

OWENSBORO COMMUNITY & TECHNICAL COLLEGE

2008-09 ANNUAL REPORT

SUMMARY OF PROGRESS

REPORT ON COLLEGE OBJECTIVES

REPORT ON UNIT/DIVISION OBJECTIVES

Owensboro Community and Technical College
Strategic Plan 2008-09 Action Steps
 Annual Report

Progress by Goal:

	Completed	Substantial Progress Made	Beginning Implementation	Revision Necessary
<u>Access to Education</u>				
1: Pathways to Postsecondary	◆◆◆◆◆◆◆◆			
2: Alternative Delivery	◆◆◆◆◆◆◆◆ ◆◆			
3: Partnerships	◆◆◆◆◆◆◆◆	◆		
<u>Expectations and Engagement</u>				
4: Expectations	◆◆◆◆◆◆◆◆	◆◆		
5: Engagement	◆◆◆◆◆◆◆◆	◆		
6: Technology	◆◆◆◆◆◆◆◆ ◆◆	◆◆		◆
7: Pathways to the Baccalaureate	◆◆◆◆◆◆◆◆ ◆◆	◆		
<u>Excellence</u>				
8: Image	◆◆◆◆◆◆◆◆			
9: Effectiveness	◆◆◆◆◆◆◆◆ ◆◆◆◆◆◆◆◆	◆◆◆◆◆◆◆◆		
10: Resource Development	◆◆◆◆◆◆◆◆			
Total	71	13		1

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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	◆◆◆◆	◆		
Center for Community and Economic Development	◆◆◆			
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	◆◆◆			
Total	71	13		1

Goal: Access to Education
Objective 1: Pathways to Postsecondary

2005-10 OCTC Objective 1	The College will create seamless pathways to increase the likelihood of a successful transition to postsecondary education.
System (KCTCS) Goals	Increase student access and success Enhance the economic development of communities and the Commonwealth
Rationale/ Resources	As a P-14 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.
2005-10 Measures of Success	<ol style="list-style-type: none"> 1. Number of adult education students transitioning to postsecondary education (OCTC or other college) increased by 50% (from 107 in Fall 2004 to 161 in Fall 2009). 2. Number of Discover College students transitioning to postsecondary education (OCTC or other college) increased, Fall 2004 to Fall 2009 (<i>Note: the feasibility of tracking this number is still being investigated so this measure is subject to change</i>). 3. Collegiate High program established.
2005-06 Action Steps	<ol style="list-style-type: none"> 1. Implement Collegiate High program based on Gates Foundation model. 2. Employ an Adult Education Transition to Postsecondary Specialist and increase the number of GED students transitioning to postsecondary. 3. Establish the use of admissions/counseling staff to register students in Discover College classes at local high schools and area technology centers. 4. Pilot new Discover College Senior Scholars program for students taking 10 or more credit hours in transfer courses during their senior year. 5. Use of Discover College Virtual Showcase for interactive visits with high school classes. 6. Advocate for the expansion of city bus service to the Main Campus.
Evaluation of Results	<p>The Collegiate High School at OCTC opened in August 2005 with 50 students formerly enrolled at Owensboro HS. Two additional students from Daviess County Public Schools enrolled during the school year. To ensure the further growth of the program, additional school districts need to become involved. A relocation of the program to the Main Campus will facilitate this, allowing CHS to take advantage of additional support services and eliminate the majority of transportation issues between campuses for CHS students. The Adult Education Transition to Postsecondary Specialist was hired and has served hundreds of GED students as they plan for their life “post-GED.” Admissions and Counseling staff visited over 50 Discover College classes offered off-campus in area high schools, providing admission/registration services as well as advising on future career choices and majors at OCTC. The new Discover College Senior Scholars program was piloted with one student. She received the Mary Jo Young Scholarship, as anticipated, and successfully completed over 23 hours of college credit. This student was pursuing a science/health career, and this appears to be the area of greatest opportunity since we need to increase our offerings of higher level math and physics classes in support of the region’s health care and biotechnology focus. The creation of a Discover College biotechnology program will be investigated in the coming year as well. The Discover College Virtual Showcase plans were postponed. The virtual showcasing of student work will be rolled into the QEP e-portfolio and visits to the programs will be re-implemented due to a strong voicing of support for in-person visits. A new Director of Discover College, a position created through restructuring, will provide collegewide coordination of high</p>

school programs beginning in 2006-07. A campaign to initiate bus service to the Main Campus resulted in a pilot program in Spring 2006. Due to student support, the service will continue through Fall 2007 and be re-evaluated for continuance by the city at the end of the year.

Response to
Evaluation: 2006-07
Action Steps

1. Relocate the Collegiate High School program to the Main Campus, open the program to additional school districts, and refine the program based on feedback from students and stakeholders.
2. Increase outreach to/recruitment of potential GED students.
3. Establish a restructured Director of Discover College position to coordinate all high school programs/partnerships.
4. Develop new Discover College programs: a math/science focus to the Senior Scholars program and a biotechnology (SEEK funded) program.
5. Advocate for permanent bus service to the Main Campus.

Evaluation of Results

Collegiate HS was moved to the Main Campus and opened to additional districts. Ohio County Schools send students, raising the total to nearly 75 but still falling short of program goals. Increased outreach to potential GED students occurred through statewide marketing. The new Director of Discover College position was created. Along with the Dean of Institutional Effectiveness, she visited all area school districts and high schools to help coordinate our many partnership activities. The Senior Scholars and Biotechnology programs were implemented, both need further development but the first steps were successful. Bus service to the new campus was made permanent to the benefit of many students. Areas of opportunity for Discover College include a restructured Health Sciences prep program and further Regional Alliance secondary to postsecondary transition programs, a restructured Collegiate program, additional adult education marketing, programs for teachers, our new Mechatronics program, and a complete roll-out of the Biotechnology program.

Response to
Evaluation: 2007-08
Action Steps

1. Develop and implement a streamlined and personalized one stop shop for admissions/testing/financial aid/payment/bookstore services in one location
2. Implement Regional Alliance Allied Health secondary to postsecondary transition initiative
3. Promote the restructured Collegiate program to all school districts
4. Develop and support additional relationships with HS instructors in the areas of technical and general education.
5. Develop Adult Education marketing plan
6. Develop summer and evening programs for K-12 teachers and students to increase their familiarity with our programs and campuses
7. Implement Biotechnology and Mechatronics programs for HS students
8. Promote bus service to the Main Campus and advocate for bus shelters on the DT and Main Campuses
9. Implement a new partnership with the Daviess County Public Schools and Owensboro Public Schools to unify community education offerings

Evaluation of Results

One stop shop – with the START Center (Student Testing Admissions Registration Transcripts) – scheduled to open July 1, 2008. Regional Alliance Allied Health secondary to postsecondary transition program successfully launched with Health Sciences Career Prep program—new Nurse Track Program planned as a further response in the coming year. The restructured Collegiate program successfully served a number of students, but the demand for the program did not warrant further expansion. Additional relationships with HS instructors were promoted through Tech Prep activities. These funds will be used to support Project Lead the Way summer trainings at UK and Purdue U. for HS and college instructors. Summer and evening programs were supported via Biotechnology trainings—with additional Mechatronics trainings to come. A Discover College Showcase promoted our technical programs

and highlighted the new ATC Building. The Adult Education marketing plan was completed and the new Biotech and Mechatronics programs served an increasing number of students. An expansion of Mechatronics class to Hancock County was piloted and implementation is planned for Fall 2008. Bus service to the Main Campus was made permanent and a new bus shelter was constructed on the DT Campus. One for the Main Campus is still hoped for. The new community education partnership was successfully implemented, unifying the community education opportunities offered in Owensboro and Daviess County. New initiatives are planned to further bridge the K-12 and college gap, including summer camps, required transcripts, and having all area high school seniors apply to OCTC if not planning on attending another college.

Response to
Evaluation: 2008-09
Action Steps

1. Encourage all high school seniors not planning on attending a four-year college to apply at OCTC.
2. Open the START (Student Testing Admissions Registration Transcripts) Center and consolidate Student Affairs offices and staff in the Campus Center
3. Implement the Discover College Nurse Track Program
4. Develop and host the Governor's Minority Student College Preparation Program.
5. Offer the Mechatronics certificate program coursework in Hancock County.
6. Provide training to potential Project Lead the Way instructors and develop pre-engineering class offerings in partnership with area high schools
7. Develop Mechatronics clubs in area high schools
8. Sponsor ACT prep sessions for area minority high school students
9. Support the opening of the Learning Villa and contribute to student development
10. Require a high school transcript for all students under age 25

Evaluation of Results

HS seniors were encouraged to apply to OCTC and based on early results for fall, it appears that more did so. The START Center opened in July 2009 and has been well received. Due to budget cuts, there is a need for additional adjunct advisors in the START Center in the coming year. The Nurse Track program got off to a great start and plans for expanding offerings in Ohio County are being made. The demand for additional health science courses through Discover College exists. The Governor's Minority Student College Preparation Program was a success and we plan to expand it this summer. Mechatronics was implemented in partnership with Hancock County Public Schools and additional summer camps are planned. Project Lead the Way training was provided and courses were offered on and off campus through Discover College. More courses and training are scheduled for the coming summer, fall, and spring. ACT prep sessions for minority students and others were held. Additional promotion of college and workforce readiness is needed and desired. The college supported the opening of the Learning Villa. A number of our students lived there and we served on its Board. HS transcripts for all students under 25 policy was implemented. New electronic exchange of these transcripts is planned. Discover College has several opportunities in the coming year, including participation in a national study, relocation to a new more visible space on campus, and a summer inservice for teachers. Due to the economic downturn, quick retraining programs are needed as well as new grant programs.

Completed *Substantial progress made* *Beginning implementation* *Revision necessary*

Goal: Access to Education
Objective 2: Alternative Delivery

2005-10 OCTC Objective 2	The College will provide opportunities to pursue educational and career goals by offering classes, sections of classes, and programs using a variety of time frames and delivery methods.
System (KCTCS) Goals	Increase student access and success Promote excellence in teaching and learning
Rationale/ Resources	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.
2005-10 Measures of Success	<ol style="list-style-type: none"> 1. Total credit hours delivered via online, telecourse, or modularized instruction increased by 20 40% (from 1119 in Fall 2004 to 1342 1565 in Fall 2009). (Revised for 2006-07) 2. Total credit hours delivered via evening and weekend courses increased 20% (from 4896 in Fall 2004 to 5875 in Fall 2009). 3. Total credit hours delivered via bi-term classes increased 20% (from 661 in Fall 2004 to 793 in Fall 2009). 4. Number of general education classes offered in Hancock, McLean, and Ohio counties increased by 50% (from 9 in Fall 2004 to 14 in Fall 2009). 5. Web sites for all faculty and all campus offices/units established. 6. Self-paced program for developmental mathematics and reading established. 7. Availability of SkillTrain assistance for COMPASS testers prior to postsecondary enrollment established and increased role of SkillTrain in developmental education classes. (Revised for 2006-07)
2005-06 Action Steps	<ol style="list-style-type: none"> 1. Implement the Career Pathways initiative to deliver modularized instruction and open labs in the Industrial Maintenance program. 2. Develop the Evening/Weekend Nursing program. 3. Utilize Adult Education services to provide additional remediation (beyond SkillsTutor) to COMPASS testers. 4. Expand the number of dual credit transfer classes in Hancock, McLean, and Ohio counties, particularly at the high school. 5. Expand the number of bi-term class offerings. 6. Implement self-paced classes in developmental reading and mathematics.
Evaluation of Results	<p>The total credit hours delivered via evening, weekend, online/KET, off-campus, and bi-term classes all increased in Fall 2005 in response to demand and resulting from increases in the number of alternative delivery method classes offered. The Industrial Maintenance Career Pathways program was piloted with 19 displaced workers taking advantage of the hybrid (online/lab) program. This program is one part of the IMAC (Industry-based, Modular, Accelerated Credentials) initiative. A second program, a Team Leadership certificate, has been developed and will be piloted in the coming year. The new Evening/Weekend career pathway nursing program was implemented with 25 practical nursing students. Five additional Certified Nurse Aide (CNA) classes were offered as well. A Robert Wood Johnson Foundation grant proposal has been submitted to create an online nursing program to further expand alternatives for health care students. New self-paced classes in developmental reading and mathematics were implemented with student success in the next level courses to be evaluated in the coming year. A summer intensive experience for students testing into developmental mathematics offered by SkillTrain resulted in a number of students</p>

moving into a higher level of mathematics. Based on these successes, most MT 055 classes are being moved to the Downtown Campus to allow students to take advantage of one on one SkillTrain resources. Additional general education courses at area high schools are being designed to serve both high school and adult students, increasing the number of off-campus offerings available to students that may not be able to easily access the Main Campus. With the system purchase of Blackboard, all OCTC courses can be web-enhanced, with student access provided via SUNRISE. (Due to this, the performance indicator will shift from faculty/staff webpages to the number of faculty using Blackboard.)

Response to Evaluation: 2006-07 Action Steps	<ol style="list-style-type: none"> 1. Fully implement the IMAC Career Pathways initiative and explore other career pathways opportunities (e.g., healthcare) 2. Expand the evening/weekend ADVANTAGE nursing program. 3. Increase the role of SkillTrain in developmental education classes. 4. Pilot MT055 on the Downtown Campus with the support of SkillTrain 5. Increase the number of general education classes at area high schools that allow adults to enroll. 6. Increase the number of web-enhanced, hybrid, and online courses in support of the "KCTCS 2.0" virtual learning initiative. 7. Develop a pretest and orientation for students taking online courses. 8. Track success rates in online classes. 9. Develop templates for websites so that all units/divisions have a website.
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Evaluation of Results	<p>IMAC Career Pathways implemented and new Team Leadership Certificate was piloted with additional enhancements under development. The Nursing program was expanded and SkillTrain began providing early (summer) remediation services to students testing into developmental classes. The MT 055 pilot on the Downtown Campus was successful and will continue in 2007-08. Additional gen ed classes open to adults were created at Hancock County HS and the number of web-enhanced courses grew tremendously. Additional resources for online students were posted on Advising Central and nearly all units/divisions now have websites. Tracking success rates for online courses was delayed due to the vacant IR position. Further steps in the areas of IMAC, SkillTrain developmental support, and developmental math should help move these initiatives from pilot to full implementation. Additional online and hybrid courses need to be developed and we will participate in the new KCTCS 2.0 online initiative. Support for students using Blackboard should be supported by the new IT HelpDesk.</p>
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Response to Evaluation: 2007-08 Action Steps	<ol style="list-style-type: none"> 1. Participate in KCTCS 2.0 and explore the "Learn anytime" initiative 2. Use SkillTrain to provide remediation before classes begin 3. Develop plan for online/hybrid course marketing and delivery 4. Develop additional web-enhanced, hybrid, and online classes 5. Open IMAC (Industry-based, Modular, Accelerated Credentials) programs to additional applicants/students 6. Implement a pretest and orientation for students taking online classes 7. Support student use of Blackboard 8. Learn from online courses with low withdrawal rates and implement new services to support the online learner
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Evaluation of Results	<p>Communications and Biology faculty volunteered to participate in the development of Virtual Learning Initiative courses. SkillTrain provided summer remediation programming, helping a number of students to avoid developmental courses. Additional online and hybrid courses were implemented, and many more courses became web-enhanced through the year. Support for students using Blackboard was enhanced by new system help resources and the new IT HelpDesk. Additional supports for online students still need to be developed. IMAC programs were opened</p>
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to additional students. KET course funding was cut so these courses are being transitioned to online courses. One last round of Laptop4U is planned for the coming fall as the Title III grant closes. Additional SmartBoards may be purchased as well. Expanded wireless service on campus is a real plus for students, faculty, and staff as well. Budget cuts will mean more virtual meetings and new software for this (Office Communicator and Live Meeting) is coming. HP grant has supplied 22 tablet PCs for use by the biology faculty, allowing new and innovative lab approaches.

Response to
Evaluation: 2008-09
Action Steps

1. Prepare to support KCTCS Online (Virtual Learning Initiative/VLI) students
2. Develop KCTCS Online courses in science and communications
3. Submit a KCTCS Online proposal for Practical Nursing
4. Explore on-line course development support for faculty
5. Transition KET courses to online courses
6. Complete final round of Laptop4U
7. Support additional SmartBoards for classrooms
8. Participate in system meetings via Office Communicator/Live Meeting when possible
9. Implement latest version of Blackboard with WIMBA
10. Develop an online orientation session
11. Explore the use of Second Life

Evaluation of Results

A KCTCS Online training for faculty and advisors was provided by Student Affairs in Spring 2009 and KCTCS Online advisors are completing an extensive online training course as well. KCTCS Online will now be an option promoted to students. All KCTCS Online courses rolled out and the Practical Nursing program development is going as planned. The final Laptop4U program was completed but additional support for instructors developing online courses is still a need. Additional SmartBoards have been installed and will be utilized more fully in the coming year. KET courses were converted to online courses. Office Communicator is being used in a number of offices on campus and Live Meeting has been used for many system meetings. While the Live Meeting technologies and protocols are still being refined, this use saved the college many thousands of dollars in travel. The new version of Blackboard was implemented and another newer version is just around the corner. Additional training in new software (SoftChalk, HippoCampus) is needed in the coming year. The use of Second Life in Student Affairs was explored but it appears that there will be more immediate potential for the use of Twitter and an expansion of our use of Facebook. There may be potential for hybrid general education classes at OMHS as well.

Completed *Substantial progress made* *Beginning implementation* *Revision necessary*

Goal: Access to Education
Objective 3: Partnerships

2005-10 OCTC Objective 3	The College will create new partnerships and expand current ones to increase their impact on local economic development and the prosperity of the community.
System (KCTCS) Goals	Enhance the economic development of communities and the Commonwealth Expand diversity and global awareness
Rationale/ Resources	It has been demonstrated again and again that institutions that do not reach out to partner with others are less successful. We must expand our partnerships with business and industry, provide workforce literacy training, and continue work with the Education Alliance, Economic Development Corp., the Higher Education Advocacy Group, other local higher education institutions, the Chamber, and local industry..
2005-10 Measures of Success	<ol style="list-style-type: none"> 1. Advanced Technology Center completed and college is recognized as a major factor in workforce development via partnerships with local business and industry. 2. Number of businesses served increased by 20% (285 in 2008-09 as compared to 2000-04 average of 237) (393 in 2008-09 as compared to 328 in 2004-05) (KCTCS data). (Revised for 2006-07) 3. Additional partnerships developed using career ladders and job placement with local employers. 4. Expanded involvement with international and global initiatives, both locally and at the system level. 5. Partnerships with OMHS and local health care providers expanded through the Health Resources and Services Administration grant and other grants to provide flexible options for the preparation of nurses and other allied health professionals.
2005-06 Action Steps	<ol style="list-style-type: none"> 1. Work with local industry to finalize plans for and begin construction of the Advanced Technology Center. 2. Develop partnership between Career Planning/Placement and CCED to expand already existing relationships. 3. Participate in new opportunities for international exchanges. 4. Develop new evening/weekend nursing program (cross-listed with action step under Objective 2).
Evaluation of Results	Plans for the Advanced Technology Center were finalized and ground was broken on February 2, 2006. Construction is underway and will continue through 2006-07. As plans for the transition of programs to the ATC are finalized, a possible use of the DT Campus spaces vacated may be for entrepreneurial education and space. The Career Planning and Placement Center worked with companies served by CCED and expanded the number of positions advertised to students via a new website. The IMAC (Industry-based, Modular, Accelerated Credentialing) program was “unveiled” at a breakfast for business and industry members in April 2006. A need for 500 nurses locally over the next decade is an issue that must be addressed. A grant proposal was submitted in response (see Objective #2 for more info). A new exchange program with Chinese scholars was developed, with two Chinese professors scheduled to be hosted by OCTC, Kentucky Wesleyan, Brescia, and WKU- Owensboro this fall. A sister city in Japan is in the final stages as well. As the local Learning Communities initiative continues to develop, the college will assume and advocate for an appropriate role.
Response to Evaluation: 2006-07 Action Steps	<ol style="list-style-type: none"> 1. Construct the Advanced Technology Center, finalize plans for Phase II, and work toward funding of Phase II by increasing community awareness. 2. Host faculty members from China in 2006-07 and offer Chinese language and

- literature classes.
- 3. Explore career pathways initiatives with additional local businesses and industries.
- 4. Promote and contribute to local Learning Communities, Higher Education Advocacy, and Economic Development Corp. initiatives.
- 5. Expand the evening/weekend ADVANTAGE nursing program (cross-listed with action step under Objective 2).
- 6. Expand Sister Cities efforts to include more collegewide participation.

Evaluation of Results

Many partnership programs made for an extremely productive year for OCTC in this area: CAD w/Owensboro Community Develop design of homes in Germantown project, MIG welding trainings Dept. of Ag. Tobacco buyout people - trained and equipped 35+ people, Sister City's - new relationship w/GRADD, OCTC @ OMHS program, Boulware/Dismas & Detention Center/drug court - Adult Ed, NAHET System initiative future Allied Health employees needs of KY., Economic Development Corp. - we are listed on their strategic plan, KYCPE - Center for Performance Excellence - Dr. Addington and Chad Gesser served, new Regional Alliance initiatives in health sciences, and mathematics, working with KWC and Brescia on the Chinese visiting scholars program. The ATC is well underway and the push for Phase II funding will continue. We will offer Chinese language and literature classes in the coming year, admit our first class of OMHS@OCTC Nursing students, pilot the Regional Alliance Mathematics Initiative, develop new cultural diversity partnerships, work with Sister Cities to initiative a new relationship with a Japanese city, host additional World Affairs Council lectures on campus, and promote and contribute to local Learning Communities and Higher Education Advocacy group initiatives

Response to Evaluation: 2007-08 Action Steps

1. Complete Phase I construction and open the Advanced Technology Center
2. Advocate for funding of Phase II and work with WKU-Owensboro on plans for Phase II funding
3. Admit first class of OCTC@OMHS Nursing students
4. Promote and contribute to local Learning Communities and Higher Education Advocacy group initiatives
5. Pilot the Regional Alliance Mathematics Initiative ACT/COMPASS placement testing at Daviess County HS
6. Initiate new Sister Cities relationship (Japan)
7. Host additional World Affairs Council lectures on campus
8. Develop new Cultural Diversity partnerships
9. Implement BioTechnology grant program

Evaluation of Results

The Advanced Technology Center opened on schedule in January 2008. Funding for Phase II did not survive the huge budget cuts at the state level. The first OCTC@OMHS cohort was admitted, machine tool training for TVA provided, and additional workforce grants (e.g., manufacturing) have been received and will be implemented in the coming year. Welding and biotechnology are key workforce development needs as well. College leaders have been active in local Learning Community and Higher Education Advocacy groups, and in the KCTCS Workforce Competitiveness Initiative. Community events, such as additional World Affairs Council lectures and diversity activities, are planned. Sister Cities partnerships remain strong and the campus hosted a visit from Nisshin, Japan representatives in the fall as well as Chinese scholars on campus all year (in partnership with Brescia and KWC). The Big Read was a major partnership effort (library, museum, Public Life Foundation, Learning Community) and was wildly successful. Regional Alliance Math Initiative was successfully implemented in partnership with Daviess County HS with over 600 students tested.

Response to

1. Participate in the KCTCS Workforce Competitiveness Initiative

Evaluation: 2008-09
Action Steps

2. Host World Affairs Council lectures on campus
3. Implement the Department of Labor supported Mecha-Manufacturing program
4. Sponsor and host the Owensboro Martin Luther Day event
5. Expand welding options and programs in concert with local industry
6. Implement Service Learning mini-grant program
7. Partner with WKU-Owensboro to offer additional student leadership development programs
8. Travel to Japan in support of Sister Cities
9. Partner with Settle United Methodist Church to send additional community members to the Czech Republic
10. Implement the Regional Alliance Math Initiative with support from school district partners

Evaluation of Results

Owensboro served as one of the pilot colleges for the system's Workforce Competitive Initiative which will continue into the coming year. Additional World Affairs Council lectures hosted free on campus included "Russia and Europe: Oil, Gas, and the Shifting of Power Eastward" and Newsweek columnist Robert Samuelson. We hosted the Martin Luther King day event for the first time. The Mecha-Manufacturing program was implemented, welding options were expanded, and a service learning program awarded mini-grants to faculty. Additional programs/options/partners are needed to support underskilled and displaced workers. WKU-O offered their Dynamic Leadership Institute program free of charge to OCTC students. Representatives from the college and community traveled to our sister city in Japan and additional community members, including OCTC staff, travelled to the Czech Republic. Owensboro Sister Cities and Regions was recognized as the best overall program for cities in the US for 50-100K in population. OCTV partnered with Fiscal Court to provide a live show and with Team Marketing (WaxWorks) on DVD production. The presidents of KWC, Brescia, WKU-O, and OCTC met regularly through the year. The Regional Alliance Math Initiative program was implemented at Daviess County HS in partnership with Daviess County Public Schools. New partnerships with the Green River District Health Department to create a health clinic on campus and the Owensboro Museum of Science and History to host the LEGO League/FIRST Tech Challenge event are planned. Other community partnerships include establishing a Diversity Advisory Council, preparing for the OMHS expansion, and establishing more of a presence in Hancock County. Additional international initiatives, e.g., Sister Cities and Caritas, are planned as well.

Completed *Substantial progress made* *Beginning implementation* *Revision necessary*

Goal: Expectations and Engagement

Objective 4: Expectations

2005-10 OCTC Objective 4	<p>The College will create an environment where:</p> <ol style="list-style-type: none">1. Students will understand the higher expectations that OCTC faculty have set and sense the supportive environment created in the classroom.2. Students will demonstrate an increased attainment of general education competencies and an increased understanding of their interconnection across the curriculum.<ol style="list-style-type: none">a. Students will more effectively express their ideas through 1) production and performance, 2) writing, 3) speaking, 4) symbolic representations and data analysis, and 5) research and attribution.b. Students will develop and apply a personal/professional code of values and ethics.
System (KCTCS) Goals	<p>Promote excellence in teaching and learning. Increase student access and success</p>
Rationale/ Resources	<p>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. This objective encompasses the first two areas of focus from the QEP, while Objective 5 encompasses the third.</p>
2005-10 Measures of Success	<ol style="list-style-type: none">1-1. The Fall 2009 average scores of OCTC students on the Student Evaluation of Instruction will be significantly higher than the baseline Fall 2002 – Fall 2005 average for the following items:<ol style="list-style-type: none">5. I am encouraged to think in depth about this subject7. I am encouraged to be actively involved in the class13. The instructor cares about how well I am learning1-2. 2009 OCTC results on CCSSE item 4p, where students indicate the degree to which they worked harder than they thought they could to meet an instructor's standards or expectations, are at a level significantly higher than the baseline 2003-05 results or significantly higher than the 2009 national average for two-year colleges.1-3. 2009 OCTC results on CCSSE item 9a, where students indicate the degree to which OCTC encourages them to spend significant amounts of time studying, are at a level significantly higher than the baseline 2003-05 results or significantly higher than the 2009 national average for two-year colleges.2-1. The Fall 2009 WKU GPA of OCTC students transferring to WKU is<ul style="list-style-type: none">• Significantly higher than all other transfer students at WKU• Significantly higher than the baseline 2002-05 average of OCTC students at WKU2-2. The Fall 2009 average scores of OCTC students on the WorkKeys assessments (Locating Information, Applied Mathematics) exceed the average scores of OCTC students from 2002-05.2-3. Student performance improvement on a GE 100 pre/post test on OCTC expectations.2-4. 2009 OCTC results on CCSSE item 5c, where students indicate the degree to which OCTC emphasized synthesizing and organizing ideas, information, or experiences, are at a level significantly higher than the baseline 2003-05 results or significantly higher than the 2009 national average for two-year colleges.2-5. 2009 OCTC results on CCSSE item 12a, where students indicate the degree to which OCTC contributed to their knowledge, skills, and personal development in acquiring a broad general education, are at a level significantly higher than the baseline 2003-05 results or significantly higher than the 2009 national average for two-year colleges.

- 2-6. 2009 OCTC results on CCSSE item 12b, where students indicate the degree to which OCTC contributed to their knowledge, skills, and personal development in acquiring job or work-related knowledge and skills, are at a level significantly higher than the baseline 2003-05 results or significantly higher than the 2009 national average for two-year colleges.
- 2.a.1.-1. Evidence of student work as found in the “Performance/Production” section of student E-Galleries, Fall 2009 reflects attainment of competencies.
- 2.a.1.-2. 2009 OCTC results on CCSSE item 5e, where students indicate the degree to which OCTC emphasized applying theories or concepts to practical problems or in new situations, are at a level significantly higher than the baseline 2003-05 results or significantly higher than the 2009 national average for two-year colleges.
- 2.a.1.-3. 2009 OCTC results on CCSSE item 5f, where students indicate the degree to which OCTC emphasized using information you have read or heard to perform a new skill, are at a level significantly higher than the baseline 2003-05 results or significantly higher than the 2009 national average for two-year colleges.
- 2.a.2.-1. Evidence of student work as found in the “Written Expression” section of student E-Galleries, Fall 2009 reflects attainment of competencies.
- 2.a.2.-2. 2009 OCTC results on Exit Survey item 13, where graduates indicate the degree to which OCTC added to their ability to express ideas in writing, are at a level significantly higher than the baseline 2002-05 results
- 2.a.2.-3. 2009 OCTC results on CCSSE item 12c, where students indicate the degree to which OCTC contributed to their knowledge, skills, and personal development in writing clearly and effectively, are at a level significantly higher than the baseline 2003-05 results or significantly higher than the 2009 national average for two-year colleges.
- 2.a.3.-1. Evidence of student work as found in the “Oral Expression” section of student E-Galleries, Fall 2009 reflects attainment of competencies.
- 2.a.3.-2. 2009 OCTC results on Exit Survey item 12, where graduates indicate the degree to which OCTC added to their ability to express ideas verbally, are at a level significantly higher than the baseline 2002-2005 results.
- 2.a.3.-3. 2009 OCTC results on CCSSE item 12d, where students indicate the degree to which OCTC contributed to their knowledge, skills, and personal development in speaking clearly and effectively, are at a level significantly higher than the baseline 2003-05 results or significantly higher than the 2009 national average for two-year colleges.
- 2.a.4.-1. Evidence of student work as found in the “Symbolic Representation and Data Analysis” section of student E-Galleries, Fall 2009 reflects attainment of competencies.
- 2.a.4.-2. 2009 OCTC results on Exit Survey item 7, where graduates indicate the degree to which they worked on an assignment in which they used mathematical skills, are at a level significantly higher than the baseline 2002-2005 results.
- 2.a.4.-3. 2009 OCTC results on Exit Survey item 14, where graduates indicate the degree to which OCTC added to their ability to solve practical mathematics problems, are at a level significantly higher than the baseline 2002-2005 results.
- 2.a.4.-4. 2009 OCTC results on Exit Survey item 18, where graduates indicate the degree to which OCTC added to their ability to understand mathematical concepts, are at a level significantly higher than the baseline 2002-2005 results.
- 2.a.4.-5. 2009 OCTC results on CCSSE item 12f, where students indicate the degree to which OCTC contributed to their knowledge, skills, and personal development in solving numerical problems, are at a level significantly higher than the baseline 2003-05 results or significantly higher than the 2009 national average for two-year colleges.
- 2.a.5.-1. Evidence of student work as found in the “Research” section of student E-Galleries, Fall 2009 reflects attainment of competencies.
- 2.a.5.-2. 2009 OCTC results on Exit Survey item 3 where graduates indicate the degree to which they completed a paper or project that integrated ideas from several sources, are at a level significantly higher than the baseline 2002-05 results.
- 2.a.5.-3. 2009 OCTC results on CCSSE item 4d, where students indicate the degree to which they worked on a paper or project that required integrating ideas or information from various sources, are at a level significantly higher than the baseline 2003-05 results or significantly higher than the 2009 national average for two-year colleges.
- 2.a.5.-4. 2009 OCTC results on CCSSE item 5d, where students indicate the degree to which OCTC emphasized making judgments about the value or soundness of information, arguments, or methods, are at a level significantly higher than the baseline 2003-05

- results or significantly higher than the 2009 national average for two-year colleges.
- 2.b.-1. 2009 OCTC results on Exit Survey item 20, where graduates indicate the degree to which OCTC added to their ability to examine ethical issues and values, are at a level significantly higher than the baseline 2002-05 results.
 - 2.b.-2. 2009 OCTC results on CCSSE item 12l, where students indicate that OCTC contributed to their knowledge, skills, and personal development in developing a personal code of values and ethics, are at a level significantly higher than the baseline 2003-05 results or significantly higher than the 2009 national average for two-year colleges.
 - 2.b.-3. 2009 OCTC results on CCSSE item 4e, where students indicate how often they come to class without completing readings or assignments, are at a level significantly lower than the baseline 2003-05 results or significantly lower than the 2009 national average for two-year colleges.
 - 2.b.-4. 2009 OCTC results on CCSSE item 4i, where students indicate how often they participated in a community-based project as part of a regular course, are at a level significantly higher than the baseline 2003-05 results or significantly higher than the 2009 national average for two-year colleges.
 - 2.b.-5. 2009 OCTC results on CCSSE item 9c, where students indicate the degree to which OCTC encouraged contact among students from different economic, social, and racial or ethnic backgrounds, are at a level significantly higher than the baseline 2003-05 results or significantly higher than the 2009 national average for two-year colleges.

2005-06 Action Steps

1. Develop best practices and pilot use of OCTC Expectations in courses
2. Collect student work exemplars and post on the web
3. Develop models and standards for inclusion of expectations in syllabi
4. Determine E-gallery technical specifications and purchase/install necessary hardware and software.
5. Create OCTC Expectations marketing plan
6. Develop and pilot new GE 100 curriculum

Evaluation of Results

OCTC Expectations were shared with all faculty and staff at the Fall Kickoff and Brown Bag sessions in early September as well as at the Fall and Spring Full-time/Part-time Faculty Dinners. The OCTC Expectations website was published in September and the expectations were included as the centerfold of the Spring 2006 and Fall 2006 Schedule of Classes. Posters with the expectations were made available to faculty and staff and posted around the college. Models and standards for the embedding of expectations in syllabi were developed prior to the Spring 2006 semester and shared via the expectations website. Rather than focus on student work exemplars, the emphasis was placed on getting the expectations in as many syllabi as possible since this needed to come first. Research on e-gallery software had nearly been completed when KCTCS announced that Blackboard and its e-portfolio software had been purchased for 2006 through 2010 for the system. The new GE 100 curriculum was developed in Fall 2006 and piloted in Spring 2006 with a presentation to each GE 100 class on the QEP. 2005 CCSSE results were received in the fall. The college's averages were lower than 2003 but generally still exceeded national averages.

Response to Evaluation: 2006-07 Action Steps

1. Embed expectations in student planners.
2. Collect student work exemplars and post on the web.
3. Promote the inclusion of standards and expectations in all syllabi and the posting of syllabi in the Blackboard Course Management System.
4. Require the inclusion of QEP/strategic plan contributions in performance planning document ("stretch goals").
5. Develop and pilot the use of Blackboard E-portfolio capability
6. Present OCTC Expectations in each GE 100 class and provide online introduction that may be accessed by students not enrolling in GE 100.
7. Promote newly revised GE 100 curriculum to students and advisors.
8. Provide additional information for advisees and advisors, e.g., downloadable "advising packet," new program cards, new academic plans with additional

information (such as number of hours needed per semester to graduate in two years).

9. Participate in systemwide WorkKeys initiative (random sample of first-time, credential seeking students to take the assessment in 2006-07)

Evaluation of Results

Expectations were embedded into student planners and additional student work exemplars were posted on the web. Nearly syllabi should now include the expectations as well. Blackboard is being utilized to further promote expectations, and the first e-portfolio was created and shared with faculty and staff at the November College Assembly meeting. An OCTC Expectations presentation was made in each GE 100 class by a co-chair of the QEP as part of the changes to the GE 100 curriculum. The Advising Central website was updated with links to new academic plans. New program cards with four semester sequence plans are to be completed by Fall 2007. Systemwide WorkKeys initiative was completed. Work on exemplars and accompanying rubrics will continue. Syllabi review committees will work this year to help ensure expectations are being included on all syllabi. CCSSE results will be included in college reviews in coming year to ensure use of the data for improvement.

Response to Evaluation: 2007-08 Action Steps

1. Simplify process for submitting exemplars and expand the number of exemplars in support of curriculum mapping
2. Draft rubrics for the review of exemplars
3. Create more links to expectations pages to make them more accessible and create expectations for different subject areas that can be easily appended to syllabi
4. Review all syllabi for QEP inclusion
5. Create process for e-portfolio creation and promote to students
6. Create "Intro to College" basics that all students (particularly those not taking GE 100) should understand
7. Solicit feedback on the GE 100 curriculum from all faculty and advisors
8. Participate in second phase of system WorkKeys initiative
9. Create new program cards that outline a two-year progression through our programs
10. Review CCSSE results for trend data and plan for college response to feedback

Evaluation of Results

While expectations are in syllabi and GE 100 presentations are continuing, there is much work to be done in the areas of ambassadors, e-portfolios, and exemplars. The QEP committee is being reformulated and plans are being made for a "refreshing" of QEP initiatives in the coming year. The second phase of the system WorkKeys initiative was completed as directed. New program cards with two-year progressions for our programs are drafted and nearly complete. CCSSE results will need to be evaluated in the coming year and shared in preparation for the Spring 2009 administration of the survey.

Response to Evaluation: 2008-09 Action Steps

1. Develop refinement and plans for QEP and assessment of learning outcomes
2. Evaluate exemplar program and re-develop/refine as needed
3. Pilot e-portfolio program in selected academic areas
4. Expand GE 100 online sections
5. Implement CCSSE and plan response for 2009-10.

Evaluation of Results

The QEP team was infused with new members and began developing plans for the revival of the Student Ambassadors and exemplars programs. A renewed emphasis on learning outcomes was promoted by Academic Affairs as well. A presentation by the VPs of Academic Affairs and Student Affairs was made at the FT/PT meeting to refocus the campus on these efforts and to remind faculty/staff about the CCSSE to come in the spring. The survey was implemented as planned by a diverse team—with 100% participation by faculty for the first time. Sharing the survey results 2003 through 2009 will be one of the tasks for the coming year. GE 100 online sections

were offered. New academic plans with drop-down boxes for ease of class selection were developed by the Registrar and implemented. Opportunities in the coming year include moving the Retention/Intervention initiative online, creating an information packet for adjunct faculty, and completing the college Diversity Plan.

Completed *Substantial progress made* *Beginning implementation* *Revision necessary*

Goal: Expectations and Engagement

Objective 5: Engagement

2005-10 OCTC Objective 5	The College will help students recognize the benefits of learning together, resulting in more students taking advantage of opportunities to do so.
System (KCTCS) Goals	Promote excellence in teaching and learning. Increase student access and success. Expand diversity and global awareness.
Rationale/ Resources	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. This objective encompasses the third area of focus from the QEP, while Objective 4 encompasses the first two.
2005-10 Measures of Success	<ol style="list-style-type: none">1. 2009 OCTC results on CCSSE item 4a, where students indicate the degree to which they asked questions in class or contributed to class discussions, are at a level significantly higher than the baseline 2003-05 results or significantly higher than the 2009 national average for two-year colleges.2. 2009 OCTC results on CCSSE item 4f, where students indicate the degree to which they worked with other students on projects during class, are at a level significantly higher than the baseline 2003-05 results or significantly higher than the 2009 national average for two-year colleges.3. 2009 OCTC results on CCSSE item 4g, where students indicate the degree to which they worked with classmates outside of class to prepare class assignments, are at a level significantly higher than the baseline 2003-05 results or significantly higher than the 2009 national average for two-year colleges.4. 2009 OCTC results on CCSSE item 4h, where students indicate the degree to which they tutored or taught other students (paid or voluntary), are at a level significantly higher than the baseline 2003-05 results or significantly higher than the 2009 national average for two-year colleges.5. 2009 OCTC results on CCSSE item 4n, where students indicate the degree to which they discussed ideas from reading or classes with instructors outside of class, are at a level significantly higher than the baseline 2003-05 results or significantly higher than the 2009 national average for two-year colleges.6. 2009 OCTC results on CCSSE item 4r, where students indicate the degree to which they discussed ideas from reading or classes with others outside of class, are at a level significantly higher than the baseline 2003-05 results or significantly higher than the 2009 national average for two-year colleges.7. 2009 OCTC results on CCSSE item 4s, where students indicate the degree to which they had serious conversations with students of a different race or ethnicity other than their own, are at a level significantly higher than the baseline 2003-05 results or significantly higher than the 2009 national average for two-year colleges.8. 2009 OCTC results on CCSSE item 4t, where students indicate the degree to which they had serious conversations with students who differ from them in terms of their religious beliefs, political opinions, or personal value, are at a level significantly higher than the baseline 2003-05 results or significantly higher than the 2009 national average for two-year colleges.9. 2009 OCTC results on CCSSE item 9d, where students indicate the degree to which OCTC contributed to their knowledge, skills, and personal development in working effectively with others, are at a level significantly higher than the baseline 2003-05 results or significantly higher than the 2009 national average for two-year colleges.
2005-06 Action Steps	<ol style="list-style-type: none">1. Develop best practices/training materials for study groups and peer groups.

2. Develop and pilot of training modules for student ambassadors.
3. Develop E-ambassador template message and training materials.
4. Pilot study groups in developmental mathematics and peer groups.
5. Provide multi-cultural experiences through classwork, forums, speakers, readings, and films.

Evaluation of Results

Study/peer groups were piloted near the end of the Spring 2006 semester with a very limited response. The plans that were developed will be implemented in the fall. Student ambassadors were selected and trained, serving the college at several functions through the year. The E-ambassador project is being revised to be a part of the E-gallery/E-portfolio process. The Student Government Association hosted a guest speaker during Black History month that was well-attended by a number of students, faculty, and staff. Student selection of a major/program was identified as an area for additional emphasis since students that change majors often need to take advantage of the Career Planning and Placement Center. The CCSSE will be used in Spring 2007 in conjunction with the new faculty/staff version of the survey. The Brown Bag discussion sessions will be re-introduced in 2006-07 to compliment “The Exchange” and “E-Exchange” faculty discussion sessions.

Response to Evaluation: 2006-07 Action Steps

1. Implement study groups and peer groups
2. Explore changes to the student ambassador program to include leaders in other active student groups, e.g., Student Government Association.
3. Shift focus of e-ambassadors to working with students on E-portfolios
4. Implement The Exchange/Brown Bag discussions and E-Exchange with a focus on best practices in student engagement.
5. Participate in faculty/staff CCSSE survey
6. Coordinate diversity efforts with system-level initiatives
7. Require visit to Career Planning and Placement Center for students changing majors more than once in a semester

Evaluation of Results

Student interest in study groups was underwhelming. Based on feedback, these groups will be more effective if formed within particular classes with support from instructors or faculty of a particular program. The student ambassador program remained on hiatus while the inclusion of student groups was studied. We participated in the CCSSE faculty survey and continued to expand our diversity efforts. The requirement that students who change their majors more than once in a semester must meet with the Career Planning and Placement coordinator was implemented successfully. Use of the e-content collection and e-community was promoted and some faculty/staff/students are beginning to utilize it regularly. One new contribution to this objective is a plan to create many more inviting spaces for students to use and share.

Response to Evaluation: 2007-08 Action Steps

1. Create inviting spaces for students to use and share
2. Implement a new Global Studies initiative
3. Develop student/staff/faculty leaders in the use of the e-Content Collection and e-Portfolio
4. Implement QEP Briefs and supporting discussions
5. Compare the Community College Faculty Survey of Student Engagement (CCFSSE) results with those of the CCSSE and respond as needed
6. Promote the benefits of study groups to faculty and students

Evaluation of Results

New furniture, particularly in public spaces in the Library, Main Campus buildings, and the SE Campus, has created new spaces for students to work together and has been well received. A student lounge space in the ATC has created a new space for students as well. New Global Studies initiatives were implemented, including lectures open to the community. The QEP Brief on Study Groups helped spark new interest

by faculty in implementing these in classes, but the need for other QEP Briefs will be explored as a part of the QEP refresh planned in the coming year. A further look at CCSSE results and comparisons will be published with the results from the Spring 2009 administration.

<p>Response to Evaluation: 2008-09 Action Steps</p>	<ol style="list-style-type: none"> 1. Promote new and inviting spaces for students to use and share 2. Publish new QEP Briefs 3. Grow and expand Fall and Spring Flings 4. Compare the Community College Faculty Survey of Student Engagement (CCFSSE) results with those of the CCSSE and respond as needed 5. Add new student groups 6. Explore food service options 7. Add student development initiatives 8. Pilot the use of video information screens on campus 9. Develop and implement a new student photo ID system 10. Participate in the new Owensboro Economic Development Corp internship program
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Evaluation of Results Student use of study spaces, particularly in the library, increased through the year. No QEP Briefs were published as the QEP Team chose to split into sub-teams to begin renewing initiatives. The Fall and Spring Flings grew and were well-attended, but bigger plans are being made for the coming year. A new Outdoor Club was created and new checking account plans were implemented for sponsored student groups. The college participated in SkillsUSA competition—the first time in 11 years. The Phi Theta Kappa organized a Strawberry Jam benefit concert on campus in the spring. Food service options are still being explored. A video information screen was added in the library and a new student photo ID system was purchased and an ID card was developed. Plans for reintroducing the student ambassador program have been drafted and potential funds have been identified. The KCTCS Debit Card is scheduled to be rolled out for Fall 2009 with a new ATM—the first on campus in several years. The annual selection of student art for a permanent campus collection was inaugurated. Plans to bring back the Welcome Back Cookout, in conjunction with StudentFest, are being made. New dislocated worker support services are planned as well.

Completed
 Substantial progress made
 Beginning implementation
 Revision necessary

Goal: Expectations and Engagement

Objective 6: Technology

2005-10 OCTC Objective 6	The College will provide a technologically rich learning environment to prepare students for the workplaces and communities of the information age.
System (KCTCS) Goals	Increase student access and success. Enhance the economic development of communities and the Commonwealth
Rationale/ Resources	Students must be able to thrive in a world that is using technology at an ever increasing rate. Students must have access to equipment and computers and instructors must be comfortable using technology to most effectively use it in improving student learning.
2005-10 Measures of Success	<ol style="list-style-type: none">1. Construction of the Advanced Technology Center completed.2. Advanced Technology Center recognized as a Center of Excellence and for its role in economic development.3. Wireless access available on all three campuses.4. E-galleries in use by a significant number of students.5. Laptops available to all faculty who will use them to enhance student learning and (revised for 2006-07) to replace desktops as a component of the computer replacement plan.6. Laptops available for student check-out in the Campus Center.7. EARLI System fully operational.8. Technology training provided for faculty/staff.
2005-06 Action Steps	<ol style="list-style-type: none">1. Finalize plans and break ground on the Advanced Technology Center.2. Develop detailed plans for the transition of programs to the Advanced Technology Center and use of the vacated space.3. Expand wireless access points on campus.4. Develop process for laptop checkout by students.5. Purchase E-gallery equipment and software (see Objective 4)6. Implement updated computer replacement plan.7. Develop EARLI System Phase II8. Provide additional technology training via Title III funding.
Evaluation of Results	Plans were finalized and ground broken for the Advanced Technology Center. Plans for the transition of equipment and programs to the ATC have been developed, with discussion on the use of vacated spaced beginning. Wireless access is now available for laptops through the laptop loaner program hosted by the Teaching and Learning Center. Additional wireless access in the Learning Resources Center (library) but more access needs to be made available. The purchase of E-gallery software became unnecessary with the system's purchase of Blackboard, which includes e-portfolio software. The updated computer replacement plan doubled the number of computers purchased and upgraded in 05-06 as compared to 04-05. Phase II of the EARLI System, a communications management function, has been postponed until the release of PeopleSoft 8.9, scheduled for summer 2006. AskOCTC, an instant messaging account on AOL, Microsoft, and Yahoo, allows the Retention/Intervention Specialist to respond quickly to inquiries. More projection systems were added to classrooms and more faculty are using them. New networked copiers provided greater scanning and printing access as well. USB drives for faculty and students will become necessary as e-mail and Blackboard use becomes more prevalent in the coming year. Hardware and software that supports the placement of course materials online, such as USB drives and Captivate, will need to be purchased and additional training on web-enhancement will need to be offered.

Response to Evaluation: 2006-07 Action Steps	<ol style="list-style-type: none"> 1. Develop detailed plans for the transition of programs to the ATC and use of vacated space. 2. Expand wireless access points on campus. 3. Investigate capabilities of Blackboard course management system and build it into SUNRISE. 4. Provide hardware/software for support of online, hybrid (part online, part in-person), and web-enhanced course development. 5. Implement PeopleSoft 8.9 and provided needed training support 6. Develop EARLI System Phase II in conjunction with new PeopleSoft 8.9 communications management functionality. 7. Hire new Title III Instructional Designer/Trainer and Activity Director to provide additional technology training. 8. Promote AskOCTC instant messaging.
Evaluation of Results	<p>PeopleSoft 8.9 was implemented successfully with minor problems. Wireless access was partially implemented on the Main Campus. It will be expanded there as well as on the Downtown and Southeastern Campuses in the coming year. A link to Blackboard was incorporated into SUNRISE and a new "Laptop4U" program was rolled out to provide new computers to faculty teaching online/hybrid courses and to faculty web-enhancing all their courses. A second round of this program is planned for the coming year in response to faculty demand. A new Title III Instructional Designer/Trainer and Activity Director provided state-of-the-art training. The communications management function of PeopleSoft 8.9 was not implemented by the system but AskOCTC instant messaging was made available to students for 24/7 responses to their questions. A transition plan for the ATC programs will be a focus in the coming year. Classroom capture and 3-D scanner technologies will be piloted in the coming year.</p>
Response to Evaluation: 2007-08 Action Steps	<ol style="list-style-type: none"> 1. Transition programs to the Advanced Technology Center and plan for renovations, as needed, of vacated space 2. Implement wireless access on the Main Campus 3. Expand wireless access on Downtown and Southeastern Campuses 4. Develop and implement a refresh computer plan 5. Implement new communications management functions in PeopleSoft and EARLI 6. Pilot classroom capture technologies 7. Pilot use of 3-D scanner for support of programs outside of manufacturing 8. Implement Laptop4you Phase II 9. Explore how we can best level the playing field for all students in regard to technology (reducing the gap between the haves and have nots) 10. Provide additional faculty/student support for Blackboard
Evaluation of Results	<p>Programs were moved to the ATC and vacated space is being used for storage of items for a surplus auction (scheduled for Summer 2008) and renovations are beginning. Planning for the use of these spaces continues. Wireless access was implemented on Main and expanded on the DT and SE Campuses. A computer refresh plan was finalized. Communication management functions were only partially activated by the system and so this step has been postponed. The use of Media Site was piloted on campus and plans to purchase a unit are underway. Laptop4U was completed with a last phase planned for the coming year. Additional faculty/student support for Blackboard was provided by Cheryl Purdy, David Bigger, and the system. A faculty development Center in the ATC was opened with technical training provided by Cheryl Purdy. Informacast emergency alert system is a major opportunity for 2008-09.</p>
Response to	<ol style="list-style-type: none"> 1. Relocate programs to maximize the use of space and to take advantage of space

Evaluation: 2008-09
Action Steps

- vacated by programs now housed in the ATC
2. Expand wireless network access to the Southeastern campus.
 3. Implement SNAP alert system with voice over IP (phone) based Informacast and text-message based School Messenger systems
 4. Implement SmartBoard use in additional classrooms
 5. Implement Classroom Capture System for on-line delivery
 6. Develop new online alternative delivery methods for educational programs.
 7. Improve the IT Helpdesk by using functionality of Trackit software package.
 8. Explore desktop and server virtualization technology for cost savings and disaster recovery purposes.

Evaluation of Results

OCTV and the Art studio were relocated to the Downtown Campus, freeing up space on the Main Campus for classes. Wireless access was expanded on the Southeastern Campus and additional classes typically held on the Main Campus were offered there as well. The SNAP alert system was implemented—and used several times during this year of Hurricane Ike and the great ice storm of 2009. Classroom capture/Mediasite technology was used to support online coursework. ATT cell phone coverage improved on the Main Campus, in response to a prompt from a faculty member who provided technical advice. The IT HelpDesk started using Trackit software and desktop and server virtualization technologies were explored and plans are being made for implementation. New Nursing and welding spaces are needed. Big IT tasks—driven by system initiatives—in the coming year include expanding the use of the Point and a totally new OCTC website powered by SiteCore. New data security measures, a new online application, and new course/equipment scheduling software are planned in the coming year. Adding projector systems to every campus classroom, as well as some other classroom technology upgrades, are planned as well.

Completed *Substantial progress made* *Beginning implementation* *Revision necessary*

Goal: Expectations and Engagement
Objective 7: Pathways to the Baccalaureate

2005-10 OCTC Objective 7	The College will create seamless pathways to increase the likelihood of a successful transition from OCTC to four-year colleges and universities.
System (KCTCS) Goals	Increase student access and success Enhance the economic development of communities and the Commonwealth
Rationale/ Resources	The value of an OCTC education increases when students can seamlessly transfer credits to baccalaureate degree-granting institutions. Transfer agreements and partnerships will allow more students to pursue a four-year degree, providing additional opportunities for further education, job advancement, and a improved quality of life.
2005-10 Measures of Success	<ol style="list-style-type: none"> 1. Number of students transferring to four-year colleges and universities increased, 2004-05 to 2009-10. 2. Number of students transferring to WKU increased to 122 by Fall 2009, a 50% increase over the 2000-05 average of 81. 3. Increase in number of articulation agreements with four-year colleges and universities.
2005-06 Action Steps	<ol style="list-style-type: none"> 1. Work with WKU-Owensboro staff to improve seamlessness of pathway between OCTC/WKU, including the possibility of creating WKU academic plans with OCTC courses listed. 2. Promote pathways with KWC based on new AA/AS transfer agreement. 3. Expand/promote AAS in Education. 4. Expand degree offerings in engineering/manufacturing/industrial programs (expansion of diploma programs to degree programs). 5. Pursue 2+2 agreement for IECE and at least two other programs.
Evaluation of Results	<p>Cooperation with WKU-Owensboro has increased since their relocation to the OCTC Main Campus, but many opportunities to improve advising and create joint publications still exist. KWC has agreed to allow OCTC business administration majors to continue at KWC at OCTC tuition levels. KWC is finalizing a course by course transfer document that can be published on OCTC's Advising Central. The first course for the AAS in Education was expanded to several area high schools, allowing the promotion of the new degrees to students considering where they will pursue a major in education and providing a head start on the degree. The AAS in electrical technology was implemented. New modular offerings in industrial maintenance and business connect directly to baccalaureate offerings at WKU. 2+2 agreements with USI (radiography) and WKU (CIT) have been finalized and a 2+2 proposal for IECE between OCTC and WKU has been drafted. Additional 2+2 agreements still need to be pursued. New general education requirements will be implemented in Fall 2006 with significant changes in the areas of computer literacy and cultural studies.</p>
Response to Evaluation: 2006-07 Action Steps	<ol style="list-style-type: none"> 1. Implement new general education requirements. 2. Work with WKU-Owensboro staff to improve the seamlessness of pathways between OCTC/WKU, including the possibility of WKU/OCTC academic plans. 3. Promote block transfer and explore a "brand" name for this opportunity. 4. Pursue agreements for the offering of additional joint WKU/OCTC services (beyond library services) 5. Expand degree offerings for programs that are currently diploma only at OCTC 6. Pursue and finalize 2+2 agreements in additional programs

Evaluation of Results

New general education requirements were implemented Fall 2006. Additional changes to AAS and diploma curricula to bring these programs into compliance are expected in the coming year. New WKU Transfer Templates were published by WKU-O. Links to these will be included on the Advising Central website. Block transfer will be promoted through a new statewide “KnowHow2Go” program. Transfer should be promoted in our advertising as well. New degree options for biotechnology and Early Childhood are planned. New degree programs in Diagnostic Medical Sonography and Paramedic technology are planned as well.

Response to Evaluation: 2007-08 Action Steps

1. Investigate the disparity between the transfer data provided by WKU (WKU Feedback Report) and that by the National Student Clearinghouse (KCTCS indicator)
2. Promote the new WKU Transfer Templates
3. Promote the college’s transfer mission and opportunities directly to community—particularly to parents
4. Explore the opportunity for joint OCTC/WKU student spaces
5. Develop new degree programs in Paramedic Technology and Diagnostic Medical Sonography
6. Create additional 2+2 agreements
7. Implement new general education computer literacy requirements

Evaluation of Results

New CPE transfer reports will replace much of the WKU feedback report (although not all). The disparity between the Student Clearinghouse report and the CPE report remains, as they are tracking two different populations (CPE is focused on traditional degree seeking students, the Clearinghouse reports on all students). WKU Transfer templates were added to the OCTC Advising Central site (two locations). OCTC and WKU plan to work on joint student events and student development activities. New programs in Paramedic Technology and Diagnostic Medical Sonography were approved and the first students are being selected for admission. Additional 2+2 agreements in Food Automated Manufacturing and Advanced Manufacturing with WKU were approved. A new agreement with the U. of Evansville is in development for Business Administration. The new general ed computer literacy requirements were implemented as planned. The major forthcoming KCTCS initiative is to create a Transfer Center by the end of the 2008-09 year.

Response to Evaluation: 2008-09 Action Steps

1. Develop and rollout a new “Transfer Center” to assist students transferring to baccalaureate institutions
2. Work with WKU-Owensboro on course-by-course four year OCTC-WKU plans
3. Complete a new University of Evansville transfer agreement
4. Implement newly approved Paramedic Technology and Diagnostic Medical Sonography programs
5. Offer new courses that meet WKU-O program needs, e.g., State and Local Governments course
6. Create new 2+2 agreements in biotechnology and Integrated Early Childhood Education
7. Explore new joint WKU-O/OCTC student services, including dual admission
8. Implement the first two years of the new WKU-O B.S. in Food Manufacturing and Advanced Manufacturing
9. Expand the Advising Central transfer site to include links to transfer advisors and scholarships at four-year colleges

Evaluation of Results

All the above steps were completed as planned with the exception of the Transfer Center, which is scheduled to open in July 2009. The University of Evansville transfer agreements included Business Administration and Applied Exercise Science. A Joint Admissions agreement with WKU was finalized in June 2009 and is planned for implementation in the fall. New opportunities include the U of Louisville Nursing

program, addition transfer agreements with WKU, transfer of Project Lead the Way and Mechatronics coursework, the use of u.Select for evaluation of transfer work at the four-year universities, and an articulation agreement leading to the BA in Theatre with Brescia and KWC.

Completed *Substantial progress made* *Beginning implementation* *Revision necessary*

Goal: Excellence
Objective 8: Image

2005-10 OCTC Objective 8	The College will market the education benefits provided to all citizens of the communities we serve.
System (KCTCS) Goals	<p>Promote excellence in teaching and learning Increase student access and success Enhance the economic development of communities and the Commonwealth Expand diversity and global awareness</p>
Rationale/ Resources	We must share our story and use various media to ensure that all understand the service we provide to the community.
2005-10 Measures of Success	<ol style="list-style-type: none"> 1. Upgrade to Campus Center completed. 2. Food/beverage services expanded. 3. Signage improved. 4. Priority registration for new students that apply before April 1 for Fall and November 1 for Spring. 5. Open registration for non-credential seeking students beginning May 1 for Fall and December 1 for Spring (currently the week before classes) 6. Civic responsibility and health/wellness receive greater emphasis. 7. OCTV Campus Close-up used to promote OCTC people and programs. 8. Annual report published as marketing tool. 9. Receipt of Baldrige Award.
2005-06 Action Steps	<ol style="list-style-type: none"> 1. Install new flooring/furnishings in Campus Center. 2. Investigate new food/beverage service possibilities. 3. Install new signage in front of campus buildings. 4. Implement priority registration and early open registration for non-credential seeking students. 5. Develop OCTV Campus Close-Up program. 6. Embed civic engagement into Student Ambassador program. 7. Develop format for annual report as a marketing piece. 8. Develop 20th anniversary marketing program.
Evaluation of Results	<p>New flooring and furnishings were installed in the Campus Center and the cosmetology lab was thoroughly renovated. A request for bid was developed to seek food/beverage services that would be available to all our students—including evening and weekend students. New signage was installed in front of Main Campus buildings and on the SE Campus, where the old fence was removed and a new, decorative wrought-iron fence installed in necessary areas only. Priority registration for students applying by November 1 (for spring) and April 1 (for summer/fall) and early open registration for non-credential seeking students was successfully implemented, with hundreds of students taking advantage of the two programs. Online bill payment and online application processes were implemented as well. The OCTV Campus Close-Up program broadcast three episodes in its inaugural season: Weekend Nursing Program, Art Club Programs & Projects, and Tech Center Progress. The student ambassador program, with a civic engagement component, was initiated. “Community is...”, promos with leaders from the college and community on OCTV, supports civic engagement as well. Discussions about a format for the annual report as a marketing piece are underway, as are plans for the 20th anniversary marketing program. A gender equity video promoting OCTC programs was produced and distributed to local high schools and agencies, receiving rave reviews. Additional marketing and signage on the highways continues to be a need and new marketing design from KCTCS will be incorporated into local pieces. A successful SACS</p>

reaffirmation of accreditation site visit has raised our stature in the eyes of peer colleges. The challenge now is to complete the QEP as planned.

<p>Response to Evaluation: 2006-07 Action Steps</p>	<ol style="list-style-type: none"> 1. New food/beverage contracts finalized 2. Increase # of OCTC Campus Close-Up programs 3. Embed civic engagement into programming 4. Purchase replacement furniture in areas of greatest need 5. Post directories in each building at each entrance 6. Beautify all three campuses, e.g., hanging of new framed photographs. 7. Pursue signage on bypass 8. Select promotional items 9. Celebrate 20th anniversary 10. Implement new KCTCS design into marketing pieces 11. Use annual report as a marketing piece
<p>Evaluation of Results</p>	<p>OCTC celebrated its 20th anniversary with a show at RiverPark Center in September 2006. New food and beverage contracts were finalized and replacement furniture was purchased and installed, although much more work still needs to be taken in this area. Photographs were hung, new landscaping was added, and signage on the bypass is scheduled to happen soon. OCTV was used to promote the college (including the broadcast of the 20th anniversary show) and will be used more in the coming year. Gravel lots will be paved in the coming year. New program cards are to be designed and finalized in the coming months, as are changes to the OCTC Admissions/Enroll websites.</p>
<p>Response to Evaluation: 2007-08 Action Steps</p>	<ol style="list-style-type: none"> 1. Increase minority enrollment to 4.4% 2. Purchase a minimum of \$180,000 in classroom furniture 3. Implement civic engagement/service learning initiative 4. Pave gravel parking lots 5. Refurbish the Library, Administration Building, Southeastern Campus Administrative Suite, cafeterias, and selected student spaces with new furniture, carpeting, and paint 6. Publish new program cards 7. Revise the OCTC Admissions and Enroll at OCTC websites 8. Improve landscaping of campus by removing overgrown trees and bushes 9. Coordinate with new KCTCS website initiative 10. Explore additional food/beverage services 11. Pursue signage on bypass 12. Increase use of OCTV for promoting college
<p>Evaluation of Results</p>	<p>Minority enrollment reached 4.7%, the highest in the history of OCTC. The ATC was featured on the phone book cover. New furniture was moved into classrooms, the library, SE Campus, and the Administration Building. Painting and carpeting in these areas and others was completed, with more to come. Outside storage at the SE Campus was completed. The first service learning/civic engagement mini-grants were approved for implementation in 2008-09. The gravel parking lots were paved, lighting installed, and landscaping was improved with the replacement of many overgrown trees/shrubs. The OCTC Admissions and Enroll sites were revised and prepared for the new START Center processes and new full-color program cards were published. The Speech and Debate Team became the national champs in Crossfire Debate Division of the National Educational Debate Association. The new KCTCS website and signage on the bypass is coming in 2008-09.</p>
<p>Response to Evaluation: 2008-09 Action Steps</p>	<ol style="list-style-type: none"> 1. Install additional new furniture 2. Paint hallways and foyers of Science and Technical Buildings. 3. Open START Center and newly relocated Financial Aid office in the Campus

Center

4. Increase minority enrollment to 4.5%
5. Implement the new LOFT at OCTC program for K-12 tutoring
6. Auction outdated surplus equipment
7. Develop smoking cessation program

Evaluation of Results

New furniture was installed in hallways and foyers were painted in several buildings. The START Center and relocated Financial Aid Office were opened in the Campus Center, providing one-stop student services. This allowed the creation of more student-friendly admission processes in turn. The Teaching and Learning Center was relocated to the library and HR was relocated to the SE Campus. Signage—large signage—was installed on the bypass announcing the college at Exit 6. Minority enrollment surpassed 5% for the first time in the history of the college and we hope to grow it again for Fall 2009. The LOFT program opened and was well-received. Surplus equipment was auctioned and a smoking cessation program was promoted by the Counseling Center. The Transfer Center is scheduled to open this summer and a refresh of the Counseling Center will occur at the same time. Seating is needed in our bus stop. Phi Theta Kappa received the Outstanding Chapter in Kentucky—first time in the history of the college. A new OCTC website and color scheme will be rolled out early in the Fall 2009 semester and a KCTCS advocacy campaign will be implemented through the year. Additional campus events will be grown or developed as well.

Completed *Substantial progress made* *Beginning implementation* *Revision necessary*

Goal: Excellence

Objective 9: Effectiveness

2005-10 OCTC Objective 9	The College will monitor the effectiveness of its programs and services and make improvements based on feedback and review.
System (KCTCS) Goals	Promote excellence in teaching and learning Increase student access and success Enhance the economic development of communities and the Commonwealth
Rationale/ Resources	As a learning-centered institution, we must provide evidence that OCTC students are prepared to continue their education in the workplace or another institution and continuously improve the processes in place to assist students in reaching their goals.
2005-10 Measures of Success	<ol style="list-style-type: none">1. Comment line (e-mail and voice mail) for compliment/complaint resolution and tracking established.2. CCSSE faculty/staff survey component utilized in continuous improvement process.3. Developmental education programming changes result in improved student success as measured by KCTCS developmental education indicators.4. College level goals for KCTCS indicators met in the area of enrollment, credentials awarded, multicultural course enrollment, and licensure exam pass rate (specific goals to be finalized and will be included in the 2006-07 version of the strategic plan.)
2005-06 Action Steps	<ol style="list-style-type: none">1. Pilot use of comment line for tracking/aggregating compliments and complaint resolutions with an end goal of modeling servant leadership.2. Publish, discuss, and implement response plans to KCTCS indicators and quantified objectives once finalized.3. Discuss linking funding to program review data.4. Pilot Title III developmental mathematics initiative5. Review performance data on developmental English and reading Title III initiatives and make revisions, as needed.6. Begin implementation of increasing success in science gateway courses.
Evaluation of Results	Comment line implemented with request for comments placed on the back of staff business cards but method for increasing response time needs to be designed. New MT 050 study skills course to support MT 055 students piloted with successful elements being included in further revisions to MT 055. KCTCS indicators were finalized and released near the end of the 05-06 school year. These have been included in the strategic plan and will be shared with all faculty and staff at next year's kickoff so that units and divisions can respond. New program review process, which will be embedded into the unit/division review process was approved by the division chairs and will be implemented in the coming year. Performance data on Title III initiatives shows that the ENC 100 course is having a positive impact on success in ENG 101 and will be continued. Reading course data collection continues. Discussions with science faculty on gateway science course success continue with plans ready for implementation. While FTE decreased in 05-06, headcount increased. This is due to changes in the awarding of credit to Discover College students in off-campus, non-general education courses that reduced the amount of waiver hours while not impacting headcount. It should be noted that the number of credential-seeking students increased from Fall 04 to Fall 05 (2602 to 2670), one of the best indicators of the "health" of the institution. Enrollment from CPE target counties and the number of credential awarded increased as well.
Response to	<ol style="list-style-type: none">1. Publish, discuss, and implement response plans to KCTCS indicators and

Evaluation: 2006-07 Action Steps	<p>quantified objectives, including a response to developmental education indicators that focus on the persistence of ENC 091 and MT 122 students.</p> <ol style="list-style-type: none"> 2. Implement new annual program review process 3. Design rapid response system to comment line voice mail and e-mail messages. 4. Pilot Title III science initiative 5. Review performance data on developmental mathematics initiative and make refinements, as needed. 6. Expand number of full-time faculty to improve advising, increase engagement, respond to student needs, and support college initiatives. 7. Take full advantage of NSF Mentor Links grant program to improve our processes and effectiveness.
Evaluation of Results	<p>Effectiveness is being tracked via the new KCTCS indicators and a new annual program review process has been embedded into the Strategic Planning process. The Title III science initiative was completed and the new initiative for social sciences will be piloted in the coming year. First performance data on the developmental mathematics initiative was positive and the initiative will continue. The number of full-time faculty needs to be expanded to increase paid enrollment and overall enrollment in programs.</p>
Response to Evaluation: 2007-08 Action Steps	<ol style="list-style-type: none"> 1. Increase overall enrollment to over 5500 for Fall 2007, increase paid enrollment, and maximize technical program enrollment 2. Increase percent of developmental students passing first college level course to 76% 3. Develop a streamlined approach utilizing best practices between Academic Affairs and the Center for Community and Economic Development in the areas of workforce development and adult basic (developmental) education 4. Develop and implement a new budget planning process that is inclusive, thoughtful, equitable, intuitive, and user-friendly 5. Expand the number of full-time faculty to improve advising, increase engagement, respond to student needs, and support college initiatives. 6. Implement new student evaluation of instruction 7. Improve the new annual program review process based on feedback 8. Pilot Title III social sciences initiative
Evaluation of Results	<p>Our enrollment goal was reached prior to enrollments being removed by the system office from the official count. Academic Affairs and CCED worked together to streamline responses to workforce needs, particularly in the areas of biotechnology, nursing, and welding. A new budget process was developed, but it was not fully implemented due to the state/system budget cuts. These same budget cuts resulted in the loss of numerous faculty and staff positions that were left unfilled upon the departure of current employees. Divisions and units will be restructured in response. NCLEX and The number of full-time faculty was increased, with new hires in the areas of English, Communications, and Mathematics. The new student evaluation of instruction will be implemented Fall 2008. New annual program review process was implemented. Further data tracking refinements are forthcoming. The social sciences initiative was implemented with Title III funds.</p>
Response to Evaluation: 2008-09 Action Steps	<ol style="list-style-type: none"> 1. Create an Entrepreneurial Council to explore income generating possibilities 2. Exceed our overall enrollment goal of 5500 for Fall 2008 and increase the number of credential seeking students over Fall 2007 3. Enhance coordination and cooperation between Academic Affairs and the Center for Community and Economic Development 4. Consolidate duties, divisions, and offices in response to budget reduction 5. Implement new student evaluation of instruction 6. Refine the on-line course evaluation process

7. Explore novel and new learning centered outcome assessment methods
8. Institutionalize Title III initiatives
9. Review and refine the academic program review process
10. Pilot the new English 101 and 102 section addition program, offering sections based on student demand for particular times

Evaluation of Results

Fall 2008 enrollment of 5585—with 2986 credential seeking students—resulted in the attainment of action step #2. Retention will be a larger concern in the coming year due to the record number of students who enrolled in the spring. CCED and Academic Affairs met regularly through the year and coordinated initiatives. Academic divisions and Student Affairs offices were restructured in response to the budget reduction. The new, streamlined student evaluation of instruction was implemented. The evaluation of online courses will likely require further adjustments. Learning outcome assessments were explored by the Institutional Effectiveness Committee. The Title III Retention/Intervention methods, new instructional processes, and the three permanent positions from the grant (instructional technologist, placement testing coordinator, and retention specialist) were institutionalized as planned. The program review process was further refined and implemented as part of the strategic plan. The new method of adding ENG 101 and 102 sections was successful and will continue. The local response to new CPE requirements for degree length and placement testing will be developed in the coming year. A new strategic plan will be created, in sync with the new KCTCS strategic plan, as well.

Completed
 Substantial progress made
 Beginning implementation
 Revision necessary

Goal: Excellence

Objective 10: Resource Development

2005-10 OCTC Objective 10	The Colleges will increase private and public funding sources, resulting in the greater services to the community and support for students.
System (KCTCS) Goals	Increase student access and success Enhance the economic development of communities and the Commonwealth
Rationale/ Resources	Public funding is not adequate to meet the ever-increasing roles and responsibilities of a comprehensive two-year institution.
2005-10 Measures of Success	<ol style="list-style-type: none">1. Final major gifts campaign goal reached.2. Title III endowment match completed.3. Number of grants submitted in 2009-10 increased by 50% over 2002-04 average (32 as compared to 21).4. Grant proposals developed in the following areas: TRIO, OCTV, workforce development, technology, high tech equipment to stay current in manufacturing/biotechnology, health, humanities, and Discover College.
2005-06 Action Steps	<ol style="list-style-type: none">1. Conclude the major gifts campaign.2. Secure needed Title III endowment match.3. Transition of advancement to solicitation of grants from foundations and local industry in support of college objectives.4. Increase the number of grants submitted over 2004-05.
Evaluation of Results	The major gifts campaign is 92% complete, with \$2,759,102 of \$3,000,000 pledged. The Title III match is 93% complete, with \$325,000 of \$350,000 pledged. A successful grant writing year resulted in 39 of 43 grant applications funded thus far, with approximately \$2.6 million in funding received for 05-06. New grants included a Health Resources and Services Administration (HRSA) for an evening/weekend Nursing program (the ADVANTAGE program), a Bill and Melinda Gates Foundation grant through the National Middle College Consortium for the Collegiate High School program, a gender equity grant funded by the Kentucky Education Cabinet for the production of a gender equity video, the only college in Kentucky to receive an Even Start grant from the Kentucky Department of Education, a MentorLinks grant, which was funded by AACC through NSF funds, and a Mott Foundation gift in support of the Career Pathways/Jobs for the Future initiative. A GED scholarship program was developed as well. The cost of textbooks is a growing concern and barrier for students. Increasing faculty/staff participation in the grant development process continues to be a priority, as is any opportunity to seek funding in support of the ATC.
Response to Evaluation: 2006-07 Action Steps	<ol style="list-style-type: none">1. Increase number of grant proposals submitted over 2005-062. Seek out requests for proposals that relate to the ATC3. Increase participation of faculty/staff in proposal development4. Finalize total Title III endowment match5. Close the major gifts campaign.
Evaluation of Results	The number of grant proposals was increased and new proposals related to the ATC are planned (biotechnology is already funded). More faculty have been involved in proposal development. The five-year major gifts campaign closed at over 110% of the goal. Now that the campaign is complete, priorities for fundraising should be developed in the coming year.
Response to Evaluation: 2007-08	<ol style="list-style-type: none">1. Expand advancement functions and events, including an annual giving campaign

Action Steps	<p>and at least one new fundraising event</p> <ol style="list-style-type: none"> 2. Increase number of grant proposals submitted over 2006-07 3. Submit additional proposals in support to ATC programs 4. Support faculty/staff proposal development 5. Determine priorities for fundraising (e.g., naming opportunities) now that the major gifts campaign is complete.
Evaluation of Results	<p>The Advancement Office was restructured and staffed in 2007-08. Additional grant proposals were submitted and several new grants were obtained (e.g., NEA Big Read), with two large grants in support of ATC programming (National Science Foundation Mechatronics, Dept. of Labor Mecha-Manufacturing). The Season of Sharing was a big success. A new “Power of One” annual campaign is planned for the coming year.</p>
Response to Evaluation: 2008-09 Action Steps	<ol style="list-style-type: none"> 1. Develop and implement a new annual campaign 2. Increase the number of grant proposals submitted over 2007-08 3. Support faculty/staff proposal development
Evaluation of Results	<p>The Power of One campaign raised over \$65,000 for the year and \$26,000+ in student scholarships were awarded as a result. Over \$13,000 was raised in support of welding scholarships with the welding equipment raffle. Over \$300,000 in Kentucky WINS supported CCED training efforts. The adult education grant was obtained for Ohio County, building upon the success with the Daviess County program. The Road Run had record attendance. More faculty/staff were involved in proposal development, and there was over \$2.8 million in grant funding obtained for the 2007-08 year. Major initiatives in the coming year include the KCTCS Public Advocacy campaign, responding to and taking advantage of new stimulus funded grants, partnering with local development offices, expanding on advisory committee connections, and developing donor and alumni recognition programs.</p>

Completed
 Substantial progress made
 Beginning implementation
 Revision necessary

Academic Affairs

College Objective 3: Partnerships

Academic Affairs Objective	<p>The College will implement new programs of study and modify existing curricula as appropriate, in response to community needs.</p> <p><i>Rationale/Resources:</i> Continued responsiveness to the needs of local employers is essential if OCTC is to fulfill its mission. As these needs change, the institution must be in a position to respond appropriately, within the boundaries imposed by existing resources.</p> <p><i>Measures of Success:</i> New programs will be approved and implemented and program modifications made as needed.</p>
2005-2006 Action Steps	<p>The AAS in Electrical Technology, certificates in Human Services and Pharmacy Technology, and other curricular changes for 2005-2006 will be successfully implemented.</p> <p>Program advisory committees and individual employers will be consulted as appropriate regarding additional needs.</p>
Evaluation of Results	<p>The AAS in Electrical Technology and certificates in Human Services, Pharmacy Technology, and Business have been approved and are being implemented during the 2005-2006 academic year. Curricula in other selected program areas are also undergoing revision. Ongoing consultation with area employers is helping to identify future course and program needs.</p>
Response to Evaluation: 2006-07 Action Steps	<p>Revised general education competencies and changes to course and program curricula will be adopted in several academic divisions. New courses will address needs identified by our information technology advisory committee (GIS 110) and institutional and system goals in the areas of cultural diversity and global awareness (RAE 150 and ENG 232). It is anticipated that a program proposal for an AAS in Fire Science will be submitted for approval in Spring 2007. Program faculty and other college representatives will continue to seek input from advisory committees and area employers, to ensure that curricula are responsive to the changing needs of the community. With the expansion of courses offered via alternative delivery (off-campus, bi-term, weekend, and web-based/web-enhanced), the number of convenient options for working students will continue to grow. The local curriculum approval process will be reviewed and revised as needed to improve communication and input.</p>
Evaluation of Results	<p>New general education competencies, changes in courses, and other curricular revisions have been successfully implemented. A growing number of courses are available via alternative delivery. The local process for curriculum approval has been modified to enhance faculty input and participation.</p>
Response to Evaluation: 2007-08 Action Steps	<p>New degree proposals in Diagnostic Medical Sonography, Paramedic Technology, and other selected areas will be submitted for Board of Regents approval in Fall 2007. New certificates will be available in our Information Technology program, a new course in physics will be offered for WKU education students, and other curricular changes will be adopted as needed, utilizing input from local advisory committees. The availability of e-learning courses is expected to continue growing at a steady pace.</p>
Evaluation of Results	<p>Curricular and course changes have been implemented including the successful implementation of the Diagnostic Medical Sonography and Paramedic Technology programs. Alternative course delivery, particularly on-line delivery, continues to grow at a sustaining pace.</p>
Response to Evaluation: 2008-09 Action Steps	<p>A new on-line practical nursing program will be developed in the upcoming year for KCTCS On-line initiative. The PN On-line program is scheduled to be implemented in Spring 2010. New certificates in Office System Technology will be implemented, as</p>

	well as, any other new credentials based on community input and demand. On-line course offerings are expected to continue to increase in number.
Evaluation of Results	The KCTCS On-Line Practical Nursing program is on schedule for Spring 2010 implementation. Three new Office System Technology certificates were approved and successfully implemented in 08-09. New Allied Health occupational courses were also offered beginning in Fall 08. On-line and hybrid course offerings increased significantly in the 08-09 academic year.
<input checked="" type="checkbox"/> <i>Completed</i> <input type="checkbox"/> <i>Substantial progress made</i> <input type="checkbox"/> <i>Beginning implementation</i> <input type="checkbox"/> <i>Revision necessary</i>	
College Objective 3: Partnerships	
Academic Affairs Objective	<p>In collaboration with Kentucky Wesleyan College, Brescia University, Western Kentucky University, and Owensboro Sister Cities, OCTC will participate in international faculty exchanges and other activities that promote cultural diversity and global awareness.</p> <p><i>Rationale/Resources:</i> World events have heightened the importance of knowledge about other countries and cultures. All the local colleges share this priority, and they have made a commitment to support activities that enhance global awareness in the community. Contributions from the colleges and from other organizations in the region are needed to accomplish this objective.</p> <p><i>Measures of Success:</i> The success of this initiative will be determined by the value of contributions made; the number of exchanges; and the number of courses, guest lectures, and other events.</p>
2006-07 Action Steps	Two Chinese faculty members will live and work in Owensboro during the 2006-2007 academic year, offering classes and guest lectures for students, faculty, and the greater community. The college is a co-sponsor of this initiative, supporting its success by soliciting donations to the OCTC Foundation, paying the visiting scholars for their teaching, and providing office space and other in-kind contributions.
Evaluation of Results	The first year of the visiting scholars program was very successful. A large number of students, faculty members, and other individuals in the Owensboro area directly benefited from the instruction, public lectures, and other services offered by our visitors from China. Delegations from their home institutions are visiting OCTC and other participating colleges, and we are engaged in active discussions regarding future exchanges of students and faculty as well as collaboration in web-based instruction.
Response to Evaluation: 2007-2008 Action Steps	In the coming year, the visiting scholars program will continue. It is anticipated that agreements will be developed between OCTC and Changsha and/or Shaoyang University, which will establish formal ties between our institutions and guidelines for future exchanges and other intercultural activities.
Evaluation of Results	The Sister Cities exchange program continues to positively impact our students and faculty, as well as, those of our local four year institutions. The visiting Chinese Scholar program has continued and is an asset to the areas institutions and community in developing greater global awareness.
Response to Evaluation: 2008-09 Action Steps	The above mentioned programs will be continued this year. In addition, a new exchange program involving OCTC, KWC and Brescia is being developed with Caritas College of Social Work in the Czech Republic. The program is a Human Services exchange program that has tremendous potential to engage students in global charitable in- service learning. The Human Services project will assist in establishing formal global in-service learning activities.
Evaluation of Results	Sister Cities exchange program continued another successful year with student and educator exchanges with the Czech Republic. The Sister Cities program was recognized as the best Sister Cities program for its size. In addition, Chinese scholars

offered various Chinese language and culture courses on our and our sister colleges campuses each semester of the past academic year. Human Services faculty from the college traveled to the Ukraine to initiate the Human Services exchange program with the Caritas College of Social Work in the Czech Republic. This trip set the framework for course and student exchanges in social work.

Completed *Substantial progress made* *Beginning implementation* *Revision necessary*

College Objective 4: Expectations

Academic Affairs Objective Students will be required to participate in service learning projects, which will form an integral component of their learning experience at the college.

Rationale/Resources: As part of their educational experience at OCTC, it is expected that students will develop an appreciation for the connections between classroom learning and societal needs, and that they will seek to share their knowledge and abilities in ways that will enhance the quality of life in their communities. This objective, which is also part of our Quality Enhancement Plan, will be accomplished using existing resources.

Measures of Success: Faculty in numerous academic disciplines and programs will incorporate service learning activities into their courses. The success of these efforts will be measured by the number of classes that include such activities, the number of student participants, and the results of completed projects.

2006-07 Action Steps A Service Learning Committee will be formed, a model for incorporating appropriate projects into college classes will be introduced, and selected faculty will share their ideas and experiences and make plans to employ service learning activities in future classes.

Evaluation of Results A local Civic Engagement Committee was formed, and members met to discuss the PARC model of service learning and to share ideas on how to better promote service learning at the college.

Response to Evaluation: 2007-2008 Action Steps In 2007-2008, it is anticipated that civic engagement will be an increasingly important focus for the institution. Recommendations include expanding the committee, joining the Kentucky Campus Compact, developing a civic engagement website, planning a kick-off event, promoting collaboration with appropriate groups in the community, and encouraging faculty implementation of service learning projects and related activities in their courses.

Evaluation of Results Civic Engagement Committee funded its first round of in-service learning projects for students this fall. The Civic Engagement committee feels the in-service learning projects will promote students to become more engaged with service learning.

Response to Evaluation: 2008-09 Action Steps The Civic Engagement Committee will monitor the effectiveness of the in-service learning projects and make any adjustments necessary for the second round of projects. Furthermore, the Civic Engagement committee will continue to focus on programming to improve institutional service learning as a key component of student learning.

Evaluation of Results Service Learning projects in 08-09 were successfully completed and included such service areas as Habitat for Humanity and public service announcements for cell phone use while driving.

Completed *Substantial progress made* *Beginning implementation* *Revision necessary*

College Objective 7: Pathways to the Baccalaureate

Academic Affairs Objective The College will increase transfer opportunities for students wishing to pursue a baccalaureate degree.

Rationale/Resources: The process of transferring from a two-year college to a four-year institution often presents formidable obstacles for students. Further collaboration among sending and receiving colleges is needed in order to create and maintain a more

	<p>seamless pathway and to encourage more individuals in our community to seek a baccalaureate credential. Existing resources should be sufficient to accomplish this objective</p> <p><i>Measures of Success:</i> Success will be measured by improved articulation between OCTC/KCTCS and four-year colleges and by the number of OCTC graduates seeking a baccalaureate degree.</p>
2005-06 Action Steps	<p>The chief academic officers at OCTC and Brescia University will pursue an articulation agreement between the two institutions.</p> <p>Representatives of OCTC and partnering institutions will monitor existing agreements and address student needs and concerns.</p> <p>The Dean of Academic Affairs and the Interdisciplinary Early Childhood Coordinator will work with other members of the Teacher Preparation Statewide Steering Team and with faculty colleagues at other colleges to develop and implement a statewide transfer agreement in the early childhood education field.</p>
Evaluation of Results	Existing agreements are being monitored on a continuing basis. Improved articulation between OCTC and Brescia, and the proposed development of a statewide transfer agreement in IECE, are under discussion.
Response to Evaluation: 2006-07 Action Steps	OCTC will obtain additional data from private colleges in Owensboro that document the academic performance of our students after they transfer. Existing agreements will continue to be monitored, and discipline-specific scholarships will be available to selected OCTC students who pursue a baccalaureate degree in business from Kentucky Wesleyan College. It is anticipated that a 2+2 proposal in IECE between OCTC and WKU will be approved.
Evaluation of Results	A new transfer block agreement has been approved, which allows a more seamless movement of students between OCTC and Brescia University. Discipline-specific scholarships are now available for selected OCTC students who study business administration after transferring to Kentucky Wesleyan College. The 2+2 proposal in IECE has been completed, with final approval anticipated in the coming months.
Response to Evaluation: 2007-08 Action Steps	Existing agreements need to be monitored, and more data are needed regarding the academic performance of former OCTC students who transfer to local private colleges.
Evaluation of Results	A 2+2 transfer agreement has been approved in Business Administration between OCTC and the University of Evansville. Discipline specific scholarships are available to students in this program based on GPA. The Automated Food Manufacturing B.S. degree partnership has been instituted allowing students to enter the degree through our technical programs and seamlessly complete the degree with WKU in Owensboro. The 2+2 agreements in IECE and Biology with WKU are in the final stages of final approval.
Response to Evaluation: 2008-09 Action Steps	Additional transfer agreements in education and TV production are being proposed with WKU in the upcoming year, as well as, transfer agreements in education and biology with UE. Additionally, a theatre production certificate and transfer agreement with WKU and Brescia is being proposed. Finally, data for all existing agreements needs to be further studied to assess the performance of OCTC students after transfer.
Evaluation of Results	Transfer agreements were approved in biotechnology and Criminal Justice/Fire Science between WKU and OCTC. 2+2 agreements were finalized with UE and OCTC in two Exercise Science programs and Nursing. A joint admissions agreement was signed with WKU and will be kicked off in 09.

Completed
 Substantial progress made
 Beginning implementation
 Revision necessary

College Objective 9: Effectiveness

Academic Affairs Objective	<p>The results of annual program reviews will be used to address program needs, and the review process will be examined periodically to see if improvements are needed.</p> <p><i>Rationale/Resources:</i> Annual program reviews offer a means of formally assessing program outcomes and objectives on an ongoing basis. The review process is also an important component of the District-wide focus on continuous improvement. A yearly examination of the results of these reviews will ensure that program needs and recommendations are addressed in a timely fashion. In addition, like other institutional processes, the program review process will be examined to determine its effectiveness and to make improvements if they are necessary.</p> <p><i>Measures of Success:</i> The success of this objective will be measured by actions taken to address program needs and by any modifications that may be made to the program review process.</p>
2005-2006 Action Steps	Results of all 2004-2005 reviews will be examined and appropriate actions taken to address program needs.
Evaluation of Results	The results of last year's program reviews will be examined during Spring 2006, in order to review recommendations and needs and to take appropriate steps toward the accomplishment of program goals
Response to Evaluation: 2006-07 Action Steps	The program review process will be embedded in the institutional strategic plan, and the format and use of program review documents will be discussed with division chairs and program coordinators, with a view toward improving the review process and promoting institutional accountability.
Evaluation of Results	Program reviews have become part of the strategic planning process and program-specific objectives are now required.
Response to Evaluation: 2007-2008 Action Steps	Monitor program compliance with new process.
Evaluation of Results	Maintain embedding program reviews and specific program objectives on the strategic planning process.
Response to Evaluation: 2008-09 Action Steps	Review division objectives to ensure compliance with the embedded strategic planning process.
Evaluation of Results	The effective measure of embedding program reviews and objective in the strategic planning process will be continued. Maintain the formative and summative programmatic assessment in the strategic planning process.

Completed
 Substantial progress made
 Beginning implementation
 Revision necessary

College Objective 9: Effectiveness

Academic Affairs Objective	<p>The Student Evaluation of Instruction form will be reviewed, and appropriate revisions made that reflect student, faculty, and institutional needs.</p> <p><i>Rationale/Resources:</i> The form, which has proven to be a useful tool for assessing the effectiveness of classroom instruction, has undergone periodic revision. It is in need of further review, to consider changes that will improve its applicability to web-enhanced and hybrid classes and will render it more compatible with other sources of institutional data. No additional resources will be required to implement this objective.</p> <p><i>Measures of Success:</i> This objective will be accomplished when the needed changes are made and the revised form is employed in classes across the curriculum.</p>
2006-07 Action Steps	An <i>ad hoc</i> committee will review the document and recommend changes, and revisions will be made.

Evaluation of Results	The committee completed its work, and the new evaluation forms are to be used beginning Fall 2007.
Response to Evaluation: 2007-2008 Action Steps	Implement new evaluation forms.
Evaluation of Results	The new student evaluation of instruction forms were used for the first time in the Fall 2008.
Response to Evaluation: 2008-09 Action Steps	In the upcoming year, data from the new forms will be evaluated to ascertain the effectiveness of the new forms. Monitoring the results of the new forms will determine if modifications are warranted in the future.
Evaluation of Results	Evaluation of new forms indicates at least equal to older forms in performance.

Completed
 Substantial progress made
 Beginning implementation
 Revision necessary

Advanced Technologies and Trades Division

College Objective 9: Effectiveness

Advanced Technologies and Trades Division Objective Increase the number of students receiving national certifications/licensures

Rationale/Resources: Graduates with national certifications and/or licensures are more employable and more likely to advance on the job.

Measures of Success: Raise the number of students receiving national certifications/licensures over the 2008-09 baseline by 10%.

2008-09 Action Steps Create a list of all national certifications and licensures in our division programs and all those that are potential ones that we may be able to pursue. Share this list with our students in class and in advising sessions.

Evaluation of Results An opportunity exists in several programs to evaluate the knowledge obtained by our students in comparison to others across the country by national testing and certifications. National certifications are available in some programs that are not being utilized. All programs are currently either involved in national certifications, or are in the process of investigating possible certifications.

Completed Substantial progress made Beginning implementation Revision necessary

College Objective 5: Engagement

Advanced Technologies and Trades Division Objective We need to increase the involvement in student organizations

Rationale/Resources: Students who are involved are more likely to be satisfied with their experience at OCTC and are more likely to remain enrolled.

Measures of Success: Increase the number of student organizations available for students to join.

2008-09 Action Steps Develop a list of current organizations available to our students. Discuss whether any additional groups should be formed or whether current groups can be expanded. Promote these opportunities in our classes.

Evaluation of Results In addition to the student groups currently available, two additional organizations appear to be a good fit for students enrolled in technical programs. Skills USA and First Tech Challenge seem to parallel our objectives. Both organizations will allow our students to showcase their talents and promote an interest in technical programs.

Completed Substantial progress made Beginning implementation Revision necessary

College Objectives 1: Pathways to Postsecondary and 7: Pathways to the Baccalaureate.

Engineering Program Objective The engineering technology program faculty will partner internally with electricity, CAD and industrial maintenance and externally with the Manufacturing Cluster of the Career Pathways state work group to develop a recommended course pathway for students to follow from the junior year in high school through the baccalaureate degree.

Rationale/Resources: There is a need for students, parents, counselors and instructors to be informed of the path that will lead students from high school through the community college and onto the four year college and university in pursuit of a career in manufacturing.

Measures of Success: A recommended, seamless pathway will be created and approved by local faculty and the Manufacturing Cluster of the state Career Pathways work group.

2007-08 Action Steps Develop a pathway that will include courses and curriculum from high school through a BS degree and indicate the starting point, exit points and completion points for students seeking a career in manufacturing specifically related to

	engineering/electronics, electricity and industrial maintenance.
Evaluation of Results	The Project Lead the Way grant provided our college a way to offer a pathway to an Engineering Degree at University of Kentucky. Funding provided through the System Office will allow our faculty to participate in the necessary training and development that PLTW requires. Two faculty will attend the Summer Training Institute of PLTW at U of KY in the Summer of 2008. The Discover College at OCTC will coordinate and develop a pathway for High School students to pursue an B.S. in Engineering.
Response to Evaluation: 2008-09 Action Steps	A broader involvement of more faculty in our division to create a full offering of the High School courses in the PLTW program will be evidenced by one or two more attending the STI of 2009. The Introduction to Engineering Design course will be offered in the Spring 2009 semester.
Evaluation of Results	The PLTW program continues to grow and expand in course offerings and faculty involvement. The introduction to Engineering Design courses were taught in the Spring 2009 semester in two sections using an existing course of similar scope and name as a way to pilot the course. The enrollment total was 19 with 6 of that total being post secondary students. Two faculty members attended the Summer Training Institute of 2009 taking the Principles of Engineering courses. The PLTW program was featured at the KCTCS' New Horizon Teaching and Learning Annual Conference in a seminar for faculty and administrators.

Completed
 Substantial progress made
 Beginning implementation
 Revision necessary

Allied Health and Personal Services Division

College Objective 9: Effectiveness

Allied Health Division Objective All allied health programs will meet or exceed each accrediting agency's required annual pass rate for certification/licensing examinations.

Rationale/Resources: Efforts to improve success in testing will be geared toward increased utilization of external review and testing companies with additional emphasis on remediation.

Measures of Success: Radiography will successfully complete the required accreditation visit conducted by the Joint Review Commission for Education in Radiographic Technology (JRCERT) with minimal concerns or substantive recommendations.

2005-06 Action Steps Access to nursing courses will be increased through establishment of courses for distance learning opportunities as well as web enhancement or other technological methods to provide learning opportunities. Faculty will be provided with continuing education opportunity in implementation of web-based courses through nursing grant.

Evaluation of Results Radiography had a successful accreditation visit with minimal concerns voiced by visiting team. Length of accreditation term to be determined and communicated by JRC in early summer.
Assessment Technologies, Inc (ATI) products utilized by Nursing Department to assist in determination of student learning outcomes as well as readiness for NCLEX testing upon graduation.
Two classes in Grant Program offered on-line in summer: NSG198 and NAA100 by two separate faculty members. Several nursing classes are web-enhanced.

Response to Evaluation: 2006-07 Action Steps

1. Review and assessment of use of ATI products will be ongoing. Full utilization and determination of acceptable cut scores will be made by Nursing faculty.
2. Additional courses to be web-enhanced in Allied Health area.
3. Training opportunities through college IT will continue to be sought and scheduled for faculty and staff in division.

Evaluation of Results Representatives from ATI met with nursing faculty to review changes in ATI scoring. The nursing faculty determined a cut score for successful completion of the Comprehensive Test administered to graduating students at the end of the program. Ongoing concerns include mandating testing and required achievement levels for practical nursing students as well as a determination of preferred entrance testing for all programs

Response to Evaluation: 2007-08 Action Steps All courses being taught in Allied Health are web-enhanced and on-line classes, where content lent itself more readily, were created. Faculty participation in professional development opportunities needs to be increased in order to continue to provide broader and more educational options for our students. These should include increased skill levels in BlackBoard, increased utilization of alternative instructional opportunities and use of simulation, whether low- or high-tech.

Evaluation of Results Action steps pertaining to utilization of ATI testing services no longer is a part of this division's activities.

Response to Evaluation: 2008-09 Action Steps All Allied Health courses which lend themselves to on-line enhancement have integrated it into the curriculum. Faculty have attended numerous Professional Development programs presented on campus as well as webinars offered by the system to improve their utilization of BlackBoard as well as to learn to use and obtain new software and shareware.
Plans to install a Smart Board in an Allied Health classroom, for use by all programs in

the building. Faculty will attend training in the integration of Smart Board technology into the classroom and will continue to advance their knowledge and operation of this technology.

Evaluation of Results Use of BlackBoard resources continues for all division programs. Increased comfort with and knowledge of the system was slightly delayed as BB upgraded the system. Several in-service opportunities were offered prior to the end of the academic year but still some difficulties were encountered as faculty recognized the changes in the fall. Lectures in Surgical Technology were also recorded to permit student review after classroom presentation. The Smart Board has been installed and is utilized by the Surgical Technology program. Several faculty have attended formal and informal professional development opportunities.

Completed *Substantial progress made* *Beginning implementation* *Revision necessary*

College Objective 9: Effectiveness

Allied Health Division Objective Improved alignment of all nursing programs, evening/weekend, daytime – RN , PN and Nurse Aide.

Rationale/Resources: Nursing curriculum, skills and expectations must be uniform throughout the nursing department regardless of delivery method.

Measures of Success: Evaluation processes will be the same for all nursing students.

Response to Evaluation: 2006-07 Action Steps Select representatives from each nursing course/program to review and compile academic and skill expectations for immediate implementation across the department.

Evaluation of Results Nursing faculty met in small groups to review and clarify documents used in skill teaching and testing. Currently these documents are identical for use in all nursing programs regardless of delivery method of instruction. The student handbook was reviewed at the annual nursing retreat held in May and is now a unified document for all nursing students.

Response to Evaluation: 2007-08 Action Steps During the 07-08 academic year, the skill requirement documents will be monitored for effectiveness and any editing requirements for clarification. The student handbook is reviewed and updated as needed annually.

Evaluation of Results The Allied Health and Personal Services Division no longer has oversight for Nursing.

Response to Evaluation: 2008-09 Action Steps Surgical Technology has long utilized an exit exam as a measure of learning. In discussions with faculty from other programs, this concept was adopted by Radiography instituted an exit exam as a requirement for program completion in spring 2008, which it is believed helped them achieve an improved Registry passage rate of 100%. The Certification passage rate for Surgical Technology has been 92% and 100% for the two classes which finished this year. Use of an exit exam, monitoring its effectiveness and awareness of changing test options will continue.

Evaluation of Results Use of an exit exam has proven to be of value to the Radiography program and will continue for Rad as well as Surgical Technology. Cosmetology's final course incorporates extensive Board preparation for students.

Completed *Substantial progress made* *Beginning implementation* *Revision necessary*

College Objective 3: Partnerships

Radiography Program Objective To expand the offering within the Radiology Program by offering courses in Ultrasound, and CT/MRI

Rationale/Resources: The college has purchased a Ultrasound machine and we would like to get the program started by Fall 07. In addition I have spoke with several Program Directors and I would like us to expand our offering of CT/MRI online by Fall 08-09. The CT/MRI program if offered would be piloted from OCTC and bring people state wide to participate in our offering of this course and help fulfill the market need for licensed CT/MRI Techs.

Measures of Success: Ultrasound and CT/MRI courses developed and piloted.

2007-08 Action Steps I will actively seek a teacher for the Ultrasound program and guide the instructor for the start up. I will also continue to talk with our Clinical Instructor at Owensboro Medical Health System to guide her in the start up of the online CT/MRI program.

Evaluation of Results An adjunct instructor was employed for the initial class of eight students in Diagnostic Medical Sonography beginning in fall 2008. An adjunct clinical coordinator was also employed to provide organization and oversight of students in the clinical setting. Eight clinical sites have been obtained and the initial class will complete at the end of summer 2009.

A program to provide instruction for a certificate in MRI and/or CT is currently being prepared as a completely on-line offering. A target offering date is projected to be either in fall 2009 or spring 2010.

Response to Evaluation: 2008-09 Action Steps Monitoring of new Ultrasound program, particularly as the curriculum will change after only one year of the initial offering, will continue. Faculty will continue to be mentored to facilitate their growth in the classroom setting. Class size will increase, as reflected in the initial BOR presentation, subject to availability of clinical sites for students.

Review of MRI/CT classes prior to beginning program will occur in conjunction with technologists currently employed in the field. Application to offer the program(s) at OCTC will be made to the Chancellor of KCTS. Currently the only college in the system with this offering is Bluegrass.

Evaluation of Results Initial student cohort in DMS graduated in spring. Clinical sites continue to be difficult as not all have Certified techs available for precepting. Faculty change occurred with employment of full-time faculty person. Preparation of accreditation application materials for JRC DMS being completed
Some initial effort was made to pilot introductory MRI and CT certificate courses on-line. This was discontinued primarily as a result of complete overhaul of MRI/CT curriculum by System Radiography Curriculum Committee.

Completed Substantial progress made Beginning implementation Revision necessary

College Objective 6: Technology

Culinary Arts Program Objectives *College Objective:* Expand and revise the culinary program website to include the following:

Program Objective: Proposed culinary program website content:

- Hyperlinks to other food-related websites, organized in categories to provide high value to users.
- Specialized content areas utilizing various delivery methods to provide in-depth coverage of particular culinary topics. Examples of potential topics include:
 - Specific ingredients - bananas, chocolate, balsamic vinegar, etc.
 - International cuisines – information on foods, preparation techniques, and cultures by country or food region

- Nutrition and food safety – Popular diet analyses, aging population dietary needs, holiday dinner food safety tutorial, probiotics, omega-3 fatty acids, healthy recipe modification, safe cooking temperatures, etc.
- Social or ethical food issues - foie gras, veal, genetically modified foods, slow food, fair trade, organic foods, free-range, etc.
- Academic and career path information
 - Course sequence and credential options
 - Career opportunities
 - Job skills, resume and interviewing information
- Pictures and videos of student production and projects that showcase learning.
- Video demonstrations of culinary techniques and course lectures. (Some may need to be within Blackboard.)

Rationale/Resources: Provide a quantity and quality of content to:

1. Provide a variety of instructional delivery methods to our students
2. Provide information on our culinary program
3. Provide students with information on academic and career paths, employment opportunities, and available culinary / hospitality resources.
4. Provide a portal for culinary information for the online community
5. Invite respect and admiration for our culinary program and the college.
6. Aid recruitment and retention of culinary students.

Measures of Success: When the resources listed above that have been addressed and determined to be feasible and have been substantially completed or, in cases where the work is evolving or ongoing in nature, the structure for providing those resources has been established and content sufficient to reasonably provide value to students, the college, and website users has been provided, the strategic objective will be considered completed.

2007-08 Action Steps

The initial procedures for the following strategic action steps should be addressed in 2007-2008:

Action steps for culinary program website enhancements - Strategic

- Hyperlinks to other food-related websites, organized in categories to provide value to users.
 - Action steps:
 - Determine appropriate categories for website links section.
 - Research and evaluate appropriate sites to be added.
 - Add links to website.
 - Request other suggested sites from site visitors.
- Specialized content areas utilizing various delivery methods to provide in-depth coverage of particular culinary topics. Examples of potential topics include:
 - Action steps:
 - Determine appropriate categories for specialized content area.
 - Research and evaluate information.

- Relate and assign student research projects to promote research skills and develop content as different courses are offered.
 - Add content to website as it is developed.
 - Academic and Career Path
 - Action steps:
 - Post academic path information and credential options online.
 - Research and evaluate information on career paths and employment opportunities.
 - Investigate potential of creating a job board where local employers could post current job openings. Talk with IT people, then local employers.
 - Add content to website as it is developed.
 - Pictures and videos of student production and projects that showcase learning.
 - Action steps:
 - Determine availability of digital camera on campus. (Get one for our program if one is not available.)
 - Invite / require students to record lab production or products.
 - Evaluate records for accuracy.
 - Post new content to website.
 - Video demonstrations of culinary techniques and course lectures. (Some may need to be within Blackboard.)
 - Action steps:
 - Get training in video editing/posting and Blackboard
 - Evaluate curriculum to determine best opportunities for video
 - Set dates for initial videos
 - Reserve school video equipment for scheduled days
 - Post new content to website.

Evaluation of Results

A website for Culinary Arts including academic information, career paths and employment opportunities is posted. Addition of information and updating site will be a continuing effort.

Attendance by the faculty in the program at training sessions to prepare, edit and post videos of student work is finished. Content posted to website and will be utilized in course BlackBoard content as well

Response to Evaluation: 2008-09 Action Steps

Continue improvement and maintenance of website including resources and specialized content.

Review curriculum to increase opportunities for video production with posting to BlackBoard course materials to increase student learning and review opportunities.

Evaluation of Results

Expansion of website offerings had to be postponed due to reorganization of the site

at the KCTCS system level. Additions are still planned as time and resources permit. The Program coordinator attended several workshops and opportunities to broaden course offerings.

Completed Substantial progress made Beginning implementation Revision

College Objective 2: Alternative Delivery

Office Systems: Technology Program Objective *Program objective:* To increase on-line opportunities locally for office systems students.
Rationale/Resources: Online courses help students who have trouble attending class due to time constraints as a result of job and family obligations.
Measures of Success: An online course is offered in either the fall or spring semester.

2007-08 Action Steps Attend professional development opportunities that will help with setting up an online course.
 Meet with faculty that are experienced in online courses.

Evaluation of Results Office systems program instructors participated in Title III sponsored professional development workshops in Blackboard, Snag-It, and Windows Movie-Maker.
 Both Office Systems program instructors did participate in the Alternative Delivery Initiative – a seven-month workshop in developing an on-line course. Title III sponsored the workshop.
 OST 225 – Introduction to Desktop Publishing was offered online in fall 2007.

Response to Evaluation: 2008-09 Action Steps Many students preferred having some face-to-face time with the instructor and requested meetings throughout the semester; therefore, for the 2008-2009 academic year there is not an on-line office systems course offered by OCTC. The focus has changed to offering office systems hybrid courses on the OCTC campus.

Evaluation of Results Student response to hybridized courses has been very positive and this delivery method will continue to be offered.

Completed Substantial progress made Beginning implementation Revision necessary

Business Affairs

College Objective 4: Expectations

Business Affairs Objective	Business Affairs will model the professional ethics in support of the QEP. <i>Rationale/Resources:</i> Business Affairs supports the QEP designed code of professional conduct through modeling those behaviors the units will reinforce those expectations. <i>Measures of Success:</i> Treat every customer whether they are faculty, staff, students or community members with courtesy and respect.
2005-06 Action Steps	Raise awareness of the code of professional conduct through professional behavior.
Evaluation of Results	Posted Standards of Professional Conduct in offices.
Response to Evaluation: 2006-07 Action Steps	Continue with cross-training to provide the most professional service and accurate information possible. Add link on Business Office website for the Standards of Professional Conduct.
Evaluation of Results	Due to the loss of an employee in the Business Office, we divided up this employee's job duties between the Business Office staff to help cover key tasks. By focusing on cross-training it allowed us to continue to offer services and be responsive to College needs.
Response to Evaluation: 2007-08 Action Steps	Implement more color in the Business Office and HR/Payroll Office to present a more professional, upbeat image.
Evaluation of Results	Plans to update both the Business Office and HR/Payroll Office have been set. The Financial Aid space in the Administration Building will be added to space used by the Business Office on the Main Campus. The Communications operation was moved to the ATC and now plays a key role in the operation of that building.
Response to Evaluation: 2008-09 Action Steps	The entire Business Office will consolidate on the Main Campus and the HR/Payroll Offices will move to the Southeastern Campus.
Evaluation of Results	The Business Office consolidated on the Main Campus and HR/Payroll Office moved to the Southeastern Campus. Both moves have been beneficial.

Completed
 Substantial progress made
 Beginning implementation
 Revision necessary

College Objective 9: Effectiveness

Business Affairs Objective	Improve efficiency within the Business Affairs areas by implementing best practices and other internal initiatives. <i>Rationale/Resources:</i> 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. <i>Measures of Success:</i> Limit the number of exceptions for normal business procedures by implementing Best Practices from other KCTCS colleges. Also, pursue new contracts and processes that bring additional services at lower cost to the College community.
2005-06 Action Steps	Participate in the Best Practices initiative. Analyze and recommend new contracts for copiers, postage, vending, and banking. Develop a comprehensive room rental policy for the College.
Evaluation of Results	Business Affairs received the Ducks in a Row award, a Best Practices in Accounting certificate, and a Best Practices in Payroll certificate. Implementation of the new comprehensive copier contract in September 2005. New contracts are being discussed and proposals are being analyzed for postage meters, vending and banking.

Response to Evaluation: 2006-07 Action Steps	New vending contract to be awarded. New banking contract possible. Propose a comprehensive room rental policy for the College. Increase use of scanners. Streamline HR files. Energy management project beginning implementation.
Evaluation of Results	The vending contract was awarded in August 2006. Scanners are used to send business documents between campuses, to other colleges and to KCTCS. HR files have been streamlined. Significant progress has been made on the energy management project. The project mix has been approved and the contract has been awarded to Energy Systems Group. Two cars were added to the fleet making vehicle assignments easier to manage and improving the College's gas efficiency. New postage machines were added at the Downtown and Main Campuses.
Response to Evaluation: 2007-08 Action Steps	Continue to work toward Best Practices Awards. Finalize a comprehensive room rental policy for the College including the ATC space. Implement a new financial reporting system. Revamp the College budget process. Implement FACTS Summer Payment Plan.
Evaluation of Results	HR/Payroll received a Best Practices in Payroll award for April to June 2007 and an annual Best Practices in Payroll award. A draft partial rental policy is in place. A financial reporting system was implemented and well received. The budget process was revamped and was rolled out to the College in February 2008. The annual Best Practices for Budget was received in 2008. The FACTS Summer Payment Plan was implemented.
Response to Evaluation: 2008-09 Action Steps	The Business Office and HR/Payroll Office will continue to focus on best practices in our operations. The comprehensive room rental policy will be finalized and communicated. The new Budget Process will continue to be improved and refined for the FY 2009 budget.
Evaluation of Results	The Business Office and HR/Payroll Office applied the principals of continuous improvement and Best Practices through process improvements and controls.

Completed
 Substantial progress made
 Beginning implementation
 Revision necessary

College Objective 9: Effectiveness

Business Affairs Objective	<p>Improve communication with students, faculty, and other staff members, both within the college and with the outside community.</p> <p><i>Rationale/Resources:</i> Training is important to operational effectiveness but communicating with faculty, staff and students is imperative to notify them of changes and remind them of important dates. Informing students of the on-line tuition payment option is necessary to increase student use the service. New approaches to communication need to be explored to include an expanded Business Affairs web site which will attract a diverse population of students and interested parties.</p> <p><i>Measures of Success:</i> Updated Business Affairs web site to include information about the on-line bill payment.</p>
2005-06 Action Steps	Update and expand the Business Affairs web site to include most frequently asked questions and specifics about assigned responsibilities within Business Affairs.
Evaluation of Results	HR website update completed, turning attention to Business Affairs comprehensive website
Response to Evaluation: 2006-07 Action Steps	Training for faculty/staff on HR, Business Office (travel, accounts, etc.), safety procedures, FACTS payment plan online, background checks, and parking issues. Internal office communication procedures implemented. Continue emphasis on completing a comprehensive Business Affairs website.
Evaluation of Results	The fee payment portion of the Business Affairs website is significantly improved. Several training sessions were offered including Pandemic Flu Preparation, Travel

	Procedures, Open Enrollment Health Insurance training, Employment Process, Background Checks and Reporting Accident and Injuries.
Response to Evaluation: 2007-08 Action Steps	Training for faculty/staff on HR issues, Business Procedures, safety procedures and the new Financial Reporting system are planned. Timely communication by emails with Faculty, Staff, and Students about campus changes and improvements will continue. Encourage continued emphasis on Business Affairs website. HR will strive to inform OCTC about new hires and retirement of employees.
Evaluation of Results	Opportunities for faculty/staff to train on business related procedures including HR training, budget, were offered. Individual training sessions on the new Financial Reporting system, PeopleSoft Financials, purchasing, and planning for project implementation were offered. Information about changes in daily facility's operations was communicated to the College greatly improved in number and situation. As a way to inform OCTC about new hires and retirements, announcements were made at the College Assembly meetings.
Response to Evaluation: 2008-09 Action Steps	Several HR/Payroll Training opportunities are planned. Additionally, HR plans to work with WKU to communicate academic program information to the College and communicate supplemental health vendors for open enrollment. Inform the College about safety and security procedures including implementation of an improved safety and security website. Communicate about the SNAP program and website to College.
Evaluation of Results	The HR/Payroll Office conducted training for Ready-to-Work students on the payroll process. Open enrollment training for faculty and staff and the "Point" training occurred for HR related issues. The HR/Payroll Office communicated the WKU degree programs with our faculty and staff. Information was communicated to the College community about safety and security.

Completed
 Substantial progress made
 Beginning implementation
 Revision necessary

College Objective 9: Effectiveness

Business Affairs Objective	<p>The Business Affairs unit will support additional training to increase operational effectiveness.</p> <p><i>Rationale/Resources:</i> PeopleSoft applications and KCTCS business procedures create an environment of continuous training and cross-training for the Business and HR/Payroll Areas. Training for our faculty and staff to inform them of the changes is imperative to create more customer accommodating units.</p> <p><i>Measures of Success:</i> An increase in training on technical business office functions. An increase in training of faculty and staff to create better informed customers.</p>
2005-06 Action Steps	Raise awareness of the code of professional conduct through professional behavior
Evaluation of Results	Emphasized code of professional conduct by offering workshop and by discussing it at most staff meetings within Business Affairs.
Response to Evaluation: 2006-07 Action Steps	Implement PeopleSoft 8.9. Encourage training in Word, Excel, and Access. Concentrate on cross-training staff to improve customer service.
Evaluation of Results	Implemented PeopleSoft 8.9. Enhanced computer skills through College professional development seminars and KCTCS go-to training meetings.
Response to Evaluation: 2007-08 Action Steps	Encourage training with Office software. Encourage additional training on new accounting procedures and KCTCS Business Procedures. Provide resources for additional safety training for M&O staff. Encourage participation in SACUBO Drive-in Workshops and attendance at CBMI. The HR/Payroll staff will obtain additional training in all areas related to the HR/Payroll fields. Also, the Business Office and HR/Payroll staff will provide training workshops for the College faculty and staff.

Evaluation of Results	Several different training sessions were attended to improve operational effectiveness. These training sessions included Communicator and Office software, My Career Network.com training and Go-to Meetings on Accounting procedures and Performance/Evaluations. Implemented collections process with KY Department of Revenue which included additional training on software and outside agency.
Response to Evaluation: 2008-09 Action Steps	The OCTC PD brochure contained several HR training opportunities including Performance/Evaluation, and Employment HIPPA training. Some on-line training opportunities on IT policy and sexual harassment policy training are required. Volunteered to pilot the following new programs for electronic student refunds and electronic payment to vendors. Additional training for M&O includes hazardous material handling processes and procedures.
Evaluation of Results	Several training opportunities for HR policies were offered with little interest. On-line training was successful. Three employees were trained with a two day intensive hazardous waste training event.
<input checked="" type="checkbox"/> Completed <input type="checkbox"/> Substantial progress made <input type="checkbox"/> Beginning implementation <input type="checkbox"/> Revision necessary	

College Objective 10: Resource Development

Business Affairs Objective	Business Affairs will support the building and development of the Advanced Technology Center. <i>Rationale/Resources:</i> This project was funded by the General Assembly in 2005. The expected building start date is Spring 2006. Planning for purchasing of equipment for the building is underway. Additional operating funds and personnel have been requested. <i>Measures of Success:</i> Project will continue and purchasing deadlines will be met.
2005-06 Action Steps	On-going project meetings.
Evaluation of Results	Despite significant rain delays since early Spring 2006, progress on the ATC has occurred. Gravel parking lots are under construction. Due to rain delays, the connector loop will not be complete for start of fall semester.
Response to Evaluation: 2006-07 Action Steps	Monthly progress meetings are planned. Connector loop, Deere Park lot, Ag Extension lot, and Dar-nek lot should be complete by late fall.
Evaluation of Results	Substantial progress has been made on the ATC during 2006-07. The Connector Loop was not completed during 2006-07. The Deere Park Lot has been completed. Work has been done on the Ag Extension and Dar-nek Lots but the lots have not been completed. The new Science Lot has been built and has been in use for the academic year.
Response to Evaluation: 2007-08 Action Steps	The ATC is expected to be completed in August 2007. The building will be filled with furniture and equipment and faculty and staff will be relocated to the ATC in Fall 2007. Classes will begin in Spring 2008 with some Fall 2007 classes being relocated from the Downtown Campus to the ATC in late Fall 2007. All original parking lots will be sealed and striped. All the new lots will be completed in 2007-08.
Evaluation of Results	All goals were met. The ATC was opened on time with classes offered for the Spring 2008 semester.
Response to Evaluation: 2008-09 Action Steps	Continue to encourage and support the implementation of Phase II of the ATC.
Evaluation of Results	Encouraged and supported the ATC Phase II project.
<input checked="" type="checkbox"/> Completed <input type="checkbox"/> Substantial progress made <input type="checkbox"/> Beginning implementation <input type="checkbox"/> Revision necessary	

Center for Community and Economic Development

College Objective 3: Partnerships

CCED Objective	<p>Target strategies which demonstrate the interconnectivity between the work of the CCED, the academic mission of the college, and the goals of agency partners and business community.</p> <p><i>Rationale/Resources:</i> A growing CCED workforce, credit bearing programs developed with academic partners, and the need to garner the support for a shared mission with agency and industry partners mandates a need to build consensus and common buy-in among all.</p> <p><i>Measures of Success:</i> Intra-unit, academic, and agency partner collaborations will be communicated; and partnerships will be demonstrated through programs developed for industry networks.</p>
2005-06 Action Steps	<p>Institute monthly, interdepartmental activities designed to further communication and team environment. Highlight faculty/CCED academic and training partnerships at appropriate college assembly events. “Host” two activities for faculty and students which demonstrate the college’s (and CCED’s) critical link to the workforce. Implement three company “network” training partnerships.</p>
Evaluation of Results	<p>A faculty peer evaluation and a community wide “kickoff” of the IMAC initiative have been held. A SkillTrain sponsored “Colleague Appreciation Day” allowed employees to experience CCED workforce training first-hand. Priorities related to company network training have been completed with plans for additional partnerships under development.</p>
Response to Evaluation: 2006-07 Action Steps	<p>Begin the development of accelerated and/or contextualized general education or developmental education courses related to IMAC options. Partner with Owensboro Mercy Health System and the academic nursing department to begin the development of an on-line RN degree option. In response to Economic Development policy makers, explore potential for the development of an “Entrepreneurial Center” to be located on the Downtown Campus. Work closely with the EDC to transition Skills, Inc and to further develop an interactive, community workforce development database. Continue the exploration of cross-serving the college’s developmental math students.</p>
Evaluation of Results	<p>Several promising credit course options, developed through faculty partnerships, with accelerated options and/or contextualization have been developed, launched and/or will be offered in fall ’07 incl. a work-based ENG 101 and IT 100 modules. A healthcare contextualized COM 252 will be paired with a hybrid NSG 101 for fall ’07. The TLC business management certificate was successfully launched with 52 industry participants in spring, ’07. The CCED has partnered with the EDC to launch <i>Owensboro Works</i>, an interactive database for employers and job seekers as well as provided development support of the EDC’s Entrepreneurial Center concept. The unit’s MT055 pilot for ’06-07 was deemed a success with significantly higher retention and pass rates than here-to-fore.</p>
Response to Evaluation: 2007-08 Action Steps	<p>Work closely with academic and student services leadership to further identify opportunities to link SkillTrain (ABE) services to developmental coursework as well as the customized credit offerings to the traditional delivery options. Continue the ongoing development of the TLC and the accelerated, contextualized OCTC@OMHS curriculum. Engage the EDC and other key stakeholders in a collaborative dialogue related to training and expansion of the region’s healthcare workforce. As technical programs move to the ATC, explore opportunities to address economic strategies through new programs/services which could be initiated in vacated space.</p>
Evaluation of Results	<p>In addition to the division’s own TLC scale-up activities for the community, collaborative product and sales development meetings for sister colleges interested in utilizing the TLC as a B&I tool were held in partnership with system leadership. A</p>

manufacturing forum was held leading to the division engaging industry partners interested in short-term welding training for entry level employees in a collaboratively designed certification program. A hybrid -MT110 Applied Math for OCTC@OMHS students was developed and successfully completed in June '08. Exploration of new programming for vacated downtown space remains pending until completion of college's strategic workforce priorities.

Response to Evaluation: 2008-09 Action Steps

Launch MT 055 math in fall semester to general student population interested in pursuing allied health careers. Identify mechanism to provide short term welding certification program to general population. Transition TLC work to better effect scope of work.

Evaluation of Results

Short term welding certificate program launched in partnership with GRADD and EDC for dislocated workers. Supported through the OCTC MechaManufacturing Grant, the program was marketed as a Quick Jobs opportunity featuring college credit embedded within the academic welding program. Collaborative effort to identify student group interested in a contextualized allied health/MT 055 did not result in a true cohort population. New TLC oversight was affected providing better administrative support. Significant developmental education activities were designed with the delivery tailored for dislocated workers.

Completed *Substantial progress made* *Beginning implementation* *Revision necessary*

College Objective 8: Image

CCED Objective

The unit will develop strategies to create public and private awareness of its individual programs and overall integrated program delivery system.

Rationale/Resources: The CCED's depth of services coupled with new programmatic initiatives have evolved far beyond traditional community expectations of a college's outreach efforts. There is an increasing need to "educate" both the general public and policy makers about the unit.

Measures of Success: Strategies will be identified to communicate programs and services to targeted public and client sectors.

2005-06 Action Steps

Participate in and/or host two large group events with key community stakeholders. Provide quarterly "updates" to Chamber of Commerce and Economic Development Corporation memberships. Submit three "concepts" to local newspaper for potential articles relating to the unit including one on Career Pathways and one on GED attainers.

Evaluation of Results

CCED involvement with ATC training presented at the October Rooster Booster and the division hosted a work session with Economic Development Corporation staff. Messenger Inquirer features included CCED related Mechatronics initiative, Work & Learn Toy Drive, and IMAC alternative delivery options. CCED's academic/training partnerships have been featured at several economic development related events as well as been highlighted at state and national workforce development meetings and conferences. The unit has employed significant "print" medium to market adult basic education services and its continuing education offerings.

Response to Evaluation: 2006-07 Action Steps

At the invitation of the EDC, key personnel will participate in quarterly meetings designed to support regional plant managers as well as visits for new and existing industry. Explore new community education partnership with city and county school systems. Raise awareness of the college's ABE efforts by combining GED graduation exercise with the OCTC postsecondary ceremony.

Evaluation of Results

OCTC, through its CCED, is an active member of the community's economic development roundtable -the Greater Owensboro Center for Commerce. Training liaisons participate in quarterly CEO roundtable meetings as well as promotional meetings with industry prospects. The community education partnership with the city

and county school systems has been finalized. The OPS/DCPS Community Education Director will be co-housed at the OCTC downtown campus. The partnership will offer the community a consolidated programming effort and brochures beginning July 1, 2007. With new college leadership, an institutional decision regarding holding OCTC's GED graduation with the college's postsecondary graduation has yet to be made.

Response to Evaluation: 2007-08 Action Steps Launch (with KCTCS) Team Leader certificate to system partners and explore potential for expanded commercial value. Identify and participate in three new sector specific marketing venues to promote industry services. Develop logo and "brand" for new community education partnership and publications.

Evaluation of Results Held system-wide TLC introductory event and consultative sales workshop. Provided sister colleges with company site sales demos and telephone assisted support. Initiated and facilitated the development of several new marketing strategies including: an innovative promo video for Team Leader, a Community LIFE logo and brochure format, The Loft@OCTC logo and related informational pieces, career pathway related videos, and a highly graphical, email template based on a UNC prototype for community education.

Response to Evaluation: 2008-09 Action Steps Develop and employ cost effective, targeted marketing strategies for newly launched SkillTest on-line assessment services, The Loft, and the fully transitioned Community Life Program/partnership. Pursue web based marketing and enrollment activities for all program areas.

Evaluation of Results Targeted marketing and media releases produced to highlight SkillTest services. Significant cost savings attained by revamping hardcopy Community Life Program brochures and adding website promotions. KCTCS protocols still prevent on-line registration functions for community and workforce activities at the college level. A DOL MechaManufacturing Grant funded significant news paper media outreach for dislocated workers with a "blitz" of new radio and television PSAs utilized at minimal or no cost to promote dislocated worker events. SkillTrain personnel initiated an on-line newsletter to highlight participant successes. A manufacturing forum allowed the division to engage industry partners in a consultant facilitated, quasi-sales activity.

Completed *Substantial progress made* *Beginning implementation* *Revision necessary*

College Objective 10: Resource Development

CCED Objective Identify and develop more resources to support the development of sustainable new programmatic initiatives and mission driven priorities for underserved populations.

Rationale/Resources: Funds to support the development phase of Career Pathways initiatives must be identified with an ultimate goal of program sustainability. Start-up resources are required for equipment, space, staffing, and curriculum development. Furthermore, test fees are a barrier to GED completion as the threshold to postsecondary entry for underserved populations.

Measures of Success: Funds will be obtained for program development through state and national grants and/or a new "fundraising" initiative.

2005-06 Action Steps Develop and implement a fundraiser event or program to raise funds to raise scholarships to cover GED test fees. Apply for two state, national or federal grants to garner funding for Career Pathways development and infrastructure needs.

Evaluation of Results OCTC was awarded a \$250K Leadership Grant in the Charles Mott Foundation's Breaking Through Initiative. An RFP was recently submitted to the RW Johnson Foundation to begin an on-line nursing program. A third proposal was submitted to KCTCS to further the work on development of the Team Leadership initiative. A Sam's Club grant has allowed the initiation of a limited GED scholarship fund.

Response to There is particular need to expand ESL/ABE grant opportunities. However, the unit's

Evaluation: 2006-07 Action Steps	resource development priority targeted for underserved populations must be expanded to include all service populations and programmatic objectives. The unit will submit three state, national or federal grants to garner funding for ABE, IMAC and/or Healthcare focused Career Pathways development, equipment and/or infrastructure needs.
Evaluation of Results	<p>Resource development has been ongoing. During '06-'07, the CCED applied and was awarded: Met Life <i>Encore</i> - \$25K, Dollar Store- <i>ESL</i> (funded at \$15K for '07 implementation) and <i>Family Literacy</i>, OMHS – <i>Educational Development Center</i> (5th funding cycle) \$61K, Robert Wood Johnson Foundation – <i>Jobs to Careers</i> \$431K (three year grant), KCTCS funding of \$157K+ for <i>Team Leadership</i> (Phase II), KYAE <i>EL Civics</i> grant \$10K, Ready to Work/Work & Learn Special Project Grants \$51K+, and a \$2K Community Life Foundation <i>Youth Robotics</i> Project Grant.</p> <p>In addition, CCED submissions for a DOL YouthBuild, a UK Center for Collaborative Literacy Development and KCTCS Mechatronics Expansion Proposal are pending '07-08 funders' reviews.</p> <p>Further, a CCED employee-driven GED scholarship fund was established in memory of a team member's deceased son. Donations to date exceed \$400.</p>
Response to Evaluation: 2007-08 Action Steps	There is an increased need for cost recovery training sales. KCTCS will launch a consultative sales initiative with the Clements group challenging the CCED to implement new marketing and direct sales strategies. A ten percent increase in the division's cost recovery training efforts should be targeted. The division's success with private foundation awards for its career pathways initiatives should be used as a springboard to seek additional private and federal funding opportunities to support services for at-risk or non-traditional populations and the development or related support services needed to provide accelerated, work-based delivery options. A minimum of four initiatives should be pursued.
Evaluation of Results	The CCED successfully engaged in all aspects of the WCI (consultative sales initiative) as one of the first four colleges in the system wide initiative. Division awarded CCLD literacy grant and \$1.996 M. DOL MechaManufacturing Communiversity CBJTG as well as was successful in obtaining Kentucky Adult Education contracts for both Daviess and Ohio Counties.
Response to Evaluation: 2008-09 Action Steps	Finalize scope of work for newly funded program areas and launch initiatives. Identify new programming areas for short-term, credential based training for at risk populations particularly in the Manufacturing arena. Initiate potential funding research and likely collaborators to sustain programming for the division's Breaking Through and OCTC@OMHS initiatives.
Evaluation of Results	The division aggressively sought grant-funding through state and federal opportunities and from national private foundation. The division was awarded \$20K from the Gates Foundation for Breaking Through Data Collection as well as approximately \$200K to support its regional activities and mentoring/facilitation services for a Kentucky Breaking Through Initiative funded by the Education & Workforce Development Cabinet. Several new Quick Jobs programs were developed for dislocated worker training funded through federal retraining \$\$s. The result was significant new revenues to support the division's workforce efforts.

Completed *Substantial progress made* *Beginning implementation* *Revision necessary*

Discover College

College Objective 1: Pathways to Postsecondary

Discover College Objective	<p>Successfully transition Collegiate High School from the planning and development stage to the progress and implementation stage as defined by the Middle College National Consortium; addressing structure, student needs, and teaching and learning.</p> <p><i>Rationale/Resources:</i> Collegiate High School is the first funded Early College Initiative in the state of Kentucky. The initiative provides an opportunity for a specific student population to pursue postsecondary education.</p> <p><i>Measures of Success:</i> Collegiate High School descriptive, demographic and achievement data reported to the Middle College National Consortium as part of the Early College Initiative; Collegiate High School survey and student post-graduation outcome data reported to the Middle College National Consortium as part of the Early College Initiative. Number of students enrolled in Collegiate High School. Number of students successfully moving through Division I, II, & III.</p>
2005-06 Action Steps	Enroll at least 50 students in Collegiate High and track the data required in the Bill and Melinda Gates Foundation Early College Grant.
Evaluation of Results	50 Owensboro Public students were enrolled and data was tracked as required. Two Daviess County Public Schools students were enrolled as well.
Response to Evaluation: 2006-07 Action Steps	Recruit and maintain an enrollment between 50-75 students to provide necessary support staff to address the needs of an at-risk population. Allow Division III students to graduate from HS so that they may access federal aid while still not paying tuition on classes above full-time (12 hours). Increase rigor and expectation of project-based curriculum through summer training provided by the Middle College National Consortium.
Evaluation of Results	With enrollment contingent upon schools within the Discover College consortium, Collegiate was not able to meet the enrollment goal of 50-75 students during 2006-2006. With the addition of the Ohio County Public Schools partnership, enrollment averaged approximately 40 students throughout the year. Collegiate graduated 11 students from the program. Additionally, staff worked to transition year 13 students and graduates of the program to adult students accessing federal aid. 3 staff members attended the Middle College National Consortium's summer training session in New York and 1 staff member attended the winter training session in New Orleans. Collegiate enhanced the project-based curriculum through the addition of the hip-hop, poetry, and civic engagement projects.
Response to Evaluation: 2007-08 Action Steps	Collegiate will implement new admissions and attendance criteria for 2007-2008 to better serve students seeking an accelerated alternative to a traditional high school experience. New admissions and attendance criteria will be promoted to area school districts. Collegiate will work to transition graduates of the program to adult students working to complete their credential(s). Collegiate will evaluate its partnership with local school districts and Middle College National Consortium and explore alternative methods and the feasibility for sustaining the early middle college initiative on campus.
Evaluation of Results	Admissions and attendance criteria was implemented during the 2007-08 academic year. Upon evaluation of the program, OCTC has decided to serve the students currently enrolled in Collegiate and not accept other students into the program. Under current budget cuts and state infrastructure it is not feasible to maintain an early middle college on campus at this time.
Response to Evaluation: 2008-09 Action Steps	Discover College will continue to look for avenues to serve this population of students as budgets, infrastructures, and state leadership evolves.
Evaluation of Results	Since the inception and facilitation of Collegiate High School, Discover College has

learned many valuable lessons in operating and structuring program for underrepresented populations. Collegiate graduated its last cohort of students in May 2009.

Completed *Substantial progress made* *Beginning implementation* *Revision necessary*

College Objective 1: Pathways to Postsecondary

Discover College Objective	Increase the number of Discover College students transitioning to postsecondary education. <i>Rationale/Resources:</i> The fundamental purpose of Discover College is to provide a pathway to postsecondary education. <i>Measures of Success:</i> Number of Discover College students transitioning to postsecondary education (OCTC or other college) increased, Fall 2004-Fall 2009.
2005-06 Action Steps	Track data of students in the school-based and campus-based technical programs as cohorts. Pilot new Senior Scholars program for students taking 10 or more credit hours in transfer courses during their senior year. Redesign the campus-based technical programs based on SEEK funding levels.
Evaluation of Results	Data tracking has begun. Enrollments in all Discover College programs/courses provided to local school district/high school partners. Senior Scholars program initiated. Auto Tech/Diesel Tech schedule completely revised for Fall 2006 to allow HS SEEK students to complete additional core courses and to allow expansion of the program, as demand warrants, in 2007-08.
Response to Evaluation: 2006-07 Action Steps	Increase dual enrollment opportunities in general education courses through agreements with local school districts. Explore expansion of SEEK technical programs, e.g., Biotechnology, Information Technology.
Evaluation of Results	Discover College has successfully completed the 2006-2007 actions steps. Discover College technical Seek-based program expansion is well underway in the area of Biotechnology, Mechatronics, and Health Science. Additional general education courses in English and Mathematics were added in the school-based transfer program.
Response to Evaluation: 2007-08 Action Steps	Increase tuition paying students through school-based and campus-based transfer programs. Promote and enroll students in the Biotechnology, Mechatronics, and Health Science programs. Maximize Tech Prep grant funding by provide professional development, instructional supplies, and network opportunities for high school and college faculty.
Evaluation of Results	Discover College enrollment continues to increase in school-based and campus-based programs. Biotechnology and Mechatronics enrollment increased. Mechatronics expanded their program by offering courses in Hancock County. Health Science had 26 students enrolled on campus; of which 69% were retained at OCTC. Tech Prep grant funding was utilized to provide professional development, instructional supplies, and network opportunities for high school and college faculty. OCTC received an additional \$12,000 in funding to send college faculty and high school partners to the National Career Pathways Conference.
Response to Evaluation: 2008-09 Action Steps	During 2008-09, Discover College will actively pursue area home school association as a means of enrollment, implement the Nursetrack Program, and Project Lead the Way. Discover College will restructure recruitment, retention, and advising process which may result in new staff. Discover College will seek to increase communication and transitional services with students, parents, and partners through orientations and advising. Discover College will remain the Tech Prep fiscal agent for the OCTC service region during 2008-09.
Evaluation of Results	Nursetrack and Project Lead the Way were successfully implemented in 2008-09.

Additionally home school enrollment increased in both general education and technical programs. Discover College restructuring created an opportunity to streamline budgets, streamline processes, and operate as a more efficient and user-friendly department. Discover College was able to add a technical advisor staffing position to the department. Tech Prep funding is no longer available in Kentucky-it has merged with Perkins funding. Therefore, OCTC will no longer be the region's fiscal agent for Tech Prep.

Completed *Substantial progress made* *Beginning implementation* *Revision necessary*

College Objective 2: Alternative Delivery

Discover College Objective	<p>Work with a Discover College partner to pilot-test a dual enrollment school-based transfer course(s).</p> <p><i>Rationale/Resources:</i> As transportation costs and high school demands increase, finding alternative ways for partners located outside of Daviess to offer dual credit opportunities is essential to success.</p> <p><i>Measures of Success:</i> Creation of hybrid courses with a high school partner, successful course implementation, training of high school faculty to implement Blackboard.</p>
2007-08 Action Steps	Discover College will train teachers at Cloverport Independent School to design and implement their dual enrollment course(s) as hybrid models using Blackboard.
Evaluation of Results	Cloverport implemented hybrid courses in the areas of science, psychology, and history. OCTC provided a training session for students and teachers in Cloverport on Blackboard. Courses continue at Cloverport and teachers continue to supplement with Blackboard.
Response to Evaluation: 2008-09 Action Steps	OCTC will continue to offer Blackboard classes at Cloverport. Biotech will promote Blackboard enhanced courses with partner schools.
Evaluation of Results	Courses offered at Cloverport continued to be enhanced by the Blackboard software.

Completed *Substantial progress made* *Beginning implementation* *Revision necessary*

College Objective 3: Partnerships

Discover College Objective	<p>Decrease the need for math remediation for students transitioning from high school to OCTC.</p> <p><i>Rationale/Resources:</i> Reducing math remediation is a goal of the Regional Alliance for Education P16 Council.</p> <p><i>Measures of Success:</i> <i>installation and training software training at high school partner</i>, compass test scores, curriculum alignment, and college enrollment.</p>
2007-08 Action Steps	Install COMPASS test on laptop at Daviess County High School, COMPASS test students enrolled in Algebra I & II and Special Topics, and align DCHS and OCTC math curriculum.
Evaluation of Results	COMPASS Placement test (math) was installed on laptops at Daviess County High School. The placement test was administered to 652 juniors. Planning sessions and meetings were held with OCTC math faculty and Daviess County High School math teachers to align curriculum to increase college readiness in math.
Response to Evaluation: 2008-09 Action Steps	OCTC will continue to partner with Daviess County High School and administer the COMPASS placement test (math) during the 2008-09. Additionally, OCTC will offer MT 122 for those students ready to move to the next level of math. Due to budget constraints OCTC will look into new placement test options that are more feasible to administer than COMPASS for the future.

Evaluation of Results COMPASS testing continued at Daviess County High School; 310 students were tested in math. OCTC sought grant funding from the State to continue and expand this initiative; unfortunately OCTC did not receive the grant funding.

Completed Substantial progress made Beginning implementation Revision necessary

College Objective 4: Expectations

Discover College Objective Revise and create a new Discover College program card for marketing purposes.
Rationale/Resources: Discover College programs and contacts have changed and new material is needed to disseminate accurate information.
Measures of Success: Printing and distributing of program card.

2007-08 Action Steps Work with OCTC Director of Public relation to created updated program cards for Discover College.

Evaluation of Results Program cards have been updated, printed, and are used for recruitment and advising purposes.

Response to Evaluation: 2008-09 Action Steps Discover College will continue to maintain up-to-date website and promotional information. Additionally, Discover College will look into the feasibility of purchasing promotional items to use during recruitment activities and campus events (pens, gadgets, etc.)

Evaluation of Results Discover College maintained an updated web presence. Discover College was unable to purchase promotional materials due to budget constraints.

Completed Substantial progress made Beginning implementation Revision necessary

College Objective 7: Pathways to the Baccalaureate

Discover College Objective Promote OCTC's transfer opportunities to parents, students, and guidance counselors
Rationale/Resources: Increase the community's awareness of OCTC transfer agreements.
Measures of Success: Media coverage, newsletter dissemination, and ultimately increase in students transferring to a four year university/college.

2007-08 Action Steps Gather transfer agreement information and scholarship opportunities and disseminate to media, school partners, and P16 Council.

Evaluation of Results Disseminated transfer scholarship and Mary Jo Young scholarship information to the local P-16 Council, Messenger Inquirer, and partner high schools. Presented to the area home school association regarding OCTC opportunities and transfer agreements.

Response to Evaluation: 2008-09 Action Steps To continue to increase awareness, Discover College will focus efforts on hosting orientations for specific Discover College populations (technical, transfer, etc), conduct a transitional survey with seniors in Discover College, and host personalized meetings with local school boards.

Evaluation of Results Discover College successfully hosted the first Nursetrack Orientation in August 2008, its first campus-based technical program orientation in May 2009, and open orientation in June-July 2009 for campus based transfer programs. Additionally, the Director of Discover College and V.P. of Academic Affairs met with each school district and area technology center one-on-one in spring 2009.

Completed Substantial progress made Beginning implementation Revision necessary

College Objective 7: Pathways to the Baccalaureate

Discover College Objective	<p>Implement new computer literacy requirements in the school-based technical programs.</p> <p><i>Rationale/Resources:</i> KCTCS has changed computer literacy requirements. School-based technical programs need to offer IT100 as a feeder for our programs.</p> <p><i>Measures of Success:</i> Certification of school-based technical voluntary teachers, curriculum alignment, and enrollment.</p>
2007-08 Action Steps	Incorporate IT100 as part of the school-based technical program course options.
Evaluation of Results	Discover College hosted a curriculum alignment meeting for all IT100 voluntary school-based faculty members. Additionally, all teacher credentials were verified and updated and curriculum and texts were aligned according to the IT100 criteria. A flyer was created explaining the purpose and benefits of the IT 100 college credit through Discover College. During the 2007-08 academic year, 416 students were enrolled in IT 100 during the fall and 314 students were enrolled during the spring as part of the school-based technical program.
Response to Evaluation: 2008-09 Action Steps	Discover College will continue to offer IT 100 in conjunction with our school partners in 2008-09. Credentials and curriculum will be updated as voluntary instructors change.
Evaluation of Results	IT 100 continues to be offered as a school-based technical dual credit opportunity. Credentials for existing and new teachers are maintained per SACS regulations.
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College Objective 10: Resource Development

Discover College Objective	<p>Explore funding to support implementation of Project Lead the Way (PLTW).</p> <p><i>Rationale/Resources:</i> OCTC ATC provides high school students an opportunity to pursue high tech careers through hands-on learning. To increase interest among high school students in technical programs, Discover College pursuit of PLTW support will provide a pipeline of students for technical programs.</p> <p><i>Measures of Success:</i> Funding received and partnership forged.</p>
2007-08 Action Steps	Apply for grant funds supporting professional development and equipment for PLTW.
Evaluation of Results	Received \$75,000 from KCTCS to implement the PLTW initiative; received \$42,400 from Tech Prep to support professional development through the PLTW training institute.
Response to Evaluation: 2008-09 Action Steps	Discover College will continue to pursue funding and partnerships to support the PLTW initiative. During the 2008-09 academic year, Discover College will purchase instructional supplies and equipment necessary to implement PLTW, host a press release with partners, offer a pilot course of PLTW, and market/advice students for the 2009-10 academic year.
Evaluation of Results	Discover College purchased supplies and equipment necessary for PLTW on-campus course implementation. Discover College & OCTC faculty worked to align PLTW courses offered in partner high schools for dual credit. Discover College successfully hosted a press release with partners in October 2009. PLTW courses were marketed in 10+ partner high schools for 2009-10 enrollment. Discover College wrote a grant for Hancock County High School and was awarded \$60,000 in funding for PLTW initiative at Hancock County High School.
<input checked="" type="checkbox"/> <i>Completed</i> <input type="checkbox"/> <i>Substantial progress made</i> <input type="checkbox"/> <i>Beginning implementation</i> <input type="checkbox"/> <i>Revision necessary</i>	

Humanities Division

College Objective 1: Pathways to Postsecondary

Humanities Division Objective	<p>The members of the division will be actively involved in establishing appropriate dialogue with Humanities/English/Communications/Fine Arts teachers at other academic institutions.</p> <p><i>Rationale/Resources:</i> Given the increase in dual credit courses, alternative delivery of courses, and changing curriculum it is essential for adequate communication to exist.</p> <p><i>Measures of Success:</i> All disciplines within the division will have initiated dialogue with teachers in their disciplines within the service area.</p>
2005-06 Action Steps	The English department will establish dialogue with junior and senior level English teachers in this service area.
Evaluation of Results	Contact has been established between instructors for dual credit courses offered within area high schools. Efforts to develop additional communication will continue.
Response to Evaluation: 2006-07 Action Steps	Faculty will seek to establish an on-going dialogue with additional faculty within area high schools. The intent is to establish an annual meeting with English faculty at the college and high school level.
Evaluation of Results	The Ohio Valley Teachers of English has been organized and has met. The main focus of this organization is to facilitate communication between area high schools, area colleges, and OCTC.
Response to Evaluation: 2007-08 Action Steps	Major initiatives within this area include extensive communication between the college and other organizations (high schools, colleges, RiverPark, the Public Library, etc.) with the collaborative effort of the Big Read. The music, art, and theatre disciplines of the college plan to offer the “The Dinosaur Musical” as a way to encourage younger individuals in the service area to experience the arts. The second grade students (our adopted class for encouraging education in the area) will be invited to the production free of charge and encouraged to “bring a friend”. Many faculty members from the division will foster activities to incorporate elementary, middle school, high school and home schooled students in the college experience.
Evaluation of Results	<p>The major initiatives were highly successful.</p> <p>The Big Read was a collaborative event. Students, faculty, community members, children, adults, were engaged in activities as a part of the Big Read programming. The English Department and Common Reading Committee continue to “expand and include” in order to make reading a priority for everyone.</p> <p>The collaborative (Art Music and Theatre) production of “The Dinosaur Musical” provided children within the Latino community, the “adopted second grade class”, and the general public an opportunity to experience in arts in action. The production included home schooled children, college students, community members, and faculty. The production was staged at RiverPark Center offering a different venue by returning to the Center after several years of on-campus production.</p> <p>The Debate program continues to be connected with area high schools while maintaining a high profile in the state and region.</p>
Response to Evaluation: 2008-09 Action Steps	The initiatives established earlier in this plan have been continued and strengthened. The Division participated in the Discover College initiative to strengthen communication between area schools and the college. Several English faculty members will attend an event in June at Owensboro High School to strengthen the transition from secondary to post-secondary in that discipline. Discussions with RiverPark Center and the local colleges and universities hopefully will lead to the development of a unique program of collaborative theatrical studies.

Evaluation of Results The English faculty was represented and shared information received at the June meeting sponsored by Owensboro High School. Discussions with Brescia, KWC, and RiverPark continued to be productive.

Completed Substantial progress made Beginning implementation Revision necessary

College Objective 4: Expectations

Humanities Division Objective Since the common reading project has created a foundation for student interaction based upon the expectations and varied applications of the materials, the members of the division will continue this project with hopes to expand to additional disciplines and will utilize the concepts of the QEP in Expectations for the Expression of Ideas and the Standards of Professional Conduct.

Rationale/Resources: Research indicates that expectations are strongly linked to student performance. Clarification and consistency of performance expectations should enhance student success.

Measures of Success: Students demonstrate a renewed awareness and appreciation for the works of others and an understanding of the ethical parameters governing those works. This will be manifested through class projects and papers.

2005-06 Action Steps

1. Appropriate members of the division will utilize the Expectations for the Expression of Ideas.
2. Members of the division will work toward the development of student speeches, papers, as appropriate to illustrate expectations for students.

Evaluation of Results Many of the faculty within the division (full-time and adjunct) incorporated various components of the Expectation for the Expression of Ideas into their syllabi. It is anticipated that all faculty will include these in the following academic year.

Some faculty within the division explored possible avenues and works to be incorporated as illustrations for other students. It is anticipated that many of these works will be posted in the following academic year.

Response to Evaluation: 2006-07 Action Steps All division members will include the Expectation for the Expression of Ideas in syllabi in the 2006-07 academic year. Exemplars will be posted.

Evaluation of Results The division members have incorporated the Expectation for the Expression of Ideas into syllabi. Additional exemplars will need to be posted.

Response to Evaluation: 2007-08 Action Steps Students will be encouraged to experience a wide array of types of expression in conjunction with the common reading program.

Evaluation of Results Multiple types of expression were explored through the common reading program and its supplementary programming with extensive opportunities for all age groups in the Big Read collaboration.

Response to Evaluation: 2008-09 Action Steps Selected common reading materials this academic year included a collection of poetry and a novel. The common reading website includes a highly diversified collection of supplemental readings from multiple disciplines. A Readers' Theatre adaptation of the collection of poetry was presented. Speakers on multiple subjects related to the readings were utilized.

Students now have the opportunity to develop their personal creative skills through participation in an open-mic monthly forum in the Humanities Building.

Evaluation of Results The open-mic opportunities were successful and will be continued. The common reading program continued to expand and provide excellent discussion opportunities.

Completed Substantial progress made Beginning implementation Revision necessary

College Objective 9: Effectiveness

Humanities Division Objective	<p>The members of the division will be actively involved in competency assessment including;</p> <p>Maintaining standards for transfer with specific adaptation to the changing curriculum of receiving institutions/departments</p> <p>Analysis of data regarding placement scores and the potential impact upon student success.</p> <p><i>Rationale/Resources:</i> Outcomes assessment is essential to assure student success and to link with other institutions (local private/public or other transfer institutions and departments)</p> <p><i>Measures of Success:</i> Performance indicators demonstrate students have equal opportunities to succeed regardless of entering placement scores through completion of appropriate sequencing.</p>
2005-06 Action Steps	<ol style="list-style-type: none"> Analyze the requested data regarding “no scores” to determine if additional groups need to be added to the ENG100/ENG 101 combinations. The communications faculty will explore the development of a course/workshop to assist severely communication apprehensive students toward successful completion of oral communication competencies.
Evaluation of Results	<p>The number of no scores has increased as demonstrated on the performance indicators; therefore, no action can be taken at this time. Evidence is inconclusive.</p> <p>Communications faculty have provided opportunities for additional support to students with communication apprehension.</p>
Response to Evaluation: 2006-07 Action Steps	<p>The Communications faculty will explore additional techniques to improve the retention rate in COM 181.</p> <p>Several changes will be made in the instruction and offerings for ENC090/091. The bi-term combination will not be offered in the Spring semester and the data will be analyzed based upon student performance in ENG 101 the following Fall semester.</p> <p>One of the English faculty will explore adaptations to the English instruction in order to provide examples and topics with direct relationships to technical student needs.</p>
Evaluation of Results	<p>The Communications faculty will develop over the summer a new approach to the delivery of the COM 181 course in an effort to improve diversity of delivery for that course. Several courses (English and Communications) will be developed with a contextual perspective.</p>
Response to Evaluation: 2007-08 Action Steps	<p>A hybrid COM 181 developed collaboratively by the Communications faculty. This class will be offered in the fall and spring semesters and evaluated for improvements.</p>
Evaluation of Results	<p>The hybrid COM 181 communications course has been offered and is being improved based upon student feedback. ENG 100 has been developed as an online workshop to accompany ENG 101.</p>
Response to Evaluation: 2008-09 Action Steps	<p>Several English classes including developmental courses will have on-line or hybrid options for students.</p>
Evaluation of Results	<p>On-line classes are available for OCTC transitional students in ENC 090 and 091. Also, sections of on-line ENG 100 were developed and offered student the workshop environment flexibility.</p>

Completed Substantial progress made Beginning implementation Revision necessary

Humanities Division Objective	<p>The members of the division will be actively involved in establishing strong intercultural studies course availability and incorporate intercultural applications in existing courses as appropriate.</p> <p><i>Rationale/Resources:</i> With the development of the new general education requirements reflecting the growing importance of intercultural studies and understanding, the inclusion of appropriate application within Humanities courses will be needed to reinforce these roles.</p> <p><i>Measures of Success:</i> Additional courses will be offered in Foreign Language and Humanities. One third of the courses will include illustrations or references to intercultural applications as appropriate.</p>
Response to Evaluation: 2006-07 Action Steps	<p>The division will explore the possibility of a non-Western culture Literature course.</p> <p>Additional foreign language will be offered.</p> <p>Cultural diversity applications will be made in at least 2 classes.</p> <p>At least one campus lecture will be provided based upon cultural diversity, humanities, or fine arts.</p>
Evaluation of Results	<p>The action steps were completed. The Literature and Place course on the Chinese Experience was offered each semester. Two Chinese language courses were offered for the first time. Cultural diversity was emphasized in most class within the division through the common reading experience. A variety of lectures, films, food, and exhibits were provided for students. These were linked to the common reading, the new intercultural in OCTC academics project, and the intercultural communications classes.</p>
Response to Evaluation: 2007-08 Action Steps	<p>The division will expand upon these initiatives.</p>
Evaluation of Results	<p>Women's Studies 201 has been developed and is now being offered on a rotating basis with other literature classes.</p>
Response to Evaluation: 2008-09 Action Steps	<p>Sign Language has been re-introduced as a course offering within the division. The number of courses now being offered with a strong cultural component has risen and the number of events offered with a cultural component has become highly diversified.</p>
Evaluation of Results	<p>This goal has been successfully completed.</p>

Completed
 Substantial progress made
 Beginning implementation
 Revision necessary

Information Technology Unit

College Objective 6: Technology

IT Objective	Virtualization project for server and desktop <i>Rationale/Resources:</i> consolidate servers and storage, increase lifecycle of existing desktop computers <i>Measures of Success:</i> reduced number of physical servers, desktop applications distributed to computer labs, reduced administration of hardware and software
Response to Evaluation: 2008-09 Action Steps	Explore desktop and server virtualization technology for cost savings and disaster recovery purposes.
Evaluation of Results	The IT department is currently utilizing virtual server technology to run 4 server installations on one physical server. This has reduced the footprint of 4 separate computers needed in the computer room, saving power and administration time.
<input checked="" type="checkbox"/> <i>Completed</i> <input type="checkbox"/> <i>Substantial progress made</i> <input type="checkbox"/> <i>Beginning implementation</i> <input type="checkbox"/> <i>Revision necessary</i>	

College Objective 6: Technology

IT Objective	Transition and Professional Development for OCTC web services <i>Rationale/Resources:</i> KCTCS initiative to a common website presence <i>Measures of Success:</i> successful transfer of OCTC website, faculty and staff web pages to the CRD hosting site. Faculty and staff are trained on publishing to new site
Response to Evaluation: 2008-09 Action Steps	Prepare for transition to new KCTCS website format.
Evaluation of Results	The new Sitecore website format has been launched and the transfer of information from the old site to the new will continue.
<input checked="" type="checkbox"/> <i>Completed</i> <input type="checkbox"/> <i>Substantial progress made</i> <input type="checkbox"/> <i>Beginning implementation</i> <input type="checkbox"/> <i>Revision</i>	

College Objective 6: Technology

IT Objective	Implement emergency alert system <i>Rationale/Resources:</i> Need for rapid communications during emergencies <i>Measures of Success:</i> Full implementation.
Response to Evaluation: 2008-09 Action Steps	Implement SNAP alert system with voice over IP (phone) based Informacast and text-message based School Messenger systems
Evaluation of Results	The SNAP alert system is installed on the telephones and the Informacast desktop agent is installed on the classroom computers. The School Messenger texting system is running and has been utilized in production.
<input checked="" type="checkbox"/> <i>Completed</i> <input type="checkbox"/> <i>Substantial progress made</i> <input type="checkbox"/> <i>Beginning implementation</i> <input type="checkbox"/> <i>Revision</i>	

Library Services

College Objective 2: Alternate Delivery

Library Services Objective	<p>Collaborate with OCTC and KCTCS faculty and staff regarding specific online initiatives, including implementation of various library products and services.</p> <p><i>Rationale/Resources:</i> Online classes are increasing every semester; KCTCS Online (VLI) rolls out in Spring 2009. To meet this endeavor, the library will collaborate with other departments, as well as offer and promote library resources and services.</p> <p><i>Measures of Success:</i> Feedback from students, faculty, and staff and pre and post tests in Blackboard; statistics for nursing classes, number of hits on library web tour and site.</p>
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2008-09 Action Steps	<ol style="list-style-type: none"> 1. Create a library web tour 2. Investigate new online reference products 3. Library staff member videotaping nursing 101 classes and offering DVDs for check out at circulation desk 4. Implement library learning units in Blackboard/ e-Library tab to support KCTCS Online, (Virtual Learning Initiative/VLI)
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Evaluation of Results	<ol style="list-style-type: none"> 1. Library web tour is still in progress, due to system web migration/reconstruction. 2. Added online library resources -eCollege Blue Book, Serials Solutions software, Oxford Reference Shelf Online database. 3. Staff person completed nursing 101 class taping and DVDs for check out. 4. eLibrary yellow tab in place in Blackboard; learning units still in progress
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Completed
 Substantial progress made
 Beginning implementation
 Revision necessary

College Objective 5: Engagement

Library Services Objective	<p>Enhance and facilitate student learning by providing a functional and inviting environment</p> <p><i>Rationale/Resources:</i> If we want to keep students coming to the library, as they have been, we need to concentrate on supplying as much library related and other information, resources, and services as possible to students. A comfortable setting, easy access to resources, and convenient areas for them to study and do class work will encourage frequent and constant visits to the library</p> <p><i>Measures of Success:</i> Surveys, suggestion box comments, circulation and other statistics</p>
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2008-09 Action Steps	<ol style="list-style-type: none"> 1. Purchase suggestion box for campus feedback 2. Create a dining area for students to have snacks/drinks 3. Purchase and place a big screen TV monitor in library for promotion of library and campus information 4. Help implement photo ID system and provide students with photo IDs 5. Reintroduce and provide "Help/Reference Desk" 6. Rearrange parts of collection for easier browsing and check out 7. Purchase rotating towers for audio CDs and paperbacks 8. New furniture rearranged with ergonomic work stations for laptop use and study areas 9. Rocking chairs, donated by Cracker Barrel, provides inviting and comfortable seating 10. Designation two computers for quick catalog searching
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Evaluation of Results	<p>All Ten 08/09 steps were completed.</p> <ol style="list-style-type: none"> 1. Some suggestions have been made and placed in box. 2. Students frequently use the dining areas.
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3. Big screen TV bulletin board is utilized by many on campus.
4. Student ID System has been rolled out.
5. Help/Reference desk has migrated to include part of the Student ID station.
6. &7.Audio book, audio CD, & paperback collections reorganized and placed in central locations.
8. More and more students have laptops and are using them in the library.
9. Rocking Chairs are being used.
10. Computers with catalog utilized frequently, convenient for students.

Completed *Substantial progress made* *Beginning implementation* *Revision necessary*

College Objective 8: Image

Library Services Objective Make the library an active, campus-centered location for students, faculty, and staff, and in turn, offer participation in library sponsored events and special programs/displays

Rationale/Resources: We have an increase in visits from students, faculty, and staff when we invite speakers, have special displays and contests in the library; a rich campus culture helps promote the return of patrons and make the library their preferred place to be on campus.

Measures of Success: PD session sign-in sheets, daily statistic counts, feedback from patrons

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| 2008-09 Action Steps | <ol style="list-style-type: none"> 1. Sponsor library guest speakers in conjunction with the Common Reading themes 2. Help promote common reading activities with copies of books for check out and book displays 3. Monthly thematic book displays of awareness topics 4. Sponsor "Name the Turkey" Thanksgiving contest 5. Offer mini workshops on various topics |
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- Evaluation of Results All five 08/09 action steps were completed.
1. Library staff participated in Common reading authors' visits with Bobbie Ann Mason and Davis McCombs ; sponsored visit with Mammoth Cave tour guide, Frank Green.
 2. Offered displays for common readings, with book and audio book version available for check out.
 3. Offered various book displays throughout semesters, including Constitution Day display and trivia.
 4. Various events held in library- Hanging of the Greens, Name the Turkey contest.
 5. Hosted the Phi Theta Kappa sponsored event, Wizard of Oz.
 6. Held Blackboard mini-workshops.
 7. Started giving faculty and staff bookmarks for their birthdays.

Completed *Substantial progress made* *Beginning implementation* *Revision necessary*

College Objective 9: Effectiveness

Library Services Objective Provide helpful instruction, information, and an enhanced learning environment for students, faculty and staff

Rationale/Resources: The more resources offered in the library, the more patrons will use the library. Continuous offerings of various library related and other information/instruction improves student, faculty, and staff learning.

Measures of Success: PD session sign-in sheets, instruction, TLC, and other statistics

2008-09 Action Steps	<ol style="list-style-type: none"> 1. Facilitate incorporation of the Teaching and Learning Center into the library 2. Offer faculty/staff in the Advanced Technology Center one-to-one library instruction 3. Provide AV services and maintenance for all three campuses 4. Offer professional development sessions 5. Host library tour for “Sisters Cities” librarian 6. Creation of library products and services brochure and other instructional literature 7. Library staff teaching GE 100 class
Evaluation of Results	<ol style="list-style-type: none"> 1. Effective interaction with TLC staff and offered help and resources 2. One-to-one assistance has not started; hope to start reaching out more to ATC faculty. 3. AV inventories for all three campuses done and updated on a yearly basis. 4. Public Services Librarian made presentation for Mechatronics program. 5. Public Librarian gave tour to “Sisters Cities” group. 6. Collected syllabi from faculty to be aware of library assignments/help with library resources; updated MLA and APA citing brochures to replace with one binder ready page. 7. Public Services Librarian has completed two semesters teaching GE100 class.
<hr/> <input checked="" type="checkbox"/> <i>Completed</i> <input type="checkbox"/> <i>Substantial progress made</i> <input type="checkbox"/> <i>Beginning implementation</i> <input type="checkbox"/> <i>Revision necessary</i>	

Mathematics and Science Division

College Objective 1: Pathways to Postsecondary

<p>Mathematics and Science Division Objective</p>	<p>Division II will offer various levels of Math, Science, Ag Tech, and Biotech courses under Discover College/Middle College/Collegiate High to provide pathways to post-secondary education.</p> <p><i>Rationale/Resources:</i> To increase access to the post-secondary education, an array of courses would be necessary under Secondary-Postsecondary programs at OCTC to cater to the needs of students at various levels of academic preparation. This would require additional faculty (part-time or full-time) or additional work (overload) for the present full-time faculty. Also, the discipline coordinators would be required to work closely with the Coordinator of the Secondary-Post-Secondary initiatives.</p> <p><i>Measures of Success:</i> All disciplines in the Division will offer courses for high school students at the times and locations suitable for them (Discover College/Middle College, Senior Scholars, 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.</p>
<p>2005-06 Action Steps</p>	<p>All full-time Division faculty would be introduced to the various Sec-Post-Sec initiatives (by attendance at open houses, information session or through the information at the Division meetings). A representative from each of these initiatives would be invited to present the information at the Division meetings.</p>
<p>Evaluation of Results</p>	<p>Math faculty held meetings and conferences with high school Math faculty on dual credits issues. Ag-Tech and Biotech programs offered Discover College Courses (AG 240 and BT 101). Dually enrolled students completed Ag-Tech courses in 2005-2006. Dual enrollment/dual credits given in Basic Biology and STAT courses. Basic Biology course offered in McLean and Hancock High Schools. AST 191 offered at McLean HS. Offered on campus Biology (Basic Biology, Human Ecology) and College Algebra courses at the times suitable for high school students.</p>
<p>Response to Evaluation: 2006-07 Action Steps</p>	<p>Expand dual credit opportunity to other science and math courses. Identify/develop at least one more science/math course for dual enrollment/credit. Science & Math faculty to organize/participate in joint meetings of OCTC and high school discipline faculty for greater collaboration and appropriate standards for dual credit courses. Maintain offering both Ag-Tech and Biotech courses in Discover College. Continue to provide science and math courses in high schools and on the main campus at the times suitable for high school students. Offer math courses in Hancock County &/or Ohio County. Science faculty to offer programs for home school groups as requested.</p>
<p>Evaluation of Results</p>	<p>Most of the action steps completed. Dual Enrollment/Credit opportunities in math expanded to include MT175 (Calc 1) and MT150 at Ohio County HS. In Sciences, AP Biology at Owensboro HS and McLean County HS identified for BIO112 credit Owensboro HS's Physics course reviewed and identified for PHY 151 & PHY 152 credit. Held joint meetings of OHS and OCTC math faculty on math dual credit issues. Continued to provide Ag Tech/ Horticulture and Biotech Courses in Discover College. Offered both math (MT150) and Science (BIO112, BIO120) courses at 8:00 A.M. and 2:00 P.M. for high school students. Offered Science courses (Bio & AST) at McLean County, BIO 112/120 at Cloverport HS, and Math courses at Ohio County HS. Did not offer math or Biology courses in Hancock County HS, since the Off-Campus Coordinator did not see the need and no request was received. No requests from Home School groups for special programs received during the year.</p>
<p>Response to Evaluation: 2007-08 Action Steps</p>	<p>To continue to offer courses for high school students for Pathway to Post-Secondary Division II will participate in OCTC's new Discover College programs as the Senior</p>

Scholars with math/science focus, Biotech SEEK funded program. To this end, we will offer at least one college level math course, one science with lab, and one Biotech course for Discover College students at the times most suitable for them.

Evaluation of Results

During the 2007-2008 academic year, college algebra was offered each semester at 8 am and 2 pm, the two times most requested by the high schools to accommodate high school students. In addition during the fall semester of 2007, college algebra was offered for Biotech SEEK-funded program. College Algebra was offered as a dual enrollment class at Ohio, Trinity, and Hancock County High Schools. In Spring 2008, BT101 was made available to all high school students in our service area. High School students who enrolled in BT101 and met eligibility requirements for Biotech KY Project were also able to enroll in up to two General Education courses specified by Discover College personnel. These courses and accompanying textbooks were offered free to high school students through Discover College using SEEK and Perkins funds.

Offered BIO143 in spring 2008 where the lecture and lab were scheduled in an AM block in order to accommodate high school students. Offered Biology courses BIO112 and BIO120 in Cloverport HS, taught by HS faculty. These were open to the general public also. Offered CHE 105 and CHM105 for Discover College.

Response to Evaluation: 2008-09 Action Steps

To continue to offer courses for high school students in math and sciences at the time convenient for them, in consultation with the HS counselors. Expand Science with lab offering in AM block and also develop on-line lecture with in person labs/hybrid option for HS students, provide lab in local HS for schools in other counties for their on-line students.

Offer at least one developmental math course in HS, taught by HS faculty using OCTC math dept guidelines. Offer College level math courses as dual credit at Ohio and Hancock counties and Trinity HS.

In support of Discover college HS Nursing track, offer A & P courses for HS students as requested by Discover College staff.

Science faculty to offer lab program for home schooled students as requested.

Evaluation of Results

Offered MT150, MT150 with MT100, and MT 120 at either 8 am or 2 pm. In the spring of 2009, three students who succeeded in the MT 065 like course at DCHS took MT 122 at OCTC. Of the 3, 2 passed the MT 122 course.

Expanded Science offerings by BIO112 at 8:00 a.m. & 2:00 p.m. and BT101, BIO113, BIO137, BIO141 and BIO143 in the A.M. block for HS students' convenience.

Developed and offered (summer, fall, spring) on-line BIO112, BIO120, and BT101.

Developed and offered on-line lecture content for BIO139 (contextualized for NSG in RWJ grant), BIO141, and BIO143 with on-site labs. (Hybrid). Provided BIO143 lab in Muhlenberg HS for the HS students in on-line lecture for BIO143. (All of the above mentioned Sciences were also a part of Discover College. BIO137 & BIO139 in A.M. block were for Discover College Nursing Track in the local HS. Offered off-campus BIO112 and BIO120 in Cloverport HS.

Science faculty and staff worked with home schooled students on hands-on labs.

Biology faculty worked with the Girl Scouts and completed two badges.

Completed *Substantial progress made* *Beginning implementation* *Revision necessary*

College Objective 2: Alternative Delivery

Mathematics and Science Division Objective

Mathematics and Science Division will develop/adopt/teach courses by Alternative Delivery Methods (KET/On-line/ Web-Based/Enhanced/ Computer-Based/Video Streaming/ITV)

Rationale/Resources: By implementing the Alternative Delivery we will be able to provide access (and success) to more students with different work schedules and different learning styles.

Measures of Success: Division II will offer at least one course each in Gen Ed Science, Math, Ag Tech/ Biotech using Alternative Delivery methods.

2005-06 Action Steps

All of Division II faculty will participate in Technology workshops/receive training in small groups or one-on-one incorporating educational technology (PowerPoint, computer, web page) to become more comfortable with use of technology.

Evaluation of Results

Courses taught by KET & Video Streaming: KHP230 Fall 2005 & spring 2006. Math Computer lab refurbished under Title III. Web Enhanced & Computer Based: Math Courses MT55/MT50, MT55/MT65 accelerated/self paced, MT65, MT110, MT150 and others. Also, Anatomy & Physiology I & II, Human Ecology. Basic Biology, Physics, Chemistry. Ag-Tech and Biotech implemented more videos and PowerPoint technology in the classrooms. Taught AG250 and AG240 by ITV Spring 2006, team teaching with Henderson CC. More technology could be included in Ag-Tech and Biotech courses but implantation is impeded due to frequent classroom/lab changes from semester to semester due to the lack of an assigned space for these programs and overall room shortage in Division II. Several full-time and part-time faculty members in science and math received one-on-one and small group technology instruction from IT and math lab instructional specialist. Offered Bi-Term courses in Math and Biology.

ADA compliant science website was developed. Course specific websites developed for human ecology, A & P. Summer Biology faculty used Blackboard. PowerPoint instruction book created and distributed to Division II Science faculty.

Response to Evaluation: 2006-07 Action Steps

Will explore and offer other Ag-Tech courses via ITV.

Will offer bi-term Math and Science courses (Human Ecology, Basic Biology, and A & P II). All faculty to review and update/improve their web pages. Provide PowerPoint Blackboard training to Division II. Provide PowerPoint instruction book to the faculty who need assistance with PP. At least two Faculty members will start using Blackboard after the training to be able to expand web access. Add another projection system in Sciences under Title III Science initiatives.

Evaluation of Results

Offered bi-term MT65 and MT125 courses in DT campus. Offered bi-term BIO120 BIO112 courses. All Division II web pages updated by a designated faculty member of Division II. This includes Division II Web Page, Science Discipline WebPages Math Web Page, Biotech, Ag Tech, and all faculty pages. All math faculty started to maintain their own pages after receiving training from IT dept and Divisional colleagues. Some of the Division faculty received Blackboard training in small groups

and one-on-one instruction. At least four faculty members used BB/web enhancement. Another projection System added in S207 for Biotechnology/Ag Technology. No new Ag Tech courses became possible via ITV. Division II offered OCTC@OMHS classes BIO137, BIO139, MT65 and MT110 in alternative delivery mode at the hospital on Saturdays, supplemented by technology/web enhancement and on-campus labs for A & P I & II on some Saturdays. Two OCTC@OMHS Division II faculty, one each in Biology and Math, participated in the required technology training on Hybrid and BB web enhancements of the courses.

Response to Evaluation: 2007-08 Action Steps

Division II will offer at least one more bi-term Biology course and two math bi-term courses. In support of the alternative delivery of the nursing degree under OCTC@OMHS, Division II will offer BIO 225 on Saturdays/evenings. Offer math and science courses on weekend degree schedule. Explore possibility of a Math/Science course in Hancock County HS. Offer at least one section of accelerated MT55/65. Continue the self-paced MT55 program at DT campus taught by SkillTrain/CCED staff. Utilize Technology in all DT and Main campus MT55 sections. Offer at least one Hybrid course and one on-line course in basic biology/ecology. Increase faculty participation in "Lap Top 4 You". At least FOUR more faculty

members to incorporate IT/BB. All sections of BIO120 and BIO121 taught by full-time faculty to incorporate the technology provided by HP grant.

* Ag Tec/Biotech: Begin development of Hybrid/online courses BT101 and GEN101.

Evaluation of Results

During the 2007-2008 academic year, two math bi-term courses were offered each semester: MT 065 and MT 125. For the summer of 2008, MT 110 was offered for the OCTC@OMHS. Offered a dual enrollment college algebra class at Hancock High School. Offered one section of accelerated MT 055/065 each semester. Offered multiple sections of the self-paced MT 055 taught by a full-time employee of the college. All sections of MT 055 sections were taught using a proprietary adaptation to mathematics of BlackBoard and most sections also used SkillsTutor. Two mathematics faculty and two more science faculty participated in "Laptop 4 You." In math, one more new full-time and three more part-time faculty began using IT/BB. In Science, four more faculty incorporated IT/BB. A full-time math faculty offered MT 122 as a hybrid course during the spring semester of 2008 and a F/T Biology faculty developed BIO120.

Offered math sequence and science (biology) courses for weekend degree schedule. Offered A & P and BIO225 (Med Micro) during evenings and weekend for RWJ OCTC@OMHS nursing program. Offered Math (MT150) and Science (BIO112, BIO120) courses at Hancock County HS. Developed and offered on-line BIO120 course in multiple sections and hybrid MT122 in one section. All sections of Basic Biology and Ecology incorporated technology/BB Biotech program developed and offered BT101 global on-line. Ag Tech GEN 101 did not go hybrid. BT101 was offered as second bi-term in Spring 2008

Response to Evaluation: 2008-09 Action Steps

Continue to offer Bi-term courses in math and sciences. Offer accelerated MT55/65 self paced in one section. Continue to a section of offer MT122. Also add a hybrid section of MT150. Develop and offer at least two more science with lab courses as hybrid. Explore the possibility of developing a hybrid course in A & P. Offer on-line KHP 230. Offer regular and bi-term KHP230.

Evaluation of Results

Offered bi-term MT 065/125. Offered accelerated MT 055/065 self-paced section each semester. Offered hybrid classes of MT 122 and MT 150. Offered regular and bi-term (global) on-line classes in KHP230 in spring and fall. Offered 4-week intersession (on-line) KHP230 and (in-person) BIO112. Web enhanced most of the Chemistry and Biology courses.

Developed and offered more than two science courses on-line/hybrid (BT101, BIO112, BIO120, BIO139, BIO141, and BIO143). Contextualized the on-line BIO139 for NSG under RWJ/OCTC@OMHS project.

Completed *Substantial progress made* *Beginning implementation* *Revision necessary*

College Objective 7: Pathways to the Baccalaureate

Mathematics and Science Division Objective

The Division will develop/pilot new courses for transfer to the regional universities/colleges and also seek articulation/transfer agreement for seamless transfer of Agricultural Technology and Biotechnology.

Rationale/Resources: As a community and technical college, we must provide seamless pathways to baccalaureate to the community in our service area (as included in the KCTCS/OCTC mission.). Would need institutional support to pilot and offer the transfer courses/classes with low enrollment

Measures of Success: Transfer Agreements developed between OCTC Ag Tech and Biotech programs with WKU, Murray State, and other Regionals. Also, offering/piloting of at least three transfer courses in Math & Sciences.

2005-06 Action Steps

Offer at least one course as a Pilot. Ag Tech/Biotech Coordinator will participate in

	the meetings with the colleagues/administration of WKU and Murray State on Transfer/articulation.
Evaluation of Results	Piloted Biostatistics of WKU in Fall 2005. Ag Tech Coordinator working with MSU on developing Biotech alliances and joint projects. Progress has been made on proposed articulating agreements with regional Universities for Ag-Tech and we are continuing to develop articulation agreements for both Ag-Tech and Biotech. Division II representatives, one each from Math and Science, participated in State 2+2 teacher prep meetings.
Response to Evaluation: 2006-07 Action Steps	Further the efforts on articulation and transfer in Ag-tech and Bio-Tech with regional universities. Offer at least two courses needed by baccalaureate (transfer) students for degree completion at the Regionals.
Evaluation of Results	Agricultural Technology articulation agreement with Murray State University completed. Significant progress made toward articulation and transfer work in Ag Tech and Biotech with some other universities (WKU) Offered Calc I & II, MT201-202 in math as Baccalaureate transfer courses. In Sciences, offered BIO141, BIO143, BIO150 series, CHE104-CHE107, CHE230, CHE231, AST191. A new Physics course (PHY110) developed for education majors transfer to WKU.
Response to Evaluation: 2007-08 Action Steps	Offer the newly developed Physics course as transfer course in Physical Science for WKU. Maintain offering BIO141 in Fall and BIO143 in Spring. Offer independent study science course, if requested. * Open discussion with WKU Deans for articulation agreements in Ag Tech & Biotech
Evaluation of Results	Offered the new physics course for WKU education and other majors. Expanded physical science transfer offerings to include Weather and Climate class. Offered BIO141 and BIO143. Offered independent study chemistry course and also summer CHE105 and CHM105. Math transfer Calculus and STAT courses offered despite low enrollment. Upper level transfer courses in (general) Physics, (Gen. and organic) Chemistry, and (Gen. Bio and Gen Micro) Biology courses maintained in spite of low enrolment. Offered MA201- 202 for WKU transfer. MT201 offered in summer also due to demand. Biotech 2+2 articulation agreement with WKU developed. Final word pending.
Response to Evaluation: 2008-09 Action Steps	Expand physical science transfer offerings. Support low enrollment upper level math and science courses. Offer multiple sections of MA201-202 to meet the high demand. Provide at least one transfer science course with lab on-line/hybrid. Meet the Phy Ed course need of WKU and other students by global on-line KHP230.
Evaluation of Results	Offered 2 sections of MA202 in the spring as well as a section of MA201. Offered low enrollment MT175 and MT145. Offered low enrollment upper-level transfer courses in Physics (PHY201/211, 203/213), Chemistry (CHE230 series), and Biology (BIO150 series, BIO227). Completed 2+2 Biotechnology Articulation Agreement with WKU. Completed 2+2 Physical Therapy/Exercise Science Articulation Agreement with University of Evansville.

Completed *Substantial progress made* *Beginning implementation* *Revision necessary*

College Objective 9: Effectiveness

Mathematics and Science Division The division will use Success Rate data and other information from IR/IE office to

Objective	<p>design and develop classroom teaching-learning strategies, activities and tutoring program for excellence in instructional effectiveness.</p> <p><i>Rationale/Resources:</i> These endeavors by the faculty would promote excellence in teaching and learning (KCTCS/OCTC Goal) thereby promoting student success. Would require IR/IE data and support from Title III</p> <p><i>Measures of Success:</i> All faculty members would receive and use the Student Success data and to plan instructional activities for the following year in their PPE/classes: There would be an increase in the success rate in all courses offered by Division II</p>
2005-06 Action Steps	Science Faculty will develop projects/activities for student success through Title III initiatives to be implemented in the Science Courses next year. Math faculty will be implementing the Title III initiatives (MT050 workshop with MT055)
Evaluation of Results	Math faculty (full- and part-time) participated in Title III initiatives both the semester. Science faculty worked on Title III, developing projects/activities, requesting the materials for purchase. Student success data from IR/IE and Title III reviewed by faculty.
Response to Evaluation: 2006-07 Action Steps	Pilot MT55 on the Down Town campus with support from SkillTrain. Utilize math computer lab in L221 and math instructional specialist in other math courses (MT65, MT145, and others) to web enhance the courses. Science faculty to implement projects/activities/technology under Title III initiatives.
Evaluation of Results	Offered all sections (except on accelerated section) of MT55 as self-paced sections with support from SkillTrain staff. Some students completed more than one math course in a semester. Utilized math lab in L221 and the instructional specialist for MT65, MT122, MT145 etc. Web enhanced all math courses except MT110. Biology (F/T & P/T) and chemistry faculty used Scope on a Rope, Computers in S210, Projection Systems obtained from Title III for classroom instruction/field work.
Response to Evaluation: 2007-08 Action Steps	Based on the success of the MT55-DT pilot, continue to offer most sections at DT, assisted by SkillTrain staff/CCED. Obtain Math and Science success rate data and compare them to previous years. Would need help from IR. Add three more computers in L221 to increase cap in math classes taught in math lab. Employ math lab instructional specialist for 2007-08. Provide training to new math faculty for effective use of IT. At least 75% of full-time math and science faculty to use instructional technology in classes. F/T Ecology faculty to make use of HP technology grant materials for increased effectiveness in labs and lectures.
Evaluation of Results	For the 2007-2008 academic year, most sections of MT055 were offered at the DT campus. Courses were scheduled in conjunction with developmental reading and English classes on the DT campus to help students. Three computers were added to L221 to increase the cap in the mathematics lab. An instructional specialist was employed part-time to staff the open lab hours during 2007-2008. All mathematics instructors teaching intermediate algebra or above required and used TI graphing calculator technology to increase student learning of mathematics concepts. In addition, all MT055 instructors used IT/BB. For MT065, 54% of the sections were taught using BB as a supplemental instructional tool while 69% of MT122 sections used it. One hundred percent (9 out of 9) of full-time faculty used some form of instructional technology in their classes. New math faculty trained in IT and developed hybrid MT110 and MT122. All science faculty (except one) make significant use of IT in their classes (BB, on-line, hybrid, etc.). HP grant probes used in BIO120 and BIO121. Basic biology, ecology, and A & P classes used research projects, field studies, and oral presentations to enhance learning experience. Service Learning mini grant project used in Ecology.
Response to Evaluation: 2008-09 Action Steps	Due to non-funding of instructional specialist in math, Math faculty and student tutor to staff math computer lab in L221 to provide tutoring and assistance in technology in math. Explore the possibility of change over from MA201-202 to KCTCS equivalent

courses.

Service Learning mini grant project will be used in ecology.

Hybrid A & P II to be developed and taught. Supported by RWJ grant.

Faculty to get training in SmartBoard.

Web enhance and use IT in classes in most of the courses of the Division

Evaluation of Results For fall 2009, OCTC will offer MT205/206. Although MT205 is not equivalent to MA201, it is expected that the courses will be accepted by local colleges. Cheryl Purdy trained mathematics faculty, especially those teaching in the Academic Building, on how to use the SmartBoard. Service Learning Mini-Grant in Ecology implemented. Students in Biology classes participated in hand-on research projected guided by faculty. Hybrid A & P II developed and taught as contextualized.

Completed *Substantial progress made* *Beginning implementation* *Revision necessary*

College Objective 10: Resource Development

Mathematics and Science Division Objective With the help of OCTC grant writer, the division will develop grant proposals for Instrumentation/Equipment of Biotech/Ag Tech Lab and Science Labs

Rationale/Resources: As the numbers in these programs increase a designated lab space with state-of-the-art equipment would be necessary to provide hands-on lab experience in our new Biotech and Ag Tech programs. The employability of our graduates in these programs is largely dependent upon their skills in hand-on laboratory/field techniques. Support and assistance from the grant writer will be required.

Measures of Success: A successful grant proposal with funding for the Ag Tech/Biotech laboratory.

2005-06 Action Steps The program coordinator with assistance from other science faculty will prepare the documentation for estimated cost of essential instruments and equipments. The information will be used in preparing the grant proposal to be submitted in 2005-06.

Evaluation of Results Ag Tech/Biotech and Biology faculty with the help of the grant writer prepared and submitted the NSF grant proposal. Also, Ag Tech/Biotech coordinator worked with MSU on some resource development initiatives. NSF grant for Biotech was not funded for 2006, but grant was resubmitted per NSF reviewer's recommendation. In addition, a joint NSF grant with KCTCS Ag-Tech programs and MSU was not funded for 2006, but it has also been resubmitted based on NSF reviewer's recommendations. Biotech program did have a successful internship grant funded for 2006 and a greenhouse facility that was completed in 2006.

Response to Evaluation: 2006-07 Action Steps To develop projects and activities in Ag-tech, Bio-tech, and Botany courses to utilize the green house. Also, develop green house further to suit the projects. Follow up on the resubmitted NSF grant proposals.

Evaluation of Results Green House utilized for Ag Tech, Biotech, and Botany courses as appropriate. Faculty with assistance from grant writer submitted grant proposals to DOL for Biotech grant, to HP for IT in Environmental Science, and to USDA for Ag Tech. All three proposals funded. Biotech grant implementation effective spring 2007. Others are for 2007-08

Response to Evaluation: 2007-08 Action Steps Implement the second year of Biotechnology grant. Increase Biotechnology recruitment efforts in high schools. Implement Biotech curriculum in sequence. Develop Biotech lab in AC111. Incorporate technology in Ecology labs and lectures under HP Grant. Implement USDA grant in Agriculture Technology.

Evaluation of Results Developed Biotech lab in AC 111. Developed BT101 (USDA grant) and other new BT lab and lecture courses (DOL grant). Successfully developed and taught Biotech courses. Implemented the course sequence in Biotech Curriculum. Recruitment and

PR activities conducted (Radio, Newspaper, HS presentations, career fairs, State Fair, collaboration with HS counselors) An ecology faculty received Service Learning mini grant.

Response to
Evaluation: 2008-09
Action Steps

Implement service learning grant in ecology class.
Prepare for and successfully complete Biotech DOL site visit in fall 2008. Continue with the third (last) year objectives of the DOL grant in 2009.

Evaluation of Results

Implemented OCTC Service Learning Mini Grant in Ecology course. Had a very successful site visit for DOL grant. No recommendations or suggestions received. Concluded USDA grant funding and implementation.

Completed *Substantial progress made* *Beginning implementation* *Revision necessary*

College Objective 5: Engagement

Mathematics and
Science Division
Objective

Division II will implement Study Groups and Peer Groups. Will promote student participation in ambassadors' program and student clubs/organizations.

Rationale/Resources: Research shows that more engaged students have better and richer learning experience and have better civic sense. The benefits of Peer groups and learning together are well documented in educational research. Will need assistance from Student Services/Diversity Coordinator. Will need Science Lab Supervisor to assist Peer Study Groups. Will need funds for paid student worker peer tutors for Study Groups

Measures of Success: All full-time faculty in sciences to include peer group instructions their syllabi and peer groups in their classes or labs.

2007-08 Action Steps

Division Ecology faculty with help from other Biology faculty to create an Ecology Student Club. At least one faculty in A & P will incorporate peer study groups. Division II faculty sponsors of already existing student clubs to revive and revamp their Clubs.

Evaluation of Results

A biology faculty member started a new student club, Outdoor Association. Regular meetings and outdoor activities (trail walking etc) organized. Two other biology faculty jointly devised and implemented interest survey for ecology club. Student Study Groups and group testing included in A & P I and II classes. Biology faculty incorporated class projects (cemetery Project, Side-Walk Project) and presentations for student -engagement. Scavenger Hunt done at the botanical Garden for Basic Biology classes. Biology faculty contacted Botanical garden to provide them with student volunteer teams to work in the Big Bug Parade. Biology faculty and Division Assistant actively participated and organized PTK activities (lectures, fund raising, fall and spring fling). Two student research project reports presented in West KY CTC Student Research Conference. Poster project selected and presented at Posters at the Capitol. Biotech staff engaged students in the OCTC/Biotech video, photo ops for bill boards, radio interviews, recruitment visits to HS. AST instructor incorporated Planetarium visits in the class. Division faculty included students in America Speaks public forums.

Response to
Evaluation: 2008-09
Action Steps

Continue to incorporate student team projects in science classes. Include Biology students in the research projects to be presented in the Student Research Conference and Posters at the Capitol, if selected. Expand the hands-on research opportunities in upper level science courses. Take joint teams of faculty and students to volunteer in the Botanical Garden's Big Bug Parade in fall 2008. Engage students in the Service Learning project in Ecology. Continue to involve students in the faculty-sponsored student organization and activities. Initiate an ecology club.

Evaluation of Results

Team activities and team testing implemented in Biology labs. Students participated in Biology research projects under two faculty members. Both the groups presented at

Student Research Conference in Fall 2008 and in Poster at the Capitol in Spring. A survey done to explore Ecology student club formation. Outdoor Student Association presented several activities and events on campus and off campus. Faculty and staff Mentored Phi Theta Kappa and engaged students in service projects and other PTK activities.

OCTC science students and faculty teams participated and volunteered in the Botanical Garden's Big Bug Parade. Students were taken on field trips in Geology, AST, and Biology. Students and faculty teams attended and presented at regional and national conferences.

Completed *Substantial progress made* *Beginning implementation* *Revision necessary*

Nursing Division

College Objective 9: Effectiveness

Nursing Division Objective

The Allied Health Division will be divided and the nursing programs will become Division V within the Owensboro Community and technical College environment.

Rationale/Resources: As the nursing program has grown to more than 150 students and 15 full-time faculty and staff positions, they require increased resources in space, finances, and leadership within the OCTC. As a new division – the program will require separate reporting lines for issues/correspondence, separate budget lines, and equal standing within the college community.

Measures of Success:

1. The Nursing Division V will be recognized on the Organizational Chart through a reporting line separate from Allied Health; (met)
2. Division V will have a budget that is allocated at the beginning of each fiscal year separate from the Allied Health Division; (met)
3. The Nursing Division will have equal participation within college committees and equal voice; (met)
4. The Nursing Division will meet the administrative requirements of the KBN;
5. The Nursing Division will have policies and procedures that are consistent with those of OCTC and KCTCS; any differences will be documented. (pending)

2007-08 Action Steps

1. The nursing division faculty and student handbooks will be compared at the annual retreat to determine congruency or conflict with OCTC faculty and student handbooks;
2. The acting VP of Academic Affairs will create a new organizational chart to reflect the addition of a new division and the reporting lines associated;
3. The VP of Business Affairs will create a budget line for the Nursing Division that is regulated and managed by the Nursing Program Administrator and the Associate Dean of Nursing
4. The Nursing Division will comply with KBN regulations and will achieve a change from conditional status to full-approval status.
5. The Associate Dean-Nursing will begin to serve as the nursing liaison in the division chair meetings.

Evaluation of Results

Evaluation to occur annually until goals are met – then objective will reappear as changes within the division occur.

1. The student handbook has been reviewed and a summary of the changes are as follows: changes were made to the cell phone policy to reflect the disturbances being caused in class, cheating on exams will result in dismissal from the nursing program – this is the most severe penalty in the OCTC student handbook but faculty agree that with NCSBN's focus on cheating, program should assess maximum penalties, curriculum and program information was changed to reflect new curriculum for PN and ADN; plagiarism will be penalized with 2 unsatisfactory assignments – the next offense would then result in dismissal; additional nursing awards were added with the criteria to be defined; philosophy is congruent with OCTC and KCTCS; late assignments will be counted at unsatisfactory regardless of time submitted to ensure consistency applied in the programs; The faculty handbook required extensive revision to be completed over the summer break by the program coordinator and the Associate Dean; out of date information included contact information – student policies, curriculum, grading policies, and it was a poor reflection of the OCTC faculty handbook. The information here was too lengthy to complete in a short format and needs additional scrutiny. The handbook review will be completed and email to all faculty for review by August 1, 2009.

2. The organizational chart has been updated to reflect the new chain of command in the nursing division. This will be placed within the faculty handbook.
3. Budget requests have been submitted – nursing has a separate divisional account. OCTC – is currently under a budget reduction and 08-09 budgets have not been assigned – will update as the budget gets resolved.
4. The final nursing report is due on 5-30-08. KBN was scheduled for a site visit on 5-5-08 but rescheduled – date is TBA.
5. The Associate Dean of Nursing has attended division chair meeting bi-monthly and has addressed nursing needs/changes as required. The Program Administrator has served along with the Associate Dean in representation among college committees and system committees.

Response to Evaluation: 2008-09 Action Steps	<ol style="list-style-type: none"> 1. Each faculty member will be assigned to a college committee for 2008-2010. Senior faculty will pursue leadership roles within those committees to create more equity and representation among the college community. 2. The Associate Dean, Clinical Lab Specialist, and Program Administrator will investigate additional resources for supplies, budget, etc. 3. The Associate Dean will work in collaboration with IT to increase student tracking system to provide increased accuracy in tracking student enrollment and success. 4. The nursing division will continue to comply with KBN regulations and will move from conditional to full approval. 5. The nursing division will form an NLNAC committee to initiate the process of NLN accreditation during the 2008-2009 academic year. The committee will consist of the Associate Dean, Program Administrator, 2 full time experienced faculty, and 1 new faculty.
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| Evaluation of Results | <ol style="list-style-type: none"> 1. All faculty members were assigned to college committees and the division is represented in all areas. (Goal Met – to be continued) 2. The program was given FACET funds for the creation of a simulation laboratory in Tech 212. The budget for 09-10 has also increased by an additional \$4,000. (Goal Met – to continue to 09-10) 3. Craig Miller from the IT division has created a consistent tracking mechanism for the annual report. This year when data was requested it was received within 48 hours of the request. We have also initiated an “enrollment” tracking form at the monthly faculty meetings to track student success monthly. (Goal Met) 4. Full approval was gained in October 2008. We have since applied for candidacy with NLN and were granted candidacy in April 2009. (Goal Met – to be altered and continued) 5. Committee has not been created - (Goal not Met – to be continued) |
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Completed
 Substantial progress made
 Beginning implementation
 Revision necessary

College Objective 9: Effectiveness

Nursing Division Objective	<p>The nursing curriculum will be developed by nursing faculty and will show congruency with the nursing philosophy and mission. The curriculum design will provide for the successful completion of the program objectives and meet the goal of successful passage of the NCLEX examination.</p> <p><i>Rationale/Resources:</i> In 2007 and 2008, the NCLEX passing standards for both the RN and PN examinations will change as a result; the students will be required to have a higher proficiency in order to receive initial licensure. It has also been identified that the ADN and PN curriculums create difficulties within the program in terms of attrition and retention, but also with meeting co-requisite requirements. There are identified conflict within the current curriculum that causes increase attrition and specific points within the curriculum.</p>
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Measures of Success:

- The KCTCS Associate Degree Nursing Program Faculty and the Practical Nursing faculty will meet to revise the curriculum in order to meet the program goals.
- Implementation of these curriculum changes will impact retention and attrition positively.

2007-08 Action Steps

1. OCTC will send a representative to the practical nursing and associate degree nursing curriculum committee meetings. (Met 07-08, ongoing 08-09)
2. Nursing division faculty will review proposed changes and will create a timeline for implementation. (Met 07-08, change to evaluation of new curriculum for 08-09)
3. NCLEX pass rates will be separated by program delivery methods to determine significant differences in pass rates among admission options. (Ex. PN day versus PN weekend) (Met 07-08, Ongoing 08-09)

Evaluation of Results

- Curriculum will be reviewed internally each year in May to determine effectiveness within the curriculum and compliance with pass rates. This objective will remain as a permanent objective.
1. Either the Program Administrator or the Associate Dean – in some cases both – have been present at all KCTCS nursing program curriculum meeting since October 2007. They have attended both practical nursing – whose curriculum will be implemented in Fall 2008, and associate degree nursing – whose curriculum is awaiting approval from KBN and NLNAC, with planned implementation in Spring 2009.
 2. Curriculum was reviewed and implementation discussed. Faculty and administration decided to withhold Spring 2009 ADN admission and concentrate on the implementation of the new nursing curriculum – as the Fundamental Course did not change – the fall admission class can be moved into the new curriculum during the spring semester. This should not effectively change enrollment numbers – we are anticipating an increase in retention with the new curriculum and the missing students in NSG 101 can be made up by increasing the number of readmission students that are taken and also taking larger classes in the Fall 2008/Fall 2009 semesters. Nursing 101 will be videotaped in the fall and will be moved to ATC 107 to accommodate the larger class for lecture. AC 105 will become a fully dedicated lab. The PN weekend program admission will be held until summer to move the lowest number of credit hours into the summer semester. NSG 198 will not be offered until fall 2008 due to clinical site conflict on the fall. If NSG 198 starts in the summer and students move into NSG 203 in the fall, our psych sites will be overburdened and we will not be able to meet the requirements.
 3. NCLEX pass rates for 2007 are being analyzed by program. In the PN program there was no difference, the PN program has maintained 100% pass rates for the past 5 years. Delivery options have not played a role in this pass rate. In 2007 the RN pass rate was 92%. There were 2 groups of students one in the LPN-RN bridge and the other the traditional day delivery. Of those groupings 1/10 did not pass in the LPN-RN bridge. In the day program 2 students did not pass, and 1 student has failed multiple times. There was no significant difference in the pass rates among the program delivery options.

The OCTC faculty will continue to maintain a presence at all curriculum committee meetings at the systems level. Curriculum implementation will occur on both levels starting in the 08-09 school year and will need to be evaluated for effectiveness until it is fully implemented. We expect full implementation to occur by the end of the 09-10 school year.

Response to
Evaluation: 2008-09
Action Steps

1. With the LPN-RN passage rate for 2008 at 75% the nursing full-time faculty will become the main contact for subsequent groups of students.
2. The first semester of the RN program will be videostreamed in Fall 2008, and second semester in Spring 2009. All semesters will be videostreamed by the end of the 2009-2010 calendar year.
3. The practical nursing program will implement option 2 of the new nursing curriculum starting fall 2008. The student retention and attrition information will be tracked based upon comparison with past semesters and similar courses.
4. The ADN curriculum will begin implementation with the common course NSG 101 in Fall 2008 and the first differing course being taught in Spring 2009. The courses will be tracked and compared to previous course sequences.
5. The weekend PN program start will begin at the May intercession to limit the financial impact of offering summer courses greater than 9 hours.
6. The LPN-RN bridge will be begin Fall 2008 and continue in sequence giving student the option of moving into Spring Day programs or continuing in the weekend bridge.

Evaluation of Results

1. The LPN-RN bridged maintained 1 FT faculty member for the entire 2008-2009 year. There were 15 students initially and 11 students completed the program in August 2009 – currently 5 students have tested and all 5 have passed. (Goal met)
2. Both 1st and 2nd semester program were video-streamed in 2008-2009 and we also added a Mediasite machine to streamline the process. Student feedback was positive and we have seen an increase in student retention among the grant students. (Goat met – to be continued)
3. The PN program completed implemented option 2 for the new curriculum and we will have our first graduates in December 2009. The retention rates have been slightly higher but the ATI exams have remained stable.
4. The RN program started option 2 in the new curriculum and will have the old curriculum phased out in December 2009. Overall retention has not changed – but we did not lose a large number of students (17-25) in the second semester as we have in the past. The ATI scores have not varied much. The first graduates with the new RN curriculum will finish May 2010. (Goal Met – to be continued)
5. The PN weekend started in May 2009 – and it resolved the number of credit hours for summer, it did not resolve the retention rate in the evening/weekend program. (Goal not Met)
6. The LPN-RN program started Fall 2008 and student completed August 2009. There were 2 students who moved into the day program. (Goal Met)

Completed Substantial progress made Beginning implementation Revision necessary

College Objective 9: Effectiveness

Nursing Division
Objective

- 1) The Nursing Division will have adequate financial resources to meet the need of maintaining nursing labs and faculty needs related to teaching 150+ students. The laboratory facilities will be separate from the classroom facilities to ensure adequate student access to laboratory facilities for practice. Classroom allocation will be sufficient to cover all course offerings in a specific time period to allow for the separation of lab and class space.
- 2) Any spaces designated for nursing laboratory use will not be allocated for use other than in nursing.
- 3) Resources will be identified for the maintenance of the positions funded by the HRSA grant: these include the support personnel and the faculty positions.

Rationale/Resources: The Kentucky board of nursing identified in the May 2007 site visit that financial and environmental resources were inadequate for the number of nursing students and faculty member present in the nursing division. It was also identified that the nursing laboratory spaces were being used for courses not related to

nursing. The equipment needed to maintain nursing laboratories is sensitive and should not be used for other disciplines. It is also noted that the HRSA grant ends on June 30, 2008 and it currently funds 2 ½ full-time nursing division positions and 4 part-time positions. The loss of this resource will significantly impact the division's ability to adequately serve the currently enrolled students.

Measures of Success:

- The nursing division will request financial resources that will cover the maintenance and needs of both faculty and students – the budget request will include faculty needs as well as student needs.
- Additional classroom spaces will be identified to open AC 105 and AC 109 up for designation as nursing labs.
- Administration will determine alternate routes to meet the need for additional space in the nursing division. This will include faculty offices.
- Positions currently funded through the HRSA grant will be continued after the grant ends.

2007-08 Action Steps

1. The Associate Dean-Nursing and the Program Administrator will create a budget request for the nursing program that includes supply maintenance. (met 07-08)
2. Additional classroom space in the Technical Building will be used for nursing classroom space. (Met 07-08, ongoing 08-09)
3. Nursing faculty will work on coordinated calendars to maximize the use of current space. (Ongoing)
4. The nursing consultant will identify appropriate resources and faculty loads to accommodate student numbers. (Met)
5. Potential areas for moving the nursing programs will be identified and evaluated for effectiveness and meeting the need. (Pending)

Evaluation of Results

Budget and space evaluations will occur annually. Once the resources are identified for maintaining the HRSA positions – that goal will be considered met. Effective use of laboratory space will occur by semester.

1. The Associate Dean – along with faculty input requested a budget for the 2008-2009 school year for approximately \$11,000. This includes program supply maintenance, NLNAC candidacy fees, program NLN membership, and professional development monies. The executive team is currently working on budgets and will notify the Associate Dean of the request.
2. Nursing 203 will be having class in the Technical Building this fall. Nursing 101 will be requesting Blandford Hall for class time – leaving AC 105 and AC 116 Dedicated for lab space. There are still 2 classrooms AC 109 and AC 114 that are doubling as lab space. As space in the ATC becomes available – this may free more rooms that can become dedicated lab space.
3. Nursing faculty is working on coordinated calendars to maximize lab usage – NSG 101 and the practical nursing program will be performing skill checks together to limit the time that the lab is occupied for check-offs.
4. The nursing consultant has identified that nursing student to faculty ratios should be 20-25:1. In the 2008-2009 school year, even with projected growth –the programs will remain under the projected number. Nursing course load is defined a 9 hours of nursing course work which equals 17 contact hours. This is comparable with course load in other disciplines. Science faculty has the most similar composition and they have a normal course load of 12 hours.
5. The current discussion for movement of the nursing programs to identify more space include the following: movement to the downtown campus after areas are modified to meet KBN requirements; movement of the nursing assistants out of the academic building increasing office space and also competition for labs; and a discussion of an addition on to the academic building to serve as nursing

classrooms and offices. All of these potential changes are contingent upon budgets and funding.

6. NSG 101 may be using ATC 107 for video capturing purposes which will free up a large lab area in AC 105 but multi class use.

Met action steps will be removed from the plan but ongoing and unresolved issues will remain. Projected growth of the program to 300 students in the Spring 2009 will result in increased need for space. Many of the current issues will remain as growth occurs.

Response to Evaluation: 2008-09 Action Steps

1. Budget allocation – the nursing division was granted \$10,000 for the academic calendar year. This includes \$200 per faculty/staff member for professional development, \$2,500 for NLNAC Candidacy, as well as \$400 for renewal as a CEU provider. The division assistant will maintain spend down sheets related to this issue.
2. The nursing program will become paperless with students – all items for student information will be posted via blackboard – no copies will be made. A scanner has been purchased to assist in this process.
3. The nursing division will maintain AC116 and AC 105 as designated laboratory space – not shared with any additional program. As such, T212 and a SE room will be utilized for didactic portions of courses.
4. The nursing division will collaborate with the Grant Writer to apply for a Division of Labor grant to design and/or revise existing space for a nursing arts lab and additional classroom and laboratory space.
5. Additional testing spaces will be used in T208 and the SE campus computer lab to assist with the goal of providing exams electronically.

Evaluation of Results

1. Budget Allocations – the division’s needs were met and we were able to achieve all our financial needs for the 08-09 year. We have a budget increase of \$4,000 for the 09-10 year (Goal Met – to be continued)
2. Significant progress was made towards going paperless – our division copy expense decreased by \$300 – we are still working on this goal (Goal partially met – to be continued)
3. AC 116 has been shared with the nursing assistant classes but AC 105 has not been used by anyone other than nursing. AC 109 – the obstetrics lab has also been reserved for nursing. (Goal Met – to be continued)
4. The division collaborated and submitted a Department of Labor Grant and we were not successful (Goal Not Met – to be continued)
5. We were granted the funds with additional Perkins money to create a computer lab in AC 104. (Goal Met)

Completed *Substantial progress made* *Beginning implementation* *Revision necessary*

College Objective 4: Expectations

Nursing Division Objective

1. Program delivery will occur in a seamless and organized matter.
2. There will be congruency and consistency among nursing courses offered creating a smooth transition for the nursing students from one semester to the next.
3. Alternate delivery programs – such as evening and weekend format- will maintain the same objective and rigor.
4. Requirements of students and faculty will be consistent and constant.
5. Testing methods will be consistent and test questions will be evaluated for validity and accuracy.
6. Retention in the nursing program will be at or above KY standards.

Rationale/Resources: The nursing division currently offers programs 6 days/week and

12 months per year. There are 12 FT faculty and 8 part-time faculty. Policies related to teaching and learning should be clearly communicated and should be available to all faculty members to use. Syllabi should contain similar materials and should be formatted in a way that students can understand. Clinical experiences/requirements should be consistent and the student should understand expectations regardless of the instructor. Essential criteria for student success should be clearly identified and communicated.

Measures of Success:

- Syllabi checklists will be performed each semester by the Program Administrator and/or Associate Dean-Nursing, syllabi should contain 100% of the checklist content.
- Essential skills criteria will be communicated to students at the beginning of the semester and shall be applied consistently.
- Testing and additional assignments will follow faculty vote for grading standards.
- Testing validation materials will be used to ensure that rigor, validity, and reliability are met.

2007-08 Action Steps	<ol style="list-style-type: none"> 1. The faculty will be provided with a resource to assist with writing nursing exam questions. (Met 07-08) 2. When test questions are composed the guidelines in the resource will be followed. (Unmet) 3. The nursing courses will cover and meet the objectives placed in the KCTCS curriculum guidelines. Each instructor will evaluate their course for efficacy in achieving those objectives. (Ongoing)
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Evaluation of Results	<ol style="list-style-type: none"> 1. Faculty have been provided with a copy of Critical Thinking and Test Item writing – published by HESI – the faculty have discussed implementation of validity and reliability testing. 2. Faculty discussed using the HESI resource to ensure validity, reliability, and accuracy of exam questions but resistance was noted due to time restraints – it was proposed that a committee be formed and would evaluate test questions periodically in each course to determine if they are valid questions. Committee was on a volunteer basis and will review a set number of questions for each faculty meeting. 3. Faculty resolved some of their issues related to testing (both online and in class); grades in courses will be composed of exams only and online testing will be time-limited to ensure less opportunities for cheating. <p>The testing issues remain a problem. Faculty is resistant to utilization of the test formulating tools because of perceived time. There are faculty who continue to prefer not to administer computerized exams nor use the analysis tools present within the blackboard testing system. In at least – 2 courses, students are only exposed to ATI materials for online testing. Consistency and quality continue to be a problem, although NCLEX pass rates did not reflect this.</p>
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Response to Evaluation: 2008-09 Action Steps	<ol style="list-style-type: none"> 1. Testing writing workshops will be identified within the 2008-2009 calendar year and faculty will be encouraged to use their PD monies to attend. 2. Costs will be investigated by the Associate Dean and Program administrator to bring a test item writer to the Annual Retreat in May for the nursing faculty. 3. Faculty will utilize test item writing guide when creating exam questions and will validate the questions using the same resource. 4. The nursing courses will cover and meet the objectives placed in the KCTCS curriculum guidelines. Each instructor will evaluate their course for efficacy in achieving those objectives. 5. Faculty will attend a minimum of 2 professional development activities to ensure they are well versed in the newest areas of technology. 6. All faculty will attend advising workshops.
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Evaluation of Results The faculty continues to have difficulty attending outside professional development during the calendar year. We are looking at opportunities to bring PD to campus. Test item writing should remain a priority and faculty need to ensure that they are testing on general knowledge and evidenced based practice. We need to move away from regional techniques and follow literature and evidence trends. All goals to remain in place – this is an ongoing priority area.

Completed Substantial progress made Beginning implementation Revision necessary

College Objective 9: Effectiveness

- Nursing Division Objective
1. The faculty credentials will meet KBN guidelines and will meet the minimum requirements for NLN accreditation.
 2. Annual performance evaluations will be performed in a routine manner and will be used to improve faculty and staff performance.
 3. Faculty will begin to exhibit scholarship through teaching, application, and the integration and discovery of knowledge as defined by the institution.

Rationale/Resources: According to the NLN guidelines the faculty (both full-time and part-time) should be academically and experientially qualified and maintain expertise in their areas of responsibility. This includes but is not limited to outside preparation and continuing education.

Measures of Success:

- Full-time faculty will have a MSN in the ADN program and 50% will have the same in the PN program.
- Clinical Faculty will have a Bachelor’s Degree or higher in the ADN program and an Associate’s in Nursing for the PN program.
- Open-positions will be filled in 3 months.
- Faculty turnover will be reduced.

- 2007-08 Action Steps
1. A faculty orientation will be implemented requiring all faculty to be aware of program and school policies. (Met 07-08, Ongoing 08-09)
 2. Faculty handbooks will be reviewed on an annual basis for changes/updates. (Met 07-08, ongoing 08-09)
 3. Nursing faculty in the ADN program will remain enrolled to complete their MSN within 5 years of employment. Unmet – 1 faculty member chose not to continue their education and will move out of a faculty role for 08-09)
 4. Open positions in the LPN program will be filled with a BSN prepared applicant. (Met 07/08)
 5. A mentor program will be developed. (Unmet)
 6. Faculty will provide evidence of continuing education that relates to their teaching areas. (Met 07-08, Ongoing 08-09)

Evaluation of Results

1. Currently there are 9 FT faculty members in the Associate Degree Program and 3 FT faculty in the Practical Nursing Program. There is currently 1 instructor without a BSN teaching in the ADN program that will be moving out of the Associate Program for 08-09. There are 4 ADN faculty pursuing and MSN and are on track to complete this within 5 years of employment.
2. Open positions were filled within 3 months. One position will re-open for 08-09
3. Nursing faculty members Eunice Taylor and Joyce Smith are collaborating to work on a mentoring process to assist new faculty members in becoming oriented into the program.
4. Faculty have been able to attend continuing education this year – all faculty requests have been approved.

Faculty recruitment and retention remains a problem. Qualified faculty have been located but very few have educational experience. We are currently utilizing and

Adjunct Boot Camp training series and have 23 nurses enrolled. Recruitment and retention will remain a goal for the programs. We interviewed 14 nurses and hired 6.

Response to
Evaluation: 2008-09
Action Steps

1. Faculty orientation will be maintained requiring all faculty to be aware of program and school policies.
2. New faculty will be assigned mentors who will meet with them to provide guidance in policies. Associate Dean will meet with new faculty monthly to provide them with additional college/program uses at their disposal.
3. Faculty will create an individual assessment of program strengths and weaknesses to be used to develop program strategic plans.
4. Faculty and staff will create PPE's on the following schedule: planning September 2008, Mid-Year Review Dec 2008, Final Document Due March 2009. Each faculty will receive feedback on their PPE documents by Associate Dean with areas for improvement.
5. A mentor team will be developed to create a comprehensive mentoring process for both full-time and part-time faculty/staff.
6. Clinical faculty orientation will be provided every semester.
7. A contact list will be created and distributed by the Division Assistant to contact faculty and clinical instructors in the event of an emergency.

Evaluation of Results

1. Attended college orientation and also received copies of the faculty handbook. The orientation process needs to be improved and strengthened. (Goal partially met – to be continued)
2. New faculty were assigned mentors to work to work within until they were comfortable taking the lead in a course. Due to the increased number of student in fall 2008 – the mentoring process was not as successful as it could have been. (Goal Partially met – to be continued)
3. Faculty did not create and individual assessment of the program – this was due partially to the lack of follow up by the Associate Dean. (Goal not met – to be continued)
4. PPE process was much timelier and was more involved. The division had 2 persons who received EE's on the evaluation and both persons received a merit bonus. Faculty/staff did not receive any cost of living increased this year. (Goal met – to be continued)
5. The mentor team was not created – the division had multiple changes occurring and not every goal was met – this was one that fell by the wayside. (Goal not met – to be continued)

Completed Substantial progress made Beginning implementation Revision necessary

College Objective 5: Engagement

Nursing Division
Objective

1. To recruit and retain students that will be successful in the completion of the NCLEX – RN or NCLEX-PN.
2. Student services will be sufficient to provide the students with services needed for success.
3. Student resources (i.e. financial and educational records; handbooks, etc) will be consistent with KCTCS and OCTC policies.

Rationale/Resources: The KBN regulations and NLN guidelines suggest that student resources and information should be consistent with both the program and institution objectives. FERPA guidelines require security in regards to student records. The student admissions guidelines should be consistent with research and should have documentation to validate the use of the guidelines.

Measures of Success:

- Students will be successful in completion of the ATI specialty and predictor exams

to determine potential success.

- Admission requirements will be reviewed and validated for accuracy in prediction of success.
- Students will have access to laboratory facilities consistent with their need for practice.
- Educational and financial information will be secured to limit access.
- Students will have tutoring services available in their content areas.
- Student Handbook will be reviewed for consistency with OCTC handbooks – validation of differences will be noted.

2007-08 Action Steps

1. ATI benchmarks will be created for each course and student data will be collected each semester related to the scores. (Met)
2. Admission requirements for the PN and ADN programs will be reviewed and research cited in support of against each requirement. (ongoing)
3. Laboratory facilities will be opened for extended hours to ensure student access. (Ongoing)
4. A committee of nursing faculty will audit the student handbook and compare the handbook to the OCTC handbook for similarities or differences, annually. (Ongoing)
5. Data will be collected every semester to reflect student admission characteristics and student success in nursing courses. Information will be reviewed at the annual retreat to validate student success characteristics. (Deferred until 6.30.08)
6. A nursing tutor will be hired to increase student success – student scores should increase with the addition of the resource. Each course will track student visits and subsequent scores. (Ongoing)

Evaluation of Results

1. Students are required to score at a level 2 or above on specialty tests and score at a 91% probability rate on the comprehensive predictor.
2. Faculty reviewed admission requirements related to admission and chose to continue with current requirements until valid evidence can be submitted to change the information. Information reviewed (CNET vs. TEAS, increased ACT 18+, A&P grades, pre-req). The only requirement changed is that if a student has had A&P greater than 3 years ago – they must retake prior to entering NSG 101.
3. A nursing tutor has been hired T-Th 1p-4p and has been utilized throughout the program to increase success – data is inconclusive on effectiveness at this point. The action steps need to continue into the 08-09 school year to determine the effectiveness of changes made. After the 08-09 year – data should be sufficient to determine if goals have been met.

Response to Evaluation: 2008-09 Action Steps

1. Admission requirements for the PN and ADN programs will be reviewed and research cited in support for against each requirement.
2. Laboratory facilities will be opened for extended hours to ensure student access.
3. A committee of nursing faculty will audit the student handbook and compare the handbook to the OCTC handbook for similarities or differences, annually.
4. Data will be collected every semester to reflect student admission characteristics and student success in nursing courses. Information will be reviewed at the annual retreat to validate student success characteristics.
5. Nursing tutor will be maintained to increase student access and success. Tutor will be available in the afternoons/evening for 20 hours per week.

Evaluation of Results

1. Admission criteria were reviewed and we are pursuing admission criteria changed for the 2009-2010 school year. What we determined was that the students entering the PN program often did so because they could not get into an RN program – there were retention issues as a result (Goal Met – ongoing)
2. Laboratory facilities were extended until 7 PM 3 nights per week – student utilization was not as good as we would have liked – we need to continue this goal

- and improve upon it (Goal partially met – ongoing)
3. The faculty reviewed all handbooks prior to use. All errors were changed as they were apparent (Goal met – ongoing)
 4. For the first time in several years – we were able to track student data – we are seeing that with increased GPA and ACT scores students are performed better - we are also seeing a difference in the number of hours the students are working – success is inversely correlated with work hours (Goal met – to be continued)
 5. A nursing tutor was hired and maintained – students did well when the utilized the tutor – we did notice that when the group became large student satisfaction decreased. (Goal met – ongoing)

Completed *Substantial progress made* *Beginning implementation* *Revision necessary*

College Objective 9: Effectiveness

Nursing Division Objective

1. Graduates of the program will achieve an 85% pass-rate on their NCLEX examinations.
2. 90% of graduates will be employed with 3 months of graduation.
3. 80% of graduates returning their post-graduation surveys will indicate satisfaction with the program.

Rationale/Resources:

In a systematic program evaluation the NLN states that graduates of a program will be monitored by program types, graduation rates, licensure/certification pass rates, job placement rates, and program satisfaction.

Measures of Success:

- NCSBN will validate that 85% of students taking the NCLEX-PN and NCLEX-RN have passed on the first attempt.
- Graduates will report that they have been employed within 3 months of graduation.
- Graduation rates will remain at or above 65% of initial enrollment.
- Program satisfaction will be reported in 80% of graduates – evaluations will occur with completion of the program.

2007-08 Action Steps

1. Graduate surveys will be mailed 3 months after graduation. (Not Met)
2. Student contact information will be maintained to follow-up with graduation surveys. (Not Met)
3. Employer satisfaction surveys will be developed and sent 3 months after graduation. (Not Met)
4. Program evaluations will be provided via web surveys to track graduate satisfaction. (Not Met)

Evaluation of Results

Graduate surveys used in past years could not be located within the nursing files. A survey will have to be created and then sent to the graduates. Employer satisfaction cannot be gauged because our contact information for students is outdated. The Action Plans for 2007-2008 will be added into the 2008-2009 action plan.

Response to Evaluation: 2008-09 Action Steps

1. Graduate surveys will be mailed 3 months after graduation.
2. Student contact information will be maintained to follow-up with graduation surveys.
3. Employer satisfaction surveys will be developed and sent 3 months after graduation.
4. Program evaluations will be provided via web surveys to track graduate satisfaction.

- Evaluation of Results
1. Graduate surveys still remain a problem – we are not tracking them as well as we need to. (Goal not met – ongoing)
 2. Our student information was out of date less than 1 month after graduation – it is possible we need to look at a different tracking mechanism for our graduates. (goal not Met – Ongoing)
 3. The college is working on an employer satisfaction survey – we will possibly be using it – (Goal not met – ongoing)
 4. We have not completed this process – (Goal not Met – to be continued)

Completed Substantial progress made Beginning implementation Revision necessary

College Objective 9: Effectiveness

Nursing Division Objective

NCLEX Pass Rates for both the RN and PN will be maintained above the pass rate requirements for the KBN requirements.

Rationale/Resources: Kentucky Board of Nursing currently mandates that the NCLEX-RN pass rates be maintained at 85% or above for students testing the first time.

Measures of Success:

- 85% of the practical nursing students will pass the NCLEX-PN on their first attempt.
- 85% of the registered nursing students will pass the NCLEX-RN on their first attempt.

2007-08 Action Steps

1. Students graduating from the nursing programs will be made aware of the changes in the NCLEX prior to applying for licensure. (Met)
2. Students will be required to achieve a benchmark on their ATI comprehensive predictor that correlates with a 91% probability of passing the NCLEX on the first attempt. (Met)
3. ATI Materials will be used in all courses to assess progress and competency in students. (unmet)
4. NCLEX Pass rates will be reviewed annually and ATI materials will be compiled and compared by course and content, data collection will occur every semester and evaluation and action taken annually.

Evaluation of Results

1. Associate Dean met with all graduating classes and provided them with handouts related to the changes in NCLEX formats.
2. Students in the PN Weekend program: 17 achieved the benchmark on the 1st attempt, 2 on the second, 1 on the 3rd; PN Day 12 achieved the benchmark on the 1st attempt, 1 has not completed the benchmark; LPN-RN 7 achieved the benchmark on the 1st try, 5 on the second; RN Day 16 achieved the benchmarks on the 1st try, 7 on the second.
3. ATI materials are still being used poorly within the courses – it is a required purchase but several faculty are not assisting student in their utilization.
4. Program approval remains contingent upon pass rates and all action steps and measures of success will remain within the plan.

Response to Evaluation: 2008-09 Action Steps

1. The Associate Dean will meet with all graduating classes 2 times per semester to ensure they are preparing for NCLEX.
2. Student will continue to be given the ATI comprehensive predictors and if they are deemed high risk the program will provide them with links to resources to help increase their preparation.
3. The division will continue to proctor the HURST review provided by OMHS.
4. ATI Materials will be used in all courses to assess progress and competency in students.
5. Student in the LPN-RN bridge will maintain contact with a FT faculty member

- during their career progression to ensure quality of the education being provided.
6. Students in the LPN-RN bridge will have additional data collected to assist in identifying high risk students for failure on the NCLEX.

Evaluation of Results

1. All graduating classes were contact 2 times in a semester – students were able to navigate the licensure process successfully. We were able to complete the application process faster due to changed in communication between the student records department and the nursing division (Goal met – ongoing)
2. All students took the comprehensive predictor and were provided with remediation if they did not pass after 2 attempts. The grant students were required to participate in a HURST review after the 2nd attempt before they were released to the board (Goal met – to be continued)
3. The program proctored a HURST review in fall 2008 but the hospital provided a live review in Spring 2009. The student feedback was poor related to the live review – if we change back to the DVD review – we will provide proctor services again.
4. ATI material was incorporated in all courses – we still need to improve on our use of the ATI tools – test analysis, content coverage, etc (Goal partially met – to be continued)

Though NCLEX pass rates remained above the level required for 2009, they were still not as high as our counterparts. It would be indicated at this point to look at other “non-student” effects on NCLEX pass rates. It is possible that we need to look at a mandatory “review” that might be performed in the final semester of the program.

Completed *Substantial progress made* *Beginning implementation* *Revision necessary*

Social Sciences and Public Service Division

College Objective 3: Partnerships

Social Science and Public Service Division Objective	Support for the college's continued participation in international programs to promote global awareness and support multi-cultural learning opportunities.
	<p><i>Rationale:</i> 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.</p>
	<p><i>Resources:</i> 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.</p>
	<p><i>Measures of Success:</i> Sponsorship of foreign exchanges for students and community groups as reflected in the annual "Owensboro Sister Cities Report to the Mayor and City Commission."</p>
2005-06 Action Steps	Continue to provide class-release time for City of Owensboro-designated faculty member to direct the Owensboro Sister Cities program; continue to offer summer study opportunities in the Czech Republic. Add new course (ED 299) to Summer Study Program. Continue to work on developing sister city relationship with Japan. The Fall 2005 semester will see Czech exchanges in the areas of agriculture and public housing. A cultural exchange involving the Boys Scouts of America will be arranged for summer 2005.
Evaluation of Results	Summer study program plans are complete. Classes will include PS 210, HIS 110, and ANT 220. Through Owensboro Sister Cities, the division is involved in various cultural exchanges with Olomouc, Czech Republic. Contacts have been made with Japan to develop a Sister City relationship with one of its communities. Three members of the division serve on the Board of Directors for the Owensboro Area World Affairs Council, which has sponsored numerous lectures in the community, including one program held on the OCTC campus.
Response to Evaluation: 2006-07 Action Steps	The annual Summer Study program in the Czech Republic will continue, with release time being given to a faculty member to direct Owensboro Sister Cities, Inc. A course new to the program will likely be offered in the Summer 2007 session. Through Owensboro Sister Cities, work will be done to develop a relationship with a Japanese city. Work with the Owensboro Area World Affairs Council will include a public lecture at OCTC. One faculty member will participate in the KCTCS-sponsored "Oxford Experience" in England in the summer of 2006. The division will offer courses to meet the new cultural diversity/global awareness requirement for AA and AS degrees.
Evaluation of Results	Summer Study plans are complete; new courses, A-H 105 and HUM 213, were offered in addition to HIS 110 and PS 210. The formalization of a Sister City relationship with Nisshin, Japan, was completed in the spring. The Owensboro Area World Affairs Council sponsored a public lecture, "The Chinese Experience: Myth and Reality," by visiting Chinese professors Aiming Liu and Baiyi Liu, at OCTC in October. One faculty member visited England in the summer as part of KCTCS's BELL (British Experience in Living and Learning) program. The division offered ANT 220, GEO 152, and SOC 235 to meet the new Cultural Studies AA/AS requirement.
Response to Evaluation: 2007-08	The Summer Study program in Olomouc, Czech Republic, will be continued with increased efforts to recruit Owensboro, OCTC, and minority students. Greater

Action Steps	institutional support will be sought for Owensboro Sister Cities and the Owensboro World Affairs Council (OAWAC). Student exchanges with Nisshin, Japan, will be pursued in conjunction with Owensboro Sister Cities. The Human Services program will work through Sister Cities to cooperate on exchanges with Olomouc. Division's OAWAC members will help to bring programs on international issues to the OCTC campus.
Evaluation of Results	The Summer Study program once again had a full contingent of students, with an increase in the number of students residing in Owensboro involved. A new course (COM 254) was offered for the first time by the program. Request was made to the college for financial assistance to the Owensboro Area World Affairs Council. Collaborative grant-writing efforts between OAWAC, Owensboro Sister Cities, and OCTC were explored. Czech social workers visited Owensboro in April conjunction with Owensboro Sister Cities. OAWAC hosted two programs at OCTC concerning international relations. Both OAWAC and Owensboro Sister Cities received in-kind support from the college
Response to Evaluation: 2008-09 Action Steps	The division will continue the Summer Study program in Olomouc, Czech Republic; continued efforts will be made to recruit Owensboro, OCTC, and minority students. Greater institutional support will be pursued for Owensboro Sister Cities and the Owensboro World Affairs Council. Student exchanges with Nisshin, Japan, will continue to be pursued. The Human Services program will begin cooperative efforts with Caritas in the Czech Republic. OAWAC will bring programs concerning international issues to the OCTC campus. The division will work on developing international study programs with area colleges and universities.
Evaluation of Results	Summer Study program in Olomouc offered history, political science, and psychology classes; 18 students enrolled, including one from OCTC. Trip to the Czech Republic and Ukraine was made to further the partnership for educational exchanges between students and faculty in the US. Other exchanges in the Czech Republic involved Boy Scouts and Girl Scouts, Czech high school students, a Czech librarian. Sister Cities Executive Director received grant from the Czech Ministry of Education to study the Czech language in Dobruska. Faculty worked with University of Louisville, Caritas College of Social Work, and the Green River Area Development District with regard to professional development and strategic planning. Initiated a sister high school relationship between high schools in Daviess County and Nisshin. In the fall, visit was made to Nisshin for overall planning of future exchanges. In the summer, visit was made to formalize relationship between Chubu University Daiichi High School and Daviess County High School. OCTC hosted OAWAC lectures featuring University of Southern Indiana sociologist Andrew Buck and Washington Post columnist Robert Samuelson.

Completed *Substantial progress made* *Beginning implementation* *Revision necessary*

College Objective 6: Technology

Social Science and Public Service Division Objective	<p>Improve web sites for faculty, division, programs, disciplines, and courses.</p> <p><i>Rationale:</i> 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 on-line.</p> <p><i>Resources:</i> Training sessions, appropriate computer hardware and software, reliable network, webmaster.</p> <p><i>Measures of Success:</i> Social Sciences and Public Service Division will enhance its web pages for faculty, programs, disciplines, and courses with various new features.</p>
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2005-06 Action Steps	Division web page will be re-designed to coordinate better with campus web site.
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	Division strategic plan will be posted and photographs will be updated.
Evaluation of Results	Division web page was revised to reflect the college web site's design changes. Division strategic plan was posted and photographs were added and updated. All pages were made ADA-compliant.
Response to Evaluation: 2006-07 Action Steps	Continued enhancements to the division web pages will be made. Program requirements, additional photographs, and new degree requirements will be posted. Video-streams of program promotions will be added, pending completion of work with OCTV.
Evaluation of Results	Additions to web page have included new program and degree requirements. A few new photographs have been added with more on the way. Video-streams are dependent upon work with OCTV.
Response to Evaluation: 2007-08 Action Steps	Additional photographs will be added to the division web site. Web page design (MS Front Page) training will be arranged for division faculty. Video stream (if technologically possible) from Campus Close Up programs will be added to the division/program site. Design of web page will be evaluated and appropriate changes will be made to make navigation more user-friendly.
Evaluation of Results	Division web site was updated (accomplishments, faculty/staff directory, and links corrected). Training was available through OCTC professional development workshops. Photos to be added. Other changes were delayed because of the coming divisional restructuring as well as the anticipated re-design of the campus web site.
Response to Evaluation: 2008-09 Action Steps	Additional photographs will be added to the division web site. Design of web page will be re-evaluated and appropriate changes will be made. New division faculty and programs will be incorporated into the existing site.
Evaluation of Results	While some updates to the division site were made, web site revision was delayed because of the new design templates being introduced by KCTCS and OCTC.

Completed
 Substantial progress made
 Beginning implementation
 Revision necessary

College Objective 8: Image

Social Science and Public Service Division Objective	<p>Publicize and promote division programs and areas of study through the use of the division web site.</p> <p><i>Rationale:</i> Students can make better choices when choosing areas of concentration by knowing about programs and disciplines. Community awareness can help improve enrollment.</p> <p><i>Resources:</i> Use of college web site</p> <p><i>Measures of Success:</i> Programs and promotional spots will be easily accessed on college and division web sites.</p>
2008-09 Action Steps	Two-year course offering calendar for programs and online classes will be revised. International and civic engagement initiatives will be publicized through division and college web sites.
Evaluation of Results	Two-year course offering plans were completed but not posted because of new web design templates being introduced by KCTCS and OCTC. International and civic engagement initiatives were promoted through e-mail and hard copies of documents.

Completed
 Substantial progress made
 Beginning implementation
 Revision necessary

College Objective 2: Alternative Delivery

Social Science and Public Service Division Objective	<p>Improve retention rates in distance learning classes.</p> <p><i>Rationale:</i> As online courses become more popular it is necessary for the college to investigate issues of retention, evaluation, and quality control.</p>
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Resources: Statistical data regarding retention and success rates.

Measures of Success: The division will see an increase in successful completion of distance learning classes.

2006-07 Action Steps	The division will begin to track retention/withdrawal and success rates in distance learning classes and explore methods of improving distance education. A committee will be formed to develop “best practices” for online classes.
Evaluation of Results	Some statistics have been gathered regarding online withdrawal and success rates. A committee, featuring the division’s online instructors, was named in January; the group met in the Spring semester to discuss improvements in online learning and retention rates.
Response to Evaluation: 2007-08 Action Steps	Additional data will be requested from Institutional Research. Profiles of student withdrawals, comparisons between online, traditional, hybrid, and telecourse retention rates, and other information will be included in the request. Development of a distance learning resource web page will begin. Formal and informal online support group meetings will be held for divisional online instructors.
Evaluation of Results	Because of administrative restructuring, additional data was not immediately available. Distance learning resource page was developed by the college rather than the division. Division members participated in two online initiatives offered through OCTC’s Title III grant.
Response to Evaluation: 2008-09 Action Steps	Additional data will be requested from Institutional Research. Profiles of student withdrawals, comparisons between online, traditional, hybrid, and telecourse retention rates, and other information will be included in the request. Informal support group meetings will be held for divisional faculty. Division members will make use of various professional development opportunities.
Evaluation of Results	Requested data was collected from Institutional Research. Various professional development opportunities (local workshops, conferences) were attended by numerous division faculty. Online learning discussions were pursued in an informal manner.

Completed *Substantial progress made* *Beginning implementation* *Revision necessary*

Objective 2: Alternative Delivery

Criminal Justice Program Objective	Establish online degree options for Criminal Justice students. <i>Rationale/Resources:</i> 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. <i>Measures of Success:</i> All coursework to complete the AAS in Criminal Justice will be available online on a rotating basis.
2007-08 Action Steps	Promotional efforts and online offerings will begin in the academic year.
Evaluation of Results	Two online classes (CJ 202, CJ 204) were offered in the fall; two (CJ 101, CJ 202) in the spring. A laptop computer was made available to the part-time instructor who taught these classes.
Response to Evaluation: 2008-09 Action Steps	Ten classes will be offered in the 2008-09 academic year—all six required classes plus four electives. Two new part-time instructors will be hired to cover the classes.
Evaluation of Results	A total of seven online Criminal Justice classes were offered in 2008-2009 (3 in the fall; 4 in the spring) with a total enrollment of 137. We will have our first graduate

who took his Criminal Justice classes on-line this coming fall; we anticipate one next spring. More important, we are starting to see people who took classes, got hired at agencies now are coming back through the on-line to complete their degrees.

Completed *Substantial progress made* *Beginning implementation* *Revision necessary*

Objective 7: Pathways to the Baccalaureate

Human Services Program Objective Establish a two-plus-two program locally to transition students from OCTC to Western Kentucky University's Bachelor of Social Work 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.

Measures of Success: Implementation of the two-plus-two program will take place.

2007-08 Action Steps Meet with the Director of Social Work, WKU, to begin discussions/planning. Assess current textbooks to determine if changes should be made to better meet the needs of transferring students and the WKU faculty. Obtain from KCTCS current memoranda of agreements with BSW programs. Meet with OCTC President, Academic Dean and Social Sciences Division Chairman early in Fall 2007 to share information and to obtain commitment to program.

Evaluation of Results Beginning in the fall 2007 semester, all Human Services and Social Work students were notified about the WKU program. We reviewed the credentials of each student wishing to transfer to the WKU program, making sure that the students enrolled in all the prerequisite courses in preparation for transferring to WKU in the 2008 fall semester.

Early in the spring 2008 semester, Dr. Dean May, Director of the WKU Social Work program notified OCTC that the plans to bring the last two years of the Social Work program were to be postponed indefinitely due to budgetary constraints.

Response to Evaluation: 2008-09 Action Steps The Human Services program will redouble its efforts to assist students who wished to transfer to WKU-Main Campus, Brescia University and the University of Southern Indiana.

Evaluation of Results Faculty spoke to all OCTC Human Services classes to discuss educational pathways to the AAS degree in Human Services and the AA degree in pursuit of a Bachelor of Social Work degree. Most current transfer material for social work programs at Brescia University, Western Kentucky University, and the University of Southern Indiana were collected. Faculty and advisers at Brescia University were met with to clarify and update transfer information. START Center counselors were provided information to ensure proper placement in classes of new students.

Completed *Substantial progress made* *Beginning implementation* *Revision necessary*

Objective 3: Partnerships

Human Services Program Objective 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 prerequisite for future human services workers. Resources will include support for faculty professional and curriculum development.

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.

2008-09 Action Steps 1. Begin conversations with faculty with Caritas College

2. Collaboration between students of OCTC and Caritas College regarding areas of international ethics and practice values.
3. Lead a group of social work faculty from regional universities to the Czech Republic, with travel plans to include sites in the Ukraine involved with humanitarian efforts. This will be done in conjunction with Caritas College.

Evaluation of Results In November 2008, faculty member traveled to Olomouc, Czech Republic, to plan spring trip to Ukraine for faculty interested in student exchange. In May 2009, faculty member traveled to the Czech Republic and Ukraine, meeting with eight agencies and more than 30 professionals working the fields of international social work and humanitarian efforts. Developed , in partnership with Caritas College of Social Work, plans for spring 2010 travel or social work students and faculty to Czech Republic and Ukraine.

Completed *Substantial progress made* *Beginning implementation* *Revision necessary*

College Objective 6: Technology

IECE Objective Improve the web site for the Interdisciplinary Early Childhood 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.

Measures of Success: The Early Childhood Website will be easier for students to access, and provide more information about the Early Childhood Program.

- 2007-08 Action Steps**
1. The website will include the AAS degree and all of the certificates that students can complete.
 2. The website will feature students that have graduated from the program, providing information on how the program has helped them in their professional career.
 3. The website will provide links for students to relevant Early Childhood Sites.

Evaluation of Results The IECE Program is currently involved in a self-study process to work towards NAEYC accreditation. The Faculty along with the Advisory committee worked to complete the IECE Program mission statement and goals. This information was needed before the web site development could be initiated. We anticipate web site development to progress during the course of the Spring2009 semester.

- Response to Evaluation: 2008-09 Action Steps**
1. The website will include the AAS degree and all of the certificates that students can complete.
 2. The website will feature students that have graduated from the program, providing information on how the program has helped them in their professional career.
 3. The website will provide links for students to relevant Early Childhood Sites.

Evaluation of Results Web site revisions were delayed because of the new design templates being introduced by KCTCS and OCTC

Completed *Substantial progress made* *Beginning implementation* *Revision necessary*

College Objective 6: Image/Pathways to Postsecondary

IECE Objective 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.

Measures of Success: The IECE program will be accredited by the National Association for the Education of Young Children.

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| 2008-09 Action Steps | <ol style="list-style-type: none">1. Use grant (\$250) from ACCESS (American Associate Degree Early Childhood Educators) to assist with costs for self-study. Part of the funds will be used for an Advisory Committee retreat in November.2. Take initial steps of self-study process. A mission statement and goals for program will be developed with assistance of program advisory committee. The program coordinator will begin to work on the conceptual framework and planning for the five key assessments that will be implemented in some of the IECE courses Fall 2009 and Spring 2010 semesters. |
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Evaluation of Results	The Advisory Committee met and developed the Mission statement and goals of the IECE Program. The conceptual framework is almost complete and will be reviewed by the advisory committee
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Completed *Substantial progress made* *Beginning implementation* *Revision necessary*

College Objective 2: Alternative Delivery

Business Administration Program Objective	<p><i>Program Objective:</i> Increase student participation and learning through student engagement in TLC hybrid learning system using graphical interface and custom CMS.</p> <p><i>Rationale/Resources:</i> Provide alternative to traditional in-class and online educational options to increase student success</p> <p><i>Measures of Success:</i> Though student comments and assessment feedback, students will be more competent and energetic about subject.</p>
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2007-08 Action Steps	TLC hybrid learning system testing to both industry-based and traditional students
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Evaluation of Results	<p>55 employees of Owensboro Municipal Utilities completed BA 287: Supervisory Management within an 11 month program, completing the course in November 2007.</p> <p>Eight employees of UniFirst completed BA 288: Personal and Organization Leadership within a four month program, completing the course in May 2008.</p> <p>95 percent of student participants completing the courses indicated an excellent or good overall satisfaction rating from evaluations from these four business and industry groups</p>
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Response to Evaluation: 2008-09 Action Steps	<p>60 Firemen and Police Officers from the City of Owensboro will complete BA 288: Personal and Organizational Leadership in October using a one year program.</p> <p>40 City of Owensboro administration personnel will complete two of five modules of BA 288: Personal and Organizational Leadership in 2008. The remaining three modules of the course will be completed in 2009.</p> <p>16 students will complete QMS 101: Quality Management Systems during the Fall 2008 Semester. Feedback from this session will be used to modify this TLC course.</p> <p>20 modules from QMS 101, BA 287, BA 288 and OST 235 are scheduled to be promoted to business and industry clients statewide beginning in January 2009.</p>
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Evaluation of Results	<p>60 Fireman and Police Officers from the City of Owensboro completed BA 288 during the Fall 2008 Semester. Feedback from the City was extremely positive.</p> <p>QMS 101 was completed using the TLC's accelerated format during the Fall, 2008 semester. All five modules of QMS 101 have been modified, with extensive changes to the QMS 1012 module. Select modules of QMS 101 will be used again during the Fall 2009 Semester.</p>
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40 City of Owensboro administration personnel will complete BA 288 during the Fall, 2009 Semester

All modules from QMS 101, BA 287, BA 288, and OST 235 have been promoted to colleges throughout KCTCS. Select modules and courses are being used.

Completed *Substantial progress made* *Beginning implementation* *Revision necessary*

College Objective 7: Pathways to the Baccalaureate

Business Administration Program Objective *Program Objective:* Update and enhance articulation agreements with Kentucky Wesleyan College (KWC), Brescia University (BU), 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.

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.

2007-08 Action Steps Meet with WKU, BU, and KWC on a regular basis to ensure transfer arrangement. Promote new classes qualifying for KWC scholarship option.

Evaluation of Results Met with WKU, BU, and KWC to streamline articulation agreements. Two new students did take advantage of the KWC scholarship program. Transfer electives in BA program have been aggressively promoted to BA students, including ECO 202, PHL 120, and PY 110.

Response to Evaluation: 2008-09 Action Steps New articulation agreement will be created and finalized with the University of Evansville. Updated articulation agreement and scholarship program will be created with Brescia University in Spring, 2009.

Promotion of BA transfer will be aggressively promoted in the new STEP Center.

Evaluation of Results University of Evansville articulation agreement was completed during the Fall 2008 semester. Personnel from Brescia University were contacted twice during the Spring 2009 semester and again in the Fall 2009 semester. An articulation agreement based on the KWC document has yet to be created.

Completed *Substantial progress made* *Beginning implementation* *Revision*

College Objective 2: Alternative Delivery

Business Administration Program – Accounting Option Objectives *Program Objective:* 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.

Measures of Success: Through student comments and assessment feedback.

2007-08 Action Steps Add video demonstration problems made with Camtasia software for key homework assignments.

Evaluation of Results All of the most missed homework assignments now have Camtasia video tutorials for students to view

Response to Evaluation: 2008-09 Action Steps Camtasia video tutorials for all graded homework exercises will be created. Video clips used in on-campus classes will be updated.

Evaluation of Results Video tutorials were created for all homework exercises and are available to view

anytime on the OCTC website. Ten video clips for on-campus classes were replaced with newer more relevant clips.

Completed *Substantial progress made* *Beginning implementation* *Revision necessary*

College Objective 5: Engagement

Business Administration
Program – Accounting
Option Objectives

Program Objective: Increase student participation and learning through student engagement in traditional class group work accounting classes (201ACC, 202ACC), using CPS response pads.

Rationale/Resources: Increase student engagement and provides instant feedback to instructor.

Measures of Success: Through student comments and assessment feedback.

2007-08 Action Steps

Purchase RF response pads from e-instruction with grant funds.

Evaluation of Results

CPS response systems were purchased and are used on average every other class session for the entire class.

Response to
Evaluation: 2008-09
Action Steps

Students will be surveyed to determine appropriate amount of usage in class.

Evaluation of Results

Students in all on-campus classes were surveyed to determine the appropriate amount of class-time to use for response pads. The results of the surveys indicate that students prefer that response pads be used for 70% of class time.

Completed *Substantial progress made* *Beginning implementation* *Revision*

Student Affairs

College Objective 4: Expectations

Student Affairs Objective	<p>Improve the first semester experience for all OCTC students through improved orientation, advising, GE 100, and early intervention strategies.</p> <p><i>Rationale/Resources:</i> The first semester is crucial to student success, as students who have a positive first semester experience are far more likely to continue in college. Some students need structured intervention to assist them in adapting to college life. GE 100 should be revised to better meet the needs of students and additional web resources should be made available.</p> <p><i>Measures of Success:</i> Increase the first time, full time freshmen retention rate to 60%.</p>
2005-06 Action Steps	<p>Promote use of online services, including the proposed application checklist. Improve the SUNRISE portal and add additional help resources. Participate in the E-ambassador initiative as part of the QEP. Revise GE 100 as part of the QEP/Title III initiative. Expand the EARLI System.</p>
Evaluation of Results	<p>Online services were promoted to students via e-mail and additional help resources, including information on the online waitlist, were added. More and more students are using SUNRISE and are taking advantage of the resources available to them through this system. They are happy with having electronic resources available to them 24/7. The e-ambassador plans are being modified to support the new e-gallery/e-portfolio functions in Blackboard. GE 100 was revised and implemented with new elements to support the QEP and Title III initiatives in Spring 2006. The expansion of the EARLI System was postponed until the release of PeopleSoft 8.9, scheduled for July 2006. Advising cards and academic plans need to be updated to provide new students better information as they plan their academic careers at the college. A new parent/spouse orientation would help family members better understand how to support students during the first semester. Sharing the additional information on the benefits of GE 100 in orientation may result in more students taking it—and evidence has shown that students taking GE 100 outperform their peers in the first semester.</p>
Response to Evaluation: 2006-07 Action Steps	<p>Update academic plans and program cards for all areas. Add a parent/spouse orientation. Implement PeopleSoft 8.9 and promote new features to students. Promote the benefits of GE 100 to faculty, staff, and students. Provide training to student ambassadors so that they can assist with telecounseling efforts. Expand the EARLI System to include a communications management function as PeopleSoft 8.9 allows.</p>
Evaluation of Results	<p>Academic plans and program cards for all areas are being updated. Parent-spouse orientation sessions have been added to the August orientation/registration sessions. PeopleSoft 8.9 was implemented and the SUNRISE brochure will be updated with the new features. Due to the time constraints on our current Student Ambassadors they will not be participating in telecounseling efforts, those efforts will be directed in another area. Still need to work on expanding EARLI system to include communication function. The change of GE100 to first bi-term has been a significant improvement in the delivery of the course.</p>
Response to Evaluation: 2007-08 Action Steps	<p>Academic plans and program cards are currently being updated. PeopleSoft 8.9 has been implemented and is running successfully. Students are utilizing the new features available to them through the new version. The value of students enrolling in GE100 continues to be promoted in all orientation/registration sessions. Student Ambassador program is being revamped and may still include elements of telecounseling. Parent-spouse orientation sessions were not successful in August orientation/registration sessions due to timing. These sessions will be held again but at a separate time from when students are actually going through orientation/registration. To increase student</p>

satisfaction Student Services will be offering several June orientation/registration dates for freshman and high school to freshman students. Parent-spouse orientation will be held during the month of June as well.

Evaluation of Results

Program cards, with semester by semester schedules, were developed and published. Financial Aid and Student Records moved as the beginning of the centralization of Student Affairs. All student services will be in the Campus Center for ease of access to new and continuing students. A new START (Student Testing Admissions Registration and Transcripts) Center was designed with implementation scheduled for July 2008. Orientations were re-structured as part of the new START Center process to be focused on getting the students off to a great start and on student life and development, with the new orientations planned for August 2008.

Response to Evaluation: 2008-09 Action Steps

Centralize Student Affairs in the Campus Center. Open the START Center and implement new START Center processes. Refine and publish new admission/registration processes and create new marketing materials and signage to reflect these changes. Implement new orientations. Plan for the rollout of "KCTCS Online" (formerly known as VLI). Prepare for the move of the schedule of classes to online only formats.

Evaluation of Results

The START Center opened in July 2008 and all new admissions/advising processes were put into place. New hours for Student Affairs offices beginning July 2009: open until 5:30 Mon-Thurs. The Counseling Center changed its focus to 1) advising all new readmit/transfer students by appointment and 2) student development. These new processes were refined and published in Fall 2008. Two of the major innovations created in the first semester were the START Center checklist (which evolved into a postcard format) and the use of the RNR (Ready Not Registered) service indicator in PeopleSoft. The EARLI System needs to be revised to better track these students via the indicator. New signage was created and posted. New orientations were rolled out by the Counseling Center to much positive feedback, but with much new content being efficiently covered in these sessions, changes to GE 100 need to happen. Two faculty/staff training sessions were provided by Student Affairs to support the unveiling of KCTCS Online. A new web-based version of the class schedule was created. While the paperless schedule was reasonably well-received, additional promotion of the web-based version and some refinements are needed. A new, more student-focused website will be published for the college—and Student Affairs—in the coming year as well. Record enrollment is anticipated for Fall 2009 and a focus on retention is needed. A new advisor assignment process was identified as a need. A new plan was prepared in Spring 2009 with roll-out scheduled for Fall 2009. A new Joint Admission program with WKU was drafted and finalized at the end of the year (see other objective for more info). New, free, online KCTCS application coming in late summer 2009. COMPASS score entry remains an issue. Use of KYOTE for math placement testing being explored for 2009-10 and the introduction of a new KCTCS Debit Card (and accompanying ATM) is planned for fall.

Completed *Substantial progress made* *Beginning implementation* *Revision necessary*

College Objective 5: Engagement

Student Affairs Objective

Develop a more fulfilling campus culture for students, faculty, and staff by focusing on student life and development.

Rationale/Resources: A student development focus would increase the chances for success for student groups. Support groups would especially benefit groups such as single parents and first time college students, for example. The Student Ambassador program should be developed. Opportunities for student participation in clubs, organizations, student government, intramural sports, and social activities would need to be expanded. Additional resources may need to be identified for special needs populations such as students with disabilities, those needing childcare, and those with

transportation needs. Need to ensure that our disabilities accommodations, training, and facilities are maintained and updated to meet the needs of our students with disabilities. Some campus culture activities that have been proposed include a student suggestion box, follow ups to the Presidential Student Forums, and additional outdoor gathering areas. This focus on campus culture would make students feel more connected to the college and supportive of the college community.

Measures of Success: Established OCTC Student Ambassadors. Improvement of scores on CCSSE item related to student activities.

2005-06 Action Steps	Create one new student group and make plans to create one new group, activity, or student life resource each year.
Evaluation of Results	The Art Club took additional responsibility for helping with the award winning Christmas parade float this year. The sponsors of the Psychology Club expressed an interest in reorganizing that club and becoming more active. New Early Childhood Education and Sociology clubs are in the planning stages. Student Ambassador program has been started. Plans and procedures are in place which has allowed for the beginning of the program, these are being evaluated as necessary to ensure a productive program. OCTC Student Ambassadors were formed in Spring 2006 with an initial group of five ambassadors. Three of the five ambassadors will be returning for the Fall semester. We have received grant funding through this current year from the Kentucky Network to Address Collegiate Alcohol and Drug Issues. To this point we have conducted the student survey on all campuses and are getting results soon from the faculty survey.
Response to Evaluation: 2006-07 Action Steps	<p>Plans for the new ATC provide for a plaza area between the Area Technology Center, Campus Center, and Administration Building to provide an area for social interaction for members of the campus community (faculty, staff, and students).</p> <p>Plans are to add to add an additional four to six ambassadors to this pool and continue to grow this group each semester. The three returning ambassadors will serve as trainers for the new ambassadors.</p> <p>Additional activities and responsibilities will be added to Student Ambassadors including going to GE100 classes to explain the purpose of OCTC ambassadors and help recruit for the program; attending meetings of other campus student organizations and clubs to better understand what goes on in these organizations and help them understand the purpose of Student Ambassadors and become more of a visual presence on the OCTC campus; work more closely with OCTC Student government; ambassadors will visit each of the campus buildings to become more familiar with OCTC faculty and staff; have required monthly Student Ambassador meetings to promote more cohesiveness in the group.</p> <p>Revitalize existing student organizations and provide a leadership training session for all student organizations during the 2006-07 academic year.</p> <p>Report Kentucky Network survey results to our faculty, staff and students and our board of directors. We have activities planned for October, National Collegiate Alcohol Awareness Month, and will also be conducting a social norms campaign on all three campuses this fall regarding drug and alcohol use and abuse. This grant is in partnership with the River Valley Regional Prevention Center located here in Owensboro and will include some student activities with KWC and Brescia. We will be forming a student coalition in August to help plan and implement these activities.</p>
Evaluation of Results	The OCTC Art Club once again excelled this year and won first place in the Owensboro Christmas Parade float competition. A new student Diversity Club was created this spring by the college Coordinator of Cultural Diversity. Activities this year focused on Black History Month in February and Women's History Month activities in March. The Student Government Association co-sponsored with this new Diversity Club a spring fling for all students, faculty and staff with a theme of Global

Fest- 2007. A variety of international food was served and attention brought to the diversity of our campuses. The student services coordinator at WKU-Owensboro also attended meetings of the OCTC SGA and expressed an interest in WKU students joining with OCTC students in providing additional student life activities in the future. The SGA sponsored the second annual Talent Show for all interested students and faculty members. The SGA voted to donate all proceeds of the show to the local chapter of the Habitat for Humanity. An OCTC student was the individual moving into the Habitat house under current construction. The Drug and Alcohol Prevention Coalition composed of OCTC faculty, staff and students met three times during the year and planned and conducted a social norms campaign and activities for National Collegiate Alcohol Awareness month. A follow up survey is being conducted to determine student changes in attitudes and practices related to drug and alcohol use.

Response to
Evaluation: 2007-08
Action Steps

With the continued cooperation of WKU- Owensboro and OCTC, as well as the leadership of the OCTC Coordinator of Cultural Diversity, many opportunities should exist to provide interaction and experiences with a variety of cultures and individuals. Hopefully, this will provide an impetus for new clubs and organizations to form around student interests and needs. The coming year will see a continuation of efforts in following up with the results of the Drug and Alcohol Prevention survey and the Coalition should be able to provide continued leadership in that area. The coming year should also see the review of several student organizations not currently active, but with potential for success such as the student newspaper, the psychology and nursing clubs, as well as a support group for non-traditional students. We are also investigating the potential for more active opportunities for community learning and service learning experiences linking classroom learning with application in the broader community. Resources will be explored to assist in making this a reality.

Evaluation of Results

The OCTC Multi-Cultural Student Association established itself and greatly added to the opportunities for student participation on campus. Student Affairs and Discover College staff attended Drug and Alcohol Prevention training with support from the coalition. Fall and Spring Flings were successful and well-attended, but growth in this area is crucial. With the completion of the ATC, a new Student Lounge and “Party Patio” area connecting the ATC and Campus Center opened in spring. With the plans for new admissions processes, the Counseling Center will take a more dedicated focus on Student Development and Student Life.

Response to
Evaluation: 2008-09
Action Steps

Grow the Fall and Spring Flings. Implement the Core Survey follow-up and Drug/Alcohol/Tobacco awareness/prevention programs. Explore opportunities for health services on campus in partnership with WKU-O and the Green River District Health Department. Partner with WKU-O to involve our students in their Owensboro-based cohort of their Dynamic Leadership Institute, a student-leader development program. Redesign the student ambassador program. Pilot new Student IDs for implementation for 2009-10 students. Provide more food options for students. Hold StudentFest to introduce new fall students to campus services and groups. Host Multicultural Student Jamboree for regional college multicultural student groups. Create a new VA student group. Hold the Phi Theta Kappa car show on campus and explore other new campus events we can host. Plan to make the Campus Center the Student Center of our campus. Develop a new summary of the Code of Conduct for students and faculty. Overall—refocus Student Affairs on creating the student experience and making it the best possible!

Evaluation of Results

Fall and Spring Flings were bigger and better than ever. Registration forms were identified as a need. Core Survey was implemented with results to be available in late 2009. Health services partnership resulted in one grant proposal (unsuccessful) but more are planned in the coming year, as well as flu shots, a smoke cessation program, and other health topics as demand warrants. OCTC students participated in the Dynamic Leadership Institute. It is hoped that this program can be an element of the new student ambassador program. A draft plan for this was created in Spring 2009.

New student IDs were piloted with faculty and staff and are planned for implementation in Fall 2009 (all credit for this goes to the library, PR, and IT). Food options remain an issue. Space needs to be created in the kitchen area in the Campus Center. Student Fest and the Multicultural Student Jamboree were very well-attended. The Phi Theta Kappa car show (June 2009) and the Strawberry Jam (April 2009) were very successful. A new summary of the Code of Conduct was presented by the Counseling Center and VP of Student Affairs to the College Assembly. A revitalization of the Student Government Association is needed in the coming year and a shared meeting room in the Campus Center is needed.

Completed *Substantial progress made* *Beginning implementation* *Revision necessary*

College Objective 7: Pathways to the Baccalaureate

Student Affairs Objective	<p>Increase the familiarity of all staff with the programs on all three campuses and those of WKU.</p> <p><i>Rationale/Resources:</i> With consolidation finalized and WKU-Owensboro moving to the Main Campus in the past year, the number of opportunities for our students continues to grow. Everyone in the unit needs to be abreast of all the programs and services that we have to offer. Communication and cooperation between all three campuses and WKU-Owensboro is essential to helping students understand the options that are available.</p> <p><i>Measures of Success:</i> All staff are familiar with the programs on all three campuses and those at WKU-Owensboro.</p>
2005-06 Action Steps	<p>Begin cross-training of admissions and counseling staff between the Downtown and Main Campuses in anticipation of the movement of the majority of Downtown Campus programs to the ATC. Establish and maintain communication and cooperation between our unit and WKU-Owensboro, including cross-training when appropriate.</p>
Evaluation of Results	<p>Cross training of admissions and counseling staff between Downtown and Main Campuses was completed. Communication and cooperation between our unit and WKU-Owensboro worked well through the year but the opportunity for greater cooperation still exists. Cross training needs to be expanded to all three campuses so that everyone understands requirements for all programs, regardless of the campus on which they are located.</p>
Response to Evaluation: 2006-07 Action Steps	<p>More organized and regular communication with WKU.</p> <p>Student Affairs personnel continue to work and train across all three campuses with personnel in Student Records, Counseling, and Financial Aid coming from the Downtown and Southeast Campus to work on the Main Campus. In addition, training sessions have been provided to Student Affairs members for all three campuses to ensure uniformity of record handling and record entry. Cross training and working across campuses will continue as needed especially in preparation of eventual move to new ATC.</p>
Evaluation of Results	<p>Communication with OCTC Student Affairs and WKU Student Affairs is going well. An academic advising guide for OCTC students wishing to continue their degrees with WKU was completed and was a joint effort between the two areas.</p> <p>Staff in Student Affairs have continued to move between three campuses as needed. Part-time financial aid staff member assigned to downtown campus is now devoting one of the three days a week of employment to the Main Campus Financial Aid department.</p>
Response to Evaluation: 2007-08 Action Steps	<p>OCTC and WKU Student Affairs continue to work with one another. WKU staff member took part in Spring Fling and works with OCTC members as needs arise.</p>

This partnership will continue and efforts will also continue to strengthen bond. Student Affairs personnel from all three campuses continue to work closely together and move from one campus to another as needs arise which is especially beneficial in light of movement into new ATC for Student Records which should take place during the 2007-08 academic year.

Evaluation of Results WKU and OCTC continued to work closely together. With the hiring of a new WKU-O Director, Dr. Gene Tice, whose background is in Student Affairs, there is great potential for additional collaboration. WKU-O published plans with OCTC classes listed, which was of great benefit to our students—and made advising much easier. Note: Student Records was moved to a new location in the Campus Center as part of the centralization of student services.

Response to Evaluation: 2008-09 Action Steps Work closely with Dr. Tice to explore additional collaborative efforts in admissions and advising (as well as student development—already listed above).

Evaluation of Results The implementation of the Dynamic Leadership Institute (DLI), a well-recognized WKU student leadership development program, in Owensboro was successful. Need to build upon this as part of our Student Ambassador program. Discussions about a new Joint Admissions program between the two colleges resulted in an agreement in June 2009. Meetings between advisors from both institutions resulted in new refinements to WKU marketing materials and better sharing of information between the staffs.

Completed *Substantial progress made* *Beginning implementation* *Revision necessary*

College Objective 7: Pathways to the Baccalaureate

Student Affairs Objective Support the KCTCS Transfer Initiative and develop plans for a Transfer Center on campus.

Rationale/Resources: Students are not as familiar with the services we provide to help them transfer as they could be. A Transfer Center will elevate the visibility of what we can do to help and provide a common location for resources, including advisors from other colleges. Funds have been committed by the college in support of this initiative.

Measures of Success: A new Transfer Center open for our students.

2008-09 Action Steps Design and develop a Transfer Center (both a physical and virtual center) with the help of a committee of faculty and staff. Visit transfer centers at other colleges and participate in the KCTCS Transfer Peer Team. Plan for the opening of the Center by Summer 2009. Implement electronic transcript exchange with other colleges/universities and electronic (web-based) transcript requests through two new National Student Clearinghouse partnership initiatives.

Evaluation of Results Plans for the Transfer Center were completed and it is scheduled to open in July 2009 adjacent to the Counseling Center. Transfer Centers were visited by the Transfer Committee and figured into the development of our center. The VP of Student Affairs served as the college representative on the KCTCS Transfer Peer Team. Katie Ballard, our Career Counselor, was moved back to full-time status and will be the coordinator of the Career Resource and Transfer Center. Electronic transcripting was implemented (sending and receiving) to expedite the admissions process.

Completed *Substantial progress made* *Beginning implementation* *Revision necessary*

Teaching and Learning Center

College Objective 4: Expectations

Teaching and Learning Center Objective	<p>Each semester, David Powers will teach GE 100, while Jelaine McCamish will use her 2004 prototype to develop and to teach the Learning Strategies sessions.</p> <p><i>Rationale/Resources:</i> Number of GE100 classes requires more teachers. Students benefit from specialized learning strategies lesson. <i>Resources:</i> Staff time. Continued research on changes in learning strategies. TLC materials.</p> <p><i>Measures of Success:</i> Each semester, David Powers taught GE 100, while Jelaine McCamish taught the Learning Strategies sessions</p>
2005-06 Action Steps	<p>David Powers will begin development of a syllabus for teaching the GE100 course. Jelaine McCamish will use her 2004 prototype to teach the Learning Strategies sessions</p>
Evaluation of Results	<p>David taught a GE 100 class during the fall and spring semesters, and Jelaine incorporated her Learning Strategies sessions into all of the GE 100 classes. David offered five (5) APA workshops in the Campus Center. Though they were well publicized, attendance was poor. Many students, however, came individually for APA assistance.</p>
Response to Evaluation: 2006-07 Action Steps	<p>TLC staff members David Powers and Jelaine McCamish shared their skills and knowledge with incoming students. Their contact with these classes served as a reminder to students that academic support in content, as well as study strategies, is available. David plans to offer APA and MLA workshops again in the 2006-2007 school year.</p> <p>Revision: Because of illness, staff member Jelaine McCamish was not able to complete her Learning Strategies presentations during the Fall 2006 Semester. GE 100 students will continue their visits to the Teaching and Learning Center each semester, but no TLC staff member will make a presentation in the Spring 2007 GE 100 classes. In addition, David Powers will not teach a GE 100 class during Spring 2007.</p>
Evaluation of Results	<p>GE100 students were not able to benefit this semester from David Powers' creativity because of his inability to teach due to his work on his Master's and the Bowling Green commutes. Jelaine McCamish's retirement left GE100 students without the benefit of a Study Strategies session.</p>
Response to Evaluation: 2007-08 Action Steps	<p>On February 14, 2007, Linda McCollum was identified as a temporary employee to replace retiree Jelaine McCamish. Linda assumed Jelaine's duties in the TLC and will also serve as a presenter in GE100 classes</p>
Evaluation of Results	<p>Linda has not revamped the TLC website as planned because of KCTCS's decision to restructure its web portal so that all the community colleges are aligned.</p>
Response to Evaluation: 2008-09 Action Steps	<p>TLC Director will work with OCTC webmaster and update statistical information pertinent to new TLC users.</p> <p>TLC Director will redesign GE100 presentations and the TLC Scavenger Hunt to accommodate students in the Center's new location.</p> <p>TLC staff will become more fluent with APA and Chicago style documentation methods as more WKU Owensboro-based students are seeking writing support in the TLC.</p>
Evaluation of Results	<p>Former OCTC webmaster completed necessary TLC updates.</p> <p>Fourteen GE 100 classes utilized revised Scavenger Hunt and explored TLC resources.</p>

Chicago Style documentation used by only one psychology teacher while TLC assisted many with APA citing.

Encouraged teachers, particularly math and English, to enroll their classes in SkillsTutor and taught instructors how to monitor students' work.

Completed *Substantial progress made* *Beginning implementation* *Revision necessary*

College Objective 5: Engagement –

Teaching and Learning Center Objective	<p>The TLC will assist in coordinating OCTC study groups.</p> <p><i>Rationale/Resources:</i> Some students are expressing interest in becoming involved in study groups. <i>Resources:</i> Research for guidelines. Staff time. TLC materials. TLC will need to be able to coordinate work with other campus staff .</p> <p><i>Measures of Success:</i> The TLC and other campus staff developed best practices and coordination practices. Study groups exist, and students are using them.</p>
2005-06 Action Steps	The TLC began working on the development of best practices and coordination practices.
Evaluation of Results	As COMPASS administrators in a learning center environment, we can quickly recognize students' needs and groups that should be targeted for extra support, discussion, and peer sharing.
Response to Evaluation: 2006-07 Action Steps	<p>Efforts will continue to identify special needs' areas(e.g. test taking) on our campuses. Teacher assistance will be sought to advise/provide instruction in these study group sessions.</p> <p>Revision: No study groups were organized this semester because of low student interest. The TLC is investigating the possibility of using BlackBoard to cultivate more interest in study groups, allowing students to be more flexible with their time restraints.</p>
Evaluation of Results	TLC study groups were not organized across campus; however, the Teaching and Learning Center used an in-house approach to study group enticement.
Response to Evaluation: 2007-08 Action Steps	David Powers continued to encourage study groups when scheduling COMPASS testers; Judy Coomes promoted them, particularly in GE100 and classroom presentations; Linda McCollum encouraged study groups as she helped students improve their study skills; Sherry Lee often group tutored several students in a particular level of math, thereby providing first hand application to the value of study groups.
Evaluation of Results	Organized, as well as unorganized, study groups are more effective <i>in the TLC</i> than planned clusters of students at different locations on campus. Students often feel better about study groups when they are guided by a professional.
Response to Evaluation: 2008-09 Action Steps	<p>The Teaching and Learning Center will work with the nursing, radiography, and sonography professional medical tutors in the organization of study groups, test taking and critical thinking skills, as well as good time management among students who seek their help.</p> <p>The Teaching and Learning Center will participate in medical orientation programs for new enrollees in the above mentioned areas.</p> <p>The TLC will participate in President's pre exam week "Survival Kit" for students. An insert for effective Study Skills and Test Taking will be provided.</p>
Evaluation of Results	Heather Keith hired as TLC Instructional Specialist I to assist all students, particularly medical students with critical thinking, test anxiety, and study skills.

TLC Director made 45 minute presentations each semester to incoming and readmit nursing students. Director also conducted four hours of RAD workshops focusing on time management, study skills, note taking, and class content.

Survival Week kits well received by students.

Employed second Radiography tutor.

Opened TLC for five hours of medical tutoring on Labor Day.

Completed *Substantial progress made* *Beginning implementation* *Revision necessary*

College Objective 9: Effectiveness

Teaching and Learning Center Objective	TLC will develop a COMPASS retesters' tracking system. <i>Rationale/Resources:</i> Validate students' success with retesting. <i>Resources:</i> Staff time. TLC materials. <i>Measures of Success:</i> COMPASS retesters tracking system exists and works correctly.
2005-06 Action Steps	TLC initiated development of COMPASS retesters tracking system.
Evaluation of Results	The retesters' log has not been used by the Downtown Campus as much as anticipated, but it has introduced us to the critical needs of some students. The log also quickly provides an assessment of the number of students who are choosing to retest.
Response to Evaluation: 2006-07 Action Steps	The TLC will continue its maintenance of the retesters' tracking system. The system will also provide ready access to how many students improve their test scores following SkillsTutor remediation.
Evaluation of Results	The TLC will become more involved in recruitment and retention of students not only through its COMPASS retesters' tracking system but also through telecounseling and participating in visits to area high schools.
Response to Evaluation: 2007-08 Action Steps	The TLC will collaborate with the Counseling Department to facilitate student orientation sessions. Because the Teaching and Learning Center staff administers the college's placement test and provides the students their results, we find ourselves in a position where students immediately ask questions about their scores and the classes they can take. David Powers sought and received Advisor's Training and will participate in advising to further extend TLC services.
Evaluation of Results	At the request of the Counseling Department, Judy Coomes organized a written summary of the TLC and its work as part of a planned video presentation for student orientations. David Powers is now an advisor with the START program.
Response to Evaluation: 2008-09 Action Steps	The Teaching and Learning Center will design new approaches, other than class presentations, to expose "non COMPASS testers/retesters" to our relocation . The TLC will begin doing mid-term Tutor Summary and Statistical reports so that staff and student tutors can recognize semester progress or areas where improvement in academic support is needed.
Evaluation of Results	Flyers posted at strategic points on campus LRC/TLC sign placed in front of library TLC Director emailed students, announcing Center's new location and extended hours Organized Midterm reports during summer and semester terms. Math teachers sent their students to the TLC to have math programs, such as Quad Factor and Quad Formula, loaded on calculators, which brought tremendous exposure to the TLC.

Teachers encouraged students following TLC classroom presentations to utilize Center's services.

Corresponded via email with over 300 online testers, scheduling testing dates/times, and providing other necessary information and facts about TLC.

Completed *Substantial progress made* *Beginning implementation* *Revision necessary*