

Accountability Report Transmittal Form

Agency Name York Technical College

Date of Submission September 8, 2008

Agency Director Dr. Greg F. Rutherford

Agency Contact Person Mary Beth Schwartz

Agency Contact's Telephone Number 803-327 - 8042

York Technical College



2007 – 2008

State Accountability Report

Dr. Greg F. Rutherford, President
September 8, 2008

Submitted by: Office of Institutional Effectiveness and Research
Contact: Mary Beth Schwartz (803) 327-8042

Table of Contents

Section I	Executive Summary	1
Section II	Organizational Profile	4
Section III	Elements of Malcolm Baldrige Award Criteria:	
	Category 1 – Senior Leadership	11
	Category 2 – Strategic Planning	15
	Category 3 – Student, Stakeholder and Market Focus	19
	Category 4 – Measurement, Analysis and Review of Organizational Performance	21
	Category 5 – Faculty and Staff Focus	24
	Category 6 – Process Management	28
	Category 7 – Organizational Performance Results	31

Section I – Executive Summary

1. Purpose, Mission, Values

York Technical College, a member of the South Carolina Technical and Comprehensive Education System, is a public, two-year, associate degree-granting institution. York Technical College seeks to contribute to the economic growth and development of York, Lancaster, and Chester counties and of the State. Through excellence in teaching and partnerships, the College responds to the technical and public service needs of the community. The College has an open admissions policy for qualified students and annually enrolls 6,000 to 7,000 credit students. York Technical College provides opportunities for individuals with diverse backgrounds and ability levels to acquire or upgrade the knowledge and skills necessary in engineering technology, industrial technology, information technology, business, health, or public service employment or for transfer to senior colleges and universities. In addition to teaching technical skills, the College seeks to provide graduates competency in written and oral communication, computer skills, mathematics, problem-solving, and interpersonal skills.

The College offers:

- Associate degrees in the following areas:
 - vocational
 - technical
 - occupational
 - university transfer
- Diplomas and certificates in the following areas:
 - vocational
 - technical
 - occupational
- Developmental and remedial education
- Custom-designed continuing education for business and industry
- The Center for Accelerated Technology Training to train potential employees for new and expanding manufacturing companies
- Student development and lifelong learning opportunities.

York Technical College pursues its mission based on these fundamental values:

LEARNING:	The College is committed to addressing the diverse learning needs of the community in a student-centered environment.
EXCELLENCE:	The College is dedicated to excellence in instruction, support services, and management of human and physical resources.
ACCESSIBILITY:	The College is an open door institution of higher education for qualified students.
COMMUNICATION:	The College recognizes and supports the importance of teamwork and communication both internally and externally.
COMMUNITY:	The College believes in efficiently working with other educational systems, business, and industry to enhance economic growth and the quality of life for the people of the College's service area.

2. Major Achievements (2007-08)

The College underwent a year-long, comprehensive planning process that included stakeholders both internal and external to the institution. The College president kicked off the process with a faculty and staff assembly in August 2007. Over the fall semester he facilitated 12 focus group sessions with faculty and staff to communicate the purpose of the planning process and to obtain input on their ideas regarding college goals. Other sessions were held with students, the College Commission members, the legislative delegation, business and industry leaders, the College Foundation members, superintendents and high school principals of the school districts in the College's service area, faculty and administrators from Winthrop University, and Industry Advisory Committee members. The input will be invaluable as the College moves forward with its planning initiatives.

The College, through the Education and Economic Development Act (EEDA), continued to work with the Rock Hill School District 3 and the Fort Mill School District to provide for the successful transition of students between high school and college. As a result of the partnership, the Rock Hill School District 3 gave York Technical College an Outstanding Business Partnership Award for 2007.

The College's Early Care and Education Associate Degree Program received accreditation from the Division of Early Childhood Associate Degree Accreditation for the Education of Young Children (NAEYC). The College is one of only 34 associate degree programs nationwide that have received this accreditation designed to recognize degree programs at colleges that meet the highest standards of teacher preparation.

York Technical College's Automotive Technology program received ASE Master Certification from the National Institute for Automotive Service Excellence (ASE). All eight areas of the college's Automotive Technology program met strict industry standards required for ASE Master certification, which is the highest level of achievement recognized by the institute.

In an effort to remain accessible to the citizens of its service area, York Technical College did not increase tuition for the 2007-08 academic year. Despite growing enrollment and diminishing state support, the College was one of only four South Carolina technical colleges that did not raise tuition and/or fees last year.

In an effort to better serve the its entire service area, the College expanded its local governing board to include representation from Chester and Lancaster Counties.

3. Key Strategic Goals (2008-09)

The College will begin implementation of the results of last year's campus-wide, participatory process to reassess the College's values, vision, mission, goals, and strategic plan. Through that process, all stakeholders agreed that the most important strategic goal for the College to pursue was to maximize student success. All personnel in all units of the College will initiate and measure activities related to student engagement and student persistence. Each unit will be

encouraged to identify opportunities where they can best influence student success, and then to develop interim success measures to monitor the effectiveness of the planned activities.

The College will contract with a higher education marketing firm to continue its initiative to understand the perceptions of key market stakeholders and to use that information to create a brand that builds upon the College's strengths. The selected firm will work with the College to develop a brand based on its image, reputation, and perceived value in the marketplace. The College will work with the firm to develop a brand message, related visual images, and a marketing implementation plan.

The College will undertake the development of a comprehensive College Master Plan. The plan will assess the methodology in which the college facilities and programming currently serve the needs of its constituents and how the College might meet future needs. It shall assess how each of the College's locations is positioned geographically and strategically to meet growth in the community and projected shifts in the demographic market during the next five, ten, and twenty-five years.

The College will complete construction of its Chester Technology Center. The facility will contain classrooms, shops, laboratories, administrative and auxiliary space for a full service center for Chester. The opening of this center represents the culmination of years' of planning between the College and the Chester community and is a major achievement for both. Classes will be offered in the Center beginning January 2009.

The College enters year three of its implementation of the SACS' approved Quality Enhancement Plan (QEP). York Tech's QEP is a five-year plan aimed at improving critical thinking skills of its students. Critical thinking was identified as the topic with the greatest potential toward improving the quality of student learning while also meeting the needs of employers.

4. Opportunities and Barriers

Opportunities: continuing partnerships with business and industry, expanded presence in Chester County, increased use of technology for course delivery and administrative operations, increased collaboration with local school districts through the Education and Economic Development Act (EEDA), expansion of allied health programs, and continued growth of population in service area.

Barriers: lack of consistent state funding, rising tuition costs for students, rising energy and construction costs, rising technology costs, imminent retirement of top College leadership.

5. Use of Accountability Report

The College will incorporate the findings of the Accountability Report into its ongoing strategic planning, institutional effectiveness, and budgeting process.

Section II – Organizational Profile

1. Main Educational Programs

Technical Education. Occupational and technical education curricula are designed to meet the increasing demand for technicians, semiprofessional workers, and skilled craftsmen for employment in industry, business, the professions, and government.

College Transfer Education. The college transfer curriculum includes college freshman and sophomore courses in arts, sciences, engineering, and preprofessional subjects meeting standards acceptable for transfer to baccalaureate degree curricula in four-year colleges and universities.

General Education. The program in general education encompasses the common knowledge, skills and attitudes needed by each individual to be effective as a person, a worker, a consumer, and a citizen.

Continuing Adult Education. Continuing or non-credit education programs are offered to enable the adults in the region to continue their learning experiences and to maintain a high quality workforce.

Developmental Programs. Foundation and developmental programs are offered to help prepare individuals for admission to the occupational-technical curricula and to the college transfer curricula in the College.

The Center for Accelerated Technology Training. Special training may be provided where specific job opportunities are available for new or expanding industries.

Specialized Regional and Community Services. The facilities and personnel of the College are available to provide specialized services to help meet the cultural and educational needs of the region served by the College.

Distance Learning. In addition to the on-site delivery of courses and programs for business and industry, the College delivers courses and programs electronically for students suited to this learning environment.

2. Key Student Segments and Stakeholders

The individual who has a part-time job or may be unemployed and who is primarily interested in vocational-technical education to maintain his present position, to obtain a promotion, or to obtain a new job.

The person who needs retraining or skills upgraded or the college graduate who needs additional skills to get a job.

The traditional high school graduate who enters the College immediately after high school as a full-time student with the intention of obtaining a degree or transferring to a four-year institution.

The late college entrant (over 21) who has been employed or in military service for a number of years after high school and who is now motivated to pursue an associate (and perhaps a baccalaureate) degree.

The transfer student from a four-year college who withdrew after an unsatisfactory experience in one or more terms.

The citizen who is interested in pursuing a special interest or hobby on a part-time basis in one of the programs of the College.

The person who did not complete high school but desires to continue his education.

Workers displaced due to economic change.

3. Operating Locations

York Technical College is located in Rock Hill, South Carolina. The campus consists of 16 buildings on 120 acres and is 72 miles northwest of Columbia, SC, and 20 miles south of Charlotte, NC. York Technical College also has a Chester Center located in Chester County, and a Kershaw-Heath Springs Center located in Lancaster County. The College also offers Building and Construction Trade courses at a site on Wilson Street in Rock Hill.

4. Regulatory Environment

The South Carolina enabling legislation of the 1962 General and Permanent Laws, ACT 967 established the York County Commission for Technical Education. York Technical College has degree-granting authority through the South Carolina State Board of Technical and Comprehensive Education as established by the 1976 South Carolina Code of Laws, Section 59-53-52, Number 17.

As a public institution of higher learning, the College is subject to the regulations, guidelines, and policies of the South Carolina Commission on Higher Education, the State Board for Technical and Comprehensive Education, the Budget and Control Board, and the state personnel system.

The College adheres to the standards of its regional accrediting body, the Commission on Colleges of the Southern Association of Colleges and Schools. Additionally, individual degree level programs are accredited by various specialized accredited agencies, including the American Dental Association, Association of Collegiate Business Schools and Programs, Board of Nursing for South Carolina, Commission on Accreditation of Allied Health Education Programs, Joint Review Committee on Education in Radiologic Technology, National Accrediting Agency for Clinical Laboratory Sciences, National Association for the Education of Young Children, National League for Nursing Accrediting Commission, and the Accreditation Board for Engineering and Technology.

5. Governance System

York Technical College's governing board, the York Commission for Technical Education, consists of eleven commissioners who are appointed by the Governor upon a recommendation of a majority of the York County Legislative Delegation. The governing board is the legal body with specific authority over the institution and the active policy-making body for the institution as outlined in Section 59-53-51 of the South Carolina Code of Law. In accordance with SC Code of Law 59-53-52, York Technical College's governing board is ultimately responsible for ensuring that the financial resources of the institution are adequate to provide a sound educational program. The College's governing board approves the operational budget and funding request to the state for operations and capital needs.

6. Key Suppliers and Partners

Service Area School Districts: York, Clover, Fort Mill, Rock Hill, Chester, and Lancaster.

Industry Partners: Okuma, Charmilles, 3 D Systems, Cisco Systems, and others.

Major Service Area Employers: Bowater, Comporium Communications, Williams and Fudge, Founders Federal Credit Union, and others.

Local Hospitals: Piedmont Medical Center, Springs Memorial Hospital, Chester Hospital, Union Regional Medical Center.

Major Vendors: Datatel, Web-CT, Barnes and Noble, and others.

Other SC Technical and Four Year Colleges.

7. Key Competitors

College competitors include regional technical and community colleges, national institutions (both public and private, profit and non-profit) offering courses and degrees.

8. Factors that Determine Success

Success at the College is measured in numerous ways: enrollment, course completion rates, graduation rates, college transfer rates, job placement rates, feedback from employers, feedback from students, feedback from employees, successful program accreditations, graduates' passage rates on licensure examinations, regional economic development.

9. Key Strategic Challenges

Challenges include keeping tuition affordable, even as state funding declines; meeting the needs of a student body who often come to us under-prepared for college learning; filling key College positions with qualified and capable individuals as College leaders retire; retaining students in their programs; competing with the increasing number of institutions offering online courses and

degrees; identifying new and recurrent funding sources.

10. Performance Improvement Systems

The College engages in continuous performance improvement through its well-established Strategic Planning and Institutional Effectiveness programs, as well as through its Employee/Faculty Performance Management System.

Accountability Report Appropriations/Expenditures Chart

Base Budget Expenditures and Appropriations

Major Budget Categories	FY 06-07 Actual Expenditures		FY 07-08 Actual Expenditures		FY 08-09 Appropriations Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	\$ 17,539,818	\$ 6,125,106	\$ 19,539,909	\$ 6,889,280	\$ 20,325,423	\$ 6,798,666
Other Operating	\$ 8,117,411		\$ 9,723,423		\$ 9,859,659	
Special Items						
Permanent Improvements						
Case Services						
Distributions to Subdivisions						
Fringe Benefits	\$ 4,316,799	\$ 1,658,013	\$ 4,830,262	\$ 1,687,588	\$ 5,295,075	\$ 1,699,667
Non-recurring						
Total	\$ 29,974,028	\$ 7,783,119	\$ 34,093,594	\$ 8,576,868	\$ 35,480,157	\$ 8,498,333

Other Expenditures

Sources of Funds	FY 06-07 Actual Expenditures	FY 07-08 Actual Expenditures
Supplemental Bills		
Capital Reserve Funds		
Bonds		

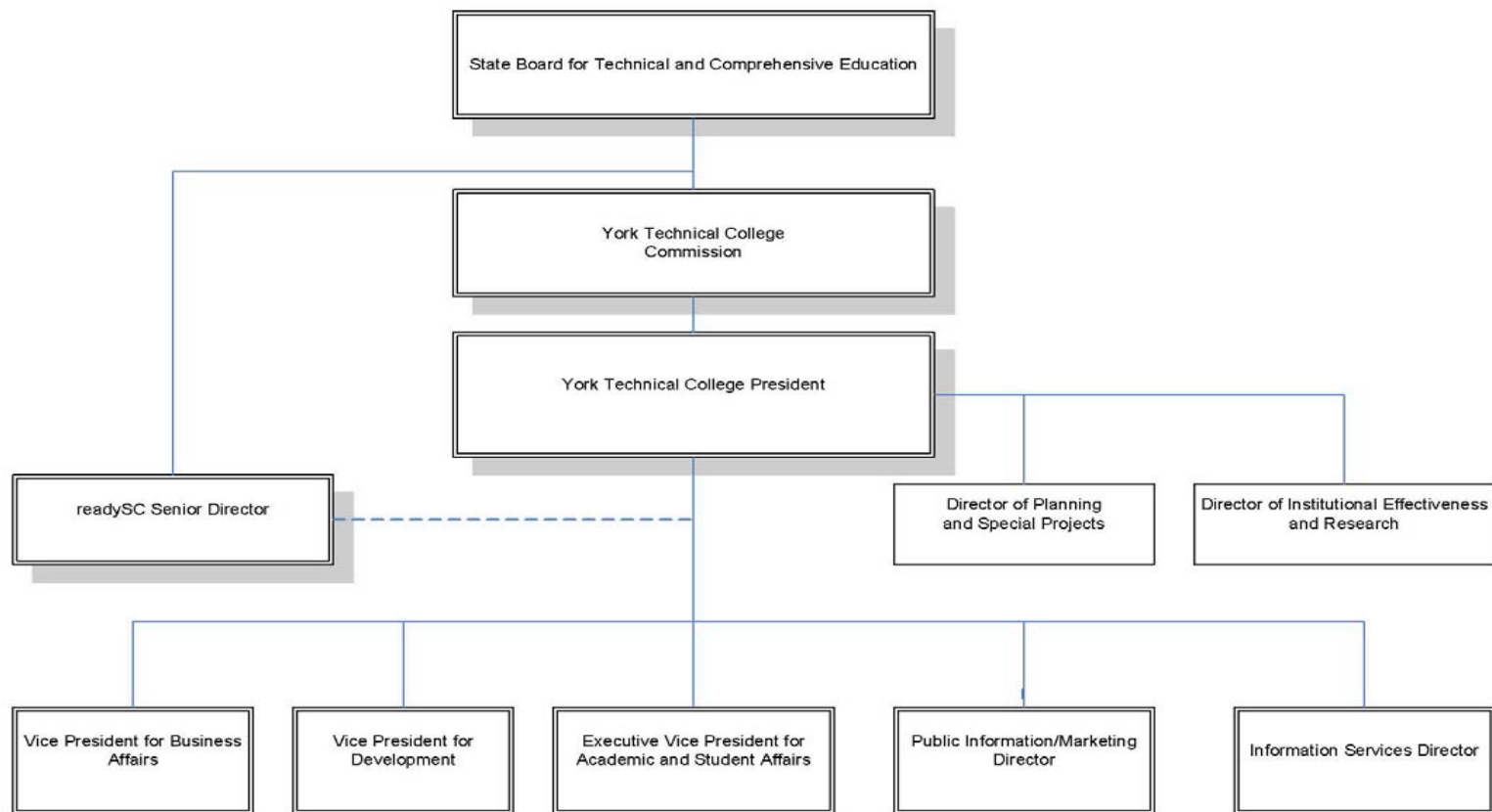
Major Program Areas

Program Number and Title	Major Program Area Purpose (Brief)	FY 06-07 Budget Expenditures	FY 07-08 Budget Expenditures	Key Cross References for Financial Results*
II. A., B., & E. Instructional Programs	The technical colleges provide 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: 11,484,233.00 Federal: Other: Total: 26,814,847.00 % of Total Budget:	State: 12,675,379.00 Federal: Other: Total: 30,663,260.00 % of Total Budget:	7.31-7.3.2
		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:
-----------------------------------	---	---

* 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.



Revised February 2008

Section III – Category 1

Senior Leadership, Governance, and Social Responsibility

1.1 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?

During the past year, the College is currently embarking on a process to reevaluate its vision and values as they relate to the College's mission. The process was highly inclusive and involved all stakeholders both inside and outside the institution. Faculty and staff participated in focus groups throughout the fall semester. Input was also gathered from student groups, the College Commission members, and other community partners.

In addition to these new efforts, college leaders hold annual meetings with key stakeholders, including legislative delegates, county councils, etc. to communicate the College's vision, plans, and programs. The Executive Committee of the College meets bi-monthly to discuss the College's administrative activities and programs. Minutes of these meetings are available to all members of the campus community. In addition, the College's mission statement and values are reviewed annually and are available in numerous publications. The College President addresses the College Assembly (all full-time administrators, faculty and staff) at a minimum of twice a year to keep members informed of current developments of the institution and advised on matters of general concern to its operation.

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

The College has well established Strategic Planning and Institutional Effectiveness Programs which keep the College focused on key objectives and performance improvements. Each year every major functional area of the College is required to review its goals in relation to the mission of the College, identify two to three areas directly related to the College's Strategic Plan, submit an assessment plan for these areas, and work in conjunction with the Office of Institutional Effectiveness and Research to conduct their assessments. Each unit's findings are reviewed at the end of the year and used for program improvements. Additionally, the findings are collectively presented at the yearly retreat with the College's governing board and executive officers. This yearly review then becomes the basis for adjusting the Strategic Plan as needed.

1.3 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 College has clear policies regarding drug use, use of computers, privacy of records, use of copyright materials, and faculty/staff/student grievance procedures all available in a number of publications. These publications include the Faculty/Staff Handbook, the College Catalog, and the College's website. New employees are directed to this information at an Employee

Orientation session sponsored by the College's Human Resource Department, as well as through their direct supervisors. All employee behavior is monitored through the College's Employee/Faculty Performance Management System (EPMS/FPMS). In addition, the College remains accountable through compliance with numerous and regular audits (both financial and administrative) by various independent, federal and state government entities.

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

The College is strongly committed to continual learning, and has had a nationally recognized Professional Development program in place since 1983. The College and its Foundation fund projects which include credit and noncredit courses at York Technical College, return to university, return to industry, and a wide variety of conferences and workshops. Faculty and staff submit an evaluation upon completion of each project identifying outcomes of the project for the participant, the students, and the College. In addition, the College offers numerous opportunities for on-campus professional development throughout the year.

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

College leaders actively participate in succession planning and the development of future organizational leaders. The College sponsors an internal year-long program, Leadership in Action, where potential future leaders have the opportunity to enhance existing skills and develop new skills. Topics include strategic planning, communication, managing performance, problem solving and decision making. New supervisors at the College attend a year long training program. The College also participates in the Higher Education Leadership Certificate program, a partnership with the SC Technical College System and the University of South Carolina. Several members of the College have completed the graduate-level certificate in Higher Education Leadership, with some continuing in the university's Ph.D. program. A large number of College members have participated in the local area Chamber of Commerce's Leadership York County program, as well as other state-wide leadership programs.

1.6 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 new planning process at the College was kicked off with a morning-long faculty and staff event. The purpose of the event was to introduce a new organizational approach to communication, empowerment, and motivation. The session was highly participatory and was the first step toward the goal of making York Technical College the best place to work. The event was followed up with the creation of a blog where the College President posted weekly updates that highlight College planning activities and other achievements. The President will held focus groups with all faculty and staff throughout the fall semester to continue this conversation.

In addition, the College recognizes outstanding faculty at graduation, nominates faculty for the annual Governor's Award, nominates faculty and staff for Educator of the Year awards at the SC Technical Education Association meeting, hosts an Employee Recognition Luncheon once a year, and recognizes group and committee work at the College Assembly meeting each spring.

1.7 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?

Performance of senior leaders at the College is evaluated in numerous ways. All executives, including the College President, participate in the EPMS/FPMS program, and the College's Institutional Effectiveness program. The President's performance is also reviewed annually by the SC Agency Head Salary Commission. The governing board and the College's officers meet for an annual retreat, where accomplishments are viewed in the context of the College's Strategic Plan. The Board is surveyed to evaluate the performance during the year. In addition, SWOT (strengths/weaknesses/ opportunities/threats) analyses are conducted periodically to gauge the effectiveness of College leadership. These results are disseminated to the governing board as well.

1.8 How does your organization address and anticipate any adverse impacts of 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 College reviews its key programs and operations on a continual basis. Curriculum is reviewed through the College's DACUM (Developing A CURriculum) process. DACUM panels are comprised of employers and employees in the field of expertise related to the program who come together to ensure that programs remain current and relevant. Each program has a corresponding Advisory Committee consisting of community stakeholders who meet throughout the year to advise the College of the impact of its programs. In addition, the College has several work groups and committees that review processes on an on-going basis (Financial Aid work group, Quality Learning Council, CORE team – oversees administrative software, LEAN office procedures, etc.) Key goals and measures for the College include, but are not limited to, enrollment, graduation, placement of graduates, accreditation of programs, and results of licensure examinations.

1.9 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 has an extensive and productive record of actively working within the local community. The College leads a successful United Way campaign each year. Several student groups participate in community service projects, and the annual employee luncheon always includes contributions to a community service organization. As part of the EPMS/FPMS process, all faculty members are required to participate in community service projects. The

College's partnerships with business, industry, and the local high schools all serve to support the local community. In addition, all College leaders are involved in the local Chamber of Commerce, Rotary, Economic Development Organization, and other important community organizations. By increasing its presence in Chester and Lancaster Counties, the College is strengthening its involvement and support in those areas as well.

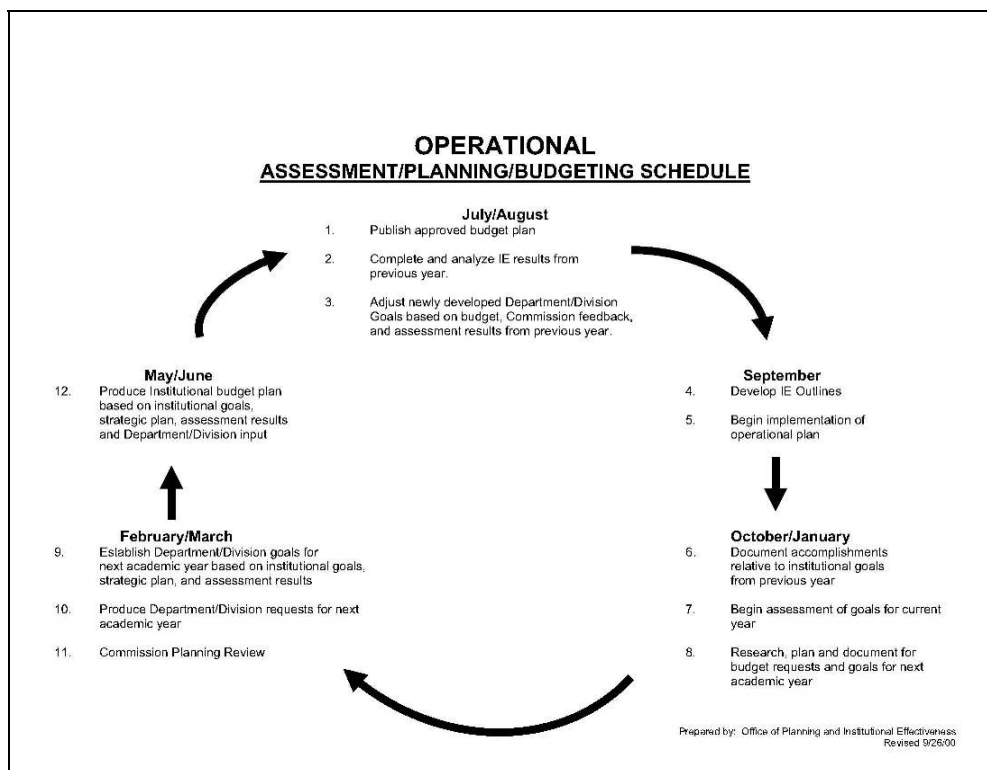
Section III – Category 2

Strategic Planning

2.1 What is your Strategic Planning process, including key participants, and how does it address:

- Your organizations' strengths, weaknesses, opportunities and threats
- Financial, regulatory, and other potential risks
- Shifts in technology, student and community demographics, markets, and competition
- Long-term organizational sustainability and organizational continuity in emergencies
- Your ability to execute the strategic plan

The College's Strategic Planning process was completely reevaluated this past year. Goals for the plan included greater participation from faculty, staff, students, Commission members, leaders of business and industries, and partners from the local school districts. Wide spread participation and buy-in to the process was critical. The College will be much better positioned to meet the continually varying needs of its constituents in this rapidly growing service area.



As it currently stands, the College's Strategic Planning process is integrated with the Institutional Effectiveness program and as such, is responsive to on-going assessment findings and shifts in relevant trends. Each spring, the members of the governing board and the College's administrative officers meet at a three-day retreat to review the accomplishments and challenges of the previous year. The members of the Executive Committee of the College gather results from assessment activities from their areas of responsibilities (including instruction, finance, student services, etc.) and present them as they relate to the Strategic Plan. This process gives the

Strategic Planning

Program Number and Title	Supported Organization Strategic Planning Goal/Objective	Related FY 06-07 Key Action Plan/Initiative(s)	Key Cross References for Performance Measures*
II. A., B., & E. Instructional Programs	York Technical College will be recognized as the college of choice for residents, businesses, and industry in its target population	A. Achieve enrollment growth reflective of state average for the South Carolina Technical College System. B. Promote the College for its technical and academic excellence, as well as affordability. C. Foster external relationships. D. Position the College as a leader in economic development.	7.5.1 - 10
II. A., B., & E. Instructional Programs	York Technical College will facilitate student success by providing a quality learning environment.	A. Develop and deliver quality, competency-based education and training in flexible and varied formats. B. Provide accessible, quality academic services and resources*. C. Provide accessible, quality student services and resources*. D. Integrate non-technical skills into academic programs and services. E. Maintain a campus environment that is conducive to learning.	7.1.1 - 9; 7.2.1 - 7
II. A., B., & E. Instructional Programs	York Technical College will be effective and efficient by demonstrating proactive behavior and continuous improvement.	A. Assure the College's program mix* meets current and emerging trends. B. Cultivate a well-trained, competent, and diverse faculty and staff. C. Promote a positive, supportive workforce culture. D. Develop additional revenue and partnership/technology sources to support the mission of the College. E. Maintain on-going self-assessment and resource management practices	7.3.1 - 2; 7.4.1 - 2; 7.6.1 - 4

* 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.

Commission members the opportunity to evaluate the activities of the College relating to previously stated goals. Their evaluations, in turn, are used by the College's Strategic Planning Oversight Committee (SPOC) to determine needed modifications to the College's Plan. SPOC, comprised of faculty and staff members, meets in the late spring and summer to integrate the recommendations from the Commissioners. SPOC considers input from members of the College, SWOT analysis, as well as data regarding emerging national and local trends in the labor force and higher education.

2.2 How do you evaluate and improve your strategic planning process?

York Technical College engages in ongoing, integrated, and institution-wide planning and evaluation processes and has done so formally since first implementing an Institutional Effectiveness (IE) program in 1990. IE is a decentralized process at York Technical College and as such, the College expects each functional area to be responsible for the content of its assessment activities. Each major functional area of the College, including SPOC, conducts annual assessment activities. As noted above, the process is evaluated by the governing board, executive committee, and faculty and staff on an on-going basis. The SPOC evaluates and process and makes recommendations for improvement on a regular basis.

2.3 What are your key strategic objectives? (See Strategic Planning Chart)

2.4 What are your key action plans/initiatives? (See Strategic Planning Chart)

2.5 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.

The IE process begins in the fall of each year. Since an important goal of the review process is to ensure that assessment activities are relative to the functional area's mission, the IE program requires that each area review and update, if appropriate, its goals and mission as related to the College's Mission. After examining its goals and mission, the area identifies at least one research-based assessment need, outlines how to conduct the assessment(s), and states expected results/outcomes which must directly relate to a strategy or strategies in the College's Strategic Plan. At the end of the spring term, the areas complete the process by reporting the results of the assessment activities identified in the fall, preparing a Statement of Impact detailing the findings from the assessment activities, and stating how the findings from the assessment will be used to bring about improvements in the area.

The IE Process is an integral component of the College's Operational Assessment, Planning, and Budget Schedule. Planning, evaluation, and budgeting are inter-related processes at the College. As described above, each functional area must align its assessment activities with the College's Strategic Plan. The results of the assessment activities, in turn, help guide the Strategic Plan and, ultimately, the College's budget.

Concurrent to these other activities, each functional area must develop its budget requests based on a review of the prior year's performance, including the findings of the IE and other assessment activities. The budgets are developed at the departmental level and are forwarded for

division, and ultimately, institutional approval. All budget requests are considered as they relate to the College's goals as articulated in the Strategic Plan.

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

The SPOC and Office of Institutional Effectiveness and Research (IE & R) serve as the coordinating bodies for these activities. As detailed above, the College's Strategic Plan is published and made available to all College members in the late summer. The Office of IE & R posts the plan on a website along with other relevant materials to strategic planning and performance. Working through designated IE resource persons, the IE plan for each major area is developed and posted in electronic files available to all members of the campus community. As assessment measures are implemented, the findings are also made available to the campus community. Summaries of these activities are shared with the governing board during their retreat, as well as with the full campus community through the biannual College Assembly meetings.

2.7 How do you measure progress on your action plans?

At the beginning of fall term, each area reviews and, if appropriate, updates its goals and mission relative to the College's mission, identifies significant areas in which to conduct research-based assessment, and outlines the plan for conducting the assessments. Each Expected Result/Outcome must directly relate to at least one strategy of the College's Strategic Plan. At the end of the spring term, after the areas have conducted the assessment activities that they identified in the fall, they prepare a Statement of Impact, which details the findings from their assessment activities and the steps they intend to take based on these findings. These must be approved by supervisors, documented, and shared electronically.

2.8 How do your strategic objectives address the strategic challenges you identified in your Organizational Profile?

Strategic challenges such as affordability, competition with other institutions are addressed in Goal I: The College will be recognized as the college of choice for residents, businesses, and industry in its target population. Challenges such as meeting the needs of an under-prepared student body are addressed in Goal II: The College will facilitate student success by providing a quality learning environment. Challenges such as filling key College positions and identifying new and recurrent funding sources are addressed in Goal III: The College will be effective and efficient by demonstrating proactive behavior and continuous improvement.

2.9 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.

Section III – Category 3

Student, Stakeholder, and Market Focus

3.1 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 requires that a needs assessment be conducted before starting any new academic degree programs. These needs assessments are conducted in conjunction with the local Center for Accelerated Technology Training (CATT) and include input from local businesses and industries. Continuing academic programs must submit to annual program review which looks at the program enrollment, the number of graduates, and the number of graduates who find employment in their fields of study. These reviews help keep our offerings current and relevant. Programs that do not meet the established criteria are closed. The College monitors feedback from students, faculty and staff to ensure our services remain up to date and relevant. The College also reviews local labor market and demographic data to stay ahead of emerging trends in terms of occupation as well as areas of population growth in the three county service area.

Additionally, this past year the College hired a marketing consultant firm to conduct a market research study to determine key stakeholders' perceptions of the College. Corona Research, Inc. surveyed current students, local high school students, parents of local high school students, and high school counselors. These results will be analyzed by College leaders and used to inform a major branding initiative of the College.

3.2 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 routinely reviews all academic programs through the DACUM (Designing A CUrriculum) process. Employers and employees in the field of expertise related to the program come together for a day long meeting to determine program competencies, to ensure that programs remain current and relevant. Their recommendations are then integrated into the academic programs. Academic programs also have advisory committees (also consisting of community members who work in the relevant fields) that meet throughout the year with department managers and faculty to ensure the programs are meeting the needs of the community. Students participate in Deans' Councils which meet throughout the academic year and provide a forum for student input.

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

In addition to the DACUM, Advisory Committees, Deans' Councils, and other surveys discussed above, the College surveys alumni every three years to gain feedback on how their College

experience has helped them both in the workplace and in the community at large. Students complete an evaluation of each course and instructor in which they are enrolled; the evaluation findings are used to monitor the need for improvements in the delivery of courses and programs. The findings from these processes are also integrated into the College's Strategic Planning and Institutional Effectiveness processes, and are the basis for continuous improvement.

3.4 How do you determine student and stakeholder satisfaction and dissatisfaction and use this information to improve?

The College annually administers the Community College Survey of Student Engagement (CCSSE), a nationally-normed instrument which provides a wealth of information regarding students' academic experiences and satisfaction. These results are disseminated to the College community and used as the basis for improvement. The results of alumni and other college departmental surveys are also used to determine satisfaction both of students and other stakeholders. Student satisfaction is further determined through the above-mentioned Deans' Council meetings, as well as through end of course instructor evaluations.

3.5 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 works closely with local high schools and businesses to build positive relationships and partnerships. College counselors work throughout the year with their peers in the high schools to keep them informed of the opportunities that York Tech offers. Many local high school students enroll in dual enrollment courses at the College. These provide the students with an opportunity to earn college credit while still in high school and provide a great experience for them to begin to understand the process of college level learning.

New first-time freshmen at York Technical College begin their relationship through the College's START Center. Members of the START Center staff provide new students with individualized advising and orientation materials. Students are assigned advisors at this point, so they always have a contact for information. Advising systems have been refocused to empower students and make them aware of information and resources made available 24-7 through a web-based system. The College requires first-semester degree students to enroll in COL 101, a College Success course filled with information to make the experience rewarding and satisfactory. In addition, Student Services counselors engage in case management of high-risk students (first-generation college, minority, dislocated workers, and students with special needs) by providing individualized counseling and tutoring.

Section III – Category 4

Measurement, Analysis, and Review of Organizational Performance

4.1 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 areas to measure learning and performance through a number of criteria. Some of our performance areas, for example the Graduation Rate Survey (GRS) and Campus Safety Report are mandated through federal legislation, such as the Student Right to Know Act. The receipt of grant monies is often contingent on reporting certain performance measures. Other measures are required by state agencies, such as the annual program reviews which include measurement of enrollment, graduates, and placement of graduates in jobs. The College is also guided by the criteria set forth by the Southern Association for Colleges and Schools (SACS) in its reaffirmation of accreditation process. Internal College committees such as those that address retention and learning outcomes drive other measurement initiatives, as well as results of the College's Institutional Effectiveness and Strategic Planning programs.

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

The College has a strong commitment to information-based decision making. The Office of Institutional Effectiveness and Research (IE & R) serves as a coordinating body for data analysis activities and works extensively with various College committees and individual departments through the IE process to ensure that decision making is research and data based. The IE & R Office maintains a web page filled with useful data that faculty and staff may access as they plan their activities. The College's Finance and Human Resources Offices similarly provides useful data and analysis. The College's administrative software system also provides data reports that users throughout the College may access, for example, course success, enrollment, budgeting, faculty workload, advisor assignments, etc.

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

Key College measures include enrollment, graduation rates, retention rates, placement of graduates, successful course completion rates, results of licensure examinations, and program accreditations. Many of these are reviewed every semester; all are reviewed at least annually. There are student learning measures within the Community College Survey of Student Engagement (CCSSE) that the College routinely monitors as well. This year the College will begin a major effort to establish and assess learning outcomes in its degree programs. Because the College is committed to Professional Development, staff and faculty throughout the College are able to keep current with emerging trends and align their assessment efforts accordingly.

4.4 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?

Operational and strategic decision making is based on data compared against a number of peer institutions as well institutions that have been identified as engaging in “best practices”. For example, the College routinely benchmarks our performance data against the other SC Technical Colleges, similarly situated (based on enrollment, demographics, labor-market) two-year colleges in neighboring states, two year colleges within the entire southeastern region, and in some instances, two year colleges nationally. The College also routinely scans other information, such as Census Bureau population, high school enrollment, and labor market trends of the College’s service area and beyond.

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

The College employs multiple mechanisms to ensure that data is secure, accurate, and timely. A cross-functional committee, CORE Team, is charged with overseeing issues related to data integrity in the College’s administrative software system. The data in this system is the underpinning for all subsequent research and analysis. The CORE team meets on a regular basis to keep ahead of potential threats to data integrity. The College’s Information Technology Division is responsible for the maintenance of all the administrative software system, and employs numerous checks and balances to ensure the accuracy and security of data. The College has well-documented procedures for the entry and extraction of data, all of which ensure that data for decision making is readily available and accurate. In addition, the College is regularly audited by state, federal, and independent entities, as well as periodic reviews by accrediting agencies to ensure data integrity.

4.6 How do you translate organizational performance review findings into priorities for continuous improvement?

As stated previously, the College’s Institutional Effectiveness (IE) program serves as the primary mechanism for translating performance findings into priorities for continuous improvement. At the end of every IE cycle, all assessment findings are shared throughout the College and are used as the baseline for targeting improvements in the coming year. These findings are reviewed at all organizational levels. Each department or organizational unit reviews the findings and makes recommendations for improvement. These are then carried forward to the division level, and eventually to the Executive Committee of the College. The findings are then prioritized and communicated to the governing board at their annual retreat. These then become the basis for any needed modifications to the Strategic Plan and are translated into priorities that are communicated to the entire College community.

4.7 How do you collect, transfer, and maintain organizational and employee knowledge? How do you identify and share best practices?

Employee knowledge is collected and shared in numerous ways. The College maintains a system of shared electronic files that are used to warehouse documents that are accessible for all College employees. These include information for advisors, administrative procedures, instructions for using software, etc. The College publishes a Faculty/Staff Handbook which details valuable information for all employees. In addition, minutes from internal committee

meetings are posted on an internal website for easy access. The College produces an electronic weekly memo to keep employees informed of activities, as well as a bimonthly newsletter that allows for the sharing of best instructional and support practices. The College also sponsors Friday Forums for faculty and staff to share best practices and learn from one another.

Section III – Category 5

Faculty and Staff Focus

5.1 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?

The College is deeply committed to ensuring that all faculty and staff have the opportunity to utilize their full potential. The primary mechanism for developing faculty and staff potential is through the College's Professional Development program. The College funds projects which include credit and noncredit courses at York Technical College, return to university, return to industry, and a wide variety of conferences and workshops. Faculty and staff must submit an application for funding which states the goals of their professional development activity as well as how it relates to the College's Strategic Plan.

The College highly values cooperation, empowerment, and innovation and is structured to promote those values. One of the main vehicles for this is through the College committees. Committees provide an opportunity for a cross section of faculty, staff and students to interact, plan, recommend, and be involved in carrying out activities vital to the growth and future effectiveness of the College. Committee members are representative of academic and support areas, and are encouraged to bring a spirit of innovation to their work. Major cross functional committees include: Strategic Planning Oversight Committee – charged with management of the strategic planning process; Professional Development Council – charged with implementing the professional development program; Retention Oversight Committee – charged with researching ways to improve student retention; Safety Committee – charged with reviewing safety concerns on campus; Quality Learning Council – charged with promoting quality of the educational programs; and Information Technology Council – charged with the development of strategies for information resources. The committees post minutes electronically, share findings with the rest of the campus, and otherwise work to promote a culture of innovation and improvement.

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

The College will implement a campus-wide climate survey this year regarding human resource processes. The results of this survey will be used to identify needs and make improvements. All faculty and staff who participate in professional development activities must submit an evaluation upon completion of each project identifying outcomes of the project for the participant, the students, and the College. The College offers numerous opportunities for on-campus professional development as well. In addition, the Human Resources Department participates in the Institutional Effectiveness program (as do all College departments), and as such, is constantly working to evaluate and improve its processes.

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

The College provides numerous mechanisms to communicate and share information across departments. Internal Professional Development and Friday Forum sessions provide opportunities for faculty and staff from across the campus to come together, share best practices, and learn from one another. The mission of the College's Instructional Development Department includes providing instructional support that encompasses competency-based curriculum development and revision, faculty/staff development, alternative methods of instructional delivery, and assessment. They also distribute a bi-monthly newsletter which highlights best practices and accomplishments across the campus. The College also maintains an extensive, up to date, easy to navigate, website that encourages the sharing of information. In addition, the cross sectional committees detailed above provide an effective forum for sharing ideas and knowledge across areas.

5.4 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/Staff Performance Management System (FPMS/EPMS) is well established at York Technical College and promotes a highly developed and effective workplace. Employees must meet with their supervisor at the beginning of the performance cycle and review job duties to ensure they are still relevant, determine and agree upon success criteria for each duty, identify any special goals and objectives, and identify and agree upon relevant performance characteristics. Both the employee and the supervisor must agree on all items. This serves as a basis for the expectation for performance throughout the year. At the end of the year, the supervisor rates the employee based on the criteria they both agreed upon. The supervisor and employee then meet to discuss the performance, make recommendations, and outline a plan for improvement for the coming year.

5.5 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 very committed to successful succession planning and career progression for all faculty and staff. The Human Resources (HR) Department actively reviews upcoming retirement dates of key College employees and works with the Executive Committee of the College on strategies for filling these positions. In many cases, this planning includes providing mentoring opportunities for less experienced faculty and staff while the more experienced employees are still here. The HR Department also offers a New Supervisors Training Program and a Leadership in Action Program, the goal of which is to begin to expose potential future College leaders with information they need to be effective. The College also participates in many state wide leadership programs, including the joint Higher Education Leadership Certificate offered by the University of South Carolina and the SC Technical College System Leadership Academy. The College also utilizes the planning component of the FPMS/EPMS process in conjunction with the Professional Development Program to encourage appropriate career progression.

5.6 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?

As mentioned above, the College's Professional Development Program is the primary mechanism for faculty and staff development. All faculty and staff who wish to participate in Professional Development must submit a proposal that outlines their specific learning objectives and how those relate to both the mission of the College as well as to the Strategic Plan. If a proposal is approved, and the participant completes their objectives, they must then submit an evaluation that details what they learned, how it will help the College achieve its goals, and how the participant will share what he/she learned with the rest of the College community. This helps ensure that employees engage in professional development opportunities that are relevant to the mission of the College, and that the new knowledge and skills they obtained will be applied and shared in an appropriate manner. Participants in in-house professional development must complete an evaluation at the end of each session, detailing the helpfulness of the session and making recommendations for improvement. In addition, faculty are evaluated by students at the end of every semester for each course section they teach.

5.7 How do you motivate faculty and staff to develop and utilize their full potential?

The College is committed to a culture of innovation and continuous improvement, and provides numerous mechanisms for motivation. As part of the new planning process, all faculty and staff will participate in focus groups with the College President and are encouraged to post on the President's blog. These initiatives are anticipated to give faculty and staff a greater voice in the future of the College and, as such, are expected to positively influence motivation. The Professional Development Program reinforces this culture of improvement, and the FPMS/EPMS program offers a mechanism to document this. The College has a strong record of internal promotion which further attests to the continual growth and motivation of faculty and staff.

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

Faculty and staff well-being and satisfaction are assessed in numerous ways. The College will implement a campus-wide climate survey this year regarding human resource processes. The results of this survey will be used to identify needs and make improvements. Various College Departments conduct surveys (usually through the Institutional Effectiveness Program) to gauge the satisfaction of internal customers. The College employs periodic SWOT (Strengths/Weaknesses/Opportunities/Threats) analyses to further measure the well-being of faculty and staff. Faculty and staff opinions are also expressed through their representation on the various cross functional committees which were detailed above. Faculty and staff are regularly surveyed for their opinions through accreditation reviews as well. The FPMS/EPMS process also provides an opportunity to obtain feedback from faculty and staff.

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

All faculty and staff satisfaction assessment findings highlighted through the Institutional Effectiveness (IE) Program have a built-in mechanism for planning for improvement. Since all results must be summarized, shared, and responded to, the IE process is ideal for conducting this type of analysis. The results of SWOT analyses are shared throughout the College, including the Executive Committee and with the governing board. The findings are then, in turn, used to set College-wide goals for the coming year. Finally, satisfaction issues that are identified through the FPMS/EPMS will be carried forward to the next year in terms of items in need of improvement.

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

Campus security is the responsibility of the College's Department of Public Safety. The Public Safety Chief is a certified law enforcement officer; he and his staff maintain a presence on campus 24 hours a day/seven days a week. The College also employs a closed circuit monitoring system to further ensure the safety and security of the campus community. The College has a standing Safety Committee whose charge is to review and update the College's Safety Manual and to review any safety concerns on campus. The Safety Manual adheres to local, state, and federal safety guidelines, and includes the College's plans for emergencies and disasters. The College further follows the South Carolina Emergency Operations Plan to respond effectively to any natural, technological, or man-made disasters. The College has recently begun a Wellness Plan as well. This initiative is intended to encourage faculty, staff, and students to engage in activities that result in wellness, i.e., regular exercise, healthy diet, etc.

Section III – Category 6

Process Management

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

The College's learning centered processes that deliver our programs and services are all determined through the College's Mission Statement. In keeping with the institutional mission, York Technical College is committed to excellence in all of its educational programs. The College focuses on performance-based learning which includes the skills, knowledge, and attitudes required by prospective employers or other higher education institutions. Systematic instruction requires performance that is accountable, yet is flexible enough to allow for different teaching and learning needs, styles, and rates. Varied learning formats have been provided at York Tech, including traditional classroom lecture, hands-on laboratory experiences, self-paced instructional packages, CAI/CBT (computer-assisted instruction/computer-based training), practicums, cooperative work experiences, and apprenticeships. In addition, video-based distance learning opportunities via TechNet, a statewide distance learning network, and electronic library access are used to accommodate needs of students who cannot be reached through more traditional methodologies.

The services offered to students at the College have also evolved from the more traditional to those that employ technology. Although students may still access services in person and on campus, they have many opportunities for improved access through the use of electronic resources. For example, students now have access to the following information online from the convenience of their homes: financial aid awards and account balances, online course schedules, online registration, college email account; and online tuition payment.

6.2 How do you incorporate input from students, faculty, staff, stakeholders, suppliers, and partners for determining your key learning-centered process requirements?

Requirements for learning-centered processes are determined from input from a large number of stakeholders. The College conducts a needs assessment (including a review of demographic and labor force trends, as well as input from local business and industry) before offering any new degree programs. The Designing A CURriculuM (DACUM) process allows for employers and employees in a given field to provide input into the requirements for learning-centered processes. The Program Advisory Committees which meet at least twice a year also allow for feedback from employers and employees in their respective fields. Students who serve on Deans' Councils provide this type of input. Stakeholders, including faculty and staff, also have a chance to share their ideas through annual surveys and committee assignments.

6.3 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?

The Strategic Planning and Institutional Effectiveness (IE) Programs serve as the primary mechanism for identifying efficiency and effectiveness factors that impact the process design and

delivery. As College units assess their current processes through IE, they provide documentation of needed upgrades. This information gets fed into the Annual Department Planning and Budgeting Processes, and translates to recommendations for either new technology, or upgraded procedures. The College's Information Technology Committee reviews all requests for technological upgrades, and prioritizes them as they relate to the College's mission, and in terms of available funding. This process allows for resources to be utilized in the most cost-effective method possible. The College's CORE team reviews workflow processes as they relate to the College's administrative software system, and makes recommendations for improvements. The College also has a cross-function team that routinely monitors processes and procedures that relate to financial aid.

6.4 How do you systematically evaluate and improve your learning-centered processes?

The College's Quality Learning Council (QLC) is the oversight committee charged with ensuring the quality of our learning-centered processes. The QLC meets monthly and has representation from all academic areas of the College. The QLC oversees studies and makes recommendations for improvements. The College's Institutional Effectiveness (IE) Program also contributes to the systemic evaluation and improvement of learning-centered processes. As described earlier, each relevant unit of the College must identify areas for improvement, set goals, complete assessments, evaluate findings, report findings, and develop a plan for improvement. Additionally, each instructional unit of the College identifies, documents, and assesses its intended student learning outcomes for each instructional program. The College also evaluates its learning-centered processes through the criteria provided by the Southern Association of Colleges and Schools (SACS). SACS requires evidence that all educational programs result in observable learning outcomes. SACS also requires College's to submit a Quality Enhancement Plan (QEP) with the primary purpose of improving student learning. The College's QEP was recently approved by SACS and implementation of the improvement plan is underway.

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

The College's key support processes include those that occur in Information Services including both software and hardware maintenance), Business Affairs including Purchasing, Food Services, Print Shop, Human Resources, Accounting, Business Office, Public Safety, Maintenance, Custodial), Students Services including Admissions, Records, Registration, Financial Aid, Student Support Services), Public Information/Marketing, Development including, grant-writing and fund-raising), Institutional Effectiveness and Research, Planning, and Learning Resources including Library, Educational Technology Center, Instructional Development, Assessment Center, Distance Learning). All of these units of the College participate in the Institutional Effectiveness (IE) program, and as such, they assess, evaluate, and take steps to improve their process every year.

6.6 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 education related initiatives?

The College is highly committed to ensuring that budgetary and financial needs can be met through existing financial resources, and works diligently to identify new sources for emerging needs and initiatives. As state appropriations have declined in recent years, the College has cultivated alternative funding sources, including greater reliance on local appropriations, partnerships and grants.

The College takes a decentralized approach to budgeting that is based on prior performance, but also considers forward-looking improvements. Each functional area of the College must develop its budget requests based on a review of the prior year's performance, including the findings of Institutional Effectiveness (IE) and other assessment activities. The budgets are developed at the department level and are forwarded for division, and ultimately, institutional approval. All budget requests are considered as they relate to the College's mission and goals as articulated in the Strategic Plan.

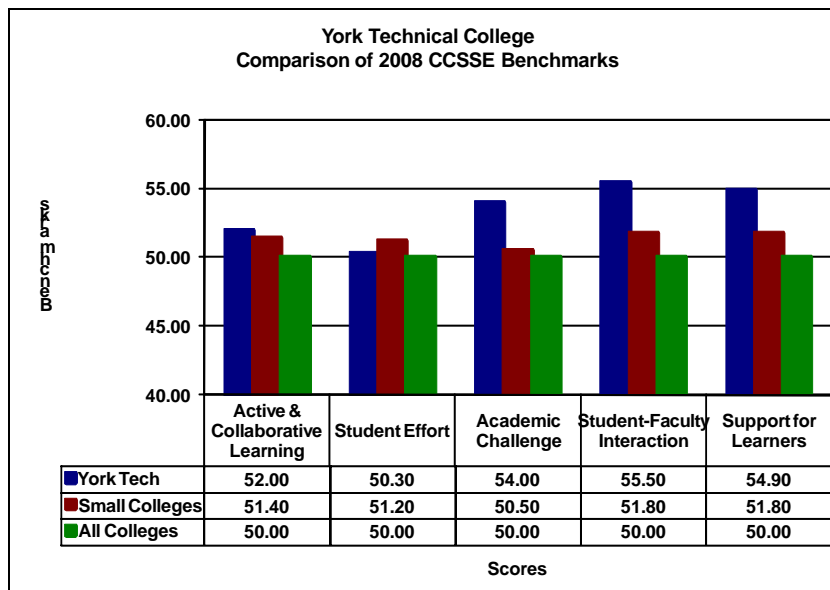
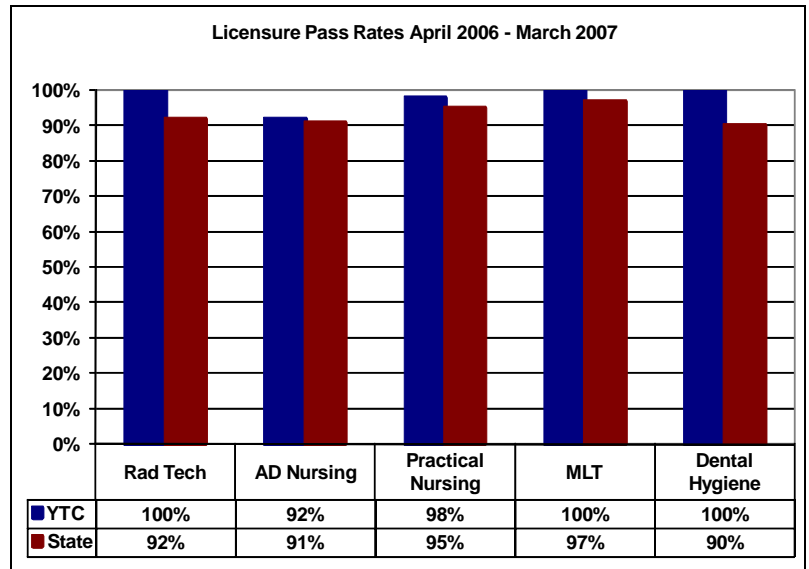
Section III – Category 7

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?

7.1.1 Licensure exam results

York Technical College once again exceeded the state average in licensure passage rates for all of its participating Allied Health programs. In addition, the Radiologic Tech, Medical Lab Tech, and dental Hygiene programs all had 100% of its graduates pass their respective licensing examinations. The College is continuing to produce highly qualified health care professionals to help fill the local and regional labor market shortages in these areas.

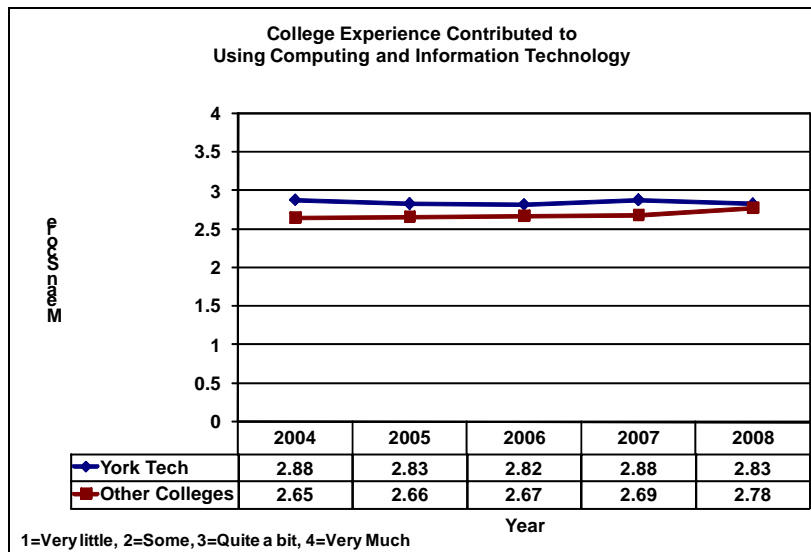
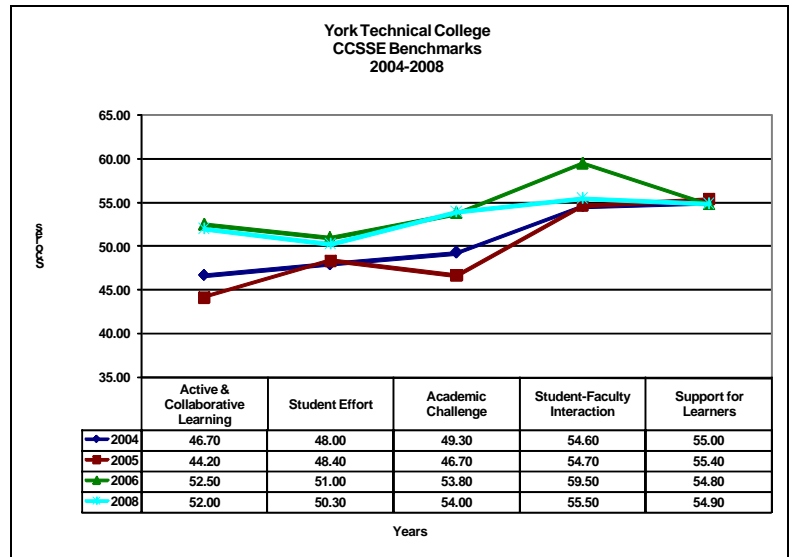


7.1.2 CCSSE 2008 Benchmarks

For the most recent CCSSE survey, York Tech scored higher on four of the five benchmarks for student engagement than other two-year colleges participating in this national survey. The benchmarks that define student engagement are Active & Collaborative Learning, Student Effort, Academic Challenge, Student-Faculty Interaction, and Support for Learners. The College ranked particularly high in Student-Faculty interaction and Support for Learners, reflecting the College's commitment to its students' needs.

7.1.3 CCSSE 04-08 Benchmarks

The College has experienced an overall upward trend in its scores on the five benchmarks of student engagement over the past four years. These benchmarks were created on the basis of extensive research that identified good educational practices associated with high levels of student learning and retention. The College is committed to studying and improving the practices that comprise these benchmarks.

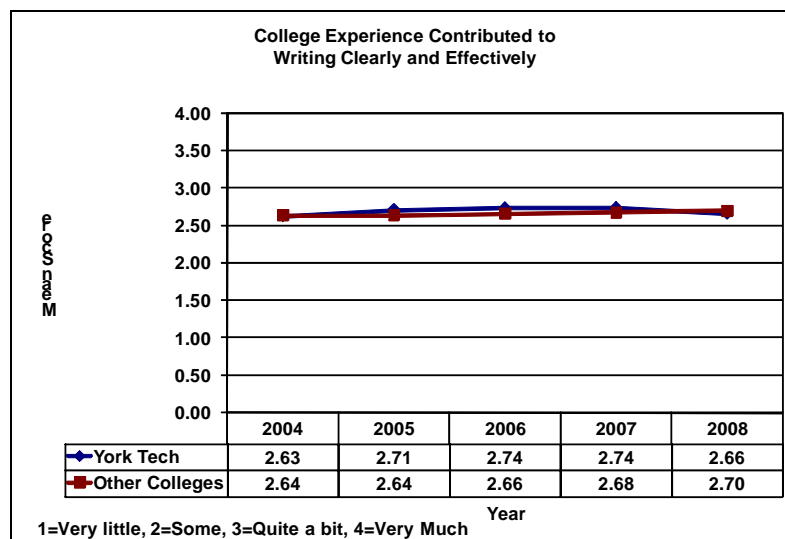
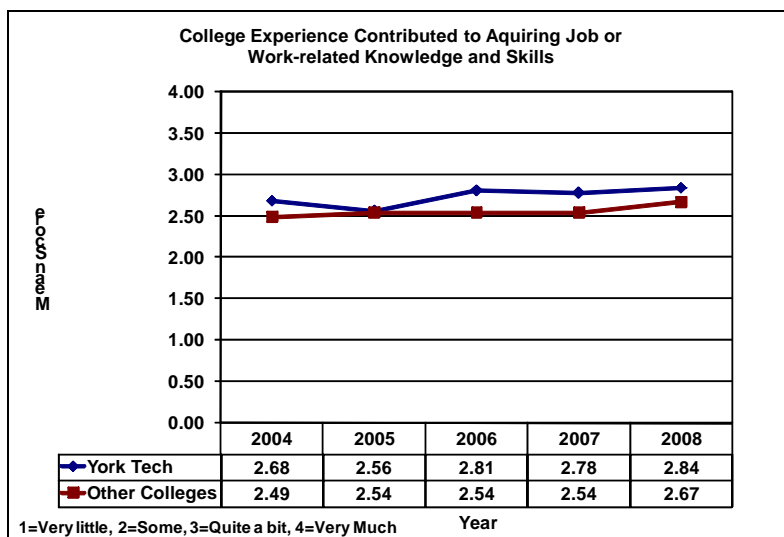


7.1.4 CCSSE – Broad Education

York Tech students continued to report that their experience at the College contributed greatly to their acquiring a broad general education. The College has consistently scored above its peers on this measure.

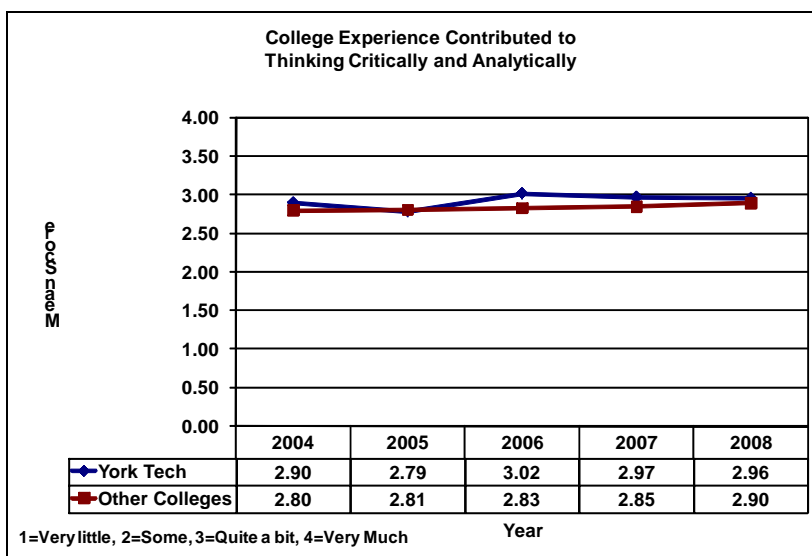
7.1.5 CCSSE – Acquire Job

York Tech students once again reported that the College has significantly contributed to their ability to acquire a job. This information, in conjunction, with the placement rates of our graduates, indicates that the College is doing a very good job of meeting one of its key strategic objectives.



7.1.6 CCSSE – Write Clearly

The College continues to contribute to students' writing ability. Since first administering the CCSSE four years ago, students' views regarding York Tech's contribution to their ability to write clearly and effectively have remained significant.

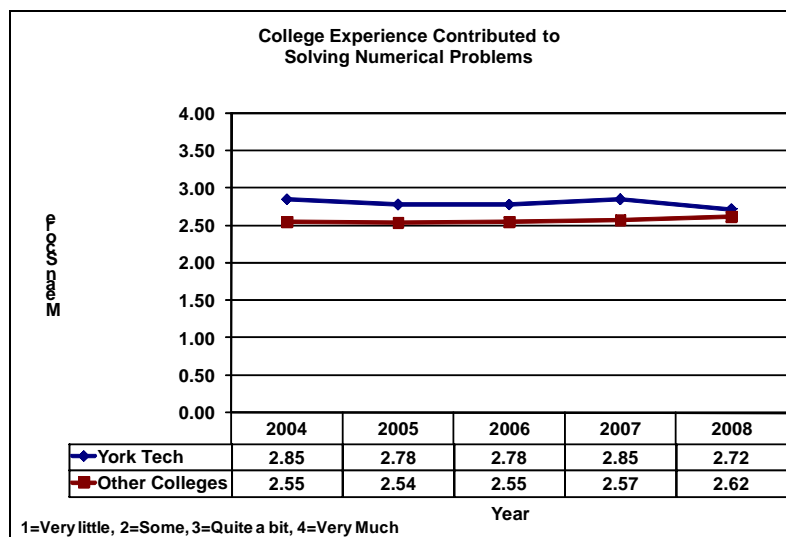


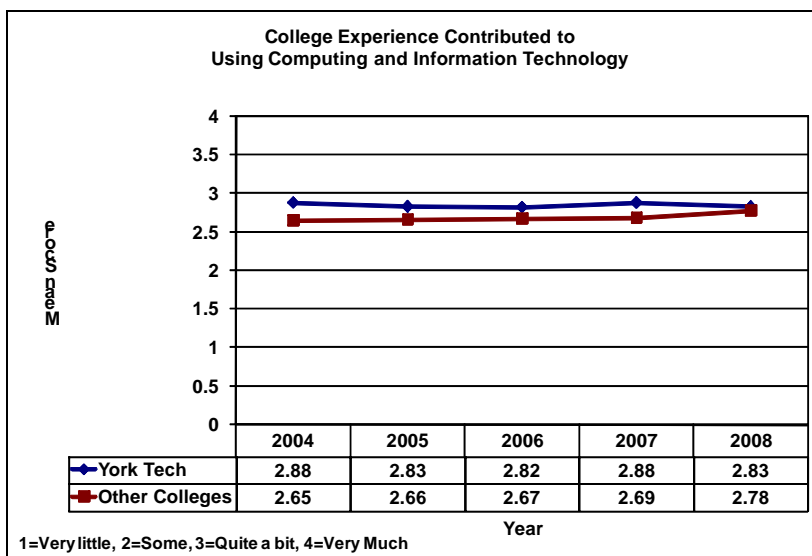
7.1.7 CCSSE – Think Critically

York Tech students once again indicated that the College has contributed significantly to their ability to think critically and analytically. The College implemented an effort specifically designed to increase students' critical thinking skills, therefore, this indicator is especially important

7.1.8 CCSSE – Solving Numerical Problems

York Tech students once again reported considerably higher levels of the College's contribution to their ability to solve numerical problems than those at national peer institutions. This is yet another indicator of how York Tech is successfully meeting its educational goals.





7.1.9 CCSSE – Using Computing & Information Technology

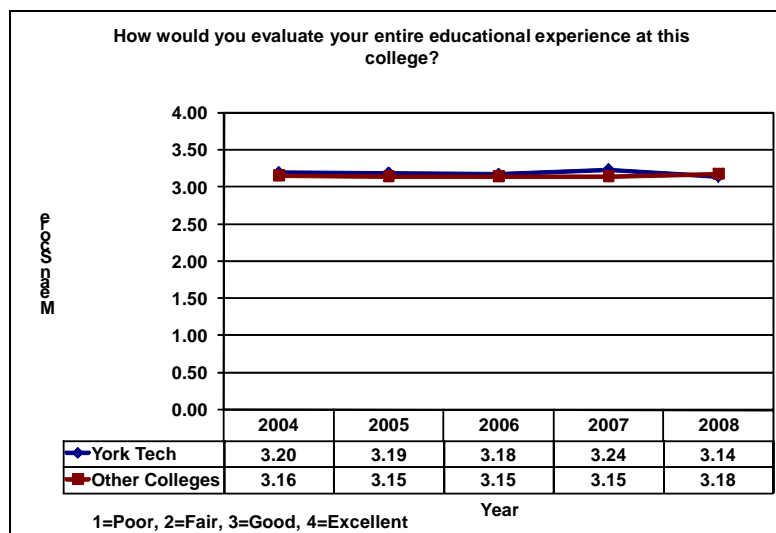
The College is pleased to note that its students reported that York Tech has significantly contributed to their ability to use computers and information technology. York Tech takes its role as a leader in preparing students for the 21st century workplace very seriously and this indicator bears that out.

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?

7.2.1 Alumni Survey Results

York Tech surveys alumni every two years to determine their satisfaction with their college experience. The College will continue to work to increase alumni satisfaction with their major programs of study, general education program of study, and their overall academic experience at the College.

YORK TECHNICAL COLLEGE				
Graduates Achievements – Alumni Survey Results				
	2000 (% of Respondents Very Satisfied or Satisfied)	2002 (% of Respondents Very Satisfied or Satisfied)	2004 (% of Respondents Very Satisfied or Satisfied)	2006 (% of Respondents Very Satisfied or Satisfied)
Students Level of Satisfaction with Major Program of Study	96%	97%	87.5%	89.7%
Students Level of Satisfaction with Instruction in the Major	96%	97%	92.5%	94.3%
Students Level of Satisfaction with General Education Program of Study	96%	97%	87.5%	88.7%
Students Level of Satisfaction with Instruction in General Education	96%	97%	97.4%	93.2%
Overall Academic Experience	98%	97%	95%	93.1%

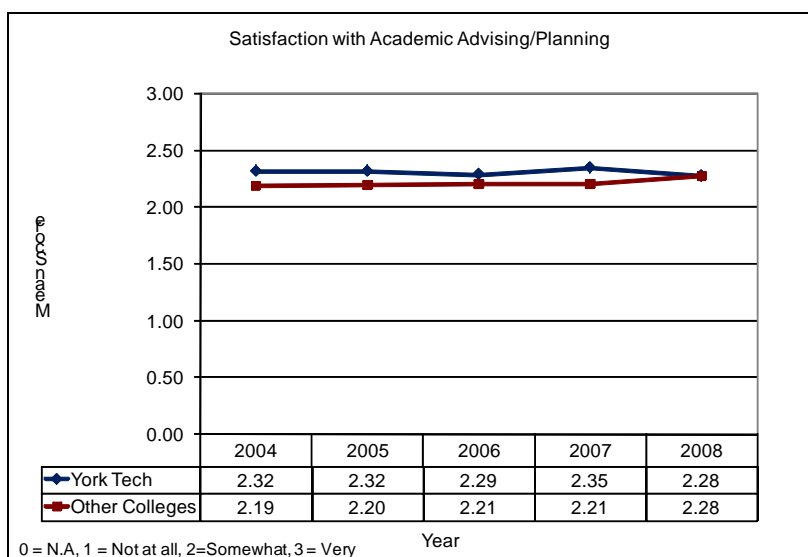


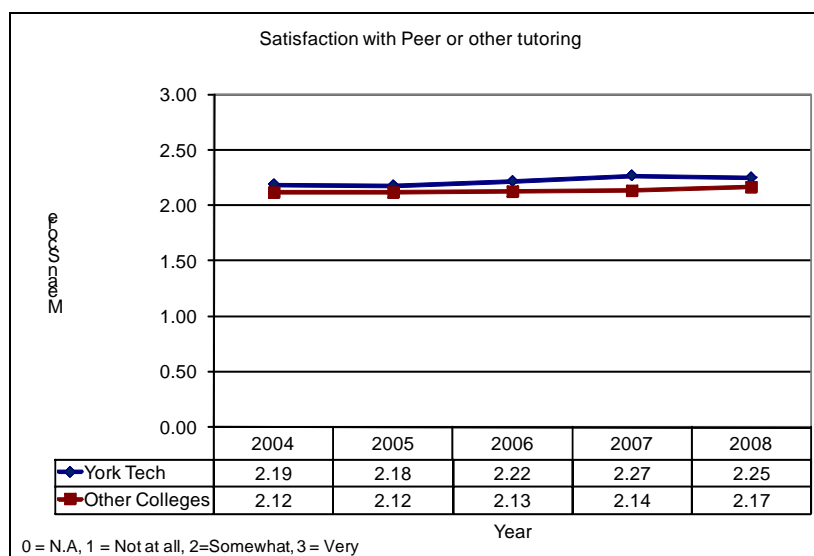
7.2.2 CCSSE - Entire Experience Evaluation

The College uses CCSSE survey results to track student satisfaction with their experiences at York Tech. For the past five years, York Tech students have expressed satisfaction at levels at least as high as their national peer institutions.

7.2.3 CCSSE - Advising Satisfaction

York Tech recognizes the critical role that academic advising plays in the success of students. Students at the College have consistently rated their satisfaction with academic advising and planning at higher levels than their peers.



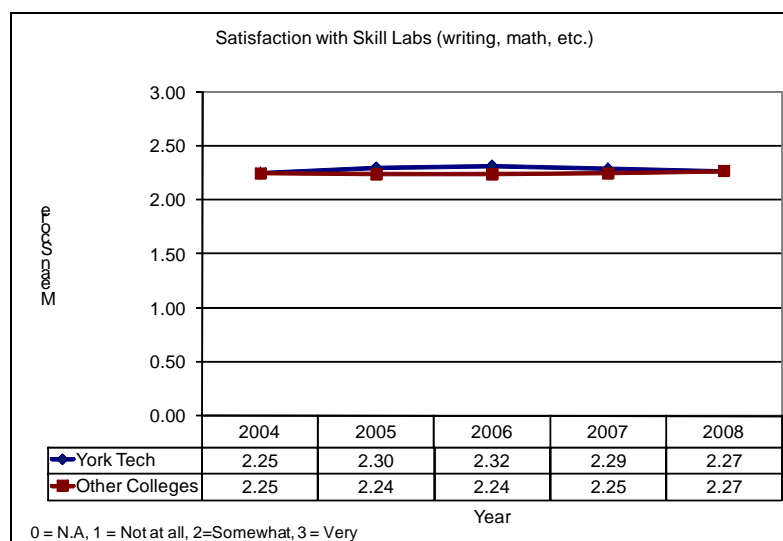


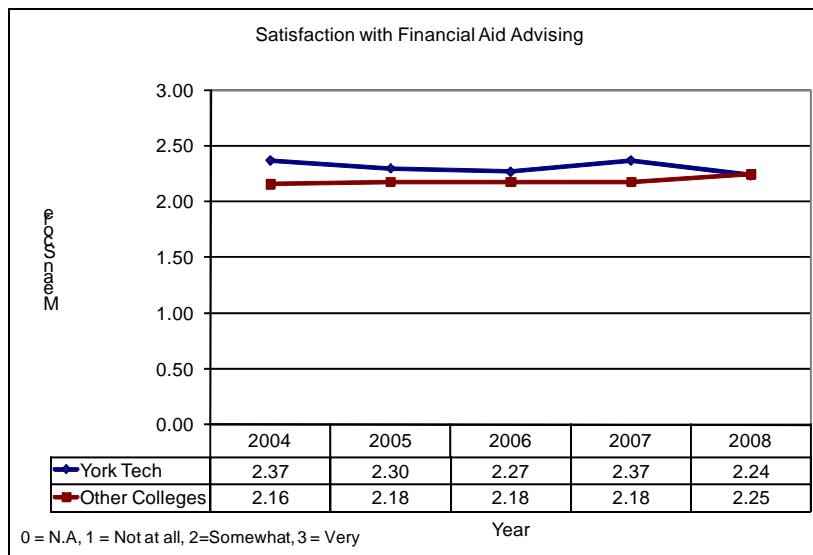
7.2.4 CCSSE – Tutoring Satisfaction

Many of York Tech's students come to us unprepared for College level learning. Therefore tutoring services are very important for our student body. For the past five years, York Tech students have expressed high levels of satisfaction with peer or other tutoring services.

7.2.5 CCSSE - Skill Labs Satisfaction

Skill labs are similarly important for York Tech's students. Many students participate in them to upgrade their skills for College learning. Students again have rated their level of satisfaction with skill labs above that of their peers.



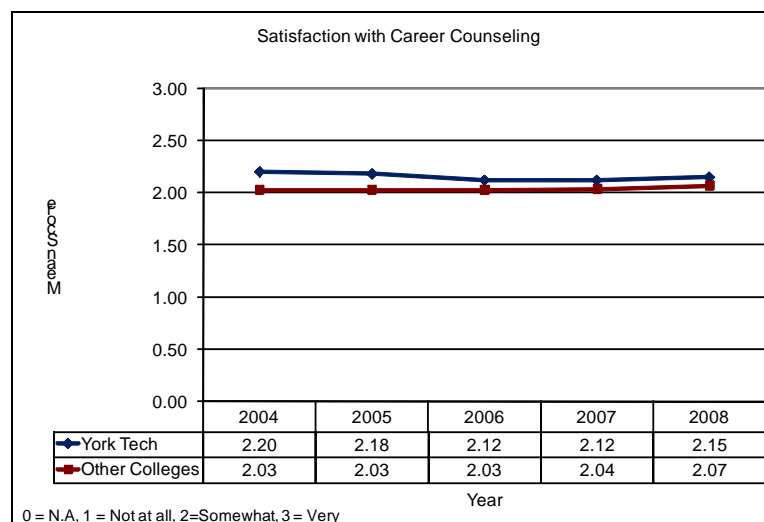


7.2.6 CCSSE - Financial Aid Advising Satisfaction

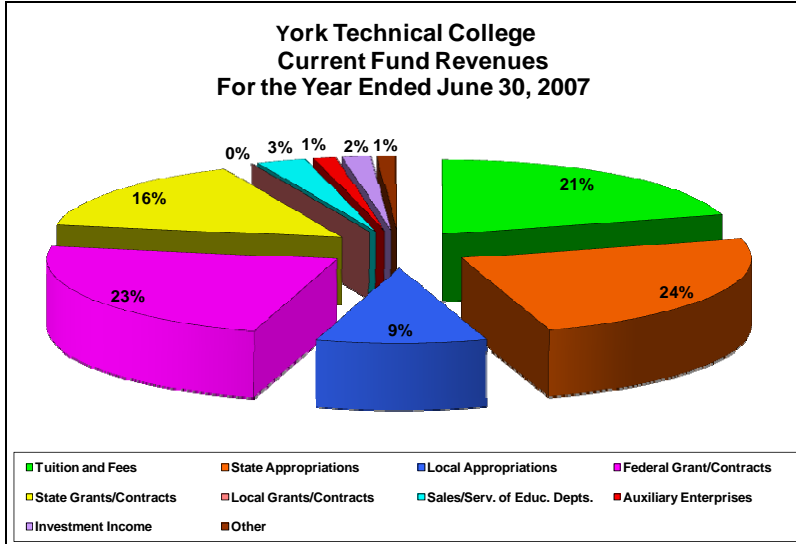
The College is pleased to note the increase in students' level of satisfaction with financial aid advising. Over 70% of York Tech students rely on financial aid to pay for their tuition, fees, and books making one of the key elements for student success.

7.2.7 CCSSE - Career Counseling Satisfaction

Effective career counseling is a critical service that the College provides its students. Students who have a clear career path are more likely to persist and be successful in their college experience. The College is pleased that students have consistently rated high levels of satisfaction with career counseling services.



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

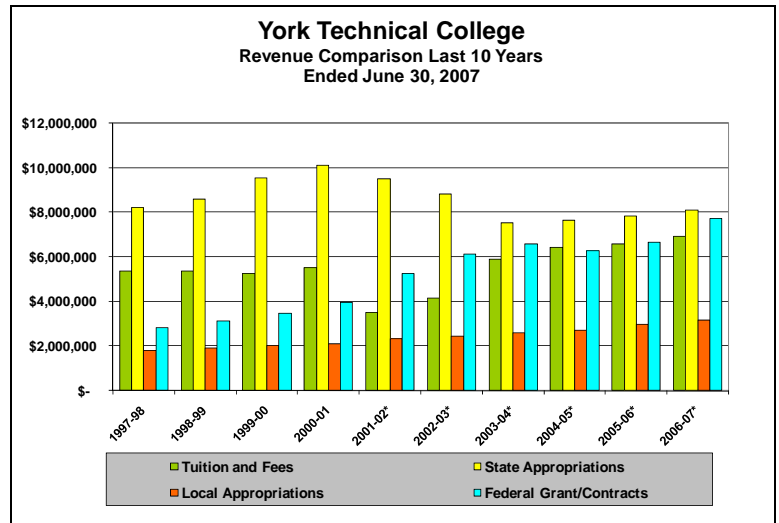


7.3.1 Current Fund Revenues

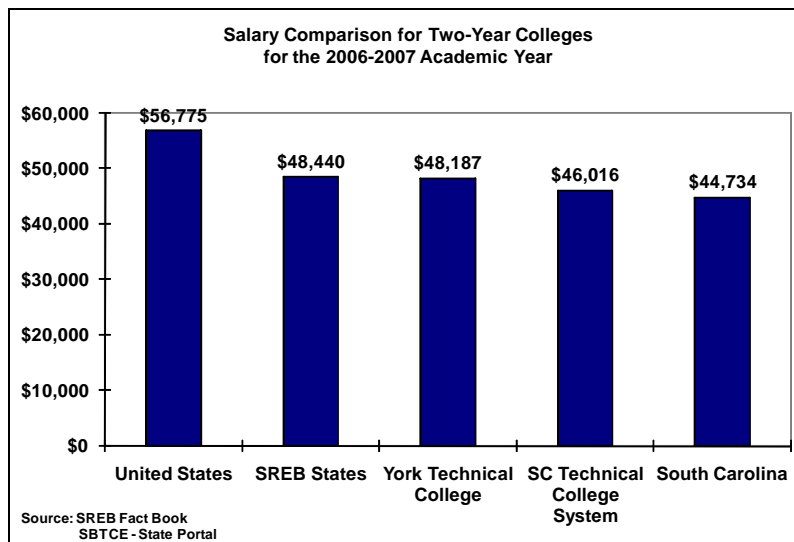
As state appropriations have decreased in recent years, the College has had to look to other sources for funding. For the past fiscal year, sources other than state appropriations accounted for 76% of all funding.

7.3.2 Revenue Fund Comparison

State appropriations to York Tech peaked in the 2000-01 fiscal year at approximately \$10 million. In 2005-06, state appropriations were once again less than \$8 million. Despite those shortfalls, the college was able to hold the line on tuition in 2007-08.



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?

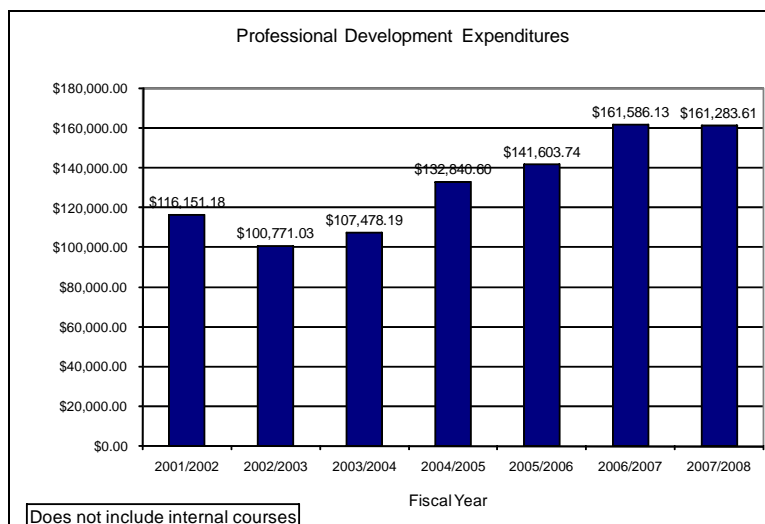


7.4.1 Average Salary Comparison

Despite decreasing state appropriations, York Tech has found ways to keep their salaries for faculty and staff competitive with their peers. Average salaries for York Tech faculty are higher than that of the other SC Technical Colleges, but less than those in the region covered by the Southern Regional Education Board (SREB) and nationally.

7.4.2 Professional Development Expenditures

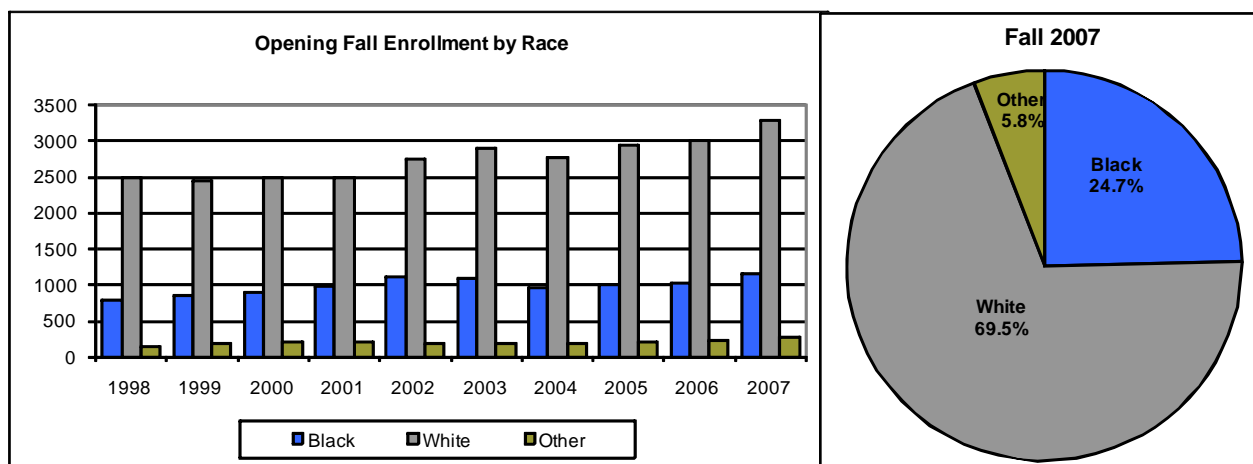
York Tech is highly committed to providing professional development opportunities for all faculty and staff. The College once again increased its expenditures for professional development; in the most recent fiscal year the College invested over \$160,000 to provide professional development opportunities for college employees.



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).

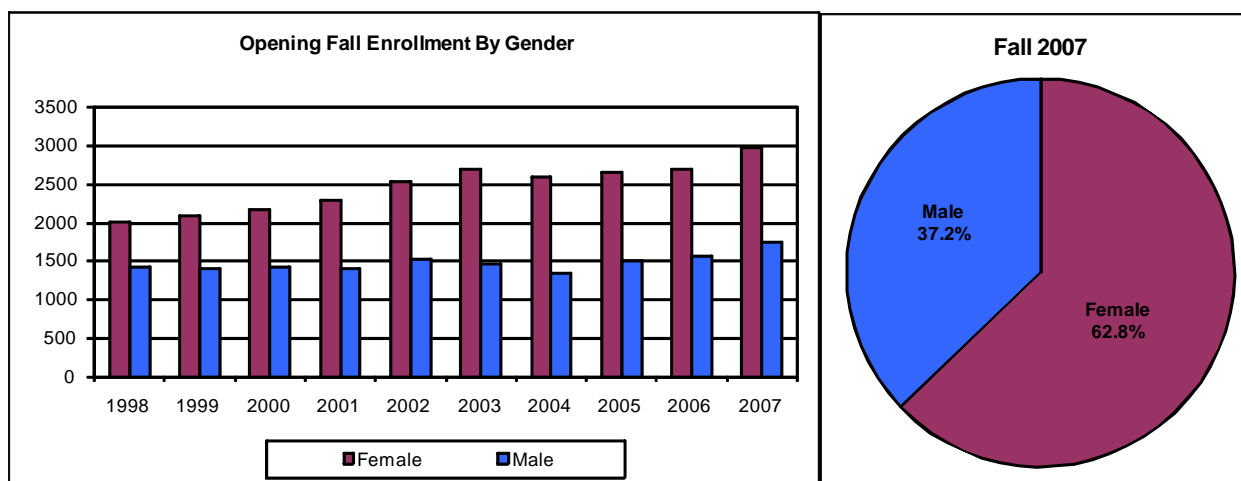
7.5.1 Enrollment by Race

York Tech is committed to serving all population groups in its service area. The College's population is nearly 30% minority, which exceeds the minority population of the three-county service area.



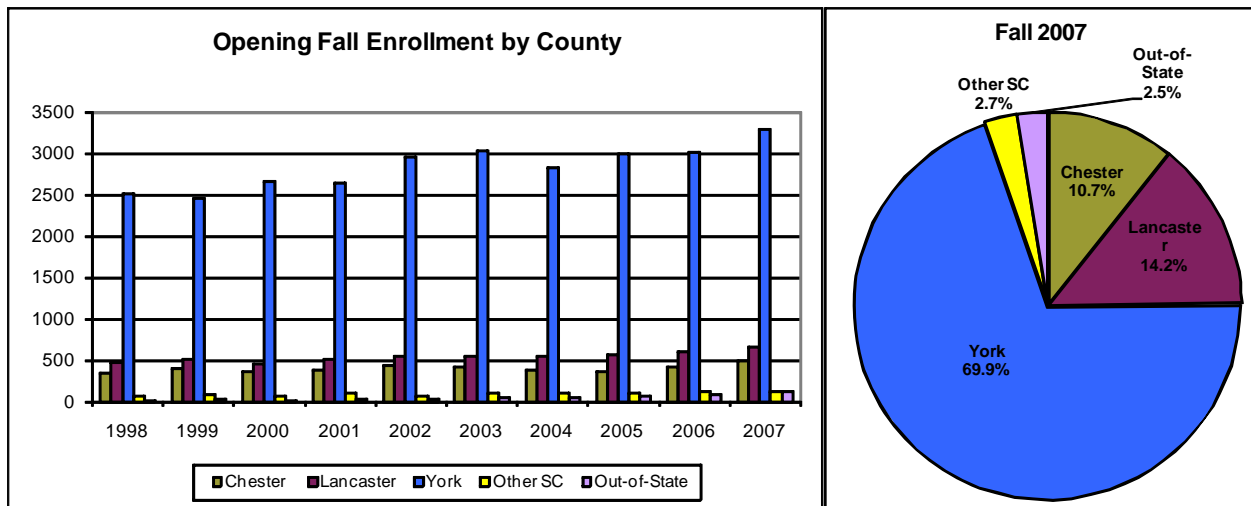
7.5.2 Enrollment by Gender

The gender breakdown of York Tech's student population mirrors that of most institutions of higher education. Female enrollment comprises over 60% of the entire student body.



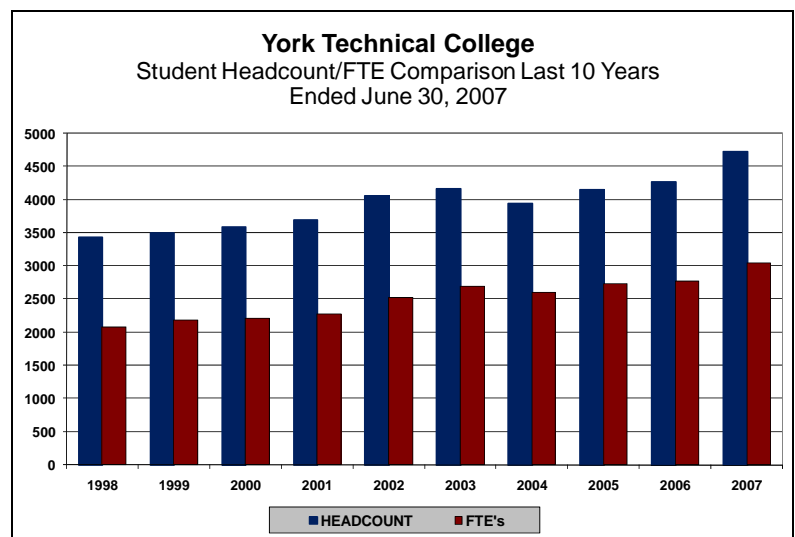
7.5.3 Enrollment by County

York Tech is committed to expanding its offerings to allow for greater participation of residents in all parts of its service area. In particular, the College will work to increase its presence in Chester and Lancaster counties.

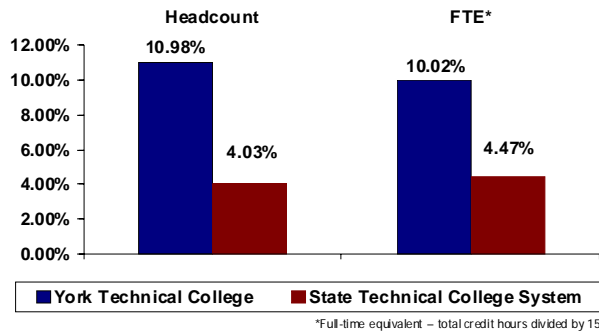


7.5.4 Enrollment Trend

As the population of the three-county service area has increased, so has the enrollment at the College. Last fall, York Tech served over 4,700 credit students. The increase in FTE indicates that the number of fulltime students is increasing as well, contributing to a more stable financial base.



Enrollment Comparison to State Average (Fall 2006 to Fall 2007)



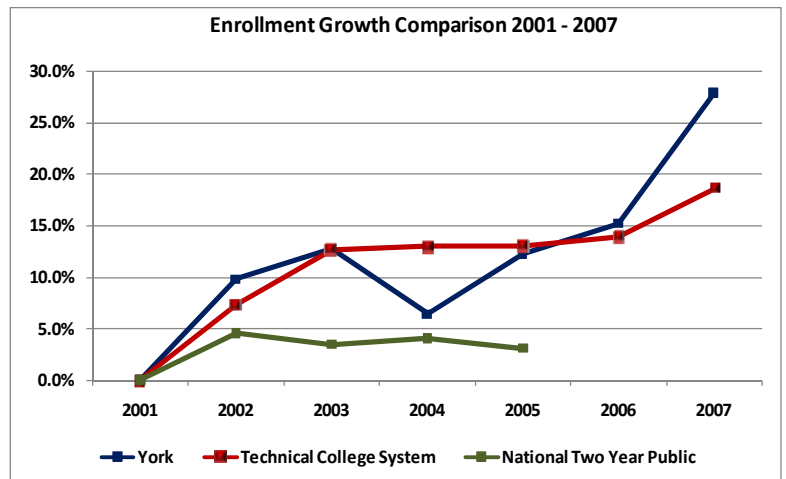
Source: YTC Office of Institutional Effectiveness and Research
IPEDS

7.5.5 Enrollment Comparison

York Tech's enrollment increased at a greater rate than that all SC Technical Colleges. From fall 2006 to fall 2007, the College's enrollment increased at a rate two and half times greater than that of the state. More importantly, the College's full-time equivalent (FTE) enrollment increased at a greater rate as well.

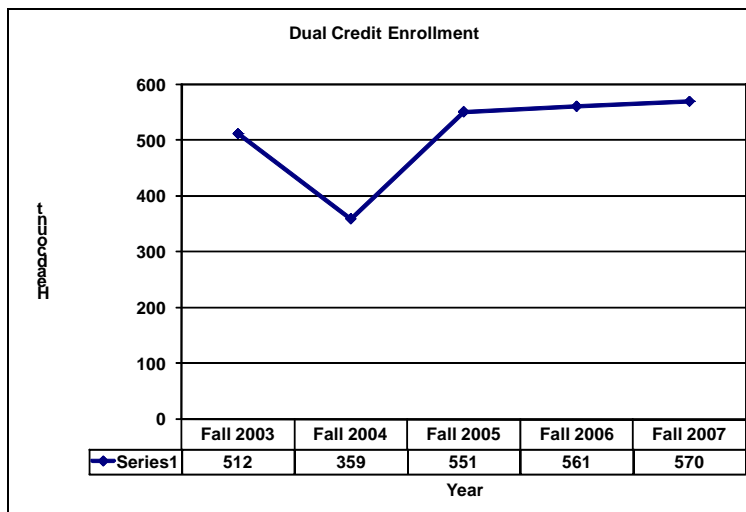
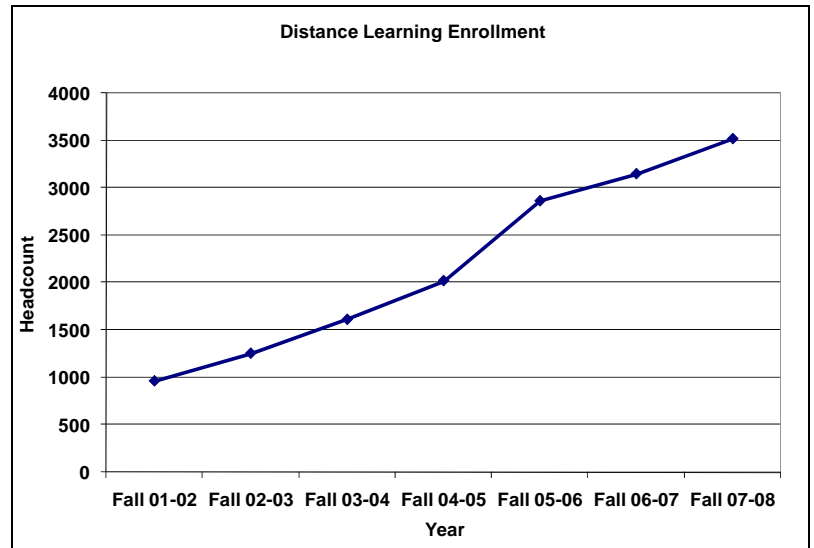
7.5.6 Enrollment Growth Comparison

York Technical College's enrollment growth as compared to other two-year colleges is even more dramatic when viewed as cumulative growth since base year 2001. The College has grown nearly 28% compared to 18% for the other South Carolina Technical Colleges.



7.5.7 Distance Enrollment

The College is committed to offering a wide range of options for students to choose from in terms of course offerings. The number of students enrolled in distance learning, i.e., online courses, telecourses, and teleclasses has continued to increase.

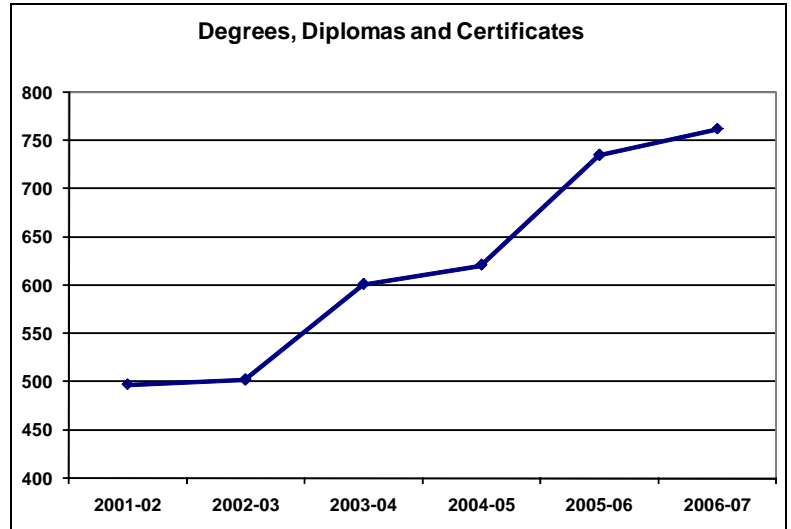


7.5.8 Dual Credit Enrollment

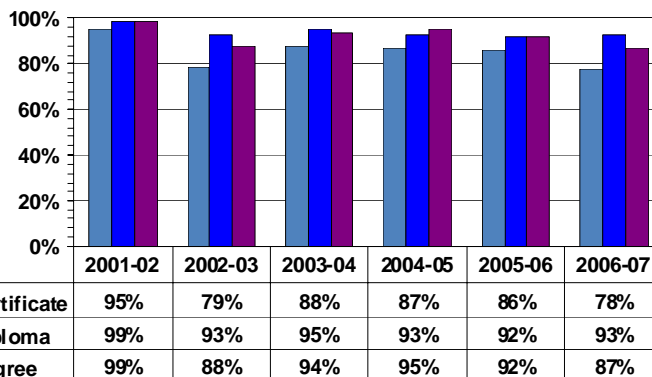
York Tech engages in many successful partnerships with the high schools in the College's service area. Enrollment in dual credit courses, those offered to high school students for college credit, continued to increase.

7.5.9 Degrees Awarded

York Tech students take courses in a variety of academic programs that lead to certificates, diplomas, or degrees. The College is pleased to note that the number of completions of certificates, diplomas, and degrees continued to steadily increase.



Graduate Placement Data



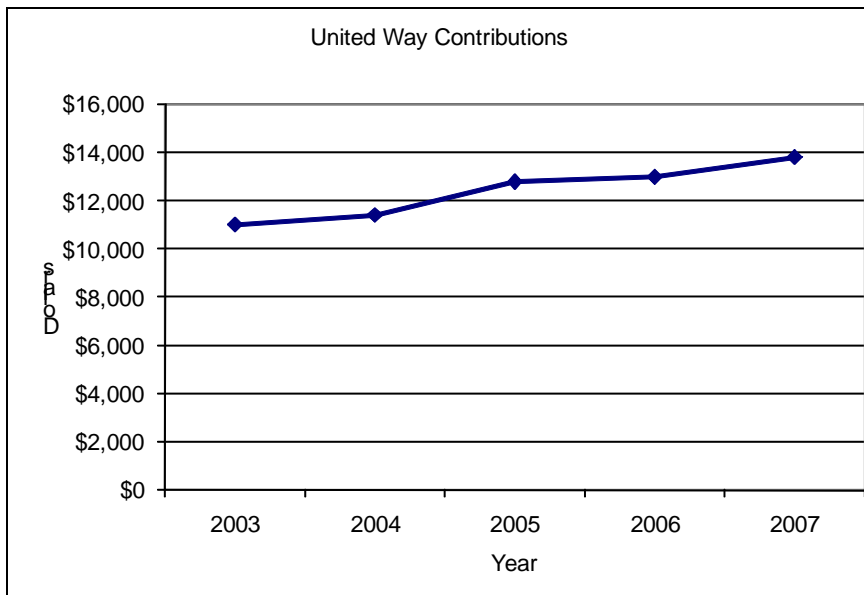
Source: YTC Office of Institutional Effectiveness & Research

7.5.10 Graduate Placement

Providing students with the skills they need to find employment is one of the primary missions of York Tech. The College is very pleased with its high rate of placement of graduates in relevant jobs.

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

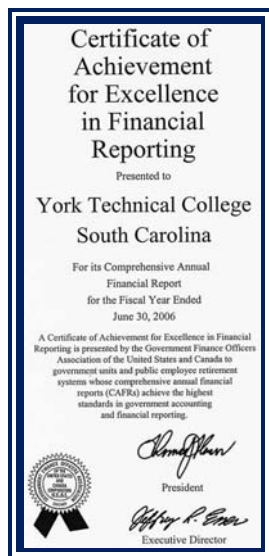


7.6.1 United Way Participation

York Tech is highly committed to giving back to the community of its service area. Contributions to the local United Way campaign have increased steadily over the years. The most recent year saw over 165 employees contributing a total of over \$13,000.

Over 165 employees contributed TPT students had cookout that raised \$300 (included in total) \$13,824.50 for the 2007-08

7.6.2 Excellence in Financial Reporting



Certificate of Achievement for Excellence in Financial Reporting

York Technical College received the Certificate of Achievement for Excellence in Financial Reporting by the Government Finance Officers Association of the United States and Canada. This is the eleventh consecutive year the College has received this recognition.

7.6.3 Table of Accrediting Bodies

100% of all 12 of the College's programs that are eligible for accreditation from the SC Commission of Higher Education's list of accrediting agencies are accredited.

York Technical College Program Accreditations	
Program	Accrediting Agency
Dental Assisting Technology	American Dental Association, Commission on Dental Accreditation
Dental Hygiene Technology	American Dental Association, Commission on Dental Accreditation
Associate Degree Nursing	Board of Nursing for South Carolina National League for Nursing Accrediting Commission
Practical Nursing	Board of Nursing for South Carolina National League for Nursing Accrediting Commission
Medical Laboratory Technology	National Accrediting Agency for Clinical Laboratory Sciences
Radiologic Technology	Joint Review Committee on Education in Radiologic Technology
Surgical Technology	Commission on Accreditation of Allied Health Education Programs
Computer Engineering Technology	Technology Accreditation Commission of the Accreditation Board For Engineering and Technology
Electronics Engineering Technology	Technology Accreditation Commission of the Accreditation Board For Engineering and Technology
Engineering Graphics Technology	Technology Accreditation Commission of the Accreditation Board For Engineering and Technology
Mechanical Engineering Technology	Technology Accreditation Commission of the Accreditation Board For Engineering and Technology
Business Programs	Association of Collegiate Business Schools and Programs

Updated: November 2004

7.6.4 Crime safety report

The College is committed to providing a safe and secure environment for its students, faculty, and staff. Crime on the campus remains very low.

REPORTED INCIDENTS FOR YORK TECHNICAL COLLEGE CAMPUS

TYPE OF INCIDENT	2004	2005	2006
Murder/Non-negligent manslaughter	0	0	0
Negligent manslaughter	0	0	0
Forcible sex offenses (including rape)	0	1	0
Nonforcible sex offenses	0	0	0
Robbery	0	0	0
Aggravated assault	0	0	0
Burglary	4	1	0
Motor vehicle theft	1	2	0
Arson	0	0	0

York Technical College encourages prompt reporting of any criminal incident to the Department of Public Safety (327-8013) or the Associate Vice President for Academic & Student Affairs (327-8016).