

OCtech Strategic Plan 2023-2025
2023-2024 Annual Objectives

Goal	Strategy	Providing Department	Objective Title	Statement of Objective	Explanation of Success Metric	Explanation of Achievement	Use of Results
1	Goal 1: Employee Experience		Cultivate an employee experience that makes a concerted effort to promote organizational empathy with an emphasis on the most critical aspects of what an effective, efficient, and forward-thinking organization looks like.				
	1.1	Sustain Commitment	Celebrate small and large successes, recognize and reward people for their contributions, and broadly communicate wins to energize people and sustain commitment.				
		Associate in Arts and Sciences	Enrollment Increase	Enrollment in the AA/AS Division will increase by 5% in 2023/24 compared to 2022/23 academic year.	Recruitment activities/functions will be scheduled to increase faculty involvement and participation in the engagement of area high school students. The ADR report is worked weekly and handwritten postcards are sent to newly accepted students in order to begin points of communication.	AA/AS Division Enrollment Fall 2023: 208 There was a 28% increase in enrollment from Fall 2022 to Fall 2023.	The University Transfer certificate is being coupled with Career Path certificates in order to encourage and promote enrollment. Students will be able to earn their general education course requirements while also being able to explore various career path areas. Students will be able to determine if a career path is what they really want to do without spending time and money wastefully at a four-year institution. These certificates will be promoted while visiting with various high school counselors and students. The Marketing division has crafted promotional material that can be distributed. The ADR report will be worked weekly and this information will be sent out to newly accepted students. The Dean will also meet with guidance counselors to communicate this opportunity.
		Human Resources	Evaluate and Update Process from Vacancy to One (1) Year	Evaluate the College's current hiring practices and implement new process by Spring 2024.	Evaluate current vacancy review Review best practices for recruitment and hiring-this may include update to procedures and forms. Review current onboarding in HR Orientation Ensure employees experience at 30, 60, 90 and one year is meaningful Provide training to supervision	Organized a committee to review current practices. Committee met once to begin to evaluate recruitment process. Evaluated forms used. Created an electronic form to request positions and provide justification for positions.	Due to vacancies in HR, this will be continued in the 24_25 FY.

		Associate in Arts and Sciences	Faculty Retention	The eleven Arts and Science faculty will continue employment with OCtech into the 24-25 semester.	Dean will schedule and hold two Lunch and Laughs (one Fall and one Spring semester) to increase faculty moral. Faculty contributions will be acknowledged.	Ended the 23-24 academic year with ten AA/AS faculty. One faculty member retired at the end of the 23FA semester.	Over the past five years the full-time Arts and Sciences division faculty number has decreased from 18 to 10. Adjunct faculty is relied upon heavily to instruct the general education courses. The Dean will pulled data on course enrollment numbers and faculty overloads to justify the hiring of an additional biology, English, math and speech/humanities instructor. Being able to retain the full-time faculty that are currently in the division is crucial to being able to consistently deliver high-level instruction to our students. In order to maintain the current faculty a Lunch and Learn fellowship time was held several times during the semester in the 2022-23 academic year. Having transitioned to the 7-week term modality they were suspended in the 23-24 year. The dean will look at scheduling at least two in 24-25. An Instructional Sharing was scheduled for faculty to meet and discuss various teaching strategies and new educational platforms being utilized. At these meetings faculty who were really doing great work were recognized in the presence of their peers. The faculty very much appreciated this and the hope is this will lead to increasing moral in the division. These meetings will continue to be held every other Thursday in the Teaching and Learning Center and will involve the instructional designer so they will be able to contribute to the sharing.
		Assessment / Testing Center	Fee-Based Testing	The Testing Center will add the National Registry of Emergency Medical Technicians (NREMT) exam (Pearson Vue).	The Testing Center will add the National Registry of Emergency Technicians exam under the current Pearson Vue account. To complete the process, the Testing Center will contact Pearson Vue to confirm the needed steps of approval to add the exam and follow the instructions to complete the process by June 30, 2024.	The Testing Center paused its efforts to add the NREMT exam for the 2023-2024 academic year. As a result, the process has been moved to the 2024-2025 academic year to finalize the addition by June 30, 2025.	The decision to move the addition of the NREMT exam to the next academic year was influenced by external circumstances that delayed the completion of this goal. However, this decision is strategically aligned with our objective to enhance the Testing Center's offerings and improve access to certification exams, further aligning the institution's services with student and community needs. These results will guide next year's unit planning by allocating the necessary resources and attention to meet the new June 30, 2025, deadline. The Testing Center will prioritize communication with Pearson Vue and ensure that this process is completed in the next cycle.

		Procurement	Identify and Reduce Spending	Suggest more reasonable alternative to PO"s if applicable. Follow procurement procedures for quotes and bid to obtain the bets value for the college. Save on supply cost by emailing or faxing vendor copies as aposed to mailing. Include more fac/staff in self-service procurements to save the expense of paper forms.	It will be documented when vendors are changed and lower prices are obtained. Documented quote and bid tabulations will reveal the lowest cost. Yearly postage reading can be compared.	A noted savings of \$13,370.50 was measured this year. This figure was obtained by comparing amounts submitted on PO's vs. the cost that the Procurement Office was able to get by requesting quotes and using state contracts set in place by the state. Postage usage has fluctuated over the 3-year period: 21/22 - \$86.46, 22/23 - \$36.78, 23/24 - \$52.87. These numbers are contingent upon amount of purchase orders received each year to process, so it is difficult to reflect true savings or spend. But we have dropped the postage usage amount from where it was three years ago.	Results will be used as a comparison each year. There will be anticipated fluctuations. The number of PO's and values will not be same each fiscal year, which in turn will positively or negatively affect the yearly summaries.
		Certificate, Truck Driver Training	Staff	Increase staff to 8 employees by 01/01/2024	Currently, the program employs four faculty. Due to enrollment demand, more instructors need to be hired.	As of January 2024, 2 new adjunct instructors have been hired.	The new Program Coordinator feels that an additional 3 instructors would help ensure sufficient support to meet the demand for increased enrollment. We can only allow 4 students per truck. By adding additional teaching staff, we can stagger students in yard and in the truck to make sure we are using the equipment more efficiently, and allow for more students to enroll.
		Security	Standard of Operation: Patrol Duties		OC Tech PD will patrol the campus hourly via foot or vehicle patrol. The department will answer calls for services, conduct security checks of the college property, and perform other law enforcement duties.	Officers patrolled the campus hourly, as planned. Calls were answered for services, as needed and checks across campus were conducted regularly.	OCtech PD will utilize this method going forward. It is proven to be effective in communication, and in our proactive approach to a safe and secure campus.
		Procurement	eProcurement	Continue to add departments to self-service procurement.	Multiple departments on campus will be using self-service procurement for small purchases.	The following department were added this fiscal year to Self Service Procurement: VP Business Affairs, Accounting, Bookstore, Printshop, Security, Human Resources, President's Office, Continuing Education, Public Relations, Library, Industrial Technology, VP of Academic Affairs Office.	Additional departments will continue to be added to Self-Service Procurement in the next fiscal year. As employees are added or leave, changes will be made to existing departments.
	1.2	Encourage Change	Encourage faculty/staff to be agents of change.				
			Study/Improve Colleague Use and Effectiveness	Colleague team will meet at least quarterly to discuss/study Colleague use and effectiveness. The team will evaluate the need for an Ellucian assessment of product use. Efforts will be made to study ways to increase efficiency and effectiveness by automation of manual tasks. The team will also determine if training is needed and, if so, develop a training plan. Finally, power users should be identified.	Power users identified, ellucian team is meeting regularly, ellucian assessment completed as deemed necessary, and training plan developed. Also, the college should see improvements in efficiency and effectiveness by automation of manual tasks whenever possible.	Team met regularly to discuss various issues	Team will continue to meet as needed going forward

		Advising/ Counseling	Advisor Training & Resources	Faculty Advisors and Staff Advisors will attend a New Advisor Training each fall and spring term 2024-2025. Faculty Advising Training will help increase the retention with faculty and staff advisors so that they have the knowledge of how Academic Advising is conducted here at OCtech. The advisors knowledge can then be shared with students as they come in for an online or face to face session with an Advisor. Such knowledge will be trained on test scores, how to get accepted to the college, understanding prerequisites, etc.	Email faculty and staff each fall/spring to inform them of this training. Deans will also help to encourage faculty and staff to attend training. Conduct training so that faculty and staff can attend. After attendance has been confirmed access to Advise students on campus will be granted. Faculty will then gain access to advisees. Staff advisors will also gain access to advisees. Also, provide a refresher training path for all advisors who have completed at least 1 year in an advising role. This training will be provided fall and spring 2023-2024.	Training is ongoing and necessary to understand Best Practices and to keep up with the latest objectives. All New faculty and staff attended training each term (fall and spring). We had a 100% pass rate on attendance. A hard copy of their attendance was recorded after each training.	Knowledge is powerful. The more we know the more we can communicate this to students who will hopefully be successful while they attend OCtech. Retaining our students year 1 until graduation to job opportunities.
		Associate Degree, Electronics Engineering Technology (Electronic Instrumentation) and Related Certificates	Combine PLC Lab	Facilitate the reorganization and merger of all PLC classes (IET/MECH/EIT) into one lab in the current PLC lab in N-Building by the end of Fall 2023	All electrical based programs now share a central located PLC Lab.	All electrical based programs now share a central located PLC Lab.	We now share our PLC equipment throughout the electrical based programs, EIT, IET, & MECH.
		Nursing	Faculty Professional Development	Statement of Objective: 100% of full-time faculty will engage in one or professional development experiences to expand on their expertise as educators and become agents of change by the end of 2023-2024 AY.	Professional Development Encourage professional development and personal growth by attending educational opportunities in individual specialties an as technical college educators. Create a standing agenda item for faculty to report back to share learning with peers in faculty meetings. Certification Encourage participation in CNE certification preparation for all faculty eligible to sit for the examination. Provide certification preparation materials for faculty to utilize as needed. Provide education on resources available in OC Tech library for CNE certification preparation.	All full-time faculty provided evidence of professional development activities during their annual FPMS meetings with the Dean.	In order to meet the college's goal for our faculty to be agents of change, they need to be informed and subject matter experts in their specialties. Encouraging and supporting professional development activities allows this to happen. In the upcoming year, we will continue to monitor our faculty's professional development and support opportunities for professional growth.
		Associate Degree, Machine Tool Technology and Related Certificates	Increase scheduling flexibility to expand internships with local manufacturers	Our goal is to partner with at least 3 local companies and implement a CO-OP program.	By Summer 2024, we will establish new internships with at least 2 companies.	The new 7-week term schedule has helped increase flexibility for students to work and do internships. Two local industries including Zeus and Phoenix Specialty have hired our students on an intern basis while they finish getting their degrees.	We have found that 1 of our partners (Zeus) is changing the student's hours and making it difficult to manage class times. We are going to work more with companies to help navigate these potential scheduling issues that would make it difficult for a student to intern. However, seven week term scheduling could be updated to help this issue. Next year, we will set up a meeting with Whitman Molds to discuss setting up an internship.

		Library	Library Software Upgrades	From July 2023 to June 2024, librarians will evaluate the library website for ease of use, better organization, and updated content. The aim is to ensure that users can easily navigate the website and locate information quickly. The evaluation will assess the website's layout, design, and functionality to identify areas that need improvement. Librarians will identify quality websites by the end of Q1, Outline the redesign process by the end of Q2, start the redesign by the end of Q3, and have an available draft by the end of Q4.	Having a functional new website by the end of Quarter 4 (May 2024).	The updated website is located at: https://libguides.octech.edu/home	By accomplishing a complete website redesign, the library is trying to make it easier for students to find and use library resources. This will allow library staff to continue to audit library software and technology to enhance our services and reporting. We aim to focus on data and analytics next year.
		Advising/ Counseling	New Student Orientation	Cultivate an experience for students that demonstrates our commitment to them, their success, and their goals.	Create a more robust, welcoming New Student Orientation that is engaging and creates a sense of community.	<ul style="list-style-type: none">· Changed orientation to the official Welcome Day for new students, transfer students, Early College students, and parents/guardians/families of new, transfer, and Early College students. New Student Orientation included two strands (1) an online component to include a checklist, and, (2) a “Welcome Day” experience which was formerly the New Student Orientation session. The New Student Guide (checklist) guided students through each step of the admissions and registration process. The students were directed that to attend “Welcome Day” as the next step in the process which required students to register for a session that aligned with their schedule. Welcome Day concluded with contextualized program orientations to augment the Welcome Day experience. Orientation piloted a component for online students- “First Flight” A Technology Jumpstart was added to cover the learning management systems for students: D2L, EAB Navigate, Self-Service, and the college's website.	Studies have shown that relevant student engagement activities on campus are positively related to academic performance, cognitive development, well-being, leadership, and multicultural awareness. According to our strategic plan, one of the college-wide goals and objectives is to address the students' engagement and experiences. Based on survey results, we will expand the number of in-person Welcome Day sessions and be proactive with reminders about First Year Experience Workshops. Always keep improving.

		Assessment / Testing Center	OCtech Faculty/Staff Outreach	The Testing Center will inform Faculty and Staff of updates to the Testing Center two weeks before the start of the Fall Term.	The Testing Center will send necessary documents about the center's operation via email to Faculty and Staff including prices for some exams. Necessary forms and documents will be posted on SharePoint.	On August 11, 2023, and January 4, 2024, the Testing Center sent updates via email to approximately 153 faculty and staff members. The email contained information about the center's hours of operation, location, available exams, and the cost per exam. Additionally, it provided instructions for students on how to make exam appointments on the Testing Center's webpage on the OCtech Website. The documents were also uploaded to SharePoint for future access.	The results from this year's unit plans will serve as a foundation for refining and improving next year's planning process. The objective directly supports the Strategic Plan by promoting operational efficiency and enhancing student success. Keeping faculty and staff informed ensures they can better guide students in utilizing the available resources, which ultimately supports the institution's goal of improving academic outcomes. In summary, the results will affect next year's unit planning process by providing data to enhance communication strategies with faculty and students, identifying potential gaps in the Testing Center's operations or services, and informing adjustments to ensure smoother operations and higher student success rates in line with the Strategic Plan's goals.
		Procurement	Procurement Training for Faculty & Staff	Provide procurement manuals and procedures and instructions to all faculty and staff.	Provide procurement documents to all employees. Post on sharepoint. Provide procurement manuals and training for new employees. Meet one-on-one with new employees responsible for departmental budgets or purchase orders. Virtual meetings for self-service procurement training.	Procurement information was shared with new employees and one-on-one meetings conducted with staff and faculty in charge of budgets. Travel information and Office Supplies are also discussed in these meetings. Training has continued with each new group added to Self-Service Procurement which also offers a refresher on the procurement rules.	Results will be used for comparison and validation each year.
		Procurement	Professional Development	The Procurement Office staff will enroll in training opportunities that are relevant to the professional development of our positions.	Professional Development chosen by HR. Lunch and Learn and Town Hall meetings hosted by State Procurement Conferences hosted by State Procurement & SCAGPO Bi-annual peer group meetings	Both employees of the Procurement Office attended professional development opportunities as they were available. Instances included: Procurement Conferences, Peer Group Meetings, Town Halls sponsored by State Procurement, Supervisor Training provide by HR, and Administrative Conferences.	Results will be used for comparison and tracking each year. Professional Development opportunities may change from year to year. Both staff members will take advantage of known opportunities.
		Human Resources	Provide On-Going Supervisory Training	Provide relevant professional development for supervisors during Fall and Spring.	Identify areas of interest/need for current supervisors Provide speakers/support monthly Offer safe space for supervisors to get advice and assist each other. Provide online resources for supervisors to do when needed.	Surveyed supervisors regarding interests. Hosted series of trainings for supervisors in 23_24 FY on topics such as employment law, conflict resolution, employee relations, and emotional intelligence.	Trainings provided information to assist supervisors in their positions. College is planning to offer additional trainings in 2024_25. These trainings provided meaningful professional development to supervisors.
		Certificate, Truck Driver Training	Secured Space for Compliance Files	Have compliance files located in a secured area by 10/01/2023.	The storage closet will be re-keyed for security of files by October 1, 2023.	The door was re-keyed by Physical Plant staff in October 2023, as planned.	This process has ensured full security of student information. Going forward, only 2 faculty members (Safety Officers) will have access to the storage closet.
		Nursing	Student Recruiting	100% of NUR faculty will participate in recruiting activities (at least three) under the direction of the Dean that includes a work-based learning and off-campus activities by the end of 2023-2024 AY.	Faculty will actively participate in student recruitment events.	All faculty reported participating in the required number of recruiting events.	This department goal is directly related to the college's goal of increasing enrollment. The faculty are continuously involved in recruitment. These recruitment activities were scheduled in coordination with Marketing or by personal request. They included building tours for groups and individuals, including Early College and other areas in the college. We will continue our efforts in recruitment.

		Teaching, Learning, and Assessment	Teaching, Learning, & Assessment Center	A designated Teaching, Learning, & Assessment Center will be designed and created to assist faculty with professional development opportunities, improving their instructional design, and assisting them with any concerns.	This year, a new physical location for the center will be designated and the TLA staff will move relocate there; communications to the faculty and staff will be provided regarding the purpose of the TLA center; office hours/studio hours will be designated and communicated; ongoing workshops will be provided to meet any of the faculty's instructional needs.	The TLA center is now located in the "B" building, it includes staff offices and workspace for faculty training and collaboration. In addition, ongoing workshops are now being provided to meet any of the faculty's instructional needs.	The results will be utilized to show improvement in the faculty's morale by having more support that is driven by their actual needs. It will also show the faculty that they have the ability to be agents of change by having the appropriate tools and training at their disposal.
	1.3	Data-Informed Decisions	Make creative, bold, data-informed decisions to solve problems (autonomy); receive meaningful professional development, feedback, and support from supervisors (mastery); and faculty/staff to see themselves as having a connection to the college, the college's mission, and one another (purpose).				
		Nursing	Analyzing Course with Less than 80% Pass Rate	NUR programs will analyze data and implement improvement plans for courses with less than 80% pass rate. NUR Program Coordinator will analyze data and implement improvement plans for courses with less than 80% pass rate at the end of each semester fall, spring, and summer. Plans must be submitted to the dean prior to the end of the next semester.	100% of nursing courses to analyze data and implement improvement plans for courses with less than 80% pass rate.	For the academic year, we had 1 course with <80% pass rates: Traditional PNR 110. Revisions were made to the lecture content and additional support was given to prepare students for the rigor of application type questions in the nursing program. We also had 9 unsuccessful students in this course that had previously failed in the ADN program and were brought back to repeat in the PN program and were again unsuccessful. We will continue to monitor course success rates and adjust modify courses accordingly.	Analyzing courses with pass rates of less than 80% directly supports the college's strategic plan by planning for student success and improving student on-time completion rate. We have improved our course success rates and we have incorporated this course analysis into our standard work.

		Associate Degree, Nursing	Analyzing courses with less than 80% pass rate	Nursing Program Coordinator and Level coordinators will analyze data and implement improvement plans for 100% of courses with less than 80% pass rate each semester based on students who completed the course.	100% of course coordinators will collect the data on percent of class with less than 80% at midterm and at final and submit to the Program coordinator to assess success. The Informer Data will be used to compare.	<p>NUR 134 changed to 102/104 and we no longer admit Spring Trad or Spring Transition, only Fall Trad and Spring Flex For 23-24 AY, all 29 courses met the benchmark of 80% success on those who completed the course. For 23-24 AY for the 29 courses with overall 80% success based on those who started on Day 1, we are proud to say that every one met the benchmark. We only had three withdrawals for the entire year as compared to 39 in 22-23 AY and 52 in 21-22 AY. For those who completed the course Fall 2023:</p> <p>NUR 102: 92.11% NUR 104: 91.76% NUR 131: 100% NUR 210: 96.15% NUR 109: 100% NUR 144: 100.00% NUR 220 Trad: 100.00% NUR 214 Trad: 100.00% NUR 215 Flex: 100.00% NUR 216 Flex: 100.00% NUR 220 Flex: 100.00% NUR 214 Trns: 100.00% NUR 220 Trns: 100.00% Spring 2024: NUR 121: 100.00% NUR 140: 100.00% NUR 144: 100.00% NUR 220: 100.00% NUR 214 Trad: 92.31% NUR 215 Trad: 100.00% NUR 216 Trad: 100.00% NUR 215 Trns: 100.00% NUR 216 Trns: 100.00% NUR 201 Flex: 100.00% NUR 214 Flex: 100.00% Summer 2024: NUR 210: 98.67% NUR 216: 100.00% NUR 215: 100.00% NUR 216: 100.00% NUR 220 Flex: 96.00%</p>	These results have provided the data needed to validate our interventions and demonstrate student success. This process will be incorporated into our daily part of our division's plan.
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		Diploma, Practical Nursing	Analyzing courses with less than 80% pass rate	Nursing Program Coordinator and Program Level Coordinator will analyze 100% of course data and develop improvement plans with rationales for the courses with less than 80% pass rate of those who complete the course.	Each coordinator will collect the data on percent of class with less than 80% at midterm and again at final grades to assess success. We will also pull the Informer data for comparison. Looking at the data at midterm will give time for interventions to help students to be more successful. The Program Coordinator and PN Content Coordinator will review and establish plan for improvement for any course less than 80	For 2023-2024, twenty-two of the 27 courses met the benchmark for at least 80% success for those students completing the course. The program began twice a year admission this year so more courses are offered. We also removed the 2 7wk med surg courses from last year and made one 15 wk PNR 138 to look for increased student success. Data for those who actually completed the course: Fall 2023: One course (PNR Trad) did not meet goal. PNR 110: Traditional 76.47% Flex 80.00% Aggregated: 77.27% - This is a 20% increase from last year. Still not at 80% but is better. PNR 120: Traditional 87.5% Flex 100% Aggregated: 89.47% - PNR 121: Traditional 100% Flex 75.0% Aggregated: 95.0% did meet score in Trad and aggregate data Spring 2024: One course (PNR Trad) did not meet goal. PNR 110: Spring Trad 65.63% Flex 85.71% Aggregated: 69.23% - This is the first Spring cohort for PN admission. PNR 120: Spring Trad 81.82% Flex 83.33% Aggregated: 82.14% PNR 121: Spring Trad 95.45% Flex 83.33% Aggregated: 92.86% - PNR 138: Fall Trad 92.86% Flex 100% Aggregated: 94.12% PNR 182: Fall Trad 100% Flex 100% Aggregated: 100% Summer 2024: PNR 138: Summer Trad 87.5% Flex 100% Aggregated: 90.5% PNR 182: Summer Trad 100% Flex 100% Aggregated: 100% PNR 154: Summer Trad 100% Flex 100% Aggregated: 100% PNR 180:	The results demonstrate the need for early intervention with our first semester students. We are hoping to develop more critical thinking skills in students in order to maintain course success after Fundamentals. Faculty realized that some students received up to 14 points on the tests combined. Therefore, for the 2024-2025 AY, Fundamentals faculty will allow Test 1 to use notes on the test. After Test 1, students may turn in hand-written notes before testing and will receive up to 1 point on that test final grade. This will provide some incentive for students to complete hand-written notes to improve their knowledge. Faculty will reach out to our advisees to offer support and encourage the use of resources on campus. We have a Student Success Coach who helps with study habits and faculty will make a referral after each course test. This will provide the early intervention needed to improve the scores going forward.
		Institutional Effectiveness	Configure and Train Faculty/Staff on EAB Navigate Application	Utilize the EAB Navigate application to increase student success, persistence, retention, and completion.	Advisors, Student Services and Academic Affairs will be trained on how to utilize EAB Navigate for Advising to impact student success rates, persistence rates, retention rates, and graduation rates. Students will be shown how to access and use EAB in the Fall 2023 Semester.	Advisors, Student Services and Academic Affairs have all been trained and students have been shown how to access and use EAB.	Results produced will be used to inform the future planning processes across the College. Continued training from EAB staff on how to continue to implement and utilize EAB to its full potential.
		Human Resources	Create New Supervisors' Training	Create a new supervisory training for new supervisors/new roles at OCtech by Spring 2024.	Identify needs of new supervisors at OCtech. Provide online modules for completion Arrange/schedule professional development with key departments on campus for new supervisor. Provide a space for new supervisors to work together and with HR to answer questions.	Met with new supervisors one-on-one to train on systems and policies and procedures for College. Supervisors were included in the supervisory training offered to all supervisors.	Next year, we will further review supervisory training and relevance to new supervisors hired at College to ensure all supervisors receive training to be effective in their roles. By training our new supervisors, College is able to encourage fac/staff to be agents of change and also to encourage their direct reports to be agents of change.

		Teaching, Learning, and Assessment	D2L and Quality Matters Training	Provide professional development opportunities and support for all faculty with a focus on student success.	The TLA Director will provide ongoing D2L training including creator+ initiatives; provide faculty with knowledge of changes and updates that will affect their courses and students in D2L; and continue the Quality Matters initiative and certifications to ensure quality online coursework.	Training sessions were be scheduled throughout the year that assisted faculty with new D2L tools. Emails and online zoom demonstrations were provided to faculty on updates in D2L. Crystal Mallner completed Quality Matters certification and used the information gathered during the training to create a new rubric, which was published July 5, 2023. Crystal also reviewed the 36 courses for the SC-PRIDE grant to ensure they met QM standards.	Skills and information Crystal gathered from these activities will be used to make data-informed decisions on how to improve professional development. Next year, Crystal will plan trainings and update the faculty portal in D2L to make sure any new tools are easy to learn and access.
		Health Sciences and Healthcare Preparation	Focus on Data Influenced Actions	By the end of October 2023, develop a system to maximize the use of data and regular reporting to make decisions and take actions related to registration, course scheduling, course sections, and other student-focused endeavors.	Create/utilize Informer datasets and visuals/dashboards to monitor course fill rates. Create/utilize Informer datasets and visuals/dashboards for historical data related to course sections, capacities, fill rates, etc. for scheduling. Create/utilize Informer datasets and visuals/dashboards for ongoing data related to student registration. Once established, utilize EAB reporting for updated student enrollment data in addition to ADR and other Informer reports.	Through the guidance of the VP of Academic Affairs and data provided by the Institutional Effectiveness office, a system was developed by the end of October 2023 to maximize the use of data and regular reporting for decision-making. This system supports registration, course scheduling, course section management, and other student-focused initiatives, ensuring data-driven actions that enhance student access and success.	This work will continue into the next academic year with ongoing collaboration with the VP of Academic Affairs and the Institutional Effectiveness office. Efforts will focus on refining data utilization, enhancing reporting processes, and leveraging insights to further optimize registration, course scheduling, and student-focused initiatives. Continuous improvements will ensure data-driven decision-making that supports student success and institutional goals.
		Information Technology	Ellucian Colleague Core System Analysis and Optimization	Ellucian will assess our current Colleague Core environment and make recommendations on optimizations.	Completed assessment and performed recommended optimization tasks.	Completed assessment and performed recommended optimization tasks.	By completing the assessment and optimization, we were able to identify areas to improve the end-user experience.
		Engineering and Advanced Manufacturing	Enrollment	EAMT will increase enrollment in the division by 5% from the previous year (2022-2023).	1) Faculty will utilize the ADR report to reach out to students who have applied and been accepted, but have not registered for classes. 2) Faculty will participate in recruiting events in our service area including (but not limited to) visits to area high schools, local businesses, and arranging tours on campus. 3) Faculty will contact students in good standing but did not return in the fall of 2022.	Using point in time data (8/15/22 compared to 8/15/23), enrollment headcount increased by 29.86%. Additionally, FTE enrollment increased by 37.75% from 22-23 to 23-24.	Faculty will enhance the results listed above by focusing on building relationships with senior early college students in our programs. With the implementation of 7 week terms, we will also be reach out to students that withdraw/drop in term 1 of each semester in the hopes of having them return in Fall 2.
		Associate Degree, Computer Technology - Programming and Related Certificates	Focus on Data Influenced Actions	Use data and regular reporting to make decisions and take actions related to all course scheduling, course sections, and other student focused endeavors.	Utilize Informer datasets and visuals/dashboards to monitor course fill rates. Utilize Informer datasets and visuals/dashboards for historical data related to course sections, capacities, fill rates, etc. for scheduling. Utilize EAB reporting for updated student enrollment data in addition to ADR and other Informer reports.	Program coordinators used the data and reports available in EAB and informer to influence professional development opportunities to ensure professional development activities are in-line with the trends indicated by the data and reports from EAB and Informer.	Program coordinators will continue to use the resources from EAB and Informer to ensure decisions are made based on the supplied trends from the reports supplied by EAB and Informer.

		Associate Degree, Criminal Justice and Related Certificates	Focus on Data Influenced Actions	Maximize the use of data and regular reporting to make decisions and take actions related to all course scheduling, course sections, and other student focused endeavors.	Create/utilize Informer datasets and visuals/dashboards to monitor course fill rates. - Create/utilize Informer datasets and visuals/dashboards for historical data related to course sections, capacities, fill rates, etc. for scheduling. - Once established, utilize EAB reporting for updated student enrollment data in addition to ADR and other Informer reports.	100% of faculty worked with the Dean of BCEP to gather data to make all decisions about schedules and course offerings. 4 years' worth of data help support the decisions along with surveying and tracking our continuing students.	Numbers seem to increase along with FTE in the CRJ Program. The new Process will be further used to assist in the scheduling decisions.
		Associate Degree, Early Care and Education and Related Certificates, Diploma	Focus on Data Influenced Actions	Maximize the use of data and regular reporting to make decisions and take actions related to all course scheduling, course sections, and other student focused endeavors. - Create/utilize Informer datasets and visuals/dashboards to monitor course fill rates. - Create/utilize Informer datasets and visuals/dashboards for historical data related to course sections, capacities, fill rates, etc. for scheduling. - Once established, utilize EAB reporting for updated student enrollment data in addition to ADR and other Informer reports.	This year, the program coordinator will work utilize EAB reporting for updated student enrollment data in addition to ADR and other Informer reports.	All faculty in the program utilized EAB reporting for updated student enrollment data. The program coordinator also accessed Informer reports, as needed to track program students.	In the future, faculty will utilize Informer to monitor scheduling, fill rates. Also, EAB will be utilized to monitor student enrollment data.
		Business, Education, Computer Technology, and Public Service	Focus on Data Influenced Actions	Maximize the use of data and regular reporting to make decisions and take actions related to all course scheduling, course sections, and other student focused endeavors. - Create/utilize Informer datasets and visuals/dashboards to monitor course fill rates. - Create/utilize Informer datasets and visuals/dashboards for historical data related to course sections, capacities, fill rates, etc. for scheduling. - Once established, utilize EAB reporting for updated student enrollment data in addition to ADR and other Informer reports.	Create/utilize Informer datasets and visuals/dashboards to monitor course fill rates; Create/utilize Informer datasets and visuals/dashboards for historical data related to course sections, capacities, fill rates, etc. for scheduling; Once established, utilize EAB reporting for updated student enrollment data in addition to ADR and other Informer reports.	100 % of the Faculty in BCEP utilized the a new scheduling Process for Program Courses have been put in place to maximize the use of data to make all of the decisions when making decisions about schedules and course sections. The process helps evaluate and track 4 years' worth of data such as average number of sections offered, average section cancelled, course fill rates, and average withdrawals.	Being able to show that head count and FTE seems to be rising, the process will be followed in the upcoming academic year with new data to ensure that scheduling issues and decisions are made wisely.
		Institutional Effectiveness	Hire New IE Director	Recruit and hire a New Director of Institutional Effectiveness.	The job description and open job will be published on various job boards. Interviews will be held with qualified candidates and a person will be identified and hired as the Director of Institutional Effectiveness.	A qualified person will identified and hired in May 2024.	A qualified person was hired to run the Institutional Effectiveness Department, who will be responsible for next years unit planning process.

		Institutional Effectiveness	Implement D2L Insights Dashboards	All faculty will be trained on the dashboards in D2L which consist of Adoption, Engagement, Learner Engagement and Assessment Quality by the end of the Academic Year.	Training of faculty will be ongoing on the dashboards in D2L. Adoption dashboard consists of Logins, Course Access, Tool Usage, Enrollments and Withdraws. Engagement dashboard consists of Last Course Access, Time in Content and Assignment Status. Learner Engagement dashboard consists of Course Activity, Assignment Status and Course History. Assessment Quality dashboard consists of Average Grade, Reliability, Discrimination Index and Point Biserial.	All faculty have access to the Adoption, Engagement, Learner Engagement and Assessment Quality dashboards and have received initial training.	Ongoing training for new faculty and refreshers for continuing faculty will continue as needed. Implementation of Analytics Builder will continue into the 2024-2025 academic year.
		Physical Plant Operations	Job Enhancement Training	Encourage plant department employee's to receive two enhancement trainings as related to their field by June 2024.	Supervisors will assign the appropriate training for each employee	All employees received their two trainings as assigned by their Supervisor for FY2023-24.	The two trainings met the strategic plan by providing the employee(s) with Professional Development. This additional training is vital to next years Unit Plan in helping employees make data informed decisions. Next year, additional training opportunities specific to each employee duties will be offered.
		Acct/Business Operations	Monthly Department Meetings	Monthly departmental meetings to discuss changes, challenges and important upcoming events.	We will hold department meetings on a monthly basis. These meetings are vital to the success of our department. Collaboration is essential for all teams and departments and directly impacts employee motivation, productivity, and job satisfaction. With collaboration and teamwork, employees also become more innovative and better problem solvers.	Due to time constraints, and poor planning, departmental meetings were not held regularly.	The staff in the business office definitely benefitted from the department meetings that were held, and we see great value in regular, consistent meetings. The goal in the future will be quarterly meetings where we can exchange ideas and increase communication among our staff in the department.
		Associate Degree, Computer Technology - Network Security and Information Assurance	NSIA Curriculum Review	Review and update NSIA degree curriculum to ensure that offerings are aligned with technology trends/global workforce needs.	Reduce the required credit hours for the NSIA curriculum from 72 to 69.	Curriculum changes were made in Spring 2024 to reduce the required credit hours from 72 to 69.	This will assist with recruitment and retainment numbers and reduce requirements as we transition to the 7 week terms.
		Grants Office	Preparation for SACSCOC Reaffirmation in 2026	Ensure that substantive changes, notification, and assessment activities are kept up-to-date for 3 look-back years. Supports VPs and other writers and ensures organized system of gathering and uploading documentation into Compliance Assist. Leah will also begin preparing plans for the on-site visit during the 23-24 year, which will occur in October 2025.	Draft preparation and other milestones for the creation of the Compliance Certification will be made in a timely manner according to the OCTech Reaffirmation Timeline.	Leah attended the SACSCOC Annual Meeting and Summer Institute to ensure all updates/changes to the standards can be included in the compliance certification. A timeline and responsibility matrix has been created and writing assignments have been given to those so they can begin writing and gathering required documentation.	Leah will continue to update the timeline and assist narrative writers, as needed. The team plans to have the document completed by December 2024. The report is due March 1, 2025.

						<p>time and one full-time staff actively participated in professional development activities, achieving 100% participation and meeting the department's objective for staff training. The development activities covered various areas aimed at enhancing their professional skills. These included Excel workshops sponsored by the school to improve data management and organization skills, conflict resolution training videos that provided techniques for handling difficult exam situations, and additional proctoring techniques to maintain exam integrity and offer better service to students. Staff also received training in Mental Health First Aid, which equipped them to recognize and provide initial support to students or colleagues experiencing mental health challenges. Lastly, staff engaged in college-sponsored initiatives that promoted teamwork, enhanced workplace morale, and strengthened their sense of community within the college. This comprehensive development effort successfully equipped the staff with the tools and skills vital for their roles. The professional development activities have positively impacted staff skills and morale. The staff has acquired practical tools and knowledge to handle better exam proctoring, student interactions, and administrative tasks. This is expected to enhance the overall efficiency of the Testing Center and</p>	
		Assessment / Testing Center	Professional Development	<p>All (100%) full and part-time staff of the Testing Center will participate in required 3rd party exam proctor certifications and part-time staff will participate in at least three Professional Development training by June 1, 2024.</p>	<p>Staff will enhance their knowledge through virtual and in-person training options provided by 3rd-party testing companies and OCtech. The Testing Center staff will share information as required to help improve students' exam performance and provide professional service to OCtech faculty, staff and the community.</p>		<p>Next year, staff will continue mental health first aid training by reading articles and watching videos. Additionally, they will participate in conflict resolution training and personal development opportunities provided by the college through Percipio. Staff will be provided with ongoing support through mentoring and peer collaboration to apply these new skills in their daily work.</p>
		TRIO	Professional Learning Opportunities for TRIO SSS Staff	<p>The employees in the TRIO SSS will participate in various professional development/learning activities on the state, regional, and/or national levels to stay current on initiatives and requirements as it relates to the program, department, and job duties and responsibilities. Staff will also participate in campus-wide professional learning opportunities.</p>	<p>The staff in the TRIO SSS program should participate in a minimum of two (2) professional learning opportunities during the academic year to stay current on initiatives and requirements as it relates to the program, department, and job duties and responsibilities.</p>	<p>The TRIO SSS staff attended and participated in 14 professional learning opportunities during the 2023-2024 academic year. The TRIO SSS staff exceeded expectations by actively engaging in multiple professional learning opportunities throughout the academic year, surpassing the required minimum of two sessions per staff member. This commitment to professional growth resulted in improvements in key areas, such as student advising, retention strategies, and case management. Specifically, we saw a 10% increase in student participation in TRIO workshops and a marked improvement in academic performance among students flagged for early interventions.</p>	<p>Certain circumstances influenced our goal achievement. For instance, access to more virtual professional development expanded learning opportunities. The data gathered from this year's professional development efforts will be used in shaping next year's unit planning. Next year's plan will also emphasize targeted training on directly influences student success, such as best practices in advising, retention techniques, evolving technologies, managing increasing caseloads, and enhancing student engagement strategies during peak enrollment periods. This data-driven approach ensures that professional development remains aligned with both staff needs and student success goals, allowing us to refine our strategies and better serve our students.</p>
		Information Technology	Refresh Computer Labs B228, D206, F403, F404	<p>Replace all computer lab computers in B228, D206, F403, F404.</p>	<p>Replace all computer lab computers in B228, D206, F403, F404.</p>	<p>Replaced computer lab computers in B228, D206, F403, F404.</p>	<p>Refreshing the computer labs with up-to-date computers provides the students with a better learning experience.</p>

		Associate Degree, Computer Technology - Programming and Related Certificates	Review and Optimize Program Offerings	Review department program (CPT) to optimize offerings.	Review and update degree and certificate courses to ensure relevancy and pathway to job/promotion (especially embedded certificates). Maximize flexibility and availability of course offerings.	Program Coordinators reviewed course offerings and program outlines to ensure program outlines are aligned with the recommendations received from annual Advisory Committee meetings. Recommendations were submitted to the Curriculum Committee based on the changes needed.	Program Coordinators will continue to review course offerings, program outlines, and recommendations of the Advisory Committee. The yearly reviews will be used to ensure the needs of the industry are being fulfilled.
		Teaching, Learning, and Assessment	Seven-Week Course Transition	Establish and provide guidance on course development, design, and enhancement for hybrid delivery in seven-week terms.	Provide workshops and webinars for faculty on how to design and deliver their seven-week courses. Provide ongoing feedback to faculty regarding improvements for their seven-week courses. Provide studio/office hours for faculty to attend with the TLA to seek assistance with any concerns regarding their seven-week terms. Evaluate and revise seven-week term offerings after fall semester.		The data derived from the evaluations and faculty feedback will inform the TLA on how best to approach training session in the future, as well as how to best improve the seven-week courses for the future.
		Associate Degree, Computer Technology - Network Security and Information Assurance	Student Centered Data Actions	Maximize the use of data and regular reporting to make decisions and take actions related to all course scheduling, course sections, and other student focused endeavors. - Create/utilize Informer datasets and visuals/dashboards to monitor course fill rates. - Create/utilize Informer datasets and visuals/dashboards for historical data related to course sections, capacities, fill rates, etc. for scheduling. - Once established, utilize EAB reporting for updated student enrollment data in addition to ADR and other Informer reports.	Create/utilize Informer datasets and visuals/dashboards to monitor course fill rates. - Create/utilize Informer datasets and visuals/dashboards for historical data related to course sections, capacities, fill rates, etc. for scheduling. - Once established, utilize EAB reporting for updated student enrollment data in addition to ADR and other Informer reports.	100% of faculty worked with the Dean of BCEP to gather data to make all decisions about schedules and course offerings. 4 years' worth of data help support the decisions along with surveying and tracking our continuing students.	Numbers increase along with FTE in the CPT Program. The new process will be further used to assist in the scheduling decisions.
		Associate Degree, Computer Technology - Programming and Related Certificates	Student Focused Scheduling for Maximum Flexibility	Computer Programming degree will be reviewed to make sure it provides flexible scheduling that is student focused and encourage enrollment and persistence of non-traditional students.	Evaluate and revise seven-week term offerings after fall semester. Enhance hybrid and online offerings. Evaluate program needs for times/days of course offerings.	Program coordinators with the assistance of Deans reviewed and developed the courses that would work well in the 7-week terms. Courses that were identified were redesigned and course offerings were adjusted to ensure student availability needs were met.	Program coordinators will continue to review course offerings to ensure student needs are met.
		Acct/Business Operations	Use of Technology for Online Forms and route approvals	By September 30, 2023, OCtech accounting office and bookstore will explore possibility of electronically processing travel forms, payment plan forms, and office supply requisitions. If found feasible, by June 30, 2024 we will successfully implement the use of technology to house and process at least 3 forms electronically for use by students and employees.	Studies will be done to determine feasibility of implementing technology as described in the statement of objective. If found feasible, we will move forward with implementation. Our goal is to implement 3 known forms at this time.	We have successfully formatted and are ready to go live with one electronic form - travel form. At this time, there is still a question on how the forms will be electronically stored.	We have contacted the outside vendor who helped develop the electronic travel form for help on how to retrieve and store the form and the related attachments. Our IT staff is presently working with them to implement a part of the software which will assist with retrieval and storage. This is a continuing project that we expect to have completed in mid 2024. Soon after the travel form is successfully implemented for faculty/staff we will pursue other forms to be processed (payment plans and office supply requisitions)

	1.4	Faculty/Staff Well-Being	Promote faculty/staff well-being.				
		Human Resources	Create a Wellness Program	HR will create a new wellness program by Fall 2023.	Work with our partners (MUSC, Dawn Center and PEBA) to promote a well college community in mental and physical being.	Worked with MUSC to evaluate wellness activities on campus. MUSC provided feedback in Summer 2024. Fall 23 and Spring Conference in 2024 were focused on well-being for both faculty and students. Offered flu shots and Worksite screenings in 2023 and 2024 to eligible employees.	MUSC provided recommendations for additional wellness goals for College. HR is developing a plan for implementation in FY 24_25. The additional wellness goals will directly impact faculty and staff well-being.
		Security	Law Enforcement Certification		OC Tech PD will maintain law enforcement certifications (annual firearms recertification, SCCJA legal updates and domestic violence). The department will complete training focused on community policing and community related safety concerns (active shooter, college community diversity, crime detection and prevention).	OC Tech PD completed law enforcement recertification, college community policing training and keep certifications up-to-date. The department was successful in this plan item.	By achieving these results, we are able to better support the safety and security of the campus. It also will help us plan for additional training to make the department more successful.
		Security	SC Legislature Bill HR3050: Police Department Policy Compliance	Develop policies as mandated by SC Legislature and SC Law Enforcement Training Council by September 30, 2023.	OCtech Police Department will develop and incorporate (9) policies referencing to minimum standards in a recently passed Bill HR3050 by SC Legislature. Chief of Police will create, implement, and retain proof of the policies.	OCtech Police Department will develop and incorporate (9) policies referencing to minimum standards in a recently passed Bill HR3050 by SC Legislature. Chief of Police will create, implement, and retain proof of the policies.	Some of the polices have been created. OCtech Pd will complete further guidelines next year.
		Security	Safety Drills	OCtech Police Department will conduct safety drills; either shelter-in-place or building evacuation at minimum once each semester	OCtech PD and OCtech Executive Team will plan and execute a drill each semester. Chief of police will collect feedback from staff and faculty. Chief will then provide recommendations for improvement if necessary.	OCtech PD and OCtech Executive Team will plan and execute a drill each semester. Chief of police will collect feedback from staff and faculty. Chief will then provide recommendations for improvement if necessary.	Campus Police will continue drills on campus. We will also continue to test our notification system (regroup). The drills allow employees to provide feedback and practice the steps for emergency situations. The department needs to make sure a variety of drill types are conducted throughout the year so employees are familiar with the different expectations.
2	Goal 2: Student Experience		Cultivate an experience for students in a safe environment that demonstrates our commitment to them, their success, and their goals.				
	2.1	Remove Student Ba	Remove barriers and create pathways to and through the college leading to industry-based credentials and degree attainment in preparation for meaningful jobs and careers in the shortest time possible.				

		Academic Affairs	Increased Enrollment of Fall Students	Increase students registered in the fall semester 2023 by 3% compared to students registered in the fall semester 2022.	Appreciative Advising (not just advising and registering students for classes; but mentoring/coaching them on their educational journey). It's about making students feel welcome from the first time they make contact with you until they graduate by building relationships and communicating with them frequently. Relationship Building Traditional Students Program Coordinators will proactively engage with the students who are interested in their programs to establish an on-going relationship with them from their status as a prospective student through graduation/completion. This will require working the ADR on a daily/weekly basis Early College Students Program Coordinators will proactively engage with Early College (EC) students on a regular basis to convert them from an EC student to a traditional student Communication All faculty/advisors will use EAB Navigate to communicate with students about their progress or lack thereof in a timely manner (alerts/referrals) followed up with a "personal touch" to close the loop.	Closing fall enrollment for fall 2023 increased by 3.7% when compared to closing fall enrollment for fall 2022. Fall 2022 closing enrollment was 1978 compared to fall 2023 closing enrollment of 2054. In fall 2023 the College transitioned to seven week terms. Deans, program coordinators, and academic advisors worked with students that failed to register or were not yet ready to register for the FA1 term to enroll in the FA2 term.	Continued refinement in scheduling and advisement for seven week terms will continue, but the initial roll-out of the shortened terms shows good results.
		Business Affairs	Provide Administrative Oversight for Building S - Learning Commons Renovation Project	Provide necessary oversight to ensure any project issues are addressed and the project stays on schedule	Administrative oversight provided and projected completed on time	Project was completed in Summer 2024	Future projects will follow the same process
		Business Affairs	Provide Administrative Oversight for Building T -MTT Renovation	Provide necessary administrative oversight to implement the project and ensure the project stays on schedule.	Administrative oversight is provided as needed and project is on schedule	Needed oversight was provided but the project was not completed as of the start of Fall 2024. The new goal is to have project complete so faculty and students can use the facility in Spring 2025. As of January 2025 the renovation phase is complete.	More administrative oversight and involvement with the architect in the early stages of the project could have possibly helped avoid delays.

		Associate Degree, Physical Therapist Assistant	Faculty Professional Development and Support	All PTA program faculty will engage in relevant professional development to improve instructional methodology, curriculum design, and/or assessment skills.	Each faculty member will participate in a minimum of two professional development activities that directly relate to improving instructional delivery and assessment. Related HSP Division Objective B. Faculty Professional Development and Support: Provide professional development opportunities and support for all faculty with a focus on student success to be completed by the end of the academic year.	The ACCE who was new to teaching gained valuable information from ELC about student learning outcomes, assessments, and instructional methodology. The Program Coordinator enhanced her knowledge of virtual reality, dual task training, and DEI initiatives at CSM. Both faculty members were able to investigate several electronic documentation systems and are in the process of choosing one to implement in the Spring of 2025 for assessment. We have purchased a virtual reality (VR) system to implement into the program which is beneficial to the program as VR is a growing trend in physical therapy. Students will now be able to learn about it while on campus and prior to clinicals.	Professional development was aimed at improving student success. With implementation of a new electronic documentation system and VR during the 2024-2025 year, students will gain more insightful experiences on campus and be better prepared for the clinical setting. Both systems will need to be assessed going into next year. The professional development activities this year should lead to positive outcomes going forward.
		Associate Degree, Criminal Justice and Related Certificates	Review and Optimize Program Offerings	The CRJ program offerings will be Reviewed - Review and update certificate courses, ensure relevancy and pathway to job/promotion (especially embedded certificates). - Maximize flexibility of course offerings.	- Review and update certificate courses, ensure relevancy and pathway to job/promotion (especially embedded certificates). - Maximize flexibility of course offerings.	The Degree and all Certificates were evaluated and corrected to make sure they fit our CRJ pathways. All courses have been updated in D2L and Simple Syllabus has been implemented in all courses. We continue to offer on line and hybrid to fit the needs of our students.	We will further evaluate our Degree and Certificates in the future if things change with the curriculum or we are advised from our stakeholders to do so. Classes will be reviewed periodically to ensure that all updates are made in the future. Students will be surveyed to make sure that offerings are offered to accommodate them.
		Health Sciences and Healthcare Preparation	Collaborative Opportunities Between Continuing Education and Credit	By the end of the Spring 2024 semester, establish articulation agreements and pathways between CE and all HSP PCT and EMT programs to provide students with opportunities for seamless transitions.	Create enhanced pathways between CE and credit programs. Create articulation agreements leading to CE credit in credit programs. Embed industry credentials in credit programs.	Due to realignment efforts within the college, this objective was not met for this academic year. While it remains a priority, articulation agreements and dedicated pathways will be accomplished in an upcoming academic year.	

		Nursing	ADN Licensure Pass Rate	First-time pass rate for A.D.N. NCLEX will be no less than 5% below the 2023 National pass rates by the end of 2023. (OC Tech first-time pass rate for 2022 was 74.7%. National first-time pass rate for 2022 was 79.9%.)	Relationship Building Implement a system to monitor student success weekly and identify students who are not achieving passing grades in their courses. These students will be referred to the nursing success coach to aid with identifying resources for success. Reorganize our faculty advising assignments to create manageable advising loads for faculty that allow them to establish an on-going relationship from admission to the nursing program to graduation. All faculty advisors will use EAB to post student hours for student advising and as a communication tool to advisees. Engage in Equity-Minded Practices 75% of faculty will begin ACUE courses working toward Certificate in Effective College Instruction at close of 2023-2024 AY Those faculty who participated in ACUE courses will be able to demonstrate their learning in their D2L courses.	First time national NCLEX pass rates for 2023 (calendar year) for associate degree RN's was 87.75% First time OCtech NCLEX pass rates for 2023 (calendar year) for associate degree RN's was 85.14% meeting the set benchmark.	Meeting this objective directly supports the college's strategic plan preparing studentst to pass thier NCLEX exams which is the foundation for obtaining meaningful employment as a nurse. We want to continue to raise our first-time NCLEX pass rates to meet or exceed national pass rates.
		Associate Degree, Mechatronics Technology and Related Certificates	AMT 105 Course Development	By January 2024, develop course content for AMT 105 Robotics and Automated Controls I.	The course development will consist of researching industry needs, developing power points, quizzes and lab exercises.	Develop course content for AMT 105 Robotics and Automated Controls I. to prepare students for working with Industry Robotics.	Developed course content for AMT 105 Robotics and Automated Controls I in order to prepare students for working with Industry Robotics.
		Library	Acquisitions and Collection Development	We aim to enhance the students' academic success by updating the library collection. During Q1, we will evaluate which specific sections require updates. Subsequently, in Q2-Q4, we will remove and upgrade the collection as necessary.	The library staff will pinpoint a section of the collection (Business and Technology) that requires updating, removing outdated material, and refreshing the collection. By June 2023, 100% of the identified collection will have been updated.	The library was successful in updating the business, and technology sections of the library.	Implementing Rialto has made collection development projects more manageable. This platform allows us to see library holdings across South Carolina and helps us decide what materials to purchase. The library will continue to use Rialto next year to focus on another section of the collection.
		Associate Degree, Business Administration: Office Management	Artificial Intelligence	Implement AI instruction in one Management course.	One Management course will include a lesson on how artificial intelligence is being used in Business.	Students learned how and when to use AI appropriately. The skills they acquire in effectively using AI during college will carry over into their careers, where they will continue to utilize Artificial Intelligence to develop budgets, streamline processes, and solve problems.	Introducing students to AI in college will break down knowledge barriers, empowering them to explore new opportunities. Over the next year, the focus will be on educating instructors in the program to better prepare students to understand, use, and apply AI in both their personal and professional lives.

		Associate Degree, Business Administration: Accounting	Artificial Intelligence	Implement AI instruction in one Accounting course.	One Accounting course will include a lesson on how artificial intelligence is being used in the Accounting industry.	One lesson/activity on AI was added to ACC-101. Students who were enrolled in Summer 2024 did the new AI activity. Students learned how and when to use AI appropriately. The skills they acquire in effectively using AI during college will carry over into their careers, where they will continue to utilize Artificial Intelligence to develop budgets, streamline processes, and solve problems.	Introducing AI to college students will dismantle knowledge barriers and empower them to explore new opportunities. Beginning Spring 2025, AI content has been integrated into another Accounting courses . For the 2024-2025 academic year, the emphasis will be on training instructors through professional development seminars and workshops, equipping them to better prepare students to understand, utilize, and apply AI in both personal and professional contexts.
		Associate Degree, Business Administration: Enterprise Management and Related Certificates	Artificial Intelligence	Implement AI instruction in one Management course.	One Management course will include a lesson on how artificial intelligence is being used in Business.	One lesson/activity on AI was added to BAF-101. Students who were enrolled in Spring 2024 did the new AI activity. Students learned how and when to use AI appropriately. The skills they acquire in effectively using AI during college will carry over into their careers, where they will continue to utilize Artificial Intelligence to develop budgets, streamline processes, and solve problems.	Introducing AI to college students will dismantle knowledge barriers and empower them to explore new opportunities. Starting this year, AI content has been integrated into another management course (MGT-110-40 2024SU). For the 2024-2025 academic year, the emphasis will be on training instructors through professional development seminars and workshops, equipping them to better prepare students to understand, utilize, and apply AI in both personal and professional contexts.
		Associate Degree, Computer Technology - Network Security and Information Assurance	Artificial Intelligence (AI) Course Development	Develop AI course offering to support SC Artificial Intelligence Framework for cross curricula offerings for computer technology and engineering/advanced manufacturing.	Review the changes to the SC Technical College System's catalog of course offerings to ensure the inclusion of AI offerings across the state.	For the 2023-2024 academic year, the CPT Department decided to focus on preparation for the Esports lab and Cybersecurity and Game Development certificates.	The CPT Department will further explore this in the 2024-2025 academic year to continue to support retention and recruitment efforts of OCTech's strategic plan.
		Health Sciences and Healthcare Preparation	Faculty Professional Development and Support	Provide professional development opportunities and support for all faculty with a focus on student success to be completed by the end of the 2023-2024 academic year.	Support relevant professional development for all HSP faculty and staff. Provide curriculum development support and ongoing training through the establishment of the Teaching, Learning, and Assessment Center.	By the end of the 2023-2024 academic year, the division successfully provided professional development opportunities and support for all faculty, with a strong emphasis on student success. This initiative ensured that faculty members were well-equipped with the necessary skills and resources to enhance their teaching practices and contribute to the overall academic achievement of their students.	The results from the professional development initiative will be used to influence next year's unit planning process by identifying effective teaching practices and areas where additional support or resources are needed. Feedback from faculty and students will guide the development of new training programs and the refinement of existing ones, ensuring that professional development remains aligned with the evolving needs of both educators and learners. This continuous improvement cycle will help maintain high standards of teaching and learning within the division. The objective supported the Strategic Plan by directly contributing to the goal of enhancing student success through improved instructional quality. By equipping faculty with the skills and resources needed to excel in their roles, the initiative fostered a more effective and supportive learning environment. This alignment with the Strategic Plan ensured that the division's efforts were focused on achieving long-term institutional goals, ultimately benefiting the entire academic community.

		Physical Plant Operations	Building "S" Renovation	Renovate the first floor to accommodate a new student commons area, Success Center, and study rooms to prepare students for a future job and a promising career. Project to be completed within 180 days (Summer 2024).	Engineer was chosen to re-design an area that would create a new student commons areas for our students. A contractor was obtained to construct and renovate the area as per the design. Seperate form the project, physical plant staff went in and painted the Atrium and replaced wall lights to match the new renovation area. Also, a cosmetic make over was done to the breakroom to help blend into the new renovation area.	Contractor kept to the assigned project time schedule. Project was completed in 159 days well within the allotted time frame of 180 days.	Completion of the project renovation has provided a new Success Center, study area, and commons area giving our students a more relaxing environment in attaining their degree and preparing them for a promising career.
		Physical Plant Operations	Building "T" Renovation (Electrical and Mechanical upgrade)	Upgrade buildings electrical and mechanical to accommodate new machine tool equipment, improving the colleges Industrial Technology Program in providing and preparing students for a successful career. Project to be completed in 456 days (December 2024). We wanted to have 80% of the project completed within 365 days or this fiscal year.	Engineer was chosen to re-design an area that would accommodate new machine tool equipment. A Contractor was obtained to construct and upgrade the electrical and mechanical for the building area as per the design.	Project is approximately 70% complete and did not meet the 80% project completion. Project had several change orders implemented that added additional work to the overall project.	Completion of this project will provide an area to host new advance tool equipment replacing the old existing out dated equipment. This new equipment will train students in the newest and latest technology in this field, giving them the knowledge to attain their degree and to find a career job. The remaining project objectives will occur in the 2024-25 fiscal year including completing the buildings electrical and mechanical upgrades and the ordering of additional new tool equipment to meet the department's student demand.
		Health Sciences and Healthcare Preparation	Review and Optimize Program Offerings	Review and optimize division program offerings for all programs by the end of the Spring 2024 semester.	Maximize the flexibility of course offerings.	The division successfully reviewed and optimized program offerings for all programs by the end of the Spring 2024 semester. Course offerings were monitored, adjustments were made as needed, and trends will continue to be evaluated for future terms to ensure alignment with student needs and institutional goals.	The division will continue to review and optimize program offerings in the next academic year, with a focus on enhancing scheduling efficiency, aligning courses with student demand, and improving program accessibility. In addition to ongoing monitoring, we will implement data-driven strategies to refine offerings and proactively address enrollment trends to better support student success and institutional goals.
		Corporate Training and Economic Development	CE Student Seats in Credit Courses	Increase the number of CE students occupying seats in credit courses by 5% by end of Q4.	Collaborate with credit faculty to obtain timely notice of vacant/available seats. Collaborate with credit to run CE cohorts where opportunities are presented.	This year, there were 35 CE students enrolled in credit seats: In Fall 2023, there was 1 student enrolled in WLD and 9 in AHS. In Spring 2024, there was one enrolled in EGT and 7 enrolled in AHS; and in Summer 2024, there were 17 enrolled in AHS. Additionally, there were 4 students enrolled in a Welding Fundamentals cohort in 2024SUC that had coursework conscripted to credit.	This work is an ongoing collaboration with Academic Affairs. Next year, CE will strive to increase enrollment in both Advanced Manufacturing and Healthcare.
		Corporate Training and Economic Development	CE to Credit Pathways	Create enhanced pathways between CE and credit programs. by Q4.	Utilize CE to credit pathways identified in the DOL collaborative grant to initiate at least 1 articulation agreement in Advanced Manufacturing and 1 articulation agreement in Healthcare.	This year, the Director of CE formed a work team to focus on the expansion of CE to Credit Integration. This work will continue into the 2024-25 academic year.	Next year, collaboration agreements will be reviewed, finalized, and formalized to create clear pathways from CE to credit and make a seamless transition for students. This work will also support the College's DOL consortium grant with Piedmont Tech and Aiken Tech.

		Early College	Career Academy Enrollment	Increase overall EC Career Academy enrollment by 40 new career academy students for the 2023 2024 school term.	Expand enrollment for high school students through recruitment efforts. Activities will be early college visits with high school students, parent information sessions related to early college, counselor summits to maintain and enhance collaborations, participate in collaborative meetings with all K12 partners within Orangeburg and Calhoun counties. Provide dedicated advisement to ensure students are enrolled in correct pathways. Provide a dedicated interventionist to ensure course completion success. Host study sessions, tutoring sessions, provide face to face student assistance at each high school.	There were 144 students enrolled in one of the five career academy programs in fall 2023. There were 115 students enrolled in the career academy programs in fall 2024. This was a decrease of 29 students from fall 2023 to fall 2024. Although there was a lot of promotion of the academies, many of the high school partners promoted their students to enroll in the AA/AS transfer track in order to maximize the number of transfer credits the student can earn.	Moving forward, there will be additional information and promotion of the career academies to highlight the opportunities to complete or nearly complete a degree in one of the program areas while completing high school requirements. The promotion will focus on the career aspect of these academies.
		Associate Degree, Industrial Electronics Technology and Related Certificates	Collaborate with Continuing Education	Work with Continuing Education to develop a pathway between CE and the EAMT credit programs so that students can easily transition between the two areas.	Help create enhanced pathways between CE and credit programs. Help create articulation agreements leading to CE credit in credit programs. Embed industry credentials in EAMT credit programs. Provide flexible offerings for CE students, including online/hybrid formats. Utilize FTE faculty and lab resources to provide customized training for industry partners. Utilize opportunities through the DOL collaborative grant for these initiatives.	Through collaborative meetings with the CE department and EAMT, a plan was developed to start integrating NCCER credit modules into the IET credential program classes. Integration is tentatively planned for Spring 2025.	A tentative schedule for Spring 2025 of NCCER offerings will be completed Fall 2024.
		Associate Degree, Mechatronics Technology and Related Certificates	Collaborate with Continuing Education	Work with Continuing Education to develop a pathway between CE and the EAMT credit programs so that students can easily transition between the two areas.	Help create enhanced pathways between CE and credit programs. Help create articulation agreements leading to CE credit in credit programs. Embed industry credentials in EAMT credit programs. Provide flexible offerings for CE students, including online/hybrid formats. Utilize FTE faculty and lab resources to provide customized training for industry partners. Utilize opportunities through the DOL collaborative grant for these initiatives.	NCCER industry credentials have been embedded in the Mechatronics program. The mechatronics program is moving toward more hybrid options.	The NCCER certificates will offer an opportunity for continuing education students to earn industry credentials through the Mechatronics programs. The new online and hybrid format will provide flexible offerings for continuing education students.
		Associate Degree, Electronics Engineering Technology (Electronic Instrumentation) and Related Certificates	Collaborate with Continuing Education	Work with Continuing Education to develop a pathway between CE and the EAMT credit programs so that students can easily transition between the two areas.	Help create enhanced pathways between CE and credit programs. Help create articulation agreements leading to CE credit in credit programs. Embed industry credentials in EAMT credit programs. Provide flexible offerings for CE students, including online/hybrid formats. Utilize FTE faculty and lab resources to provide customized training for industry partners. Utilize opportunities through the DOL collaborative grant for these initiatives.	Completed NCCER training. Now able to give NCCER formatted test.	Able to work with Con-ed on NCCER testing and potentially adding NCCER testing to curriculum.

		Engineering and Advanced Manufacturing	Collaborate with Continuing Education	Work with Continuing Education to develop a pathway between CE and the EAMT credit programs so that students can easily transition between the two areas.	Help create enhanced pathways between CE and credit programs. Help create articulation agreements leading to CE credit in credit programs. Embed industry credentials in EAMT credit programs. Provide flexible offerings for CE students, including online/hybrid formats. Utilize FTE faculty and lab resources to provide customized training for industry partners. Utilize opportunities through the DOL collaborative grant for these initiatives.	Over the past year, significant steps have been taken to enhance the pathways between CE and credit programs. The discussion of articulation agreements began to bridge the gap between CE and credit courses. Currently, a dynamic form is being created to aid in this process. EAMT instructors are piloting embedding NCCER credentials within our credit courses. EAMT instructors are working with CE to develop online/hybrid courses to be utilized in the CE department. EAMT FTE faculty are working with CE to plan and provide customized training for our industry partners.	We will complete a series of articulation agreements between CE NCCER and EAMT courses during the next year. By spring, we will plan to have a schedule for industry partners to use to customize training for their employees. We will add more NCCER credentials as applicable to aid us in completing the articulation agreements needed to transcribe credits for CE students.
		Associate Degree, Machine Tool Technology and Related Certificates	Collaborate with Continuing Education	Work with Continuing Education to involve our students in continuing education courses.	By the end of Summer 2025, 70% of MTT students will take the OSHA 10 certification course.	We are working with Sandra Moore to develop a pathway for MTT students to participate in OSHA 10 certifications as a means of development. We have gotten 4 students enrolled in the courses for Fall 2024.	We plan to offer all MTT students the ability to receive their OSHA 10 certification going forward, which will increase enrollment.
		Certificate, Patient Care Technician	Collaborative Opportunities Between Continuing Education and Credit	By the end of the Spring 2024 semester, establish articulation agreements and pathways between CE and PCT program courses to provide students with opportunities for seamless transitions.	Create enhanced pathways between CE and credit programs. Create articulation agreements leading to CE credit in credit programs. Related HSP Division Objective: A. Collaborative Opportunities Between Continuing Education and Credit: By the end of the Spring 2024 semester, establish articulation agreements and pathways between CE and all HSP PCT and EMT programs to provide students with opportunities for seamless transitions.	This goal was not fully achieved by the end of the Spring 2024 semester due to a primary focus on enrollment and retention efforts. While establishing articulation agreements and pathways within the PCT programs remains a key priority, resources were redirected to support immediate enrollment needs. In the future, we will refocus on this initiative to create clear and seamless transition opportunities for students between programs.	This will impact planning for next year by shifting the focus to prioritize the development of articulation agreements and transition pathways within the PCT programs. While enrollment efforts remain important, we will allocate resources to revisit and finalize these agreements to ensure smooth transitions for students. This will enhance program continuity, improve student retention, and provide clear pathways for academic and career advancement, which will be a key part of our strategic planning for the coming year.
		Certificate, Nursing Assistant	Collaborative Opportunities Between Continuing Education and Credit	By the end of the Spring 2024 semester, establish articulation agreements and pathways between CE and the CNA program to provide students with opportunities for seamless transitions. ☹️	Create enhanced pathways between CE and credit programs. Create articulation agreements leading to CE credit in credit programs. Related HSP Division Objective: A. Collaborative Opportunities Between Continuing Education and Credit: By the end of the Spring 2024 semester, establish articulation agreements and pathways between CE and all HSP PCT and EMT programs to provide students with opportunities for seamless transitions.	This goal was not accomplished by the end of the Spring 2024 semester due to a primary focus on enrollment efforts. While establishing articulation agreements and pathways between CE and the CNA program remains a priority, resources were directed toward increasing student enrollment and retention. Future planning will include revisiting this initiative to create seamless transition opportunities for students.	The delay in establishing articulation agreements and pathways between the CE and the CNA program will impact planning for next year by prioritizing this initiative alongside ongoing enrollment efforts. Moving forward, we will allocate dedicated time and resources to develop and finalize these agreements, ensuring that students have clear, seamless pathways for advancing their education. The focus will shift toward balancing recruitment and retention goals with the strategic development of articulation agreements, helping to support both immediate student needs and long-term program growth. This approach will strengthen the overall student experience and foster smoother transitions between programs.

		Certificate, Emergency Medical Technician	Collaborative Opportunities Between Continuing Education and Credit	By the end of the Spring 2024 semester, establish articulation agreements and pathways between CE and EMT programs to provide students with opportunities for seamless transitions.	Create enhanced pathways between CE and credit programs. Create articulation agreements leading to CE credit in credit programs. Related HSP Division Objective: A. Collaborative Opportunities Between Continuing Education and Credit: By the end of the Spring 2024 semester, establish articulation agreements and pathways between CE and all HSP PCT and EMT programs to provide students with opportunities for seamless transitions.	This goal was not accomplished by the end of the Spring 2024 semester due to a primary focus on enrollment efforts. While establishing articulation agreements and pathways between CE and EMT programs remains a priority, resources were directed toward increasing student enrollment and retention. Future planning will include revisiting this initiative to create seamless transition opportunities for students.	The delay in establishing articulation agreements and pathways between the CE and EMT programs will impact planning for next year by prioritizing this initiative alongside ongoing enrollment efforts. Moving forward, we will allocate dedicated time and resources to develop and finalize these agreements, ensuring that students have clear, seamless pathways for advancing their education. The focus will shift toward balancing recruitment and retention goals with the strategic development of articulation agreements, helping to support both immediate student needs and long-term program growth. This approach will strengthen the overall student experience and foster smoother transitions between programs.
		Certificate, Advanced Emergency Medical Technician	Collaborative Opportunities Between Continuing Education and Credit	By the end of the Spring 2024 semester, establish articulation agreements and pathways between CE and EMT programs to provide students with opportunities for seamless transitions. ☒	Create enhanced pathways between CE and credit programs. Create articulation agreements leading to CE credit in credit programs. Related HSP Division Objective: A. Collaborative Opportunities Between Continuing Education and Credit: By the end of the Spring 2024 semester, establish articulation agreements and pathways between CE and all HSP PCT and EMT programs to provide students with opportunities for seamless transitions.	This goal was not accomplished by the end of the Spring 2024 semester due to a primary focus on enrollment efforts. While establishing articulation agreements and pathways between CE and EMT programs remains a priority, resources were directed toward increasing student enrollment and retention. Future planning will include revisiting this initiative to create seamless transition opportunities for students.	The delay in establishing articulation agreements and pathways between the CE and EMT programs will impact planning for next year by prioritizing this initiative alongside ongoing enrollment efforts. Moving forward, we will allocate dedicated time and resources to develop and finalize these agreements, ensuring that students have clear, seamless pathways for advancing their education. The focus will shift toward balancing recruitment and retention goals with the strategic development of articulation agreements, helping to support both immediate student needs and long-term program growth. This approach will strengthen the overall student experience and foster smoother transitions between programs.
		Student Records/Registration	Continuing Education Application Processing Training	Training with CE on Application processing	At least 3 training sessions will be provided to CE staffers to assist with a smoother transition from CE to Credit and in reverse.	Gathered information from Continuing Education staff, through formal and informal meetings, regarding application data alignment across Colleague and Dynamic Forms.	The focus on application data alignment between Colleague and Dynamic Forms highlights the importance of data integrity and consistency across different systems. Misaligned data can lead to errors, inefficiencies, and reporting challenges. Data alignment should not be a one-time project. Regularly review data alignment to ensure that it remains consistent as systems evolve and new data elements are introduced.
		Associate Degree, Industrial Electronics Technology and Related Certificates	Convert remaining IET classes to 7-week format	Convert remaining IET core courses to 7 week Term model.	All courses except Summer Classes will be evaluated and changed over to 7 week terms if applicable.	All classes in the IET program will be offered as 7-week term courses starting Fall 2023. Changes have been made in D2L for the remaining spring classes.	Professional development such as ACUE went a long way to prepare the instructors for converting to 7 week terms and utilizing more hybrid/online material in the classes. The ACUE practices will be used to increase the effectiveness of the online material.

		Associate in Arts and Sciences	Course Success Rates	Course success rates will show a 5% increase over the previous academic year or be maintained at a 79% pass rate.	A 5% increase in course success rates will be realized through the following Arts and Science division faculty efforts: 1. Complete all four ACUE microcredential courses. 2. Work with the Teaching/Learning/Assessment team and have a course evaluated and critiqued.	FA23/SP24 General Education Course Success Rate was 76%. Baseline Course Data for courses with highest enrollment across Arts and Sciences. 22-23 23-24 BIO 101 51% 53% + 2% BIO 210 51% 53% + 2% ENG 101 60% 75% + 15% MAT 110 80% 68% - 12% PSY 201 72% 74% + 2% AA/AS-University Transfer faculty have completed all four ACUE microcredential courses. Two have completed 3, two have completed 2 and one has completed one. One faculty member has worked directly with the TLA center to redesign a general education course. FA23/SP24 General Education Course Success Rate was 76%. A 7% increase in general education course success rate was realized from the 22-23 to the 23-24 academic years. There are several courses that are being tracked more closely due to the higher enrollment numbers and rigor.	Upon analyzing the results and seeing a need for improvement in the selected courses (BIO 101/BIO 210/MAT 110/PSY 201) the departments will evaluate course content and assessments and look for areas to redesign for improved student success. Departmental curriculum review meetings will be held in order to consult with instructors to get their perspectives on the results and potential improvements. Student Evaluation of Instruction results will also be analyzed to ascertain if their problems with specific instructor sections. The attached spreadsheet of course success rates will be updated after each semester in order to track for areas of needed intervention.
		Foundation	Cultivation	By June 30, 2024, host at least 4 campus breakfast or lunch gatherings for small groups of prospective or current donors and/or board members to provide an opportunity for attendees to interact with OCtech students. Through other visits and these small group gatherings, identify 20 prospective donors to begin cultivating a relationship with that may lead to new donor relationships or increased giving from current donors.	Identify prospective or current donors who may have an interest in supporting the foundation and invite to a breakfast or lunch gathering. Identify several OCtech students and invite to also attend gatherings so that prospective donors/current donors have an opportunity to hear from current students about their experiences at OCtech and their future plans. For those unlikely to attend a breakfast or lunch gathering, visit with them in their place of business to begin the cultivation process.	A lunch meeting was held March 6th with a focus on Nursing with 4 guests (Freda Summers, Harriet Hutto, Dr. Jimmie Shuler and Elsie Fogle) in attendance. Dr. Black, along with an ADN student (Roderick McGee) graduating in May, met with the group. Dr. Black shared information about the nursing program and Roderick talked with the group about his experience in the ADN program. Both answered questions from the group. The luncheon concluded with a tour of Building U. A lunch meeting was held July 16th with a focus on the Industrial, Advanced Manufacturing & Engineering programs with 3 community members attending (Sidney Fulton, Joey Williamson, Chris Mixon) & Howard Shirer from foundation board. Richard Murphy, Fred Hutto, Stephanie Dauway, Kevin Kneece, Walt Tobin and an EIT student graduating in July also attended. Information about the Industrial, Advanced Manufacturing, & Engineering programs were shared.	Recognized that this type of gathering may work best with a smaller number of people in attendance. Having a smaller group present for the nursing luncheon seemed to foster more questions and interaction between community guests and OCtech faculty/staff than with the larger group present for the Industrial, Advanced Manufacturing and Engineering luncheon. One instructor and/or dean and one student might be the optimal size group along with Dr. Tobin and 4-5 guests invited from the community. I will also meet with the student representative prior to the event to help prepare the student for the conversation with community members.

		Associate Degree, Machine Tool Technology and Related Certificates	Cutting Tools and Exotic Materials	We would like to update cutting tools that the students have to use on their projects to better fit industry needs by the end of Spring 2024. In addition, adding the use of exotic materials will help students prepare for what they will see in the workforce.	We will begin ordering tooling and materials throughout the year to update our inventory.	We were able to replace 10% of our HSS tooling with carbide. The purchase of additional cutting tools was denied by administration due to the lab move and updated plans. While the purchase and use of exotic materials would give students more experience with various feeds and speeds, students can still gain sufficient skills using standard materials like aluminum, brass, etc.	We will use our budget/grants to get to at least 30% of our tooling replaced with carbide next year.
		Health Sciences and Healthcare Preparation	D. Student Focused Scheduling for Maximum Flexibility	By the end of the 2023-2024 academic year, evaluate and review all program offerings in order to provide flexible scheduling across all programs that are student focused and encourage enrollment and persistence of traditional and non-traditional students.	Evaluate and revise seven-week term offerings after fall semester. Enhance hybrid and online offerings. Evaluate program needs for times/days of course offerings. Review opportunities for open labs coupled with hybrid content. Review opportunities for performance-based progression and experiential learning for course credit. Leverage opportunities provided through the Race to the Finish Grant with these initiatives.	By the end of the 2023-2024 academic year, all program offerings were evaluated and reviewed to ensure flexible, student-focused scheduling. Adjustments were made to support both traditional and non-traditional students, promoting enrollment and persistence. Scheduling decisions were guided by student demand, enrollment trends, and program accessibility to enhance overall student success. As a result, the division increased online AHS course offerings and designed an evening Medical Assisting program for implementation in Fall 2024.	In the next academic year, the division will continue evaluating and refining program offerings to enhance flexible, student-centered scheduling. Efforts will focus on expanding accessibility for both traditional and non-traditional students, using enrollment data and student feedback to optimize course availability. Additional strategies will be explored to further support student persistence and success.
		Associate Degree, Mechatronics Technology and Related Certificates	Develop IMT 210 NCCER Courses	By December 2023, develop course content for IMT 210 NCCER Industrial Skills. Develop better labs to increase student learning of basic skills needed to work in industry.	The course development will consist of researching the topics applicable to IMT 210, building power points, adding content to D2L and producing new lab exercises for the students to complete.	Completed power points, adding content to D2L and producing new lab exercises for the development of courses for IMT 210.	The development of the IMT - 210 class with better labs will help to increase student learning of basic skills needed to work in industry. This will help the students be more successful in their career.
		Associate Degree, Mechatronics Technology and Related Certificates	EET 212 course development.	Purchase a third Universal Robot cart to increase productivity in support of seven week term by Fall 2024.	The measurement of success will be that the addition of third robot will increase productivity in lab. This will aid in keeping up with the pace of a seven week term.	We purchased a new Universal Robot trainer for the Mechatronics lab. The new Universal robot trainer has been delivered. We are working with the vendor to get the new robot assembled and commissioned.	Once the new Universal Robot trainer is commissioned, the students will have the opportunity to hone their skills on a state of the art collaborative robot. Addition of this new robot will aid in keeping up with the pace of a seven week term.
		Associate Degree, Computer Technology - Network Security and Information Assurance	Esports Certificate Development and Lab Renovation	Develop Esports Certificate and lab renovation of E-303.	Develop Esports Certificate and lab renovation of E-303.	The dividing wall between E-303 and E-304 has been removed to begin the process of the Esports and Cybersecurity lab. Approval was done in spring of this year.	This will be a continual effort for the 2024-2025 academic year. During this time, the first course for Esports will be offered in Spring 2025 and can be used as a recruitment and retention tool.

		Diploma, Medical Office Assisting	Faculty Professional Development and Support	All Medical Assisting program faculty will engage in relevant professional development to improve instructional methodology, curriculum design, and/or assessment skills.	Each faculty member will participate in a minimum of two professional development activities that directly relate to improving instructional delivery and assessment. Related HSP Division Objective B. Faculty Professional Development and Support: Provide professional development opportunities and support for all faculty with a focus on student success to be completed by the end of the academic year.	Attended the following: ·February 9th- Spring Convocation ·March 6th- MAERB Zoom Meeting (Accreditation Tips and Tricks) ·March 9th- AAMA SC Chapter Meeting ·March 26th-MAERB Zoom Meeting (Teaching the MAERB Core Curriculum) ·April 11th- MAERB Zoom Meeting (ARF Tracking Tool) ·April 12th- McGraw Hill Zoom Meeting (6 Ways Students Learn) ·April 13th- AAMA SC Chapter Meeting (1 CEU- Topic: Lifestyle Medicine by Dr. High) ·April 16th- SC Tech. College System (Blended Learning in a Flipped Classroom) ·April 18th- F.A. Davis (The transformative power of the right learning materials) ·April 25th- ACUE Webinar (Put Your Own Mask on First: Educators Providing Self-Care) ·May 13th- Zoom Meeting (AI Strategic Opportunity Session for Enhanced Student/Employee Experiences)	Attending the MAERB Zooms allow me to assess the program's curriculum to verify that I am meeting all learning outcomes and performing all competencies needed for the completion of this program. The AAMA Columbia, SC Chapter meetings allow me to interact with peers in my area to see what current events are happening in the area, engage in new ideas related to medical assisting, and receive CEUs for AAMA approved sessions. The Medical Assisting Today magazines allow me to stay updated on things happening nationwide in the world of medical assisting and provides me with CEUs to go towards keeping my certification current. For the next academic school term, I will continue to participate in MAERB and AAMA related events, including Zooms and continue to subscribe to Medical Assisting Today magazine. I plan to attend in-person conferences and events, both locally and nationally.
		Associate Degree, Computer Technology - Programming and Related Certificates	Faculty Professional Development and Support	Faculty will participate in professional development opportunities and support for all faculty with a focus on student success.	Attend ACUE offerings and other PD for faculty.Attain Master Teacher Status for first ACUE certificate completers.Attend curriculum development support and ongoing training through the establishment of the Teaching, Learning, and Assessment Center.Continue to development, design, and enhance courses for hybrid delivery in seven-week terms.	Faculty attended all scheduled training sessions, EAB, Simple Syllabus, D2L, etc. The training sessions were geared toward improving faculty skills to aid in decreasing the barriers that affect student success.	Professional development opportunities are being developed and offered during the 2024-2025 academic year for faculty, full-time and adjunct.
		Certificate, Advanced Emergency Medical Technician	Faculty Professional Development and Support	All program faculty will engage in relevant professional development to improve instructional methodology, curriculum design, and/or assessment skills. Each faculty member will participate in a minimum of two professional development activities that directly relate to improving instructional delivery and assessment. Related HSP Division Objective B. Faculty Professional Development and Support: Provide professional development opportunities and support for all faculty with a focus on student success to be completed by the end of the academic year.	Each faculty member will participate in a minimum of two professional development activities that directly relate to improving instructional delivery and assessment. Related HSP Division Objective B. Faculty Professional Development and Support: Provide professional development opportunities and support for all faculty with a focus on student success to be completed by the end of the academic year.	Faculty participated in EMT and CPR continuing education to stay current with the latest industry standards, enhance their teaching methods, and improve the quality of instruction for students. These professional development opportunities allowed faculty to update their skills, learn about new techniques and protocols, and ensure they are equipped to provide the most effective training. Additionally, faculty attended the statewide annual EMS symposium, where they engaged with professionals from across the state to discuss emerging trends in emergency medical services, gain insights into best practices, and network with colleagues. These experiences contributed to faculty's growth, enabling them to bring valuable knowledge and expertise back to the classroom, ultimately benefiting student learning and program outcomes.	Moving forward, we will continue to prioritize professional development opportunities for faculty, integrating these experiences into the program to improve instruction and stay aligned with industry standards. This commitment to ongoing learning will help maintain high-quality education, ultimately benefiting both faculty and students in the coming academic year.

		Certificate, Patient Care Technician	Faculty Professional Development and Support	All PCT program faculty will engage in relevant professional development to improve instructional methodology, curriculum design, and/or assessment skills.	Each faculty member will participate in a minimum of two professional development activities that directly relate to improving instructional delivery and assessment. Related HSP Division Objective B. Faculty Professional Development and Support: Provide professional development opportunities and support for all faculty with a focus on student success to be completed by the end of the academic year.	All PCT full-time faculty participated in on-campus initiatives and professional development. Program faculty also attended off-campus conferences and training to remain current with industry standards and learn new instructional approaches.	Next year, we will continue prioritizing professional development for all PCT full-time faculty by encouraging participation in on-campus initiatives and providing opportunities for off-campus conferences and training. Faculty will remain engaged with current industry standards and new instructional approaches, ensuring that they are equipped with the latest knowledge and best practices. This commitment to professional growth will enhance faculty effectiveness, ultimately benefiting both instructors and students in the program.
		Associate Degree, Radiologic Technology and Related Certificates	Faculty Professional Development and Support	All program faculty will engage in relevant professional development to improve instructional methodology, curriculum design, and/or assessment skills.	Each faculty member will participate in a minimum of two professional development activities that directly relate to improving instructional delivery and assessment. Related HSP Division Objective B. Faculty Professional Development and Support: Provide professional development opportunities and support for all faculty with a focus on student success to be completed by the end of the academic year.	100% of the Rad faculty participated in at least two professional development opportunities directly related to instructional delivery and assessment. Faculty attend lectures directly related to the education and assessment in Radiology at the Association of Educators in Imaging and Radiologic Sciences Conference. Faculty also participated in Direct reading and ASRT Live lectures.	Faculty are required to participate in Professional Development activities to maintain their credentials in the field of Radiology. The request to attend the AEIRS conference will be incorporated into next years' planning process. Attending this conference directly correlates the delivery of high-quality instruction and techniques of student engagement.
		Certificate, Emergency Medical Technician	Faculty Professional Development and Support	All EMT faculty will engage in relevant professional development to improve instructional methodology, curriculum design, and/or assessment skills.	Each faculty member will participate in a minimum of two professional development activities that directly relate to improving instructional delivery and assessment. Related HSP Division Objective B. Faculty Professional Development and Support: Provide professional development opportunities and support for all faculty with a focus on student success to be completed by the end of the academic year.	Faculty participated in EMT and CPR continuing education to stay current with the latest industry standards, enhance their teaching methods, and improve the quality of instruction for students. These professional development opportunities allowed faculty to update their skills, learn about new techniques and protocols, and ensure they are equipped to provide the most effective training. Additionally, faculty attended the statewide annual EMS symposium, where they engaged with professionals from across the state to discuss emerging trends in emergency medical services, gain insights into best practices, and network with colleagues. These experiences contributed to faculty's growth, enabling them to bring valuable knowledge and expertise back to the classroom, ultimately benefiting student learning and program outcomes.	Moving forward, we will continue to prioritize professional development opportunities for faculty, integrating these experiences into the program to improve instruction and stay aligned with industry standards. This commitment to ongoing learning will help maintain high-quality education, ultimately benefiting both faculty and students in the coming academic year.
		Certificate, Nursing Assistant	Faculty Professional Development and Support	All CNA program faculty will engage in relevant professional development to improve instructional methodology, curriculum design, and/or assessment skills.	Each faculty member will participate in a minimum of two professional development activities that directly relate to improving instructional delivery and assessment. Related HSP Division Objective B. Faculty Professional Development and Support: Provide professional development opportunities and support for all faculty with a focus on student success to be completed by the end of the academic year.	The CNA faculty member successfully completed EAB training and ongoing continuing education to maintain certification, enhance instructional effectiveness, and stay current with industry best practices. This commitment to professional development ensures the faculty member remains well-equipped to provide high-quality education and support student success in the program.	CNA faculty will continue to actively pursue professional development opportunities, including training, certifications, and continuing education, to stay current with industry standards and enhance their instructional effectiveness. This commitment ensures they remain well-equipped to support student success and maintain the highest quality of education in the program.

		Business, Education, Computer Technology, and Public Service	Faculty Professional Development and Support	100 % of Faculty will be Encouraged to participate in professional development opportunities and support for all faculty with a focus on student success. Initiatives include: - Continue ACUE offerings and other PD for faculty. - Support the attainment of Master Teacher Status for first ACUE certificate completers. - Provide curriculum development support and ongoing training through the establishment of the Teaching, Learning, and Assessment Center (including the use of technology). - Establish and provide guidance on course development, design, and enhancement for hybrid delivery in seven-week terms.	- Continue ACUE offerings and other PD for faculty. - Support the attainment of Master Teacher Status for first ACUE certificate completers. - Provide curriculum development support and ongoing training through the establishment of the Teaching, Learning, and Assessment Center (including the use of technology). - Establish and provide guidance on course development, design, and enhancement for hybrid delivery in seven-week terms.	All Faculty (100%) participated in appropriate Professional Development throughout the 2023-2024 academic year.	Faculty have been evaluated and have requested future needed Professional Development. PD will continue through TLA in the upcoming academic year.
		Associate Degree, Criminal Justice and Related Certificates	Faculty Professional Development and Support	100 % of Faculty will participate in professional development opportunities - Continue ACUE offerings and other PD for faculty. - Support the attainment of Master Teacher Status for first ACUE certificate completers. - Provide curriculum development support and ongoing training through the establishment of the Teaching, Learning, and Assessment Center (including the use of technology). - Establish and provide guidance on course development, design, and enhancement for hybrid delivery in seven-week terms.	- Continue ACUE offerings and other PD for faculty. - Support the attainment of Master Teacher Status for first ACUE certificate completers. - Provide curriculum development support and ongoing training through the establishment of the Teaching, Learning, and Assessment Center (including the use of technology). - Establish and provide guidance on course development, design, and enhancement for hybrid delivery in seven-week terms.	All CRJ faculty was offered and took advantage of PD that was offered this Academic Year.	More professional develop will be offered in this upcoming academic year so the instructors can stay familiar with their subject matter and to enhance in their careers.
		Associate Degree, Early Care and Education and Related Certificates, Diploma	Faculty Professional Development and Support	100 % of ECE Faculty will participate in professional development opportunities and support for all faculty with a focus on student success. Initiatives include: - Continue ACUE offerings and other PD for faculty. - Support the attainment of Master Teacher Status for first ACUE certificate completers. - Provide curriculum development support and ongoing training through the establishment of the Teaching, Learning, and Assessment Center (including the use of technology). - Attend NAEYC related training sessions to maintain accreditation. - Establish and provide guidance on course development, design, and enhancement for hybrid delivery in seven-week terms.	- Continue ACUE offerings and other PD for faculty. - Support the attainment of Master Teacher Status for first ACUE certificate completers. - Provide curriculum development support and ongoing training through the establishment of the Teaching, Learning, and Assessment Center (including the use of technology). - Attend NAEYC related training sessions to maintain accreditation. - Establish and provide guidance on course development, design, and enhancement for hybrid delivery in seven-week terms.	100% of faculty: - Continued to take ACUE offerings and other PD for faculty (to work towards attainment of Master Teacher Status) - were provided curriculum development support and ongoing training through the establishment of the Teaching, Learning, and Assessment Center (including the use of technology). - Attended NAEYC related training sessions to maintain accreditation. - Established and provided guidance on course development, design, and enhancement for hybrid delivery in seven-week terms.	Faculty members will complete future ACUE Course offerings to work towards Master Teacher status. Additionally, they will work with TLA center and attend any relevant NAEYC conferences needed to maintain accreditation.

		Foundation	Foundation scholarships	Increase number of foundation scholarship applications submitted for 2023-2024 academic year by increasing student awareness of foundation scholarship availability. (Add measure for success after determine number of applications submitted by June 30,2023.)	Promote scholarship availability to current and new students through emails, D2L, various marketing channels, and faculty and staff involvement.	145 scholarship applications were submitted for the 2024 -2025 academic year to date. Most scholarship applications were due June 30th with some program specific having later dates.	I spoke with several instructors about why students do not apply for scholarships. Through instructor feedback, I learned many students need step by step guidance and encouragement to submit. The essay requirement also seems to deter applicants. For a recent scholarship that did not require an essay, I reached out to 4 instructors about visiting their classrooms to speak with their students about the scholarship and to show them how to apply. Two instructors asked me to come to their classrooms to explain the scholarship and application process. In those classes, I showed the students how to apply using a QR code and almost 100% of the students applied. In the programs where I did not visit the classrooms, a very low number of the eligible students applied. Going forward, I'll make more classroom visits and rely less on D2L announcements and instructors to bring the availability of scholarships to the attention of their students. Essays are still an important component in better understanding a student's situation and even though that requirement deters some from applying, it would be difficult to eliminate the scholarship requirement across the board.
		Foundation	Fundraising Goal	By June 30, 2024, generate \$200,000 or more in gifts or pledges to the foundation through individual giving, corporate giving, grants and special events.	Involve board members in identifying individual and small business prospective donors. Involve board members in making "asks" or in "opening doors" for ask when willing. For grants, develop list of area manufacturers that offer grant opportunities with a focus on those who employ OCTech graduates. Identify 4 entities with funding priorities that most align with the college's priorities and submit applications.	We fell short of our \$200,000 goal by \$566. We had two outstanding home & garden sponsorships that had not been paid by 6/30/24. Had those sponsorship payments been received, we would have slightly exceeded our fundraising goal. Funds raised included \$10,000 in grant funds received from the Carpenter Trust Foundation and \$7,500 received through a Sylvamo grant. A grant application was also submitted to the Gene Haas Foundation. We have received notification that the application we submitted has been pre-approved and is ready for board review/approval.	Fundraising efforts continue to show the importance of cultivating new donors. Increasing our donor base will remain a focus in 2024-2025. We will review the list of event attendees who purchased tickets, identify those we think could become sponsors or annual gift donors, cultivate them through some time of quarterly communication, and eventually reach out to them to share information about sponsorships and annual giving opportunities.
		Associate Degree, Radiologic Technology and Related Certificates	General Radiology Certificate	By the end of the academic year, develop a system to implement the general radiology certificate as an additional credential for matriculating AAS.RAD students.	By the end of the academic year, develop a system to implement the general radiology certificate as an additional credential for matriculating AAS.RAD students. A detailed plan will be provided to the dean and AVP. Related HSP Division Objective C. Review and Optimize Program Offerings: Review and optimize division program offerings for all programs by the end of the Spring 2024 semester.	Program Director has met with the Dean to discuss possibilities for creating this pathway during the year. This year a program curriculum has been created and barriers have been identified.	The PD will work with the Dean in the coming year and discuss next steps to address the barriers.

		TRIO	Grant Aid Scholarships	The TRIO SSS program will provide Grant Aid Scholarships to assist students in removing financial barriers in completing a program of study at OCtech. The availability of the scholarship will support the retention and persistence efforts of the grant's objectives as well as the enrollment efforts of the college.	By Summer term 2024, thirty (30) TRIO SSS participants will be awarded the Grant Aid Scholarship to allow students to persist from one academic year to the next by removing financial barriers that may negatively impact the students' persistence.	While the goal to award Grant Aid Scholarships to 30 TRIO SSS participants by the end of the Summer 2024 term was not achieved, we are on track to meet this metric by the end of the Fall 2024 term. The delay in disbursing the grant aid was primarily due to administrative processing and approval timelines that extended beyond the summer term. This affected the timing of the awards, but all required steps have been completed, and the funds will be distributed by the end of the Fall term. Our priority remains to ensure that the Grant Aid Scholarship is used to remove financial barriers that may hinder students' ability to persist from one academic year to the next. By awarding this grant aid in Fall 2024, we anticipate that students will still benefit from the financial support as they continue their academic journey, ultimately achieving the program's goal of promoting persistence and reducing financial stress.	The delay in awarding the scholarships highlighted the need for more efficient internal processes. For next year's unit planning, we will implement a timeline that ensures all necessary approvals are completed earlier, allowing the funds to be disbursed by the end of the summer term. This will help ensure students receive financial support at the most critical time, which will further aid in their persistence and retention. This objective directly aligns with the college's Strategic Plan, specifically the goals of increasing student retention and reducing financial barriers that impede academic progress. By awarding grant aid, we are ensuring that financial challenges do not prevent students from continuing their education, which is crucial for increasing retention rates and promoting student success. Additionally, the emphasis on timely support and financial resources aligns with the college's mission to provide a supportive environment for all students, especially those who are economically disadvantaged. The results of this year's experience will guide us in improving our processes to more effectively meet student needs, supporting the broader institutional goals outlined in the Strategic Plan.
		Associate Degree, Industrial Electronics Technology and Related Certificates	IET Program Move	Continue move and setup of IET program and classes from I-Building to L-Building.	IET material and training equipment will continue to be moved from building I to building L.	Continued progress was made in completing the move from the I-building to the L-building. Space for training equipment is a barrier in the L building.	Most items have been moved from the I-building to the L-building. The next phase will be to completely clean out the I-building of unwanted equipment and textbooks so that it can be used by the college for other programs.
		Certificate, Advanced Emergency Medical Technician	Identifying At-Risk Students	Using mid-term grades for Spring 2024 and Summer 2024, identify at-risk students, collaborate to develop a plan for success, and communicate efforts to the dean.	EMT faculty will review student performance at mid-term in order to determine if students are at risk of being unsuccessful. If a student is at risk, faculty will communicate with students individually to determine areas for improvement. Following student discussions, a summarized report will be provided to the dean. Related HSP Division Objective E. Focus on Data-Influenced Actions: By the end of October 2023, develop a system to maximize the use of data and regular reporting to make decisions and take actions related to registration, course scheduling, course sections, and other student-focused endeavors.	EMT faculty successfully reviewed student performance at mid-term and found that there were no students at risk academically. However, faculty identified attendance as an area of concern for some students. In response, faculty reached out to these students individually to address attendance issues and discuss strategies for improvement.	We will continue to prioritize the use of midterm grades and attendance as key indicators of student success in the future. By regularly reviewing these factors, we can identify potential issues early and provide timely support to students who may be at risk. This approach will allow faculty to take proactive measures, such as individual outreach and intervention, to ensure that students remain on track for success throughout the semester.

		Certificate, Emergency Medical Technician	Identifying At-Risk Students	Using mid-term grades for Fall 2023, Spring 2024 and Summer 2024, identify at-risk students, collaborate to develop a plan for success, and communicate efforts to the dean.	EMT faculty will review student performance at mid-term in order to determine if students are at risk of being unsuccessful. If a student is at risk, faculty will communicate with students individually to determine areas for improvement. Following student discussions, a summarized report will be provided to the dean. Related HSP Division Objective E. Focus on Data-Influenced Actions: By the end of October 2023, develop a system to maximize the use of data and regular reporting to make decisions and take actions related to registration, course scheduling, course sections, and other student-focused endeavors.	EMT faculty successfully reviewed student performance at mid-term and found that there were no students at risk academically. However, faculty identified attendance as an area of concern for some students. In response, faculty reached out to these students individually to address attendance issues and discuss strategies for improvement.	We will continue to prioritize the use of midterm grades and attendance as key indicators of student success in the future. By regularly reviewing these factors, we can identify potential issues early and provide timely support to students who may be at risk. This approach will allow faculty to take proactive measures, such as individual outreach and intervention, to ensure that students remain on track for success throughout the semester.
		Associate Degree, Radiologic Technology and Related Certificates	Identifying At-Risk Students	Using mid-term grades for Spring 2024 and Summer 2024, identify at-risk students, collaborate to develop a plan for success, and communicate efforts to the dean.	Program faculty will review student performance at mid-term in order to determine if students are at risk of being unsuccessful. If a student is at risk, faculty will communicate with students individually to determine areas for improvement. Following student discussions, a summarized report will be provided to the dean. Related HSP Division Objective E. Focus on Data-Influenced Actions: By the end of October 2023, develop a system to maximize the use of data and regular reporting to make decisions and take actions related to registration, course scheduling, course sections, and other student-focused endeavors.	Program faculty utilized EAB to send progress reports to at risk students prior to the mid-term. At mid-term if students had not shown improvement faculty worked with students to create a plan of improvement.	Faculty will seek additional resources to promote student success.
		Certificate, Patient Care Technician	Identifying At-Risk Students	Using mid-term grades for Fall 2023, Spring 2024 and Summer 2024, identify at-risk students, collaborate to develop a plan for success, and communicate efforts to the dean.	PCT faculty will review student performance at mid-term in order to determine if students are at risk of being unsuccessful. If a student is at risk, faculty will communicate with students individually to determine areas for improvement. Following student discussions, a summarized report will be provided to the dean. Related HSP Division Objective E. Focus on Data-Influenced Actions: By the end of October 2023, develop a system to maximize the use of data and regular reporting to make decisions and take actions related to registration, course scheduling, course sections, and other student-focused endeavors.	PCT faculty successfully reviewed student performance at mid-term and found that there were no students at risk academically. However, faculty identified attendance as an area of concern for some students. In response, faculty discussed these at-risk students with the program coordinator and reached out to them individually to address attendance issues and explore strategies for improvement.	Next year, PCT faculty will continue to review student performance at mid-term, using both academic progress and attendance as key indicators of student success. Faculty will collaborate with the program coordinator to identify at-risk students early and implement targeted interventions. This will include proactive outreach, individualized support plans, and attendance monitoring to help students stay engaged and on track. By maintaining this approach, we aim to improve student retention and overall program success.

		Diploma, Medical Office Assisting	Identifying At-Risk Students	Using mid-term grades for Fall 2023, Spring 2024 and Summer 2024, identify at-risk students, collaborate to develop a plan for success, and communicate efforts to the dean.	Medical Assisting faculty will review student performance at mid-term in order to determine if students are at risk of being unsuccessful. If a student is at risk, faculty will communicate with students individually to determine areas for improvement. Following student discussions, a summarized report will be provided to the dean. Related HSP Division Objective E. Focus on Data-Influenced Actions: By the end of October 2023, develop a system to maximize the use of data and regular reporting to make decisions and take actions related to registration, course scheduling, course sections, and other student-focused endeavors.	D2L (Desire2Learn) was used by faculty to monitor student's progress by analyzing grades, and assignment completion to help identify at-risk students during the midterm periods. There were no at-risk students for the 7-week term courses and only 1 at-risk student during Spring 2024 full-term course. All students received a personalized email, via EAB Navigate, to inform them of their current status in the course. For the 1 at-risk student, a progress report was done in EAB Navigate as well as an in-person meeting. All information was emailed to Dean S. Brown.	Going forward, D2L and EAB Navigate will be used in combination to support at-risk students. D2L will help faculty identify students who may need additional support and EAB Navigate will help faculty communicate directly with students and schedule appointments when needed. This proactive approach will help students with midterm challenges and contribute to students' overall success in the course.
		Associate Degree, Physical Therapist Assistant	Identifying At-Risk Students/Retention	Using mid-term grades for Spring 2024 and Summer 2024, identify at-risk students, collaborate to develop a plan for success, and communicate efforts to the dean.	PTA faculty will review student performance at mid-term in order to determine if students are at risk of being unsuccessful. If a student is at risk, faculty will communicate with students individually to determine areas for improvement. Following student discussions, a summarized report will be provided to the dean. Related HSP Division Objective E. Focus on Data-Influenced Actions: By the end of October 2023, develop a system to maximize the use of data and regular reporting to make decisions and take actions related to registration, course scheduling, course sections, and other student-focused endeavors.	1 student was placed on probation at midterm of PTH 244 and with an appropriate action plan, successfully completed the course	The program will continue to monitor student success and implement retention strategies for at identified at risk students early. Moving forward with the new curriculum changes of adding a semester and utilizing a fall start that includes full semesters, we will have longer times to intervene with action plans. This should allow for students to have adequate time to practice skills, get assistance from faculty as needed, and study.
		Physical Plant Operations	Improve overall campus appearance	Implement strategies and create a list of items to improve the overall appearance of the college campus. We identified 40 items to be placed on the list and wanted to complete half of them for this fiscal year.	Administrative staff identified the 20 items from the list that needed approval and Supervisors will assign to the appropriate staff to complete the task.	Not all the items identified from the list for this year were completed due to unforeseen circumstances and several employees out for sickness and other health issues. 100% of the work orders issued were performed. All work orders were reviewed by the Supervisor to make sure they were completed as assigned.	There has been a list of items identified to help improve the appearance of the college campus. Although our initial goal was not met this year, all the tasks that were performed this year helped improve the overall campus appearance; making our campus more appealing, giving our students a relaxing environment to attain their degree and find a career job. The remaining list of items that were not completed this year will occur in the 2024-25 fiscal year and will be implemented into the department's work order system to be performed.

		Acct/Business Operations	Increase awareness of optional financing for college tuition	By June 30, 2024, Bookstore and Accounting Office Staff will increase awareness of methods that students can utilize to reduce finances as a barrier to success at OCtech. Staff members will refer students to financial aid, foundation, or payment plan program options each time students inquire with a balance due hardship. We expect for the coming year, student finances may be a big barrier facing students. For a few years, we have been offering free tuition using surpluses of federal and state stimulus money to award to students to cover their tuition balance. For the upcoming year, this funding stream has been exhausted and while there are some funds to provide most students with free tuition,, there will still be some that will not qualify due to their program and/or other reasons.	Staff members will keep record of students referred - at the end of the semester and anyalasis will be made of students that were referred and compared with how many of those students registered and were not purged for financial reasons. Our goal is to retain 75% of those that were referred as enrolled students.	For programs that didn't qualify for free tuition and left students owing a balance, payment plan options were presented.	In upcoming years, the business office will be more mindful of students that owe a balance and continue to encourage them to enroll in programs that qualify for scholarship funds for free tuition.
		Associate Degree, Industrial Electronics Technology and Related Certificates	Industry Standard Equipment	Purchase industry standard equipment to update the IMT class lab equipment.	Purchase IMT classes training equipment.	Equipment purchase is still pending.	Equipment purchase is still pending.
		Public Relations and Marketing	Marketing Support: Race to Finish	Get at least 10% of the identified Race to Finish students to reenroll in an OCtech program in fall 2023 or spring 2024, with particular focus on Engineering and Advanced Manufacturing programs.	At least 10% of the identified Race to Finish students have reenrolled at OCtech for fall 2023 or spring 2024 terms.	31.5% of Race to Finish students returned to OCtech in 2023	We will continue to support the college's efforts to reach Race to Finish students, as needed or requested, and incorporate that outreach into our regular marketing efforts.
		Associate Degree, Computer Technology - Network Security and Information Assurance	NSIA Adjunct Faculty	Hire new adjunct faculty to teach NSIA courses. Preferably one with a comprehensive background in current computer and information science topics such as: networking, cyber security and artificial intelligence.	Hire new adjunct faculty to teach NSIA courses. Preferably one with a comprehensive background in current computer and information science topics such as: networking, cyber security and artificial intelligence.	Budgetary constraints for academic year.	Request will be included for the 2024-2025 academic year. With the current increase in enrollment for the CPT Department and the inclusion of 2 new certificates should justify the need for additional faculty members.

		Associate Degree, Computer Technology - Network Security and Information Assurance	NSIA/AI Professional Development	NSIA faculty members will attend PD training on; AI, cybersecurity and other initiatives such as: - Continue ACUE offerings and other PD. - Attainment of Master Teacher Status for first ACUE certificate completers. - Provide curriculum development support and ongoing training through the establishment of the Teaching, Learning, and Assessment Center (including the use of technology). - Establish and provide guidance on course development, design, and enhancement for hybrid delivery in seven-week terms.	NSIA faculty members will attend PD training on; AI, cybersecurity and other initiatives such as to continue ACUE offerings and other PD.	Both full-time and adjunct NSIA faculty completed the required training for CheckPoint Secure Academy in Spring 2024. Additional training in CompTIA Network+ and Security+ was also completed in Spring 2024.	Continual professional development opportunities will continue for the 2024-2025 academic year.
		Diploma, Medical Office Assisting	Open Labs	Develop and implement an open lab schedule for the 2023-2024 academic year.	Medical Assisting faculty will implement an open lab schedule to provide students with opportunities for individualized instruction while working to strengthen critical thinking skills and boost confidence. Related HSP Division Objective D. Student Focused Scheduling for Maximum Flexibility: By the end of the 2023-2024 academic year, evaluate and review all program offerings in order to provide flexible scheduling across all programs that are student focused and encourage enrollment and persistence of traditional and non-traditional students.	The students were informed about the Open Lab schedule. Those who required additional practice outside of class and were available, attended the Open Labs. During these sessions, I provided immediate feedback on the competencies they were working on. Additionally, I identified key focus areas to address during class time.	I will continue to offer Open Labs. This will allow students the independence and responsibility to manage their time to effectively use the resources that are available to them. By developing and implementing an open lab schedule, students will have more flexibility to access the lab facilities according to their individual needs and learning paces. This initiative will promote self-directed learning, encouraging students to take ownership of their educational journey. Additionally, Open Labs will provide opportunities for collaboration and peer-assisted learning, fostering a supportive environment where students can share knowledge and skills. The open lab schedule will also help to accommodate diverse learning styles and schedules, ensuring that all students have equitable access to the tools and support they need to succeed. Through thoughtful planning and continuous feedback, I will refine the open lab schedule to maximize its effectiveness and ensure it meets the evolving needs of our students.
		Associate Degree, Physical Therapist Assistant	Open Labs	Develop and implement an open lab schedule for the 2023-2024 academic year.	PTA faculty will implement an open lab schedule to provide students with opportunities for individualized instruction while working to strengthen critical thinking skills and boost confidence. Related HSP Division Objective D. Student Focused Scheduling for Maximum Flexibility: By the end of the 2023-2024 academic year, evaluate and review all program offerings in order to provide flexible scheduling across all programs that are student focused and encourage enrollment and persistence of traditional and non-traditional students.	Open lab hours are utilized daily from the end of class to 5:00 pm.	This unit plan objective has been met and is part of the program's daily operations. It will be removed from the plan next year but the open lab hours will remain.

		Associate Degree, Automotive Technology and Related Certificates	Painting of the Lab Floors and Walls		Painting of the walls and floors will present our programs at first glance, presentable, eye catcher, and giving a welcoming feeling of pride and show case the program and equipment. We will also meet our accreditation report from 2018 notes. (attached to the budget request).	Walls and floors got painted to welcome all visitors, to show case and give pride to our program.	We will meet accreditation process measures from 2018 notes of the ETL visit.
		Associate Degree, Business Administration: Office Management	Professional Development	Attend a professional development session on the use of Artificial Intelligence tools to enhance a course.	Instructors will attend at least one PD session on how to integrate artificial intelligence tools into their courses.	SCTCS: Teaching and learning Tuesday "AI for The Trained Eye: Engaging AI In Higher Education" Webinar attended.	Artificial Intelligence (AI) is an emerging technology that is increasingly being integrated into various fields. However, its long-term impact on higher education remains uncertain. As a program, we are committed to participating in AI workshops to enhance our knowledge and better equip both ourselves and our students. Our goal is to deepen our understanding of how students can effectively use AI in their academic and personal lives while maintaining academic integrity.
		Associate Degree, Business Administration: Enterprise Management and Related Certificates	Professional Development	Attend a professional development session on the use of Artificial Intelligence tools to enhance a course.	Instructors will attend at least one PD session on how to integrate artificial intelligence tools in their courses.	SCTCS: Teaching and learning Tuesday "AI for The Trained Eye: Engaging AI In Higher Education" Webinar attended.	Artificial Intelligence (AI) is an emerging technology that is increasingly being integrated into various fields. However, its long-term impact on higher education remains uncertain. As a program, we are committed to participating in AI workshops to enhance our knowledge and better equip both ourselves and our students. Our goal is to deepen our understanding of how students can effectively use AI in their academic and personal lives while maintaining academic integrity.
		Associate Degree, Business Administration: Accounting	Professional Development	Attend a professional development session on the use of Artificial Intelligence tools to enhance a course.	Instructors will attend at least one PD session on how to integrate artificial intelligence tools into their courses.	SCTCS: Teaching and learning Tuesday "AI for The Trained Eye: Engaging AI In Higher Education" Webinar attended.	Artificial Intelligence (AI) is an emerging technology that is increasingly being integrated into various fields. However, its long-term impact on higher education remains uncertain. As a program, we are committed to participating in AI workshops to enhance our knowledge and better equip both ourselves and our students. Our goal is to deepen our understanding of how students can effectively use AI in their academic and personal lives while maintaining academic integrity.
		Associate Degree, Engineering Design Technology and Related Certificates	Purchase new 3D Printer (J55)	Purchase New 3D Printer by the end of 2023 fiscal year.	Train all Engineering Design Technology students with new 3D Printer Technology. (5) Senior Students	New 3D Printer installed and 1st of 2 training sessions completed. (5) Senior students trained on new 3D printer	The 3D printer initiative aligns with this goal by bringing cutting-edge technology into the classroom, preparing students for future technological advancements. By incorporating 3D printing into the curriculum, the strategic plan's objective of improving learning outcomes can be met. Students gain practical experience and a deeper understanding of complex concepts through hands-on learning. Additional training will be added to continue to learn the capabilities of this new printer.
		Associate Degree, Automotive Technology and Related Certificates	Purchase new tires for training vehicles		We will purchase new tires for the training vehicles that we use in the program to perform our NATEF labs for each course. The student are having to help keep tires inflated so that the vehicles can be mobile. 100% of lab tires will be replaced.	100% of the training cars got new tires for the upcoming school term.	The new tires on the training vehicles will allow for us to easily set up labs for the students each day for them to perform the NATEF labs.

		Associate Degree, Automotive Technology and Related Certificates	Purchase of EV Hand Tools and Storage	We will get the proper tools to perform labs pertaining to the electric training aids that we will receive from this years budget requests. We can also be compliance with safety precautions that apply to working on EV's.	Tools will be purchased and installed in the lab. We can also be compliance with safety precautions that apply to working on EV's.	All tools for working on EV's were purchased and added to the lab to ensure compliance with the safety precautions put in place.	The students and instructors will be able to work safely around EV's without causing harm to themselves or anyone else.
		Business, Education, Computer Technology, and Public Service	Review and Optimize Program Offerings	Review 100% of Division Programs to and optimize offerings, including: - Review and update certificate courses, ensure relevancy and pathway to job/promotion (especially embedded certificates). - Implement Simple Syllabus in all courses -Implement D2L courses in all classes.	- Review and update certificate courses, ensure relevancy and pathway to job/promotion (especially embedded certificates). - Implement Simple Syllabus in all courses -Implement D2L courses in all classes.	All Programs, Certificates, and Diplomas were evaluated and corrected if needed so that they all are relevant to our pathways. All courses were reviewed and all changes were made in D2L. Simple Syllabus has been implemented across all courses in the BCEP division.	Evaluation of all Programs, Certificates, and Diplomas will be further evaluated when needed or when advised by our stakeholders. Courses will always be monitored and updated in D2L to include the use of Simple Syllabus. These items will help with student success across the Division while being up to date and uniform.
		Associate Degree, Early Care and Education and Related Certificates, Diploma	Review and Optimize Program Offerings	Review 100% of Division Programs to and optimize offerings, including: - Review and update certificate courses, ensure relevancy and pathway to job/promotion (especially embedded certificates). - Utilize Simple Syllabus to standardize syllabi across the program. - Implement D2L course templates to help standardize class formats.	Review 100% of Division Programs to and optimize offerings, including: - Review and update certificate courses, ensure relevancy and pathway to job/promotion (especially embedded certificates). - Utilize Simple Syllabus to standardize syllabi across the program. - Implement D2L course templates to help standardize class formats.	100% of Division Programs were review to optimize offerings, including: - Reviewed and updated certificate courses, ensure relevancy and pathway to job/promotion (especially embedded certificates). - Utilized Simple Syllabus to standardize syllabi across the program. - Implement D2L course templates to help standardize class formats.	Simple Syllabi will be updated periodically to reflect changes in course curriculum/delivery. D2L templates will be reviewed at the start of each semester.
		Engineering and Advanced Manufacturing	Review and Revise EAMT Program Offerings	Review and revise all EAMT program offerings to reflect industry needs and streamline a students progress through the program (s).	Align first semester courses for related programs (EET, MEC, EIT, and or IET). Review and update certificate courses, ensure relevancy and pathway to job/promotion. Determine if additional certificates are needed in any of the EAMT programs. Maximize the flexibility of course offerings. Move forward with HVAC offering Update and implement TDR certificate revision to increase enrollment.	Over the last year, extensive work was done to align the first semester courses for Mechatronics, Industrial Electronics Technology and Instrumentation. All students in these programs will now complete the same courses in their first semester (see attachment). All students will also complete the same series of 3 circuits classes during their spring, summer and 2nd fall semesters. Based on the changes made above, certificate courses were revised. Additional certificates were not added at this time, however, more in depth look needs to be done in the IET area on certificates. With the help of 7 week terms, we were able to create a schedule for most students that allows them to only have to be on campus 2 days a week. This allows our students the ability to work among other things. It was determined that HVAC will fall under Con Ed.	Next year, we will focus on evaluating and updating the certificates in IET to allow students a better transition into a job/promotion.

		Associate Degree, Business Administration: Office Management	Seven-week Term Analysis	Evaluate success rates in the seven-week term offerings with respect to the previous term offerings.	Success rates for all seven-week courses are evaluated with respect to the course success rates when offered in the eight-week or full-term format.	Since transitioning to 7-week terms our graduation rates have continued to increase	The comparison was made between lower and upper-level classes across different semesters. The data spans a two-year period, including the COVID-19 era, during which student success rates may have declined. As a result, the data from the past two years may be skewed due to the pandemic We officially transitioned to 7-week terms in Fall 2023. We will collect data from Fall 2023 to compare with Fall 2024 classes. As part of this transition, several courses have been restructured to better align with the shorter-term format. This restructuring will further promote student success as it relates to graduation rates.
		Associate Degree, Business Administration: Enterprise Management and Related Certificates	Seven-week Term Analysis	Evaluate success rates in the seven-week term offerings with respect to the previous term offerings.	Success rates for all seven-week courses are evaluated with respect to the course success rates when offered in the seven-week or full-term format.	Since transitioning to 7-week terms our graduation rates have continued to increase.	The comparison was made between lower and upper-level classes across different semesters. The data spans a two-year period, including the COVID-19 era, during which student success rates may have declined. As a result, the data from the past two years may be skewed due to the pandemic We officially transitioned to 7-week terms in Fall 2023. We will collect data from Fall 2023 to compare with Fall 2024 classes. As part of this transition, several courses have been restructured to better align with the shorter-term format. This restructuring will further promote student success as it relates to graduation rates.
		Associate Degree, Business Administration: Accounting	Seven-week Term Analysis	Evaluate success rates in the seven-week term offerings with respect to the previous term offerings.	Success rates for all seven-week courses are evaluated with respect to the course success rates when offered in the eight-week or full-term format.	Since transitioning to 7-week terms our graduation rates have continued to increase	The comparison was made between lower and upper-level classes across different semesters. The data spans a two-year period, including the COVID-19 era, during which student success rates may have declined. As a result, the data from the past two years may be skewed due to the pandemic We officially transitioned to 7-week terms in Fall 2023. We will collect data from Fall 2023 to compare with Fall 2024 classes. As part of this transition, several courses have been restructured to better align with the shorter-term format. This restructuring will further promote student success as it relates to graduation rates.
		Foundation	Special Event fundraisers	By June 30, 2024, generate \$100,000 in profits from the foundation's two fundraisers - the food and wine event and the home and garden symposium.	For both events, recruit event chairs and committee members. Secure event sponsors and promote ticket sales. For garden event, also secure speakers, coordinate silent auction and other donations, and recruit college volunteers to assist. For wine and food event, also secure caterers, wine and beer donations, golden ticket items and event venue.	We exceeded our goal by \$5,308. The Home & Garden Symposium generated a revenue of \$39,538. The Wine & Food event generated a revenue of \$65,770.	Event revenue contributes significantly to overall fundraising efforts. Many current board members have already chaired the special event fundraisers or have no interest in leading a special event. As we add new members to the board, it will be important to consider individuals for board membership who may have an interest in leading special events in the future.. It will also be important to identify community leaders not on our board who may have an interest in becoming involved with our special events. It will also be beneficial to involve individuals who will bring new ideas to keep our events "fresh."

		Business, Education, Computer Technology, and Public Service	Student Focused Scheduling for Maximum Flexibility	100% of BCEP's Programs will be reviewed to make sure they Provide flexible scheduling that are student focused and encourage enrollment and persistence of non-traditional students. Initiative includes: - Evaluate and revise seven-week term offerings after fall semester. - Enhance hybrid and online offerings. - Evaluate program needs for times/days of course offerings. - Leverage opportunities provided through the Race to the Finish Grant with these initiatives.	Evaluate and revise seven-week term offerings after fall semester; Enhance hybrid and online offerings; Evaluate program needs for times/days of course offerings; Leverage opportunities provided through the Race to the Finish Grant with these initiatives.	All (100%) Programs were reviewed to make sure we provided Flexible Scheduling that was student focused. All programs are running 7-week term classes and evaluating them every term. Instructors are taking advantage of PD to enhance their online and hybrid offerings. Data is being reviewed and students are being surveyed to ensure that courses are offered to fit their needs.	Further reviews will occur as we continue to run 7-week courses. In the future we will need to assess all new students to make sure we are accommodating the needs of our FTIC and continuing students. All changes will be made to ensure students success.
		Certificate, Nursing Assistant	Student Focused Scheduling for Maximum Flexibility	By the end of Week 3 of each major term, evaluate and review all course offerings for the upcoming term by using data on course fill rates, cancellations and course success rates.	Review data for all current course offerings to determine if courses for upcoming terms need to be adjusted. If adjustments need to be made, accomplish this by Week 5 of the current, major term. Related HSP Division Objective: D. Student Focused Scheduling for Maximum Flexibility: By the end of the 2023-2024 academic year, evaluate and review all program offerings in order to provide flexible scheduling across all programs that are student focused and encourage enrollment and persistence of traditional and non-traditional students.	We thoroughly reviewed data for all current course offerings to assess the need for adjustments in upcoming terms. However, many students registered at the last minute, making it challenging to make timely decisions about course cancellations. To accommodate this, we delayed cancellations to allow for additional enrollments. Moving forward, we will refine our approach by implementing earlier registration reminders and closely tracking enrollment trends. This will help us make informed course adjustments by Week 5 of the major term, ensuring that offerings align more effectively with student demand.	We will closely monitor course registration trends while delaying cancellations until closer to the start of the term to accommodate last-minute enrollments. This approach ensures more informed decision-making regarding course offerings while allowing students sufficient time to complete their registrations.
		Certificate, Advanced Emergency Medical Technician	Student Focused Scheduling for Maximum Flexibility	By the end of Week 3 of each major term, evaluate and review all course offerings for the upcoming term by using data on course fill rates, cancellations and course success rates.	Review data for all current course offerings to determine if courses for upcoming terms need to be adjusted. If adjustments need to be made, accomplish this by Week 5 of the current, major term. Related HSP Division Objective: D. Student Focused Scheduling for Maximum Flexibility: By the end of the 2023-2024 academic year, evaluate and review all program offerings in order to provide flexible scheduling across all programs that are student focused and encourage enrollment and persistence of traditional and non-traditional students.	We successfully reviewed data for all current course offerings to determine if courses for upcoming terms needed adjustments. However, we found that many students waited until the last minute to register, which delayed our ability to make informed decisions about course cancellations. As a result, we held off on cancellations to allow more time for student registrations to come through. Moving forward, we will adjust our approach by implementing earlier registration reminders and monitoring trends more closely, which will enable us to make necessary course adjustments by Week 5 of the major term, ensuring that course offerings better align with student demand.	We will continue to monitor trends in course registrations closely. However, we will hold off on cancellations until closer to the start of the term to account for last-minute registrations. This approach will allow us to make more informed decisions about course offerings while giving students ample time to finalize their schedules.

		Certificate, Emergency Medical Technician	Student Focused Scheduling for Maximum Flexibility	By the end of Week 3 of each major term, evaluate and review all course offerings for the upcoming term by using data on course fill rates, cancellations and course success rates.	Review data for all current course offerings to determine if courses for upcoming terms need to be adjusted. If adjustments need to be made, accomplish this by Week 5 of the current, major term. Related HSP Division Objective: D. Student Focused Scheduling for Maximum Flexibility: By the end of the 2023-2024 academic year, evaluate and review all program offerings in order to provide flexible scheduling across all programs that are student focused and encourage enrollment and persistence of traditional and non-traditional students.	We successfully reviewed data for all current course offerings to determine if courses for upcoming terms needed adjustments. However, we found that many students waited until the last minute to register, which delayed our ability to make informed decisions about course cancellations. As a result, we held off on cancellations to allow more time for student registrations to come through. Moving forward, we will adjust our approach by implementing earlier registration reminders and monitoring trends more closely, which will enable us to make necessary course adjustments by Week 5 of the major term, ensuring that course offerings better align with student demand.	We will continue to monitor trends in course registrations closely. However, we will hold off on cancellations until closer to the start of the term to account for last-minute registrations. This approach will allow us to make more informed decisions about course offerings while giving students ample time to finalize their schedules.
		Certificate, Patient Care Technician	Student Focused Scheduling for Maximum Flexibility	By the end of Week 3 of each major term, evaluate and review all course offerings for the upcoming term by using data on course fill rates, cancellations and course success rates.	Review data for all current course offerings to determine if courses for upcoming terms need to be adjusted. If adjustments need to be made, accomplish this by Week 5 of the current, major term. Related HSP Division Objective: D. Student Focused Scheduling for Maximum Flexibility: By the end of the 2023-2024 academic year, evaluate and review all program offerings in order to provide flexible scheduling across all programs that are student focused and encourage enrollment and persistence of traditional and non-traditional students.	After reviewing data for all current course offerings, we determined that adjustments were not necessary. Instead, we increased course capacity limits to accommodate higher enrollment demand and provide more students with the opportunity to register. This approach ensured that course availability aligned with student needs while maintaining instructional quality. Moving forward, we will continue monitoring enrollment trends and make data-driven decisions to optimize course offerings.	For the next academic year, we will continue to review course enrollment data to assess demand and determine if adjustments are needed. Rather than reducing course offerings, we will prioritize increasing capacity where feasible to accommodate more students while maintaining instructional quality. By closely monitoring trends and making data-driven decisions, we aim to optimize course availability and support student success.
		Associate Degree, Criminal Justice and Related Certificates	Student Focused Scheduling for Maximum Flexibility	The CRJ Program will be reviewed to make sure they Provide flexible scheduling that are student focused and encourage enrollment and persistence of non-traditional students	- Evaluate and revise seven-week term offerings after fall semester. - Enhance hybrid and online offerings. - Evaluate program needs for times/days of course offerings. - Leverage opportunities provided through the Race to the Finish Grant with these initiatives.	100% of classes were reviewed to make sure they were student focused. All changes were made to the 7 week term classes to help with student success. ACCUE strategies were implemented in the hybrid and online offerings. Students were surveyed to make sure the class offerings suited their needs.	Retention, persistence, and course success seem to be up in CRJ. We will further evaluate our offerings in the future and make any changes that we see will enhance our students success.
		Library	Student Testing Support	The library will monitor the number of students who need support in taking tests using HonorLocks software.	The library aims to assist ten students each semester (30 total).	The library assisted 34 students with taking HonorLock tests by providing a laptop and testing space.	The number of students needing to use testing space increased by 54% over the past year. With the switch to seven-week terms, more students took advantage of our testing support services. The library also increased the number of laptops available for testing and other needs so that we will monitor these changes for the upcoming year. Also, the testing center will be relocated next door to the library in 24-25, which might change the demand on this service.

		Associate in Arts and Sciences	University Transfer Advising	100% of AA/AS faculty advisors will be trained in the use of Guided Pathways in order to advise students more intentionally based on transfer institution.	AA/AS Dean will hold advisor training sessions in early fall of 2023. Advisors will then meet with their advisees to determine which institution(s) they plan to transfer. Advisee edplans for the fall and spring semesters will then be setup and approved.	AA/AS Dean held advisor training sessions in early fall of 2023. Advisors will then met with their advisees to and determined which institution(s) they planned to transfer. Advisee edplans for the fall and spring semesters will then be setup and approved. Advisors were trained in the update AA/AS requirements and provided the program evaluations to utilize as worksheets when working with their advisees. Faculty utilized the University Transfer Virtual Student Center housed in D2L in order to best advise based on specific transfer institution general education requirements. Guided pathways were created to ensure the most appropriated courses for student enrollment were chosen. All University Transfer students (including Early College) were added to the course in order to have access to the repository of information.	The program coordinator will provide program evaluations to each advisor and have them "work-up" the progress of each of their advisees. The coordinator will schedule a meeting in September to review the evaluations prior to spring 2025 semester advising. These "work-ups" will also ensure that advisees remain on schedule to graduate and the advisor will inform program coordinator of those that are eligible to apply for graduation.
		Associate in Arts and Sciences	University Transfer Success	There will be a 75% increase in the number of students enrolled in the AA/AS program transferring to a four-year institution to continue their studies from the 22-23 to the 23-24 academic years.	Create an AA/AS University Transfer D2L community to be used by a newly established Transfer Advising Team which includes all AA.ART, AS.SCI, AA.ART.EC, and AS.SCI.EC students.	A total of 32 students were tracked through the use of Clearing House data as transferring to a four-year institution which calculates as a 400% increase.	Upon reviewing the large increase in transfers the program coordinator will work with the institutional effectiveness division to ensure Clearing House data parameters remain consistent from one year to the next. Staffing in the IE division has evolved the past two years and the coordinator's data request may not have been interpreted in the same manner.
	2.2	Foster Connections	Help all students feel welcome and supported; foster student connections to the college early and often through relationship-building and engagement to build community.				

		Academic Affairs	Retention of Students	Increase the retention rate for students.	A robust new student orientation that kicks off the 1st-Year Experience In-person Orientations/1st Year Experience (on-going activities throughout the first year) More engaging (less talking and more action) Online Orientations New Student Orientation - More welcoming/vibrant, user friendly First Flight - Ensure that students are ready for the first day of class - D2L / EAB / Self-Service Flexibility Ensure that courses are being offered when students need them and in the format they need them Cultural Awareness Ensure that students are a part of a teaching and learning environment that is inclusive Support Services Work with the Library and Student Success Center to ensure that students are receiving the services they need when they are needed by offering various workshops throughout the semester. Time Management Note Taking Study Skills Stress Management Internships/Work-Based Learning Provide opportunities for students to connect with employers in their field of study	There was an increase in retention rate of 13.6% comparing 2021/2022 to 2022/2023. The rate increased from 38% to 44%.	Going forward, the academic deans will work closely with the academic advisors supported by the Race to the Finish grant and increase the use of EAB advanced search and saved lists capabilities to track student registration statuses for upcoming semesters.
		Business Affairs	Update and Priortize Deferred Maintenance List	Work with Physical Plant director to review, update, and prioritize the college's deferred maintenance list. Consider need for input from external professionals.	Updated priority list is availalble	Some progress has been made towards prioritizing this list. However, the college has hired a mechanical engineer to assist with the HVAC priorities. That work will occur in FY 2024-25.	This task is a major step in assisting the college prioritize and implement maintenance projects in the coming years.
		Financial Aid	Student and Counselor Relationship Building	100% of registered students in each FA Counselor's caseload will receive communication at least three time each semester regarding their financial aid status. Also, reminders will be sent to students about missing documents and FAFSA Workshops.	Each semester, the FA Counselors will contact 100% of registered students without a FAFSA on file. Also, FA Counselors will reach out to registered students (excluding Early College Students) with important Financial Aid reminders. In addition, two weeks prior to the start of the Fall term, 100% of degree seeking students will receive communication about Financial Aid Satisfactory Academic Standards and the impact that it has on their financial aid eligibility.	During the 2023-24 Academic Year we sent a total of 2,831 emails and 900 Text messages to students with reminders of FAFSA completion and notifications for missing documents and/or follow-up for documents that were needed to complete their financial aid files. Gentle reminders of the requirements for meeting Satisfactory Academic Standards were sent to 417 students during the Fall 24 Semester.	Our students require frequent reminders of what is required of them to receive financial aid. We have realized that they don't respond quickly to emails and return phone calls. The approach this year was to send as many text messages as possible to students. We have found that the best method to reach our students is via text messaging and will continue to increase the number of messages sent to students via text.

		Public Relations and Marketing	Brand Awareness: Atrium Displays	In conjunction with the opening of our "new" Student Commons area, we will revamp the Building S atrium to make it more informative and welcoming to our stakeholders. To create a more informative and welcoming environment, funds may be needed for the purchase of signage, displays and/or kiosks. This will be completed by the opening of the Student Commons in late spring 2024.	Research ideas from other colleges for large common spaces, and seek professional assistance in designing, purchasing and installing displays for Building S atrium to coincide with opening of Student Commons.	Two digital displays have been placed in the Building S atrium. These displays highlight campus events, student successes, programs and more.	The atrium displays have added life to the main college entrance and provide a wealth of information to visitors, students and staff. The information on the displays help students stay informed about on-campus events and activities to keep them engaged and build a sense of community at OCtech.
		Public Relations and Marketing	Brand Awareness: Campus Flags	We will install campus flags by spring 2024.	Campus flags are installed.	The first round of campus flags were installed along the front and perimeter of campus in March during spring break. A second round of flags designed to fill in some bare spaces were installed in April. We wanted to incorporate a call to action in our general branding, so the flags call on our students and visitors to "Dream Plan Do" their future.	The flags have brightened up the campus and made our campus stand out to locals and visitors, many of whom pass by OCtech on their way into Orangeburg from I-26. Over time, the flags will develop wear and tear from the elements, so we will replace and/or update them as needed.
		Public Relations and Marketing	Brand Awareness: External Relations	Implement, monitor and assess an external relations plan that helps generate interest in and build knowledge of the work OCtech does in preparing people for good jobs and great careers in our community. The plan will be in place for the start of the fall 2023 semester.	Coordinate participation in community festivals, fairs and events. Provide items needed for events, including tent, chairs, wagon, tablecloth, displays, printed materials, etc. Contact area service clubs and let them know the availability of our representatives for program presentations.	Representatives from OCtech attended several local festivals and spoke to several civic groups in the community. Items were purchased and provided to those attending events off campus. We created a form to provide feedback from events.	We will continue to attend programs and events as the opportunity arises, and come up with more diverse ways to spread our message in the community. We will reevaluate our participation in local festivals.
		Admissions	Collaborate with Continuing Education	Collaborate with Continuing Education on business community outreach initiatives.	Establish one meeting per quarter with Director of Continuing Education to collaborate on business outreach opportunities. Participate in at least three employer visits during the academic year.	Two meetings were held with the Director of Continuing Education Meetings were held with local employers connected to WIOA and Phoenix Specialty.	Next year, we will collaborate with Continuing Education department to host a joint business outreach activity.
		Security	College Community Related Training		All PD team members will complete professional development activities, as advised by VP of Business Affairs and HR Director.	OCtech PD completed diversity training. The department incorporated diversity related materials into daily duties.	OCtech PD received diversity training from the SCCJA, and sources provided by the College. The information has been incorporated into police and community interactions.
		Associate Degree, Industrial Electronics Technology and Related Certificates	Continue early contact with new IET students	Two weeks prior to the beginning of fall term, 100% of new IET students will receive a notification from their program coordinator directing them to emailed documents that include a personal welcome with important information regarding the first week of class.	Use EAB to send message to new IET students beginning the program.	100% of new IET students were contacted with information and in invitation for personal counseling prior to class start date utilizing EAB texting. EAB texting proved to be an effective way to contact students prior to the start of class.	EAB texting proved to be an effective way to contact students prior to the start of class, therefore, EAB texting will be used to contact students with important information about classes and used to setup advising appointments. Email will be used only as a backup to the texting.

		Public Relations and Marketing	Digital Advertising	Raise awareness of our new 7-week terms and evening certificate options in Engineering and Advanced Manufacturing programs.	Schedule Meta (Facebook and Instagram) and Google ads to coincide with the college's fall and spring enrollment periods to promote our new 7-week terms and evening certificate programs.	In fall 2023, we placed Facebook and Instagram ads highlighting our second fall 7-week term, our new IDS 112 course, our spring PN start and expanded evening options. A series of awareness ads were placed on Facebook and Instagram in spring 2024 leading up to and after summer/fall 2024 registration began. We also ran a series of ads focusing on the short-term training options available to working adults.	Our Facebook and Instagram ads perform well. We will continue using this platform to advertise our programs and raise awareness of all the college has to offer.
		Early College	Early College Enrollment	Increase Early College enrollment by 2% from fall 2023 to fall 2024.	Engage in meaningful and intentional collaborations with K12 partners in the Orangeburg Calhoun county areas. Participate and host parent information sessions regarding the benefits of early college and dual enrollment opportunities. Participate in recruitment events in the community at large. Maintain a presence at all high schools, private schools and home school associations.	There was a decrease in Early College students enrolled in courses for fall 2024 compared to the number of students enrolled in fall 2023. 20 fewer students enrolled in fall 2024 compared to the number of students enrolled in fall 2023. There were 544 students enrolled in fall 2024.	During the year, the EC team collaborated with K12 partners in the Orangeburg Calhoun county areas. The team participated and hosted parent information sessions regarding the benefits of early college and dual enrollment opportunities. Multiple recruitment activities were conducted. Moving forward, it will be beneficial to create additional opportunities for potential EC students and parents to participate in on-campus tours and lab demonstrations for various programs available for EC students.
		Associate Degree, Machine Tool Technology and Related Certificates	Early College Recruiting Activities	Faculty will create fun and exciting activities/displays for high school students to recruit for the MTT program.	Faculty will purchase a Desktop CNC Mill to take to high schools in the area for demonstration.	We received the new desktop CNC mill, but unfortunately the machine has broken. We are now in the process of having the machine repaired so activities can start in Spring 2025.	The program coordinator will reach out to the Early College Director to find out about which high school events can be attended.
		Health Sciences and Healthcare Preparation	Student Communication and Engagement	Utilize EAB each semester to communicate and engage with students by using at least one of the following features such as texting, email, notes, To-Dos, referrals or progress reports.	Utilize EAB each semester to communicate and engage with students by using at least one of the following features such as texting, email, notes, To-Dos, referrals or progress reports.	Faculty in the division successfully utilized EAB each semester to communicate and engage with students through various features, including texting, email, notes, To-Dos, referrals, and progress reports. This ongoing effort supported student success by fostering proactive communication and timely interventions.	Given its proven benefits in enhancing student engagement and success, faculty will continue utilizing EAB each semester in the next academic year. Emphasis will remain on leveraging features such as texting, email, notes, To-Dos, referrals, and progress reports to foster proactive communication and provide timely support to students.
		Student Services	First Time in College Persistence and Retention		Advising will inform students and encourage attendance at Welcome Day. Financial Aid will share information with students about Financial Literacy and encourage use of online FL modules. Advising and TRiO will make students aware of and encourage attendance at First Year Experience Workshops and other Student Support Services. Student Activities will inform students of and encourage participation with Student Activities.	Advising Staff sent text messages to students encouraging attendance at Welcome Day and 15 different First Year Experience Workshops and other Student Support activities during the fall semester using EAB. TRiO replicated the communication using Blumen. All messages sought to inform students about the workshop/activity and encouraged participation. Financial Aid sent emails to students about the online Financial Literacy module and encourage use of online FL modules.	To bolster student retention and persistence, we will leverage student feedback indicating a preference for text message communication. Continuing our text message strategy, we will craft concise and impactful messages within the 300-character limit to promote events and activities. Crucially, beyond simply sending reminders, we will prioritize tracking student attendance at these events and gathering feedback on their experiences. This data, directly reflecting student engagement and satisfaction, will form the foundation for developing a data-driven communication plan for 2024-2025.

		Admissions	High School Activities	Increase the number of high school activities that promote enrollment into certificate and degree programs.	Offer 3-4 on-campus activities during the academic year with the goal of increasing high school student enrollment Add 1-2 additional schools or programs that participate in Senior Acceptance Day	A virtual open house was held on May 14th to share information about college offerings and the admissions process. Senior Tours were conducted on April 12th for Orangeburg Consolidated School District graduating seniors. Calhoun County School District tours were not able scheduled due to a lack of response from district leaders.	The objective aligns with the college's goal of enhancing engagement and building relationships by collaborating with school district leaders to offer potential students opportunities to visit the campus and explore our program offerings. This initiative aims to engage students early in their college decision-making process.
		Public Relations and Marketing	Marketing Support	Produce a new printed college overview and complementary division brochures to promote the college. The overview will be printed by December 1, 2023, and brochures will be available prior to the start of summer/fall enrollment on March 25, 2024.	Print and make available overviews and brochures for recruiters to use. Tabletop banners purchased.	Our new college overview highlighting OCtech's diverse programs, admissions requirements and financial information has been produced. In lieu of brochures, complementary rack cards for our five major divisions - Early College, Transfer/AA and AS, Engineering and Advanced Manufacturing Technology, Health Science and Nursing, and Business, Computer Technology, Criminal Justice and Education - have also been printed and are available for recruiters to use. Tabletop banners have been purchased and distributed to each program area.	We will continue to update these items as we share our OCtech story and are looking for a better way to make our deliverables easily accessible for faculty and staff.
		Public Relations and Marketing	Marketing Support: 7-Week Terms	We will provide materials to promote our new 7-week terms, set to begin fall 2023.	Continue sharing our 7-week message through the 2023-24 academic year.	Our new 7-week term model replacing the standard semester model was the focus of much of our fall 2023 marketing. We continued to share the messages we developed in spring 2023 before transitioning it to more standard "business as usual" OCtech messaging. We also began sharing some of the early success with 7-week terms as part of our spring 2024 push.	The transition to 7-week terms has now been fully incorporated into our campus messaging and is no longer a separate marketing campaign.
		Public Relations and Marketing	Marketing Support: Videography	Work with a videographer to capture updated b-roll footage for all of our associate degree and select certificate and diploma programs by the end of the spring 2024 term.	Videos produced for all of our associate degree and select diploma/certificate programs.	Videos were completed for all associate programs and several certificates. A total of 22 new videos were produced.	These videos will be used in social media advertising and posts, as well as on our campus digital displays and signage, to promote our programs and technology.
		Student Success Center	Move to Learning Commons	Successfully move the Student Success Center to its new location in the S building over the summer.	Anticipate needs from working with marketing and the physical plant for a smooth transition to the new location. Update information posted regarding the new center and location.	The construction was delayed, and the move took place during the second week of August 2024, once occupancy was approved. The center opened for students on the first day of the Fall 2024 semester.	As the new Student Success Center begins operations, needs will be assessed based on student traffic and the center's functionality through a comparison of traffic, appointments, and usage.

		Student Services	New Student Enrollment	New Student Apps = 75% conversion to M2S and 65% conversion to REG students	Fall FTE =1059/FTE = 650 Admissions will utilize EAB's Recruitment Management module to maximize case management efforts and softly hand off accepted students to New Student Advising. Advising will build relationships with accepted students through improved and documented communication strategies utilizing EAB and softly hand-off students to Financial Aid. Financial Aid will provide one to one assistance with students through documented case management efforts and FAFSA completion assistance as needed.	In Fall 2023, the institution received 2,437 applications. Of those, 65% (or 1,584 students) were accepted. Ultimately, 1,077 new students registered, representing a 67% yield rate among accepted students. To support these efforts, the Advising department sent 2,279 messages through EAB, while the Financial Aid department sent 278 messages, for a combined total of 2,557 messages. To create a more welcoming and engaging experience for students, we streamlined our initial student interactions and established interdepartmental case management teams including Admissions, Advising, and Financial Aid. These teams clarified points of contact for each student, ensuring a smooth transition between offices. Students were introduced to their designated "Success Coach" and "Financial Aid Counselor" at appropriate junctures, fostering a supportive and personalized environment.	Advising and Financial Aid (FA) actively used EAB to communicate with applicants, sending a combined total of 2557 messages. This indicates a commitment to leveraging the platform for student outreach. While the number of messages is recorded, it's important to document the content and purpose of different communication strategies. This will allow for better analysis of what works and what doesn't. Creating cross-functional teams (Admissions, Advising, Financial Aid) improved coordination and communication, leading to a smoother student experience. Defining who the next point of contact would be for each student reduced confusion and improved the student's ability to get assistance. Formalize the new processes and best practices so that all staff members are trained consistently. This ensures that the improved student experience is maintained over time.
		Advising/ Counseling	Promote First Year Experience	Within 24 hours of each FYE workshop and student activity, all registered students will receive a text message promoting the activity.	First Year Experience (FYE) Using collaborative approach create college success workshops, seminars during the fall and spring. Create a semester-wide list of workshops and activities that include offerings for all seven week terms.	In conjunction with Early College, Student Success, TRIO and Student Activities, a more robust First Year Experience was created which included virtual and face to face workshops and activities. New Student Advisors sent messages to those on their Case Management load encouraging them to attend first year experience workshops. Touchpoints included texting and emailing through EAB. Messages were also sent for annual Constitution Day observance.	Student activities and workshops were designed to allow students to become more involved and feel connected to campus. Often, such activities provide the students with opportunities to develop leadership, social responsibility, citizenship, volunteerism, and employment experience. Though the FYE is designed for first year students, continuing students shouldn't be excluded from attending. As a result, in 2024-2025 we will continue with the advance planning of FYE, introducing the experience during Welcome Day but also revisiting our campus wide resources and periodic messaging about what resources are available and how students can take advantage of the resources.
		Public Relations and Marketing	Social Media	Boost average post engagement rate for FY 2023-24 by at least 1% on the college's three main social media channels - Facebook, Instagram and X (formerly Twitter).	Increase visibility of instructors, student experience and learning spaces through* Brief video interviews with students/faculty/staff* Engaging lab highlight reels* Alumni stories* Photo galleries of student activities	Our post comments and replies increased by 15.4% across all three platforms, and our average post engagement rate increased from 4.83% to 5.08%. Our biggest gains were on Facebook, and our biggest losses were on Instagram and X.	This spring, we updated videos for all of our associate degree and several of our certificate programs. We will incorporate footage from those videos to create compelling posts for Instagram to increase engagement.

		Library	Student Engagement and Outreach	Establish a plan for student engagement activities from August 2023 to June 2024. By implementing these engagement activities, we hope to promote a sense of belonging and build a strong community among our students. These opportunities will help students connect with their peers, engage outside the classroom, and enrich their college experience.	Establish a plan each semester that encompasses timely workshops and other events that engage students to enrich their college experience. Market it to the campus community to help get as the message to students.	18 Workshops and other programs were delivered in 23-24.	Creating the student engagement committee and having a librarian as a member has helped the library streamline offerings and participate in the wider campus conversation about student engagement. We will continue to work with this committee but will also focus on looking for other opportunities to engage students and the OCTC campus community in the next year.
		Associate Degree, Nursing	Student Recruiting	100% of NUR faculty will participate in recruiting activities (at least three) under the direction of the Dean that includes a work-based learning and off-campus activities by the end of 2023-2024 AY.	100% of Nursing faculty will participate in at least three (one off campus) recruiting and work based learning activity in the 2023-2024 AY. Faculty report individual attendance to the Dean in the Quarterly objectives for Strategic Planning.	100% of NUR faculty participated in at least three recruiting activities under the direction of the Dean that includes a work-based learning and off-campus activities by the end of 2023-2024 AY.	As enrollment is a large part of the College's Strategic Plan, faculty have gone above and beyond to provide recruiting activities for potential students in an attempt to increase enrollment. For next year, faculty will prepare a short information session made available to all faculty for tours. This will allow students some hands-on work to peak more interest in nursing.
		Diploma, Practical Nursing	Student Recruiting	100% of Nursing faculty will participate in at least three (one off campus) recruiting and work based learning activity in the 2023-2024 AY.	100% of Nursing faculty will participate in at least three (one off campus) recruiting and work based learning activity in the 2023-2024 AY. Faculty report individual attendance to the Dean in the Quarterly objectives for Strategic Planning.	100% of Nursing faculty participated in at least three (one off campus) recruiting and work based learning activity in the 2023-2024 AY.	When faculty participate in recruiting and work-based learning, participants are able to see nursing in action. This has led to many students enrolling at OC Tech for nursing and health science careers. Faculty participate in numerous off campus fairs at local middle and high schools. The Community Day was not scheduled during this year, but will investigate this option again. The college schedules individual tours for prospective students and faculty will always be available to meet with these students. We plan to market more of these opportunities in the future.

		Assessment / Testing Center	Student Support	<p>Within the first two weeks of the term, the Testing Center will send information about test-taking tips and Testing Center services to all (100%) registered students during the fall term and 100% of new students in the spring term.</p>	The Testing Center will send Testing-Tips to all (100%) students in the Fall and to new students only in the Spring.	<p>For the 2023-2024 academic year, the Testing Center sent out vital information to students via Mail Merge, including testing-taking tips, hours of operation, and exam scheduling directions. On August 31, 2024 (Fall), 848 students, including both new and continuing, and 308 students on January 29, 2024 (Spring). The metric used to measure this objective was the total number of students reached through this communication effort, which amounted to 1,228. This achievement demonstrates the Testing Center's capacity to deliver essential resources effectively, promptly addressing new and continuing students. The achievement of this objective reflects a well-coordinated communication strategy using Mail Merge to reach a large population of students. The timely dissemination of testing information contributed to a better understanding of testing procedures, scheduling processes, and resource utilization among the student body. The effective use of the Mail Merge tool ensured personalized communication, enhancing the Testing Center's outreach efforts.</p>	<p>This objective aligns with the Strategic Plan by fostering student success through improved resource dissemination and support. By equipping students with clear testing information and scheduling options, the Testing Center enhances academic achievement and promotes operational efficiency. Additionally, using the data gathered from this year's activities, next year's plans will be adjusted to improve resource accessibility and service delivery to aid students in understanding testing processes, leading to more efficient and effective test-taking experiences.</p>
		Student Success Center	Success Workshops	<p>Develop a calendar of workshops and events with the Library that are posted before each semester.</p>	<p>Develop a calendar of workshops for the Fall and Spring semester on study skills and time management. Update and include offerings on topics and times that accommodate 7-week classes.</p>	<p>Workshops were updated to accommodate 7 week classes and were shared with the engagement committee to be added to the FYE calendar. A libguide page was created to show upcoming workshops available with the student success center and a link was added to the Student Success Center's webpage on OCtech's site.</p>	<p>Continue to evaluate placement of workshops by time, location, and topics based on student needs.</p>
		Public Relations and Marketing	Website	<p>Improve website functionality to maintain consistency across the board. Website refresh will be completed by June 30, 2024.</p>	<p>Website refresh completed by the end of the fiscal year.</p>	<p>The website refresh has been completed.</p>	<p>We will continuously monitor and update the website to ensure consistency and accuracy.</p>
	2.3	Meet Student Needs	Quickly and proactively assess and assist students in meeting needs (including basic needs).				

		Academic Affairs	Overall Student Success	<p>The Division of Academic Affairs will see an 80% course success rate each semester.</p>	<p>in equity-minded best practices (focus on the micro-aggressions shared by Dr. Luke Wood over his series of professional development sessions with OCtech faculty and staff) Ensure that all of their classes are in alignment with the "uniform" D2L course template established by the division of AA Post helpful tips in D2L on steps to take in order to be successful in the course (i.e. study skills - share information on how to study for their courses) Use EAB Navigate and D2L to communicate with students To simply check-in and see how things are going throughout the semester (build relationships; create a sense of belonging) To alert advisors if students are in danger of failing (ensure students get the help they need when they need it) Input midterm grades within one week of the stated deadline each semester Deans in conjunction with Program Coordinators will use data to determine where faculty need support to better serve our students (i.e. professional development through sessions with our instructional designer centered around Teaching, Learning, & Assessment). Review Course Success Rates each semester; especially with the transition to seven-week terms. Engage in Program Reviews/DACUMS/Advisory Committee Meetings to: Improve student learning outcomes by</p>	<p>The College success rate increased overall for the Fall semester by 4%, comparing Fall 2022 (76% overall success rate) to Fall 2023 (80% overall success rate). There was also an increase overall of 6% for all ENG sections (Fall 2022 to Fall 2023) and an increase overall of 8% for all BIO sections (Fall 2022 to Fall 2023).</p>	<p>After an extensive planning period, the College transitioned to seven week terms for the majority of courses offered beginning in Fall 2023. The result of the transition shows an increase in overall course success rates. Professional development was provided for faculty to redesign courses into a shortened format, as well as planning for scheduling. Additional professional development course redesigns are planned going forward.</p>
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						<p>The TRIO SSS program successfully met its objective of providing at least two counseling or advising services—whether personal, academic, or career-related—to each active student participant during the 2023-2024 academic year. This effort significantly contributed to the program's retention and persistence rates, with an observed 5% increase in student retention compared to the previous year. Several key strategies contributed to this achievement. First, the counselors took a proactive approach by scheduling regular check-ins with students, ensuring that no student was overlooked in the advising process. Early alerts and personalized outreach further helped in identifying students facing academic or personal challenges, allowing counselors to provide timely support. Additionally, the introduction of career workshops and one-on-one academic planning sessions offered students guidance on their long-term goals, reinforcing their commitment to academic success and persistence.</p>	<p>For the upcoming year, the results demonstrate the importance of maintaining proactive and personalized advising strategies. In response, we plan to enhance our case management systems to track student progress more efficiently and increase the frequency of targeted interventions, particularly for students identified as high-risk. Additionally, we will explore expanding advising services to address broader issues such as financial literacy and mental health support, areas where students have expressed a growing need. The success of these advising sessions also highlights the need to continue professional development for staff, equipping them with tools and techniques to manage more complex student cases. The unit plan will focus on developing workshops and advising adaptable models, ensuring each student's individual needs are met more effectively. This objective aligns with the college's Strategic Plan by directly supporting the goals of increasing student retention, academic achievement, and student engagement. The focus on personalized advising and targeted interventions enhance student support services, fostering a culture of care that promotes persistence and completion, key objectives within the Strategic Plan. Additionally, by increasing retention and persistence rates, the program contributes to the broader institutional goal of improving graduation and transfer outcomes, which are central to the college's mission. These results will be used to guide further refinement of advising practices and student support initiatives, ensuring that the program continues to align with institutional goals and student success outcomes in the coming year.</p>
		TRIO	Counseling/Advising Services and Student Connections	<p>The TRIO SSS staff and counselors will provide at least two (2) counseling/advising services (personal, academic, and career) for each active student participant on the counselors' case management during the academic year to ensure persistence/retention by 5% each year.</p>	<p>The counseling/case management services will be facilitated by each counselor to ensure persistence/retention of active student participants in the TRIO SSS program. The purpose of the case management effort that will focus on counseling/advising services is to quickly and proactively assess and assist students with various needs. Additionally, the services will allow the counselors to connect students to the appropriate services on campus that aligns with their needs. 93% percent of the TRIO SSS participants will receive a minimum of two (2) counseling services per semester from a TRIO SSS counselor.</p>		
		Financial Aid	Decrease the Number of Students on the DDREG Report	<p>By the 1st fee payment date of each semester, decrease the percentage of students appearing on the DDREG Report by 20%.</p>	<p>The FA Staffer will review the DDREG Report and award students on a weekly basis.</p>	<p>The percentage of students appearing on the DDREG decreased by the 1st fee payment deadline during the following semesters: Fall 23 – 13% of students remained on the DDREG Report Spring 24 – 11% of students remained on the DDREG Report Summer 24 – 4% of students remained on the DDREG Report</p>	<p>The Financial Aid Staff will continue to contact students to ensure that the FAFSA is completed and that documents needed to process their financial aid is received in a timely manner. We will continue to make strides to ensure that the number of students on the DDREG Report remain below 20% prior to the fee payment deadline for each semester.</p>

		Student Success Center	EAB Navigate	Implement how the student success center will use EAB Navigate for outreach, referrals, and tutoring.	A plan will be defined and developed for how Navigate will be incorporated into the Student Success Center for reports and outreach. A series of marketing emails will be composed to use for outreach initiatives to encourage students to use the center and to utilize tutoring. Training materials will be created if the tutors have access to or use any portion of Navigate.	When referrals are made for tutoring, they are assigned to the Director, who then contacts the student with information on how to schedule an appointment for subject tutoring, or to meet to learn more. Emails include links with instructions for booking a tutoring session in the relevant subject. After the referral, students are added to a list and receive reminder emails about upcoming workshops, encouraging their attendance. Student progress is tracked through the system, and cases are closed once the student either makes contact or attends a tutoring session.	As trends with referrals change the plan will be updated. The upcoming year will look at tutor roles with EAB.
		Financial Aid	FA Campaigns and Workshops	Each semester, host at least 2 on campus FA campaigns and at least 1 FA Workshop at each of the service area high schools.	Each Semester, FA Staffers will host 2 FA campaigns on campus and 1 FA Workshop at each of the service area high school.	Workshops were held at the following locations during the 2023-2024 Academic Year: FAFSA Workshop - Lake Marion High School TRIO FAFSA Workshop – OCtech FAFSA Workshops – Edisto High School Senior Night/FAFSA Workshop – High School for Health Professions FAFSA Night – High School for Health Professions Student/Parent FAFSA Night – Bamberg-Ehrhardt High School Student/Parent FAFSA Night – North Middle/High School Open House/FAFSA Presentation – OCtech FAFSA Workshop – Claflin University Upward Bound	To increase the number of FAFSA Workshops, the Financial Aid Staff will continue to work with the Admission's Recruiters to stay informed of upcoming school visits. In addition, they will also make contact with the High Schools to inquire about their need for FAFSA Workshops.
		Diploma, Practical Nursing	Lab Skills Videos Recorded	In 23-24 AY, 100% of all nursing skills will be recorded.	The lab coordinator and Sim coordinator will work together to assure that 100% of all skills are recorded and available to students.	In 23-24, all of the skills have been recorded (100%) and made available to all students via D2L. With these skills videos, faculty are able to demonstrate skills for students to practice at home before coming to lab.This allows students to better prepare for lab and serves as a refresher for others during clinical.	This data will drive the 24-25 Unit Plan as faculty plan to administer lab quizzes during the first few minutes of lab (just 5-10 questions) to assess the student's knowledge of the schedule lab. Faculty hope that with all the skills recorded we will see an improvement in student performance. We believe that it will increase time for hands-on practice. By preparing ahead of time with a video, students don't need the faculty to demonstrate the skill in the lab on the scheduled day, thus increasing hands on skills. Faculty will update videos based on new evidenced-based practice as a daily part of our division plan.
		Nursing	Lab Skills Videos Recorded	In 2023-2024, we will have 100% of all skills videos recorded.	The lab and sim coordinator will work together to ensure all videos are recorded.	100% of videos are recorded for students. Please see program coordinator's report for documentaion of recordings.	This goal has been met and will not be used as a goal for 2024-2025. We will maintain a current library of videos for appropriate lab skills. This objective supported our strategic plan by providing resources to aid in student success.

		Associate Degree, Nursing	Lab Skills Videos Recorded	In 23-24 AY, 100% of all nursing skills will be recorded.	The lab coordinator and Sim coordinator will work together to assure that 100% of all skills are recorded and available to students.	In 23-24, all of the skills have been recorded (100%) and made available to all students via D2L. With these skills videos, faculty are able to demonstrate skills for students to practice at home before coming to lab.This allows students to better prepare for lab and serves as a refresher for others during clinical.	This data will drive the 24-25 Unit Plan as faculty plan to administer lab quizzes during the first few minutes of lab (just 5-10 questions) to assess the student's knowledge of the schedule lab. Faculty hope that with all the skills recorded we will see an improvement in student performance. We believe that it will increase time for hands-on practice. By preparing ahead of time with a video, students don't need the faculty to demonstrate the skill in the lab on the scheduled day, thus increasing hands on skills. Faculty will update videos based on new evidenced-based practice as a daily part of our division plan.
		TRiO	Mid-Term Grade Evaluations	The TRiO SSS program will use the Mid-Term Grade Evaluations of the active TRiO SSS participants to monitor students' academic performance during the semester/term to increase the percentage of TRiO SSS participants successfully completing each semester/term (Fall, Spring, Summer) by 5%.	By Summer 2024, 85% of TRiO SSS participants will meet performance levels as required to remain in good academic standing. The TRiO SSS department will increase the percentage of TRiO participants successfully completing each term by 5%.	91% of TRiO SSS participants were in good academic standing by the end of the 2023-2024 academic year, surpassing our benchmark goal of 85%. This achievement reflects the diligent efforts of both the students and the TRiO SSS staff, who implemented strategic advising, targeted academic support, and consistent monitoring of student progress.	The success in exceeding the 85% benchmark can be attributed to several factors. First, the increased focus on early alerts and interventions allowed the staff to identify and support at-risk students earlier in the semester. Additionally, the integration of workshops focusing on study skills, time management, and financial literacy helped students develop the necessary tools for academic success. However, some external circumstances may have also contributed. A higher-than-usual number of students enrolled in fewer credit hours, which often made it easier to maintain academic standing. Additionally, the implementation of a more flexible academic schedule such as the 7-week terms, may have eased some students' challenges. The data from this year's success will guide our planning for the 2024-2025 academic year. While the results exceeded expectations, we aim to sustain and improve these outcomes. We will continue prioritizing early interventions and advising but will also focus on identifying students who may be on the cusp of academic success, offering additional support to raise the good standing percentage even further. Additionally, the effectiveness of our workshops has demonstrated the need to expand on these offerings. We will develop more personalized workshop tracks that address specific academic challenges such as time management for full-time students or balancing academics and work commitments. This data-driven approach will ensure that our unit planning aligns with the evolving needs of our students, fostering an even stronger academic environment in the coming year.
		Certificate, Truck Driver Training	Modify Skills Pad and Lighting	Modify the old skills pads to accommodate new modernized skills required by CDL Compliance. A contractor would be needed for accommodation on stadium lighting to building by 06/30/2024.	Both pads will completed and ready for use by June 2024.	The concrete skills pad (by Building L) renovation has been completed. The second one (by Building T) is planned to updated by January 2025. Two faculty members will need to trained prior to CDL Compliance certification.	Next year, when the pads are updated and faculty have been trained, students will use the new skills pads to practice the new federally mandated skills.

		Certificate, Truck Driver Training	New Equipment (4 Tractors)	Add 4 new tractors to the fleet by 06/30/2024.	Add 4 new tractors to the fleet by 06/30/2024.	Due to budget constraints, only three of the four requested trucks were received. The three trucks are in use as of beginning of September 2024. The 3 trucks has been certified by CDL Compliance.	The addition of the trucks helped with students being able to complete the program more efficiently going forward the addition of one truck per year would help student enrollment and be more efficient for the program. The program coordinator has requested a fourth truck to be ordered during 2024-25.
		Admissions	Outreach	Enhance outreach to prospective students.	Maximize new EAB recruitment management tool for effective case management in order to reach 75% or 1200 accepted student rate for Fall 2023.	The admissions team used EAB Recruitment Success to achieve 1233 accepted students in Fall 2023.	These results will be used to develop the outreach goal for 2024-2025.
		Certificate, Welding Basic	Replace Lincoln High-Frequency Welding Machine	Need to have the High-Frequency welding machine ordered and delivered by November 2023.	Will need to bid out to at least 3 suppliers for the cost and delivery of the High-frequency welding machine.	The high frequency welding machine was ordered and delivered in March 2024.	This welding machine will help students gain knowledge and hands-on skill in the Basic Welding Certificate.
	2.4	Student Support Services	Intentionally connect students to financial, academic, and socio-emotional services and supports.				
		Associate Degree, Nursing	Advising for Student Success	100% of faculty will meet with Student Success Advisor to discuss students having issues in their specific courses.	100% of faculty will meet with Student Success Advisor to discuss students having issues in their specific courses. Faculty and Success Advisor will keep record of meetings and actions for review.	100% of faculty communicated with Student Success Advisor to discuss students having issues in their specific courses. Student Success Coach contacted and met with students to provide resources to increase success in the nursing courses. She provided study skills and resources needed for success.	As faculty connect with the Success Coach to work with students early, faculty hope to see improved course outcomes and ultimately see increased completion rates for our program. These referrals and communication will become a daily part of our division's plan in order to consistently help students.
		Financial Aid	FAFSA Completion	80% of new degree seeking and 90% of registered students will complete the FAFSA prior to the fee payment deadline each semester.	Each semester, FA Staff will encourage and assist 80% of new degree and 90% of registered students with FAFSA completion prior to the fee payment deadline.	The following percentage of students completed a FAFSA prior to the fee payment deadline: New Degree Fall 23 - 91% Spring 24 – 84% Registered Fall 24 – 90% Spring 24 – 93%	The Financial Aid Staff will continue to provide support to OCtech students, parents and the community with completing the FAFSA. We met our goal of 80% of our new degree seeking students and 90% of registered students with FAFSAs completed each semester. In an effort to continue to increase the number of students completing the FAFSA, the Financial Aid Staff will increase its efforts with case management.
		Grants Office	Grants Management	Ensure that 100% of current grant project have reports submitted on time (varies by project). Keep grant staff and administrators up-to-date on project progress and needs.	All reports submitted and projects in good standing with the funding agency.	100% of grant reports and budget updates were submitted completely and on time, as required by the different funding agencies.	Next year, Leah will work with the Grants Accountant to see if there are any available professional development opportunities to ensure that this work is kept up-to-date with federal and state regulations.

		Student Services	New Student Persistence	Reduce the number of program changes within the first term and connect 90% of REG students to financial resources.	Financial Aid will use a case management approach to remind and encourage students to complete the FAFSA (90% REG students). Financial Aid will connect students with appropriate resources and provide enough financial assistance to cover the student's direct costs. Advising and Financial Aid will refer students as identified to 3rd party resources i.e. Voc Rehab, DSS, etc.	Financial Aid employed a case management approach, using Navigate to send reminder messages and encourage FAFSA completion. Tuition and book costs were covered as needed, and students were referred to third-party agencies when appropriate. The FAFSA completion goal was 92% of M2St or new registered students and 92% of all registered students (new& continuing) completed the FAFSA.	Using a case management approach and sending reminders via Navigate clearly contributed to high FAFSA completion rates. This confirms the value of proactive outreach and personalized support. Covering tuition and book costs as needed likely removed significant barriers for students and encouraged them to complete the FAFSA. Explore additional communication channels beyond Navigate (e.g., text messaging, D2L, peer-to-peer outreach) to reach students who may not be actively engaged with the platform. Personalize messages further based on individual student circumstances. Begin outreach and communication about the FAFSA process even earlier, perhaps before students even enroll. This can give students more time to gather necessary information and complete the application.
		Grants Office	RACE to Finish - No Cost Extension	Prepare necessary updated budget information and narrative request to extend the RACE to Finish DOE grant into a third funding year.	No-Cost Extension paperwork submitted and approved.	The no-cost extension request was submitted in late Summer 2024. The extension was approved and the project will now end on December 31, 2025.	Going forward, Leah and Heather will collaborate with Mathematica (the DOE assessment data contractor) and Diana McCauley to identify additional data points that should be tracked as part of the project to ensure it is easily replicable for other colleges.
		Grants Office	SC-PRIDE No-Cost Extension	Submit no-cost extension request by July 15, 2023 to extend the activities and use of funds for the SC-PRIDE Consortium project.	The request will be approved to extend the project through September 30, 2024.	The no-cost extension request was approved to include a third year of the project. The new end date for SC-PRIDE is September 30, 2024.	Next year, Leah will research new funding to build upon the technology infrastructure updates made for this project. She will also collaborate with the new IE director, IT director, VP of AA, and VP of Business Affairs on new project ideas.
		Acct/Business Operations	Text messages to students for tuition bills	At each payment due date as established by the academic calendar and semester timeline, accounting office will utilize the existing student services text messaging system to notify students of tuition balance due deadlines.	At each payment deadline, 100% of students owing a balance due will be sent a text message.	Text messages were successfully sent to students each semester informing them they had a balance due.	We will continue to utilize text messaging students. We had a positive response to this method and the communication reached more students than emails alone.