

Accountability Report Transmittal Form

Agency Name ____Central Carolina Technical College_____

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Agency Director ____Dr. Tim Hardee_____

Agency Contact Person ____Susan M. McMaster_____

Agency Contact's Telephone Number __803-774-3311_____

Higher Education Accountability Report 2006-07

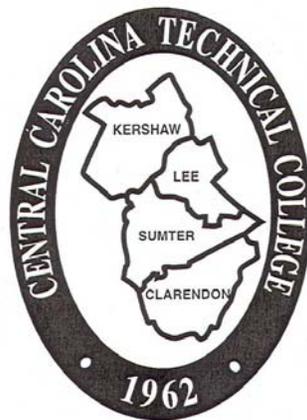


CENTRAL CAROLINA

TECHNICAL COLLEGE

Central Carolina Technical College
Higher Education Accountability Report
2006-07

September 11, 2007



**Central Carolina Technical College
Higher Education Accountability Report 2006-07
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Central Carolina Technical College Higher Education Accountability Report 2006-07

I. Executive Summary

In accordance with Sections 1-1-810 and 1-1-820 of the 1976 Code of Laws, Central Carolina Technical College (CCTC) is submitting an annual accountability report to the Governor and the General Assembly. This report covers the period of July 1, 2006, through June 30, 2007.

The College has been involved since 1995 in ongoing, aligned, integrated, and institution-wide planning and evaluation processes that incorporate a systematic review of programs and services that results in continuing improvement and demonstrates the College is effectively accomplishing its mission. The purposes of this report are two-fold: 1) to report on the College's performance in achieving organizational and financial performance goals and objectives and 2) to use this report as a self-assessment tool for continuous improvement.

I.1. Central Carolina Technical College's Purpose, Mission, and Values

Purpose: The purpose of Central Carolina Technical College is to enhance the economic vitality and quality of life for all citizens in its service area by being the first choice for exceptional, quality, affordable technical and comprehensive education, provided in an innovative, student-centered learning environment.

Mission Statement: Central Carolina Technical College is a comprehensive, public, two-year institution of higher education that is dedicated to fostering a positive environment of teaching and learning for faculty, staff, and students. The College serves primarily the region of Clarendon, Lee, Kershaw, and Sumter counties in South Carolina and confers associate degrees, diplomas, and certificates. College programs and student support services provide citizens, businesses, industries, and communities with quality, affordable, accessible, customer-responsive post-secondary education through life-long learning and specialized training opportunities specifically designed to develop the foundation for personal growth, economic development, and an improved quality of life.

The College's vast array of associate degree, diploma, and certificate programs prepares students to enter the job market, to transfer to senior colleges and universities, and to achieve their professional and personal goals. Specifically, Central Carolina offers academic programs in business, the health sciences, public service, industrial and engineering technology, and the arts and sciences.

Values: Central Carolina respects the diversity of its student body and recognizes the worth and potential of each student. The College values an environment that fosters creativity and resourcefulness among its students, faculty, staff, and administrators and encourages teamwork, open communication, and free exchange of ideas. In its attitudes

and principles, the College affirms the following values and beliefs in providing its programs and services: Excellence, Integrity, and Innovation.

I.2. Major Achievements from July 1, 2006 through June 30, 2007

The College accomplished many major objectives between July 1, 2006 and June 30, 2007. Following are some of the major objectives that were milestones for the College:

- **Selected new College President.** The Vice-President for Administration at the College was chosen to serve as the new president.
- **Implemented Economic Education and Development Act (EEDA)** The College worked with high schools in the four-county area to identify career clusters and identify pathways from high school to college and work.
- **Made capital and equipment improvements.** The main campus has all “smart” classrooms.
- **Initiated Advisement Center Concept.** The College has developed plans to create a one-stop Advisement-Registration Center.
- **Achieved accreditation for the Early Childhood and Education Associate Degree program.**
- **Expanded the curricula with six new certificates.** The College has developed certificates in Advanced Automotive Repair, Geographic Information Systems, Interdisciplinary Studies, Medical Record Coding, Water Operator, and Wastewater Operator
- **Implemented the second year of a five-year Quality Enhancement Plan (QEP) to significantly impact student success.** This year all new students took a Basic Technology Competency Placement assessment and were placed in computer courses according to their skill level; graduates have also been tested. Full-time faculty have been assessed to measure Instructor Technology Competencies, and the College has offered technology training during the year. Academic departments have begun identifying technology program exit competencies for each program of study.
- **Expanded course offerings at its Lee County site and Clarendon County and Kershaw County campuses, including dual-enrollment classes** for students who enroll in college classes while still attending local high schools. These campuses continue to be stellar examples of the collaboration between secondary schools and the College in providing a seamless transition from high school classes to college-level classes.
- **Secured initial funding to renovate a building in downtown Sumter to renovate and expand health sciences programs.** This effort has several major objectives: 1) to expand the health sciences programs to meet the needs of the community, 2) to reduce overcrowding in the current Health Sciences classroom building, 3) to bring the Health Sciences programs in close physical proximity to Tuomey Hospital, 4) to enhance the revitalization of downtown Sumter, and 5) to support economic development and workforce readiness.
- **Implemented new administrative software system.** Faculty, staff, and students have been trained to access College information on the new system. For the first time, students were able to register themselves through a web-based system.

- **Conducted program reviews in Environmental Engineering, Natural Resources Management, and Industrial and Engineering academic programs in keeping with a five-year program review cycle.** Curricula were updated as appropriate to stay current with the needs of local business and industry.
- **Implemented a widely acclaimed continuing education program in welding.** This innovative program was a collaborative effort with industry and local agencies to design a welding program that takes students from beginning welding to pipe welding in a relatively short time.
- **Introduced several new online certificates and an online Associate in Arts (AA) program.** Students may now complete the AA and several certificates in a web-based learning environment, which allows students to balance education, work and family responsibilities.
- **Worked with Kershaw County to locate a new site for the Kershaw County Campus.** Since the current facility is overcrowded and the Kershaw County population is growing, the College is seeking funds to build a new campus to meet the needs of the community.

I.3. Key Strategic Goals for the Present and Future Years

The College has adopted the following key strategic goals/directions:

- Market the comprehensive nature and value of the College.
- Secure and use available resources to maximize productivity and efficiency.
- Expand enrollment in the four-county service area to improve accessibility to the College’s programs and services.
- Strengthen mutually beneficial alliances with private and public partners.
- Maximize the use of technology to support internal and external constituencies.
- Offer quality curriculum and services that are relevant and current.
- Position the College to respond effectively to internal/external environmental factors.

I.4. Opportunities and Barriers Affecting Success in Fulfilling Mission

The following chart indicates opportunities for the College to be more successful in meeting its mission and achieving its strategic goals as well as corresponding barriers that could impede its mission:

Opportunities	Corresponding Barriers
Support economic development agencies in attracting new businesses and industries by developing a skilled workforce.	Several industries have closed and moved offshore; the industry base needs to be expanded.
Expand Health Sciences programs to meet the needs of service area.	This project will require substantial financial resources.
Participate in the Education and Economic Development Act (EEDA) to build alliances with secondary schools to provide a smooth transition from	Additional counseling staff at the College and strong supportive partners at the secondary level are necessary in order to implement the EEDA.

secondary school to college and/or work.	
Expand course offerings in Kershaw, Lee, and Clarendon Counties to meet the needs of residents and reduce barriers caused by gas prices and work commitments.	All available classroom space (day and evening) in Kershaw County is being used for classes; additional course offerings will involve securing other facilities or classroom space.
Expand distance education opportunities to reduce barriers caused by gas prices and work commitments.	Training, personnel, and curriculum development will be necessary to expand distance education course offerings.
Coordinate credit and noncredit programs to maximize services to stakeholders.	Communication concerning single focus on mission of the College is required to increase collaborative efforts.

I.5. How Accountability Report Is Used to Improve Organizational Performance

The College has engaged in an aligned, integrated, systematic planning and evaluation process for at least a decade. This process involves all departments in the development of comprehensive annual plans of action linked to the College’s mission and strategic directions. Each department uses results of the evaluation process to develop the next fiscal year’s plans of action in order to continuously improve programs and services.

II. Organizational Profile

Central Carolina Technical College is a two-year public, technical college serving the residents of a four-county area in South Carolina – Clarendon, Kershaw, Lee, and Sumter counties.

II.1. Organization’s Educational Programs, Offerings, and Services/Methods of Delivery

The College’s primary educational programs and offerings are as follows:

- Credit programs in business, engineering technology, health science, industrial, public service, associate in arts, and associate in science programs.
- Non-credit continuing education programs, primarily in customized training for workforce development programs.

Services include the following:

- Student support services, including admissions, counseling, financial aid, library, TRiO, placement, and testing
- Business services, including financial management, information systems, security, and maintenance
- Administrative support.

Methods of delivery of programs include 1) traditional classrooms and/or labs 2) distance learning, and 3) hybrid courses. Beginning in Fall, 2007, the entire Associate in Arts

degree and several other certificate programs will be offered online in order to provide flexible scheduling and greater accessibility for the College's constituents.

II.2. Key Student Segments, Stakeholder Groups, and Market Segments and Their Key Requirements/Expectations

The College serves two primary market segments: students and local employers. The primary expectation of students is to acquire an affordable, accessible, quality education consisting of skills and knowledge they can leverage into high earning and readily accessible jobs and an improved standard of living for themselves and their families. The College's student population consists largely of non-traditional, often first-generation college students as well as young and older adults from low to middle income families. Due to family and work commitments and lack of preparation for college, many of these students require significant financial aid, student services, and rapport with faculty in small classes. A campus that is in close proximity to the student with convenient scheduling of classes is often a critical factor in a student's decision to pursue postsecondary education. In addition, more classes are being offered on-line to provide accessibility to higher education.

The second primary market segment consists of local employers who hire the College's graduates. The College works closely with advisory committees to identify the skills and knowledge required to meet manpower needs and strives to build appropriate competencies into each program of study at the College. The College is actively involved in economic development efforts in the four-county area. The College serves as an integral part of attracting new businesses and industries as well as expanding existing businesses and industries. The partnerships with local employers are components of the College's success in the accomplishment of its mission.

In addition to students/graduates and employers, the College works closely with the following stakeholders:

- **Community:** The College serves the community by providing access to education wherever, whenever, and however necessary to meet community and individual needs for affordable education opportunities leading to an improved quality of life.
- **K-12 Students:** The College provides opportunities for K-12 students to experience career exploration and planning, have access to a seamless progression toward a career or higher education, and have an opportunity to accelerate their learning for employability and/or advanced placement through faculty/staff collaboration.
- **Other Educational Institutions:** The College endeavors to have a high utilization of resources through partnerships with other institutions, such as Adult Education and other post-secondary institutions, who are collaborative partners working to expand education programs while minimizing duplication.

II.3. Operating Locations

The College operates in the following locations within its four-county service area:

- **Sumter County**

- Main Campus, 506 N. Guignard Drive, Sumter, SC
- The Natural Resources Management Center, 725 Brewington Rd, Sumter, SC
- Environmental Training Center, corner of Theater and Guignard Drive, Sumter, SC
- Continuing Education Downtown Site, 101 S. Main Street, Sumter, SC
- Shaw Center, 2140 Peach Orchard Drive (Highway 441), Sumter, SC
- Shaw Base Education Office, 398 Shaw Drive, Shaw AFB, Sumter, SC
- **Clarendon County**
 - F.E. DuBose Campus, US Highway 521, Manning, SC
- **Lee County**
 - Lee County Site, 200 N. Main Street, Bishopville, SC
- **Kershaw County**
 - Kershaw County Campus, 1125 Little Street, Camden, SC\

II.4. Number of Employees

The average number of employees at CCTC during 2006-07 is as follows:

Employees	Full-time	Temporary/ Part-time	Contract	Total
Faculty	91	167		258
Staff	99	61		160
Total	190	228		418

II.5. Regulatory Environment

The College operates under the following regulatory environment:

- **General Assembly of South Carolina and the South Carolina Commission on Higher Education (CHE):** The General Assembly of South Carolina grants authority to award degrees through CHE in accordance with Act Number 42 of 1963 as detailed in Section 59-53-51 and Section 59-53-52 of the 1976 South Carolina Code of Laws, as amended.
- **Southern Association on Colleges and Schools (SACS):** SACS reviews extensive documentation every ten years to determine that the College meets SACS core requirements, comprehensive standards and federal requirements. In June, 2006, the College received a ten-year reaccreditation.
- **State Board for Technical and Comprehensive Education (SBTCE):** The SBTCE maintains State program degree models, which are approved by the Commission on Higher Education and coordinates information exchanges among the State’s sixteen technical colleges.
- **Federal Title IV Regulations:** The College ensures that it maintains compliance with pertinent federal regulations, especially Title IV.

II. 6. Governance System

The Area Commission, the governance board/policy-making body for the College, works closely with the Executive Leadership Team, which includes the President, the Vice-

President for Academic and Student Affairs and the Vice-President for Business Affairs. The activities of the Commission are conducted to fulfill legislative requirements to make available a program of technical education and training by providing adequate facilities and local supervision. The primary function of the Area Commission is to establish local policy, review College operations, and provide overview of programs. The Area Commission selects and evaluates the College President.

II. 7. Key Suppliers and Partners

Key partners of the College include the following:

- ***South Carolina Commission on Higher Education (CHE):*** The General Assembly of South Carolina grants authority to award degrees through the Commission on Higher Education.
- ***Local and State Officials:*** Local and state officials facilitate the securing of funds and locations to allow the College to offer its programs and services and expand facilities as needed.
- ***Secondary and Postsecondary Education Institutions:*** Local secondary schools are essential partners in preparing students academically to transition to college; postsecondary education institutions are partners who accept the College's associate degree program graduates who wish to pursue a four-year degree through transfer opportunities.
- ***Business and Industry:*** Business and industry hire graduates from the College and provide insight through participation on advisory committees regarding program exit competencies.

The College follows a competitive bidding procedure in accordance with state regulations to identify key suppliers, who provide supplies, equipment, textbooks, and physical and technological resources and support for educational programs and services.

II.8. Key Competitors

Other educational systems that directly compete for the same type of students, grants, etc., are Morris College and the University of South Carolina – Sumter.

II.9. Principal Factors Determining Competitive Success

The key factors that determine competitive success include the following:

- Programs of study that lead to employability
- Incorporation of technology into programs of study
- Incorporation of technology into student services facilitating accessible, efficient, and effective admission and registration procedures
- Transfer to four-year colleges or universities through the Associate in Arts or Associate in Science degrees
- State funding and tuition cost
- Lottery assistance and other student financial aid
- Small classes and personal attention provided by faculty and staff

- Availability of courses and accessibility to higher education at five locations
- Addition of on-line associate degree and certificate programs
- Local funding for maintenance and upkeep of facilities.
- Integration of EEDA legislative mandates in the College’s delivery of services

II.10. Key Strategic Challenges

The College’s key strategic challenges include the following:

- Funding from local, state, and federal governmental entities to maintain and expand College course availability and student services
- Underprepared entry-level students
- “Landlocked” Main Campus
- Overcrowding at Kershaw Campus
- Closure of some key industries
- Economically disadvantaged students which results in a high percentage of students needing financial assistance
- Current, unstable economic environment

II.11. Performance Improvement Systems

College planning and evaluation processes are outlined in College policy Directive 7.17. The College’s annual Plan of Action Effectiveness Reports, Institutional Effectiveness Reports, Program Reviews, Program Evaluations, Performance Indicator Reports, Technology Plan, Quality Enhancement Plan, Budget Reports, Employee/Faculty Performance Management Systems, and other documents reflect the results of the systematic assessment of outcomes, which are incorporated in the next year’s planning process.

II.12. Organizational Structure – See Fig. 7.6 (a).

II.13. Expenditures/Appropriations Chart – See Fig. 7.3.6.

II.14. Major Program Areas Chart – See Fig. 7.3.7.

III. Elements of Malcolm Baldrige Award Criteria

Category 1 – Senior Leadership, Governance, and Social Responsibility

1. How do senior leaders develop and deploy their organization’s vision and values throughout the leadership system, to all faculty and staff, to key suppliers and partners, and to students and stakeholders, as appropriate? How do their personal actions reflect a commitment to the organizational values?

The senior leaders have developed and deployed the College’s vision and values throughout the leadership system, to all faculty and staff, to key suppliers and partners, and to students and stakeholders, as appropriate:

- The actions of the senior leadership team demonstrate a commitment to organizational values; they lead by example and develop a culture supporting these

values. Critical decisions regarding the strategic actions of the College are reviewed by the entire Executive Leadership Team to determine if the actions reflect the College's mission, vision, and values. In addition, the senior leaders are active participants on many College committees and teams.

- The vision and values statements are published on the College's website and are widely distributed through a number of publications, including the College Catalog and Student Handbook, the Faculty Handbook, and the Adjunct Faculty Handbook.
- The commitment of the senior leaders to the vision and values is evident in their active participation in the many civic, industrial, business, and governmental committees and boards in the communities served by the College. Examples include the following: The President is an active member of the Clarendon County Chamber of Commerce, Sumter County Chamber of Commerce, SC Technical Education Association, SC Association of School Administrators, SC Career and Technology Education Association, Santee Lynches Workforce Investment Board, Sumter Rotary Club, graduate of Leadership South Carolina, and graduate of SC Economic Developers School; the Vice President for Academic and Student Affairs is an active member of the Lee County Economic Development Alliance and served as Chairman for 2004 and 2005, past Chair of the Chief Academic Officers Peer Group, and a member of the Lee County Arts Council Foundation, the SC Technical Education Association, National Business Education Association, and CCTC's Relay for Life and Heart Walk Team 5; and the Vice President for Business Affairs is an active member of the Rotary Club of Sumter Sunrise (multiple Paul Harris Fellow and Rotarian of the Year), Government Finance Officers Association of SC (Treasurer, Membership Committee Chair, and former Certification Committee Chair), Southern Association of College and University Business Officers, Dalzell United Methodist Church (Chair of Finance Committee and Treasurer) and graduate of Leadership Sumter.

2. *How do senior leaders create a focus on action to accomplish the organization's objectives, improve performance, and attain your vision?*

The College focuses on actions to accomplish its objectives, improve performance and attain its vision through a systematic planning and evaluation system. For example, the senior leaders hold college-wide events, such as Fall Kickoff, to set the stage for the next year's objectives as well as to celebrate the previous year's accomplishments. In addition, all new faculty and staff and all adjunct faculty attend workshops to help them understand the College's vision and goals to ensure everyone is working together to achieve objectives and improve performance. Every department/unit develops a plan of action linked to the College's strategic directions and annual objectives. Then each employee develops a personal plan of action in the form of an Employee Performance Management System (EPMS) or Faculty Performance Management System (FPMS) designed to accomplish the College's mission, vision, and values. All departments/units and major divisions are evaluated annually to ensure that objectives are met. Each department/unit and major division prepares an Annual Effectiveness Report stating its results and how the results will be used for continuous improvement.

The Quality Enhancement Plan (QEP) is an excellent example of how senior leaders accomplish the College's objectives, improve performance, and attain the College's

vision. The administration formed cross-functional teams, including a QEP Leadership Team and numerous work teams to develop the concept, implementation plan, assessment criteria, and a comprehensive five-year plan to use results for continuous improvement that addresses technology competencies of students and graduates. The entire College was kept abreast of these activities through communication from the Vice-President and discussions with representative College groups, such as the Academic Management Team and Council of Deans and Directors. Once the plan was developed, it was published on the College's intranet. The result was widespread acceptance and participation in the plan, and it is an integrated component of the College's annual plan of action.

3. How do senior leaders promote and support an environment that fosters and requires: legal and ethical behavior; and, fiscal, legal, and regulatory accountability? How are these monitored?

The senior leaders promote an environment that fosters and requires legal and ethical behavior and fiscal, legal, and regulatory accountability by monitoring regulations and updating policies and procedures annually. They communicate to the college community the importance of following these policies and procedures and take action if they are not followed. The College maintains clear college policies available to all faculty and staff on the College's website and clearly delineates legal, ethical, fiscal and regulatory expectations and requirements. In addition, the college is monitored and governed by numerous outside agencies, including the legislature, the State Board for Technical and Comprehensive Education (SBTCE), the SC Commission on Higher Education (CHE), the Southern Association of Colleges and Schools (SACS), and independent financial auditing firms. The College regularly has financial and compliance audits; SBTCE audits inventory and personnel actions. External auditors audit financial information and legal and regulatory compliance.

4. How do senior leaders create an environment for organizational, faculty, and staff learning?

Annually, the College prepares a Professional Development Calendar and appropriates funds for internal and external programs, workshops, and conferences. The College provides training on a regular basis, including in-house workshops and outside consultants to facilitate faculty and staff technology skills. Cross-functional teams work together to improve processes, build communication among stakeholders, deliver instruction, and access data on a real-time basis to make timely decisions. All individual staff and faculty professional development and evaluation documents clearly define responsibilities for professional development to foster learning, and the College supports internal and external activities for faculty and staff.

5. How do senior leaders promote and personally participate in succession planning and the development of future organizational leaders?

The senior leaders have begun a succession plan first by hiring employees that have a demonstrated ability to exhibit leadership qualities through their experience and credentials. The College provides ample opportunity for employees to participate in the Professional Development Program and on teams where they can hone their leadership skills. Specific opportunities for professional growth include participation in the South

Carolina Technical College Leadership Program as well as Leadership Sumter, Leadership Clarendon programs and graduate programs. Throughout the College, there are opportunities for cross-training and opportunities to develop professionally for future leadership positions. The College has been very successful in succession planning in that many leadership positions that became available during the current year were filled by individuals who were already part of the College community. The Business Affairs plan of action has an objective to implement a succession plan for the College.

6. *How do senior leaders communicate with, empower, and motivate all faculty and staff throughout the organization? How do senior leaders take an active role in faculty and staff reward and recognition processes to reinforce high performance throughout the organization?*

The senior leaders communicate with, empower, and motivate all faculty and staff through college-wide and individual meetings, such as Fall Kickoff, annual budget meeting, Registration Critique, and faculty meetings. The College President meets with every prospective employee to discuss the institution and the person's role and responsibilities as a member of the team. The annual planning and evaluation processes have been in place for multiple years; and, when the budget permits, performance increases are awarded for exceptional contributions to the College. Faculty and staff receive recognition such as the Kneece Teaching Excellence Award and the School Service award. The faculty and staff are aware of the parameters of actions and behavior the College expects of its employees. Therefore, it has been appropriate to empower each department/unit to make decisions concerning day-to-day operations of its department/unit within established guidelines and directives. For example, the College has clearly established expectations for the faculty's actions and behavior in the classroom, which are communicated at orientation sessions. Each full-time employee has an evaluation planning document in which job duties and responsibilities are clearly identified.

7. *How does your organization evaluate the performance of your senior leaders and the governance board/policy making body? How do senior leaders use these performance reviews to improve their own leadership effectiveness and that of the board and leadership system, as appropriate?*

The effectiveness of the College's administrators, including the chief executive officer (the College President), is evaluated on an annual basis. Policies and procedures have been set forth by the State Board for Technical and Comprehensive Education (SBTCE) in SBTCE Policy 8.4.100, SBTCE Procedure 8.4.100.1, and SBTCE Procedure 8.4.100.2; they are in accordance with the policies and procedures of the South Carolina Office of Human Resources of the State Budget and Control Board for establishment and administration of the Employee Performance Management System (EPMS).

The EPMS involves a planning phase at the beginning of the evaluation period at which time regular job functions, annual objectives, projects, and non-recurring activities are reviewed. A planning document is jointly developed by the employee and the supervisor. At the end of the period, the employee is evaluated on his/her performance. Standard State of South Carolina EPMS forms are used. The completed EPMS evaluation document is reviewed by a reviewing officer prior to meeting with the employee. In the case of the Vice Presidents, the rating and reviewing officer is the President of the

College. For continuous improvement any objectives not met are evaluated for relevance, new benchmarks are set, and any new initiatives are incorporated into a plan of action for the next cycle.

The Area Commission conducts an annual evaluation of the President, which focuses on the effectiveness of the President in leading the College to achieve the goals and objectives of the College's strategic plan.

The governing board, the Area Commission, is appointed by the Governor of South Carolina and serves at his/her pleasure. The Area Commission is governed by the Area Commission Bylaws, which clearly outlines the Commissioners' roles and responsibilities.

8. *How does your organization address and anticipate any adverse impacts on its programs, offerings, services, and operations? What are the key compliance related processes, goals, and measures? (Actual results should be reported in Category 7).*

The key adverse impacts on the College's programs, offerings, services, and operations result from any reduction in enrollment and funding, the economic environment, the need for expansion of programs and services, and the need for an expanded industrial base. A key element for the College includes a steady increase in or a level number of students.

Key processes and goals involve the following aspects:

- Appropriate funding
- Collaboration with community stakeholders to attract business and industry
- Appropriate courses offered at locations at the optimum times
- Marketing to the targeted audiences through the appropriate media
- Communication resulting in an appropriate image for the College
- Financial aid services
- Support services for first-time college entrants
- Improved retention through quality instruction and student services
- Integrated technology services for accessibility

The College information system produces numerous real-time reports so the College leaders can respond to any enrollment changes.

9. *How do senior leaders actively support and strengthen the communities in which your organization operates? Include how senior leaders determine areas of emphasis for organizational involvement and support, and how senior leaders, faculty and staff, and the organization's students contribute to improving these communities.*

The College's senior leaders actively support and strengthen the communities served by the College. (See Category 1.1 for a list of community groups supported by the senior leadership.) They are active on local boards and belong to various groups which support the communities, such as local economic development boards and Santee Lynches Workforce Investment Board. They are active in working with the communities in the outlying counties to expand services at outreach locations. In addition, the College leaders work with focus groups and advisory committees from the community and business and industry to keep programs current.

In 2006-07 the College offered courses in Sumter County, including Shaw Center, and at outreach locations in Clarendon, Kershaw, and Lee counties to improve the educational levels of the local community and attract businesses and industries.

The senior leaders determine areas of emphasis for the College's involvement and support by setting priorities based on the College's mission, vision, values, role and scope, which appear in the Catalog and Student Handbook and on the College's website. Areas of emphasis include building a knowledgeable and skilled workforce in order to attract and retain business and industry and providing knowledge and skills to the local citizenry so they can contribute to the local economy and improve their employability skills and standard of living.

The College has supported community activities that enrich the relationship between the College and the community through its support of the Sumter Chamber of Commerce, Junior Achievement, the Heart Walk, the Relay for Life, and the United Way. The College leadership and other personnel work on the events to strengthen the communities in the local service area. Many faculty and staff contribute to the communities by building partnerships with secondary schools and post-secondary schools through the Education and Economic Development Act to help students decide on a career path and provide a seamless transition from the secondary schools to the technical college and to the four-year colleges and universities or directly to the workforce.

Advisory committees build community partnerships. Faculty and staff work with approximately 200 advisory committee members to design curricula that meet the needs of local businesses and industries. Meetings are held throughout the year to facilitate communication with the business and industrial community.

The College encourages students to participate in organizations that contribute time and energy to improving the community and recognizes this participation at annual awards ceremonies. The students' main contribution to the community is the knowledge and skills they gain while attending the College so they can contribute to the effectiveness and efficiency of local businesses and industries.

Category 2 – Strategic Planning

- 1. What is your Strategic Planning process, including key participants, and how does it address:***
 - a. Your organizations' strengths, weaknesses, opportunities and threats;***
 - b. Financial, regulatory, and other potential risks;***
 - c. Shifts in technology, student and community demographics, markets, and competition***
 - d. Human resource capabilities and needs;***
 - e. The opportunities and barriers you described in the Executive Summary (Question 4);***
 - f. Long-term organizational sustainability and organizational continuity in emergencies;***
 - g. Your ability to execute the strategic plan***

a. Periodically, the College conducts an environmental scan to identify internal and external factors that could impact the College. The College's strategic team leads a variety of stakeholders from the community and from within the College in this planning process. The College uses a SWOT analysis to identify strengths, weaknesses, opportunities, and threats (including financial, regulatory, and other potential risks) that could impact the College. For example, the environmental scan included a student and demographic analysis, which determined that a new outreach site was needed in Lee County and the biggest growth potential was in Kershaw County. The College responded by opening a new site in Lee County, expanding course offerings in Kershaw County, and securing a location for a new Kershaw County Campus through its County Council.

b. The College is applying for grants, etc., to expand its Health Sciences Division into a larger facility. Shifts in personnel have occurred in order to accommodate new regulatory requirements for reporting. Currently, the College is beginning to re-assess security risks to the College, based on recent security issues at other educational institutions. The College has a written Safety Plan and is investigating various communication strategies.

c. The College has planned for shifts in technology. For example, the College has a plan to replace computers on a regular basis. Classrooms have been updated to become "smart classrooms," and there is a systematic plan for replacement. Each department submits an annual request for new equipment and capital improvements. The College has planned for a change in demographics by providing more online courses to meet the needs of deployed air force personnel and working adults. Admissions counselors are expanding the high school graduate market by working with future college students in secondary schools through the EEDA to help students identify career clusters and career paths from high school to college. The College also gives college credit for college courses taught in local secondary schools through its dual enrollment program. The College remains competitive in the market by providing quality, accessible, and affordable college education.

d. The College has a sufficient number of qualified personnel to fulfill its mission. All faculty meet or exceed the qualifications required by the Southern Association of Colleges and Schools. However, reduced funding makes it challenging to staff new initiatives.

e. The College specially addresses its opportunities and barriers in the strategic planning process. The planning process is both systematic and flexible. The College's plan of action specifically states how it will address identified opportunities and barriers, and results indicate specific progress in those areas.

f. The Division of Business Affairs is able to allocate funds based on priorities depending on actual enrollment and funding. The process ensures long-term sustainability by ensuring that long-term and short-term funds are available for capital improvement and continuous operation and maintenance. The College has sustained continuous operation since its inception in 1961.

g. The annual planning process begins each year in January as the Executive Leadership Team (ELT) develops the College's Annual Goals that are designed to 1) accomplish the

Strategic Directions and 2) allow flexibility to respond to and engage in immediate opportunities that support the College’s mission.

Next, the Academic Management Team (AMT) members, representing all educational and student affairs units, develop a plan of action for the major division of academic and student affairs. Input for the development of this plan is provided by all the faculty and staff in the Academic and Student Affairs Division at an open Planning Forum where all are invited to participate. This plan serves as a primary impetus for the other major divisions, comprised of the administrative/support units, to develop their plans of action.

During this development phase, the Executive Leadership Team (ELT) conducts a college-wide budget meeting to give an overview of the budget and an update on the outlook of the budget for the next year, as well as to distribute budget information and to provide College Budget Request Forms to those who are responsible for budgetary accounts. Revenue projections are prepared and completed in April and May by the Vice President for Business Affairs, and the resulting revenue budget is used as a basis for the expenditure budget development. Each unit of the College makes budget requests based on unit plans of action, departmental enrollment projections, and the prior year’s evaluation findings and actual expenditures. Each vice president then prioritizes requests from their units and makes recommendations to the Business Affairs Division. The ELT then meets to prioritize college-wide requests, after which the Vice President for Business Affairs develops a recommended budget for the year.

Ultimately, the plans of all divisions of the College serve as the core of the College’s Annual Plan of Action, along with the College’s annual goals, strategic directions, and mission statement. After having been incorporated into the annual budget process and reviewed by the College’s Area Commission, the Annual College Plan of Action is officially disseminated through the College’s website at www.cctech.edu.

2. *How do your strategic objectives address the strategic challenges you identified in your Organizational Profile? (Section II, Question10)*

Strategic Challenges	Related Strategic Objectives
<ul style="list-style-type: none"> – The College requires funding from local, state, and federal governmental entities to maintain and expand College course availability and student services to meet the needs of its service areas, which are economically disadvantaged. – The original Main Campus is “landlocked,” and other sites have limited classroom and lab facilities as well. Expansion is necessary to meet the needs of communities served by the College. – Some key industries, which have hired graduates in the past, have closed. 	<ul style="list-style-type: none"> – Strategic Objective #2: Secure and use available resources to maximize the productivity and efficiency of the College through local, state, and federal sources. – Strategic Objective #3: Develop and expand enrollment opportunities in the four-county service area to improve accessibility to the College’s programs and services. – Strategic Objective #7: Position the College to respond effectively to internal and external environmental factors.

<ul style="list-style-type: none"> - Students lack financial resources and family support to attend College. Because of family and work commitments and general economic pressures, they often take more than two years to complete associate degree programs. - The current economic environment, including high gas prices, has an inordinately severe impact on students due to their low incomes. 	<ul style="list-style-type: none"> - Strategic Objective #2 Secure and use available resources to maximize the productivity and efficiency of the College. - Strategic Objective #1: Market the comprehensive nature and value of the College. - Strategic Objective #7: Position the College to respond effectively to internal and external environmental factors.
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3. How do you evaluate and improve your strategic planning process?

In anticipating development of the current five-year plan, the College’s governing board (the Area Commission) and the Executive Leadership Team (ELT) agreed on enhancements to the strategic planning process designed to streamline strategic planning, making it more flexible and responsive to change; to increase the intensity of involvement by faculty, staff, and students; and to facilitate College responsiveness to change. These strategic objectives address the strategic challenges identified by the College, while allowing flexibility to adapt to a changing economic environment.

The College-wide strategic planning process also produces insightful, systematic revisions and improvements to the College’s previous plan and processes. The current strategic plan employed a dynamic system of annual planning, budgeting, and evaluation. Institutional Effectiveness/Use of Results Reports enables the College to use the findings to make continuous improvements and effectively accomplish its mission.

The strategic planning process is reviewed and evaluated periodically. Each year the College reviews and updates its annual goals as necessary. Plans of actions for every division and department are based on strategic directions and College goals. Each year the College improves the process by systematically aligning the divisional goals to accomplish the mission of the College and by responding to challenges.

The College tracks key data, such as revenue and expenditures trends, admissions, program vitality, and retention, and analyzes student, graduate, alumni, program and services, and employer surveys. The College uses the data to make decisions and incorporates the results into annual plans of action.

4. How do you develop and track action plans that address your key strategic objectives? Include how you allocate resources to ensure the accomplishment of your action plans.

Each academic year, every educational support, academic, and administrative department/unit manager identifies objectives they intend to assess and then develops a plan of action that indicates expected results and assessment activities. Each annual objective must relate directly to a Strategic Direction, a minimum of one College annual goal, and one annual goal in the respective division’s plan of action. After completing the

objectives, each unit/department manager is responsible for documenting details of the results of assessment activities, the use of these results, and any future steps to be completed in the subsequent plans based on these results. Annual Effectiveness/Use of Results report forms are used to summarize these activities and serve as a basis for tracking the objectives' status.

During the development of action plans, the ELT conducts a college-wide budget meeting to give an overview of the budget and an update on the outlook of the budget for the next year, as well as to distribute budget information and to provide College Budget Request Forms to those who are responsible for budgetary accounts. Revenue projections are prepared and completed by the Vice President for Business Affairs, and the resulting revenue budget is used as a basis for the expenditure budget development. Each unit of the College makes budget requests based on unit plans of action, departmental enrollment projections, and the prior year's evaluation findings and actual expenditures. Each vice president then prioritizes requests from their units and makes recommendations to the Business Affairs Division. The ELT then meets to prioritize college-wide requests, after which the Vice President for Business Affairs develops a recommended budget for the year.

5. How do you communicate and deploy your strategic objectives, action plans and related performance measures?

The Strategic Directions, Plans of Actions, and Annual Effectiveness/Use of Results Reports, which contain a detailed listing of assessment activities/performance measures, are published on the College website. These documents are also distributed to every division and department/unit in the College. The status of plans are reviewed and discussed at unit meetings.

The College has a strong record of on-going, integrated, systematic review of all its programs and its academic, support, and administrative departments/units. Every person in the College contributes to the development of specific objectives for the plans of action and develops with his/her supervisor a personal plan of action, reports on results, and states how the results will be used for continuous improvement. This process is formalized through the Faculty/Employee Performance Management System, which provides a means of integration, communication, and accountability.

6. How do you measure progress on your action plans?

Measurement is based upon attainment of specific and quantifiable goals. Each department/unit throughout the College meets to develop plans of action. Each person has a role in developing a Faculty Performance Management System (FPMS) or Employee Performance Management System (EPMS) form, which outlines how each person will contribute to reaching the Annual College Goals. The appropriate supervisor for the department/unit/division evaluates how well each person accomplishes their objectives. All departments and major divisions report their results and how the results will be used for continuous improvement. Employees are rated as "Exceeds," "Meets," or "Below" achievement of goals.

7. *If the organization's strategic plan is available to the public through its internet homepage, please provide an address for that plan on the website.*

The College's strategic plan is available to the public through its internet homepage at the following web address: <http://www.cctech.edu/about/planning/planning.asp>. Also, The Annual Plans of Action and Annual Effectiveness/Use of Results reports for major divisions and departments/units are published at the above address.

Category 3 – Student, Stakeholder, and Market Focus

1. *How do you identify the student and market segments your educational programs will address? How do you determine which student and market segments to pursue for current and future educational programs, offerings, and services?*

The College determines which educational programs it addresses by surveying the needs of and responding to requests of local business and industry (who are the employers of its graduates) and other stakeholders before implementing a new program. The College continues to involve these groups on advisory committees in identifying program exit competencies and providing feedback on the skills graduates need to demonstrate in the workplace. Employers and graduates are surveyed annually to help the College determine satisfaction of employers with graduates, which in turn helps to determine the focus of educational programs, offerings, and services.

The College has determined which student and market segments to pursue for current and future educational programs, offerings, and services in accordance with its mission statement and legislative mandate. The targeted market segments include the citizens in its four-county service area who have attained a minimum of a high school diploma from an accredited high school or a GED and seek skills that will result in employment and/or further education. Typical market segments within the local population include the following:

- Students who desire to acquire skills and knowledge leading to a skilled job or a better job with higher income
- Students who are already employed, at least part-time
- Career-oriented students
- Students who will eventually pursue four-year college degrees.
- Non-traditional college students with an average age of 27
- First-generation college students
- Displaced workers
- Students who require financial aid
- Students who wish to reside in the area while attending college
- Military personnel and dependents
- Students from local businesses and industries that have requested customized training
- Students who perform well in small classes with personal attention.

2. *How do you keep your listening and learning methods current with changing student and stakeholder needs and expectations (including educational programs, offerings, and service features)? How do you determine the relative importance of the expectations to these groups' decisions related to enrollment?*

The College researches and implements methods that are proven to be successful with its student population including the following:

- Using distance education as well as traditional instructional methods.
- Developing an online associate in arts and several online certificates to be available in Fall 2007.
- Maintaining small classes with focused instructional attention from the faculty
- Implementing a Quality Enhancement Plan (QEP) focused on student learning through technology
- Implementing a new information system to make it easier for students to register, communicate, and learn information about the College
- Acquiring new electronic databases and teaching faculty and students how to access credible information on the web
- Developing a new advisement and registration center to provide “one-stop” service for new students.
- Increasing student services to non-traditional students, such as first generation college students.
- Regularly conducting workshops to keep faculty current with innovative practices and technology.

Annually, the College uses an Alumni Survey, a Graduate Survey, a Course/Instructor Evaluation Survey, and a Program and Services Survey, which allow the College to determine student satisfaction with courses, instructors, programs, and student support services. Employer surveys are used to determine how well graduates meet employers’ expectations. Summary results of the survey are shared with appropriate personnel in order to identify trends and set objectives for continuous improvement. The College compares the expectations and needs of its stakeholders to other comparable institutions, reviews research relative to its stakeholders, and communicates with professional organizations to determine relevancy.

3. How do you use information from current, former, and future students and stakeholders to keep services and programs relevant and provide for continuous improvement?

The College surveys current students, graduates, alumni, and employers to determine if graduates have acquired the skills and knowledge to either acquire a job, progress in an existing jobs, or pursue a four-year degree. Admissions counselors are working with future students in secondary schools through the Educational and Economic Development Act (EEDA) to help students identify career clusters and career paths from high school to college. The College also awards credit for collegiate courses taught in secondary schools through its dual enrollment program.

To maintain currency in services and programs, the College has advisory committees for every department. The members are stakeholders who represent local businesses and industries and are the employers for the College’s graduates. They advise the department chairs/program managers on how to improve the College’s programs by keeping them current. As an example, the College has worked with local construction industry officials to implement a successful welding training program. Students who achieve pipe welding certification report a significant increase in job opportunities and salaries.

The information received through surveys and advisory committees are used to develop plans of action, which are used for continuous improvement.

4. *How do you determine student and stakeholder satisfaction and dissatisfaction and use this information to improve?*

Student, graduate, alumni, employer, and advisory committee surveys are conducted annually to indicate satisfaction or dissatisfaction with the College's programs and services. Specifically, surveys solicit feedback on how well the College provides knowledge, skills, and support services necessary for success during the College experience and on the job. Results of the surveys are used for continuous improvement and incorporated into plans of action. The College also holds a Student Retention Workshop, in which students identify strengths and weaknesses of the College related to student life and College services. All surveys and feedback reports are reviewed by the appropriate departments and by leadership teams, and changes are implemented as appropriate.

5. *How do you build positive relationships to attract and retain students and stakeholders, to enhance student performance, and to meet and exceed their expectations for learning? Indicate any key distinctions between different student and stakeholder groups.*

The College actively pursues ways to attract and retain students and stakeholders to enhance student performance and to meet and exceed their expectations. In 2007-08, the College will continue to track student retention and identify retention trends. In 2006-07 the College held a Student Retention Forum and conducted surveys on satisfaction with instruction, facilities, programs, and services. The survey feedback resulted in several action steps. For example, prior to Fall 2007, the College will conduct several workshops designed to increase student retention.

Individual attention by academic advisors, student services counselors, and faculty is the keystone of success in building positive relationships with students; the more connected students feel to the College, the more likely they are to be retained until they have achieved their educational goals. Multiple teaching strategies are used to enhance student learning. To enhance student services, the College holds a Registration Critique in the fall and spring to determine methods to enhance the advisement and registration processes; all faculty and staff are asked to participate and share their perspectives on how to better serve students. The result is that the College is currently involved in creating a centralized student advisement and registration center.

Both students and faculty value the skills and knowledge gained in the programs of study. The key distinction is that students often are focused on the relevancy of learning to their current experience, whereas faculty are also focused on building a foundation for life-long learning.

Category 4 – Measurement, Analysis, and Knowledge Management

1. *How do you select which operations, processes and systems to measure to determine student learning, and for tracking organizational performance, including progress relative to strategic objectives and action plans?*

The College selects key operations, processes, and systems that are essential to the success of the College, particularly quality analysis, financial analysis, and program vitality. When available, multiple measures are used to track performance. The College uses both qualitative and quantitative data to track progress relative to strategic objectives

and action plans. Measures of student learning are varied and reflect appropriate assessment techniques as established by each academic discipline. The College has identified learning outcomes and measures the achievement of learning outcomes through a variety of assessment techniques.

2. *How do you use data/information analysis to provide effective support for decision making throughout your organization?*

The College has continued to implement a new administrative software system during the 2006-07 academic year, which has resulted in real-time information used for decision-making, particularly in budgeting, enrollment, and program vitality. As an example, the College created a “Dashboard” on the web in myCCTC (the College’s intranet), which tracks student enrollment daily and provides a comparison over several years. The College also began providing weekly reports on admissions and program vitality. The College identifies trends and projects future needs for identification of new programs and expansion of current offerings. When available the College uses national examinations, such as NCLEX for the nursing program, a nationally normed examination in chemistry, and WorkKeys for math and industrial programs as benchmarks to measure student learning. The College also uses a pre-test for college applicants, including a measurement of reading, math, English, and basic technology skills. In 2007 the College identified program exit competencies. On a five-year cycle all programs undergo a program review, and the data, including enrollment, graduation, and retention statistics are used to make decisions regarding programs. Job placement, graduation, and FTE data are submitted to the SBTCE for all programs each year and used to evaluate program vitality.

3. *What are your key measures, how do you review them, and how do you keep them current with educational service needs and directions?*

The College uses the following key measures:

- Admissions and Vitality Reports
- Financial Analysis and Audit Reports
- Student Surveys
- Graduate Surveys
- Alumni Surveys
- Programs and Services Surveys
- Program Evaluations
- Program Vitality Reports on Number of Graduates, FTEs, Headcount, and Job Placement
- Enrollment Analysis
- Inventory Control
- Employer Surveys
- Advisory Committee Surveys

All survey results are reviewed annually, and the results are used to improve programs and services. In addition, auditors review the financial services annually.

4. *How do you select and use key comparative data and information from within and outside the academic community to support operational and strategic decision making?*

The College compares program vitality, including headcount, FTEs, program enrollment, graduation rates, and job placement rates with other technical colleges. The College has

begun gathering and maintaining five-year trend lines to compare this data from year to year. The College uses data to determine appropriate courses/programs for each county. The ELT is also active in community groups, such as the Industrial Association, Chamber of Commerce committees, and Economic Development groups and uses input from these partnerships to support strategic decision making. Results of data analysis are incorporated into plans of action.

5. *How do you ensure data integrity, timeliness, accuracy, security and availability for decision making?*

The College is able to capture real-time data for crucial, time-sensitive decisions, such as the Admissions and Vitality reports. Each unit/department is assigned tasks to respond to real-time information, and trends are noted on a daily or weekly basis to ensure a timely response. Technical support teams check the data for accuracy and integrity. The College uses passwords to ensure secure access to the information system.

6. *How do you translate organizational performance review findings into priorities for continuous improvement?*

The College compares actual results of performance review findings against expected results. If a gap exists between actual and expected results, the College evaluates the objective and determines the validity of the objective. The objective is retained, revised, or incorporated into new objectives in accordance with the changing environment. Objectives vital to the accomplishment of the College's mission are incorporated into the following year's plan of action.

7. *How do you collect, transfer, and maintain organizational and employee knowledge (knowledge assets)? How do you identify and share best practices?*

The College is careful to collect "knowledge assets" by ensuring that all new employees meet or exceed job requirements. The College website and workshops, such as New Employee Orientation, New Faculty Orientation, and Adjunct Faculty Orientation, are the primary ways the College maintains and transfers organizational and employee knowledge. The website explains the planning and evaluation process; states the College's mission, vision, and values; and provides directives and manuals. Professional development workshops, research materials, peer group meetings, and conferences are used to identify and share best practices. Academic programs maintain communication with accrediting agencies and review standards for relevancy and best practices.

Category 5 – Faculty and Staff Focus

1. *How do you organize and manage work to enable faculty and staff to develop and utilize their full potential, aligned with the organization's objectives, strategies, and action plans and promote cooperation, initiative, empowerment, innovation, and your organizational culture?*

Once plans of actions are developed for the College and every division and department, all full-time employees annually complete a form in accordance with the Employee Performance Management System (EPMS) or the Faculty Performance Management System (FPMS). These forms are individual action plans, which support the College's goals and objectives and include professional development activities designed to help employees reach their full potential.

CCTC promotes cooperation, initiative, empowerment, and innovation through providing a collegial organizational culture. The Executive Leadership Team, the Council of Deans and Directors, and the Academic Management Team have a free exchange of communication, and each group is empowered to implement creative solutions to current issues. The College has consistently developed trust and provided cross-training among groups.

2. How do you evaluate and improve your organization and human resource related processes?

The employee with the assistance of the appropriate supervisor identifies professional development activities that will support the individual in performing to their full potential and will also assist the College in fulfilling its mission, goals, and objectives. The Vice-President of each major division systematically reviews each request. Many of the professional development needs can be met internally; these activities are scheduled through the Professional Development Program Committee. An annual calendar of the events is published and provided to faculty and staff through the College's website. Typical professional development workshops include the following: New Faculty Orientation, New Adjunct Faculty Orientation, and New Employee Orientation. During the 2006-07 academic year, the College held "Technology Tuesdays" workshops, which allowed faculty and staff to enhance technology skills on a weekly basis. All internal workshops are evaluated by the participants, and this information is used to improve workshop content and delivery. Examples of professional development also include participation in graduate courses for faculty and the USC Leadership Program, Leadership Sumter, and the South Carolina Technical College System Leadership program.

In addition to the College's internal professional development program, the College seeks to incorporate new concepts and strategies through an external professional development program. The Vice-Presidents review requests for conferences and workshops and allocate funds based on requests from departments.

3. How do you achieve effective communication and knowledge/skill/best practice sharing across departments, jobs, and locations?

The College uses multiple methods of communication to achieve effective communication and knowledge/skill/best practice sharing across departments, jobs, and locations. The College offers several courses in best practices through WebCT; these courses on personnel policies and procedures, security measures, and confidentiality of records have relevancy across many departments. Offering the courses through the internet means that each individual can take courses at flexible times. The College has implemented myCCTC, a personal web portal available through the College's website. At myCCTC, all employees can stay abreast of new directives, read handbooks appropriate to their job responsibilities, and locate extensive information on strategic planning and institutional effectiveness. Team meetings at various levels are held at regular intervals to give and receive feedback. E-mail is also a common form of up-to-minute communication, and administrators maintain an "open-door" policy. The College also publishes an internal newsletter for sharing information, The Communicator, available to all college employees. Plans of action are distributed to all departments so

that everyone knows and supports the objectives of each division in the College. The College holds a Fall Kickoff, so all full-time employees understand the College's objectives. Adjunct faculty must participate in an annual workshop in order to stay current with the College's objectives, directives, and philosophy of teaching.

4. *How does your faculty and staff performance management system, including feedback to faculty and staff, support high performance work and contribute to the achievement of your action plans?*

The faculty (FPMS) and staff (EPMS) performance management systems are an integral part of the strategic planning and evaluation process. All employees set personal objectives that support the College's goals and objectives. Supervisors provide feedback on the progress toward achieving the objectives, and employees are rated annually on their performance. Employees are rated according to three levels of performance – “meets,” “exceeds” or “below” performance expectations. A “below” triggers a remediation plan. Results of one year's evaluation are used to set new objectives in the coming year.

5. *How do you accomplish effective succession planning? How do you manage effective career progression for all faculty and staff throughout the organization?*

The College is mindful of the necessity to build leadership skills among the faculty and staff and recognizes the importance of succession planning. Through team assignments and individual plans of action, employees are given opportunities to strengthen their ability to manage, lead, and create cooperation in order to achieve goals. Those who currently have a leadership position serve as mentors to other employees seeking leadership positions. The College has a very active professional development program, which sponsors participation in graduate courses and the Leadership Sumter, Leadership Clarendon, and the South Carolina Technical College System Leadership programs. A formal succession plan is being developed. As examples, the new President of the College served as Vice-President of Administration, the new Dean of Business and General Education was formally a department chair, and the Information Technology Department Chair's position was filled by faculty member. The Dean of the Industrial and Engineering Division was filled by the Director of Continuing Education.

6. *How do your faculty and staff education, training, and development address your key organizational needs? How do you evaluate the effectiveness of this education and training? How do you encourage on the job use of new knowledge and skills?*

The Professional Development Committee plans staff education/training based on the objectives set forth in the plans of action. For example, much training in 2006 and 2007 focused on training for the new administrative software system and the “Technology Tuesday” training to develop technology awareness and teach technology applications. A new initiative focuses on ways to increase student retention through faculty and staff connections to students. This training related directly to new initiatives in plans of action. Participants in each professional development activity on campus complete evaluation forms. The College compiles the results of the evaluation, and these results are used to improve professional development activities. As part of the FPMS and EPMS process, employees demonstrate how they have applied new knowledge and skills. Employees

with exceptional performance have an opportunity to receive merit increases through the annual pay plan when the budgets allows.

7. *How do you motivate faculty and staff to develop and utilize their full potential?*

Faculty and staff who have demonstrated the willingness and ability to achieve above and beyond the expectations of their job receive an “exceeds” rating and may be honored with special awards and recognition. Conversely, employees who fail to meet minimum job expectations are given a prescriptive plan for improvement. The College also recognizes employees who develop and utilize their full potential through the Teaching Excellence awards and Employee of the Year awards, both of which have monetary awards and plaques provided by the Central Carolina Technical College Foundation.

8. *What formal and/or informal assessment methods and measures do you use to obtain information on faculty and staff well-being, satisfaction, and motivation?*

Periodically, surveys are distributed to the faculty and staff to obtain information on faculty and staff well-being, satisfaction, and motivation. The College also performs exit interviews. In addition, groups such as the Council of Deans and Directors, the Academic Management Team, and the Faculty Assembly provide feedback on faculty and staff well-being, satisfaction, and motivation.

9. *How do you use faculty and staff satisfaction assessment findings to identify and determine priorities for improvement?*

Findings are incorporated into the individual and departmental plans of action and effectiveness reports, which are used for continuous improvement. Focus groups are also formed to examine issues and address any areas of concern.

10. *How do you maintain a safe, secure, and healthy work environment? (Include your workplace preparedness for emergencies and disasters.)*

The College has taken steps to provide a healthy, safe, and secure environment for all members of the campus community – faculty, staff, students, and visitors. Currently, the College is re-assessing security issues based on events at other educational facilities. Safety is maintained by a number of policies, services, and programs supported by a variety of administrative and academic offices and committees. Information about services, programs, and policies is widely available (e.g., Central Carolina Technical College (CCTC) Directives Manual, Faculty Handbook, Environmental, Health, and Safety Manual, Student Handbook/Calendar, Central Carolina Technical College Catalog 2006-2007, Security Manual, and the CCTC Website). These publications describe instructions on how to be prepared for emergencies and disasters.

The College’s campus security office is responsible for public safety. The campus security staff members work closely with the City of Sumter police and fire departments to provide a safe environment for students, staff, faculty and visitors. The security staff operates in accordance with applicable College policies and procedures and the CCTC Security Manual, which is distributed to all employees as an appendix to the Environmental Health and Safety Manual and also published on the College website.

The College Environmental Health and Safety Team provides oversight of the health and safety programs for the College. This team, which is chaired by the Director of Safety and Security, consists of representatives from faculty and staff and meets several times a year to review and update the College's safety plan in the CCTC Environmental Health and Safety Manual, to make recommendations concerning policies and procedures, and to address any other concerns related to environmental, health, and safety as such concerns arise.

In accordance with College policy, The Director of Safety and Security is responsible for scheduling drills and conducting evacuation (fire and bomb threat) and shelter (tornado) drills, along with the Environmental Health and Safety Team. The results of the drills are assessed and reported, and physical or procedural changes are made when necessary.

The Director of Safety and Security is also responsible for providing safety training for the College community. This is accomplished in several ways:

- The Director of Safety and Security speaks to faculty and students about safety, security, and the College's related policies and procedures at the Adjunct Faculty, New Student, and New Employee Orientation sessions each semester.
- Annual, mandatory, online training is provided for all College employees in permanent positions. All employees must pass the tests associated with safety training.

The CCTC Environmental Health and Safety Manual is distributed at the New Employee Orientation to new employees and at the annual training when there are updates. It is also available on the College's website.

Category 6 – Process Management

1. How do you determine, and what are (list) your key learning-centered processes that deliver your educational programs, offerings, and student services?

The College derives its key learning-centered processes from its mission statement, vision statement, and statement of values, which were developed by all College stakeholders and reviewed periodically by the Area Commission, administrators, faculty, and staff. Following is a list of learning-centered processes that add value to the students/stakeholders:

- ***Quality, Innovative Programs:*** The College implemented six new certificates and revised many associate degree and diploma programs to reflect new technology. The College has developed an online Associate in Arts program; three of the new certificates are available online as well.
- ***Accessible Programs:*** Campuses/sites are now available in all four of the College's service counties. Also, the College implemented a new administrative software system, called Banner, which allows students to register themselves for the first time from any location with internet access. In addition, the College continues to add more distance education classes.
- ***Affordable Programs:*** The College's tuition is very reasonable compared to other colleges. The new information system makes it much easier for students to access eligibility information for financial aid. With high gas prices, the addition of more

classes at outreach locations and distance education classes has made the College more affordable as well as accessible.

- **Accessible Student Support Services:** A new program, called TRiO, which provides services for non-traditional, low-income students. Counselors have been hired to provide student services, and myCCTC provides students with instant access to information. The library has also purchased new databases and provided classes on how to do research through the internet.
2. **How do you incorporate input from students, faculty, staff, stakeholders, suppliers, and partners for determining your key learning-centered process requirements?**

Following are methods the College uses to incorporate input into learning-centered processes:

- **Students:** Annually, surveys are administered to students, graduates, and alumni. Students complete course and instructor evaluations and program and services evaluations. Students who leave the College before graduation complete exit interviews. The results are shared with the appropriate departments and used for continuous improvement. Students also share input at the Retention Workshop.
- **Faculty and Staff:** College employees have input through the development of individual plans of action through the Employee/Faculty Performance Management System. These individual plans support the divisional and College's mission, strategic directions, and annual goals. In addition, faculty and staff input was an important factor in the College's Quality Enhancement Plan, which supports students and faculty in using new technology. There is also widespread participation through the Registration Critique and numerous committees and teams, such as the Academic Management Team.
- **Stakeholders:** Each program has an advisory committee that has input on program outcomes. In 2006-07 approximately 200 business and industry representatives served on advisory committees. Also, the Area Commission is appointed to represent all four counties in the College's service area. In addition, key College personnel are active on numerous boards and organizations in the community.
- **Business/Industry:** The Industrial Association and Economic Development agencies and businesses participate in the planning process so that the College can implement new courses and/or programs for acquisition of new skills. Credit and continuing education programs have collaborated with industry to prepare graduates for the workplace. An example is a new, acclaimed welding program that is a collaborative effort among credit and non-credit personnel at the college as well as industry and local public agencies.
- **Suppliers:** Suppliers often demonstrate technology devices that are considered for implementation. For example, the College is currently investigating technology to improve communication and security.
- **Partners:** The College works closely with secondary schools as part of the EEDA legislation to ensure a smooth transition of students from high school to college. A primary emphasis this year was working with counselors and students at high school to define clear pathways from high school to college.

3. *How do you incorporate organizational knowledge, new technology, cost controls, and other efficiency and effectiveness factors, such as cycle time, into process design and delivery?*

Here are some of the major ways the College incorporates the following factors:

- **Organizational Knowledge:** The College uses an extensive, aligned, systematic process to plan, evaluate, and improve programs. This process involves all employees of the College. Cross-functional teams are created to implement action plans.
- **New Technology:** The College is implementing an extensive five-year Quality Enhancement Plan with specific objectives, evaluation measures, and use of results components; this plan is an ambitious plan to incorporate new technology and train faculty and students to use technology in the classroom. The College has also implemented a new administrative software system and continues to provide training to all faculty, staff, and students on how to use this new information technology. Programs of study have incorporated recommendations from Advisory committees to update technology to keep programs current. An example is the development of six new certificates and the revision of numerous associate degree and diploma programs to include new technology and program specific content. The College also has an Instructional Computing Team, which identifies new trends, develops plans to implement new technology, and provides training on the technology.
- **Cost Controls:** The College has received recognition for its accounting practices and inventory control methods for many years. Budget controls are integrated into the electronic requisition system.
- **Efficiency Factors:** The College has developed, analyzed, and used numerous reports to make decisions for optimum academic programs and services, including the Admissions and Vitality reports. The College increased efficiency in 2006-07 by developing a standardized course schedule, which resulted in time savings for multiple departments. The College also set up a system to allow students to self-register online, which increased efficiency for students, faculty, and student services staff and allowed greater accessibility for students.
- **Effectiveness Factors:** Each department and division measures their achievements against performance criteria identified at the beginning of the year's planning cycle. Any objectives that are on-going or need improvement are included in the subsequent plans of action. All personnel, departments, and divisions are held accountable for the accomplishment of objectives agreed upon at the beginning of the planning cycle.

4. *How do you systematically evaluate and improve your learning-centered processes?*

All employees, departments, and divisions are systematically evaluated annually. Actual results are compared with expected results identified during the planning process. Results are used for continuous improvement of learning-centered processes.

5. *What are your key support processes, and how do you evaluate, improve and update these processes to achieve better performance?*

Key support processes are as follows:

- Student Services
- Utilization of student-centered approach at outreach campuses
- Facilities and Inventory Management
- Accounting and Finance

- Information Systems
- Administration
- Continuing Education

Support processes are incorporated into the annual planning cycle. At the beginning of the planning cycle all departments and divisions develop a plan that includes objectives that support the College's mission, strategic directions, annual goals and expected, measurable results. At the end of the fiscal year, all employees, departments and divisions measure their actual results against expected results. The results of this analysis are used as basis for the subsequent year's plan for continuous improvement.

6. *How does your organization ensure that adequate budgetary and financial resources are available to support your operations? How do you determine the resources needed to meet current budgetary and financial obligations, as well as new initiatives?*

The College ensures that adequate budgetary and financial resources are available to support operations by 1) making requests to County Councils for local funding, 2) working with other technical colleges to secure state funding, and 3) accessing federal funds to support special projects and populations.

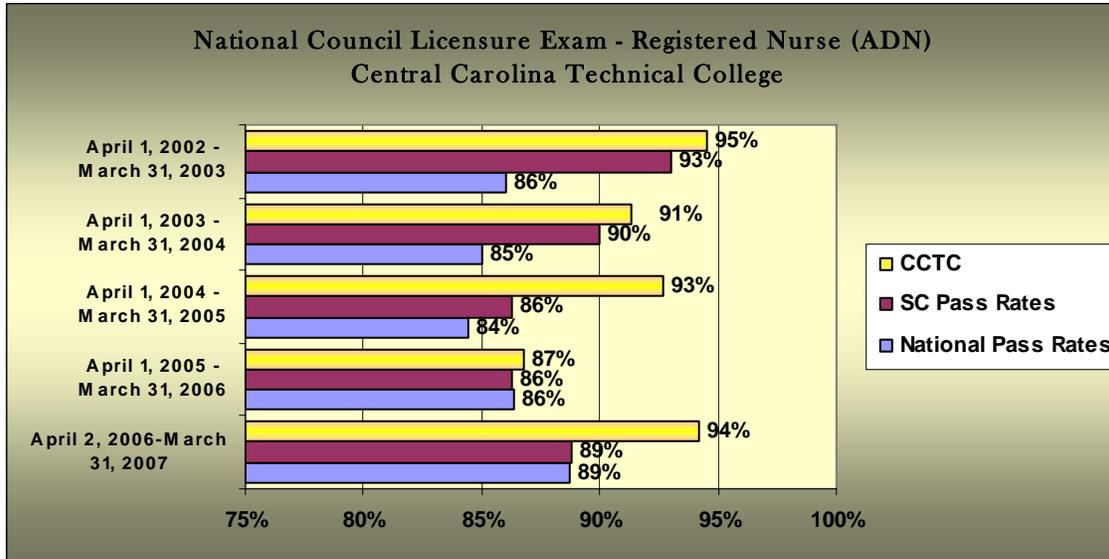
The College integrates its planning, evaluation, and budgeting processes to ensure the College's budget is based on the mission statement, strategic directions, and annual College goals. Once the College's annual goals are disseminated by the Executive Leadership Team (ELT), every department/unit uses them as a guide in developing its annual plan of action, which includes objectives and expected results that govern its activities and projects. Department/unit managers submit budget requests to appropriate major division heads, and subsequently the ELT establishes funding priorities to ensure resources are allocated in a manner that supports the annual plans of action. Resources are distributed in keeping with the College's priorities.

The College's financial statements are audited annually by external auditors in accordance with generally acceptable auditing standards. The College has received an unqualified opinion, and there have not been any management letter comments since 1998. The College also has an audit of federal awards in accordance with the Single Audit Act. The College has not had any audit findings regarding Financial Aid policies and procedures since 1998.

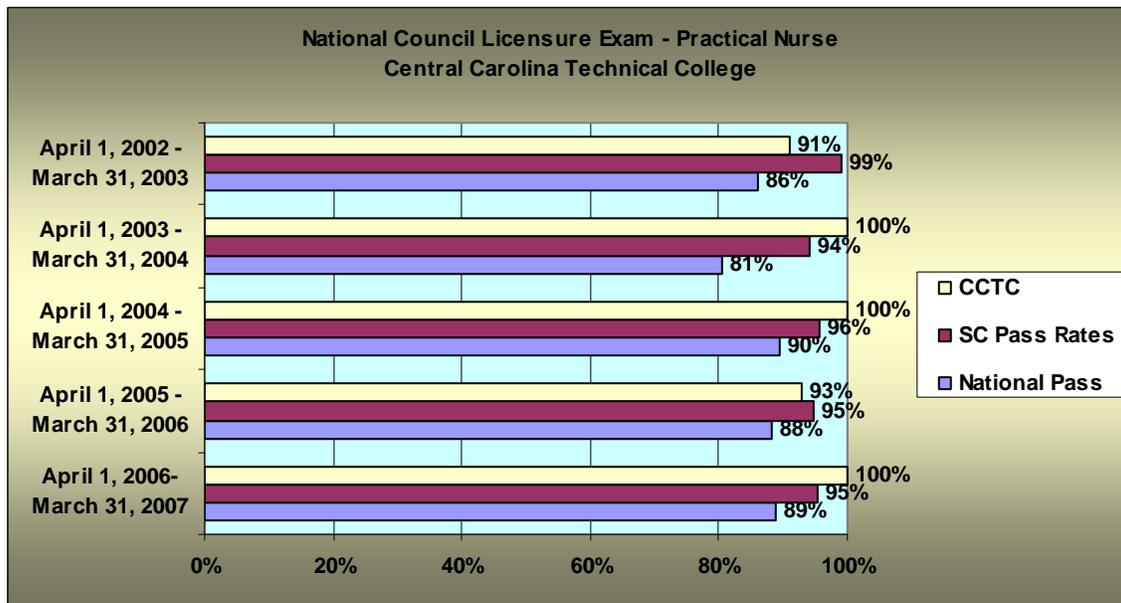
Category 7 – Organizational Performance Results

7.1 What are your performance levels and trends for your key measures on student learning, and improvements in student learning? How do your results compare to those of your competitors and comparable organizations?

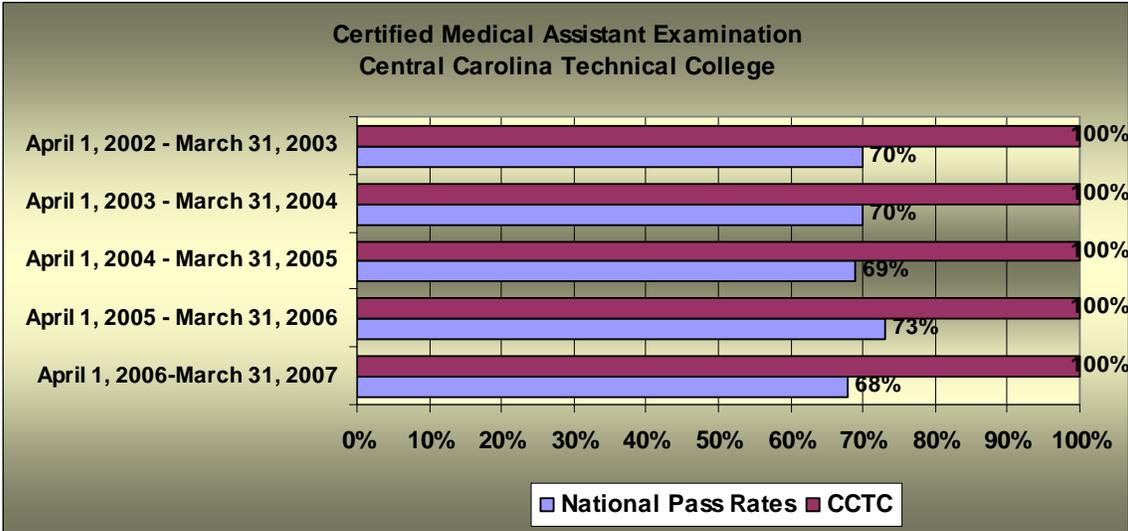
CHART 7.1.1
Passage Rates on Professional Examinations
Central Carolina Technical College Health Sciences



The pass rate for Licensure Examination for ADN substantially exceeded the SC and national pass rates in 2007.

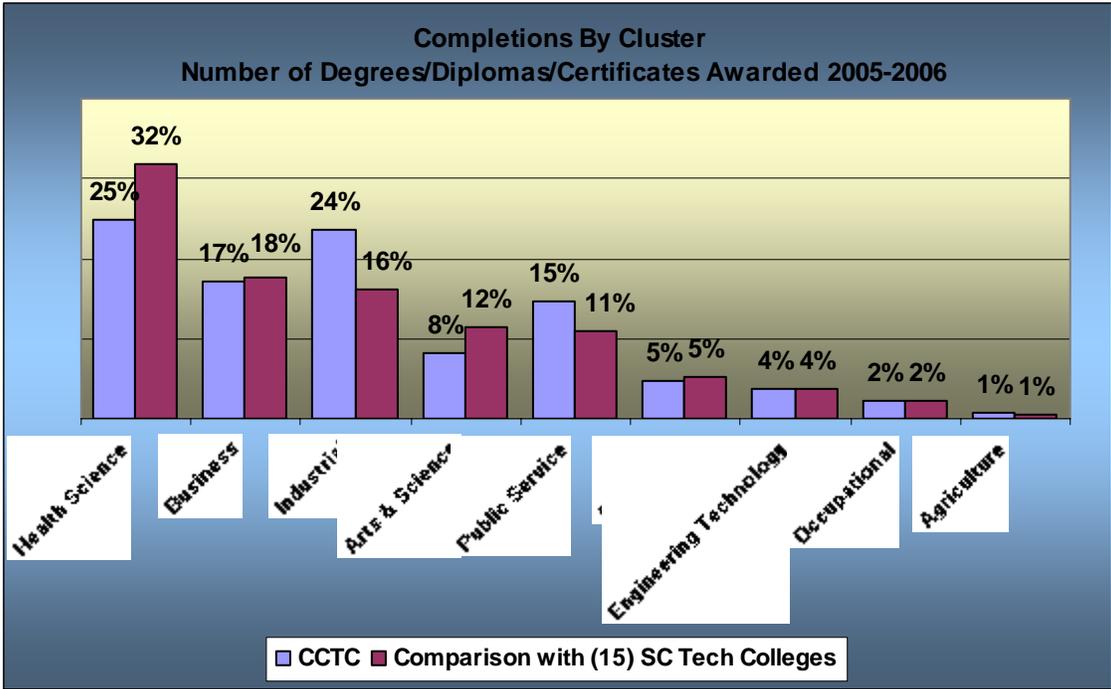


CCTC continues to enjoy a 100% pass rate on the PN Licensure Examination.



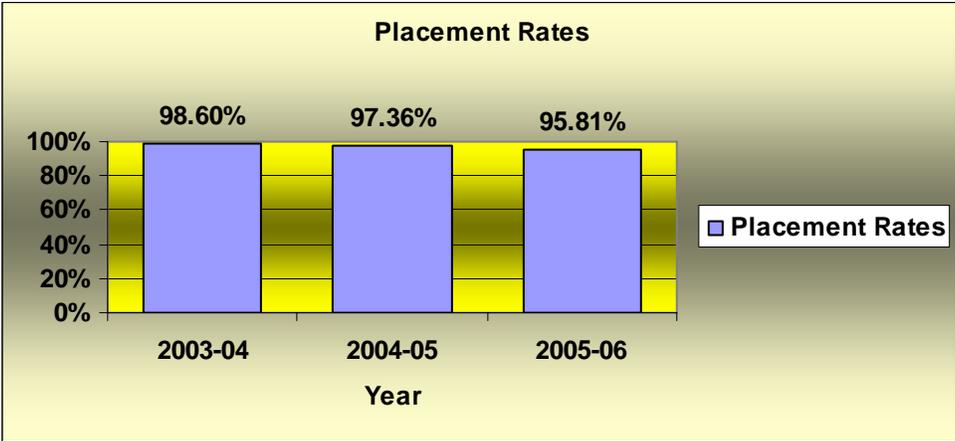
Passage Rates indicate the College's 100% pass rate has consistently surpassed the national average.

CHART 7.1.2
Completions Comparison Rates
Central Carolina Technical College



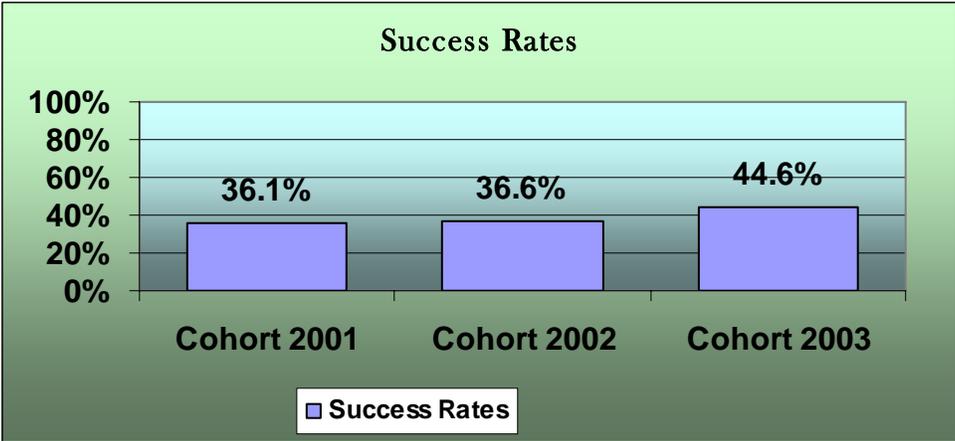
Note: Data indicates that expanded facilities are indicated to accommodate students in Health Sciences. The College substantially updated Industrial Engineering Technology and Natural Resources curricula in order to attract students.

CHART 7.1.3
Placement Rates
Central Carolina Technical College



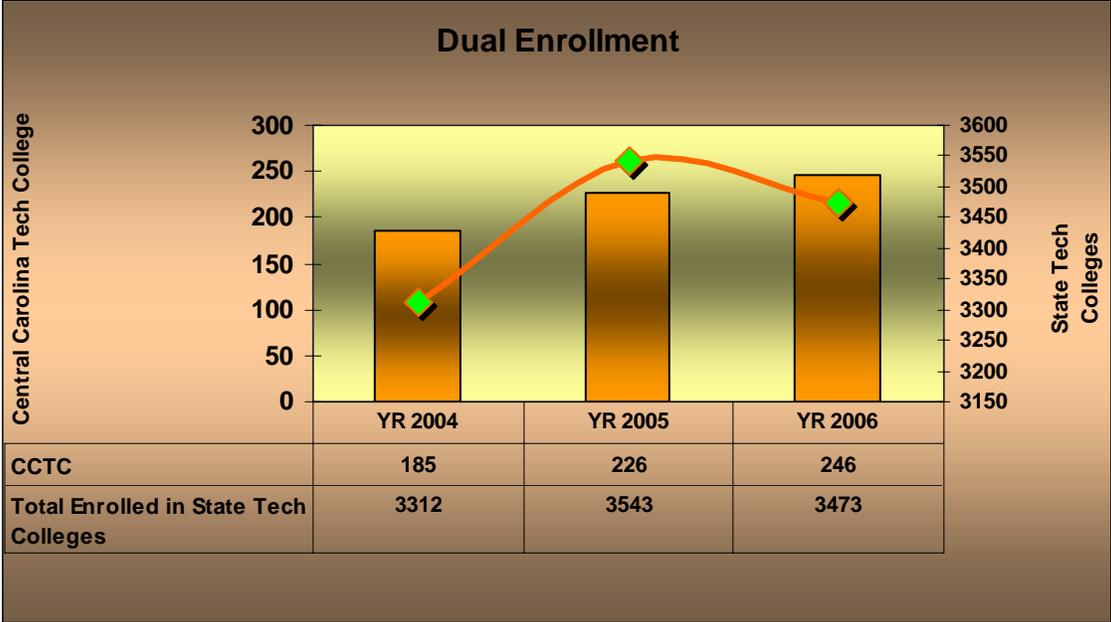
Note: The College continues to enjoy a significantly high job placement rate for graduates that have been consistent over a three-year period.

CHART 7.1.4
Success Rates
Central Carolina Technical College



Note: Success Rate is defined as the percentage of those graduating within 150% of normal program time or those who as of 150% of program time have transferred to another institution or those who as of 150% of program time have continued to be enrolled either full- or part-time. There was a substantial increase in the most recent success rate.

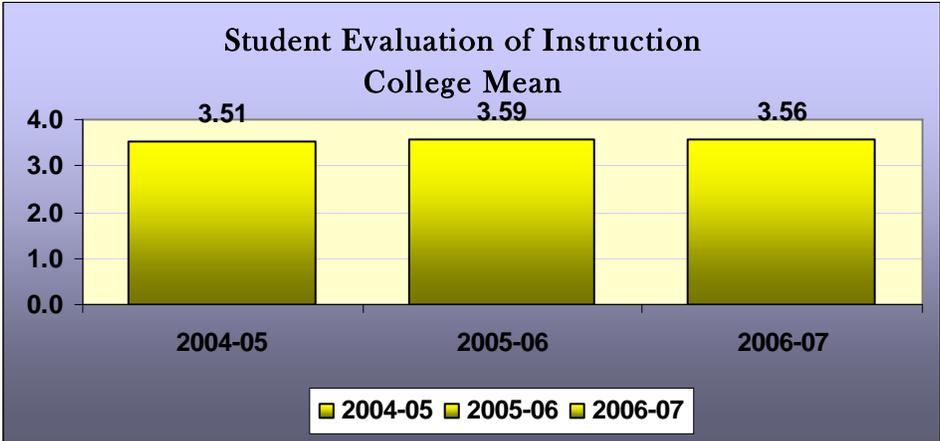
CHART 7.1.5
Dual Enrolled High School Students Comparison Rates
Central Carolina Technical College



Note: The College is experiencing an upward trend in dual enrollment.

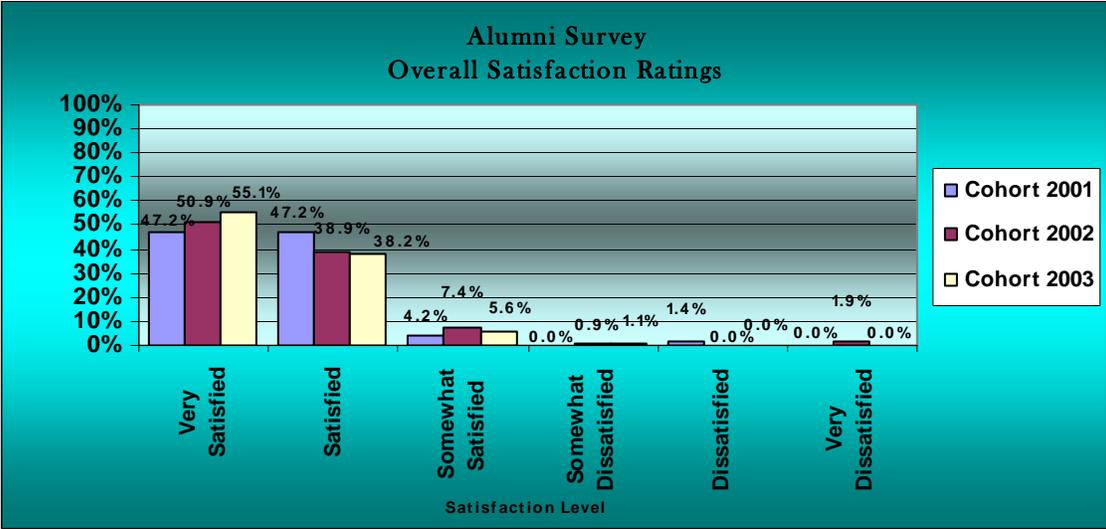
7.2 *What are your performance levels and trends for your key measures on student and stakeholder satisfaction and dissatisfaction? How do your results compare with competitors and comparable organizations?*

CHART 7.2.1
Student Evaluation of Instruction Overall Results
Central Carolina Technical College



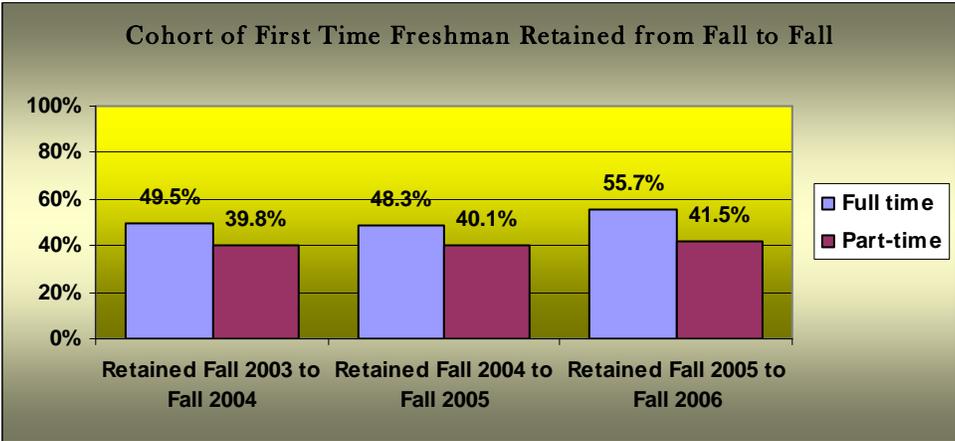
Each year the student evaluation of instruction has remained stable at a high level on a 4.0 scale.

CHART 7.2.2
Alumni Overall Satisfaction Ratings with Academic Experience
Central Carolina Technical College



Note: The above chart includes the most current data. Alumni are surveyed 3 years after graduation. More than 90% of alumni indicated that they were “satisfied” to “very satisfied.” No students in most recent cohort were “dissatisfied.”

CHART 7.2.3
Retention Rates
Central Carolina Technical College

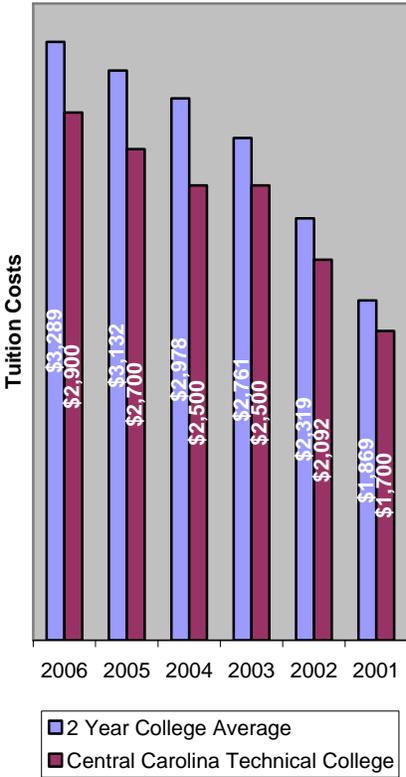


Note: The College is undertaking numerous studies and activities to increase the retention rates for full-time and part-time students. The retention rate for full-time students has increased substantially

7.3 What are your performance levels for your key measures on budgetary and financial performance, including measures of cost containment, as appropriate?

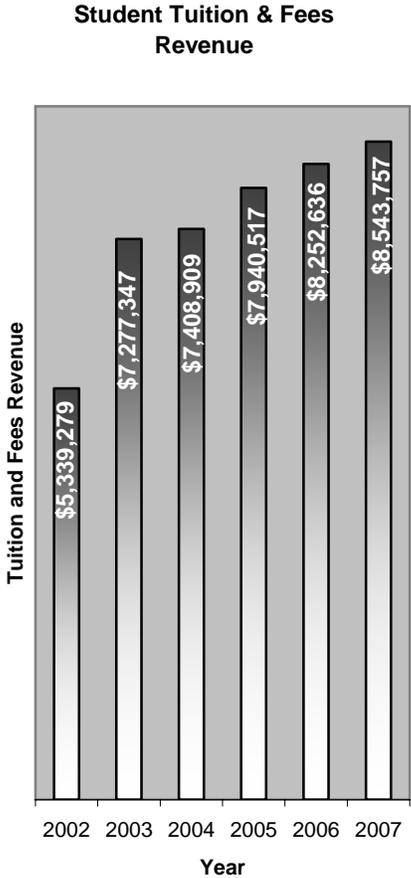
**CHART 7.3.1
 Tuition Rate Comparison
 Central Carolina Technical College**

**CCTC Tuition Rate Compared With
 Other 2 Year Colleges in South
 Carolina**



Note: Enrollment is vital to the budgetary and financial performance of the college. FTE enrollments are used in the budget calculation for student tuition revenue. Tuition revenue generated from college enrollment became the primary source of revenue for the college since fiscal year 2003 when direct state revenue was substantially decreased.

CHART 7.3.2
Student Tuition & Fees Revenue
Central Carolina Technical College

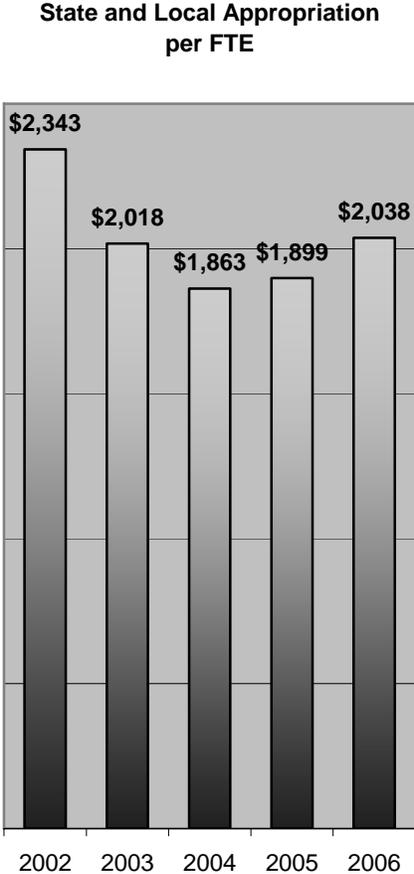


Tuition increases over the past four years have been in line overall with other two-year colleges in the state, and the College has remained below the state average for two-year colleges.

The college strives to minimize tuition increases to students; however, since the decline in state revenue began in 2002, increases in tuition have been a part of the financial strategies used by the College to sustain programs and services for students.

Student tuition and fee revenue has increased from \$5.3 million in fiscal year 2002 to \$8.54 million in fiscal year 2007. Tuition and fee revenue is the largest source of operating revenue to the college.

CHART 7.3.3
State and Local Appropriation per FTE
Central Carolina Technical College



Note: Directly linked with tuition and fee revenue in terms of the college's financial health is state appropriations, which comprise approximately 30 percent of total revenue for the college for fiscal year 2007. The dollars have decreased from \$7.0 million in fiscal year 2002 to \$6.7 million in fiscal year 2007.

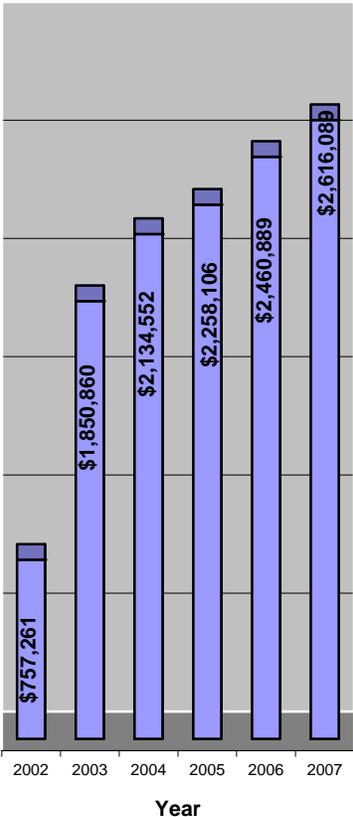
CHART 7.3.4
Correlation between State Appropriations and Tuition and Fees
Central Carolina Technical College



Note: The relationship between the decrease in direct state dollars and the increase in tuition from students is depicted in graph 7.3.4.

CHART 7.3.5
State Grants and Contracts
Central Carolina Technical College

State grants and contracts



Note: Although direct state dollars to the college have decreased, state supported funding to students in the form of scholarships, grants and aid shows a steady increase from approximately \$0.8 million in fiscal year 2002 to over \$2.6 million in fiscal year 2007. The increases are primarily due to an increase in South Carolina Lottery Tuition Assistance scholarships.

CHART 7.3.6
Accountability Report Appropriations/Expenditures Chart
Central Carolina Technical College

Accountability Report Appropriations/Expenditures Chart						
Central Carolina Technical College						
Base Budget Expenditures and Appropriations						
Major Budget Categories	FY 05-06 Actual Expenditures		FY 06-07 Actual Expenditures		FY 07-08 Appropriations Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	\$ 10,983,710	\$ 4,650,647	\$ 11,204,860	\$ 4,681,764	\$ 11,368,362	\$ 4,828,508
Other Operating	\$ 4,907,372		\$ 5,321,337		\$ 5,795,734	
Special Items						
Permanent Improvements						
Case Services						
Distributions to Subdivisions						
Fringe Benefits	\$ 2,587,509	\$ 1,114,003	\$ 2,738,077	1,228,903	\$ 2,813,233	\$ 1,267,422
Non-recurring	\$ 199,993		\$ 196,296			
Total	\$ 18,678,584	\$ 5,764,650	\$ 19,460,570	\$ 5,910,667	\$ 19,977,329	\$ 6,095,930
Other Expenditures						
	Sources of Funds	FY 05-06 Actual Expenditures	FY 06-07 Actual Expenditures			
	Supplemental Bills					
	Capital Reserve Funds					
	Bonds					

CHART 7.3.7 Major Program Areas Central Carolina Technical College

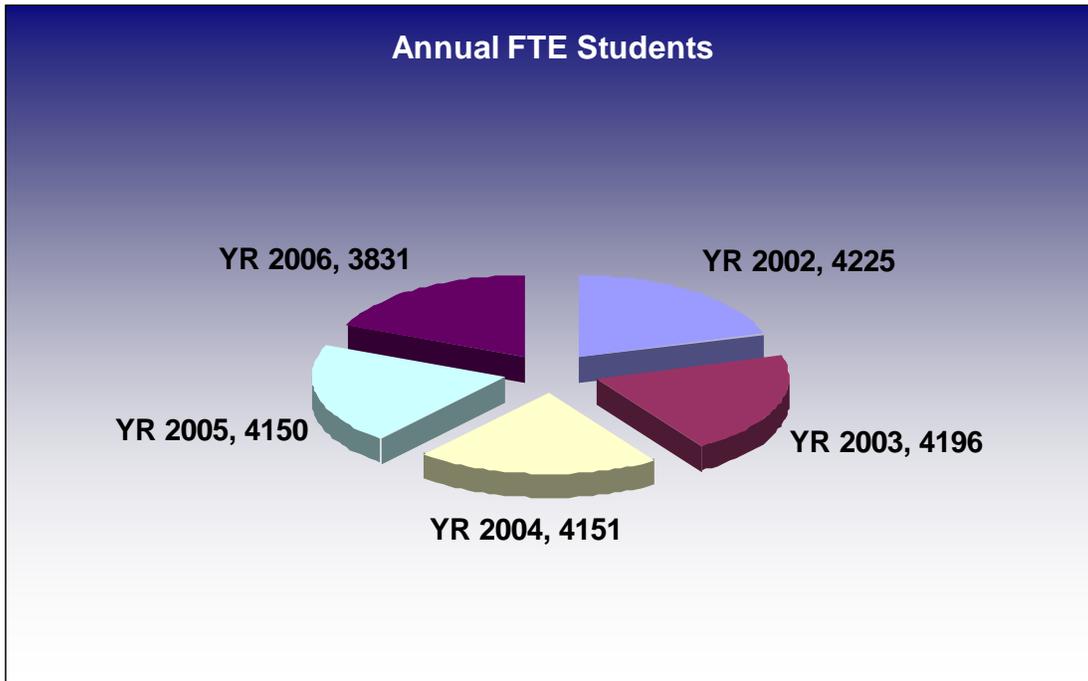
Major Program Areas Central Carolina Technical College				
Program Number and Title	Major Program Area Purpose (Brief)	FY 05-06 Budget Expenditures	FY 06-07 Budget Expenditures	Key Cross References for Financial Results*
II. A., B., & E. Instructional Programs	The College provides opportunities for individuals to acquire the knowledge and skills necessary for employment, transfer to senior colleges and universities, or graduation with an Associate Degree, Diploma, or Certificate	State: 5,764,650.00 Federal: Other: Total: 18,678,584.00 % of Total Budget: 100%	State: 5,910,667 Federal: Other: Total: 19,460,570 % of Total Budget: 100%	
		State: Federal: Other: Total: % of Total Budget:	State: Federal: Other: Total: % of Total Budget:	
		State: Federal: Other: Total: % of Total Budget:	State: Federal: Other: Total: % of Total Budget:	
		State: Federal: Other: Total: % of Total Budget:	State: Federal: Other: Total: % of Total Budget:	
		State: Federal: Other: Total: % of Total Budget:	State: Federal: Other: Total: % of Total Budget:	

Below: List any programs not included above and show the remainder of expenditures by source of funds.

Remainder of Expenditures:	State: Federal: Other: Total: % of Total Budget:	State: Federal: Other: Total: % of Total Budget:	
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* Key Cross-References are a link to the Category 7 - Organizational Performance Results. These References provide a Chart number that is included in the 7th section of this document.

CHART 7.3.8
Annual FTE Students
Central Carolina Technical College



Note: Enrollment is vital to the budgetary and financial performance of the college. FTE enrollments are used in the budget calculation for student tuition revenue. Tuition revenue generated from college enrollment became the primary source of revenue for the college since fiscal year 2003 when direct state revenue was substantially decreased. Student FTE has decreased by 394 FTE, or 9% from 2002 to 2006. Prior to 2002, FTE had increased by approximately 50% from 1999 to 2002, with a leveling off reflected by the decrease from 2002 to 2006. While FTE have not increased over the past four years, the rates of tuition have. Tuition increases over the past four years have been in line overall with other 2-year colleges in the state, and the College has remained below the state average for 2 year colleges.

7.4. What are your performance levels and trends for your key measures on work system performance, faculty and staff learning and development, and faculty and staff well-being, satisfaction, and dissatisfaction?

CHART 7.4.1
Professional Development Programs
Central Carolina Technical College

Course Title	Date	Location	Course Content Avg	Instructor Avg	Facility Avg	Overall Avg
TECHNOLOGY TUESDAY TRNG.	AS SCHEDULED	121E				
SUPERVISOR TRNG. (AMT)	21-Jul-06	533	3.62	3.43	3.16	3.4
NEW FACULTY ORIENTATION	7-Aug-06	585				
NEW EMPLOYEE ORIENTATION	8-Aug-06	582				
ADJUNCT FACULTY TRNG.	12-Aug-06	585	3.92	3.88	3.81	3.87
PERSONNEL POLICIES AND PROCEDURES	15-Aug-06	ONLINE				
WORK STUDY TRNG.	31-Aug-06	102				
STUDENT ORGANIZATION ADVISOR TRNG.	29-Aug-06	533	3.90	3.90	3.35	3.72
REGISTRATION CRITIQUE	7-Sep-06	401				
COPYRIGHT	18-Sep-06	ONLINE	4.00	4.00	4.00	
BENEFITS FAIR	15-Sep-06	401				
SAFETY & SECURITY	2-Oct-06	ONLINE	4.00	4.00	4.00	
NEW EMPLOYEE ORIENTATION	5-Oct-06	582	4.00	4.00	4.00	
FALL KICKOFF	6-Oct-07	401	3.75	3.76	3.70	3.74
PROGRAM REVIEW	19-Oct-07	533				
FACULTY ADVISOR TRNG.	2-Nov-06	118				
NEW FACULTY ORIENTATION	2-Jan-07	585				
NEW EMPLOYEE ORIENTATION	3-Jan-07	582				
TELECOURSE TRNG.	4-Jan-07	584				
ADJUNCT FACULTY TRNG.	6-Jan-07	LIBRARY	3.94	3.96	4.00	3.95
REGISTRATION CRITIQUE	22-Jan-07	401				
ACADEMIC PLANNING FORUM	8-Feb-07	533				
STUDENT RETENTION FORUM	15-Feb-07	401ABC	3.59	3.71	3.87	3.72
FERPA/ADA TRNG.	ONLINE	ONLINE				
BUDGET MEETING	9-Mar-07	401				
NEW EMPLOYEE ORIENTATION	25-Apr-07		3.61	3.63	3.57	3.6
INFORMATION SECURITY	1-May-07	ONLINE				
NEW FACULTY ORIENTATION	7-May-07	585				
NEW EMPLOYEE ORIENTATION	8-May-07	582				
TELECOURSE TRNG.	10-May-07	584				
ADJUNCT FACULTY TRNG.	5/12/2007	LIBRARY	3.92	3.94	4.00	3.95
NEW EMPLOYEE ORIENTATION	6/7/2007		3.68	3.66	3.7	3.68

The College has offered numerous professional development workshops, which has received a 3.68 satisfaction score on a 4.0 scale.

7.5 What are your performance levels and trends for your key measures of organizational effectiveness/operational efficiency, learning-centered and support process performance (these could include measures related to the following: student performance and development; the education climate; responsiveness to student and stakeholder needs; supplier and partner performance; and cycle time).

CHART 7.5.1
Unduplicated Count Dual-Enrolled Students 2003-2006
Central Carolina Technical College

County Names	2003	2004	2005	2006
Clarendon County				
Total Classes Offered	20	22	22	22
Total Students Enrolled	146	147	153	163
Total Credits Earned	1016	970	1135	1224
Kershaw				
Total Classes Offered	0	4	6	8
Total Students Enrolled	0	26	52	68
Total Credits Earned	0	156	291	429
Lee County				
Total Classes Offered	11	9	10	6
Total Students Enrolled	69	80	78	69
Total Credits Earned	378	438	423	411
Sumter County				
Total Classes Offered	24	18	18	16
Total Students Enrolled	176	127	161	162
Total Credits Earned	951	768	942	762
Total				
Classes	55	53	56	52
Students	391	380	444	462
Credits	2345	2332	2791	2826

Dual enrollment continues to increase as we serve the stakeholders in the communities the College serves. More students earned more hours with same number of class sections.

CHART 7.5.2

***Migration of First-Time Undergraduate Transfers to SC Postsecondary Institutions
Fall 2006 (Statewide Data)***

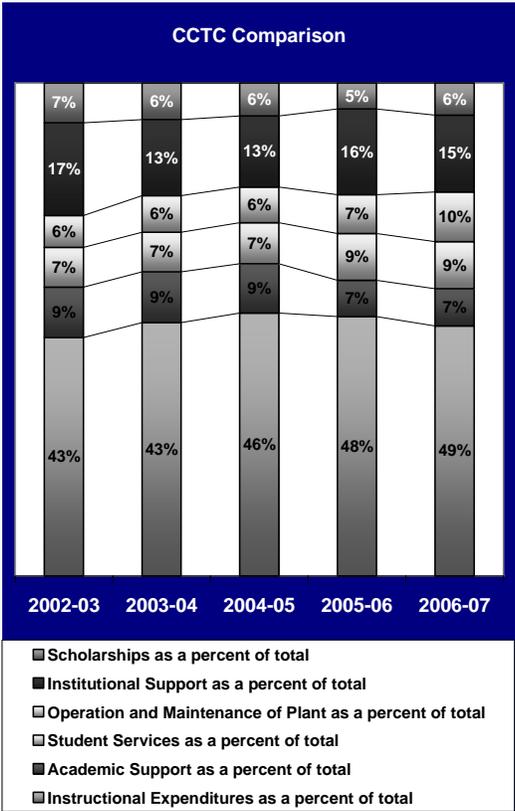
Transferring From:	Transferring To:																			
	Research Institutions		Comprehensive Teaching College & Universities		Subtotal Senior Public Institutions		Two-year Regional Campuses of USC		Technical Colleges		Subtotal Two-Year Colleges		Independent Senior Institutions		Independent Two-Year Colleges		Grand Total			
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time	Total	
Research Institution	35	6	182	13	217	19	16	9	267	270	283	279	30	11	2	0	532	309	841	
Comprehensive Teaching Colleges & Universities	358	29	234	20	592	49	30	13	626	465	656	478	85	23	3	0	1336	550	1886	
Two Year Regional Campuses of USC	170	43	146	21	316	64	0	0	83	70	83	70	6	3	0	0	405	137	542	
Technical Colleges	606	99	1031	230	1637	329	45	39	599	594	644	633	402	146	7	0	2690	1108	3798	
Subtotal Two Year Colleges	776	142	1177	251	1953	393	45	39	682	664	727	703	408	149	7	0	3095	1245	4340	
Independent Senior Institutions	166	13	206	22	372	35	17	13	312	282	329	295	100	18	3	1	804	349	1153	
Independent Two Year Colleges	30	3	70	2	100	5	2	0	51	39	53	39	29	2	0	0	182	46	228	
Out-of-State	473	96	911	122	1384	218	26	37	933	1427	959	1464	452	23	6	0	2801	1705	4506	
Foreign	13	2	20	4	33	6	0	0	0	0	0	0	34	4	0	0	67	10	77	
Unknown	0	0	13	3	13	3	0	0	0	0	0	0	301	56	0	0	314	59	373	
TOTAL	1851	291	2813	437	4664	728	136	111	2871	3147	3007	3258	1439	286	21	1	9131	4273	13404	

CHART 7.5.3
Programs and Services Overall Satisfaction Ratings
Central Carolina Technical College



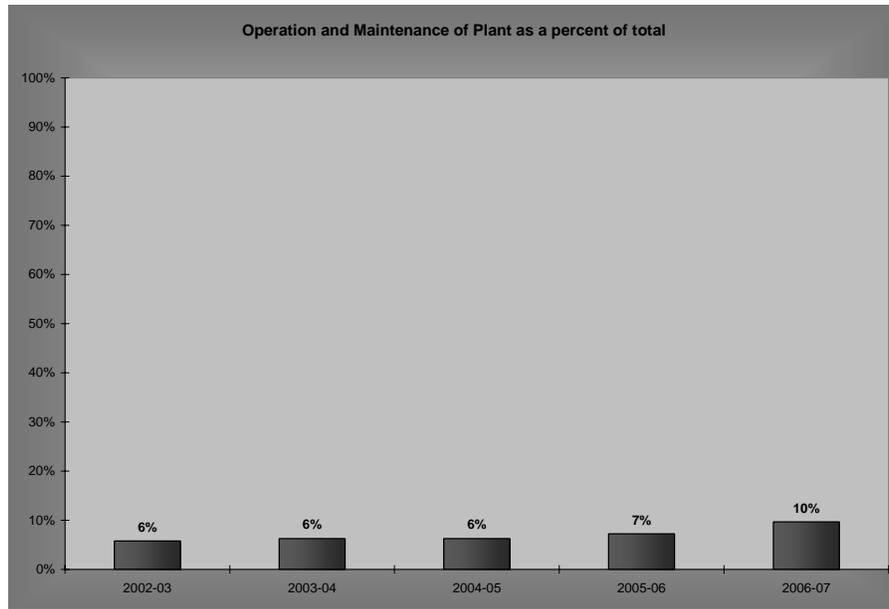
Note: Approximately 95% of the student body rated Programs and Services as “satisfied” to “very satisfied.”

CHART 7.5.4
Expenditures as Percent of Budget
Central Carolina Technical College



Note: The College budgets and spends the largest dollars to support its mission of instruction and academic support, followed by the function of student services, institutional support expenses and operations and maintenance of plant.

CHART 7.5.5
Operation and Maintenance of Plant as a Percent of Total
Central Carolina Technical College



Note: The college administration is cognizant of efforts to contain costs. Expenses in this area include administrative services, management, legal expenses, personnel, logistical and support services, public relations and development.

7.6 What are your performance levels for your key measures related to leadership and social responsibility?

- a.) accomplishment of your organizational strategy and action plans*
- b.) stakeholder trust in your senior leaders and the governance of your organization*
- c.) fiscal accountability; and, regulatory, safety, accreditation, and legal compliance*

CHART 7.6.1 (a)
Strategic Planning Chart
Central Carolina Technical College

Program Number and Title	Supported Organization Strategic Planning Goal/Objective	Related FY 05-06 Key Action Plan/Initiatives	Key Cross References for Performance Measures
INSTRUCTION	1. Market the comprehensive nature and value of the College.	<ul style="list-style-type: none"> • Plan and implement comprehensive recruiting and public relations strategies that clearly communicate the College's mission, programs, and services to increase student enrollment and 	7.15 7.3.7 7.5.1 7.5.3 7.6.1 (a) 7.6.3(a)

	public awareness of the role of the institution.	7.6.4(a) 7.6.5 (a) 7.6.7 (c)
2. Secure and use available resources to maximize the productivity and efficiency of the College.	<ul style="list-style-type: none"> • Allocate the budget and resources necessary to accomplish the Mission, Strategic Directions, and College Annual Goals. • Improve and expand College facilities based on appropriate planning documents, as funding becomes available. • Attract and retain appropriately credentialed, diverse, and talented faculty to support a multicultural campus environment. 	7.3.1 7.3.2 7.3.3 7.3.4 7.3.5 7.3.6 7.3.7 7.5.1 7.5.4 7.6.1 (a) 7.6.3(a) 7.6.4 (a)
3. Develop and expand enrollment opportunities in the four-county service area to improve accessibility to the College's programs and services.	<ul style="list-style-type: none"> • Expand and maintain collaborative partnerships with area secondary schools to implement the provisions of the Education and Economic Development Act. • Provide expanded learning opportunities through various modes and locations to improve service area access to post-secondary education. • Plan and implement comprehensive recruiting and public relations strategies that clearly communicate the College's mission, programs, and services to increase student enrollment and public awareness of the role of the institution. 	7.1.5 7.2.1 7.2.2 7.2.3 7.3.7 7.5.1 7.5.3 7.6.1 (a) 7.6.2 (a) 7.6.3 (a) 7.6.4 (a)
4. Strengthen and develop mutually beneficial alliances with private and public partners.	<ul style="list-style-type: none"> • Expand and maintain collaborative partnerships with area secondary schools to implement the provisions of the Education and Economic Development Act. • Provide technical/industrial programs and services designed specifically for area business and industry to meet the demands of the current divergent and volatile economy. • Develop/maintain partnerships with external agencies and expand College data collection processes in collaboration with other postsecondary institutions to share resources that accomplish mutual goals. 	7.1.4 7.2.1 7.2.2 7.3.5 7.6.1 (a) 7.6.2 (a) 7.6.3 (a) 7.6.4 (a) 7.6.5 (c) 7.6.6 (c) 7.6.7 (c)
5. Maximize the use of	• Allocate the budget and resources	7.1.1

	<p>technology to support internal and external constituencies.</p>	<p>necessary to accomplish the College Mission, Strategic Directions, and Annual Goals.</p> <ul style="list-style-type: none"> • Provide appropriate data collection and analysis to support planning and evaluation processes, curriculum development, assessment of learning outcomes, external accountability, and institutional improvements. • Provide student support services, learning resources, and infrastructure to ensure a more student-centered technology-enriched learning environment. • Augment academic programs and services to promote workplace readiness in technology and increase accessibility to the College's resources. • Develop/maintain partnerships with external agencies and expand College data collection processes in collaboration with other postsecondary institutions to share resources that accomplish mutual goals. • Continue to implement the Quality Enhancement Plan, Building a Digital Community. 	<p>7.1.2 7.1.3 7.1.4 7.1.5 7.2.1 7.2.2 7.2.3 7.2.4 7.3.5 7.4.1 7.4.2 7.4.3 7.5.1 7.5.2 7.5.3 7.5.4 7.5.5 7.5.6 7.5.8 7.6.1(a) 7.6.2(a) 7.6.3(a) 7.6.4(a)</p>
	<p>6. Offer quality curriculum and services that are relevant and current.</p>	<ul style="list-style-type: none"> • Provide technical/industrial programs and services designed specifically for area business and industry to meet the demands of the current divergent and volatile economy. • Provide appropriate data collection and analysis to support planning and evaluation processes, curriculum development, assessment of learning outcomes, external accountability, and institutional improvements. • Provide student support services, learning resources, and infrastructure to ensure a more student-centered technology-enriched learning environment. • Augment academic programs and services to promote workplace readiness in technology and increase accessibility to the College's resources. 	<p>7.1.1 7.1.2 7.1.3 7.1.4 7.2.1 7.2.2 7.2.4 7.4.1 7.4.2 7.5.1 7.5.2 7.5.3 7.6.1(a) 7.6.3(a) 7.6.4(a) 7.6.5(a) 7.6.6(c)</p>

		<ul style="list-style-type: none"> • Attract and retain appropriately credentialed, diverse, and talented faculty to support a multicultural campus environment. • Continue to implement the Quality Enhancement Plan, Building a Digital Community 	
	<p>7. Position the College to respond effectively to internal and external environmental factors.</p>	<ul style="list-style-type: none"> • Expand and maintain collaborative partnerships with area secondary schools to implement the provisions of the Education and Economic Development Act. • Provide expanded learning opportunities through various modes and locations to improve service area access to post-secondary education. • Provide technical/industrial programs and services designed specifically for area business and industry to meet the demands of the current divergent and volatile economy. • Provide appropriate data collection and analysis to support planning and evaluation processes, curriculum development, assessment of learning outcomes, external accountability, and institutional improvements. • Augment academic programs and services to promote workplace readiness in technology and increase accessibility to the College's resources. • Develop/maintain partnerships with external agencies and expand College data collection processes in collaboration with other postsecondary institutions to share resources that accomplish mutual goals. • Continue to implement the Quality Enhancement Plan, Building a Digital Community 	<p>7.1.1 7.1.2 7.1.3 7.1.4 7.1.5 7.2.1 7.2.2 7.2.4 7.2.3 7.3.5 7.5.1 7.5.2 7.5.3 7.6.1 (a) 7.6.2 (a) 7.6.3 (a) 7.6.4 (a) 7.6.5 (a) 7.6.6 (c) 7.6.7 (c)</p>

CHART 7.6.2 (a)
Organization Chart
Central Carolina Technical College

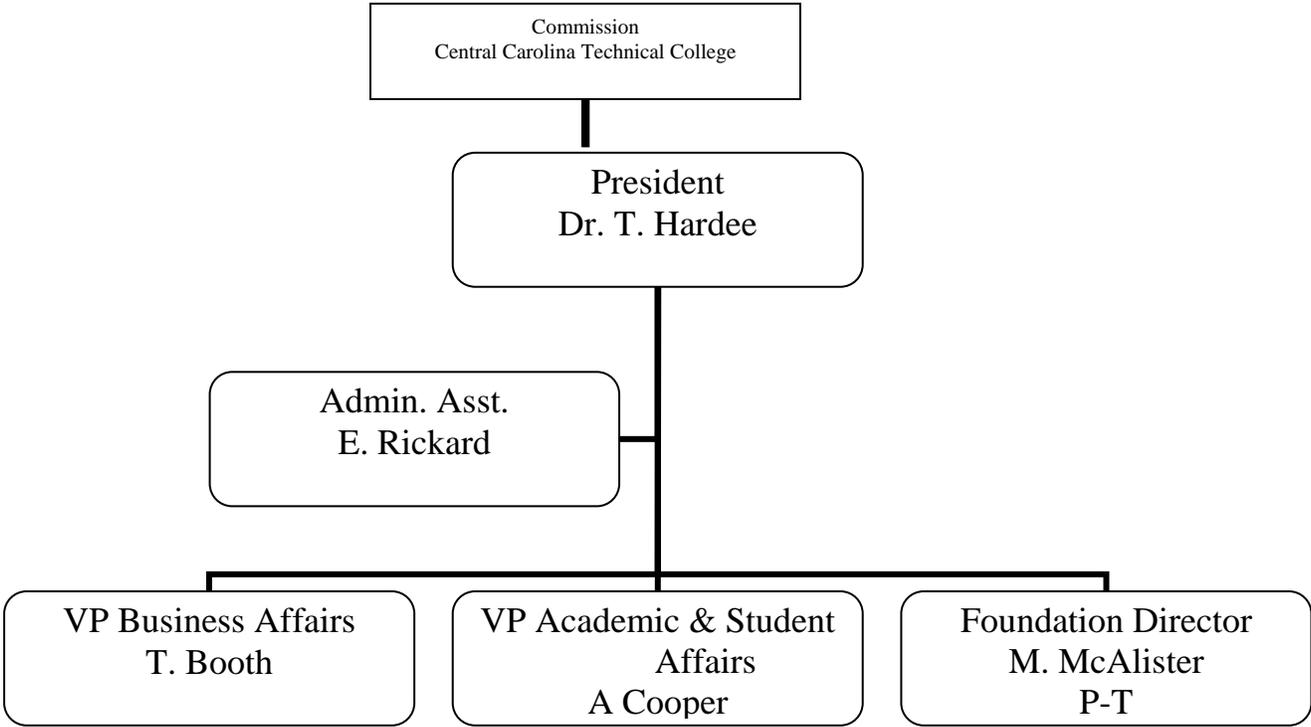
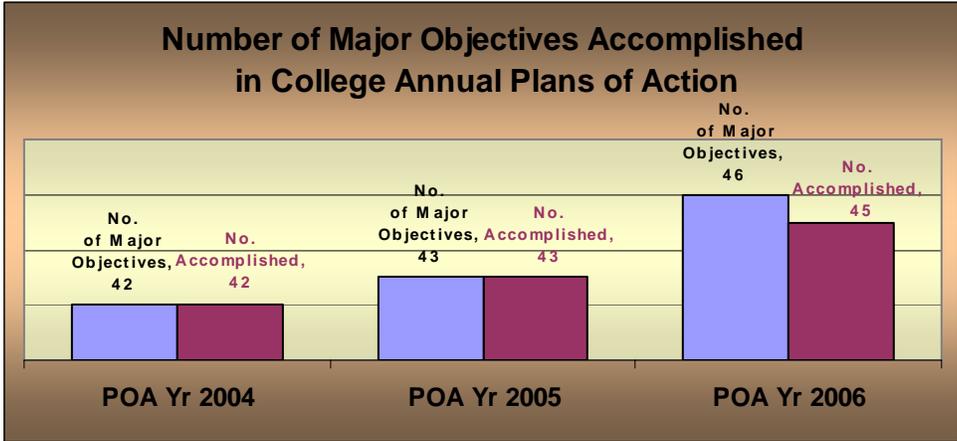


TABLE 7.6.3 (a)
Major Objectives Accomplished in College Annual Plans of Action
Central Carolina Technical College



Note: The College has consistently accomplished all the major objectives in the College’s Annual Plan of Action. The College has continued to increase the number of major objectives.

TABLE 7.6.4 (a)
Summary of Curricula Offered to Achieve College Mission
Assessed by the Commission on Higher Education
Central Carolina Technical College

Total # of Academic Programs	Total # of Academic Programs Meeting All CHE College Mission Criteria	CHE Compliance If All Programs Meet Criteria
16	16	Compliance

Note: 100% of the College's curricula were deemed to achieve the College Mission assessed by the Commission on Higher Education.

TABLE 7.6.5 (a)
Strategic Planning SWOT Analysis Chart
Consensus of Internal and External Focus Groups
for the Central Carolina Technical College 2004-2009 Strategic Plan of Action

STRENGTHS	WEAKNESSES	OPPORTUNITIES	THREATS
Accessibility	Need for collaboration with Secondary Sector	Collaborating with External Agencies	Decreased State Funding and Volatility of Economy
Customer Service/ User-Friendliness	Marketing/Technical College Image	Improving Overall Image and Marketing and Services	Competition for Resources and Funding
Leadership	Physical Limitations of Main Campus (Land-locked, insufficient space)	Expanding Outreach Opportunities/Internet Offerings	Unavailability of and Competition for Qualified Faculty/Staff
Faculty/Staff Expertise	External Communication	Addressing Globalization/Rapid Workplace Changes	Failure to Change in Response to Globalization and Workplace Changes
Affordability	Level of Technology and Equipment to meet needs of community	Increasing Efficient Use of Internal Technology	Continued Stigma of Negative Image of Technical Education
Improved Reputation	Internal Communication	Offering Technological Support/Resources to Business and Industry	Possible Closure of Shaw AFB
			Reduced Overall Effectiveness Due to Spreading Resources Too Thinly

Note: The above chart was used in the development of the College's current Strategic Directions and incorporated into the College's goals.

TABLE 7.6.6 (c)
Number of Accredited Programs
Central Carolina Technical College

ACCREDITING AGENCIES AND AREAS	ACCREDITED PROGRAM
ACCREDITING BOARD FOR ENGINEERING AND TECHNOLOGY, INC.	
Engineering Technology (ENGT) - Associate and baccalaureate degree programs in engineering technology	Civil Engineering Technology associate degree program
ASSOCIATION OF COLLEGIATE BUSINESS SCHOOLS AND PROGRAMS (ACBSP)	
Business (BUAD) - Associate degree programs in business and business-related fields	Accounting, Management, Office Systems Technology, and Computer Technology associate degree programs
COMMISSION ON ACCREDITATION OF ALLIED HEALTH EDUCATION PROGRAMS	
Medical Assistant (MA)	Medical Assisting diploma program
Surgical Technologist (ST)	Surgical Technology program
NATIONAL LEAGUE FOR NURSING, INC	
Nursing (PNUR) - Practical nursing programs	Practical Nursing Diploma program
Nursing (ADNUR) - Associate degree programs	Associate Degree Nursing program
National Association for the Education of Young Children (NAEYC)	
Early Care and Education - Associate Degree programs	Early Care and Education program
TOTAL NUMBER OF ACCREDITED PROGRAMS	10

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