

# Higher Education Accountability Report 2005-06



**CENTRAL CAROLINA**  
**TECHNICAL COLLEGE**

## **Accountability Report Transmittal Form**

Agency Name \_\_Central Carolina Technical College \_\_\_\_\_

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Higher Education Accountability Report  
for  
2005-06  
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**Table of Contents**

<b>I. Executive Summary .....</b>	<b>1</b>
I.1. Central Carolina Technical College's Purpose, Mission, and Values .....	1
I.2. Major Achievements from July 1, 2005 through June 30, 2006 .....	2
I.3. Key Strategic Goals for the Present and Future Years .....	3
I.4. Opportunities and Barriers Affecting Success in Fulfilling Mission .....	3
I.5. How Accountability Report Is Used to Improve Organizational Performance .....	3
<b>II. Organizational Profile .....</b>	<b>4</b>
II. 1. Organization's Educational Programs, Offering, and Services/ Methods of Delivery .....	4
II.2. Key Student Segments, Stakeholder Groups, and Market Segments and Their Key Expectations and Requirements .....	4
II.3. Operating Locations .....	5
II.4. Regulatory Environment .....	5
II.5. Governance System .....	6
II.6. Key Suppliers and Partners .....	6
II.7. Key Competitors .....	7
II.8. Principal Factors Determining Competitive Success .....	7
II.9. Key Strategic Challenges .....	7
II.10. Performance Improvement Systems .....	7
II.11. Expenditures/Appropriations Chart .....	7
II.12. Major Program Areas Chart .....	8
II.13. Organizational Structure .....	8
<b>III. Elements of Malcolm Baldrige Award Criteria 8</b>	
Category 1 – Senior Leadership, Governance, and Social Responsibility .....	8
Category 2 – Strategic Planning .....	13
Category 3 – Student, Stakeholder, and Market Focus .....	17
Category 4 – Measurement, Analysis, and Review of Organizational Performance .....	19
Category 5 – Faculty and Staff Focus .....	21
Category 6 – Process Management .....	25
Category 7 – Organizational Performance Results .....	29

## **Central Carolina Technical College Higher Education Accountability Report 2005-06**

### **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, 2005, through June 30, 2006.

The College has been involved since 1995 in ongoing, aligned, integrated, and institution-wide research-based 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. Through its comprehensive programs and support services, the College annually serves over 4,500 credit students and 10,500 continuing education students in both traditional and non-traditional formats.

**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, 2005 through June 30, 2006**

The College accomplished many major objectives between July 1, 2005 and June 30, 2006. Following are some of the major objectives that were milestones for the College:

- **Completed an extensive institution-wide self-study covering the past decade in order to become reaccredited by the Southern Association of Colleges and Schools (SACS).** After a rigorous review of the self-study report focusing on the planning and evaluation cycle for all programs and services and visiting the College to review documentation, SACS reaffirmed accreditation for the next ten years.
- **Developed a five-year Quality Enhancement Plan (QEP) to significantly impact student success as part of the SACS reaccreditation process.** The College has embarked on a plan that will bridge the digital divide for students who do not possess the technology skills necessary to succeed in college or in the workforce. The QEP has extensive objectives, evaluation procedures, and a plan to use the results of evaluation for continuous improvement. The QEP involved faculty, staff, and students and is already resulting in significant improvement in technology skills.
- **Opened a site in Lee County.** The College collaborated with the Lee County community to renovate a convenient Bishopville downtown site, which makes post-secondary education more accessible in Lee County.
- **Expanded course offerings at its Clarendon and Kershaw 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.
- **Developed architectural plans and secured initial funding to renovate a building in downtown Sumter to house the allied health programs.** This effort has several major objectives: 1) to expand the allied health programs to meet the needs of the community, 2) to reduce overcrowding in the current allied health classroom building, 3) to bring the allied health programs in close physical proximity to Tuomey Hospital, and 4) to enhance the revitalization of downtown Sumter.
- **Implemented a new information technology system.** Making this system function properly required collaboration among all employees of the College. Faculty and staff have been trained to access College information, input and retrieve data to evaluate the attainment of key performance indicators, and streamline College processes. Students have been trained to register, access College information including e-mail, and make an electronic connection with the College's services.
- **Relocated the Continuing Education Division into the renovated Federal Building on Main Street in Sumter.** This has allowed the College's continuing education programs to be more accessible to the community and supports the revitalization of downtown Sumter.

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

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

1. Market the comprehensive nature and value of the College.
2. Secure and use available resources to maximize productivity and efficiency.
3. Expand enrollment in the four-county service area to improve accessibility to the College's programs and services.
4. Strengthen mutually beneficial alliances with private and public partners.
5. Maximize the use of technology to support internal and external constituencies.
6. Offer quality curriculum and services that are relevant and current.
7. 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 become more successful in meeting its mission and corresponding barriers that could impede that mission:

<b>Opportunities</b>	<b>Corresponding Barriers</b>
Expand allied health programs to meet the needs of service area.	This project will require substantial financial resources.
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.
Participate in the Education and Economic Development Act (EEDA) to build alliances with secondary schools to provide a smooth transition from secondary school to college and/or work.	Additional counseling staff at the College and strong supportive partners at the secondary level are necessary in order to implement the EEDA.
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.

### **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 actions tied 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 that serves 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.

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

The College serves two primary market segments: students and local employers. The main expectation of students is to acquire affordable, accessible, quality education consisting of skills and knowledge they can leverage into good-paying 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, young and older adults from low to middle income families. Due to family and work commitments and lack of preparation for college, these students require significant financial aid, student services, and rapport with faculty in small classes. A campus that is in close proximity to home and work and the convenient scheduling of classes are often critical factors in a student's decision to pursue postsecondary education.



Another important 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 those competencies into each program of study at the College.

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, who will be 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. 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. (The College was reaccredited in June, 2006.)
- ***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. 5. 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, the Vice-President for Administration, 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, who is singularly responsible for operating the College.

## **II. 6. 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 expand its programs.
- ***Secondary and Postsecondary Education Institutions***: Local middle and high 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.
- ***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.7. Key Competitors**

Other educational systems that directly compete for the same type of students, research grants, etc., are as follows: 1) Morris College (a private four-year college and 2) University of South Carolina – Sumter (a two-year branch of the University of South Carolina).

## **II.8. 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 admissions 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
- Local availability of courses and accessibility to higher education
- Local funding for maintenance and upkeep of facilities.

## **II. 9. 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
- "Landlocked" Main Campus
- One outreach location with limited classroom and lab facilities
- Closure of some key industries
- Salaries not competitive with other salaries in the Southeast
- Economically disadvantaged students
- Current economic environment, including high gas prices.

## **II.10. 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, Performance Indicator Reports, Technology Plan, Quality

Enhancement Plan, Budget Reports and other documents reflect the results of the systematic assessment of outcomes.

**II.11. Expenditures/Appropriations Chart** – See Fig. 7.3.9

**II.12. Major Program Areas Chart** – See Fig. 7.3.10

**II.13. Organizational Structure** – See Fig. 7.6 (a)

**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 personal actions of the senior leadership team demonstrate a commitment to organizational values; they lead by example and develop a culture that supports 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 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 serves as Secretary of the Executive Board of Sumter Visioning, Treasurer of the SC Council of Presidents, and is an active member of the Tuomey Healthcare System Board, Santee-Lynches Workforce Investment Act Board, Executive Board of Covenant Place, Board of Sumter Green, Sumter Rotary Club, the Shaw-Sumter Community Council, The Forum, The Governor's Taskforce on Workforce Education, the SC Coordinating Council Cluster and Guidance Committee, SC Technical Education Association, SC Women in Higher Education, American Association for Women in Community Colleges, and the SC Association of College and University Presidents; 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, The Forum, National Business Education Association, and CCTC's Relay for Life and Heart Walk Team; the Vice President for Administration is an active member of the Clarendon County Chamber of Commerce, Sumter County Chamber of Commerce, SC Association of School Administrators, SC Career and Technology Education Association, Manning Rotary

Club, Leadership South Carolina, and SC Economic Developers School; 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.

- The vision and values statements are published on the College's website and also appear in a number of publications, including the College Catalog and Student Handbook.

**2. *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 supports accountability by monitoring regulations and updating policies and procedures; 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 that are available to all faculty and staff and clearly outline 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.

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

The College creates a focus 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 and the Annual Budget Meeting, 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, so that everyone can work together to achieve objectives and improve performance. Also, every department/unit develops a plan of action that must be tied into 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), which is 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), developed in 2005-06, is an excellent example of how senior leaders create a focus on action to 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. 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 as well as approval by the College's accreditation body, SACS.

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

Annually, the College prepares a Professional Development Calendar of internal workshops and appropriates funds for external courses, workshops, and conferences. In 2005-06 the College adopted two major initiatives that required training for every employee – the new computer information system and the Quality Enhancement Plan. The College has provided training on almost a weekly basis, including in-house workshops and outside consultants to facilitate faculty and staff learning. These two initiatives have brought together cross-functional teams that have worked together to enhance the image of the College, 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 have clearly defined responsibilities for professional development to foster learning, and the College supports these 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 Leadership Sumter and graduate programs. The College has been very successful in succession planning in that most leadership positions that became available during the current year were filled by individuals who were already part of the College community. In 2006-07, the Business Affairs plan of action has an objective to establish and 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 thoroughly 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 merit raises are made to all employees who

receive an “Exceeds” rating. 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. Within those guidelines, faculty have academic freedom to design and deliver instructional content for the established course description.

**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 officer is the President of the College. The reviewing officer for the President is the Executive Director of the SBTCE. 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. The evaluation is completed during the period of July-August and 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 By-laws, which clearly outlines the Commissioner’s roles, responsibilities, and a provision for dismissal for cause.

**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.

The key goal includes a steady increase in or a level number of students. Key processes and goals involve the following:

- 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
- Marketing that results in improved image
- Financial aid services
- Support for first-time college entrants, including counseling and tutoring
- Improved retention through quality instruction and student services

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. They are active on local boards and belong to various groups which support the communities, such as local economic development boards, Committee of Sumter Visioning, the Governor's Task Force, and the Toumey Hospital Board. They are active in working with the communities in the outlying counties to open/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 2005-06 the College opened a new College facility in downtown Bishopville, SC, to improve the educational levels of the local community and attract businesses and industries to Lee County. With the opening of this site, the College now has either a main campus or an outreach location in all four counties it serves.

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, the Heart Walk, the Relay for Life, and 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. Long-term organizational sustainability and organizational continuity in emergencies***

***e. Your ability to execute the strategic plan***

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 to engage 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 and expanding course offerings in Kershaw County.

The planning process is both systematic and flexible. The Division of Business Affairs is able to allocate funds based on priorities depending on actual enrollment and funding. The process ensures long-term continuity and sustainability by ensuring that long-term and short-term funds are available for capital improvement and continuous operation.

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 four major divisions – Academic and Student Affairs, Business Affairs, Continuing Education, and Planning and Institutional Effectiveness – serve as the core of the College Annual Plan of Action. 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](http://www.cctech.edu).

## ***2. 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, which were 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 addressed the strategic challenges identified by the College, while allowing flexibility to adapt to a changing economic environment.

Guided by a strategic planning team appointed by the ELT, the entire College as well as representatives from its four-county service area reviewed the College's current practices, anticipated future trends, and explored the challenges of a rapidly changing environment.

The College-wide strategic planning process also produced 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 enabled the College to use the findings to make continuous improvements and effectively accomplish its mission.

The strategic planning process is reviewed and evaluated periodically. For example, the Area Commission has reviewed the mission statement at least every five years. The College stakeholders performed an environmental scan of the internal and external factors that could impact the College. Upon evaluating trends and strengths, weaknesses, opportunities, and threats, the College set five-year strategic directions.

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 a unified approach to accomplishing the mission of the College and by building flexibility into the planning process by responding to challenges.

3. ***What are your key strategic objectives?*** See Figure 7.6 (a)
4. ***What are your key action plans/initiatives?*** See Figure 7.6 (a)
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.***

Each spring, 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 phase for 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 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.

6. ***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/Employees Performance Management System, which provides a means of integration, communication, and accountability.

**7. *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 accomplished 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.

**8. *How do your strategic objectives address the strategic challenges you identified in your Organizational Profile?***

Strategic Challenges	Related Strategic Objectives
<ul style="list-style-type: none"> <li>— 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.</li> <li>— 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.</li> <li>— Some key industries, which have hired graduates in the past, have closed.</li> </ul>	<ul style="list-style-type: none"> <li>— Strategic Objective #2: Secure and use available resources to maximize the productivity and efficiency of the College.</li> <li>— Strategic Objective #3: Develop and expand enrollment opportunities in the four-county service area to improve accessibility to the College’s programs and services.</li> <li>— Strategic Objective #7: Position the College to respond effectively to internal and external environmental factors.</li> </ul>
<ul style="list-style-type: none"> <li>— Salaries for personnel are not competitive with other salaries in the Southeast, making it increasingly</li> </ul>	<ul style="list-style-type: none"> <li>— Strategic Objective #2 Secure and use available resources to maximize the productivity and efficiency of the</li> </ul>

- difficulty to attract qualified personnel.
- 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.
- 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.

***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.***

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 with families of their own

- 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
- Students from local businesses and industries that have requested customized training
- Students who thrive 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:

- Maintaining small classes with focused instructional attention from the faculty
- Implementing a Quality Enhancement Plan (QEP) focused on student learning through the ability to use technology
- Using distance education as well as traditional instructional methods
- 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
- Increasing its student services, particularly in the area of supporting non-traditional students
- Regularly holding workshops to keep faculty current with innovative practices and technology.

Annually, the College uses 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. 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, and alumni to determine if they have gained the skills and knowledge to either get a job, progress in the jobs they have, or pursue a four-year degree. Counselors are working with future students in middle and high school 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 gives college credit for college courses taught in local secondary schools through its dual enrollment program.

To keep services and programs current, the college has advisory committees for every department. These stakeholders 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.

All departments use the results of the surveys and conduct advisory committees to keep services and programs relevant. Plans of action are developed reflecting the information received.

**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, conducted annually 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.

**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.***

A key element in attracting and retaining students and stakeholders is the College's environmental scanning process. The expertise and skills of faculty, staff, students, alumni, Area Commission members, the ELT, and representative key members of external constituencies are used to review and assess the College's internal and external environments. The goal of this systematic review is to identify, clarify, and prioritize issues and trends that could impact the future direction and success of the College. This process helps to build a wide base of support for the College.

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 attracted to the College and retained until they have achieved their program objective. 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.

Both student and other stakeholder groups 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 other stakeholders are also focused on building a firm foundation for life-long learning.

#### **Category 4 – Measurement, Analysis, and Review of Organizational Performance**

***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.

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

The College has implemented a new information system during the 2005-06 academic year, which has resulted in real-time information that is used for decision-making, particularly in budgeting, enrollment, and program vitality. The College performs an environmental scan to identify trends and to project 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 on basic technology skills and a post-test immediately prior to graduation to measure mastery of technology skills. 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 determine whether a program is in good standing or placed on probation or suspension.

***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:

- Financial Analysis and Audit Reports
- Student, Graduate, Alumni and Programs and Services Surveys
- Program Evaluations and Program Vitality Reports on Number of Graduates, FTEs, Headcount, and Job Placement
- Enrollment Analysis
- Inventory Control
- College Report Cards



— Employer Surveys

— Advisory Committee Surveys

All survey results are reviewed annually, and the results are used to revise/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 data from year to year. This information is used to determine whether a program is in good standing, on probation, or on suspension. The College performs environmental scans and uses data to determine appropriate courses/programs for each county and which sites need to have expanded offerings. 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.

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

During 2005-06 the College reviewed the list of reports needed for decision making. With the new information system, the College is able to capture real-time data for crucial, time-sensitive decisions. Technical support teams checked the data for accuracy and integrity. The College set up a secure system for access to the system that provides information while still maintaining confidentiality of student and employee records.

***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 there is a gap 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? How do you identify and share best practices?***

The College website is the primary way 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 publications and communications. WebCT and face-to-face workshops are used for training purposes. Professional development workshops, research materials, peer group meetings, and conferences are used to identify and share best practices. Academic programs maintain close 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? How do you evaluate and improve your organization and HR processes?***

The College hires faculty and staff who have the proper credentials to meet job requirements as required by the South Carolina Office of Human Resources. In addition, CCTC ensures that all faculty meet the requirements established by The Southern Association of Colleges and Schools (SACS), the College's accrediting agency. Once hired, employees engage in a systematic process for continuing improvement so they can reach their full potential. 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.

The employee with the assistance of the appropriate supervisor identifies professional development activities that will assist 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, which consists of representatives from throughout the College and is led by the Director of Personnel. An annual calendar of these 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 2005-06 academic year, the College initiated workshops called "Technology Tuesdays," which allowed faculty and staff to enhance technology skills on a weekly basis. 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 for faculty and staff.

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.

**2. *How do you organize and manage work to promote cooperation, initiative, empowerment, innovation, and your organizational culture?***

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. One example from 2005-06 includes the development of a Quality Enhancement Plan. Employees from across the College came together to develop a comprehensive five-year plan to bridge the technology digital divide for College stakeholders. The result has been a high level of support and participation. Another example from 2005-06 was the use of cross-functional teams, which worked together to implement a new computer information system impacting every individual, process, and service throughout the College. Multiple teams worked together and cross-trained faculty, staff, and students to

access, analyze, and input information appropriate for their roles in the College. The College has consistently developed trust and provided cross-training among groups to allow the flexibility of roles that this extensive implementation required.

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

The College has determined that to achieve effective communication and knowledge/skill/best practice sharing across departments, jobs, and locations, it is necessary to use multiple methods of communication. The College offers several courses in best practices through WebCT; these courses on such areas as safety and confidentiality of records have relevancy across many departments. Offering the courses through the internet means that each individual can take courses at a time that fits their schedules. In 2005-06 the College 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 bulletin 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 mandatory annual budget meeting and a Fall Kickoff, so all full-time employees understand the College's objectives and how the budget supports these 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. An "exceeds" rating results in a merit rate, whereas "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. 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 USC

Leadership program, Leadership Sumter, and the South Carolina Technical College System Leadership program. Development of a formal succession plan is included in the College's 06-07 plans of action.

**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, the majority of training during 2005-06 focused on training for the new information system and the "Technology Tuesday" training to develop technology awareness and teach technology applications. 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 they are used to improve professional development activities. An example was a suggestion in 2005-06 that technology workshops should be held on a different day to attract more participation. As a result, the College is offering workshops on three different days during the week to provide a more accessible training schedule. 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 and awards.

**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. *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. These efforts are maintained by a vast 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 2005-2006, 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 Department 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 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.

***9. What assessment methods and measures do you use to obtain information on faculty and staff well-being, satisfaction, and motivation?***

Periodically, anonymous surveys are distributed to the faculty and staff to obtain information on faculty and staff well-being, satisfaction, and motivation. The College also perform exit interviews. Information from the surveys is used for continuous improvement.

***10. 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.

**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:*** In 2005-06 the entire College participated in the development of a Quality Enhancement Plan, part of which involved the identification of basic technology competencies for both students and faculty and program exit technology competencies for each credit program.
  - ***Accessible Programs:*** In 2005-06 the College opened a new site in Lee County; campuses/sites are now available in all four of the College's service counties. Also, the College implemented a new information 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:*** In 2005-06 the College instituted a new program, called TRiO, which provides services for non-traditional, low-income students. Counselors have been hired to provide student services, and the new Banner system 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:*** Multiple surveys are given to students and graduates. Students complete course and instructor evaluations and program and services evaluations. Students who leave the College before graduation complete exit interviews. Graduates/alumni complete surveys as well as a follow-up to graduation. The results are shared with the appropriate departments and used for continuous improvement.
- ***Faculty and Staff:*** College employees have input through the development of individual plans of action through the Employee Performance Management System (EPMS) or the Faculty Performance Management System (FPMS). 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 numerous committees and teams, such as the Academic Management Team.
- ***Stakeholders:*** Each program has an advisory committee that has input on program outcomes. In 2005-06 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.
- **Suppliers:** Each year at the technology fair, suppliers demonstrate new technology to enhance classroom instruction. In 2005-06, this generated requests for new technology from faculty. Several items were purchased as a result of this showcase.
- **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. Also, the College collaborated with nearby four-year universities to look at the process for transition of CCTC students to four-year universities, particularly in the area of teacher education.

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 has developed an extensive five-year Quality Enhancement Plan that has very 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 undertaken a new information system and provided 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. Examples are new Global Positioning System technology for the Civil Engineering Technology and Natural Resource Management programs. 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. 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.
- **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. Every person, department, and division are held accountable for the accomplishment of objectives agreed upon at the beginning of the planning cycle.

**4. *What are your key performance measures or indicators used for the control improvement of your learning-centered processes? How do you ensure these processes are used? How does your day-to-day operation of these processes ensure meeting key performance requirements?***

Success factors (effectiveness indicators) are included in the strategic plan. In addition to these qualitative success factors, CCTC prepares quantitative data for annual College Report Cards, which are submitted to the South Carolina Commission on Higher Education (CHE) and become the basis for performance-based funding. The College is also required to submit data on number of graduates, job placement rate, and FTE/Headcount enrollment for every academic program; this data becomes the basis for evaluating whether programs are in good standing, on probation, or on suspension. In addition, the College performs academic program reviews on a five-year cycle. Also, each department and division submits an effectiveness report annually, and every employee is evaluated annually.

The Executive Leadership Team and Council of Deans and Directors meet weekly, and the Academic Management Team meets monthly to ensure that the College is achieving key performance requirements in day-to-day operations. The Business Affairs office reviews budget allocations and expenditures on an on-going basis to make sure departments are remaining within their budgets.

**5. *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.

**6. *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
- Facilities and Inventory Management
- Accounting and Finance
- Information Systems
- Administration

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.

**7. *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 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) each January, 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 always received an unqualified opinion, and there have not been any management letter comments. 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 in many years.

### **Category 7 – Organizational Performance Results**

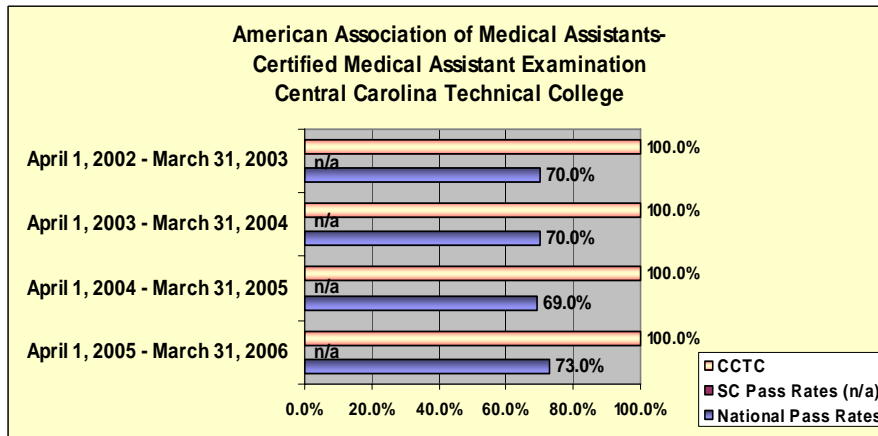
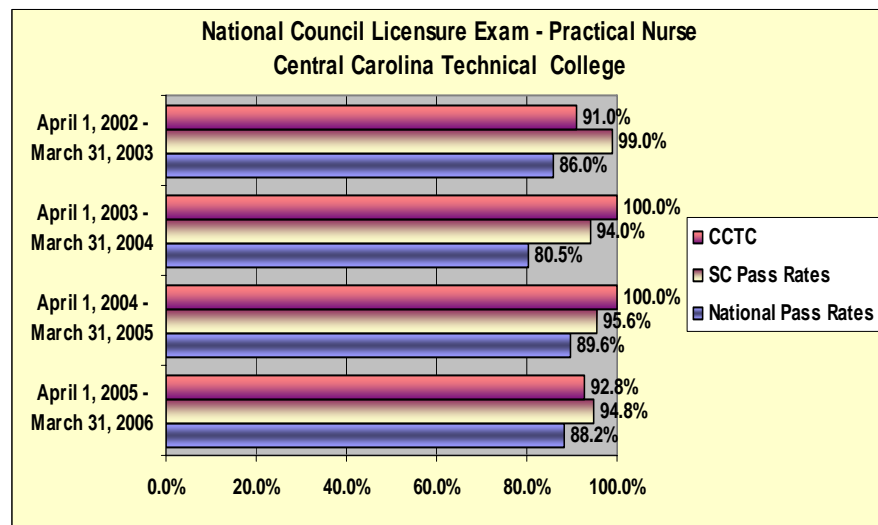
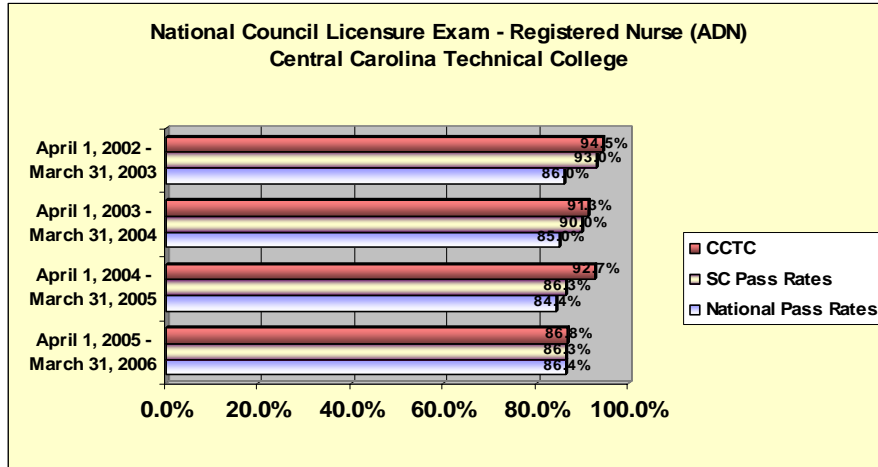
**Note:** Data in the 7.1 – 7.2 and 7.5 – 7.6 comparative charts are based on the *IPEDS Data Feedback Report Comparison Group for Central Carolina Technical College*, which includes the following 11 institutions: Aiken Technical College (Graniteville, SC), Alamance Community College (Graham, NC), Florence-Darlington Technical College (Florence, SC), Horry-Georgetown Technical College (Conway, SC), Isothermal Community College (Spindale, NC), Nash Community College (Rocky Mount, NC), Orangeburg Calhoun Technical College (Orangeburg, SC), Piedmont Technical College (Greenwood, SC), Spartanburg Technical College (Spartanburg, SC), Tri-County Technical College (Pendleton, SC), York Technical College (Rock Hill, SC)

**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**

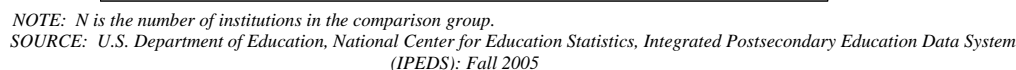
##### **Passage Rates on Professional Examinations**

##### **Central Carolina Technical College Health Sciences**



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

**CHART 7.1.2**



**TABLE 7.1.3**

**Central Carolina Technical College**

**TABLE 7.1.4****Transferring To:**

Transferring To:																									
THE CITADEL		CLEMSON		COASTAL CAROLINA		COLLEGE OF CHARLESTON		FRANCES MARION		SC STATE		USC COLUMBIA		USC AIKEN		USC BEAUFORT		WINTHROP		USC SUMTER		SUBTOTAL			
FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT		
1		2		2		1		4		6		2	2	1		1		1		12	12	33	14		
AIKEN		FLORENCE		GREENVILLE		HORRY/GEORGETOWN		MIDLANDS		NORTH-EASTERN		ORANGEBURG/CALHOUN		PIEDMONT		TCL		TRIDENT		WILLIAMSBURG		YORK		SUBTOTAL	
FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
	1		3		3		1		1		2		3		16		15		1		1		25		31

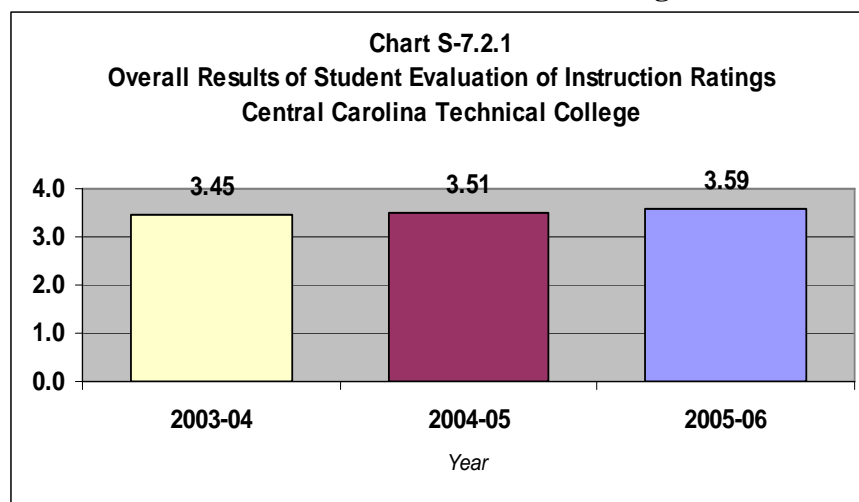
BOB JONES UNIVERSITY		CHARLESTON SOUTHERN		COLUMBIA COLLEGE		LIMESTONE		MORRIS		NEWBERRY		SUBTOTAL	
FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
1		1		7		1	10	1	1			20	2

**Total Transferring from CCTC: Full-time - 78 Part-time - 47**

*A significant number of graduates transferred to 4-year colleges and universities in South Carolina.*

**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?*

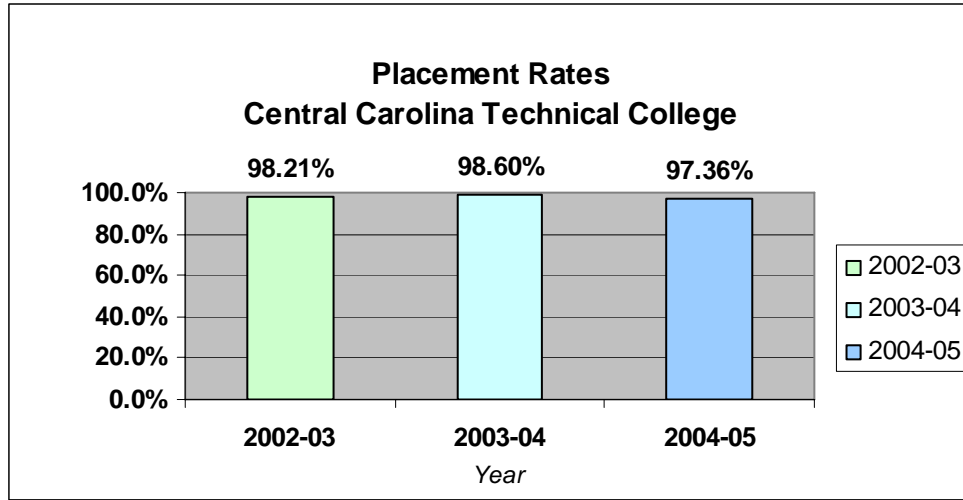
**CHART 7.2.1**  
**Central Carolina Technical College**



*The highest possible score was 4.0. Each year the student evaluations have continued to improve.*

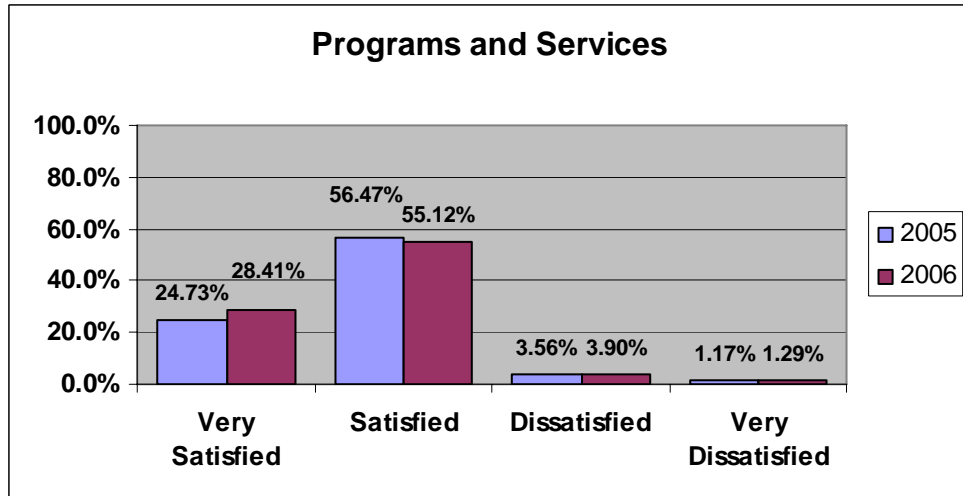
**CHART 7.2.2**  
**Placement Rates**

## Central Carolina Technical College



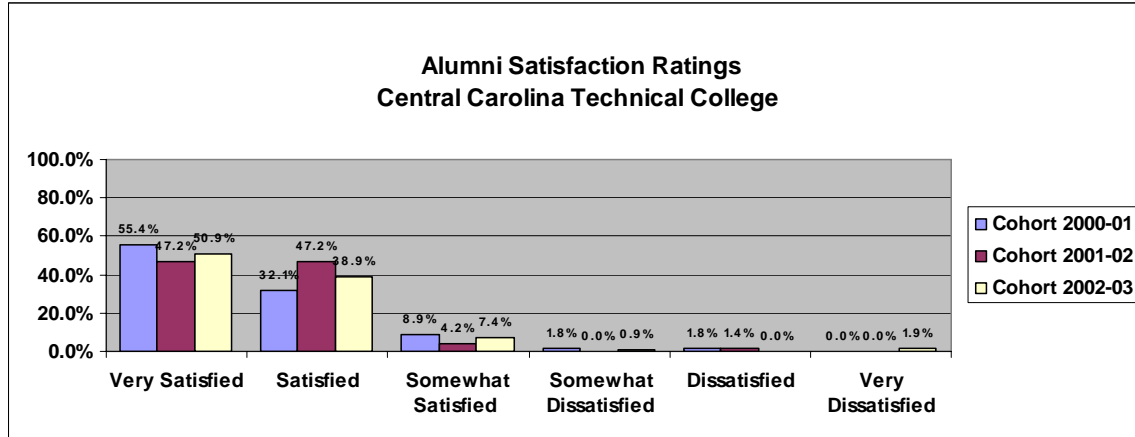
*Note: The College continues to enjoy a significant job placement rate for graduates.*

### **CHART 7.2.3** **Programs and Services Satisfaction Ratings** **Central Carolina Technical College**



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

### **CHART 7.2.4** **Alumni Satisfaction Ratings** **Central Carolina Technical College**

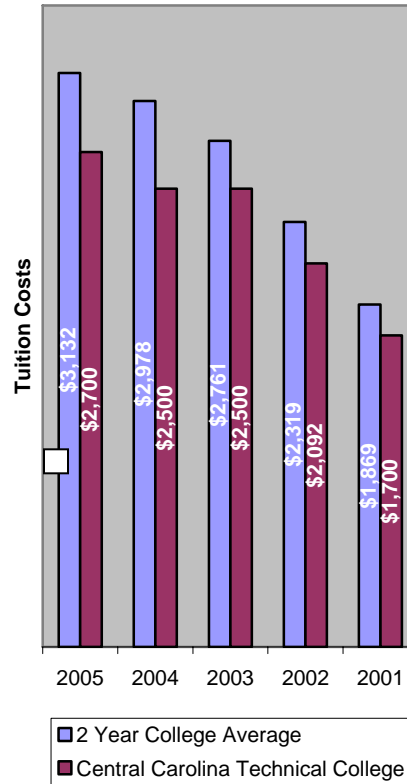


*Note: The above chart includes the most current data. Alumni are surveyed 3 years after graduation. 90% of alumni indicated that they were “satisfied” to “very satisfied”.*

**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**



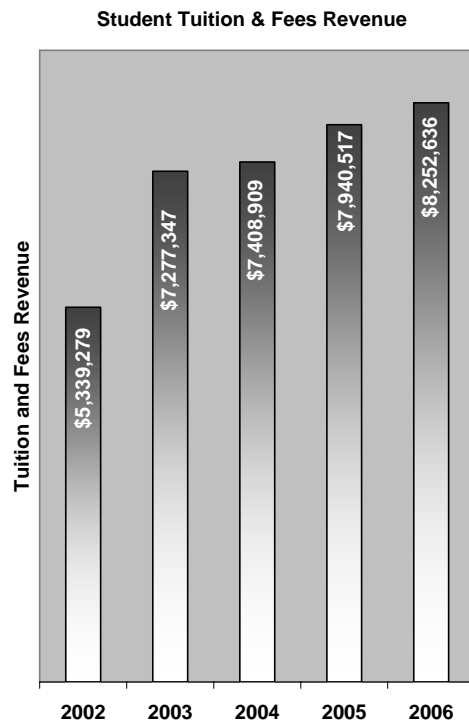
*Note: Enrollment is vital to the budgetary and financial performance of the college. FTE enrollments are used in the budget calculation for student tuition revenue. Tuition revenue generated from college enrollment became the primary source of revenue for the college since fiscal year 2003 when direct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

### **CHART 7.3.2**

#### **Student Tuition & Fees Revenue**

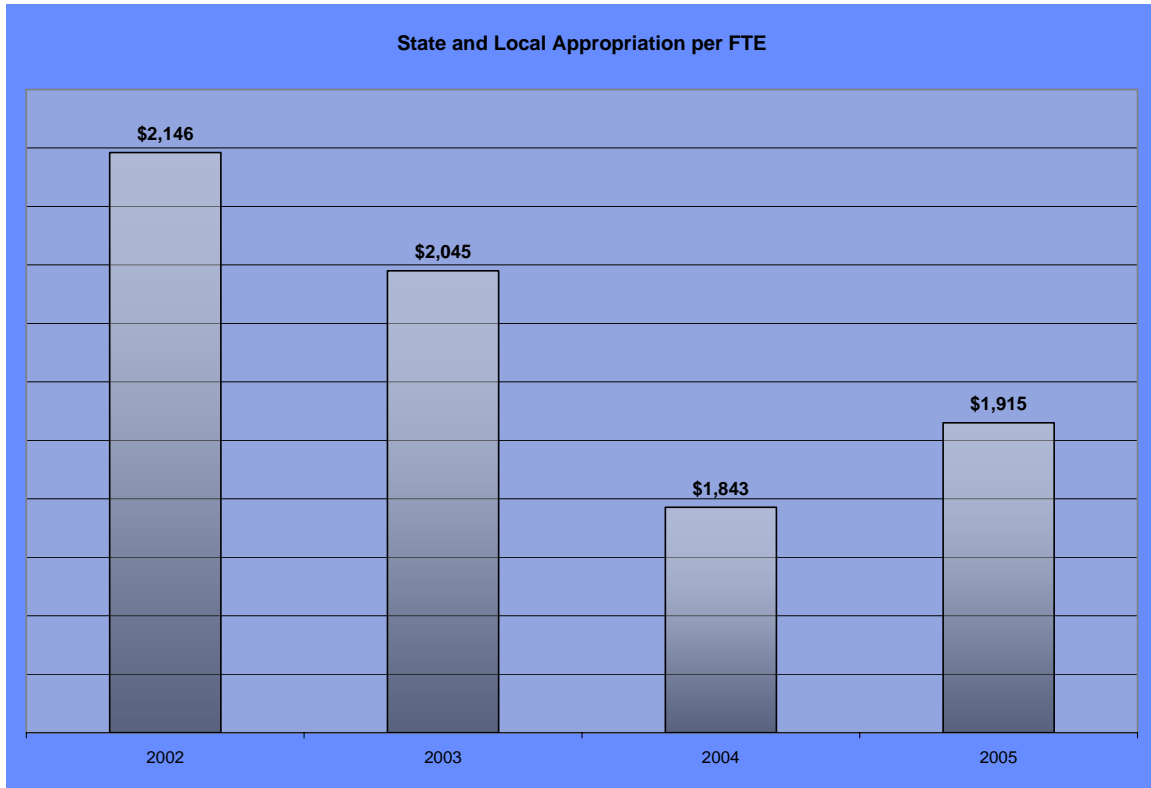
#### **Central Carolina Technical College**

*Student FTE has decreased by 75 FTE, or 2% from 2002 to 2005. Prior to 2002, FTE had increased by*



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

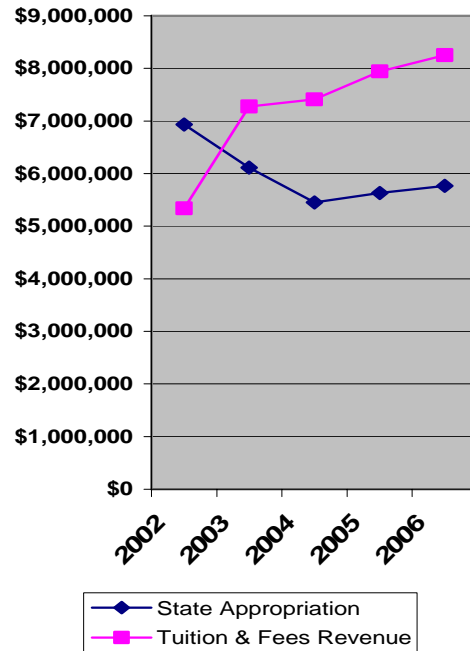




*Note: Directly linked with tuition and fee revenue in terms of the college's financial health is state appropriations, which comprise approximately 23 percent of total revenue for the college for fiscal year 2006. The dollars have decreased from \$6.9 million in fiscal year 2002 to \$5.8 million in fiscal year 2006.*

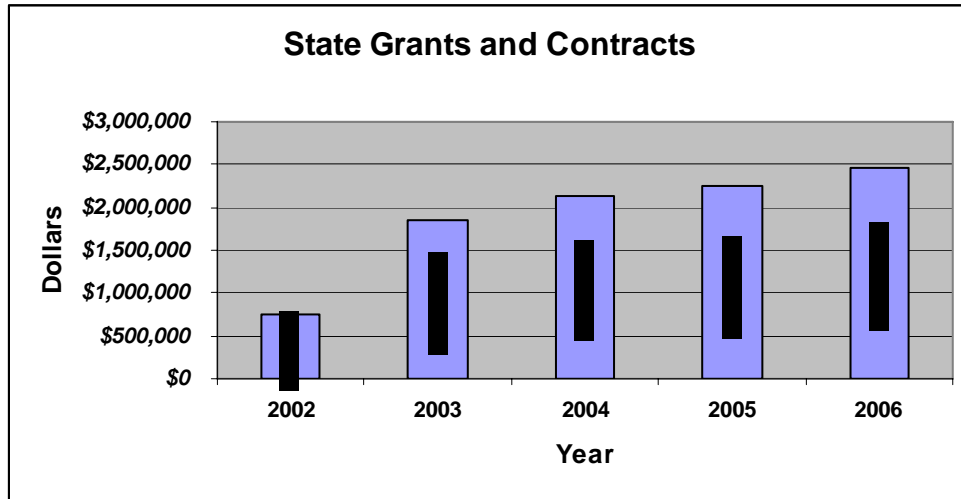
**CHART 7.3.4**  
**Correlation between State Appropriations and Tuition and Fees**  
**Central Carolina Technical College**

**Correlation between State  
Appropriations and Student  
Tuition and Fee Revenues**



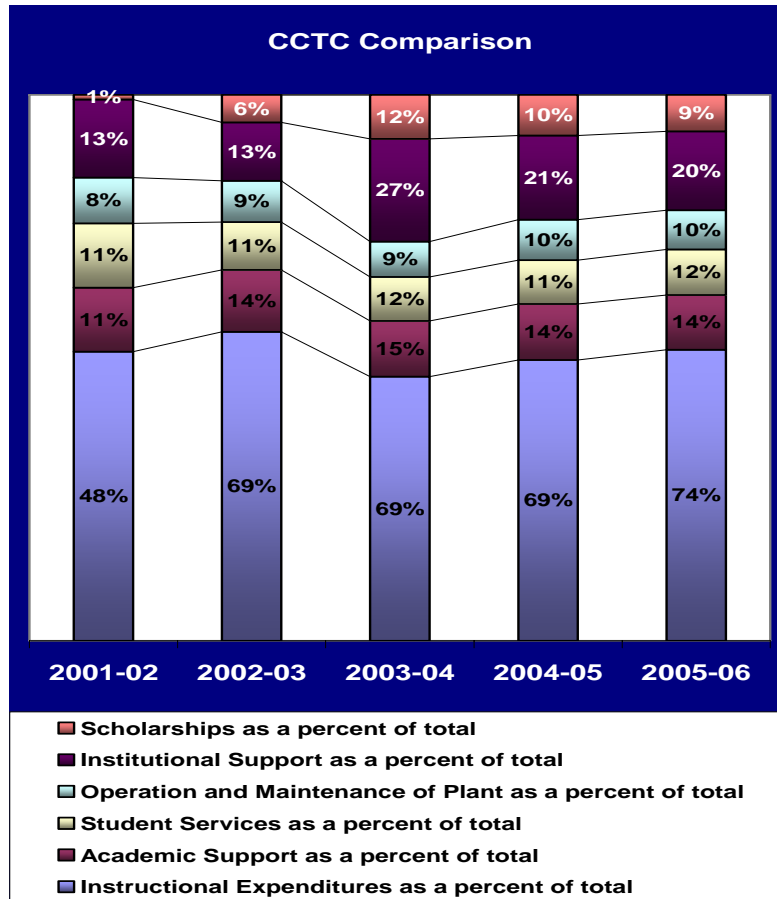
*Note: The relationship between the decrease in direct state dollars and the increase in tuition from students is depicted in graph 7.3.4.*

**CHART 7.3.5**  
**State Grants and Contracts**  
**Central Carolina Technical College**



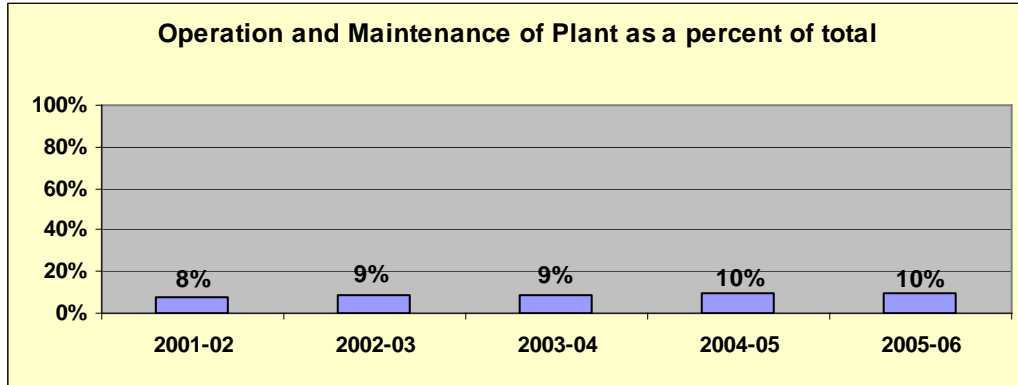
*Note: Although direct state dollars to the college have decreased, state supported funding to students in the form of scholarships, grants and aid shows a steady increase from approximately \$.8 million in fiscal year 2002 to approximately \$2.5 million in fiscal year 2006. The increases are made up of South Carolina Lottery Tuition Assistance, State Need Based, and LIFE scholarships.*

**CHART 7.3.6**  
**Expenditures as Percent of Budget**  
**Central Carolina Technical College**



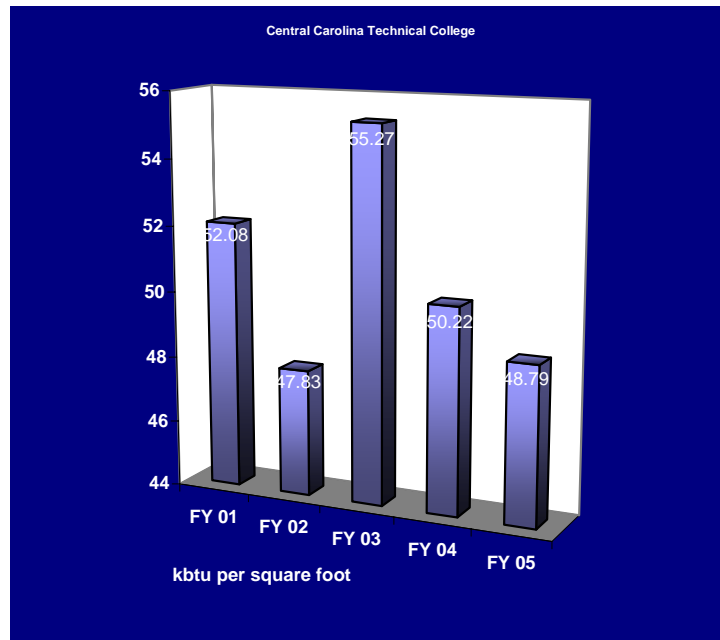
*Note: The College budgets and spends the largest dollars to support its mission of instruction and academic support, followed by the function of student services, institutional support expenses and operations and maintenance of plant.*

**CHART 7.3.7**  
**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. The key measure for determining cost containment is in the area of institutional support. Expenses in this area include administrative services, management, legal expenses, personnel, logistical and support services, public relations and development.*

**CHART 7.3.8**  
**Reduction in KBTU per Square Foot**  
**Central Carolina Technical College**



*Note: Chart 7.3.8 demonstrates the College's commitment to controlling energy consumption. Energy usage is measured by the State in kbtu per square foot. The College has maintained one of the lowest usage rates in the state per square foot for many years.*

**CHART 7.3.9**  
**Accountability Report Appropriations/Expenditures Chart**  
**Central Carolina Technical College**

Accountability Report Appropriations/Expenditures Chart

**Central Carolina Technical College  
Base Budget Expenditures and Appropriations**

<b>Major Budget Categories</b>	<b>FY 04-05 Actual Expenditures</b>		<b>FY 05-06 Actual Expenditures</b>		<b>FY 06-07 Appropriations Act</b>	
	<b>Total Funds</b>	<b>General Funds</b>	<b>Total Funds</b>	<b>General Funds</b>	<b>Total Funds</b>	<b>General Funds</b>
Personal Service	\$ 10,302,375	\$ 4,603,022	\$ 10,983,710	\$ 4,602,925	\$ 11,258,720	\$ 4,683,136
Other Operating	\$ 4,545,473		\$ 4,907,372		\$ 6,051,067	
Special Items						
Permanent Improvements						
Case Services						
Distributions to Subdivisions						
Fringe Benefits	\$ 2,453,850	\$ 1,027,500	\$ 2,587,509	\$ 1,161,725	\$ 2,756,393	\$ 1,202,320
Non-recurring	\$ 241,681		\$ 199,993		\$ 199,993	
<b>Total</b>	<b>\$ 17,543,379</b>	<b>\$ 5,630,522</b>	<b>\$ 18,678,584</b>	<b>\$ 5,764,650</b>	<b>\$ 20,266,173</b>	<b>\$ 5,885,456</b>

**Other Expenditures**

<b>Sources of Funds</b>	<b>FY 04-05 Actual Expenditures</b>	<b>FY 05-06 Actual Expenditures</b>
Supplemental Bills		
Capital Reserve Funds		
Bonds		

**CHART 7.3.10  
Major Program Areas  
Central Carolina Technical College**

Major Program Areas Central Carolina Technical College				
Program Number and Title	Major Program Area Purpose (Brief)	FY 04-05 Budget Expenditures	FY 05-06 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	<b>State:</b> 5,630,522.00 <b>Federal:</b> <b>Other:</b> <b>Total:</b> 17,543,379.00  <b>% of Total Budget:</b> 100%	<b>State:</b> 5,764,650.00 <b>Federal:</b> <b>Other:</b> <b>Total:</b> 18,678,584.00  <b>% of Total Budget:</b> 100%	
		<b>State:</b> <b>Federal:</b> <b>Other:</b> <b>Total:</b> <b>% of Total Budget:</b>	<b>State:</b> <b>Federal:</b> <b>Other:</b> <b>Total:</b> <b>% of Total Budget:</b>	
		<b>State:</b> <b>Federal:</b> <b>Other:</b> <b>Total:</b> <b>% of Total Budget:</b>	<b>State:</b> <b>Federal:</b> <b>Other:</b> <b>Total:</b> <b>% of Total Budget:</b>	
		<b>State:</b> <b>Federal:</b> <b>Other:</b> <b>Total:</b> <b>% of Total Budget:</b>	<b>State:</b> <b>Federal:</b> <b>Other:</b> <b>Total:</b> <b>% of Total Budget:</b>	
		<b>State:</b> <b>Federal:</b> <b>Other:</b> <b>Total:</b> <b>% of Total Budget:</b>	<b>State:</b> <b>Federal:</b> <b>Other:</b> <b>Total:</b> <b>% of Total Budget:</b>	

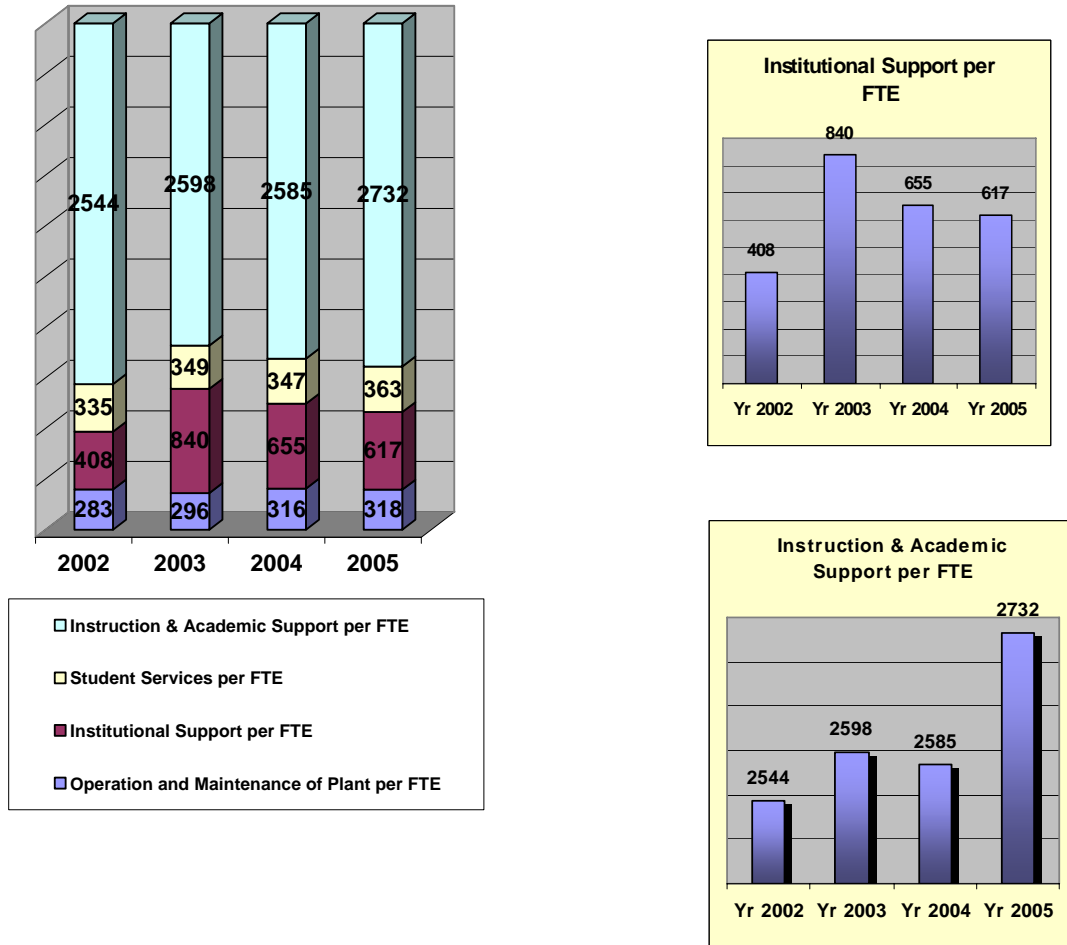
**Below: List any programs not included above and show the remainder of expenditures by source of funds.**

<b>Remainder of Expenditures:</b>	<b>State:</b> <b>Federal:</b> <b>Other:</b> <b>Total:</b> <b>% of Total Budget:</b>	<b>State:</b> <b>Federal:</b> <b>Other:</b> <b>Total:</b> <b>% of Total Budget:</b>
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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.

**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 – 7.4.3**  
**Cost Containment Demonstrated in Downward Trend in Institutional Support Expenses**  
**Central Carolina Technical College**



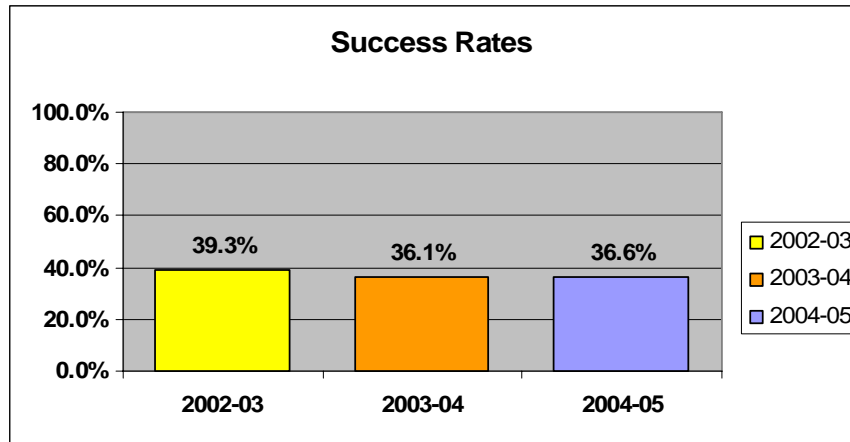
*Note: The trend for the college is downward in institutional support expenses per FTE over the period from fiscal year 2003 through 2005, which shows the effort the college has made to contain costs over the period. Costs went from \$840 per FTE in 2003 to \$617 per FTE in 2005, a 27 percent decrease. The decrease in institutional support expenses per FTE has been shifted to instruction and academic and student support, which is indicated by the increases in these areas. The trend in instruction and academic support expenses for the college is upward. CCTC shows approximately a 7 percent increase in instruction and academic support expenses per FTE over the four year period from fiscal years 2002 through 2005.*

**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).*

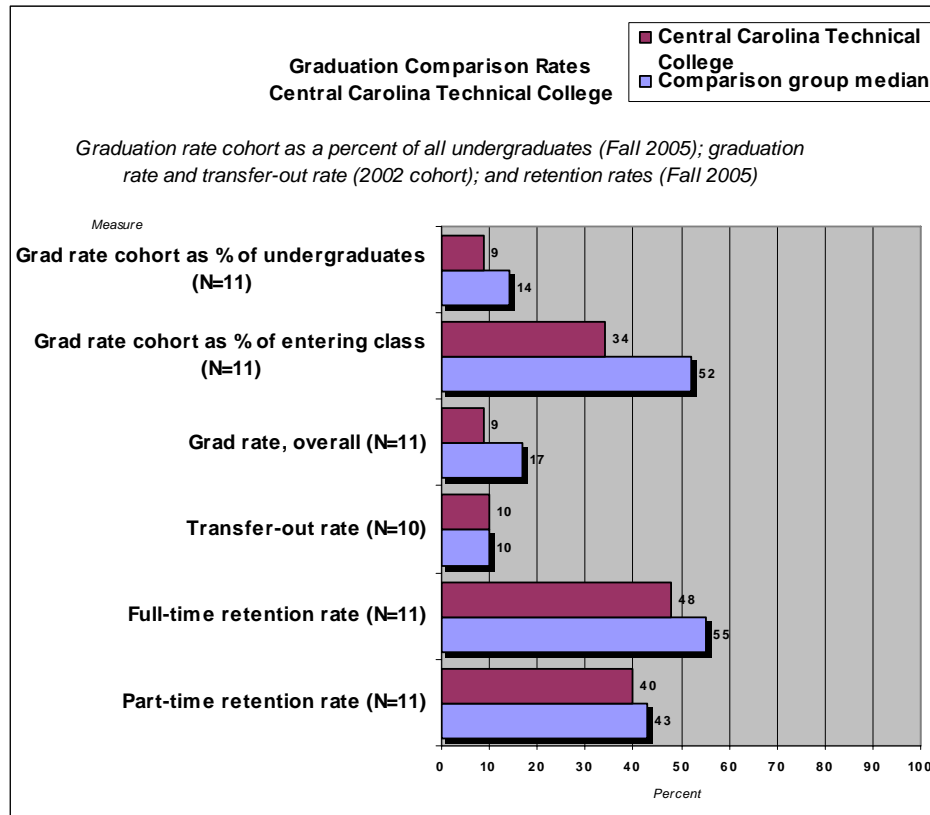
**CHART 7.5.1**  
**Success Rates**  
**Central Carolina Technical College**



*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.*

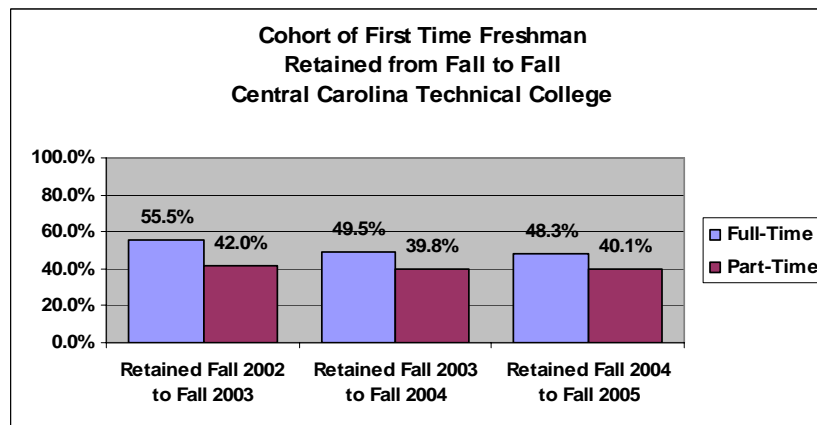
**CHART 7.5.2**  
**Graduation Comparison Rates**

## Central Carolina Technical College



*Note: One of the College's major objectives is to increase the graduation rate cohort as a percentage of all undergraduates.*

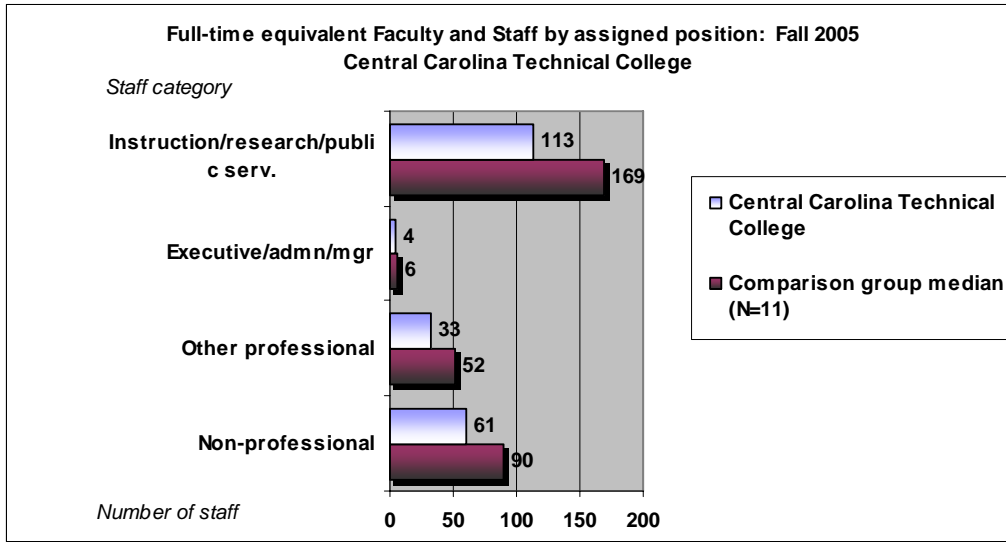
### CHART 7.5.3 Retention Rates Central Carolina Technical College



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

### CHART 7.5.4 Full-Time Faculty Staff Comparison Chart

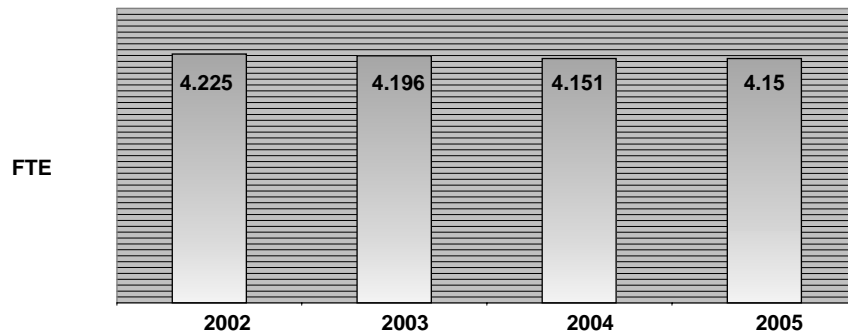
### Central Carolina Technical College



*N* is the number of institutions in the comparison group. SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2005-06.

**Note:** Compared to eleven other institutions in the comparative group, the College has fewer equivalent faculty and staff in all categories.

### CHART 7.5.5 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 75 FTE, or 2% from 2002 to 2005. Prior to 2002, FTE had increased by approximately 50% from 1999 to 2002, with a leveling off reflected by the slight decrease from 2002 to 2005. While FTE have not increased over the past four years, the rates of tuition revenue 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.

Chart 7.5.6

## Unduplicated Count Dual-Enrolled Students 2003-2006

### Central Carolina Technical College

County Names	2003	2004	2005
<b>Clarendon County</b>			
Total Classes Offered	20	22	22
Total Students Enrolled	146	147	153
Total Credits Earned	1016	970	1135
<b>Kershaw</b>			
Total Classes Offered	0	4	6
Total Students Enrolled	0	26	52
Total Credits Earned	0	156	291
<b>Lee County</b>			
Total Classes Offered	11	9	10
Total Students Enrolled	69	80	78
Total Credits Earned	378	438	423
<b>Sumter County</b>			
Total Classes Offered	24	18	18
Total Students Enrolled	176	127	161
Total Credits Earned	951	768	942
<b>Total</b>			
Classes	55	53	56

*Note: The College significantly increased the number and credit hours offered for dual-enrolled students.*

### 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 (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"> <li>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.</li> </ul>	7.6.1 (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"> <li>Allocate the budget and resources necessary to accomplish the Mission, Strategic Directions, and College Annual Goals.</li> </ul>	7.3.1
			7.3.2
			7.3.3
			7.3.4
			7.3.5
		<ul style="list-style-type: none"> <li>Improve and expand College facilities based on appropriate planning documents, as funding becomes available.</li> </ul>	7.3.6
			7.3.7
			7.3.8
		<ul style="list-style-type: none"> <li>Attract and retain appropriately credentialed, diverse, and talented faculty to support a multicultural campus environment.</li> </ul>	7.3.9
			7.3.10
	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"> <li>Expand and maintain collaborative arrangements with area secondary schools to provide secondary students with the opportunity to receive college credits while enrolled in high school.</li> </ul>	7.3.11
			7.5.4
			7.6.1 (a)
			7.6.4 (a)
		<ul style="list-style-type: none"> <li>Provide expanded distributed learning course offerings and alternative scheduling opportunities to improve service area access to post-secondary education.</li> </ul>	7.2.1
			7.2.2
	4. Strengthen and develop mutually beneficial alliances with private and public partners.	<ul style="list-style-type: none"> <li>Expand and maintain collaborative arrangements with area secondary schools to provide secondary students with the opportunity to receive college credits while enrolled in high school.</li> </ul>	7.2.3
			7.2.4
			7.5.5
			7.6.1 (a)
			7.6.2 (a)
			7.6.4 (a)
	4. Strengthen and develop mutually beneficial alliances with private and public partners.	<ul style="list-style-type: none"> <li>Expand and maintain collaborative arrangements with area secondary schools to provide secondary students with the opportunity to receive college credits while enrolled in high school.</li> </ul>	7.1.4
			7.2.1
			7.2.2
			7.6.1 (a)
			7.6.2 (a)
			7.6.3 (a)
			7.6.4 (a)

	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<b>7.6.7 (c)</b>
5. Maximize the use of technology to support internal and external constituencies.	<ul style="list-style-type: none"> <li>• Provide appropriate data collection and analysis to support planning and evaluation processes, curriculum development, assessment of learning outcomes, external accountability, and institutional improvements.</li> <li>• Provide student support services, learning resources, and electronic connectivity to ensure a more technology-centered learning environment.</li> <li>• Provide increased technology-based academic programs and services to enhance and support workplace readiness in technology and increase accessibility to the College's resources.</li> </ul>	<b>7.1.1</b>
		<b>7.1.2</b>
		<b>7.1.3</b>
		<b>7.1.4</b>
		<b>7.2.1</b>
		<b>7.2.2</b>
		<b>7.2.3</b>
		<b>7.2.4</b>
		<b>7.4.1</b>
		<b>7.4.2</b>
		<b>7.4.3</b>
		<b>7.5.1</b>
		<b>7.5.2</b>
		<b>7.5.3</b>
		<b>7.6.1</b>
		<b>7.6.2</b>
		<b>7.6.3</b>
		<b>7.6.4</b>
6. Offer quality curriculum and services that are relevant and current.	<ul style="list-style-type: none"> <li>• Provide technical/industrial programs and services designed specifically for area business and industry to meet the demands of the current divergent and volatile economy.</li> <li>• Provide appropriate data collection and analysis to support planning and evaluation processes, curriculum development, assessment of learning outcomes, external accountability, and institutional improvements.</li> <li>• Provide increased technology-based academic programs and services to enhance and support workplace readiness in technology and increase accessibility to the College's resources.</li> <li>• Attract and retain appropriately credentialed, diverse, and talented faculty to support a multicultural campus environment.</li> </ul>	<b>7.1.1</b>
		<b>7.1.2</b>
		<b>7.1.3</b>
		<b>7.1.4</b>
		<b>7.2.1</b>
		<b>7.2.2</b>
		<b>7.2.4</b>
		<b>7.5.1</b>
		<b>7.5.2</b>
		<b>7.5.3</b>
		<b>7.5.4</b>
		<b>7.6.3</b>
		<b>7.6.5</b>
		<b>7.6.6</b>
7. Position the College to	<ul style="list-style-type: none"> <li>• Provide technical/industrial</li> </ul>	<b>7.1.1</b>

respond effectively to  
internal and external  
environmental factors.

programs and services designed  
specifically for area business and  
industry to meet the demands of  
the current divergent and volatile  
economy.

**7.1.2**

**7.1.3**

**7.1.4**

**7.2.1**

**7.2.2**

**7.2.4**

- 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.

**7.5.1**

**7.5.2**

**7.5.3**

**7.5.4**

**7.6.1 (a)**

**7.6.2 (a)**

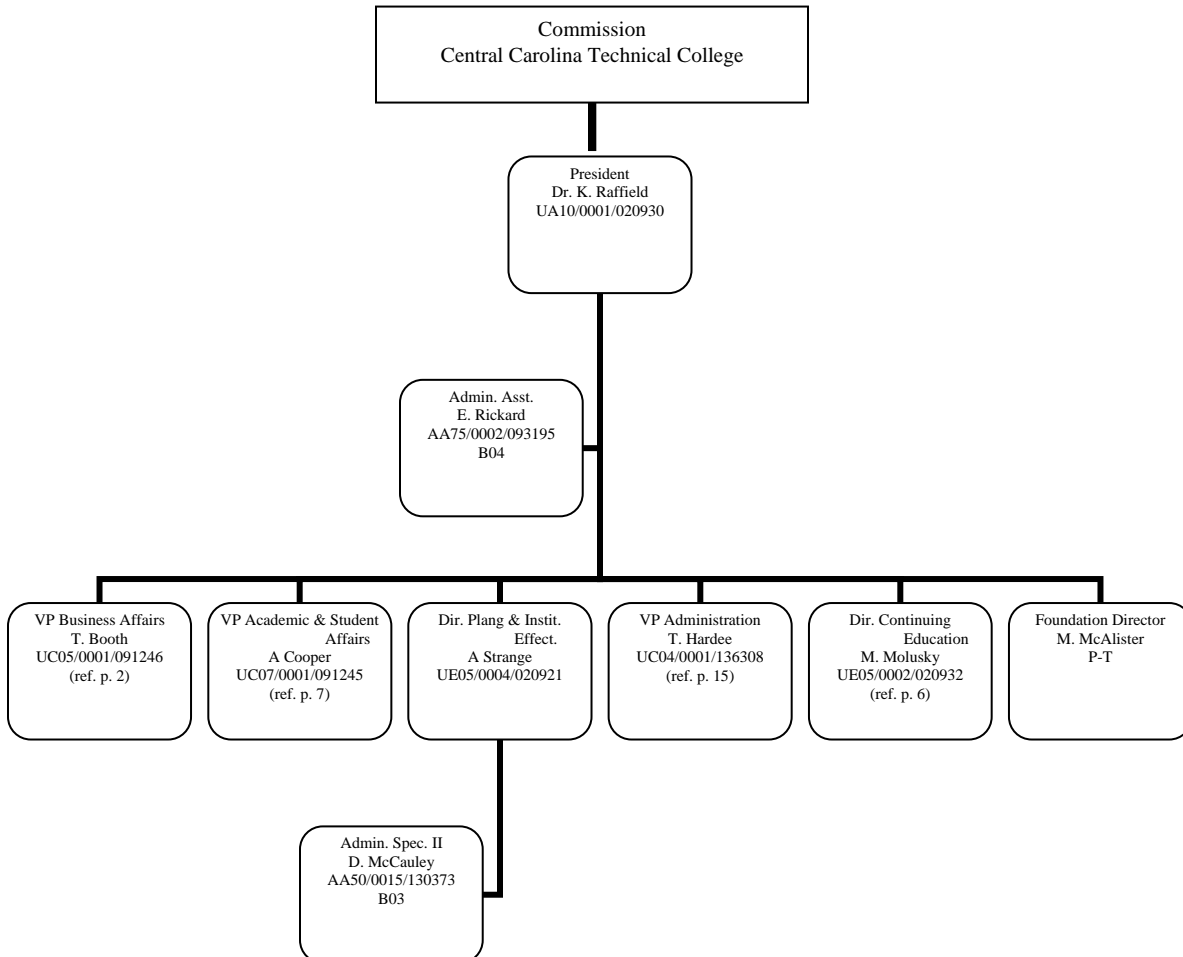
**7.6.3 (a)**

- Implement the institutional  
Quality Enhancement Plan.

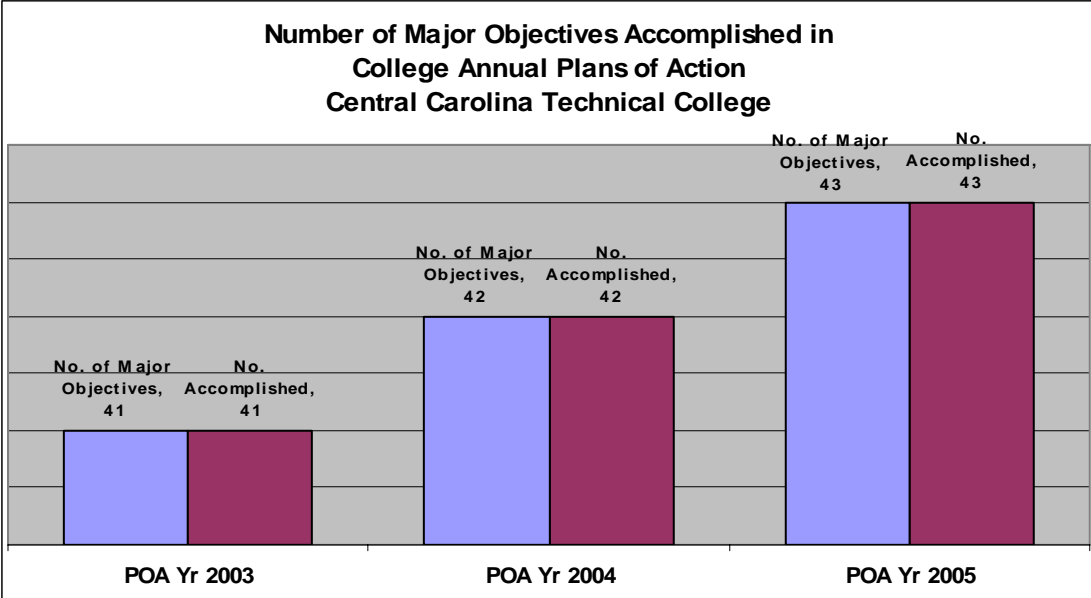
**7.6.4 (a)**

**7.6.7 (c)**

**Chart 7.6 (a)**  
**Organization Chart**  
**Central Carolina Technical College**



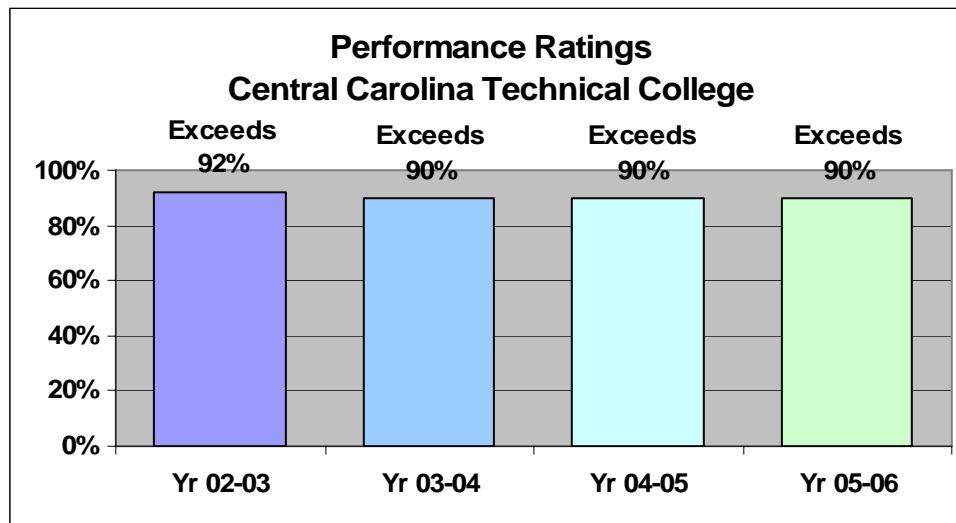
**TABLE 7.6.1 (a)**  
**Major Objectives Accomplished in College Annual Plans of Action**  
**Central Carolina Technical College**



*Note: The College has consistently accomplished all the major objectives in the College's Annual Plan of Action.*

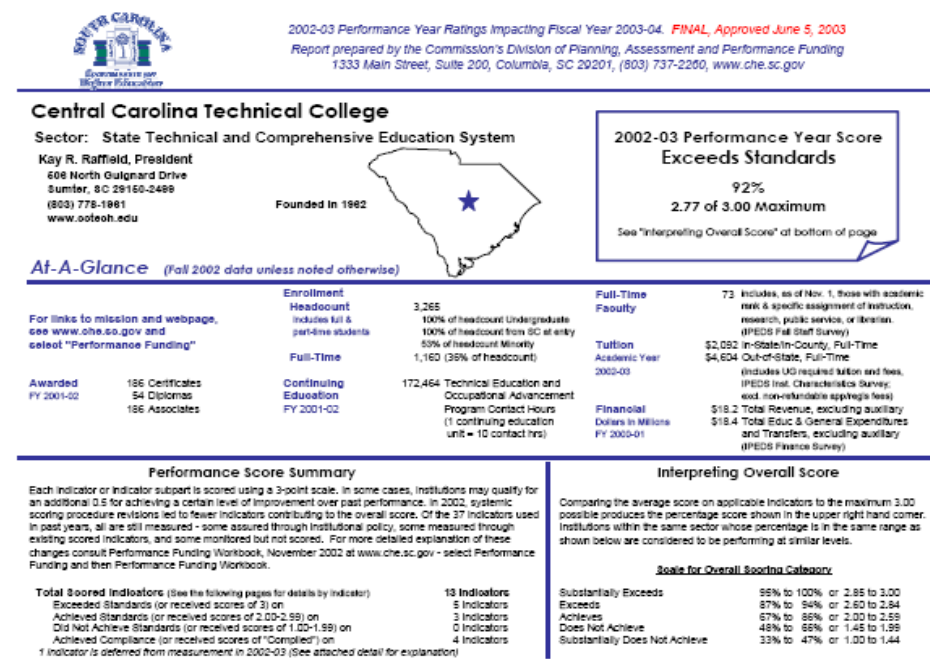
**CHART 7.6.2 (a)**  
**Performance Ratings**  
**Central Carolina Technical College**





*Note: 90% of the employees have consistently achieved an "exceeds" rating.*

### CHART 7.6.2.1 (a) – 7.6.2.3 (a) 2003 Performance Rating Details Central Carolina Technical College





2003-04 Performance Year Ratings Impacting Fiscal Year 2004-05. Commission on Higher Education, June 3, 2004  
Report prepared by the Commission's Division of Finance, Facilities and MIS  
1333 Main Street, Suite 200, Columbia, SC 29201, (803) 737-2200, www.chc.sc.gov

## Central Carolina Technical College

Sector: State Technical and Comprehensive Education System

Kay R. Raffield, President  
606 North Gulgarnard Drive  
Sumter, SC 29160-2488  
(803) 778-1981  
www.cctech.edu

Founded in 1982



2003-04 Performance Year Score

**Exceeds Standards**

90%

2.69 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page

### At-A-Glance (Fall 2003 data unless noted otherwise)

For links to mission and webpage,  
see [www.chc.sc.gov](http://www.chc.sc.gov) and  
select "Performance Funding"

Degrees  
Awarded 100 Certificates  
FY 2003-03 47 Diplomas  
204 Associates

Enrollment  
Headcount

Includes full &  
part-time students

Full-Time

Continuing  
Education

FY 2002-03

3,151  
100% of headcount Undergraduate  
100% of headcount from SC at entry  
51% of headcount Minority  
1,022 (32% of headcount)

347,434 Technical Education and  
Occupational Advancement  
Program Contact Hours  
(1 continuing education  
unit = 10 contact hrs)

Full-Time  
Faculty

Tuition  
Academic Year  
2003-04

\* Financial  
Data in Millions  
FY 2001-02

75 Includes, as of Nov. 1, those with academic  
rank & specific assignment of instruction,  
research, public service, or librarian.  
(IPEDS Fall Staff Survey)

\$2,350 In-State-In-County, Full-Time  
\$5,188 Out-of-State, Full-Time  
(Includes UG required tuition and fees,  
IPEDS Inst. Characteristics Survey;  
excl. non-refundable applica fees)

\$17.6 Revenue, excl. auxiliary & hospital  
\$15.9 Operating & Non-Operating Expenses  
excl. depreciation, auxiliary & hospital  
(IPEDS Finance Survey)

### Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, November 2002, revised October 2003, at [www.chc.sc.gov](http://www.chc.sc.gov) select Performance Funding, then Performance Funding Workbook.

Total Scored Indicators (See the following pages for details by indicator)

Exceeded Standards (or received scores of 3) on

Achieved Standards (or received scores of 2.00-2.99) on

Did Not Achieve Standards (or received scores of 1.00-1.99) on

Achieved Compliance (or received scores of "Complied") on

1 indicator is deferred from measurement in 2003-04 (See attached detail for explanation)

13 Indicators

5 Indicators

0 Indicators

4 Indicators

### Interpreting Overall Score

Comparing the average score on applicable indicators to the maximum 3.00 possible produces the percentage score shown in the upper right hand corner. Institutions within the same sector whose percentage is in the same range as shown below are considered to be performing at similar levels.

#### Scale for Overall Scoring Category

Substantially Exceeds	95% to 100%	or	2.85 to 3.00
Exceeds	87% to 94%	or	2.60 to 2.84
Achieves	67% to 86%	or	2.00 to 2.59
Does Not Achieve	48% to 66%	or	1.45 to 1.99
Substantially Does Not Achieve	33% to 47%	or	1.00 to 1.44

CentralCarolinaTech.ppt Y18

\*Financial data are not comparable to that shown on past reports due to implementation of GAAB 34 & 35



2004-05 Performance Year Ratings Impacting Fiscal Year 2005-06. Commission on Higher Education, June 2, 2005  
Report prepared by the Commission's Division of Finance, Facilities and MIS  
1333 Main Street, Suite 200, Columbia, SC 29201, (803) 737-2200, www.chc.sc.gov

## Central Carolina Technical College

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Founded in 1982



2004-05 Performance Year Score

**Exceeds Standards**

90%

2.69 of 3.00 Maximum

See "Interpreting Overall Score" at bottom of page

### At-A-Glance (Fall 2004 data unless noted otherwise)

For links to mission and webpage,  
see [www.chc.sc.gov](http://www.chc.sc.gov) and  
select "Performance Funding"

Degrees  
Awarded 161 Certificates  
FY 2003-04 63 Diplomas  
236 Associates

Enrollment  
Headcount

Includes full &  
part-time students

Full-Time

Continuing  
Education

FY 2003-04

3,289  
100% of headcount Undergraduate  
100% of headcount from SC at entry  
50% of headcount Minority  
1,015 (31% of headcount)

353,127 Technical Education and  
Occupational Advancement  
Program Contact Hours  
(1 continuing education  
unit = 10 contact hrs)

Full-Time  
Faculty

Tuition  
Academic Year  
2004-05

\* Financial  
Data in Millions  
FY 2000-03

78 Includes, as of Nov. 1, those with academic  
rank & specific assignment of instruction,  
research, public service, or librarian.  
(IPEDS Fall Staff Survey)

\$2,600 In-State-In-County, Full-Time  
\$5,188 Out-of-State, Full-Time  
(Includes UG required tuition and fees,  
IPEDS Inst. Characteristics Survey;  
excl. non-refundable applica fees)

\$19.7 Revenue, excl. auxiliary & hospital  
\$18.6 Operating & Non-Operating Expenses  
excl. depreciation, auxiliary & hospital  
(IPEDS Finance Survey)

### Performance Score Summary

Each indicator or indicator subpart is scored using a 3-point scale. In some cases, institutions may qualify for an additional 0.5 for achieving a certain level of improvement over past performance. In 2002, systemic scoring procedure revisions led to fewer indicators contributing to the overall score. Of the 37 indicators used in past years, all are still measured - some assured through institutional policy, some measured through existing scored indicators, and some monitored but not scored. For more detailed explanation of these changes consult Performance Funding Workbook, revised October 2004, at [www.chc.sc.gov](http://www.chc.sc.gov) select Performance Funding and then Performance Funding Workbook.

Total Scored Indicators (See the following pages for details by indicator)

Exceeded Standards (or received scores of 3) on

Achieved Standards (or received scores of 2.00-2.99) on

Did Not Achieve Standards (or received scores of 1.00-1.99) on

Achieved Compliance (or received scores of "Complied") on

1 indicator is deferred from measurement in 2004-05 (See attached detail for explanation)

13 Indicators

5 Indicators

3 Indicators

0 Indicators

4 Indicators

### Interpreting Overall Score

Comparing the average score on applicable indicators to the maximum 3.00 possible produces the percentage score shown in the upper right hand corner. Institutions within the same sector whose percentage is in the same range as shown below are considered to be performing at similar levels.

#### Scale for Overall Scoring Category

Substantially Exceeds	95% to 100%	or	2.85 to 3.00
Exceeds	87% to 94%	or	2.60 to 2.84
Achieves	67% to 86%	or	2.00 to 2.59
Does Not Achieve	48% to 66%	or	1.45 to 1.99
Substantially Does Not Achieve	33% to 47%	or	1.00 to 1.44

CentralCarolinaTech.ppt Y19

\*Financial data are not comparable to that shown on past reports prior to 2003-04 due to implementation of GAAB 34 & 35

**Note: The above Performance Rating Charts indicate the College has exceeded the Commission on Higher Education's standards by 90% in each of the last 3 years.**

**TABLE 7.6.3 (a)**  
**Summary of Curricula Offered to Achieve College Mission**

**Assessed by the Commission on Higher Education  
Central Carolina Technical College**

<b>Total # of Academic Programs</b>	<b>Total # of Academic Programs Meeting All CHE College Mission Criteria</b>	<b>CHE Compliance If All Programs Meet Criteria</b>
17	17	Compliance

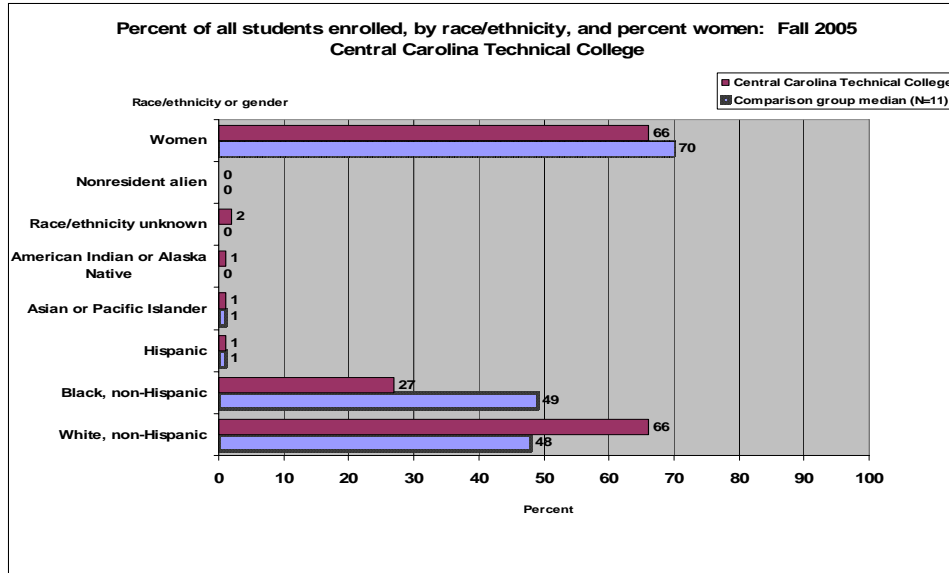
*Note: 100% of the College's curricula were deemed to achieve the College Mission assessed by the Commission on Higher Education.*

**TABLE 7.6.4 (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**

<b>STRENGTHS</b>	<b>WEAKNESSES</b>	<b>OPPORTUNITIES</b>	<b>THREATS</b>
Accessibility	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	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.*

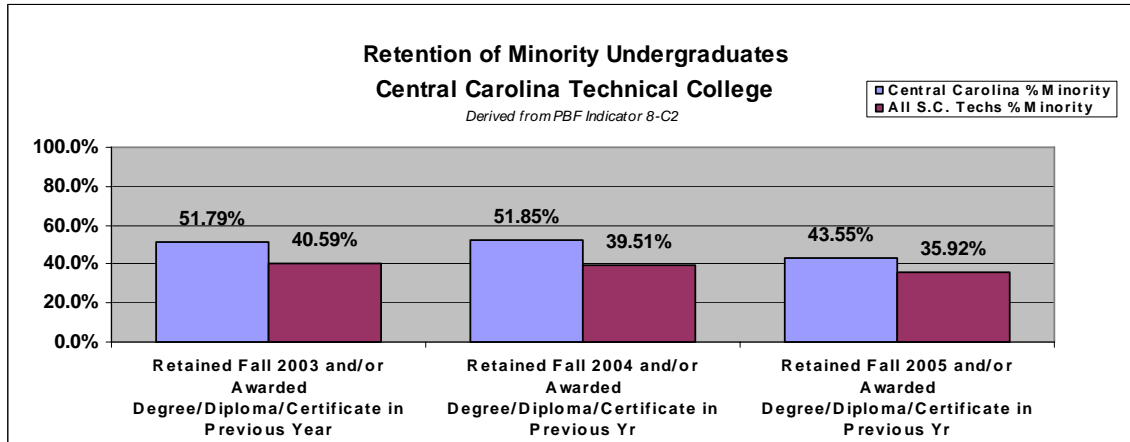
**CHART 7.6.5 (a)**  
**Enrollment by Race, Ethnicity and Gender**  
**Central Carolina Technical College**



NOTE: Median values for the comparison may not add to 100 percent. See "Use of Median Values for Comparison Group" for how median values are determined. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education data System (IPEDS): Spring 2006.

**CHART 7.6.6 (a)**  
**Retention of Minority Undergraduates\***  
**Central Carolina Technical College**



\*Includes Degrees, Diplomas, and Certificates/ SC residency status based on CHEMIS residency classification code = 1 A, B, C, D

\* Minority includes African American, American Indian, Asian, and Hispanic.

*Note: The College continues to retain minority undergraduates and is continuing to provide retention studies and activities to increase retention.*

**TABLE 7.6.7 (c)**  
**Number of Accredited Programs**

### Central Carolina Technical College

ACCREDITING AGENCIES AND AREAS	ACCREDITED PROGRAM
<b>ACCREDITING BOARD FOR ENGINEERING AND TECHNOLOGY, INC.</b>	
<b>Engineering Technology (ENGT)</b> - Associate and baccalaureate degree programs in engineering technology	<b>Civil Engineering Technology associate degree program</b>
<b>ASSOCIATION OF COLLEGIATE BUSINESS SCHOOLS AND PROGRAMS (ACBSP)</b>	
<b>Business (BUAD)</b> - Associate degree programs in business and business-related fields	<b>Accounting, Management, Office Systems Technology, and Computer Technology associate degree programs</b>
<b>COMMISSION ON ACCREDITATION OF ALLIED HEALTH EDUCATION PROGRAMS</b>	
<b>Medical Assistant (MA)</b>	<b>Medical Assisting diploma program</b>
<b>Surgical Technologist (ST)</b>	<b>Surgical Technology program</b>
<b>NATIONAL LEAGUE FOR NURSING, INC</b>	
<b>Nursing (PNUR)</b> - Practical nursing programs	<b>Practical Nursing Diploma program</b>
<b>Nursing (ADNUR)</b> - Associate degree programs	<b>Associate Degree Nursing Program</b>
<b>TOTAL NUMBER OF ACCREDITED PROGRAMS</b>	<b>6</b>

**CENTRAL CAROLINA**  
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