiveness of digital marketing.	7/1/2018	7/1/2019

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253	3	3.9	MKT-03	The Marketing Department will lead and help organize a committee to develop and execute plans to celebrate OCtech's 50th anniversary during the 2018-19 academic year.	Celebration activities will be planned and executed.	50th Anniversary Celebration September 2018 – May 2019 On September 16, 1968, Orangeburg-Calhoun Technical Education Center registered its first students. The college will celebrate its 50th Anniversary during the 2018-2019 academic year. Anniversary Webpage (Marketing) (September 2018 – May 2018) Timeline with photos arranged by decade Recollections – quotes from individuals reflecting on their time at OCtech and its impact on their lives Faculty/Staff Kickoff – Fall Convocation – September 7, 2018 (Marketing/Foundation Assistance Team) Foundation breakfast "Celebrating 50 Years" – 7:30-8:30 a.m., catered by RMC Photos displayed from yearbooks (pictures of employees here now and recently retired) Recognize employees who are OCtech graduates during convocation Give 50th anniversary magnets to all employees (additional magnets available for distribution throughout the year) Take "50" photo to include all faculty and staff Share anniversary plans for year Student Kickoff – College Birthday Celebration – Tuesday, September 18th (Simone Keller/Student Activities) ($100) Candy, games and music	Our 50th events and the unique OCtech stories shared throughout the anniversary year only confirmed the college's great influence on the lives of individuals in our community and the area as a whole. We will continue to share such stories in our college magazine as we promote OCtech to Orangeburg, Calhoun and the surrounding communities. Additionally, we have nearly a dozen entries in our first art contest. Plans are to continue the contest to promote community engagement at the college.	7/1/2018	7/1/2019
254	3	3.9	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.	A style guide keeps OCtech's message and brand consist in the community. This is the first part of a more comprehensive guide that will include writing style elements, PowerPoint templates, etc.	7/1/2018	7/1/2019

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255	3	3.10	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 three rooms (faculty office suite, grand hall and the courtyard) remaining unclaimed. Donors for the naming rights to the tiered classroom, computer lab, simulation lab, nursing student center, 3 study rooms, 4 student areas, the skills lab, and the faculty conference room have been secured. An evening event to recognize these donors will be held prior to the official ribbon cutting ceremony for the building. The opening event was originally scheduled for September 26 but has been temporarily postponed pending final completion of the building. Event has been planned - guest list developed, invitations printed, caterer secured, and musician secured. A new date will be set, with input from the foundation's Executive Committee, following substantial completion of building. Event may be held later this fall or in early 2020.	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.	7/1/2018	7/1/2019
256	3	3.10	FD-5	Two foundation special events are held to generate funds to support the operational budget, student scholarships, and special projects.	Profits from events in 18-19 will equal or exceed profits generated in 17-18.	Combined profits from the two events in 2017-2018 equaled $88,255.10. Combined profits from the two events in 2018-2019 equaled $89,711.00.	Because of the success of the 2018-2019 events, events will follow a similar plan in 2019-2020. Each event is critiqued several weeks after the conclusion of the event and feedback received is used to guide the planning of the next year's events. For example, the wine pull has been eliminated from the 2019 food and wine event because the profit from this portion of the event did not warrant the effort involved and making an "ask" to a prospective donor for a gift of this size.	7/1/2018	7/1/2019