OWENSBORO COMMUNITY & TECHNICAL COLLEGE

2010-11 ANNUAL REPORT

SELECTED ACCOMPLISHMENTS

SUMMARY OF PROGRESS

REPORT ON COLLEGE OBJECTIVES

REPORT ON UNIT/DIVISION OBJECTIVES

OCTC Highlights 2010-11

KCTCS Goal: Advance excellence and innovation in teaching, learning and service

Teaching and Innovation

1. Hired new full-time faculty (new positions) in Psychology, English, Communications, Biology, and Nurse Aide
2. Pushed for the national accreditation of technical programs and assisted a number of programs in completing the first steps toward this effort
3. Renovated areas vacated by WKU-O into new instructional spaces (including audio/visual enhancements to a newly enlarged T100 for lecture classes of 50+ students) and offices
4. Completed plan to purchase desktop/server virtualization
5. Participated in curriculum revisions to meet new CPE standards for program length
6. Implemented new ACT/COMPASS placement requirements for Fall 2010 and Summer 2011.
7. Created and implemented an orientation for new faculty
8. Explored new certificates in entrepreneurship, global studies, logistics
9. Expanded most computer and information technology labs from 24 to 28 to meet increased need
10. Began implementation of Ad Astra facilities scheduling program
11. Advocated for Phase II funding for the Advanced Technology Center

Learning and Effectiveness

1. Drafted SACS compliance certification for Fall 2011 fifth-year review.
2. Reviewed general education program in light of CAAP Critical Thinking assessment.
3. Implemented new technical program reviews and assessments consistent with new Perkins IV and state-level accountability
4. Chaired the system general education committee (OCTC faculty member Dr. Julia Ledford)
5. 100% pass rate for first-time test takers of the Radiography and Cosmetology programs

Service

1. Hosted common reading events, in many cases, to rooms filled to capacity:
   - Fall 2010 – *Maus*: 1) "Propaganda and Perception: The Holocaust and YOU" presentation, by Assistant Professors of English Kaye Brown and Tonya Northenor, who participated in the Belfer National Conference for Educators, held at the United States Holocaust Memorial Museum in July 2010, on September 22, 2) Holocaust survivor Arthur Pais, and 3) Evening of Remembrance, on the anniversary of the Kristallnacht pograms, both on November 9.
   - Spring 2011 - *Catalpa* by renowned Kentucky author George Ella Lyon. This poetry collection, divided into three sections, covers areas as diverse as Appalachian culture, parenting, and the life of British writer Virginia Woolf. 1) Ms. Lyon plans to be on campus April 12-13 for a reading and workshops. 2), "Everything You Need to Know about Virginia Woolf – but Were Afraid to Ask" – Associate Prof. Debbie Ruth, February 24 , 3) Deep Down coal mining mountaintop removal, March 17 and 21.
2. Implemented service learning projects, including computers set up at the local Elizabeth Munday senior citizens center (featured in a local newspaper article) and the Computer-Aided Drafting and Design class creating a rendering of their new building.
3. Hosted the Western Regional Kentucky Psychological Association Conference
4. Hosted Owensboro World Affairs Council lecture on campus: James Robinson, Executive Director, Bowling Green International Center, October 21.
5. Supported and provided coverage via OCTV for "We the People 2.0"

6. Partnered with Owensboro Medical Health System to host career exploration/employment fair on campus.

KCTCS Goal: Increase student access, transfer and success

Pathways to Postsecondary

1. Enrolled a record number of students in the following categories for Fall 2010:
   - Total enrollment: 7061
   - FTE: 3304
   - Full-time 2295
   - Credential-seeking 3812
   - Minority 490
   - Discover College 2662
2. Published our first Career Focus magazine and utilized direct mail for distribution
3. Implemented new Project Lead the Way certificate and sent OCTC lead faculty member in Project Lead the Way to summer institute
4. Held Generation Innovation (engineering career exploration) in the fall
5. Hosted First Tech Challenge (sponsored by Time Warner) competition in February
6. Partnered with the Owensboro Museum of Science and History in support of the Lego League competition, hosted on campus in December.
7. Nearly completed third and final year of national study of Discover College
8. Participated in the creation of the Owensboro Community Campus program and hosted its kickoff press conference.
9. Raised funds for Discover College Scholarship Program
10. Expanded early placement testing in mathematics to Apollo HS and McLean County HS
11. Piloted remedial reading curriculum at McLean County HS
12. Partnered with Ohio County Hospital to implement a scholarship for Ohio County HS Nurse Track students
13. Created new process to ease the application for articulated credit by Area Technology Center students
14. Promoted the WKU-OCTC Joint Admissions agreement for new freshmen in partnership with WKU-O
15. Used Facebook and Twitter to enhance communication with Discover College students
16. Participated in the Standards in Action (SIA) pilot for adult education (one of three in the state – a national initiative)
17. Promoted embedded credentials available through Training HQ
18. Implemented year-round Pell grant funding

Alternative Delivery

1. Officially opened the Hancock County Center
2. Received Title III funding for Cyber III@OCTC grant with a focus on online and hybrid courses for freshmen students - with community building and academic supports
3. Completed planning for new CyberCenter information commons (75+ computer stations) in our Learning Resource Center.
4. Scheduled paired hybrid delivery of courses to create two class learning community

Expectations/Engagement

1. Opened a new café to serve students, faculty, and staff on campus
2. Opened a new Maintenance and Operations facility and started planning and renovations for creating additional student space in the Campus Center

3. Held the first annual December Commencement ceremony for the college
4. Met with Dr. John N. Gardner and Dr. Barefoot in planning for a future Foundations of Excellence – First Year Experience initiative
5. Expanded use of Facebook to additional areas at the college (e.g., Common Reading) to enhance communication with students.
6. Implemented a financial literacy program for students via our partnership with HigherOne
7. Held the newly combined Welcome Back Cookout and Student Fest in the fall
8. Implemented a Student Health Fair and provide flu shots on campus
9. Expanded the Fall and Spring Flings student events
10. Implemented a new student exemplar sharing/posting process
11. Explored possibilities for connecting—both physically and socially—the OCTC and WKU-O campuses and increasing interaction between all college students in Owensboro through the Owensboro U program
12. Implemented PeopleSoft 9.0
13. Convened an Advising Committee in response to CCSSE results and implemented changes to the advising process (e.g., "Prime Time Advising" program)

<u>Pathways to the Baccalaureate</u>
1. Participated fully in the creation of new systemwide transfer equivalencies (as posted in TES) and provided information on the new program at our spring Advising Workshops
2. Published joint OCTC-WKU Academic Plans to assist students and advisors with transitions
3. Implemented articulation program leading to the AA from OCTC and the BA in Theatre Arts through Brescia and KWC
4. Taught new leadership class that feeds into the Bachelor in Science in Leadership at WKU (need to check and see if this happened)
5. Promoted new scholarship to support Hancock County students attending OCTC who plan to transfer to WKU-O

KCTCS Goal: Cultivate diversity, multiculturalism and inclusion

<u>Diversify | Unify</u>
1. Increased minority enrollment to 6.9% (new record)
2. Sponsored and held "Super Sunday" program in partnership with minority churches and the H.L. Neblett Center
3. Expanded and diversified (additional ethnic groups) the summer Governor's Minority Student College Preparation Program
4. Offered Black Writers and Women's Studies courses
5. Held Black History Month events, including "A Taste of Africa," "Hate Speech is Lame," "Haiti: Reflections of My Father's Travels," and "Brown Eyes, Blue Eyes"
6. Supported Sister Cities initiatives
7. Completed the college Diversity Plan in concert with the system diversity plan to promote diversity, inclusion, and multiculturalism

KCTCS Goal: Enhance the economic and workforce development of the Commonwealth

<u>Economic Growth and Competitiveness</u>
1. Offered pre-apprenticeship program in electrical construction
2. Expanded industry training activities to Hancock County Center
3. Expanded Quick Jobs and Training HQ

4. Implemented Kentucky Breaking Through initiative and national scale-up activities
5. Expanded Workforce Competitiveness Initiative
6. Developed training for local entry-level health care initiative in partnership with the Workforce Investment Board through state workforce grant funding
7. Provided OCTV services on two major new safety training video projects with Century Aluminum and Armstrong Coal
8. Participated in the Greater Owensboro Economic Development Corp. Life Science Consortium initiative
9. Responded to Economic Development Corporation goals in the areas of logistics, instrumentation, and entrepreneurship
10. Pursued proposal to provide enterprise software training for Owensboro Medical Health System

KCTCS Goal: Promote the recognition and value of KCTCS

Impact

1. Held the OCTC 25th anniversary event and Presidential Inauguration
2. Developed a donor recognition program and unveiled the Donor Wall in the Atrium entrance of the Advanced Technology Center
3. Celebrated 10th year of Discover College and promote its impact
4. Enhanced communication flow through the implementation of unified messaging (voice mail/e-mail).
5. Completed a new Master Plan for the college
6. Installed irrigation system for green spaces
7. Expanded use of the KCTCS intranet – the Point to allow for the consistent use of standardized marketing materials/images
8. Participated in the Great Colleges to Work for survey
9. Offered live internet streaming through OCTV
10. Sponsored community events, e.g., Rooster Booster, Friday After Five
11. Developed relationships with new elected officials
12. Improved the results of the Annual Giving Campaign, particularly in the area of need-based student assistance
13. Created an OCTC Alumni Facebook page

Owensboro Community and Technical College
Strategic Plan 2010-11 Action Steps
Annual Report

Progress by Goal:

	Completed	Substantial Progress Made	Beginning Implementation	Revision Necessary
KCTCS Goal: Advance excellence and innovation in teaching, learning and service				
1 Teaching and Innovation	◆◆◆◆◆◆◆◆◆◆◆◆			
2 Learning and Effectiveness	◆◆◆◆◆◆◆◆◆◆◆◆◆◆◆◆◆◆◆◆◆◆◆	◆◆◆◆	◆	
3 Service	◆◆◆◆◆			
KCTCS Goal: Increase student access, transfer and success				
4 Pathways to Postsecondary	◆◆◆◆◆◆◆◆◆◆◆◆◆◆			
5 Alternative Delivery	◆◆◆◆◆◆◆◆◆	◆		
6 Expectations/Engagement	◆◆◆◆◆◆◆◆◆◆◆◆◆◆	◆◆		
7 Pathways to the Baccalaureate	◆◆◆◆◆◆◆◆			
KCTCS Goal: Cultivate diversity, multiculturalism and inclusion				
8 Diversify|Unify	◆◆◆◆◆◆◆◆◆◆			
KCTCS Goal: Economic Growth and Competitiveness				
9 Economic Growth and Competitiveness	◆◆◆◆			
KCTCS Goal: Promote the recognition and value of KCTCS				
10 Impact	◆◆	◆		
Total	**101**	**8**	**2**	**0**

Owensboro Community and Technical College
Strategic Plan 2010-11 Action Steps
Annual Report

Progress by OCTC Objectives and Supporting Unit/Division Objectives:

	Completed	Substantial Progress Made	Beginning Implementation	Revision Necessary
OCTC Objectives	◆◆◆◆◆◆◆◆◆◆			
Academic Affairs	◆◆◆◆◆◆◆◆	◆◆		
Advanced Technologies and Trades Division	◆◆◆◆	◆		
Allied Health and Personal Services Division	◆◆◆◆◆◆◆◆			
Business Affairs	◆◆◆	◆		
Discover College	◆◆◆◆◆◆◆◆◆◆◆◆◆			
Humanities Division	◆◆◆◆◆◆◆◆			
Information Technology	◆◆		◆	
Library Services	◆◆◆◆◆			
Mathematics and Science Division	◆◆◆◆◆◆◆◆◆	◆◆		
Nursing Division	◆◆◆◆◆	◆	◆	
Social Sciences and Public Service Division	◆◆◆◆◆◆◆◆◆◆◆◆◆	◆		
Student Affairs	◆◆◆◆◆◆			
Teaching and Learning Center	◆◆◆◆			
Workforce Solutions	◆◆◆			
Total	**101**	**8**	**2**	**0**

KCTCS Goal: **Advance excellence and innovation in teaching, learning and service**
OCTC Outcome 1: **Teaching and Innovation**

2010-16 OCTC Outcome 1	With creative thinking, innovation, and cutting-edge technology, the College inspires and empowers individuals to seek excellence through the liberal arts and technical education.
Rationale/ Resources	Our college's values include: • Creative Thinking, Innovation, and Cutting-Edge Technology • Excellence in the Liberal Arts and Technical Education • Learner-Focused Faculty and Staff • Learning for All Ages • Safe Learning Environment Teaching is at the heart of an institution of higher education. Through innovation and the improvement of our instructional techniques, we lay the foundation for greater learning by our students.
2010-16 Measures of Success	Community College Survey of Student Engagement (CCSSE): Exceed the national average on each of the five CCSSE benchmark scores: 1. Active Learning 2. Student Effort 3. Academic Challenge 4. Student/ Faculty Interaction 5. Support for Learners
2010-11 Action Steps	1. Explore additional desktop/server virtualization technologies. 2. Plan for the use of the areas vacated by WKU-O to maximize educational effectiveness. 3. Finalize new curricula for technical programs to meet CPE standards for maximum length 4. Implement new ACT/COMPASS placement requirements in Fall 2010, including new mathematics and reading options. 5. Explore use of MediaSite classroom capture/video streaming in additional programs for "course-casting" 6. Develop information packet (real and virtual) for adjunct faculty 7. Upgrade to Blackboard 9.1 (pending system adoption) 8. Explore expansion of computer lab facilities 9. Prepare for the addition of instrumentation certificate program 10. Explore the adoption of an entrepreneurship certificate 11. Explore the adoption of a global studies certificate 12. Explore the creation of a logistics certificate 13. Create a campus transitional education student success plan 14. Implement Ad Astra facilities scheduling program 15. Train additional faculty and staff on the Automated External Defibrillators available on campus 16. Prepare for Phase II funding (pending approval)
Evaluation of Results	With the receipt of the Title III grant, desktop and server virtualization plans are moving forward for the coming year. Areas vacated by WKU-O were transformed into faculty office space and classroom space, including the creation of another larger lecture room. New curricula for technical programs were finalized (was there an

exception?) and now meet CPE standards for length. New placement testing requirements were implemented and preparations are underway for another change to go into effect in Summer 2011. MediaSite classroom capture is in use, but the transportation of the equipment from classroom to classroom has limited the expansion of its use. The possibility of creating a fixed site for the equipment may be explored. Information packet for adjunct faculty was finalized and published on the web. Blackboard was updated to system 9.1 with new capabilities for access via smartphones and personal devices. The L216 computer lab (formerly a WKU-O space) was opened for use by classes and has become very popular. Plans continue for a certificates in the areas of instrumentation, entrepreneurship, and logistics. A new program in veterinary technology will be explored in the coming year. The Vice President of Academic Affairs convened a group to study transitional education and recommendations were made which will influence the local direction of the KCTCS Transformations initiative in this area. Faculty will work with adjunct faculty to review and align curricula across all sections. The Ad Astra facilities scheduling program was piloted and will be expanded in the coming year. Additional training for faculty and staff on the Automated External Defibrillators will likely occur after the new security supervisor begins, which is scheduled for May. Phase II funding was split into KCTCS and WKU elements. Plans for Phase II will be re-evaluated in light of this change and the creation of a new master plan for the college. Hired new full-time faculty (new positions) in Psychology, English, Communications, Biology, and Nurse Aide. These new faculty members, as well as new faculty in the areas of History and Education, attended a half-day orientation session provided by college leadership. A new director for the SE Campus was hired and will begin in Summer 2011. The Title III grant will b a primary driver of new online courses, with particular focus on freshmen year courses, in the coming year. An Innovation Team was formed to plan how new ideas for teaching online will be shared. A new CyberCenter, staffed by full-time specialists during all open hours, will open in the Learning Resource Center.

Action Step Status: ☒ *Completed* ☐ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

KCTCS Goal: **Advance excellence and innovation in teaching, learning and service**
OCTC Outcome 2: **Learning and Effectiveness**

2010-16 OCTC Outcome 2	Students demonstrates an increased attainment of general education and program competencies and the College will use these results to continuously improve our processes and to help our students reach their learning goals.
Rationale/ Resources	Our college's values include: • Excellence in the Liberal Arts and Technical Education • Integrity and High Expectations • Learner-Focused Faculty and Staff • Learning for All Ages • Safe Learning Environment As a learning-centered institution, we must provide evidence that OCTC students are prepared to continue their education in the workplace or at another institution and continuously improve the processes in place to assist students in reaching their goals.
2010-16 Measures of Success	Licensure/certification pass rate: Exceed the licensure/certification pass rate national average, annually, for first-time takers passing licensure and certification exams required by the profession for entry-level positions as reported by state and national examining boards or college licensure exam administrators. For Owensboro, the licensure exams include Apprentice Cosmetologist, HVAC Journeyman exam, ARRT Radiography, Licensed Real Estate Sales Associate, NCLEX-ADN, NCLEX-PN, EMT, and Nurse Assistant/Aide.
2010-11 Action Steps	1. Prepare for SACS five-year review 2. Use feedback from of CAAP Critical Thinking assessment (administered Spring 2010) in review of general education 3. Plan for technical program assessments in response to new Perkins IV and state-level accountability 4. Implement new general education course competencies and work with state universities at the system level in making these consistent across higher education in Kentucky 5. Pilot use of HOBET-V, a health program selective admissions feedback tool for prospective students and for programs
Evaluation of Results	Preparations for the SACS fifth-year compliance certification were completed by college leadership with the assistance of the Institutional Effectiveness Committee. A new peer-review process for action steps will be implemented in the coming year as an outgrowth of this work as well. Writing and research will continue into the summer months. The CAAP Critical Thinking assessment results showed that OCTC students performed at the national average. These will provide a baseline for future measures. Technical program assessments in response to Perkins IV are being completed, as most programs have now undergone the DACUM process. Work on the new general education course competencies continues. The implementation of the Transfer Equivalency System at the state level is founded upon the premise that students who meet competencies at one college/university should receive credit for the work at another. The college had a 100% pass rate for first-time test takers of the Radiography and Cosmetology programs. The pilot of HOBET-V was postponed indefinitely and other options are being explored. Microsoft+ Comp-TIA practice exams were made available for Information Technology students, which should have a very positive effect upon graduates attaining this certification. The national accreditation of our technical programs will be a focus in the coming years. The National League of Nursing and Accreditation Council for Business Schools and

Programs (ACBSP). A quality assurance rubric has been created and will be implemented, along with a required learning sequence for all new online faculty, to support online courses.

Action Step Status: ☒ *Completed* ☐ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

KCTCS Goal: **Advance excellence and innovation in teaching, learning and service**
OCTC Outcome 3: **Service**

2010-16 OCTC Outcome 3	The College serves the community through engagement in collaborative partnerships to enhance the quality of life in our region.
Rationale/ Resources	Our college's values include: • Accessibility and Responsiveness • Civic Engagement and Collaborative Partnerships • Cultural Diversity and Global Awareness • Learning for All Ages • Personal and Community Success As educational leaders, we must use our unique talents to serve the needs of our college and community.
2010-16 Measures of Success	Community service: Increased involvement in community organizations and initiatives.
2010-11 Action Steps	1. Host Common Reading events 2. Initiate Rotaract program in partnership with KWC, Brescia, and WKU-O 3. Encourage additional student group service projects 4. Host Western Regional Kentucky Psychological Association Conference 5. Support and provide coverage (via OCTV) for "We the People 2.0" 6. Host World Affairs lectures on campus 7. Partner with OMHS on career exploration/employment fairs
Evaluation of Results	The college hosted common reading events, in many cases to rooms filled to capacity: • Fall 2010 – Maus: 1) "Propaganda and Perception: The Holocaust and YOU" presentation, by Assistant Professors of English Kaye Brown and Tonya Northenor, who participated in the Belfer National Conference for Educators, held at the United States Holocaust Memorial Museum in July 2010, on September 22, 2) Holocaust survivor Arthur Pais, and 3) Evening of Remembrance, on the anniversary of Kristallnacht, both on November 9. • Spring 2011 - Catalpa by renowned Kentucky author George Ella Lyon. This poetry collection, divided into three sections, covers areas as diverse as Appalachian culture, parenting, and the life of British writer Virginia Woolf. 1) Ms. Lyon plans to be on campus April 12-13 for a reading and workshops. 2), "Everything You Need to Know about Virginia Woolf – but Were Afraid to Ask" – Associate Prof. Debbie Ruth, February 24 , 3) Deep Down coal mining mountaintop removal, March 17 and 21. The college implemented service learning projects, including computers set up at the local Elizabeth Munday senior citizens center (featured in a local newspaper article) and the Computer-Aided Drafting and Design class creating a rendering of their new building. We participated in the organizational meetings of Rotaract. We hosted the Western Regional Kentucky Psychological Association Conference and an Owensboro World Affairs Council lecture on campus: James Robinson, Executive Director, Bowling Green International Center, October 21. OCTV supported and provided coverage for "We the People 2.0" and partnered with Owensboro Medical Health System to host career exploration/employment fair on campus. We hosted a Boy Scout Merit Badge University and a Girl Scout Expo is planned for late spring. The college also hosted Pi Day, Nature Day, the United Way Chili-Cookoff/U-Way Auction, Constitution Day, and three secondary education student exchanges (two Czech, one Japanese). In addition, the college received the Sister Cities Outstanding

Innovation in Youth and Education award.

Action Step Status: ☒ *Completed* ☐ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

KCTCS Goal: Increase student access, transfer and success
OCTC Outcome 4: Pathways to Postsecondary

2010-16 OCTC Outcome 4	The College creates seamless pathways to increase the likelihood of a successful transition to postsecondary education.
Rationale/ Resources	Our college's values include: • Accessibility and Responsiveness • Civic Engagement and Collaborative Partnerships • Creative Thinking, Innovation, and Cutting-Edge Technology • Learning for All Ages • Personal and Community Success As a P-16 education becomes the standard expectation for preparation for the workforce and life, the expectation for a seamless transition between secondary and postsecondary is increasing as well. Helping students navigate between the two environments, a journey sometimes complicated by state and federal requirements, is an essential first step to student success.
2010-16 Measures of Success	Developmental Education Success Rate: • Increase the percent of students referred to developmental courses in English who complete a developmental course in that subject or re-test at a college level by the end of the second year from 61.0% (Fall 2007 cohort successful by 2009) to 86.4% (Fall 2013 cohort successful by 2015). *Note: The 2007 cohort average across KCTCS was 44.3%.* • Increase the percent of students referred to developmental courses in mathematics who complete a developmental course in that subject or re-test at a college level by the end of the second year from 52.2% (Fall 2007 cohort successful by 2009) to 74.6% (Fall 2013 cohort successful by 2015). *Note: The 2007 cohort average across KCTCS was 46.1%.* • Increase the percent of students referred to developmental courses in reading who complete a developmental course in that subject or re-test at a college level by the end of the second year from 60.7% (Fall 2007 cohort successful by 2009) to 80.4% (Fall 2013 cohort successful by 2015). *Note: The 2007 cohort average across KCTCS was 41.1%.* Participation Rate: Increase OCTC fall credit enrollment, divided by adult population (ages 18-64) , as reported by the United States Census Bureau in our service area from 6.1% (Fall 2008) to 6.5% (Fall 2015)
2010-11 Action Steps	1. Partner with Ohio County Hospital to implement a scholarship for Ohio County HS Nurse Track students 2. Expand early placement testing in mathematics to Apollo HS and McLean County HS 3. Pilot remedial reading curriculum at McLean County HS 4. Revise and implement more rigorous HS NurseTrack pathway 5. Raise funds for Discover College Scholarship Program and award first scholarship 6. Implement new Project Lead the Way certificate and send OCTC lead faculty member in Project Lead the Way to summer institute 7. Complete third and final year of national study of Discover College 8. Create new process to ease the application for articulated credit by Area Technology Center students 9. Promote the WKU-OCTC Joint Admissions agreement for new freshmen 10. Use Facebook and Twitter to enhance communication with Discover College

	students 11. Hold Generation Innovation (engineering career exploration) in the fall 12. Have START Center advisors accompany Discover College and Counseling Center staff on HS visits in early fall and spring 13. Participate in the Standards in Action (SIA) pilot for adult education (one of three in the state – a national initiative) 14. Combine and expand middle and high school summer Mechatronics camps 15. Promote embedded credentials available through Training HQ 16. Grow apprenticeship to AAS degree program 17. Host First Tech Challenge (sponsored by Time Warner) competition 18. Partner with the Owensboro Museum of Science and History in support of the Lego League competition 19. Implement year-round Pell grant funding
Evaluation of Results	The college enrolled a record number of students in the following categories for Fall 2010: total enrollment - 7061, FTE - 3304, full-time - 2295, credential-seeking - 3812, minority – 490, Discover College – 2662. We published our first Career Focus magazine, utilizing direct mail for distribution. We implemented new Project Lead the Way certificate and sent OCTC lead faculty member in Project Lead the Way to summer institute. The Generation Innovation (engineering career exploration) was held in the fall and we hosted the First Tech Challenge (sponsored by Time Warner) competition in February. We partnered with the Owensboro Museum of Science and History in support of the Lego League competition, hosted on campus in December. The third and final year of national study of Discover College is underway and should be completed in 2011-12. The college participated in the Owensboro Community Campus program and hosted its kickoff press conference. Discover College raised funds for its new Scholarship Program and partnered with Ohio County Hospital to implement a scholarship for Ohio County HS Nurse Track students. They expanded early placement testing in mathematics to Apollo HS and McLean County HS and a remedial reading curriculum was piloted at McLean County HS as well. A new process was created to ease the application for articulated credit by Area Technology Center students. The WKU-OCTC Joint Admissions agreement was promoted for new freshmen in partnership with WKU-O. Facebook and Twitter was used to enhance communication with Discover College students. SkillTrain participated in the Standards in Action (SIA) pilot for adult education (one of three in the state – a national initiative) and embedded credentials available through Training HQ were promoted. The college implemented year-round Pell grant funding as planned. The coming year will be focused upon the many changes in Discover College programming due to a state Memorandum of Understanding in regard to dual credit and the KCTCS Transformation Initiative in this area.

Action Step Status: ☒ *Completed* ☐ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

KCTCS Goal: **Increase student access, transfer and success**
OCTC Outcome 5: **Alternative Delivery**

2010-16 OCTC Outcome 5	The College provides opportunities to pursue educational and career goals by offering classes, sections of classes, and programs using a variety of time frames and delivery methods.
Rationale/ Resources	Our college's values include: • Accessibility and Responsiveness • Creative Thinking, Innovation, and Cutting-Edge Technology • Learner-Focused Faculty and Staff • Learning for All Ages As the student body and community change (trends suggest that we will enroll both more underprepared students and more students already holding degrees, as well as high school students), we must increase the options available that will help students avoid conflicts with work, family, and money. The better we can accommodate the needs of the learner, the more likely they will enroll and be successful.
2010-16 Measures of Success	Online/hybrid classes: Total credit hours delivered via online or hybrid instruction increased by 50%. Off-campus classes: Number of classes offered off-campus increased by 75%.
2010-11 Action Steps	1. Open Hancock County Center 2. Participate in system marketing of KCTCS Online as an option for students who want "bite-sized courses, at your own pace, pay as you go" 3. Implement KCTCS Online Practical Nursing program 4. Implement KCTCS Online BIO 137/139 (Anatomy and Physiology I/II) and BIO 225 (Medical Microbiology) 5. Provide more guidance for students planning to take online classes for the first time 6. Pilot paired hybrid delivery of courses to create two class learning community 7. Apply for Title III grant funding to expand freshmen-level general education online and hybrid course offerings
Evaluation of Results	The college officially opened the Hancock County Center and hosted an open house for the public. We supported the system marketing for KCTCS Online and the online biology courses will be completed for offering Fall 2011. The PN program is still in development. We received funding for our Title III grant proposal, Cyber III@OCTC. This $1.8 million five-year grant focuses upon online and hybrid courses for freshmen students - with community building and academic supports. To support this project, the college is completing plans for a new CyberCenter information commons (75+ computer stations) in our Learning Resource Center. In addition, we have scheduled new online and paired hybrid delivery courses to create two class learning community. More guidance for students planning to take online classes is being developed (in draft) and should be ready for piloting next year. New staff will be hired to support the CyberCenter. They will work with faculty as well as students to improve the experience for freshmen in online courses.

Action Step Status: ☒ *Completed* ☐ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

KCTCS Goal: **Increase student access, transfer and success**
OCTC Outcome 6: **Expectations/Engagement**

2010-16 OCTC Outcome 6	The College creates an environment where students will understand the high expectations that OCTC faculty have set, sense the supportive environment created in the classroom, and recognize the benefits of learning together.
Rationale/ Resources	Our college's values include: • Accessibility and Responsiveness • Civic Engagement and Collaborative Partnerships • Creative Thinking, Innovation, and Cutting-Edge Technology • Cultural Diversity and Global Awareness • Excellence in the Liberal Arts and Technical Education • Integrity and High Expectations • Learner-Focused Faculty and Staff • Learning for All Ages • Personal and Community Success • Safe Learning Environment The Southern Association of Colleges and Schools – Commission on Colleges (SACS-COC) requires that each college develop a Quality Enhancement Plan as a part of the reaffirmation of accreditation process. The OCTC QEP is designed to improve student learning through the setting of clear expectations for all OCTC students—expectations founded in our general education competencies and focused on 1) the expression of ideas, 2) the ethical and personal responsibility to be exhibited by every member of the OCTC community of learners, and 3) the life-long need for social/civic interaction and learning.
2010-16 Measures of Success	Credentials: Increase the annual count of associate degrees, certificates, and diplomas awarded from 1118 in 2008-09 to 1398 in 2015-16 (with 43.8% of the credentials associate degrees) Persistence Rate: Increase the percent of fall/summer first-time credential-seeking students who have earned a credential, transferred to a four-year institution, or are still enrolled at the end of three years from 51.0% (entering Fall 2006 persisting Fall 2009) to 51.9% (entering Fall 2012 persisting Fall 2015). *Note: The Fall 2006 entering class persisting to Fall 2009 across KCTCS was 43.6%.* *Note: QEP performance measures (as included in the 2005-10 plan) will continue to be tracked.*
2010-11 Action Steps	1. Expand use of Facebook to other areas (e.g. financial aid) to enhance communication with students. 2. Introduce new food service options for students 3. Create additional student space in the Campus Center by building a new Maintenance and Operations facility. 4. Approve and implement new service learning mini-grants 5. Recruit students for the revamped Student Ambassador program 6. Identify/develop a financial literacy program for students 7. Hold the newly combined Welcome Back Cookout and Student Fest in the fall 8. Implement a Student Health Fair 9. Expand and grow the Fall and Spring Flings 10. Implement a new exemplar sharing/posting process 11. Explore possibilities for connecting—both physically and socially—the OCTC and WKU-O campuses and increasing interaction between all college students in

	Owensboro 12. Implement PeopleSoft 9.0 with new faculty and student centers 13. Improve and add to new OCTC website in response to student and community feedback 14. Develop a plan for educating our students about academic integrity 15. Promote paying tuition and fees online 16. Explore advising changes in response to CCSSE results
Evaluation of Results	A new café, the Grub Hub, was opened in the Campus Center in January 2011 to serve students, faculty, and staff on campus. The new Maintenance and Operations facility opened as well and planning and renovations began to create additional student space in the Campus Center. The first annual Fall Commencement ceremony for the college was held in December 2010 with over 70 graduates. Members of the college leadership met with Dr. John N. Gardner and Dr. Barefoot in planning for a future Foundations of Excellence – First Year Experience initiative at the college. We expanded the use of Facebook to additional areas at the college (e.g., Common Reading) to enhance communication with students and we implemented a financial literacy program for students via our partnership with HigherOne. The Welcome Back Cookout and Student Fest were held on the same days in the fall and were well attended. A Student Health Fair and flu shots on campus were provided in the fall as well. We expanded the Fall and Spring Flings student events with more participation and more live music. A new student exemplar sharing/posting process was implemented. We explored possibilities for connecting—both physically and socially—the OCTC and WKU-O campuses and increasing interaction between all college students in Owensboro through the Owensboro U program. PeopleSoft 9.0 was implemented and the advantages of the new student center and faculty center functions were promoted to faculty and staff. An Advising Committee was convened in response to CCSSE results and changes to the advising process (e.g., "Prime Time Advising" program) were initiated in the Spring 2011 semester.

Action Step Status: ☒ *Completed* ☐ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

KCTCS Goal: **Increase student access, transfer and success**
OCTC Outcome 7: **Pathways to the Baccalaureate**

2010-16 OCTC Outcome 7	The College creates seamless pathways to increase the likelihood of a successful transition from OCTC to four-year colleges and universities.
Rationale/ Resources	Our college's values include: • Accessibility and Responsiveness • Civic Engagement and Collaborative Partnerships • Excellence in the Liberal Arts and Technical Education • Integrity and High Expectations • Personal and Community Success
2010-16 Measures of Success	Transfer Rate: Increase the proportion of students who completed more than ten non-developmental credit hours at KCTCS who then transferred to a public or independent four-year institution in Kentucky and completed ten or more non-developmental credit hours within eight years, as reported in CPE's Comprehensive database, over an 8-year period ending in 2008-09, from 27.8% (8-year cohort ending in 2008-09) to 35.4% in 2015-16. *Note: The 2008-09 average across KCTCS was 22.1%.*
2010-11 Action Steps	1. Promote the new Transfer Center 2. Respond to HB 160 and share information with students 3. Develop and refine WKU-OCTC Joint Admissions processes to ensure a seamless transition 4. Publish OCTC-WKU Academic Plans to assist students and advisors with transitions 5. Implement articulation program leading to the AA from OCTC and the BA in Theatre Arts through Brescia and KWC 6. Teach new leadership class that feeds into the Bachelor in Science in Leadership at WKU 7. Promote new scholarship to support Hancock County students attending OCTC who plan to transfer to WKU-O
Evaluation of Results	Numerous e-mails and fliers were used to promote the Transfer and Career Planning Center in the Campus Center. The college provided leadership and support in the creation of new systemwide transfer equivalencies (as posted in the Transfer Equivalency System - TES) and provided information on the new program at our spring Advising Workshops. Joint OCTC-WKU Academic Plans were shared with advisors in draft form to assist students and advisors with planning a smooth transition between the colleges. A new scholarship to support Hancock County students attending OCTC who plan to transfer to WKU-O was implemented as well. We completed an articulation program leading to the AA from OCTC and the BA in Theatre Arts through Brescia and KWC. A new leadership class that feeds into the Bachelor in Science in Leadership at WKU was taught in the fall.

Action Step Status: ☒ *Completed* ☐ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

KCTCS Goal: **Cultivate diversity, multiculturalism and inclusion**
OCTC Outcome 8: **Diversify | Unify**

2010-16 OCTC Outcome 8	The college engages students, faculty, and staff in activities to promote diversity and global awareness to expand the appreciation for others' perspectives and gain insight into the importance of embracing the personal and universal value of all individuals.
Rationale/ Resources	Our college's values include: • Civic Engagement and Collaborative Partnerships • Cultural Diversity and Global Awareness • Integrity and High Expectations • Learner-Focused Faculty and Staff • Learning for All Ages • Personal and Community Success • Safe Learning Environment Diversity is a fundamental value of KCTCS and OCTC. It is it about respect for all individuals, openness to new ideas and perspectives, and increasing the strength and flexibility of the organization as a whole.
2010-16 Measures of Success	Student Diversity Index: Increase the percent of students with known ethnicity in all racial/ethnic categories excluding white and nonresident alien, based on fall unduplicated headcount, compared to percent minority population, from 92.1% in Fall 2008 to 100% in Fall 2015. *Note: The 2008 average across KCTCS was 104%.* Employee Diversity: Increase the percent of employees with known ethnicity in all racial/ethnic categories excluding white and nonresident alien, based on fall unduplicated headcount, compared to percent minority population, from 73.7% in Fall 2008 to 100% in Fall 2015. *Note: The 2008 average across KCTCS was 61.6%.* Persistence Rate Diversity: Increase the percent of fall/summer first-time credential-seeking minority students who have earned a credential, transferred to a four-year institution, or are still enrolled at the end of three years, from 28% (Fall 2006 through Fall 2009) to 51.9% (Fall 2012 through 2015). *Note: The 2009 average across KCTCS was 32%.*
2010-11 Action Steps	1. Expand and diversify summer Governor's Minority Student College Preparation Program 2. Increase minority enrollment 3. Increase faculty/staff diversity 4. Explore "Super Sunday" program in partnership with minority churches 5. Offer Black Writers and Women's Studies courses 6. Support Sister Cities initiatives 7. Participate in visiting faculty program – China 8. Explore participation in the Owensboro hub of International Center in Bowling Green 9. Create a diversity/multicultural/global awareness professional development offerings track 10. Complete the college Diversity Plan in concert with the system diversity plan to promote diversity, inclusion, and multiculturalism
Evaluation of Results	The college increased minority enrollment to 6.9%, a new record. We sponsored and held "Super Sunday" program in partnership with minority churches and the H.L. Neblett Center. The summer Governor's Minority Student College Preparation Program was expanded and diversified. We offered Black Writers and Women's

Studies courses and supported multiple Sister Cities initiatives (see Service for more information). Black History Month events included "A Taste of Africa," "Hate Speech is Lame," "Haiti: Reflections of My Father's Travels," and "Brown Eyes, Blue Eyes". With campuswide participation, we completed the college Diversity Plan in concert with the system diversity plan to promote diversity, inclusion, and multiculturalism. We provided admissions outreach to Hispanic students and hosted Hispanic Dancers from Sebree Elementary and Daviess County HS Dance Group on campus. Student groups volunteered in multiple capacities: Multicultural Association students at the Neblett Center, Phi Theta Kappa students at the International Center, and IT students at the Munday Center. Further collaboration between OCTC and Caritas Social Work in Czech Republic is planned in the coming year as well as hosting additional secondary student exchanges. Dr. Klauber presented on is experience in Kosovo, the Director of Cultural Diversity served as emcee at the community Martin Luther King Day event, and visiting Japanese faculty were shared with KWC and Brescia in Fall 2010. The Global Studies Committee hosted a presentation on international study experiences, and two instructors taught in China in Summer 2010.

Action Step Status: ☒ *Completed* ☐ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

KCTCS Goal: **Enhance the economic and workforce development of the Commonwealth**
OCTC Outcome 9: **Economic Growth and Competitiveness**

2010-16 OCTC Outcome 9	The College creates new partnerships and expand current ones to support workforce development and the economic prosperity of the community.
Rationale/ Resources	Our college's values include: • Accessibility and Responsiveness • Civic Engagement and Collaborative Partnerships • Creative Thinking, Innovation, and Cutting-Edge Technology • Excellence in the Liberal Arts and Technical Education • Learner-Focused Faculty and Staff • Learning for All Ages • Personal and Community Success We must expand our partnerships with business, industry and local governmental entities, provide workforce training to meet local and regional needs, and help individuals pursue their career goals.
2010-16 Measures of Success	High Wage/High Demand Completions: Increase the annual number of credentials awarded in fields with (1.) average salaries at or above the 75th percentile and (2.) growing at a rate greater than or equal to the state average, or exceeding 100 annual job openings, from 131 in 2008-09 to 159 in 2015-16. Workforce Conversion Rate: Increase the percent of first-time credit workforce students who enroll as credential-seeking students within three years, from 10.3% (entering 2005-06) to 13.5% (entering 2011-12 matriculating by 2015-16). *Note: The 2005-06 average across KCTCS was 5.4%.* Wage Index: Increase the median wage of KCTCS completers earning $2500 or more in the second quarter after completion, indexed to the state median occupational wage, from 85.2% in 2007-08 to 93.2% in 2015-16. *Note: The 2007-08 average across KCTCS was 91.5%.*
2010-11 Action Steps	1. Offer pre-apprenticeship program in electrical construction 2. Expand industry training activities to Hancock County Center 3. Expand Quick Jobs and Training HQ 4. Implement Kentucky Breaking Through initiative and national scale-up activities 5. Expand Workforce Competitiveness Initiative 6. Develop training for local entry-level health care initiative in partnership with the Workforce Investment Board through state workforce grant funding 7. Provide OCTV services on two major new safety training video projects with Century Aluminum and Armstrong Coal 8. Participate in the Greater Owensboro Economic Development Corp. Life Science Consortium initiative 9. Respond to Economic Development Corporation goals in the areas of logistics, instrumentation, and entrepreneurship 10. Explore new training partnership with Greater Owensboro Chamber of Commerce
Evaluation of Results	We offered pre-apprenticeship program in electrical construction and expanded industry training activities to Hancock County Center. Quick Jobs and Training HQ grew as well. The Kentucky Breaking Through initiative and national scale-up activities were implemented and we expanded upon the Workforce Competitiveness Initiative. Training for local entry-level health care initiative was developed in

partnership with the Workforce Investment Board through state workforce grant funding. OCTV produced two major new safety training video projects with Century Aluminum and Armstrong Coal. The college participated in the Greater Owensboro Economic Development Corp. Life Science Consortium initiative and responded to Economic Development Corporation goals in the areas of logistics, instrumentation, and entrepreneurship. A proposal to provide enterprise software training for Owensboro Medical Health System is currently in progress.

Action Step Status: ☒ *Completed* ☐ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

KCTCS Goal: **Promote the recognition and value of KCTCS**
OCTC Outcome 10: **Impact**

2010-16 OCTC Outcome 10	The College shares its story in the community, promoting our value to the region and advocating for support for our students and mission.
Rationale/ Resources	Our college's values include: • Accessibility and Responsiveness • Civic Engagement and Collaborative Partnerships • Learning for All Ages • Personal and Community Success We must promote our value to the community and pursue funding, as a state-assisted institution, to meet the ever-increasing roles and responsibilities of a comprehensive two-year institution.
2010-16 Measures of Success	Media Focus: Increase the number of media citations and positive citations as a percent of total, as reported by the VOCUS media-tracking service and KCTCS Public Relations, from 212 and 77% in 2009 to 376 and 95% in 2015. Financial Contributions: Increase the annual dollar amount of financial contributions from grants, contracts, advancement, and other external sources, and endowment income ($2.3 million in 2008-09).
2010-11 Action Steps	1. Plan for the OCTC 25th anniversary event 2. Celebrate 10th year of Discover College and promote its impact 3. Transition additional OCTC legacy web sites to new website 4. Enhance communication flow through the implementation of unified messaging (voice mail/e-mail). 5. Expand use of the KCTCS intranet – the Point to allow for the consistent use of standardized marketing materials/images 6. Build upon KCTCS Advocacy Campaign 7. Offer live internet streaming through OCTV 8. Sponsor community events, e.g., Rooster Booster, Friday After Five 9. Develop relationships with elected officials 10. Improve the results of the Annual Giving Campaign, particularly in the area of need-based student assistance 11. Develop a donor recognition program 12. Explore an alumni recognition program 13. OCTC Alumni Facebook page 14. Participate in KCTCS enrollment management marketing campaign 15. Update campus facilities
Evaluation of Results	The OCTC 25th anniversary event and Presidential Inauguration was well attended and very successful. An anniversary video was completed as well. The donor recognition program was developed and the Donor Wall in the Atrium entrance of the Advanced Technology Center was unveiled in September 2010. We celebrated the 10th year of Discover College and promoted its impact. Communication flow was enhanced via the implementation of a unified messaging (voice mail/e-mail) system. A new Master Plan is in process and will be completed in the coming year. The installation of an irrigation system for green spaces is underway as well. Expanded the use of the KCTCS intranet – the Point -- to allow for the consistent use of standardized marketing materials/images. The college participated in the Great Colleges to Work for survey to provide baseline information for future comparisons.

We offered live internet streaming through OCTV. The college sponsored community events, e.g., Rooster Booster, Friday After Five, and developed relationships with new elected officials. The results of the Annual Giving Campaign improved, particularly in the area of need-based student assistance. An OCTC Alumni Facebook page was developed to enhance alumni outreach and communication.

Action Step Status: ☒ *Completed* ☐ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

Academic Affairs

College Outcome 1: Teaching and Innovation

2010-16 Academic Affairs Outcome	Modify and/or create new curriculums and programs based on student and community needs, and state mandates.
Rationale/ Resources	For OCTC to successfully carry out its mission, our teaching and learning must be responsive to the needs of employers and students. Excellence in teaching and innovation are critical to match the skills of graduates to employer needs. Existing resources are to be allocated to meet high demand program areas.
2010-16 Measures of Success	Approval and implementation of new curriculum and programs.
2010-11 Action Steps	1. Implement Instrumentation Certificate. 2. Implement Theatre Arts Certificate. 3. Explore the development of horticulture, logistics, and entrepreneurship programs 4. Finalize CPE mandated program credit hour maximums for all technical programs.
Evaluation of Results	The Theatre Arts Certificate is approved and implemented. Work continues on implementation of the Instrumentation Certificate and development of the horticulture, logistics, and entrepreneurship programs. All technical program credit hour reductions have been completed to meet CPE requirements.

Action Step Status: ☒ *Completed* ☐ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

College Outcome 1: Teaching and Innovation

2010-16 Academic Affairs Outcome	Implement new college placement guidelines and program specific placement requirements.
Rationale/ Resources	To comply with state mandated ACT and COMPASS placement guidelines.
2010-16 Measures of Success	Successful Implementation of new ACT and COMPASS placement requirements.
2010-11 Action Steps	1. Implement state mandated ACT and COMPASS placement requirements. 2. Explore implementing technical program minimum COMPASS placement guidelines.
Evaluation of Results	New ACT and COMPASS state mandated placement requirements were successfully implemented, as well as, implementation of technical program COMPASS placement guidelines for dual credit students.

Action Step Status: ☒ *Completed* ☐ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

College Outcome 1: Teaching and Innovation

2010-16 Academic Affairs Outcome	Evaluate and implement teaching innovations and technologies to enhance student learning.
Rationale/ Resources	Enhancing educational innovations and teaching facilities provide for greater student learning.

	Resources include Title III and Perkins funding.
2010-16 Measures of Success	Addition of new educational equipment and software. Redesigned educational spaces.
2010-11 Action Steps	1. Upgrade to Blackboard 9.1. 2. Expand computer lab facilities. 3. Pilot implementation of Ad Astra classroom scheduling.
Evaluation of Results	The Blackboard 9.1 upgrade is successfully implemented. Computer labs in the IT program were upgraded and additional computers added to accommodate approximately 20% more students. Ad Astra academic scheduling continues to be piloted to improve classroom and course scheduling efficiency. In addition, numerous types of new equipment were purchased for various technical programs and classroom technology, such as smart boards, were added to several classrooms.

Action Step Status: ☒ *Completed* ☐ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

College Outcome 1: Teaching and Innovation

2010-16 Academic Affairs Outcome	Create and expand professional development programming for full-time and adjunct faculty.
Rationale/ Resources	Expanding training for faculty enhances teaching and learning excellence.
2010-16 Measures of Success	Increased professional development education participation. Creation of virtual professional development resources
2010-11 Action Steps	1. Develop adjunct faculty virtual handbook. 2. Develop promotion handbook for full-time faculty.
Evaluation of Results	The adjunct faculty handbook and the promotion handbook were both completed. In addition, both have been updated for 2011-12.

Action Step Status: ☒ *Completed* ☐ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

College Outcome 2: Learning and Effectiveness

2010-16 Academic Affairs Outcome	Enhance student attainment of program and general education competencies.
Rationale/ Resources	To maintain continuous improvement in student learning and maintain student preparedness for the workplace and other educational institutions.
2010-16 Measures of Success	Maintain and improve student evaluation of instruction. Exceed Perkins IV and state accountability benchmarks. Improve course pass and retention rates.
2010-11 Action Steps	1. Implement new state-mandated general education competencies in conjunction with state universities. 2. Complete detailed program reviews for all technical programs. 3. Facilitate and plan for the implementation of statewide and Perkins IV accountability benchmarks. 4. Evaluate national accreditation standards for Business Administration, IECE, Automotive and Nursing programs.

Evaluation of Results	The new statewide general education outcomes have been moved to Fall 2012 implementation. Program Reviews for almost all technical programs were completed last year, as was, the statewide DACUM evaluation process for Perkins IV accountability.

Action Step Status: ☐ *Completed* ☒ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

College Outcome 3: Service

2010-16 Academic Affairs Outcome	Maintain and enhance service learning throughout the curriculum.
Rationale/ Resources	Civic and college engagement are essential to promote community success, college accessibility, and creation of a learning-centered college.
2010-16 Measures of Success	Increased community involvement within the curriculum
2010-11 Action Steps	1. Promote and host the Holocaust Common Reading events. 2. Participate with Habitat for Humanity building project. 3. Expand service learning projects.
Evaluation of Results	The Holocaust Common Reading event was successfully completed. Construction Technology program participated in the building of a Habitat for Humanity home in Owensboro. A number of service learning projects were concluded, most notably the networking and drafting design for the Elizabeth Monday Center.

Action Step Status: ☒ *Completed* ☐ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

College Outcome 4: Pathways to Postsecondary

2010-16 Academic Affairs Outcome	Improve Transitional Education retention and success rates.
Rationale/ Resources	To promote the college-going rate and provide a seamless transition to college it is essential that a transitional education system support and prepare students for postsecondary education.
2010-16 Measures of Success	Increased percentage of students successfully moving through the English, mathematics, and reading transitional education series.
2010-11 Action Steps	1. Facilitate a planning forum to develop transitional education support strategies. 2. Develop plans to implement transitional education pilots.
Evaluation of Results	Transitional education planning was conducted and produced outcomes. In addition, plans to implement transitional education pilots in the mathematics area were completed. Furthermore, NCAT redesign strategies for transitional mathematics were evaluated.

Action Step Status: ☒ *Completed* ☐ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

College Outcome 5: Alternative Delivery

2010-16 Academic Affairs Outcome	Increase the number of online and hybrid delivery classes and alternate delivery time frames.

Rationale/ Resources	Student trends indicate a growing need for flexibility of delivery due to greater conflicts with work and personal time. Meeting learners' scheduling needs increases the likelihood they will enroll and persist.
2010-16 Measures of Success	Increased online and hybrid section delivery at the college by 50%. Increased off-campus delivery by 75%.
2010-11 Action Steps	1. Develop six to twelve new online or hybrid sections for Fall 2011 delivery. 2. Implement KCTCS On-Demand Practical Nursing program. 3. Implement KCTCS On-Demand BIO 137, 139, and 225 courses. 4. Increase courses offered at Hancock County Center.
Evaluation of Results	Eleven online/ hybrid sections were developed for Fall 2011. The Title III grant was successfully implemented to augment online and hybrid development, as well as aid in the development of our on-campus Cyber Center. The KCTCS On-Demand Practical Nursing and Biology courses are still under development. The number of courses offered at Hancock County was increased by 50%.

Action Step Status: ☐ *Completed* ☒ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

College Outcome 6: Expectations/Engagement

2010-16 Academic Affairs Outcome	Modify and improve student academic advising.
Rationale/ Resources	Student CCSSE survey responses indicate a need to engage students more effectively in the academic advising process. Improved engagement in advising will help learners be more successful in reaching their educational goals.
2010-16 Measures of Success	Increased number of awarded degrees, certificates, and diplomas. Increased CCSSE benchmarks for advising. Increased student Persistence Rate.
2010-11 Action Steps	1. Explore the development of advising strategies to pilot in Fall 2011.
Evaluation of Results	An advising work team explored potential advising strategies to pilot. One strategy, "Prime Time Advising," was implemented in Spring 2011.

Action Step Status: ☒ *Completed* ☐ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

College Outcome 7: Pathways to the Baccalaureate

2010-16 Academic Affairs Outcome	Provide a more seamless transfer to 4 year programs through articulation agreements.
Rationale/ Resources	Providing students with a seamless transfer system to 4 year universities will improve student retention and completion. The Kentucky Transfer bill (HB 160) provides the framework to allow a more seamless transfer between KCTCS institutions and 4 year universities and colleges.
2010-16 Measures of Success	Increased Transfer Rate.
2010-11 Action Steps	1. Implement articulation program between OCTC and Kentucky Wesleyan College (KWC) and Brescia University for the BA in Theatre Arts. 2. Plan for the implementation of HB 160 framework.

Evaluation of Results	The BA in Theatre Arts articulation has been implemented between OCTC, KWC and Brescia University. In addition, the Kentucky transfer framework plan is being implemented, starting with the TES system.

Action Step Status: ☒ *Completed* ☐ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

Advanced Manufacturing Technologies Division

College Outcome 2: Learning and Effectiveness

2010-16 AMT Outcome	Increase the number of programs with national accreditations and certifications.
Rationale/ Resources	Graduates with national certifications and/or licensures are more employable and more likely to advance on the job.
2010-16 Measures of Success	Secure three or more new national accreditations for our programs.
2010-11 Action Steps	Explore potential national certification options for our advanced manufacturing programs. Select programs for focus in the coming year based on need and fiscal impact.
Evaluation of Results	Several programs have reviewed the process of national accreditation. The Informational Technology and Automotive Technology programs will begin the process this year. Additional programs will be selected next year.

Action Step Status: ☒ *Completed* ☐ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

College Outcome 6: Expectations/Engagement

2010-16 AMT Outcome	Increase the involvement of students in student organizations and competitions related to the program.
Rationale/ Resources	Students who are involved in organizations and competitions are more likely to be satisfied with their experience at OCTC and are more likely to remain enrolled and complete their education.
2010-16 Measures of Success	Increased number of students involved in organizations.
2010-11 Action Steps	Identify additional programs in which students can become involved. Participate in at least one competition this year.
Evaluation of Results	Students in the Welding Program completed in the David Knuckols Memorial Welding event.

Action Step Status: ☒ *Completed* ☐ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

College Outcome 6: Expectations/Engagement

2010-16 AMT Outcome	Increase area elementary, middle, and high school student interest in technical and engineering programs through support of the First LEGO League and FIRST Tech Challenge.
Rationale/ Resources	These events showcase our facilities, faculty, and staff to potential students and their families. Division faculty will lend their expertise and time to support the events.
2010-16 Measures of Success	Host at least two events each year.
2010-11 Action Steps	Support and provide volunteer staff for the 2010-11 First LEGO League and FIRST Tech Challenge. Provide technical support to teams from area schools.
Evaluation of Results	Two events were hosted with great success. We added several new teams from out of

state in the FIRST Tech Challenge.

Action Step Status: ☒ *Completed* ☐ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

College Outcome 4: Pathways to Postsecondary

2010-16 Engineering/CADD/ Electrical Outcome	Expand our Project Lead the Way program
Rationale/ Resources	PLTW provides intensive, hands-on experience for high school students interested in pursuing a technical or engineering career. It also leads to stronger ties with engineering programs at state universities.
2010-16 Measures of Success	A flourishing Project Lead the Way program that provides pathways to baccalaureate engineering programs.
2010-11 Action Steps	1. Add Digital class 2. Explore national certification of OCTC as a Project Lead the Way college.
Evaluation of Results	1. Offered a class in the Fall 2010 for Digital Electronics. 2. Have initiated the process of national certification for PLTW.

Action Step Status: ☒ *Completed* ☐ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

College Outcome 2: Learning and Effectiveness

2010-16 General Education – Computer Literacy Outcome	Ensure the attainment of general education competencies through Computer Literacy coursework or competency exams.
Rationale/ Resources	A general education core curriculum enables KCTCS colleges to graduate men and women who are intellectually flexible, articulate, reflective, creative, and prepared for continuous learning. The general education core competencies will enable students to develop their own values, pursue goals, and contribute to the political, moral, social, and cultural enrichment of society.
2010-16 Measures of Success	Faculty peer-reviewed evidence of the attainment of general education competencies.
2010-11 Action Steps	Full-time faculty will re-evaluate the assessment instrument that has been used in the past and recommend appropriate changes.
Evaluation of Results	A statewide Ad-Hoc Committee has begun working on this issue. It is a work in progress still.

Action Step Status: ☐ *Completed* ☒ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

Allied Health and Personal Services Division

College Outcome 2: Learning and Effectiveness

2010-16 Cosmetology Outcome	Program accreditation through a national accrediting body, such as the National Accrediting Commission of Cosmetology Arts and Sciences (NACCAS)
Rationale/ Resources	National accreditation will serve to demonstrate program excellence. We must request the commission to evaluate and visit the department before advancing to candidacy status.
2010-16 Measures of Success	Receive accreditation and undergo re-evaluation every six years.
2010-11 Action Steps	Investigate potential accreditations, including the National Accrediting Commission of Cosmetology Arts and Sciences (NACCAS) and the American Association of Cosmetology Schools (AACS).
Evaluation of Results	Upon review, the National Accrediting Commission of Cosmetology Arts and Sciences (NACCAS) appeared to be a better fit for the program.

Action Step Status: ☒ *Completed* ☐ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

College Outcome 2: Learning and Effectiveness

2010-16 Cosmetology Outcome	Implement a selective admission process.
Rationale/ Resources	Students will be more college ready and better prepared for cosmetology.
2010-16 Measures of Success	Increased student retention.
2010-11 Action Steps	Investigate the need for selective admissions and explore its use at Bluegrass Community and Technical College.
Evaluation of Results	The retention rate at BCTC was higher than that at OCTC. In addition, the academic preparation, i.e., college readiness, was closer to Council on Postsecondary Education expectations.

Action Step Status: ☒ *Completed* ☐ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

Outcome 8: Diversify|Unify

2010-16 Culinary Arts Outcome	Promote awareness of other cultures and contribute to a climate of multicultural diversity and inclusion.
Rationale/ Resources	Culinary Arts provides a unique opportunity for students and community members to experience other cultures through their food heritage.
2010-16 Measures of Success	Diversity events supported both on and off-campus
2010-11 Action Steps	Introduce cuisine-specific meals from Europe, Africa, and East Asia.
Evaluation of Results	For college foodservice, authentic cuisine-specific meals were served in conjunction with topics in International Cuisines. Meal experiences introduced the foods, cooking

	techniques and service methods of the cuisines of Africa, Germany, Italy, Central Europe, India, China, Mexico, Thailand, Japan and Korea. Authentic service styles and methods included serving on banana leaves (Thailand and Indonesia), serving on injera bread (Ethiopia), dim sum meal (Southern China), Thali service (India), and teaching students to use chopsticks.

Action Step Status: ☒ *Completed* ☐ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

Outcome 4: Learning and Effectiveness

2010-16 Fire Rescue Outcome	The Fire Rescue Science Technology Degree program shall have a goal of placing 90% of our completers in a fire department: Of the 90% of the total students, we seek to have 25% of the students working in a career department and 75% in the volunteer fire service.
Rationale/ Resources	The fire service across the Commonwealth, as well as the entire nation, is suffering from decreasing numbers of volunteers. Our program provides the training for certification by the KY Fire Commission. The students participating in our program learn the skills to handle a serious situation in a variety of environments. By participating in this program, the students are more likely to utilize their skill-sets in their local communities.
2010-16 Measures of Success	The KY Fire Commission tracks all firefighters in the Commonwealth through their training records program. Data can be acquired from this database to track the placement of the firefighters in either career or volunteer fire departments.
2010-11 Action Steps	Recruit students from across the region to enroll into the Fire Science and EMT programs. Participation in career days and career fairs as well as attendance at other venues to recruit firefighters into the program will be considered.
Evaluation of Results	We have developed program cards and have these placed in the Start Center at OCTC as well as in the KY Fire Commission's Mobile History and Recruitment Center. Our degree program is represented in the Career Focus magazine which promotes OCTC's programs throughout our region.

Action Step Status: ☒ *Completed* ☐ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

Outcome 1: Teaching and Innovation

2010-16 Office Systems Outcome	Exploration of Health Information Technology Programs with emphasis on current course offerings that connect with future Electronic Medical Records Initiatives.
Rationale/ Resources	Health Information Departments have been mandated by the federal government to implement Electronic Health Records necessitating training of current and future employees.
2010-16 Measures of Success	Implement new Health Information Technology course(s) that support student preparation for local medical office and hospital needs.
2010-11 Action Steps	Teach "Getting Started in the Computerized Medical Office Fundamentals and Practice" that provides students with generic medical software that simulates true-to-life electronic software. This book and software work quite well and truly replicates electronic medical records.
Evaluation of Results	Provided a copy of the table of contents and textbook at the April 21, 2011 Office Systems Technology Advisory Committee meeting. The committee agreed that this

program will provide students with the generic skills needed to transfer to specific programs utilized in their medical offices and the Health Information Department at Owensboro Medical Health Systems.

Action Step Status: ☒ *Completed* ☐ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

College Outcome 2: Learning and Effectiveness

2010-16 Paramedic Technology Outcome	The Paramedic Technology program will meet or exceed the national and state average for certification using the NREMT as the examination for certification.
Rationale/ Resources	With this program being a new program on campus, we have no data to compare from previous classes offered in this manner.
2010-16 Measures of Success	The national average for passing this exam is 70% on the first try, 84% after three attempts and 85% after six attempts. The Kentucky average is 58% after one attempt, 74% after three attempts and 76% after six attempts.
2010-11 Action Steps	Secure funding for equipment to use in the classroom to train the students in the necessary and required skill-sets that a practicing paramedic should possess and are mandated by the National Standard Curriculum.
Evaluation of Results	There were two sources of revenues secured: 1) Perkins and 2) an OMHS grant. With the two grants, we were able to secure about $40,000 worth of equipment to train our students on a variety of skills including intubation, IV placement and cardiac monitoring.

Action Step Status: ☒ *Completed* ☐ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

College Outcome 2: Learning and Effectiveness

2010-16 Radiography Outcome	Reaffirm accreditation with the Joint Review Commission for Education in Radiographic Technology (JRCERT).
Rationale/ Resources	We plan to improve success in the Radiography program and to assist the students in receiving their Kentucky State License (graduation from a JRCERT accredited program is now required) and becoming a National Registered Technologist.
2010-16 Measures of Success	Successful completion of the interim report in 2010 and reaffirmation in 2014.
2010-11 Action Steps	We will submit our interim report on September 15, 2010, to comply with the eight year accreditation last affirmed in 2006. The Director and Clinical Coordinator will work with Norma Worth in Institutional Research to compile and complete the interim report prior to the deadline.
Evaluation of Results	JRCERT accepted the interim report with no concerns or recommendations.

Action Step Status: ☒ *Completed* ☐ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

College Outcome 2: Learning and Effectiveness

2010-16 Surgical Technology Outcome	Respond to feedback from graduates and employers and make changes to curriculum to better meet workplace demands.

Rationale/ Resources	Recent data collected via survey suggest that program length may need to be increased to ensure needed pre-employment preparation.
2010-16 Measures of Success	Improved survey results in regard to professional preparation provided by the college.
2010-11 Action Steps	Examine annual survey results to determine if a trend is indicating a need for additional coursework and explore potential changes to program.
Evaluation of Results	Survey results confirmed that graduates felt that they were rushed in their program of studies. A six-month orientation upon hire for new surgical technologists at OMHS may provide evidence to support the graduates' belief.

Action Step Status: ☒ *Completed* ☐ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

Business Affairs

College Outcome 2: Learning and Effectiveness

2010-16 Business Affairs Outcome	Improve efficiency and increase accountability within the Business Affairs area by supporting additional training, implementing internal initiatives, and continuous awareness of business policies and procedure changes to increase operational effectiveness.
Rationale/ Resources	The Business Office and HR/Payroll offices are required to follow many procedures and guidelines. To improve efficiency within these units, new processes and internal procedures may be implemented to streamline operations. We need to respond to overall evaluation of technical procedures within Business Affairs. PeopleSoft applications and KCTCS business procedures create an environment of continuous training and cross-training for the Business Affairs areas, including M&O. Training for our faculty and staff to inform them of the changes is imperative to create more customer accommodating units
2010-16 Measures of Success	Limit the number of exceptions for normal business procedures by implementing industry best practices. Also, pursue new contracts and processes that bring additional services at lower cost to the College community. Increase training on technical business office functions and increase training of faculty and staff to help create better informed customers.
2010-11 Action Steps	1. Sponsor a Business Office Open House to introduce personnel in the office and create a better understanding of areas of responsibilities to the College 2. Distribute Business Office Information Sheet to the faculty and staff and for use as a resource to quickly locate which employee can help them 3. Conduct training with each department involved in cash handling to review procedures and discuss associated compliance issues and concerns
Evaluation of Results	The Business Office Open House was a success with over 150 attending in October 2010. The Business Office Information Sheet was distributed and emailed to all faculty and staff. We conducted training with individual departments who had cash handling issues during the year. We assisted System's Office personnel with the comprehensive revision of KCTCS Cash Handling Procedures.

Action Step Status: ☒ *Completed* ☐ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

College Outcome 2: Learning and Effectiveness

2010-16 Business Affairs Outcome	Implement safety and security measures with an emphasis on awareness to help ensure a safe environment for students, faculty, and staff.
Rationale/ Resources	OCTC faces more challenges with safety and security as our student enrollment increases. Additional focus on awareness of safety and security protocols is needed.
2010-16 Measures of Success	Increased focus on safety and security through additional personnel, equipment, and training.
2010-11 Action Steps	1. Implement tabletop exercise 2. Implement security camera project 3. Finalize Hazardous Waste Plan 4. Modify Safety and Security Manual to incorporate lessons learned from the Tabletop exercise

	5. Hire a Security Supervisor
Evaluation of Results	The College conducted a tabletop exercise on a tornado emergency on campus. The security camera project was initiated. Continue to work with KCTCS on Hazardous Waste Management. We hired a security supervisor but due to his contractual obligations, his start date was delayed until May 15, 2011.

Action Step Status: ☐ *Completed* ☒ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

College Outcome 2: Learning and Effectiveness

2010-16 Business Affairs Outcome	Updating, renovating and maintaining OCTC facilities and grounds to provide an atmosphere conducive to learning.
Rationale/ Resources	The surroundings can inspire learning. Continued focus on improving the OCTC facilities and grounds with updated classroom furniture, workstations, study spaces and gathering spots can encourage student learning.
2010-16 Measures of Success	Focus on projects that update, renovate and maintain OCTC facilities and grounds.
2010-11 Action Steps	1. Complete M&O Building 2. New designated smoking areas and smoking huts 3. Update campus exteriors by replacing trash receptacles, painting hand rails, installing irrigation system on the Main Campus, and installing new signage and landscaping on the Downtown Campus 4. Renovate old WKU-O space for faculty and staff offices 5. Revise the OCTC Master Plan 6. Renovate old M&O building 7. Implement use of new copiers and postage machines 8. Renovate Campus Center vending area in preparation for new food service contract 9. Continue replacement schedule for College vehicle fleet
Evaluation of Results	The new M&O Building was completed in November 2011. Three gazebos were placed on the Main Campus and designated as smoking huts. The irrigation system was completed, Downtown Campus sign was installed and new trash receptacles were purchased and installed. The old WKU-O space was renovated for OCTC faculty and staff offices. The addendum to update the Master Plan was finalized. Planning for the old M&O space was initiated. New copiers and postage machines were installed at the College. The Grub Hub area, OCTC Food Service, was completed. The 2011 Toyota Sienna van was added to the fleet.

Action Step Status: ☒ *Completed* ☐ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

College Outcome 8: Diversify|Unify

2010-16 Business Affairs Outcome	Support diversity initiatives to include raising campus awareness of the diversified vendor list and increasing the available number of diversified vendors. Support diversity initiatives in the recruitment of a diverse workforce.
Rationale/ Resources	Striving to include more diversity in the vendors used at OCTC will help expand our vendor base. Additionally, recruiting a diverse workforce will help strengthen our institution.

2010-16 Measures of Success	Increase and promote use of diversity vendors by the College. Recruit a more diverse workforce through various efforts.
2010-11 Action Steps	1. Participate in the Owensboro Buys It Chamber of Commerce event to find new diverse vendors 2. Sponsor a community forum on the importance of diversity and to introduce the diversity vendor list
Evaluation of Results	Participated in the second year of Owensboro Buys It Chamber of Commerce events. Reviewed information to help promote the diversity vendor list. The community forum was delayed until fall due to a change in priorities.

Action Step Status: ☒ *Completed* ☐ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

Discover College

College Outcome 2: Learning and Effectiveness

2010-16 Discover College Outcome	Design an electronic survey for Discover College students and school partners.
Rationale/ Resources	The Discover College Program has spent much of the past decade organizing staff responsibilities, creating dual credit processes, and increasing enrollment and program opportunities. It is now time for the Department to assess its' effectiveness with programs, students, and partnerships.
2010-16 Measures of Success	Establishment of baseline data and annual survey results.
2010-11 Action Steps	Create and administer survey.
Evaluation of Results	The Discover College Partner Survey was implemented in May 2011. Eighty-one electronic surveys were sent to partners; with a response rate of 30%. Results from the survey are currently being analyzed and summarized for distribution to internal and external stakeholders. The survey was a preparatory pilot study for the survey required by the National Alliance of Concurrent Enrollment Partnership (NACEP)-an organization Discover College will be seeking accreditation from during 2011-2012. This survey provided baseline data in accreditation by using the NACEP survey template. Discover College developed an electronic survey using "EMMA Software" based on the 43 question template which was tailored to meet local data needs. The survey/software provided distribution, tracking, and analyzing capabilities. OCTC is the only KCTCS institution that has piloted the survey.

Action Step Status: ☒ *Completed* ☐ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

College Outcome 4: Pathways to Postsecondary

2010-16 Discover College Outcome	Tackle regional and state obstacles preventing dual credit from moving forward (Advanced Placement conflicts, KCTCS-streamlining system dual credit approaches, weighted credit, etc).
Rationale/ Resources	Improve overall effectiveness of dual credit locally and across the State.
2010-16 Measures of Success	Demonstrable results by the KCTCS Dual Credit Coordinators Taskforce; legislative action and funding on key dual credit issues.
2010-11 Action Steps	Director of Discover College participate on KCTCS Dual Credit Coordinators Taskforce and subcommittees.
Evaluation of Results	Director of Discover College participated on the KCTCS Dual Credit Coordinators Taskforce and subcommittees. Focus of taskforce/committees included KCTCS MOU, dual credit tuition, dual credit accreditation, and transformational areas.

Action Step Status: ☒ *Completed* ☐ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

College Outcome 4: Pathways to Postsecondary

2010-16 Discover College Outcome	Establish the Discover College Scholarship for dual credit students at OCTC.
Rationale/	Currently no funding exists to support students pursing dual credit while in high

Resources	school.
2010-16 Measures of Success	Increased scholarship fund; securing a benefactor to create an endowment.
2010-11 Action Steps	Work with OCTC Foundation Office to create criteria for awarding scholarship: work with Foundation Office to seek out a benefactor for scholarship.
Evaluation of Results	Discover College worked with the Foundation Office and Wright Implement to raffle John Deere products with proceeds going toward the Discover College scholarship; 1065 raffle tickets were sold.

Action Step Status: ☒ *Completed* ☐ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

College Outcome 4: Pathways to Postsecondary

2010-16 Discover College Outcome	Work with grant writer to explore new funding opportunities for dual enrollment and/or STEM initiatives.
Rationale/ Resources	To expand and enhance dual credit and STEM outreach
2010-16 Measures of Success	Applying for/awarding of funds.
2010-11 Action Steps	Work with grant writer to select grant opportunities to pursue.
Evaluation of Results	Worked with grant writer to apply for a National Science Foundation (NSF) Grant to support robotic clubs and FIRST Tech Challenge. In May 2011, NSF contacted OCTC for grant clarification in the final round of review. Award notification pending.

Action Step Status: ☒ *Completed* ☐ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

College Outcome 4: Pathways to Postsecondary

2010-16 Discover College Outcome	Look for avenues to serve community partners (EDC, Regional Alliance, KCTCS, high schools, area technology centers) by reevaluating and redesigning pathways within Discover College. Expand technical and general education courses on and off-campus through Discover College.
Rationale/ Resources	Increase student access, transfer, and success in postsecondary education.
2010-16 Measures of Success	Enrollment and retention data.
2010-11 Action Steps	Add Personal & Organizational Leadership (BA 288) at Daviess County High School; add Contemporary Economic Issues (ECO 101) at Apollo High School; Add Writing I (ENG 101) at Owensboro High School.
Evaluation of Results	Above courses were added to partner high schools.

Action Step Status: ☒ *Completed* ☐ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

College Outcome 4: Pathways to Postsecondary

2010-16 Discover College Outcome	Enhance academic advising by utilizing an academic plan so that each student receives an individualized academic plan showing the progress and next steps for transitioning

	from Discover College to an adult student.
Rationale/ Resources	To better communicate and illustrate how opportunities within Discover College fit into a student's academic plan.
2010-16 Measures of Success	Transition and retention of dual enrollment students; credentials awarded to students
2010-11 Action Steps	Setup operational processes and procedures for Discover College Academic Advisors to work with students to setup academic plans and transition students to START Center.
Evaluation of Results	All students attending Discover College Transition Night received one-on-one advising and completed an academic plan.

Action Step Status: ☒ *Completed* ☐ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

College Outcome 4: Pathways to Postsecondary

2010-16 Discover College Outcome	Seek national Project Lead the Way (PLTW) certification for dual enrollment tracks within PLTW.
Rationale/ Resources	Certification process brings additional rigor, integrity, and transferability to PLTW courses.
2010-16 Measures of Success	Completion of PLTW Certification and increased enrollment in the PLTW pathway.
2010-11 Action Steps	Begin conversations and planning process with KY PLTW and the national PLTW headquarters to setup a process for certifying high schools and colleges that are working together to offer PLTW.
Evaluation of Results	Process for PLTW certification is currently underway. Equipment and software required for certification has been purchased. Advisory Board has been created and organized. Additionally, the PLTW Self-Study has been complete and will be submitted in Summer 2011.

Action Step Status: ☒ *Completed* ☐ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

College Outcome 4: Pathways to Postsecondary

2010-16 Discover College Outcome	Expand current partnerships with schools by creating a systematic approach to distributing and/or submitting information to high school newsletters for parents and students promoting the opportunities available through Discover College.
Rationale/ Resources	Create awareness among stakeholders.
2010-16 Measures of Success	Distribution of Discover College newsletter and/or inclusion in Discover College partner high schools' newsletters.
2010-11 Action Steps	Explore investing in e-newsletter service for Discover College. Collect contact information and schedule for high school partners' newsletters.
Evaluation of Results	Emma Electronic E-News service was purchased. E-news was sent monthly to all Discover College partners.

	Worked with school partners to update school websites with Discover College links.

Action Step Status: ☒ *Completed* ☐ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

College Outcome 4: Pathways to Postsecondary

2010-16 Discover College Outcome	Work with Regional Alliance P16 Council on life science and art initiatives.
Rationale/ Resources	Promote the economic development/Regional Alliance initiatives by infusing dual credit opportunities into the life science and art initiatives.
2010-16 Measures of Success	Creation of programs and opportunities in the areas of life science and art.
2010-11 Action Steps	Revise Discover College Health Science Program to support the developing life science initiatives; work with the Humanities Division to create a Theatre Track for high school students.
Evaluation of Results	Theatre of Arts track developed and implemented. Health Science Program revised to fold into courses with adult students. Both Art and Health Science initiatives support growth of the corresponding the Community Campus Academies.

Action Step Status: ☒ *Completed* ☐ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

College Outcome 5: Alternative Delivery

2010-16 Discover College Outcome	Work with partner high schools to explore opportunities to create and add courses that are jointly taught by high school and college faculty.
Rationale/ Resources	Expand dual credit courses for students who do not have access to OCTC campuses.
2010-16 Measures of Success	Creation and enrollment students in an alternative delivery course.
2010-11 Action Steps	Create a class at Breckinridge County Area Technology Center (ATC) that is jointly taught by an OCTC instructor and a Breckinridge ATC Instructor. Technical Algebra and Trigonometry (MT 125) will most likely be the pilot course for this outcome.
Evaluation of Results	Above courses pilot-tested.

Action Step Status: ☒ *Completed* ☐ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

College Outcome 6: Expectations/Engagement

2010-16 Discover College Outcome	Increase college readiness among high school students in the areas of math, reading, and English.
Rationale/ Resources	College placement scores have risen creating a need to better prepare students on the expectations of what it means to be college ready. Additionally, CPE is moving toward an accountability model for colleges and the more ready students are for college the more likely OCTC will see the students persist and reach accountability goals.
2010-16 Measures of Success	ACT Scores; COMPASS scores; KYOTE scores; less high school graduates requiring developmental courses immediately after high school graduation.

2010-11 Action Steps	Explore placement criteria for secondary enrollment campus-based technical programs, Expand KYOTE placement testing to multiple school districts and align math curriculum accordingly; begin a pilot program with McLean County High School to COMPASS test a cohort (identified as not on track to be college ready in reading upon high school graduation) of students in reading and align curriculum accordingly.
Evaluation of Results	Expanded KYOTE testing to McLean County High School and Apollo High School. Created a college look-a-like course in reading course at McLean County High School to address the high school's state mandated response to intervention.

Action Step Status: ☒ *Completed* ☐ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

College Outcome 6: Expectations/Engagement

2010-16 Discover College Outcome	Create an opportunity for students to explore STEM and college readiness through Discover College hosting the FTC and summer camps.
Rationale/ Resources	To engage students early on and create interest in STEM programs at OCTC; promote inclusion and diversity.
2010-16 Measures of Success	Number of students participating in STEM activities.
2010-11 Action Steps	Host STEM camp(s); host First Tech Challenge.
Evaluation of Results	Twenty-one teams participated in First Tech Challenge this year. Additionally, the following STEM camps were hosted throughout the academic year-Chemist. Outreach activities on campus include Chemistry Day, Owensboro Catholic 5th & 6th Grade STEM Day, DCPS STEM Academy Day, Sorgho's Champion's Day.

Action Step Status: ☒ *Completed* ☐ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

College Outcome 7: Pathways to the Baccalaureate

2010-16 Discover College Outcome	Promote the joint admissions program with Western Kentucky University-Owensboro
Rationale/ Resources	To help student discover an affordable 4 year degree path in Owensboro; promote transferability of programs.
2010-16 Measures of Success	Align career pathways from Discover College to WKU-O; increased enrollment in joint admissions.
2010-11 Action Steps	Include WKU-O staff in Discover College orientations, distribute joint admissions FAQ during high school visits; include WKU-O in Discover College video, promote joint admissions through school-based technical mass mail out.
Evaluation of Results	WKU-O staff collaborated on Generation Innovation, Open House, recruitment events, and Orientation. Collaborated with WKU-O on career pathways from the Discover College program through the Bachelor's degree.

Action Step Status: ☒ *Completed* ☐ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

Humanities and Fine Arts Division

College Outcome 3: Service

2010-16 Humanities and Fine Arts Division Outcome	The members of the division actively establish, maintain, and improve collaborative partnerships and dialogues with faculty in fine and liberal arts disciplines at other academic institutions.
Rationale/ Resources	In order to enhance newly developing collaborative programs, initiatives, and agreements, it is essential to maintain adequate and open communication. Our goal is to utilize the knowledge base and multiple talent areas of the division to engage students, collaborate with others, and provide unique learning opportunities within the community.
2010-16 Measures of Success	Increased involvement with collaborative initiatives.
2010-11 Action Steps	1. Host Common Reading events. 2. Provide/participate in area Visual Arts exhibits 3. Promote the Arts in the community through play productions, music concerts, entry in the Owensboro Christmas parade, and entries in community arts projects.
Evaluation of Results	1. The Common Reading project hosted multiple events throughout the academic year. Students, other academic institutions, and the community were invited and welcomed to attend. Issues from the Holocaust to mountaintop removal were addressed through discussions, films, guest speakers, play productions, and multiple other approaches. 2. In addition to the OCTC exhibits in the Dayman Gallery, adjunct faculty member Erin Jones presented an exhibit at Brescia University. Additional art exhibits were provided in multiple venues by faculty and students. The art exhibit in conjunction with the Spring Fling provides a unique exposure to art on campus. The announcement of the art award where student work is purchased by the President's Office for inclusion in the college collection is a primary contributor to the arts on campus. 3. The Art Department's OCTC entry into the Owensboro Christmas Parade once again produced an award winning entry. This event reaches a diverse audience within the community. 4. The college has been actively engaged in the development of the community campus initiative in theatre.

Action Step Status: ☒ *Completed* ☐ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

College Outcome 5: Alternative Delivery

2010-16 Humanities and Fine Arts Division Outcome	Increase course delivery options.
Rationale/ Resources	In order to respond to the needs/learning styles of students, the division will analyze and deliver courses as appropriate to content and discipline requirements.
2010-16 Measures of Success	Students will have increased options regarding online and/or hybrid course.
2010-11 Action Steps	1. Begin the analysis and development of at least two new courses for online or hybrid delivery.
Evaluation of Results	The division continues to offer online and/or hybrid courses in many of the disciplines. This academic year an online section of REL 130 was added. New

options for English and Communications are in process and will be offered in the fall of 2012.

Action Step Status: ☒ *Completed* ☐ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

College Outcome 7: Pathways to the Baccalaureate

2010-16 Humanities and Fine Arts Division Outcome	The members of the division actively engage in establishing strong general education adaptations in order to facilitate transfer to degrees beyond the Associates level.
Rationale/ Resources	Baccalaureate attainment is a goal of the college, system, region, and state. In order to enhance the transferability of course, communication with other institutions both secondary and baccalaureate is essential.
2010-16 Measures of Success	Course opportunities will adapt to local, system-wide and statewide transfer changes and initiatives.
2010-11 Action Steps	1. The English faculty will explore the feasibility of offering the ENG 105 accelerated writing course. 2. The collaborative BA degree course implementation will begin and evaluation of the program will be continuous.
Evaluation of Results	1. The English Department has decided to test the use of the ENG 105 course. An instructor has been designated and the class will appear as a schedule offering. Discussions regarding the use of ENG 105 from a "receiving" and as a "sending" institution perspective have been opened. 2. The collaborative BA degree has completed the first year. Students from all three institutions (OCTC, KWC, and BU) have completed two OCTC technical requirements – THA 150 and THA 250. 3. Five individuals representing the collaborative program presented at a New Horizons concurrent session. 4. Sessions with PRG, the touring company of *The Tempest* and Lee Goldberg were provided as a supplemental opportunity for students in the program.

Action Step Status: ☒ *Completed* ☐ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

College Outcome 8: Diversify|Unify

2010-16 Humanities and Fine Arts Division Outcome	Include offerings related to cultural studies and consistently offer courses such as ENG 264 and ENG 234.
Rationale/ Resources	Innovation and creativity are fundamental to the Humanities and Fine Arts. The inclusion of alternative ideas, perspectives and stylistic diversity are essential to expression, communication, and understanding of the human condition.
2010-16 Measures of Success	Multiple course offerings illustrating, developing, or incorporating diversity and/or unity are available each semester.
2010-11 Action Steps	1. Offer at least two courses each semester including the summer session. 2. Support the initiatives of the global studies wing of the division. 3. Incorporate discussions of these issues where applicable; i.e., Common Reading, theatre, etc.
Evaluation of Results	Five cultural studies courses were offered in the fall, six in the spring and three are included in the summer session.

The cultural studies presentations were varied and extensive. These sessions were well attended and covered a wide range of cultural issues. From the perspectives offered by refugees from war-torn cultures to the under-represented groups within the American borders, students were enlightened to the diversity of thought, art, economics, and politics which impacts this age of global interaction.
Discussions and learning opportunities were addressed this year in the impact of culture through such events as the Common Reading's Holocaust survivor as the keynote speaker for the Fall Semester and the Memorial Service.

Action Step Status: ☒ *Completed* ☐ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

College Outcome 6: Expectations/Engagement

2010-16 Humanities and Fine Arts Division Outcome	One of the dominant focuses of the division has been and will continue to be engaging students in the values inherent within the Humanities and Fine Arts.
Rationale/ Resources	OCTC has a vibrant fine arts program, common reading initiatives and learning opportunities, and multiple opportunities for discussion and expression within an academic community. Awareness of and communication regarding these opportunities does not consistently reach students and the community.
2010-16 Measures of Success	Increased numbers of participants and attendees.
2010-11 Action Steps	1. Theatre productions will include students from other colleges and schools where appropriate and available. 2. We will begin the identification of target audiences for activities.
Evaluation of Results	Both major theatre productions this academic year have included students from other local colleges and a local middle school. A faculty member from one of the other institutions and several staff members from RiverPark have contributed to the production of at least one of the major productions. Target audiences were identified for both major productions. One of the productions was tested as a children's show while maintaining adult appeal. That production was successful in terms of attendance; however, there was a negative financial impact. Linking a production to the Common Reading program did focus attention on values. There were two major concerts and two recitals presented by the Music Department. Both of these contained high quality selections and performance. The Art Department provided multiple gallery exhibits offering a wide range of styles and materials. Student exhibits, faculty exhibits, alumni exhibits, and other artists were given a venue. Students were provided multiple opportunities for both expression and exposure. *Skylark*, OCTC's literary journal, was published in the spring and contained examples of literary and artistic works of students and faculty. OCTC also maintained a presence at the Third Tuesday Coffeehouse.

Action Step Status: ☒ *Completed* ☐ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

College Outcome 2: Learning and Effectiveness

2010-16 General Education – Writing/Accessing	Ensure the attainment of general education competencies through Writing/Accessing Information coursework.

Information Outcome	
Rationale/ Resources	A general education core curriculum enables KCTCS colleges to graduate men and women who are intellectually flexible, articulate, reflective, creative, and prepared for continuous learning. The general education core competencies will enable students to develop their own values, pursue goals, and contribute to the political, moral, social, and cultural enrichment of society.
2010-16 Measures of Success	Faculty peer-reviewed evidence of the attainment of general education competencies.
2010-11 Action Steps	Incorporate QEP Level 4 Expectation for the Written Expression of Ideas into writing intensive courses.
Evaluation of Results	The English Department adopted the goal for all English 101 and 102 classes.

Action Step Status: ☒ *Completed* ☐ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

College Outcome 2: Learning and Effectiveness

2010-16 General Education – Oral Communication Outcome	Ensure the attainment of general education competencies through Oral Communication coursework.
Rationale/ Resources	A general education core curriculum enables KCTCS colleges to graduate men and women who are intellectually flexible, articulate, reflective, creative, and prepared for continuous learning. The general education core competencies will enable students to develop their own values, pursue goals, and contribute to the political, moral, social, and cultural enrichment of society.
2010-16 Measures of Success	Faculty peer-reviewed evidence of the attainment of general education competencies.
2010-11 Action Steps	Perform cross-curriculum class presentations at Level 3 or higher per QEP Expectations.
Evaluation of Results	The Communications Department is in agreement and has included this in all sections of COM 181 and many sections of COM 252. The OCTC Debate program exemplifies quality in oral communication. This representative group has once again achieved multiple competitive awards.

Action Step Status: ☒ *Completed* ☐ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

College Outcome 2: Learning and Effectiveness

2010-16 General Education – Humanities Outcome	Ensure the attainment of general education competencies through Humanities coursework.
Rationale/ Resources	A general education core curriculum enables KCTCS colleges to graduate men and women who are intellectually flexible, articulate, reflective, creative, and prepared for continuous learning. The general education core competencies will enable students to develop their own values, pursue goals, and contribute to the political, moral, social, and cultural enrichment of society.
2010-16 Measures of Success	Faculty peer-reviewed evidence of the attainment of general education competencies.
2010-11 Action Steps	Integrate the Common Reading selections into a variety of courses to help students

	meet the goals outlined in the general education competencies.
Evaluation of Results	The Integration of cross-disciplinary knowledge and understanding is demonstrated (modeled) as a positive learning outcome through the collaborative nature of the Common Reading program.

Action Step Status: ☒ *Completed* ☐ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

Information Technology

College Outcome 2: Learning and Effectiveness

2010-16 IT Outcome	Explore and implement additional desktop/application virtualization technologies
Rationale/ Resources	Deliver software applications from single server location in order to increase lifecycle of existing desktop computers, and facilitate software delivery options for both workforce and general education classes.
2010-16 Measures of Success	Reduced number of physical servers, desktop applications distributed to computer labs and possibly online, reduced administration of hardware and software
2010-11 Action Steps	IT will continue to test virtual desktop technology and will produce a proposal for new virtual server and storage infrastructure
Evaluation of Results	Investment has been made in Citrix virtual desktop technology along with hardware. Configuration and testing are currently underway.

Action Step Status: ☒ *Completed* ☐ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

College Outcome 2: Learning and Effectiveness

2010-16 IT Outcome	Revise and test updated server backup plan to include the virtual environment
Rationale/ Resources	We have begun a server re-organization and IT must take steps to ensure minimal downtime in the event of a hardware failure on any of our server or storage equipment. IT must also account for the quick and easy recovery of data stored on these servers and storage systems.
2010-16 Measures of Success	Full backup and restore plan tested for fast recovery of any server. Failover systems tested successfully.
2010-11 Action Steps	IT will test and implement the backup and recovery strategy of the virtual servers and related storage.
Evaluation of Results	Virtual servers running under Microsoft Hyper-V virtualization are being backed up successfully and restore has been tested.

Action Step Status: ☒ *Completed* ☐ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

College Outcome 6: Expectations/Engagement

2010-16 IT Outcome	Pilot and implement the KCTCS Smart Call system
Rationale/ Resources	KCTCS initiative for a common system to communicate non-emergency messages to anyone who elects to receive them
2010-16 Measures of Success	Sending out OCTC information via School Messenger to recipients as a means to increase communication of events and announcements
2010-11 Action Steps	Work with Derrel Cone as one of the pilot colleges and test the Smart Call system in preparation for system wide rollout.
Evaluation of Results	The Smart Call system has not rolled out system-wide.

Action Step Status: ☐ *Completed* ☐ *Substantial progress made* ☒ *Beginning implementation* ☐ *Revision necessary*

Library Services

College Outcome 3: Service

2010-16 Library Services Outcome	Pursue opportunities to promote literacy, including information literacy and financial literacy.
Rationale/ Resources	The library can and should provide resources to assist students with many types of literacy. Basic literacy is a global educational concern, as well as a national, state, and local concern. Along with this comes information literacy; it is vital to promote and support information literacy as it is a component of the general education competencies. Another is financial literacy. A recent bill introduced in the state legislature promotes financial literacy for students in Kentucky.
2010-16 Measures of Success	Feedback from students, faculty, staff, and community through surveys, online instruments, and email correspondence
2010-11 Action Steps	1. Seek opportunity to offer reading event/program to Daviess County Daycare facility 2. Develop and create bibliography for both online and print related materials on financial literacy; update and promote materials relating to information literacy. 3. Promote Imagination Library Chapter of Daviess County through in house display and applicable events/programs 4. Collaborate with other community college libraries to enhance information literacy presence, both in Blackboard and committee work
Evaluation of Results	1. Library staff visited the Dar-Nek Center to discuss proposed reading program. 2. Ordered additional library related materials for collection, including DVD Series for GE 100 instructors and students. Shelf lists for both topics created and placed at Circulation desk. 3. "Fall in Love with Reading" October 2010 event was successful, with approximately 75 in attendance. 4. Librarian attended Summer 2010 KCTCS Interlibrary Loan Committee meeting; librarians attended IL workshop in Fall 2010

Action Step Status: ☒ *Completed* ☐ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

College Outcome 4: Pathways to Postsecondary

2010-16 Library Services Outcome	Determine ways the library can assist Discover College students.
Rationale/ Resources	As of 2010, Discover College is ten years old. An invitation to high school students to use the library is vital in establishing a library relationship with the students and providing an avenue for them to use library resources and services.
2010-16 Measures of Success	Communication with Discover College staff, database stats, online activity
2010-11 Action Steps	1. Contact Discover College staff; promote student IDs and online resources 2. Promote use of library display cases to exhibit student work/exemplars
Evaluation of Results	1. Had initial meeting with Discover College (DC) Staff to plan orientation; served approximately 200+ DC students in August 2010 by creating their IDs, email, and Blackboard accounts. Worked with Instructional Specialist and DC staff to successfully complete this task. Held follow-up meeting to evaluate results.

2. No student work/exemplars were available to display, along with limited display cases.

Action Step Status: ☒ *Completed* ☐ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

College Outcome 5: Alternative Delivery

2010-16 Library Services Outcome	Investigate, create, and promote a library component for modularized courses in KCTCS Online
Rationale/ Resources	Library resources should be a part of the quality instruction offered by and incorporated into the bite-sized classes (modules) of KCTCS Online. Library resources have to be a part of the modules and should be as convenient to access as the modules themselves.
2010-16 Measures of Success	Feedback from students and faculty, pre and post tests; monitoring of grading mechanisms
2010-11 Action Steps	1. Investigate opportunities for video streaming and purchase of video streaming products 2. Develop library information packet (real and virtual) for adjunct faculty 3. Librarian(s) will visit one-to-one with other librarians in KCTCS system and collaborate through Information Literacy Subcommittee and other committee work. 4. Promote creation of library tab in Blackboard shells to faculty
Evaluation of Results	1. Configured BB TV screen to receive Internet and Cable TV. 2. Purchased *Films on Demand* subscription. Explored online tutorial options. 3. Contact info sheet created; emailed staff duties at beginning of semesters. Emailed MLA and APA guidelines information to faculty. 4. Librarian visited other KCTCS libraries to learn about their online tutorial programs. 5. Librarians presented online library products for input into BB shells at some division meetings.

Action Step Status: ☒ *Completed* ☐ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

College Outcome 6: Expectations/Engagement

2010-16 Library Services Outcome	Update and improve technology and communication through online resources and services.
Rationale/ Resources	*KCTCS Online* with modularized classes are ever increasing. To meet this endeavor, the library will offer and promote library resources and services that enhance learning and communication with students in the online learning environment.
2010-16 Measures of Success	Feedback from students, faculty, and staff through various surveys; usage statistics in database administrative modules.
2010-11 Action Steps	1. Investigate opportunities for a library presence on Face book 2. Complete training and migration of the library webpage to the new OCTC website. 3. Purchase Survey Monkey or other survey instrument 4. Promote new online products such as *Murals*
Evaluation of Results	1. Staff member was made administrator on OCTC Facebook page and posts

pertinent library information.
2. Staff completed updates and migration of new library web pages
3. Purchased subscription to survey tool, *Survey Monkey,* and began creation and implementation of surveys
4. Presented Murals and/or Films on Demand at Nursing and Humanities division meetings

Action Step Status: ☒ *Completed* ☐ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

College Outcome 8: Diversify|Unify

2010-16 Library Services Outcome	Increase diversity-related events and programs, including different cultures and awareness issues.
Rationale/ Resources	The library is perceived by many as the cultural center of our campus. In order to promote an appreciation of diversity and enhance global awareness, the library will provide materials and work with students, faculty, staff, and community in promoting diversity.
2010-16 Measures of Success	Feedback from and communication with Director of Cultural Diversity, faculty, staff, and students; surveys.
2010-11 Action Steps	1. Organize and sponsor events/program for various monthly themes, such as Irish American and Women's History Months, and awareness programs 2. Investigate having candlelight service event for Common Reading in fall
Evaluation of Results	1. Sponsored Black History Month (BHM) event in library, which included two faculty members as guest speakers. Displays created for Common Reading (CR), Women's History, Cultural Diversity (CD) Committee participating; facilitated BHM film viewing (*Blue Eyes/Brown Eyes*) 2. Sponsored and held Holocaust Remembrance candlelight service in conjunction with CR Fall 2010; created posters, bookmarks, took pictures, readings, designed and printed program, and initiated visiting children's choir

Action Step Status: ☒ *Completed* ☐ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

Mathematics, Sciences, and Allied Health Division

College Outcome 1: Teaching and Innovation

2010-16 Mathematics and Science Division Outcome	The Division faculty will participate in trainings/PD to utilize cutting edge technologies and innovation for excellence in teaching in mathematics, sciences, and technical areas within the Division. Division faculty to explore innovative ways to achieve greater success in Science, Technology, Engineering, and Mathematics (STEM) areas by cross-disciplinary/team teaching in math and Biology.
Rationale/ Resources	As an academic unit of the College, the Division has the primary responsibilities of providing liberal arts education in math & sciences, and related technical areas, with a focus on Division/OCTC values: Creative Thinking, Innovation, and Cutting-Edge Technology Excellence in the Liberal Arts and Technical Education, Learner-Focused Faculty and Staff. This focus would require greater opportunities for professional development on campus and other institutions, increased access to instructional technology, expansion of science lab facilities and mathematics computer lab/alternatives, and innovative methods of offering science lab content and resources to support such innovations. This would also require decreasing class caps to allow faculty to work with smaller classes in order to apply these innovative methods and train students in the use of new technologies for learning. Additional faculty (part-time or/and full-time) would be needed for virtualization/online/hybrid classes with smaller caps or additional compensation (overload) for the present full-time faculty. Tremendous support from IT, Learning Resource Center, and Professional and Organizational Development personnel would also be needed. The division will need to offer release time for the team of faculty involved in developing and offering cross-disciplinary math/science teaching in National Science Foundation (NSF) project. Support and help from OCTC grants office will be needed.
2010-16 Measures of Success	All disciplines in the Division will offer courses that are supported by instructional technology (web enhanced, online, or hybrid). All disciplines will have at least one section of each course with distance learning component (hybrid/online). At least one section of MT 150/BIO120 will be offered by support from NSF grant.
2010-11 Action Steps	1. Provide at least one SmartBoard Training session for Division faculty. 2. Offer at least one (fully) online Mathematics course each semester. 3. Double the number of sections of online/hybrid Bio 137 and BIO 139 to include at least one daytime and evening hybrid lab for each course. 4. Offer at least one online section of a course in a technical discipline within the Division (Ag tech or/and Biotech). 5. Explore the possibility of new faculty positions in mathematics and/or Biology. 6. Implement new ACT/COMPASS placement in mathematics in fall 2010. A math department rep to serve on the System committee on new ACT/COMPASS math score implementation/ refinement/update. Math Department will work on KYOTE math placement testing policies towards implementing the use of KYOTE to place students. 7. Implement new course numbers/designations in mathematics for spring 2011 courses. 8. Mathematics faculty to participate in transition education professional development to stay abreast with new OCTC/KCTCS initiative in this area. 9. A math and a biology faculty to attend NSF grant meeting, do the initial ground work on obtaining the NSF grant.
Evaluation of Results	• Offered SmartBoard training by professional development coordinator/IT staff exclusively for Division faculty and staff members. In addition to attending the Division faculty SmartBoard Training, three math faculty members attended the

SmartBoard workshop offered for OCTC.

- Offered a section of MT 120 online during each of the fall 2010 and spring 2011 semesters. Offered one section of fully online technical math course MT 125 in fall.
- Doubled the number of BIO 137 and BIO 139 hybrid sections each semesters. Offered both day time and evening lab sections in both Anatomy and Physiology courses.
- Offered a section of an online BT 101.
- Opened up searches for a biology and a mathematics faculty positions. Hired a new Biology faculty at the end of the fall semester effective January 2011.
- Interviewed for mathematics position during the fall semester and reopened the search during the spring 2011 semester to hire the best new mathematics faculty member available. The hiring process concluded with hiring of a new math faculty effective August 2011.
- Worked with student affairs to implement new ACT/COMPASS placement in mathematics for fall 2010. Worked with Discover College and Student Affairs to establish KYOTE policies and to establish KYOTE equivalents at the System level. As requested, communicated with KYOTE leadership at UK and/or NKU. Implemented new course numbers/designations in mathematics for spring 2011 courses, including updating the Math and Science course flow charts and descriptions on our website. Mathematics faculty were instrumental in successfully shepherding the addition of MAT 206 as a general education mathematics course through the System process from attending the Education curriculum meeting, to writing/editing the course documents to serving on the Mathematics Curriculum Committee, to meeting with the CRC, to supporting the change at the Council meeting.
- Mathematics faculty and the Division Chair participated in the local training and planning activities for the KCTCS transitional education initiatives.
- Three mathematics faculty members attended the Course Redesign training at JCTC.
- A math and a biology faculty attended the NSF-TUES grant writing workshop in Reno, NV, for guidance in the development of an integrated college algebra and conservation biology course proposal. They are finalizing the NSF grant application.

Action Step Status: ☒ *Completed* ☐ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

College Outcome 2: Learning and Effectiveness

2010-16 Mathematics and Science Division Outcome	The Division faculty will track their success rate data with help from IT department for each course. The courses/sections taught by multiple faculty (part-time and full-time) will develop and use common exit exam/final/semester exams. Division faculty will use the common course outline provided by KCTCS to teach the course content. All Divisional faculty to employ classroom assessment techniques suitable for their classes. Online & hybrid faculty will make efforts to get greater input/feedback from their classes in student evaluation. Online/Hybrid courses will participate in Quality Matters or other Quality Rubrics The Technical programs (two at present) will undergo regular program reviews in response to the new Perkins IV and state level accountability.
Rationale/ Resources	As a Learner-Centered academic unit of the College, the Division has the primary responsibilities of providing excellent learning experience in liberal arts education in math & sciences, and related technical areas. The above outcome is designed to provide feedback and evidence in this regard for continuous improvement of the teaching and learning and a wholesome college experience for our students.

	This would require special efforts on the part of the faculty and IT department to generate the data and to use the information for continuous improvement. Faculty will also need to work together to develop common course competencies and common exams for assessment as much as possible. Faculty would need additional resources and decreased class size to increase effectiveness and retention. Increased feedback/evaluation from the online /hybrid classes would be needed.
2010-16 Measures of Success	At least 75% of the courses in the Division will have success rate data tracked and available. All math courses will have common core final implemented for full and part-time faculty classes. All Anatomy & Physiology classes/sections have 75% similar lab practicals. All online and hybrid classes have an increase in student evaluation returns. The two technical programs have consistently successful program reviews
2010-11 Action Steps	1. The new Biotech and Agricultural Tech Coordinators will participate in regular meetings of the coordinators called by the Academic Affairs and participate in technical program assessments as required by the Academic Affairs (report due in Spring 2011). 2. At least one online course to go through the Quality Rubrics. 3. Success rate data to be collected on all sections of transitional math courses. 4. Hold A & P faculty meetings to develop a plan to implement common lab practical exams. 5. Implement new general education competencies, if available.
Evaluation of Results	The new Biotech coordinator and the interim Agricultural Tech coordinators attended the regularly scheduled and special called program coordinators meetings. Prepared and submitted the annual program reviews/reports to the Academic Affairs. STA 220 online successfully went though the Quality Assurance Process for online courses. Specified the data frame for collection of success rate data for transitional mathematics courses and the subsequent college level course, and requested the data from IR department. A & P faculty met electronically and in person to develop common lab practical exam questions/topics repository for all full and part-time faculty to utilize. Work in progress. New gen ed competencies not yet available for implementation. The two chemistry instructors team taught a section of CHE 175 lab which had enrollment beyond one lab room. This fostered common practices and improved peer feedback.

Action Step Status: ☒ *Completed* ☐ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

College Outcome 2: Learning and Effectiveness

2010-16 General Education – Mathematics Outcome	Ensure the attainment of general education competencies through Mathematics coursework.
Rationale/ Resources	A general education core curriculum enables KCTCS colleges to graduate men and women who are intellectually flexible, articulate, reflective, creative, and prepared for continuous learning. The general education core competencies will enable students to develop their own values, pursue goals, and contribute to the political, moral, social, and cultural enrichment of society.
2010-16 Measures of Success	Faculty peer-reviewed evidence of the attainment of general education competencies.
2010-11 Action Steps	Mathematics faculty will work on General Education Competency I: Communicate

	Effectively: Demonstrate information processing through basic computer skills (QEP: INFORMATION LITERACY LEVEL 4): At least 75% of the Math faculty will incorporate computer based instruction (MyMathLab or other web or computer based assignments) in general education math course MT150.
Evaluation of Results	Completed. Out of the seven general education qualified full-time math faculty, six faculty members (86%) used MyMathLab/computer based instructions and assignments.

Action Step Status: ☒ *Completed* ☐ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

College Outcome 2: Learning and Effectiveness

2010-16 General Education Outcome	Ensure the attainment of general education competencies through Science coursework.
Rationale/ Resources	A general education core curriculum enables KCTCS colleges to graduate men and women who are intellectually flexible, articulate, reflective, creative, and prepared for continuous learning. The general education core competencies will enable students to develop their own values, pursue goals, and contribute to the political, moral, social, and cultural enrichment of society.
2010-16 Measures of Success	Faculty peer-reviewed evidence of the attainment of general education competencies.
2010-11 Action Steps	Science faculty will work on General Education Competency I: Communicate Effectively: Write clearly using standard written English(QEP: WRITTEN EXPRESSION INFORMATION LITERACY, LEVEL 4): At least 75% of Science Faculty will include one or more types of graded writing assignments (term paper, lab reports, open response questions in tests/exams, etc.) towards final grade.
Evaluation of Results	Completed. All of the full-time faculty members in all science disciplines implemented the general education competency of writing by including grade/s on term paper/s, lab reports, and open response questions on exams/tests.

Action Step Status: ☒ *Completed* ☐ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

College Outcome 3: Service

2010-16 Mathematics and Science Division Outcome	The Division faculty will serve the community through engagement in collaborative partnerships to enhance the quality of life in our region. To this end discipline faculty and staff will serve community organizations as members, Board members, and discipline experts/advisors (presenting lectures/workshops, tours, etc.). We will also include our students in the service projects where appropriate and possible.
Rationale/ Resources	As educated workforce and leaders of the community, it is our responsibility to spread the knowledge and serve the community with our expertise. We will then also be serving as role models for our students to do the same as we involve them in the service projects.
2010-16 Measures of Success	All faculty and staff in the Division serve/participate in at least one community organization or/and service project. At least one Science faculty and one Math faculty to incorporate a formal service learning in a one course each. The two student organizations sponsored by the Division faculty/staff (PTK, Outdoor Association (OA)) to participate in at least one service project each year of the plan.
2010-11 Action Steps	1. One section of Ecology class participates in a Service Learning project under the

	Service Learning Mini Grant. 2. PTK and Outdoor Association to do one service project each. 3. At least 50% of science and math faculty/staff to participate in at least one community organization. 4. At least two community service projects/lectures to be offered by Division faculty/staff.
Evaluation of Results	• Ecology class students participated in an OCTC Service Learning project under the Service Learning Mini Grant. Students provided a service to the community and relationships between OCTC and the Joe Ford Nature Center were enhanced. • The Chemistry department has tied student service learning with community involvement by enlisting students to help present science workshops for local school children and the Museum of Science and History (5 activities completed). • Most of the (more than 50%) Division faculty/staff reported that they participated in at least one community organization. Division faculty members participated in various speech tournaments, Tech Challenge, Mechatronics, and other service projects. • Science and Math faculty participated in Super Sunday event. The Division set up a booth/table. • Outdoor Association/PTK/Biology department did more than one service project each (recycling, diversity, Bike Owensboro etc.). • A Biology faculty member led the efforts to host Girl Scout event on campus. Several Division members (faculty/staff) participated in various badge earning sessions attended by more than one hundred girl scouts. • Science departments and Biotechnology faculty hosted a number of science activities for Catholic Middle School students. • The Chemistry department invited high school students to participate in Chemistry Day activities. • Division faculty participated in the First Lego League 2010, the First Tech Challenge, and the Robotics competitions.

Action Step Status: ☒ *Completed* ☐ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

College Outcome 4: Pathways to Postsecondary

2010-16 Mathematics and Science Division Outcome	The Division will offer transitional and college level course sequences regularly in math, sciences, Ag tech, and Biotech courses on campus, online, hybrid, off-campus and under Discover College to provide seamless pathways to post-secondary education. Transitional students will be required to follow the math courses sequentially to complete the college level math within CPE /State timeline. Math department to explore additional courses in transitional sequence. Division faculty to participate in OCTC STEM, Mechatronics, Project Lead the Way, Tech Challenge initiatives. Expand online/hybrid course offerings in math and sciences for greater access STEM courses locally and globally (KCTCS).
Rationale/ Resources	To provide the seamless pathway and increased access to the post-secondary education, a variety of courses would be necessary under Secondary-Postsecondary programs at OCTC to serve the students at various levels of academic preparation. This step would require additional faculty or additional work load (part-time or full-time). We would need support from IT department. and academic affairs for expanding online/hybrids course offerings. Also, the Division Chair and technical program and discipline coordinators would need to work closely with Discover College, START center, and Counselors in providing support and a quick response to the OCTC initiatives and to add spaces for students in transitional sequence for them

to stay on track to complete the math sequence in a timely manner. Advisors would need to advise all students placed in MT 55 to start the course the very first (or second) semester.

2010-16 Measures of Success	All disciplines in the Division will offer courses for high school students at the times and place most suitable for them (Discover College, Dual Enrollment, Dual Credit, Off-Campus offerings, etc.). Also, Science faculty will offer laboratory based programs for home school groups as requested by the groups. Register 80% of students who place in MT55 in the course the first or second semester. Increase the percent of students referred to developmental courses in mathematics who complete a developmental course in that subject or re-test at a college level by the end of the second year from 52.2% (Fall 2007 cohort successful by 2009) to 74.6% (Fall 2013 cohort successful by 2015). Note: The 2007 cohort average across KCTCS was 46.1% (taken from OCTC Strategic Plan). Double the number of off-campus, evening, online/hybrid courses for greater access to courses in STEM areas for secondary to post secondary. Double the number of Division faculty participation in OCTC initiatives listed above.
2010-11 Action Steps	1. Offer BIO 137/139 in Ohio County in support of the High School Nurse Track at Ohio County HS. 2. Offer on campus BIO 137/139 at the times suitable for local HS Nurse Track students. 3. Offer day and evening sections of BIO 137 and 139 hybrid (lecture online and lab on campus) with double the caps/spaces. 4. Offer at least one section each of online BIO 112, BIO 120, HRT 102, HRT 104. 5. Offer Mathematics course/s in Breckenridge County. 6. Offer at least one section online MT 125. 7. Offer at least one section of MT 122 online/hybrid 8. Will offer at least two mathematics/statistics courses at a level higher than College Algebra in the evenings to allow evening students to earn AS in a timely manner. 9. Offer at least one section of MT 120 (3 credit course), a new course for OCTC 10. (From the college Strategic Plan) Expand early placement testing in mathematics to Apollo HS and McLean County HS: Math department to participate in early placement testing at Apollo HS and McLean County HS by supporting high school teachers in offering advice on teaching the MT065 look alike Math course, by offering classes at the college at times that Apollo and McLean County HS students can attend. The department will review any applications to teach any dual enrollment courses. 11. The Math department will work with Paul Eakin, KSU, EU, ECTC, and five colleges and community colleges in New York to apply for an NSF MSP grant to support high schools in increasing their pre-calculus ready students upon high school graduation. 12. (From OCTC's plan) Raise funds for Discover College Scholarship Program and award first scholarship: Mathematics department will work with the Discover College and students, as requested, to host a Annual Pi Day at OCTC. 13. Develop at least one new online math course. 14. Explore developing modularized BIO 137 fully online course. 15. Develop hybrid BIO135. 16. At least 25% of the Division faculty to participate/assist in OCTC STEM, Mechatronics, Project Lead the Way, Tech Challenge initiatives during the current year.
Evaluation of Results	Offered BIO 137/139 in Ohio County in support of the HS Nurse Track at the Ohio County High School. Offered on campus BIO 137/139 at the times suitable for local HS nurse track

students.
Offered day and evening sections of BIO 137 and 139 hybrid (lecture online and lab on campus) with double the caps/spaces.
Offered online BIO 112, BIO 120, HRT 102, HRT 104.
Offered MT 125 in Breckinridge County, and offered an online MT 125. Offered 3 sections fall 2010 and four sections spring 2011 of hybrid courses of MT 110, MT 122, and MAT 150. Offered one section of MT 120 during each of the fall 2010 and spring 2011 semesters. Offered MA 123 in the evening during the summer 2010 session. Offered ST 291 as a hybrid in the evening of fall 2010. Will offer MAT 155 in the evening during the summer 2011 session. In preparation to offer MAT 120 (a new intermediate algebra), faculty developed a timeline, created a MyMathLab template, and created a new core common final. One instructor attended the dual enrollment meeting with high school teachers. The division chair and mathematics coordinator reviewed applications for teachers to teach dual enrollment and MAT 065 look like mathematics courses. Worked with teachers and Discover College director to ensure that students experience the same course, including the common core final.
The mathematics department is awaiting word from the NSF regarding the MSP grant. Two-thirds of the mathematics faculty provided pies for Pi Day, one provided buttons, posters, and games. All main campus mathematics faculty advertised Pi Day.
Developed online MT 120 and STA 220. Offered MT 120 during the fall and spring 2011 semesters.
Division faculty participated in the First Lego League 2010, the First Tech Challenge, and the Robotics competition.
Significant progress made in developing modularized BIO 137 fully online course and hybrid BIO 135 course supported by Title III. Both will be completed this summer and offered this fall.
More than half of the Division science faculty participated in OCTC STEM, Mechatronics, Project Lead the Way, Tech Challenge initiatives during the year.
The Chemistry department was able to adjust the scheduling of its offerings to accommodate Discover College students.
The Chemistry department invited high school students to participate in Chemistry Day activities.

Action Step Status: ☒ *Completed* ☐ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

College Outcome 5: Alternative Delivery

2010-16 Mathematics and Science Division Outcome	The Mathematics and Science Division will develop/adopt/teach courses by alternative delivery methods (online, hybrid, web-based/enhanced, etc) and at variety of locations, times, and sessions (full semester, short semesters, bi-terms, intersessions). Offer weekend classes.
Rationale/ Resources	By offering courses by alternative delivery we will be able to provide greater access (and success) to more students with different work schedules and different learning styles.
2010-16 Measures of Success	The Division full-time faculty will offer at least one course in each discipline in Gen Ed (Sciences, Math) and technical programs (Ag Tech and Biotech) using Technology based alternative delivery methods. All gen ed disciplines will offer at least one course available in condensed term (short sessions/biterms/intersessions). At least 50% of the Division faculty will participate in online and/or hybrid teaching
2010-11 Action Steps	1. At least two new courses will be offered off-campus. 2. At least one more faculty member to develop online/hybrid A & P courses. 3. Offer evening sections of Hybrid BIO 137 and BIO 139 which will double the caps

	in hybrid offerings. 4. Offer college algebra course in SE campus in the morning for easy access for high school students. 5. Offer online BT 101, BIO 112, BIO120, each semester. 6. Offer weekend courses in gen ed math and sciences. 7. At least two more faculty to participate in development of online/hybrid courses in math. 8. Offer a locally facilitated online math course in Breckenridge County.
Evaluation of Results	• Offered MT 125 at Breckenridge County, MT 065 look alike at McLean County High School, MAT 150 at SE campus, and offered MT 055, MT 065, MT 122, and MAT 150 on Saturdays so that a weekend student could complete the math sequence in two years. Four additional math instructors developed and/or offered hybrid or online mathematics courses. Offered a locally-facilitated online math course in Breckenridge County. • Two new A & P courses (BIO 137, BIO 139) were offered off-campus/Ohio County HS. • Another Biology faculty member developed hybrid A & P I and II courses. Two Biology faculty members worked on developing online BIO 137 and hybrid BIO 135. • Offered evening sections of Hybrid BIO 137 and BIO 139 which doubled the caps in hybrid offerings. • Offered college algebra course in SE campus in morning for easy access for high school students. • Offered online BT 101, BIO 112, and BIO120 each semester. • Offered weekend and evening courses in gen ed Sciences (A & P, Basic BIO labs/lecture on Saturdays, AST, GLY, A & P, Basic BIO labs/lectures, Ecology in the evenings). • The Chemistry department enhanced the General Chemistry offerings by utilizing online homework and the classroom clicker system.

Action Step Status: ☒ *Completed* ☐ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

College Outcome 6: Expectations/Engagement

2010-16 Mathematics and Science Division Outcome	The Division faculty will set high expectations in academics and professional conduct and apprise students of these by including these in the syllabi. They will create supportive environment in the class and outside the class on campus for students to meet the expectations. The students will be expected and encouraged to engage in the peer study groups, OCTC events/student life activities, student organizations/clubs, and field trips. The Division faculty and staff will promote these by sponsoring/participating in these. Science students will also be engaged in research projects, conference presentations, and service projects.
Rationale/ Resources	The OCTC Quality Enhancement Plan (QEP) has the expectations that are important for student success and wholesome learning experience. CCSSE survey also indicates that OCTC students are not as engaged with others on campus as we might hope. Research shows that more engaged students have better and richer learning experiences and have better civic sense. The benefits of peer groups and learning together are well documented in educational research. We will need assistance from Student Services, Academic Affairs, and student club sponsors. We will need Science Lab Supervisor to assist peer study groups. Would need an assigned space in the Science Building for study/peer group meetings/study together time. We will need funds for paid student worker peer tutors for study groups, for student travel to

	conferences, field trips and for cost incurred in student research and service projects.
2010-16 Measures of Success	All full-time and part-time faculty to include QEP expectations or reference to QEP expectations website in their syllabi. At least 75% of the full time faculty will include peer group instruction. Science students would participate at least in two research projects and present at least in one regional or national conference each year. At least two service projects will be completed through student engagement. At least four faculty/staff (about 20%) serve as student club/organization sponsors. At least four courses include educational field trips as a part of the course.
2010-11 Action Steps	1. At least two student research projects will be undertaken and reports presented at the Annual Student Research Conference. 2. A Biology faculty will guide students through Recycling at OCTC project. 3. One section of Ecology students involved in mini service learning project. 4. Incorporate peer study groups in A & P I and II labs. 5. A Biology faculty and staff sponsor of PTK will involve students in a service project. of already existing student clubs to revive and revamp their clubs. 6. A Biology faculty to sponsor activities of Outdoor Association. 7. Division faculty/staff will help with the newly combined Welcome Back Cookout and Student Fest in the fall. 8. Division faculty and staff will participate and help in the Fall and Spring Flings. 9. Incorporate new advising guidelines if made available by the Academic Affairs. 10. Incorporate new syllabi checklist items in syllabi, if made available. 11. Incorporate new general education competencies if approved and available. 12. Mathematics department to provide at least four exemplars to be posted. 13. Organize field trips in at least two courses.
Evaluation of Results	One mathematics instructor helped with the Welcome Back Cookout and Student Fest and a second helped with the Flings. Faculty participated in the Prime Time Advising initiative by emailing all advisees during the defined time period and meeting with advisees. A majority of the full- and part-time instructors successfully incorporated the new syllabi checklist into their syllabi. Ten mathematics exemplars are posted. Faculty participated in CCSSE.

Action Step Status: ☐ *Completed* ☒ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

College Outcome 7: Pathways to the Baccalaureate

2010-16 Mathematics and Science Division Outcome	Mathematics and Science Division will participate in the transfer initiative by offering upper level and other transfer courses regularly, developing/piloting new courses for transfer to the regional universities/colleges. We will also seek articulation/transfer agreements for seamless transfer of general education math/science and technical courses.
Rationale/ Resources	As one of the missions of OCTC/KCTCS, we must provide seamless pathways to the baccalaureate for our service area. Higher degrees provide greater personal and economic growth for an individual. We will need institutional support to pilot and offer the transfer courses/classes with low enrollment. Faculty will need to be willing to offer independent study and condensed courses for timely transfer and graduation as needed. We will need to offer Chemistry and Biology transfer courses for U of L BSN program every semester, including in summer. We will need faculty overload compensation and funds for supplies. We will need at least one more faculty member each trained in college chemistry and microbiology instruction.
2010-16 Measures of Success	At least two new transfer Agreements/articulations developed between Division

	courses (sciences math, Ag Tech, Biotech) and four year institutions in the area. At least 40% Increase in head count in college chemistry and microbiology courses to accommodate transfer students in local U of L BSN. Pilot at least two new regional university courses.
2010-11 Action Steps	1. Increase number of spaces in College Chem 1. Will offer it in fall, spring, and summer in support of the U of L BSN. 2. Increase number of spaces in BIO 225 by also offering BIO 225 in evenings, intersession, and summer to include transfer students in local U of L BSN. 3. Meet with University of Evansville administration to open discussions on General Biology and other science course transfer/articulation in MLT degree at UE Explore the possibility of transfer scholarship for OCTC students in MLT program. 4. Offer and teach new leadership class even if low enrolment that feeds into the Bachelor in Science in Leadership at WKU. 5. Offer and teach (low enrolment) math (Calculus) and Physics courses.
Evaluation of Results	All action steps except U Of E (#3) completed. Chemistry I (CHE 170-173 and Lab (CHE175) classes were offered with significantly large caps and enrolments in fall, spring, and summer. With hiring of a new Biology faculty in spring 2011, increased the number of spaces in BIO225 and offered an evening and summer sections. The day sections which used to be MW only were doubled to include MW and T TH. Offered MA 123 (evening), MAT 146, MAT 170, and MAT 185 with low enrollment to aid students needing those courses to graduate or transfer. Very low enrolment organic Chem. I (fall) and II (spring) were offered for transfer to BS/professional fields. Also, Physics I and II with very enrolments were offered in fall and spring respectively. Dr. Tim Dick offered the leadership class.

Action Step Status: ☒ *Completed* ☐ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

College Objective 8: Diversify|Unify

2010-16 Mathematics and Science Division Objective	The Division faculty and staff will offer and participate in activities to promote diversity (cultural, ethnic, thoughts/ ideas, Disability etc.) and global awareness by in-class and outside the class activities for students, local community, and faculty/staff (including for themselves).
Rationale/ Resources	As the current society/community becomes increasingly diverse and globalized, it is important that our student, faculty, staff, and external community are educated and prepared to be a part of it. KCTCS/OCTC as the leaders in education have an important role in this regard. OCTC/KCTCS value Cultural Diversity and Global Awareness. "Diversity is a fundamental value of KCTCS and OCTC. It is it about respect for all individuals, openness to new ideas and perspectives, and increasing the strength and flexibility of the organization as a whole". (from OCTC Strategic Plan)
2010-16 Measures of Success	At least 50% of the Division members will participate in some international/diversity project/initiative/activity. The Division faculty/staff will offer at least one science/math day in Governor's Minority Student College Preparation summer program. At least one Division faculty member to serve as the Board member/officer of Owensboro Sister Cities. Faculty/staff to have offered at least one presentation on international/diversity topic via PTK. Also, PTK participate in at least one service project involving Owensboro International Center. PTK will need support from the College/Division to host presentations/lectures on international/diversity topics and to participate in International Center's activities. Division faculty/staff will need to be provided with resources to host a day of science/math in Governor's Minority Student summer program. The faculty member serving as officer/board member in

	Sister Cities will need release time of at least one course reduction a year. With a target of at least 50% faculty/staff participation in international/diversity initiatives the division/college will need to provide resources (time, funds, etc) for them to do so.
2010-11 Action Steps	1. The Division faculty and staff will participate in summer Governor's Minority Student College Preparation Program by offering at least one day of science hands-on experience. 2. At least one faculty member from the Division will be given release time to serve on the Sister Cities board and participate actively in its initiatives. 3. Division faculty/staff to offer International/Diversity presentations via PTK by joining with global studies/OAWAC. 4. PTK students/staff to participate/volunteer in the activities of Owensboro International Center.
Evaluation of Results	J. Ward was given reassigned time to serve on the Sister Cities Board. She served as the treasurer of the board. PTK offered international presentation jointly with other groups. PTK students participated in the activities of the International Center on Owensboro to assist with the needs of Burmese refugees. Division faculty (Ms. Caplan) made a presentation and exhibition on Haiti.

Action Step Status: ☒ *Completed* ☐ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

College Outcome 10: Impact

2010-16 Mathematics and Science Division Outcome	Mathematics and Science Division will develop, offer, and participate in activities that share OCTC's story in the community, promote our value to the region and advocate support for our students and mission. The Division members, by their expertise, will offer services/projects to the community that will promote the College's positive impact and value to the community as the provider of Learning for All Ages and partner in Personal and Community Success. The Division will apply for grants towards increasing funds available for the Division/OCTC.
Rationale/ Resources	OCTC, as the only comprehensive two year institution in the area, must promote its value to the community as the main provider of low cost quality post-secondary education to pursue equitable state funding. The Division as an academic unit of the college shares this responsibility of highlighting college's importance to the community.
2010-16 Measures of Success	The Division faculty and staff will offer at least six such activities that increase the number of positive media citations. The Division will apply for at least two grants from external sources to support an increase in the overall financial contributions to the college.
2010-11 Action Steps	1. The Division faculty will offer at least two activities towards learning for All Ages with a positive impact on OCTC. 2. At least two faculty members to begin work on the NSF grant application with help from Grants Office. 3. Will transition the Mathematics site to the new website. At least 5 full time mathematics faculty members will transition their legacy websites to the new website.
Evaluation of Results	With the help of the Grants Office, Ward and Perkins are finalizing the NSF math/science grant application. Once available, two mathematics instructors attended the Web Expressions PD offering and asked to have Web Expressions installed on their computers.

Action Step Status: ☐ *Completed* ☒ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

Nursing Division

College Outcome 1: Teaching and Innovation

Nursing Division Outcome	In keeping with the KCTCS value "Continuous Improvement" OCTC Nursing Faculty credentials will meet Kentucky Board of Nursing recommendations and guidelines pertaining to Faculty for Prelicensure RN and PN programs.
Rationale/ Resources	Nursing faculty in an associate degree prelicensure registered nurse program shall hold either a masters degree within the discipline of nursing, a baccalaureate degree with a major in nursing and a masters degree in a related field or a baccalaureate degree with a major in nursing and shall complete within five (5) years of hire a masters degree. Nursing faculty in a practical nurse program shall have a minimum of a baccalaureate degree with a major in nursing from an accredited college or university. 201 KAR 20:310 Section 2.
2006-16 Measures of Success	All full time ADN nursing division faculty will obtain a Master of Science in Nursing degree within five years of hire date All full time LPN nursing division faculty will hold a minimum Bachelor of Science in Nursing degree All clinical faculty will have a BSN or higher
2010-11 Action Steps	1. Nursing faculty will be strongly encouraged to obtain MSN utilizing KCTCS tuition reimbursement. 2. Faculty will provide evidence of continuing education hours earned in congruence with their specialty area. 3. Faculty and staff will prepare PPE's in accordance with KCTCS schedule to be reviewed by Program Administrator. 4. Performance Planning and Evaluation Form will be utilized to improve faculty and staff performance annually. 5. Mandatory clinical faculty orientation will be held prior to the start of the Fall/Spring semester clinical rotation.
Evaluation of Results	1. Five full-time faculty currently hold a minimum of a MSN; three full-time faculty earned a MSN degree this past year; two full-time faculty currently enrolled in MSN programs with tentative graduation in May 2012 and May 2013. (Partially Met - Ongoing) 2. All faculty current with regards to KBN CE requirements. (Met-Ongoing) 3. All faculty and staff were in compliance with KCTCS schedule for PPE/ Employee Evaluation Process. (Met-Ongoing) 4. Program Administrator met with each staff/faculty member and discussed areas of excellence and areas with opportunities for improvement or growth. (Met-Ongoing) 5. Orientation was held for all Clinical adjunct faculty. (Met-Ongoing)

Action Step Status: ☒ *Completed* ☐ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

College Outcome 1: Teaching and Innovation

Nursing Division Outcome	In conjunction with the KCTCS goal of "Advancing excellence and innovation in teaching, learning and service" the Nursing Division will receive adequate financial support to meet the expanding fiscal needs related to the maintenance of clinical simulation and nursing laboratories, faculty and staff professional development and educational endeavors and the requirements of sustaining a growing student population.
Rationale/	The facilities and resources shall be provided by the governing institution to meet the

Resources	teaching and learning requirements of students and nurse faculty of the program of nursing. Instructional material shall be readily available for use in teaching and learning. The use of technology shall enhance student learning and shall be appropriate for meeting the outcomes of the program. Students shall have access to and instruction in the use of the technology. A system of acquisition and deletion shall exist that ensures currency and appropriateness of resources. 201 KAR 20:350 Sections 1 & 3
2006-16 Measures of Success	Nursing Division will pursue additional grants/funds to ensure sufficient funds are available to meet student, faculty and program needs. Professional Development opportunities promoting the advancement of faculty and staff will be funded Simulation lab will be fully functioning.
2010-11 Action Steps	1. OCTC Nursing Program Administrator, in partnership with department faculty/staff input, will create a budget for the Nursing Division. 2. In corporation with OMHS, SIM lab technologies will be outsourced to OMHS campus in an effort to reduce cost while increasing available resources and educational opportunities for nursing students, hospital employees and community partners. 3. Collaborate with OCTC Grant Writer to apply for grants and monies available for faculty and staff Professional Development.
Evaluation of Results	1. Nursing Division budget was sufficient to adequately meet department faculty /staff needs. (Met-Ongoing) 2. SIM lab technologies remain on OCTC campus. (Unmet) 3. Perkins Funds and OMHS Community Benefit Grant awarded. (Met-Ongoing)

Action Step Status: ☒ *Completed* ☐ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

College Outcome 2: Learning and Effectiveness

Nursing Division Outcome	In the pursuit of "Continuous Improvement" (KCTCS value) OCTC Nursing Programs will exceed the Kentucky Board of Nursing recommended minimum pass rate on first time NCLEX test takers.
Rationale/ Resources	A program of nursing shall maintain at least an eighty-five 85 percent annual pass rate for graduates taking the NCLEXL-RN or NCLEX-PN for the first time. 201 KAR 20:360 Section 2
2006-16 Measures of Success	KBN will validate annually that more than 85% of OCTC Nursing students taking the NCLEX-PN and more than 85% of OCTC Nursing students taking the NCLEX-RN in the state of Kentucky were successful in passing the licensure examination on their first attempt.
2010-11 Action Steps	1. 4th semester RN/PN students will be required to achieve a 93% probability of passing the NCLEX licensure examination as predicted by a standardized comprehensive predictor exam. 2. OCTC Nursing Division will partner with OMHS in proctoring the three-day HURST© NCLEX review program. 3. Faculty will implement an increase in percentage of test items classified as application and analysis in congruence with changes made to the NCLEX-RN 2010 test plan.
Evaluation of Results	1. 85% of graduating ADN students met the required 93% predicted probability of passing NCLEX on the first attempt; 88% of graduating LPN students met the

required 93% predicted probability of passing NCLEX on the first attempt. (Unmet - Ongoing)
2. Live four-day HURST© NCLEX review program held on OCTC campus. (Met-Ongoing)
3. In order to establish baseline information regarding current Nursing Exam content analysis implementation of test blue printing will begin in Fall 2011. (Unmet-Ongoing)

Action Step Status: ☐ *Completed* ☒ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

College Outcome 2: Learning and Effectiveness

Nursing Division Outcome	In order to promote the KCTCS value "Responsiveness to students, employers and communities" the Nursing Division will apportion space exclusively to clinical simulation and laboratory facilities. Classroom allocations will be sufficient for all course offerings and enrollment counts
Rationale/ Resources	The facilities shall be designed to meet the outcomes of the program of nursing and to foster administrative and instructional activities. Space allocated for the program shall be based on the number of students and teaching and learning methods. The physical facilities shall include: Classrooms, clinical skills laboratory, and conference rooms essential to fulfill program outcomes and adequate in size for the number of students; Adequately equipped office space to fulfill the essential functions of administrative personnel, faculty and clerical staff; Storage space for equipment and instructional materials; A private office for the program administrator; and Space available for use in private counseling with students. 201 KAR 20:350. Section 2
2006-16 Measures of Success	Additional classroom spaces will be identified to ensure AC 105 and TEC 212 remains dedicated clinical simulation and laboratory facilities space. Additional office space will be identified to meet the needs of Nursing Division Faculty/Staff.
2010-11 Action Steps	1. Identify additional classroom space to accommodate enrollment count. 2. Begin search for additional office space to accommodate Nursing Division Faculty/Staff. 3. Coordinate course calendars to maximize use of current classroom, clinical simulation space and laboratory facilities.
Evaluation of Results	1. Conversion of TEC 212 (formerly Simulation Lab) to a 54 seat classroom and Maternal/Child laboratory. (Met) 2. No additional space identified for Nursing Division Faculty/Staff. (Unmet-Ongoing) 3. Coordination of course calendars by Lab/Clinical Specialist, Program Administrator and individual course instructors allowed for maximum use of current available classroom, clinical simulation and laboratory facilities (Met-Ongoing)

Action Step Status: ☒ *Completed* ☐ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

College Outcome 2: Learning and Effectiveness

Nursing Division Outcome	Develop remediation strategies to implement in the event of unsuccessful course completion or NCLEX failure to "increase student access, transfer and success" (KCTCS goal).
Rationale/	The Modularized curriculum option allows for more opportunities for students to

Resources	evaluate their individual course progress. NCLEX passing standards for both the RN and PN examinations have changed requiring students to obtain a higher degree of proficiency in order to receive initial licensure.
2006-16 Measures of Success	Students experiencing an unsuccessful attempt at a Nursing Course completion will be offered an opportunity to meet with the Student Affairs Specialist to develop an individualized detailed plan for content remediation and readmission to the program. Contact will be made with individuals who have not passed the NCLEX
2010-11 Action Steps	1. Student Affairs Specialist will assist students who are unsuccessful in course completion in the development of an individualized remediation plan. 2. Program readmission steps and guidelines will be readily available to faculty and students. 3. Program Administrator will maintain up-to-date statistics regarding NCLEX failures and collaborate with Student Affairs Specialist to provide remediation plan. 4. Student Affairs Specialist will contact student with remediation plan.
Evaluation of Results	1. Student Affairs Specialist assisted all students who were unsuccessful in course completion by meeting with students, in conjunction with Program Administrator, to outline the readmission process and providing overview of resources available to increase student likelihood of success. (Partially Met – Ongoing) 2. All students and faculty provided with 2010-2011 Student Handbook. In addition, each student withdrawing from Nursing Program met with Nursing Student Affairs Specialist and Program Administrator to conduct exit interview and review readmission process. (Met – Ongoing) 3. Program Administrator regularly provided Student Affairs Specialist with information regarding NCLEX failures. Unsuccessful students were contacted and provided with resources for NCLEX remediation. (Met – Ongoing) 4. Remediation opportunities presented to students by Student Affairs Specialist. (Met)

Action Step Status: ☒ *Completed* ☐ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

College Outcome 2: Learning and Effectiveness

Nursing Division Outcome	Pursue National League for Nursing Accrediting Commission, Inc. (NLNAC) approval for Initial Accreditation to "advance excellence and innovation in teaching, learning and service (KCTCS goal).
Rationale/ Resources	NLNAC accreditation provides recognition that a nursing education program has been evaluated by a qualified, independent group of respected and competent peers who have found the program to meet appropriate postsecondary and higher educational purposes in a satisfactory manner. Accreditation assures professional development opportunity and validation for faculty and serves as a gateway to licensure, certification and eligibility for entitlement programs.
2006-16 Measures of Success	Approval for NLNAC "Candidacy Status" will be achieved. Successful completion of NLNAC Candidacy Presentation. NLNAC site visit for Initial Accreditation will be scheduled.
2010-11 Action Steps	1. Complete NLNAC Candidacy Information Form. This serves as a pre-requisite step toward formal review for NLNAC Initial Accreditation. 2. Complete the Official Authorization for Accreditation form and submit Candidacy Fees. 3. Compile required documents for NLNAC Professional Staff review of program's Faculty, Curriculum and Resources in the required format as set forth by the Candidacy: Guide for Presentation.

	4. Approval of Candidacy Presentation and dates set for NLNAC Initial Accreditation site visit.
Evaluation of Results	1. NLNAC Candidacy Information Form to be submitted upon completion of Program Self Examination and Evaluation. (Unmet) 2. Official Authorization for Accreditation form and Candidacy Fees to be submitted upon completion of Program Self Examination and Evaluation. (Unmet) 3. Organization of required documents for NLNAC Professional Staff review of program's Faculty, Curriculum and Resources in process. (Partially Met - Ongoing) 4. Candidacy Presentation and dates for NLNAC Initial Accreditation site visit to be determined upon completion of Program Self Examination and Evaluation. (Unmet)

Action Step Status: ☐ *Completed* ☐ *Substantial progress made* ☒ *Beginning implementation* ☐ *Revision necessary*

College Outcome 5: Alternative Delivery

Nursing Division Outcome	In accordance with the KCTCS value "Access with innovative and flexible delivery" the OCTC Nursing department will operate utilizing the Modularized curriculum congruent with the nursing philosophy and mission set in place for Spring 2010.
Rationale/ Resources	The Modularized curriculum option allows for resolution of previously identified scheduling conflicts among general education requirements and nursing courses. In addition this creates more opportunities for student success. The Modularized curriculum option provides for the achievement of program outcomes and promotes graduate success on the NCLEX examination.
2006-16 Measures of Success	Greater flexibility in meeting required general education courses Positive impact on retention and attrition Maintain Kentucky Board of Nursing minimum NCLEX examination pass rates Increase opportunities for readmission into Nursing Program
2010-11 Action Steps	1. Consistent attendance of KCTCS curriculum committee meetings by Nursing Program Administrator 2. Video streaming of classes when needed to comply with Specialty Admissions Robert Woods Johnson Grant (RWJ) or to enhance classroom learning. 3. Generate reliability and validity statistics through analysis of standardized comprehensive predictor testing results versus actual program NCLEX pass rates
Evaluation of Results	1. Program Administrator and Student Affairs Specialist attended all KCTC curriculum committee meetings. (Met – Ongoing) 2. Course lectures were available on blackboard via Pod Cast for download. (Met-Ongoing) 3. Statistical analysis of comprehensive predictor testing results versus actual program NCLEX pass rates to be completed in conjunction with ATI product support. (Unmet – Ongoing)

Action Step Status: ☒ *Completed* ☐ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

Social Sciences, Business and Public Service Division

College Outcome 5: Alternative Delivery

2010-16 Social Sciences and Public Service Outcome	Improve retention rates in distance learning classes.
Rationale/ Resources	As online courses become more popular it is necessary for the college to investigate issues of retention, evaluation, and quality control. *Resources*: Statistical data regarding retention and success rates.
2010-16 Measures of Success	The division will see an increase in successful completion of distance learning classes.
2010-11 Action Steps	Will work with eLearning Coordinator and eLearning Committee to review data and develop best practices for online instruction.
Evaluation of Results	Division members participated in the eLearning Committee's efforts to develop a quality assurance rubric for online classes and the basis of training for online instructors. Both efforts were connected to the college's Title III grant.

Action Step Status: ☒ *Completed* ☐ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

College Outcome 6: Expectations/Engagement

2010-16 Social Sciences and Public Service Outcome	Improve web sites for faculty, division, programs, disciplines, and courses.
Rationale/ Resources	Communication and information are essential elements for successful course completion. A greater presence on the Internet will provide faculty, class, discipline, and program information more readily and promote communication through e-mail. Students can also benefit by having course information, assignments, and other materials online. *Resources*: Training sessions, appropriate computer hardware and software, reliable network, webmaster
2010-16 Measures of Success	Social Sciences and Public Service Division will enhance its web pages for faculty, programs, disciplines, and courses with various new features.
2010-11 Action Steps	Faculty and staff will undergo training for working with new web site design program. Division site will be updated when templates are made available. Extent of content will depend on parameters set by college and system.
Evaluation of Results	Division chair and division assistant were trained to add content on the new college website. Update of division website has begun; faculty and staff directory completed.

Action Step Status: ☒ *Completed* ☐ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

College Outcome 6: Expectations/Engagement

2010-16 Social Sciences and Public Service Outcome	Publicize and promote division programs and areas of study through the use of the division web site.
Rationale/ Resources	Students can make better choices when choosing areas of concentration by knowing about programs and disciplines. Community awareness can help improve enrollment.

	Resources: Use of college web site
2010-16 Measures of Success	Programs and promotional spots will be easily accessed on college and division web sites.
2010-11 Action Steps	Division web site will be updated when templates are made available to faculty and staff. Course offerings will be posted along with international and civic engagement initiatives.
Evaluation of Results	Division web site links to program requirements were added and updated. Promotional efforts (video) do not seem practical on new site.

Action Step Status: ☒ *Completed* ☐ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

College Outcome 8: Diversify|Unify

2010-16 Social Sciences and Public Service Outcome	Support for the college's continued participation in international programs to promote global awareness and support multi-cultural learning opportunities.
Rationale/ Resources	Global community awareness and recognition of the employee's and citizen's place in the world community are increasingly critical needs for both our students and faculty. Workforce development must include the opportunity for an international exposure to reduce ethnocentric thinking in an increasingly multi-national workforce environment. Multi-ethnic or cross-cultural programs encourage the recognition of our diversity. Maintaining and increasing OCTC sponsorship or participation in collaborative international programming will reflect positively on the college and help support efforts in marketing and recruitment of students. *Resources*: Class-release time for City of Owensboro-designated faculty member to direct the Owensboro Sister Cities program, travel expenses, grant-writing training, using existing funds.
2010-16 Measures of Success	Sponsorship of foreign exchanges for students and community groups as reflected in the annual "Owensboro Sister Cities Report to the Mayor and City Commission." Program and attendance reports of sponsored lectures.
2010-11 Action Steps	Summer study program will continue; courses in History, Political Science, and one other discipline with be offered. Activities will include participation in Owensboro Multi-Cultural Festival, Kentucky League of Cities, and various planned exchanges with Niishin (Japan) and Olomouc (Czech Republic). Will continue to host and promote international activities related to the Owensboro Area World Affairs Council (OAWAC) and the campus's civic engagement initiative.
Evaluation of Results	Summer study program offerings feature courses offered for the first time in this setting (World War II history, two art history classes, and a directed study in art class). Faculty leadership in Owensboro Sister Cities resulted in participation in the annual Multi-Cultural Festival, attendance at the Kentucky League of Cities conference, and attendance at The Sister Cities International Conference in Washington D.C., which included meeting on Capitol Hill with Kentucky Representative concerning education initiatives and funding for students who study abroad. Also meetings with representatives from the State Department concerning, international education, protocol and funding. In addition, Sister Cities initiated the exchange whereby presidents from our local colleges traveled to Olomouc to meet with Olomouc City and Kraj officials concerning educational exchange opportunities. The college also assisted in two secondary exchanges with students and faculty from Nisshin, Japan, and Olomouc, Czech Republic. OAWAC hosted two OCTC programs as well as four more at other local colleges; four division members serve on the OAWAC Board of

	Directors. Work with Caritas College of Social Work was conducted by our Human Services program coordinator (see Human Services outcome).

Action Step Status: ☒ *Completed* ☐ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

College Outcome 2: Learning and Effectiveness

2010-16 General Education Outcome	Ensure the attainment of general education competencies through Social Interaction coursework.
Rationale/ Resources	A general education core curriculum enables KCTCS colleges to graduate men and women who are intellectually flexible, articulate, reflective, creative, and prepared for continuous learning. The general education core competencies will enable students to develop their own values, pursue goals, and contribute to the political, moral, social, and cultural enrichment of society.
2010-16 Measures of Success	Faculty peer-reviewed evidence of the attainment of general education competencies.
2010-11 Action Steps	Full-time faculty will re-evaluate the assessment instrument that has been used in the past and recommend appropriate changes.
Evaluation of Results	Full-time Social and Behavioral Sciences faculty reviewed the assessment instrument, made slight alterations to it, and will use the instrument in the Fall 2011 semester.

Action Step Status: ☒ *Completed* ☐ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

College Outcome 2: Learning and Effectiveness

2010-16 General Education Outcome	Ensure the attainment of general education competencies through Heritage coursework.
Rationale/ Resources	A general education core curriculum enables KCTCS colleges to graduate men and women who are intellectually flexible, articulate, reflective, creative, and prepared for continuous learning. The general education core competencies will enable students to develop their own values, pursue goals, and contribute to the political, moral, social, and cultural enrichment of society.
2010-16 Measures of Success	Faculty peer-reviewed evidence of the attainment of general education competencies.
2010-11 Action Steps	Full-time faculty will re-evaluate the assessment instrument that has been used in the past and recommend appropriate changes.
Evaluation of Results	History faculty reviewed assessment tool used previously, made some alterations and are ready to use the instrument in the Fall 2011 semester.

Action Step Status: ☒ *Completed* ☐ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

College Outcome 5: Alternative Delivery

2010-16 Criminal Justice Outcome	Establish online degree options for Criminal Justice students.
Rationale/ Resources	Distance learning offerings are a popular alternative for students in all academic and technical areas. By allowing completion of all or most degree requirements, OCTC can

	better meet the needs of its current and future students. Resources would involve part-time faculty to assist in online course offerings and appropriate training for faculty in course management systems.
2010-16 Measures of Success	All coursework to complete the AAS in Criminal Justice will be available online on a rotating basis.
2010-11 Action Steps	In order to further serve our local students, we intend to allow each of the online classes to be split. This should address the unanticipated problem of having students from other campuses filling our campuses and preventing OCTC students from enrolling in them.
Evaluation of Results	Online Criminal Justice caps were increased as needed. Fall semester enrollment pressures resulted in doubling the cap (from 20 to 40) in CJ 216 and CJ 217. Online enrollment in fall CJ classes was 113; spring CJ enrollment was 81.

Action Step Status: ☒ *Completed* ☐ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

College Outcome 7: Pathways to the Baccalaureate

2010-16 Human Services Outcome	Establish a two-plus-two program locally to transition students from OCTC to Western Kentucky University's Bachelor of Social Work (BSW) degree.
Rationale/ Resources	At present there is great interest on the part of OCTC students to increase the options for earning BSW degrees closer to home. With the partnership of OCTC and WKU, the opportunity exists to work toward a seamless transition to the existing BSW program through upper level classes offered in Owensboro.
2010-16 Measures of Success	Implementation of the two-plus-two program will take place.
2010-11 Action Steps	1. Will monitor systems in place to meet the needs of transfer students to Brescia University and Western Kentucky University majoring in Social Work. Invite appropriate individuals from both institutions to serve on the OCTC Human Services Advisory Committee. Fine-tune, as necessary, written information to help students with ease of transfer. 2. Will conduct one training session at the START Center to bring advisors up to date on program requirements and changes.
Evaluation of Results	Met with faculty and advisors at both Brescia University and WKU-O each semester to ensure proper transfer of OCTC students to their BSW programs. With the new 2 + 2 agreement with WKU-O, have met with main campus and Owensboro campus faculty and advisors at least four times to coordinate a unified message that we send to students regarding pre-requisites for transfer. After conversations with Vice President of Student Affairs, it was decided, instead of presenting a training session to the START center, to provide detailed information to the advisors about the 2 + 2 program, so that they may better advise students. Completed in November 2010.

Action Step Status: ☒ *Completed* ☐ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

College Outcome 8: Diversify|Unify

2010-16 Human Services Outcome	Establish program aimed at sharing resources and expertise with faculty from Caritas College of Social Work in the Czech Republic.
Rationale/ Resources	A growing need for humanitarian workers exists in the local refugee community. Moreover, global awareness is perquisite for future human services workers. Resources will include support for faculty professional and curriculum development.
2010-16 Measures of Success	The college will offer classes in Humanitarianism for OCTC students that will incorporate collaborative efforts with the faculty and staff of Caritas College.
2010-11 Action Steps	1. Will create a formal agreement between OCTC, WKU, Brescia University and Kentucky Wesleyan College for student exchanges and directed travel. 2. Will create one course at OCTC that utilizes Facebook and other internet outlets for classroom sharing between OCTC Human Services students and Social Work students in the Czech Republic. 3. Will continue to seek grants and external funding to support international initiatives.
Evaluation of Results	After conversations with local institutions and our international colleagues in Olomouc, CZ, an advance team traveled to the Czech Republic in April, 2011, to create the working memorandum of understanding between OCTC and Caritas College of Social Work, which will be signed in October, 2011. This document will reflect OCTC's responsibilities in coordinating student and faculty exchanges, as well as the coordination of professional exchanges between Czech and U.S. regional agencies in the helping professions. In fall 2010, 30 Czech students and 30 KCTCS students completed a joint assignment that was based on the students sharing, via social media, information on social services delivery systems in their respective countries. This assignment required the students to work on communicating across cultures, understanding and interpreting social services programs for their foreign counterparts, and evaluating their own social services for efficacy.

Action Step Status: ☒ *Completed* ☐ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

College Outcome 6: Expectations/Engagement

2010-16 IECE Outcome	Improve the web site for the Interdisciplinary Early Childhood Education (IECE) Program
Rationale/ Resources	The division has updated and redesigned the web pages. The IECE program currently does not have an extensive web site. By redesigning and improving the IECE website, current and future students will have information available to them. The website will aid in attracting new students and provide information for current students.
2010-16 Measures of Success	The Early Childhood Website will be easier for students to access, and provide more information about the Early Childhood Program.
2010-11 Action Steps	The website will include the AAS degree and all of the certificates that students can complete; will feature students that have graduated from the program, providing information on how the program has helped them in their professional career; and will provide links for students to relevant Early Childhood Sites.
Evaluation of Results	New students interested in Early Childhood who contact the coordinator are using the website because they almost always refer to the website and the information that they

have found there.

Action Step Status: ☒ *Completed* ☐ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

College Outcome 6: Expectations/Engagement

2010-16 IECE Services Outcome	Create a nationally accredited Interdisciplinary Early Childhood Education program.
Rationale/ Resources	National accreditation will confirm the excellence of the college's program, publicize the program's quality to prospective employers, and enhance student credentials. Resources will include support from accrediting agency.
2010-16 Measures of Success	The IECE program will be accredited by the National Association for the Education of Young Children (NAEYC).
2010-11 Action Steps	Work will continue on the self-study report. Meetings will be conducted with key community partners and students. The magnitude of the assessment and collection process has made it necessary to extend the submission date from fall 2010 – spring 2011.
Evaluation of Results	Accreditation process has been delayed some to give the new program coordinator time for training. Training is scheduled for June 2011 at the summer NAEYC institute.

Action Step Status: ☐ *Completed* ☒ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

College Outcome 7: Pathways to the Baccalaureate

2010-16 Business Administration Outcome	Update and enhance articulation agreements with Kentucky Wesleyan College (KWC), and Western Kentucky University (WKU).
Rationale/ Resources	Although the foundation of transfer agreements is in place, more students should take advantage of baccalaureate alternatives with regional colleges and universities.
2010-16 Measures of Success	More students should take advantage of the KWC scholarship offering two free classes to OCTC students. More students should transfer to regional universities with AAS degrees.
2010-11 Action Steps	Continue to promote articulation agreements on the program website and in business classes. Send mass promotional email to all students enrolled in the business administration program before the fall and spring semesters. Publicize new 120 hour WKU Business Administration degree requirements to business administration students.
Evaluation of Results	Promotional email sent to business administration students during registration sessions, promoting Brescia University, KWC, and WKU. The 120 hour program at WKU and the KWC scholarship opportunity were highlighted. Finalized new articulation agreement with Brescia University, which should result in both the AAS and BA degrees in Business Administration within 128 hours.

Action Step Status: ☒ *Completed* ☐ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

College Outcome 1: Teaching and Innovation

2010-16 Business Administration - Accounting Outcome	Increase student participation and learning through student engagement in traditional class group work accounting classes (201ACC, 202ACC), using classroom response pads.
Rationale/ Resources	Increase student engagement and provides instant feedback to instructor. Required resources are CPS response systems from E-Instruction.
2010-16 Measures of Success	Through student comments and assessment feedback.
2010-11 Action Steps	Will add three new sets of 20 questions with answer graphics for more group reviews.
Evaluation of Results	Many sets of new questions with answer graphics were added for more group reviews.

Action Step Status: ☒ *Completed* ☐ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

College Outcome 5: Alternative Delivery

2010-16 Business Administration - Accounting Outcome	*Program Outcome*: Increase student participation and learning through student engagement in online accounting classes (201ACC, 202ACC, 279ACT, 286ACT).
Rationale/ Resources	Provide alternative to traditional in-class and online educational options to increase student success. Required resource is McGraw Hill's Online Learning Platform—Connect.
2010-16 Measures of Success	Through student comments and assessment feedback.
2010-11 Action Steps	Will continue to make changes and improvements to all Connect online course sites.
Evaluation of Results	All Connect online course sites now have reading quizzes, homework, and tests for each chapter covered.

Action Step Status: ☒ *Completed* ☐ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

Student Affairs

College Outcome 6: Expectations/Engagement

Student Affairs Outcome	Implement student development activities that promote students' academic, social, and emotional development and overall well-being.
Rationale/ Resources	Students' academic, social, and emotional development and their overall well-being is critical to academic and personal success.
2006-16 Measures of Success	Increased participation by students in activities on campus as measured by attendance at sponsored events and students responses to CCSSE items 9e "Providing the support you need to thrive socially" and 13.2i. "Student organizations: Satisfaction".
2010-11 Action Steps	1. Hold Wellness Fair during fall semester 2. Provide Student Success Seminar for probationary students during first week of spring classes 3. Sponsor a "Single-Parent Support Group" 4. Establish safety protocols for indentifying, monitoring, and responding to student situations that may pose a risk to college safety 5. Elect student government officers and promote SGA's mission for engaging the student body through activities and events
Evaluation of Results	1. 163 Wellness Fair participants/ 35 individuals received flu shots 2. 95 students participated in the Student Success Seminars 3. Offered two Single Parent Support Group sessions with a total of 3 participants 4. SGA elected officers and sponsored Fall/Spring Flings, Hanging of the Greens, a movie premier, two Student Forums, and developed announcement table tents for the promotion of school activities and events

Action Step Status: ☒ *Completed* ☐ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

College Outcome 6: Expectations/Engagement

Student Affairs Outcome	Assist students in being more self-sufficient and better educated on the financial aid process. Provide them with the necessary information and assistance to complete this process in and efficient and timely manner.
Rationale/ Resources	Making students more self-sufficient will enable them to receive the maximum resources available to them. It will also give them the necessary time to plan for college expenses and possibly take advantage of our payment plan.
2006-16 Measures of Success	Fewer students being cancelled for non-payment.
2010-11 Action Steps	1. Incorporate new financial aid deadlines 2. Distribute new financial aid information flyer 3. Incorporate new Direct Loan process 4. Educate parolees through the Portal to Success program 5. Assist faculty and staff with the new PeopleSoft Attendance Tracker
Evaluation of Results	1. Financial aid deadlines were successfully implemented allowing for improved customer service at the beginning of the each semester. Because of these deadlines, we were able to complete student financial aid files early and to avoid delays in allowing students to be able to charge tuition and books. 2. The new financial aid flyers are regularly distributed to students who come into the office with questions about financial aid. These flyers were also given out at

various presentations made in the community and at informational fairs.

3. Beginning July 1, 2010, all loans awarded through our office were awarded under the Federal Direct Loan Program. Students who had completed a FAFSA were offered maximum loan amounts in their financial aid award package and then they were sent instructions regarding the steps required to get the loans. Informational posters, flyers and banners were also posted at various locations in the school.
4. To date, financial aid staff members have presented at 10 Portal to Success sessions. These sessions are designed to give recently paroled individuals information about starting in and/or returning to college. Approximately 75 individuals have been present at these sessions.
5. One of our financial aid staff members presented the financial aid component of the new PeopleSoft Attendance Tracker at the FT/PT Faculty dinner as well as at the new faculty orientation. We also assisted several instructors individually in submitting their rosters. There were a few kinks in the program in the Fall semester, but with the cooperation of faculty members, we were able to make it work. The Systems Office made some much-needed changes prior to the Spring semester. As a result, we had our best response rate and timelier responses from faculty members than in previous semesters.

Action Step Status: ☒ *Completed* ☐ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

College Outcome 6: Expectations/Engagement

START Center Outcome	As we provide a welcoming positive experience to new and returning students by guiding applicants through the admissions, testing, and registration processes, we will assist students in becoming self-sufficient; giving them the knowledge to use the tools at their disposal to determine their degree path and personal goals.
Rationale/ Resources	Empowering students to take an active role in their educational pursuits will give them ownership and encourage them to be an active participant in the development of their academic plan.
2006-16 Measures of Success	Increase the number of students utilizing the available resources in their Student Center Self Service.
2010-11 Action Steps	Promote the use of PS 9.0 and encourage students to take an active approach in monitoring their degree path and goals. Learn more about the use of electronic checklists and electronic communication in PeopleSoft so we can better advise students in their use.
Evaluation of Results	The START Center staff taught students how to setup their student accounts, use their e-mail, print unofficial transcripts and class schedules, view grades, register online, and access BlackBoard by utilizing their self service screens on a daily basis.

Action Step Status: ☒ *Completed* ☐ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

College Outcome 10: Impact

Student Affairs Outcome	Assist the College as it shares its story and assist in promoting our value to the region.
Rationale/ Resources	Rationale: The Student Records Personnel team have the unique ability to assist the College in numerous functions that will highlight OCTC's value to our region. Resources: Student Records personnel and server space.
2006-16	Correspondence from Student Records will showcase the KCTCS brand.

Measures of Success	Increase the amount of funds available in the David Evans' Scholarship. Successful implementation of the OCTC 25th anniversary events. Inauguration of the December Commencement Ceremony.
2010-11 Action Steps	1. Two office staff will attend training to become KCTCS Brand Ninjas. These two staff members will identify Student Records documents that need to be revised to comply with the new KCTCS Brand. 2. The Student Records staff will plan an event to raise money for the Scholarship. We will purchases or solicit donations for the supplies needed for the event. All funds raised will be contributed to the Evans' Scholarship. 3. The Student Records staff will participate in events designed for the 25th Anniversary. All correspondence going out of Student Records will carry the 25th Anniversary seal. 4. Three members of the Student Records staff are on the Graduation Committee. The staff will disseminate information to the summer and fall 2010 graduates regarding the December Commencement Ceremony. All Student Records staff will participate in the December ceremony.
Evaluation of Results	Three Student Records office staff became Brand Ninjas, and they completed the revision of several forms to comply with the KCTCS Brand. The entire Student Records staff and VA staff participated in the 2010 Fall Fling. The staff diligently worked to obtain donations of supplies for the event, prepared various types of food, and manned the booth for both days. The staff was able to raise approximately $1,300 for the David Evans Scholarship fund. The Student Records staff participated in the 25th Anniversary events held at the college. The events were considered a success by all. Three members of the Student Records staff maintain membership on the Graduation Planning Committee. The December Commencement Ceremony was held and was extremely successful. The entire staff participated in Graduation Practice as well as the Ceremony itself. The staff communicated with the graduates to make sure the December Ceremony was well attended.

Action Step Status: ☒ *Completed* ☐ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

College Outcome 7: Pathways to the Baccalaureate

Student Affairs Outcome	Provide timely information to transfer students and the faculty/staff serving them at OCTC.
Rationale/ Resources	To aid Student Affairs staff in assisting our students wishing to transfer to other universities/Student Records personnel and server space.
2006-16 Measures of Success	Reduced number of inquiries to the Student Records Office concerning jointly admitted students by implementing an automated processes for sharing info. Reduce the number of inquiries from students wishing to transfer on how OCTC courses will transfer to Kentucky public postsecondary institutions. Positive feedback from Advisors on the use of the WKU-OCTC Academic Plans Increase the number of students participating in the joint Theatre Arts program with Brescia and KWC.
2010-11 Action Steps	1. Compile various reports received over the last year. Save it to the Student Records Server. Send it to all in Student Affairs. Update list as new reports are received from WKU. 2. Compile lists of general education courses from the eight public universities.

	3. Match the eight lists to OCTCs general education courses and enter the courses into the TES data base. Educate our faculty, staff and students on TES and how to use it efficiently. 4. Compile required WKU courses onto various OCTC Academic Plans. Publish them to the OCTC/Sunrise/ web site. Educate faculty advisors as to the location of the WKU-OCTC Academic Plans. 5. Establish procedures for Brescia Students coming to OCTC and OCTC students going to Brescia for the Collaborative Theatre Arts Program. Disseminate procedures to the VP of Academic Affairs and the Division Chair of Humanities.
Evaluation of Results	The WKU-OCTC joint admission report is updated on a monthly basis and when time allows on a weekly basis. The report is available on the Student Records Server and is e-mailed to the Student Affairs Staff. The Registrar and staff completed the general education course work match with the 8 Kentucky public universities prior to the deadline set by KCTCS, allowing other KCTCS colleges to use OCTC's work as a prototype for their respective colleges. The Registrar and staff edited the KCTCS lists for the eight universities prior to publication of the web site. The Registrar held nine Advising Workshops to educate our faculty on this new site. The first drafts of the WKU-OCTC Academic Plans were completed. The Vice President of Academic Affairs, Humanities Division Chair, and the Registrar completed the joint admissions procedures for the Collaborative Theatre Arts Program (CTAP) between OCTC, Brescia University, and Kentucky Wesleyan College.

Action Step Status: ☒ *Completed* ☐ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

College Outcome 8: Diversify|Unify

Student Affairs Outcome	Provide activities and experiences to promote diversity, inclusion, and multiculturalism. Cultivate a diverse and welcoming campus environment to increase awareness of various cultures. Increase student access, transfer and success, and enhance each student's academic experience in preparation to compete and work in a global society.
Rationale/ Resources	It is imperative that students are exposed to a variety of cultural awareness experiences in preparation to learn, work, and live in a global society. Students must learn to interact with individuals from a variety of cultures in order to expand their learning experiences and to compete in the global marketplace.
2006-16 Measures of Success	• Increased participation of students in events and activities that promote diversity, inclusion, and multiculturalism. • Increased participation and representation of students from various cultures in the Multicultural Student Association. • Increased interaction and awareness of students from various cultural backgrounds. Increased performance results on the CCSSE.
2010-11 Action Steps	1. Students representatives will be added to the Cultural Diversity Committee 2. Recruitment of Hispanic, Asian, Native American, Caucasian, Multiracial, and Physically-challenged students to join the Multicultural Student Association (MSA). 3. Email portraits/narratives of the history of various ethnicities to all students. 4. Expand cultural observance activities to include Native American, Disability, European, Asian, and Hispanic history. 5. Host the Multicultural Student Jamboree to promote inclusion and

	multiculturalism with students of color from institutions in the region and across the Commonwealth. 6. Implement programming/activities to address the needs of Hispanic students. 7. Hold an MSA Meet & Greet 8. Offer culturally themed workshops to increase awareness of various cultures. 9. Hold a "Christmas/Holidays Around the World" Event 10. Host student forums to discuss diversity, inclusion, and multiculturalism 11. Invite students to participate in the faculty/staff Multicultural Summit and Potluck. 12. Conduct diversity presentations in GE 100 classes and others, as requested by instructors.
Evaluation of Results	The President of SGA was added to the Cultural Diversity Committee. Hispanic, Russian, Liberian, and a physically challenged student joined MSA. Emails highlighting African American, Hispanic, Jewish, Irish, LGBT, and Women's History Months were sent to students, faculty, and staff. The Multicultural Student Jamboree was expanded beyond the campus by being hosted at WKU&-O. The diversity director recruited, toured, enrolled, and assisted Hispanic students with payment arrangements, and purchasing books. Hispanic students were recruited to join the Multicultural Student Association. Several sessions were held to encourage dialog and interaction between students, including the Multicultural Summit and Potluck, Blue Eyes/Brown Eyes, Hate Speech Is Lame, and I'm Every Woman.

Action Step Status: ☒ *Completed* ☐ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

Teaching and Learning Center

College Outcome 1: Teaching and Innovation

2010-16 TLC Outcome	Determine methods to provide academic support in the science areas.
Rationale/ Resources	TLC is receiving an increasing number of requests for tutoring in anatomy and physiology, chemistry, and biology. *Resources*: Student tutors, TLC staff, and faculty
2010-16 Measures of Success	Tutor Evaluations, number of students served, and Tutor Summary Sheets
2010-11 Action Steps	1. Employ more student math tutors who also have strong science backgrounds. 2. Encourage science faculty to volunteer tutoring time in TLC or from their offices. 3. Employ student tutors majoring in a science area.
Evaluation of Results	1. Two of four student math tutors had chemistry, biology, physics, anatomy & physiology, and/or medical microbiology backgrounds. 2. Three science instructors designated office hours/days for TLC students. 3. One student was a nursing student with a strong science background and a second was pre-pharmacy.

Action Step Status: ☒ *Completed* ☐ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

College Outcome 2: Learning and Effectiveness

2010-16 TLC Outcome	Conduct Study Skills/Test Taking workshops for nursing and radiography students before they begin their classes.
Rationale/ Resources	Students going into these programs often do not realize the intensity and commitment required for success and lack the critical thinking skills needed for these careers. *Resources*: Staff preparation time, individual booklet of materials for each student's reference during the semester, stress relieving games and activities for this presentation, and resource materials for developing/evaluating/grading nursing exam questions.
2010-16 Measures of Success	Improve retention in these programs Tutorial support for students while in classes Student evaluations of workshops Feedback from teachers
2010-11 Action Steps	1. Meet individually with nursing and radiography students who need extra support. 2. Research available critical thinking materials for one-on-one support. 3. Work with medical tutors in helping them identify early in the semester any difficulties students are experiencing so that problems can be identified. 4. Maintain professional tutors in these medical areas. 5. Have TLC staff member trained in teaching students how to think critically in nursing classes and on exams. 6. Prepare nursing students for certifying exams.
Evaluation of Results	1. Incoming nursing and radiography students were required to attend TLC conducted workshops prior to the beginning of their first semester. Learning styles, testing approaches, and support measures were the workshops' focus points. Ordered and received complimentary materials from Pearson & Associates. 2. Medical tutors quick to identify content problems versus study/testing problems in their students. Four nursing; one radiography; and one surgical technology

professional tutors employed.
3. TLC staff member Mari Stanley successfully assisted all nursing students who requested support. Other than test taking concerns, no nursing students sought C-NET support.

Action Step Status: ☒ *Completed* ☐ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

College Outcome 4: Pathways to Postsecondary

2010-16 TLC Outcome	Identify support measures for Discover College students
Rationale/ Resources	Because of their young age, these students especially need academic resources and emotional support. *Resources*: SkillsTutor online support; staff and student tutors; teacher referrals.
2010-16 Measures of Success	Regular contact with Discover College staff members; number of students served; success/retention rate in program for those served by the TLC.
2010-11 Action Steps	1. Work with Discover College Director in determining needed support areas. 2. Promote TLC services when students come to our Center for SkillsTutor enrollment and in our class presentations each semester.
Evaluation of Results	1. Some Discover College students received math and chemistry assistance in the TLC during the afternoons/evenings; nursing student tutored Discover College students in anatomy & physiology near the TLC in the Learning Resource Center. 2. In collaboration with Donna Butler, the TLC enrolled over 300 Discover College students in the SkillsTutor program during the spring semester.

Action Step Status: ☒ *Completed* ☐ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

College Outcome 8: Diversify|Unify

2010-16 TLC Outcome	Continue efforts to maintain support of new and current ESL students and increase TLC involvement in cultural diversity activities.
Rationale/ Resources	The TLC offers tutorial support, but we struggle with our attempts to find different avenues of assistance for second language students. *Resources*: Staff, student tutors and resource materials on improving grammar and punctuation, sentence building, and paragraph writing.
2010-16 Measures of Success	Student evaluations, plus feedback from their instructors and the Cultural Diversity Director.
2010-11 Action Steps	1. Develop or purchase printed or online support measures for ESL students. 2. Promote these materials to second language students when they seek TLC enrollment in SkillsTutor, in class presentations, and in GE 100 classes.
Evaluation of Results	1. English/writing support materials for ESL students requested from Pearson & Associates. 2. Most second language students want one-on-one tutorial assistance rather than personally using books, DVDs, etc.

Action Step Status: ☒ *Completed* ☐ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

Workforce Solutions

College Objective 9: Economic Growth and Competitiveness

2010-16 Workforce Solutions Objective	Workforce Solutions will increase the number of individuals and companies served through workforce credit training opportunities in 2010-11.
Rationale/ Resources	This objective supports the KCTCS performance measures of workforce matriculation, wage index, and high wage/high demand completions.
2010-16 Measures of Success	Our 2010-11 performance goals include serving 3,248 individuals and 242 companies through credit training programs.
2010-11 Action Steps	1. We will continue to offer popular, customized training options in manufacturing and healthcare as well as research, develop, and launch new, innovative training programs in areas such as: Safety Training Institute, BPI Energy Auditor, Mining, Tax Prep – Based on new changes/laws, LEAN – Customized to Sectors, Team Leadership Certificate – Next Steps, Quality – ASQ Certifications, Microsoft Office 2010 – Windows 7 Training, MAC Training, Project Management, Medical Coding – 16 hour program, Medical Coding Boot Camp, and Personal Care Attendant (PCA) Certification. 2. We will host a variety of forums for our targeted sectors including safety managers, healthcare managers, manufacturing CEOs, manufacturing maintenance supervisors, and utility/energy companies. 3. We will recruit students onsite at Lewisport and Hawesville employers (break rooms, etc.) and the Hancock County Career Center. We will enlist the help of Judge Executive Jack McCaslin and HC Industrial Foundation Leader Mike Baker to encourage companies and community members to utilize the site. 4. We will partner with the Chamber/EDC to host a community event to recruit retirees from business and industry for adjunct instructors/trainers in healthcare, manufacturing, and general business areas.
Evaluation of Results	WS was able to research the viability of and/or launch new programming in a number of targeted training areas. A one-year, topic-specific, U.S. DOL OSHA Susan Harwood grant was obtained to provide free safety training to targeted manufacturing workers. ARRA, DOL, and/or WINS related program funds were instrumental in WS providing Windows 10, Lean, Quality, Team Leadership training and several allied health training programs. Sector forums (automotive, skilled trades, manufacturing and safety) were held in partnership with economic development partners such as the Hancock County Industrial Foundation and the Greater Owensboro Economic Development Corporation. These forums not only helped to determine industry training needs but additionally provided relevant sector data for federal and state grant applications. Based on interest expressed by the local Homebuilder's Association, OCTC was awarded KCTCS Building Performance Institute (BPI) Energy Auditor/Building Analyst Training and Certification Program training equipment. WS was funded through KYAE to launch two college transition pilots for under-skilled adults known as "Skill-up". Workforce training numbers exceeded projections. However, grant or other program restrictions precluded a significant number of the division's 2010-11 program efforts being converted for credit.

Action Step Status: ☒ *Completed* ☐ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

College Objective 9: Economic Growth and Competitiveness

2010-16 Workforce Solutions	In addition to increasing workforce credit training opportunities, Workforce Solutions

Objective	will support the region's economic development efforts by providing workforce assessments, non-credit training, and continuing education/community education.
Rationale/ Resources	This objective supports the KCTCS performance measure of increasing participation rates.
2010-16 Measures of Success	Our 2010-11 Performance Goals include: • Assessments - 8,800 individuals and 200 companies served • Non-Credit Training – 700 individuals and 50 companies served • CE/CS – 350 individuals served
2010-11 Action Steps	1. We will develop and launch a targeted marketing plan to strategically reach new segments in our community for these services. 2. We will move from a "fun and leisure" emphasis of CE/CS and non-credit training to a professional emphasis. 3. We will formalize our Training HQ orientation and coaching sessions. 4. We will pursue new assessments such as Serve Safe Food and Liquor Server Assessments and increase popular assessments such as the Department of Insurance testing.
Evaluation of Results	All performance goals were significantly exceeded (+188% in assessments, +286% in non-credit training, +482% for non-credit company training, and + 258% for CE). An ad hoc task force of WS team members developed and initiated a comprehensive marketing plan. Open enrollment program activities shifted from leisure to a continuing education focus with a major contract for 2011 to provide non-credit, Electronic Medical Record (EMR) training for an acute care hospital partner, Owensboro Medical Health System. A state level initiative launching the National Career Readiness Certificate (NCRC) led to a major emphasis on WorkKeys assessment and instructional activities for hundreds of educational workforce agency partners. Computer-based Paramedic and EMS assessment services were also initiated.

Action Step Status: ☒ *Completed* ☐ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*

College Objective 9: Economic Growth and Competitiveness

2010-16 Workforce Solutions Objective	We will provide college and workforce readiness training and support services through SkillTrain, our Adult Basic Education Center.
Rationale/ Resources	This objective supports the KCTCS performance measures of impacting developmental education success rates and participation rates.
2010-16 Measures of Success	Our 2010-11 Performance Goals include serving a total of 939 individuals through our Daviess County and Ohio County SkillTrain Centers.
2010-11 Action Steps	1. We will participate in a facilitated discussion with academic and student services colleagues during 2010-11, to develop and implement a college readiness pilot. 2. We will provide new opportunities for career and college success such as "Think Success" workshops. 3. We will provide career mapping, counseling and coaching sessions for students. We will engage GED students into the Training HQ career/technical advising process. 4. We will implement innovative student retention tools, including the development and launch of a "Navigating OCTC's Information Highway" training to help students maneuver through ongoing and required college processes such as using student email, accessing PeopleSoft to check grades, printing schedules, registering on-line, etc.

Evaluation of Results	WS facilitated a campus-wide college readiness retreat, participating at all levels in the ad hoc work which ensued. Significant leadership, program innovations and support efforts related to under-skilled (developmental levels) populations was sustained. Related activities included: KY Breaking Through, the Green River Prescription for Success Grant, DOL Career Pathways Initiative, and the KYAE Skill-Up. Strategies utilized within Training HQ to promote student success and academic mentoring were employed across these initiatives. Adult Education programming through SkillTrain's Owensboro site met KYAE accountability measurements with the Ohio County satellite site making significant progress towards its goals. WS applied and was awarded the KYAE McLean County contract for 2011-12.

Action Step Status: ☒ *Completed* ☐ *Substantial progress made* ☐ *Beginning implementation* ☐ *Revision necessary*