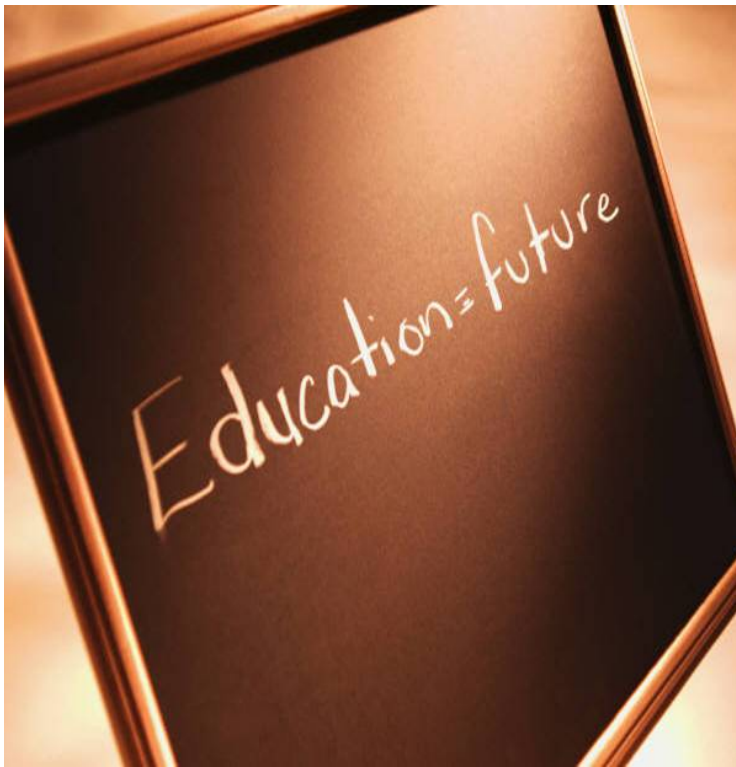


GREENVILLE TECHNICAL COLLEGE
COLLEGE THAT WORKS

ANNUAL ACCOUNTABILITY REPORT



FISCAL YEAR 2005-2006



GREENVILLE TECHNICAL COLLEGE ANNUAL ACCOUNTABILITY REPORT

TABLE OF CONTENTS

I. Executive Summary.....	1
1.1. Organization Purpose, Mission and Values.....	1
1.2. Major Achievements from Past Year	1
1.3. Key Strategic Goals	2
1.4. Opportunities and Barriers Affecting Organizational Success.....	2
1.5. Use of Accountability Report to Improve Organizational Performance	3
II. Organizational Profile.....	4
2.1. Primary Educational Programs, Offerings, Services, and Delivery Methods	4
2.2. Key Student Segments, Stakeholders, and Market Populations	4
2.3. Operating Locations.....	5
2.4. Regulatory Environment.....	5
2.5. Governance System	5
2.6. Partners and Key Suppliers.....	5
2.7. Key Competitors	6
2.8. Factors Determining Competitive Success.....	6
2.9. Key Strategic Challenges.....	6
2.10. Performance Improvement Systems	7
2.11. Expenditures/Appropriations Chart.....	8
2.12. Major Program Areas Chart.....	9
2.13. Organizational Structure.....	10
III. Elements of Malcolm Baldrige Award Criteria.....	11
Category 1 – Senior Leadership, Governance, and Social Responsibility	11
Category 2 – Strategic Planning	14
3.2.1. Strategic Planning Process.....	14
3.2.2. Evaluation of Strategic Planning Process	15
3.2.3. Key Strategic Objectives	15
3.2.4. Key Action Plans/Initiatives	15
3.2.5. Developing and Tracking Action Plans and Allocating Resources.....	19
3.2.6. Communicating and Deploying Strategic Initiatives, Action Plans and Related Performance Measures.....	19
3.2.7. Measuring the Progress on Action Plans	19
3.2.8. Addressing the Strategic Challenges	19
Category 3 – Student, Stakeholder, and Market Focus	20
3.3.1. Determining Student and Market Segments	20
3.3.2. Maintaining Currency of Student and Stakeholder Expectations.....	21
3.3.3. Using Student and Stakeholder Information for Continuous Improvement	22
3.3.4. Determining Student and Stakeholder Satisfaction	22
3.3.5. Building Positive Relationships to Attract and Retain Students and Stakeholders	22

TABLE OF CONTENTS

(CONTINUED)

Category 4 – Measurement, Analysis, and Knowledge Management.....	24
3.4.1 Selecting Operations, Processes and Systems for Measurement.....	24
3.4.2 Using Data/Information Analysis to Provide Effective Support for Decision Making.....	24
3.4.3 Key Measures	24
3.4.4 Selecting Key Comparative Data to Support Decision Making	25
3.4.5 Ensuring Data Integrity, Timeliness, Accuracy, Security and Availability	25
3.4.6 Translating Organizational Performance Review Findings into Priorities for Continuous Improvement	26
3.4.7 Collecting, Transferring, and Maintaining Organizational and Employee Knowledge	26
Category 5 – Faculty and Staff Focus.....	28
3.5.1 Organizing and Managing Work to Enable Faculty/Staff Development.....	28
3.5.2 Organizing and Managing Work to Promote Cooperation.....	28
3.5.3 Achieving Effective Communication and Sharing.....	28
3.5.4 FPMS/EPMS Support of Performance	28
3.5.5 Accomplishing Succession Planning and Career Progression.....	29
3.5.6 Faculty/Staff Development Effectiveness	29
3.5.7 Motivating Faculty/Staff to Utilize Potential	29
3.5.8 Maintaining Safe, Secure, Healthy Work Environment	30
3.5.9 Assessment Measures and Methods	30
3.5.10 Using Faculty/Staff to Utilize Potential.....	30
Category 6 – Process Management.....	31
3.6.1 Key Learning-Centered Processes.....	31
3.6.2 Input for Determining Key Learning-Centered Process Requirements.....	32
3.6.3 Incorporating Organizational Knowledge into Process Design.....	32
3.6.4 Key Performance Measures for Improvement of Learning-Centered Processes.....	33
3.6.5 Evaluation of Learning-Centered Processes.....	33
Category 7 – Organizational Performance Results.....	34
3.7.1 Key Measures on Student Learning and Improvements in Student Learning.....	34
3.7.2 Key Measures on Student and Stakeholder Satisfaction and Dissatisfaction.....	39
3.7.3 Key Measures on Budgetary and Financial Performance.....	46
3.7.4 Key Measures on Work System Performance	48
3.7.5 Key Measures of Organizational Effectiveness/Operational Efficiency.....	50
3.7.6 Key Measures Related to Leadership and Social Responsibility	55

I. Executive Summary

1.1. Organization Purpose, Mission and Values

Purpose: Founded in 1962 as the first of sixteen colleges in the South Carolina Technical Education System, Greenville Technical College (GTC) is an accredited, state-supported postsecondary institution dedicated to providing affordable, quality educational opportunities to residents throughout the Greenville metropolitan area. The college is further committed to preparing both traditional and non-traditional students for entry-level employment, admission to a four-year college or university, professional career advancement, and personal development actualization.

Mission and Values: GTC’s mission is to provide the highest quality learning opportunities to its constituents (with primary emphasis on the residents of Greenville County) through exceptional postsecondary educational programs and services. The college pursues this mission based on fundamental values that include excellence, innovation, accessibility, comprehensiveness, leadership, community, and entrepreneurship.

1.2. Major Achievements from Past Year

Academic & Student Success

- Initiated a freshman “bridge agreement” with the College of Charleston.
- International Students Program was recognized by the American Council on International Intercultural Education for its “best practice” efforts in the field of global education.

Professionally Engaged Faculty

- Two GTC faculty members are among a group of 19 instructors selected by the Department of Education and the National Center for Construction Education Research to develop a new building technology curriculum for use by all technical and community colleges in the United States.

Leader in Workforce Development Training and Education

- GTC was named one of the Top 10 Entrepreneurial Two-Year Institutions in the US by the American Association of Community Colleges.
- GTC nursing students’ passing rates on the National Council Licensure Examination (NCLEX) are between 92 and 96% which are above the national and state averages of 87 to 89%.

Proactive Planning for Future Development and Leadership

- GTC implemented the President’s Leadership Institute and graduated 19 future leaders in 2005-06.
- The college established the Multicultural Advisory Committee to ensure that students experience a diverse academic environment that prepares them for life and work in a global community.

Expanding Facilities to Support Growing Enrollment

- GTC broke ground on new facilities at the Northwest Campus and began construction on student housing at the Barton Campus.

Increased Extramural Funding

- In 2005, the college received awards totaling \$2 million from the Economic Development Administration (EDA) and Appalachian Regional Commission to construct the first of several new buildings on the developing Northwest Campus.
- GTC is one of 26 institutions across the nation named by the Council for Advancement and Support of Education (CASE) as a recipient of the Circle of Excellence in Educational Fund-Raising Award.

1.3. Key Strategic Goals

Noted below are the 2006-2010 strategic initiatives that are essential to the growth, improvement, and expansion of the college. They are also intended to support Greenville Tech’s long-range goal to reach and effectively serve 20,000 students by the year 2010.

- *Nurture and support a caring **community** environment among the GTC family, with attention to wellness, security, personal growth opportunities, collegiality, and open communications.*
- *Ensure optimal and integral use of **technology** in all college functions, including marketing and recruiting; student processing and learning; classroom and course design/development; faculty and staff support/training; and data acquisition and management.*
- *Demonstrate a commitment to continuous development of **human resources** by hiring, training, supporting, empowering, and retaining college employees who are rewarded for innovation and will lead Greenville Tech into its emerging future.*
- *Increase and improve organizational capacity through data-driven, strategic, collaborative **resource planning and generation**.*
- *Focus on **student success** by providing efficient and effective student support services and exemplary teaching/learning environments and by exceeding customer expectations in all college processes.*

1.4. Opportunities and Barriers Affecting Organizational Success

FIGURE 1.4-1: ORGANIZATIONAL OPPORTUNITIES AND BARRIERS

Organizational Barriers	Opportunities
<ul style="list-style-type: none"> • Since Fall 2001, general fund allocations for technical colleges have decreased by 16% • Balancing the cost of growth with existing programs and services • Inadequate technology infrastructure and management • Insufficient data collection capabilities required for institutional research and statewide compliancy reporting 	<ul style="list-style-type: none"> • Highly collaborative, participative strategic planning process • Entrepreneurial spirit aimed at generating new revenues • Located in the heart of the Upstate, one of South Carolina’s most progressive and rapidly developing regions • Strong and deep-rooted partnerships with the community, local industry and other educational facilities • Lottery tuition and merit-based assistance to students • Competency-based curriculum and 56 advisory committees

1.5. Use of Accountability Report to Improve Organizational Performance

GTC intends to use the annual accountability reporting exercise as a means to drive its commitment to continuous organizational improvement. More specifically, this process helps the college focus on how well it is performing in seven key areas including: senior leadership, strategic planning, student engagement, data collection and analysis, human resource development, process management, and measurable outcomes. Additionally, it will serve as a primary informational source relative to college operations and management.

II. Organizational Profile

2.1. Primary Educational Programs, Offerings, Services, and Delivery Methods

College that Works is GTC’s motto and refers to Tech’s long-standing commitment to working not only to provide quality education to its students but also to enhance the economic vitality of the community. Established in 1962 as the first of 16 colleges in the South Carolina Technical Education System, GTC’s study options include technical courses, certificates, diplomas, and associate degrees in the areas of business, nursing, health sciences, engineering technologies, industrial technologies, and public service, as well as a comprehensive university transfer program. Students may select from 35 associate degree, 12 diploma, and 132 certificate program alternatives. The college further provides continuing education for occupational advancement and personal interest, as well as economic development services that support business and industrial growth in the community. Traditional didactic classroom instruction, online distance learning, hands-on laboratory application, and convenient telecourses are all blended to create an optimum study environment.

2.2. Key Student Segments, Stakeholders, and Market Populations

Key Student Segments: As an open admission institution, GTC’s population includes traditional students entering college directly from high school and a growing number of non-conventional students including adults in mid-life career change, displaced or under-employed textile workers, newly arriving immigrants, transplants from neighboring states, and those seeking enhanced workforce training. The student body is diverse and generally reflects the ethnic makeup of the service area as noted below.

FIGURE 2.2-1: STUDENT PROFILE

Population	Greenville Tech	Greenville County
White	69%	77.5%
Black	23%	18.3%
Hispanic	3%	3.8%
Other	5%	0.4%

Source: Greenville Technical College, 2005 Fact Book, July 2005

FIGURE 2.2-2: STUDENT EXPECTATIONS

<p>Academic Program Students 13,808 (Fall 2005)</p> <p>Continuing Education Students 40,521 (Fall 2005)</p>	<p>Learning Expectations</p> <ul style="list-style-type: none"> • Earn credits for transfer to four-year college or university • Obtain associate degree, diploma, or certificate • Obtain skills needed for career advancement • Receive entry-level job skills training • Obtain technical or job development skills • Engage in personal growth opportunities
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Stakeholders: Many groups have a stake in the college. The state and local community, for example, want to ensure that the institution serves the public interest. The faculty is concerned that the institution upholds the standards of the academic disciplines. Students, on the other hand, want an affordable, convenient, and productive educational experience. The challenge is in blending these various expectations to produce outcomes valued by all.

2.3. Operating Locations

GTC maintains seven satellite locations throughout Greenville County including:

Barton Campus: Offers students a full menu of degree, diploma, certificate, and university transfer options.

Brashier Campus: Provides industrial technology programs, as well as university transfer, nursing and respiratory care.

Greer Campus: Provides university transfer courses along with a variety of health care provider programs and cosmetology.

Northwest Campus: Focuses on training related to small animal and veterinary care in addition to the university transfer classes.

Donaldson Industrial Air Park: Places its emphasis on aircraft maintenance and truck driver training.

McKinney Regional Automotive Technology Center: Specializes in automotive technology and maintenance training.

Buck Mickel Center: The college's primary site for continuing education and "quick jobs" training.

Other operating locations of interest include the Admissions and Registration Center situated at **McAlister Square**, (several blocks from the main campus) and the new 438 bed **Student Housing** complex being built at the Barton site.

2.4. Regulatory Environment

The college president and the leadership team provide direct oversight of college operations in accordance with standards set by the South Carolina State Board for Technical and Comprehensive Education, which is responsible for the state-level development, implementation and coordination of postsecondary occupational and technical training, and education to support area-wide economic development. The South Carolina Commission on Higher Education acts as a coordinating board for both public and private higher educational institutions across the state. Additionally, GTC is fully accredited with the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) through 2012. Individual programs are accredited by specific state, national, and professional organizations.

2.5. Governance System

GTC's president is directly responsible for organization and operation of the college under the direction of the Greenville County Commission for Technical Education (Area Commission). This board is comprised of ten constituents from GTC's primary service area, including seven members appointed by the governor to three-year terms, and three ex-officio members.

2.6. Partners and Key Suppliers

Greenville Tech maintains ongoing strategic alliances with a variety of partners for the purpose of 1) recruiting new students, 2) transferring existing students to four-year college and university programs, and 3) providing workforce development and job skills training. Organizations include local secondary and postsecondary institutions; Upstate workforce and economic

development agencies; civic, community, and faith-based groups; as well as industry leaders and employers.

2.7. Key Competitors

Two public institutions (Spartanburg and Tri-County Technical Colleges) are located in service areas close to Greenville Tech. Additionally, two private vocational schools, ECPI College of Technology and ITT Technical Institute provide programming to populations also targeted by GTC.

2.8. Factors Determining Competitive Success

FIGURE 2.8-1: SUCCESS FACTORS

Factors Impacting Competitive Success	Actions and Activities to Ensure Success
<ol style="list-style-type: none"> 1. Maintaining a diversity of educational options 2. Expanding partnerships with secondary and four-year institutions 3. Hiring and maintaining talented and professionally engaged faculty 4. Providing competency-based curriculums that have real-life applications and meet specific professional and occupational skill sets/standards 5. Creating a multidimensional learning environment to accommodate a variety of students with varying academic, career, and personal goals 6. Developing new industry-driven training options 7. Recognizing opportunities to recruit non-traditional student populations 8. Using technology to optimally serve students, faculty, and staff 9. Establishing a sense of community and collegiate spirit on campus 10. Seeking additional extramural funding 	<p><u>Enhancing internal assessments</u> including campus-wide compression planning sessions, strategic planning development, and technology evaluation conducted by outside consultant</p> <p><u>Restructuring Human Resource</u> policies and improving recruitment, hiring, and retention procedures</p> <p><u>Moving to a resource planning</u> model where data are used to drive decisions</p> <p><u>Starting to negotiate new partnerships</u> with six historically black colleges, as well as transfer agreements with Clemson, USC, and USC Upstate</p> <p><u>Expanding facilities</u> to meet growing student needs with new facilities under construction at Northwest Campus and student housing at Barton Campus</p> <p><u>Moving to learning-centered focus</u> in academic areas</p>

2.9. Key Strategic Challenges

Improve student retention and graduation rates.

- Received score of 2 (achieved standards) out of possible 3 (exceeds standards) for graduation success rates from SC Commission on Higher Education (Jan 2005).
- Overall retention rates for first year, degree-seeking students for the combined 16 technical colleges have declined from 55.7% in 2003 to 53.6% in 2005.
- Shift to student learning outcomes.

Maintain academic quality and student support services despite continuing decline in state allocations.

- In the last five years, state resources have declined from 39.3% of the college’s total revenue resources to 22.4%.

Upgrade the information technology infrastructure.

- A 2006 technology assessment study conducted by NBH Solutions noted that the college lacks a multi-year strategic plan for the use of information technology, administrative priorities are lacking, resources should be managed more efficiently, and Datatel is not being used to its optimum level.

Continue to be the leader in workforce development training with an emphasis on technical skills enhancement.

- Community assessment surveys indicate the need for the college to add new training and academic programs in the areas of advanced manufacturing, industrial maintenance, critical incident management, and health care technologies. All of these activities require substantial fiscal, operational, academic, and spatial commitments.

2.10. Performance Improvement Systems

Strategic Planning: The college has adopted a highly collaborative and participative strategic planning process that encourages an interdisciplinary approach to problem solving and improvement. Five-year goals and annual measurable objectives have been identified by each department. Status reports are produced by faculty and staff each quarter and at the end of the fiscal year for review and assessment by the leadership team.

Institutional Effectiveness Reporting: In response to Act 629 passed by the South Carolina legislature in June 1988, all technical colleges are required to report to the SC Commission of Higher Education (CHE) on the status of six major functional areas (see Figure 2.10-1). The college submits data to CHE on accredited programs and credentialing exam pass rates that are compiled annually in CHE’s *Closer Look at Public Higher Education in South Carolina, Institutional Effectiveness, Accountability, and Performance*.

FIGURE 2.10-1: CHE REQUIRED REPORTING CATEGORIES

Reporting Period	Reporting Component
Annually	Majors or Concentrations
Every Two Years	Achievement of Students Transferring from Two- to Four-Year Institutions
Every Four Years	General Education – Student Development – Academic Advising – Library Resources

Student Surveys and Reports: The Office of Planning and Grants produces a number of in-house surveys and reports for the purpose of determining performance outcomes and satisfaction ratings including, but not limited to: *New and Continuing Student Survey* (biennially), *Graduate Follow-Up* (annually), *Employer Evaluation* (annually), and *Academic Advising Survey* (biennially).

2.11. Expenditures/Appropriations Chart

Accountability Report Appropriations/Expenditures Chart

Base Budget Expenditures and Appropriations

Major Budget Categories	FY 04-05 Actual Expenditures		FY 05-06 Actual Expenditures		FY 06-07 Appropriations Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	\$37,930,385	\$16,914,121	\$41,816,819	\$17,715,806	\$41,816,819	\$17,922,854
Other Operating	\$13,797,441		\$12,189,898		\$12,144,677	
Special Items	\$7,823,107		\$6,572,026		\$6,274,847	
Permanent Improvements						
Case Services						
Distributions to Subdivisions						
Fringe Benefits	\$8,880,893	\$3,219,500	\$10,054,013	\$3,364,827	\$10,351,190	\$3,413,877
Non-recurring						
Total	\$68,431,826	\$20,133,621	\$70,632,756	\$21,080,633	\$70,587,533	\$21,336,731

Other Expenditures

Sources of Funds	FY 04-05 Actual Expenditures	FY 05-06 Actual Expenditures
Supplemental Bills		
Capital Reserve Funds		
Bonds		

2.12. Major Program Areas Chart

Major Program Areas

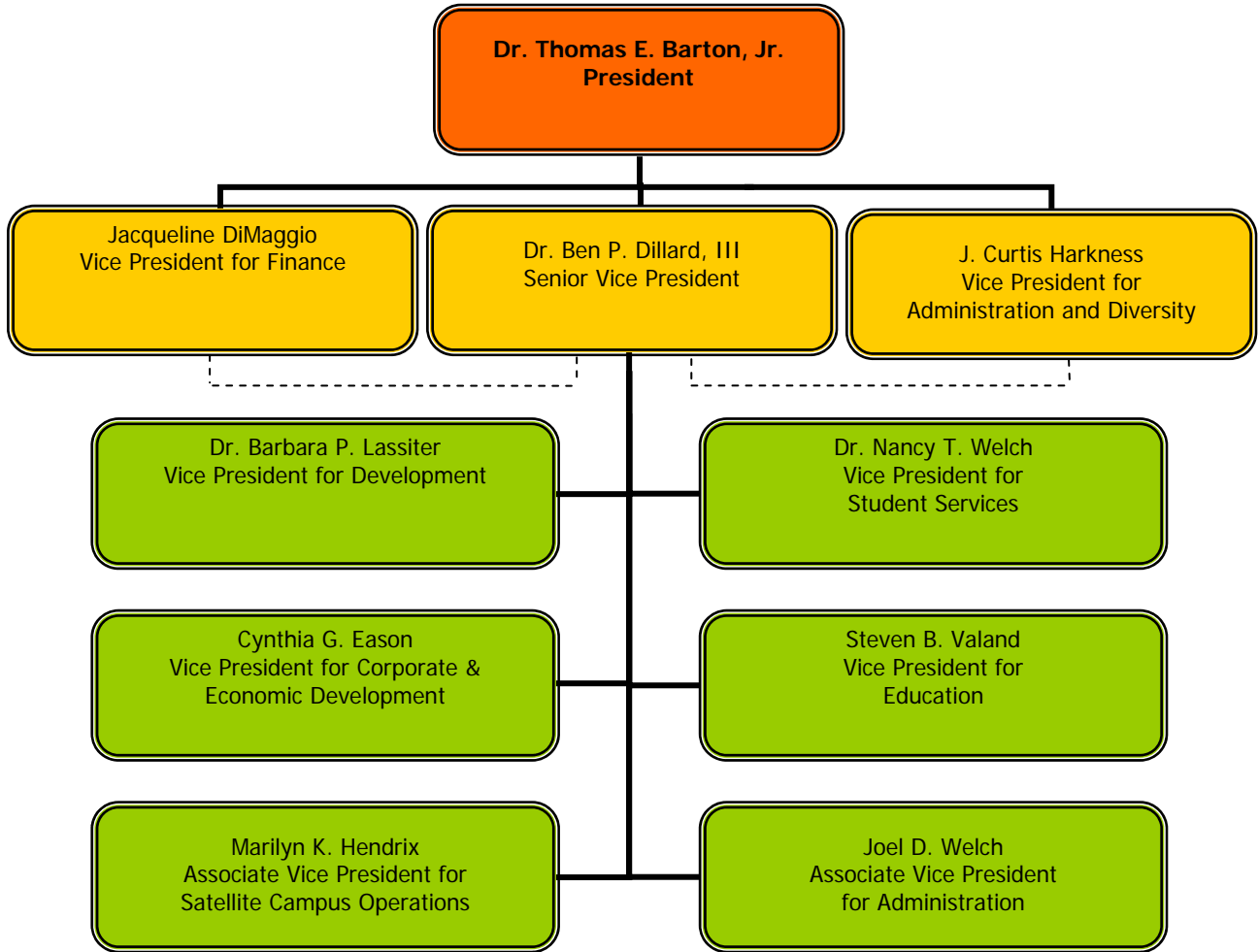
Program Number and Title	Major Program Area Purpose (Brief)	FY 04-05 Budget Expenditures	FY 05-06 Budget Expenditures	Key Cross References for Financial Results*
II. A., B., & E. Instructional Programs	The technical colleges provide opportunities for individuals to acquire the knowledge and skills necessary for employment, transfer to senior colleges and universities, or graduation with an Associate Degree, Diploma, or Certificate.	State: \$20,133,621 Federal: \$43,221,688 Other: Total: \$63,355,309 % of Total Budget: 93%	State: \$21,080,633 Federal: \$44,602,123 Other: Total: \$65,682,756 % of Total Budget: 93%	3.7.3-1, 3.7.3-2, 3.7.3-3, 3.7.3-4
Auxiliary Services	To provide the required books and materials for sale to students attending Greenville Technical College	State: Federal: Other: \$5,076,517 Total: \$5,076,517 % of Total Budget: 7%	State: Federal: Other: \$4,950,000 Total: \$4,950,000 % of Total Budget: 7%	

*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.

2.13. Organizational Structure

The college’s organizational structure is comprised of a ten-member executive leadership team charged with setting policy, direction, and vision for the institution.

FIGURE 2.13-1: GREENVILLE TECHNICAL COLLEGE ORGANIZATIONAL CHART



III. Elements of Malcolm Baldrige Award Criteria

Category 1 – Senior Leadership, Governance, and Social Responsibility

Senior Leadership: GTC embraces a *learning approach to leadership* where leadership team management facilitates learning in others (staff and faculty) so that they can develop as professionals and peers, assume more collective responsibility relative to their work, engage in group planning and decision-making activities, as well as set continuous goals for the institution. Consequently, the traditional top-down approach of administration is giving way to a more facilitative, collaborative style. In support of this movement, the college recently initiated the President’s Leadership Institute aimed at “grooming” the next generation of forward-thinking and productive leaders. In order to more fully share information and ideas generated at all levels of the organization, a variety of formats is in place to ensure open and ongoing communications as noted in the figure below.

FIGURE 3.1-1: DEPLOYMENT OF INSTITUTIONAL IDEALS

DEPLOYMENT OF INSTITUTIONAL IDEALS			
HOW	WHAT	WITH WHOM	FREQUENCY
Convocation	Vision, values, direction	All employees	Annually
Area Commission Meetings	Directions, updates, new initiatives, evaluations	10 local board members	6-8 times per year
Leadership team meetings	Directions, updates, new initiatives, performance improvements	Leadership team	Bi-weekly
Departmental staff meetings	Directions, updates, new initiatives, performance improvements	All employees	Determined by each department
<i>The Ticker</i> (newsletter)	Campus information and Message from President	All employees	Weekly
<i>The Big Picture</i> (news magazine)	College activities and operations	All employees, students, community-at-large (via website)	Quarterly
GreenvilleTech.com (website)	Educational programs, and student activities	Community-at-large	Ongoing
GTC intraweb	Internal activities and operations	All employees	Ongoing
Greenville Education Network (cable TV)	Updates and information	Community-at-large	Ongoing
GTC Announcements	Campus news	All employees	Daily
Media Relations	College achievements, programs, values	Local electronic and print media	Ongoing

**Section III – Elements of Malcolm Baldrige Award Criteria
Category 1 – Senior Leadership, Governance, and Social Responsibility**

Governance: A variety of groups is responsible for leading, managing, and controlling the college’s talent, energy, and resources. Administrators, faculty/staff committees, and 56 advisory committees provide internal direction while external guidance comes from local commissions, state boards, and the South Carolina Technical College System. GTC’s president works as the liaison between these influences so that the college receives consistent direction while his leadership team provides the expertise to ensure the educational quality of the institution.

FIGURE 3.1-2: LEADERSHIP RESPONSIBILITIES

LEADERSHIP RESPONSIBILITIES		
LEADERSHIP RESPONSIBILITY	DELIVERY METHOD	IMPLEMENTATION
Providing organizational direction	Strategic planning process including quarterly updates and annual review	All staff
Ensuring legal and ethical behavior	Human Resource policies and procedures; diversity training workshops; Diversity Task Force	Human Resources, Administration
Encouraging fiscal and regulatory accountability	Internal audits, compliance reporting to all federal, state, local and professional authorities	Finance Office, Office of Planning and Grants, Student Services
Promoting campus-wide learning	Funding for on-campus professional development, availability of in-house skills training	Interdepartmental, Academic Support Office
Grooming future leaders and ongoing succession planning	President’s Leadership Institute, in-house promotion process	Administration, Human Resources
Providing recognition and rewards	Performance-based promotions, salary increases, Convocation, service awards, Professor of the Year, Wade Martin Innovator of the Year	Administration, Human Resources
Obtaining feedback for leadership team evaluation	Annual evaluations of president and vice presidents	Area Commission, president, and senior vice president
Establishing methods to address adverse program/service impacts	Compression planning, advisory committee evaluations, internal and external feedback	Leadership team, department heads, supervisory staff, faculty

Social Responsibility: GTC has a rich history of providing lifelong educational opportunities to the greater Greenville metropolitan area. Since 1962, the college has been the “backbone” of the community and cognizant of both its academic and social responsibilities including:

- Economic and Workforce Development – helping the region keep pace with economic change by providing a skilled workforce to area businesses and employers.

Section III – Elements of Malcolm Baldrige Award Criteria
Category 1 – Senior Leadership, Governance, and Social Responsibility

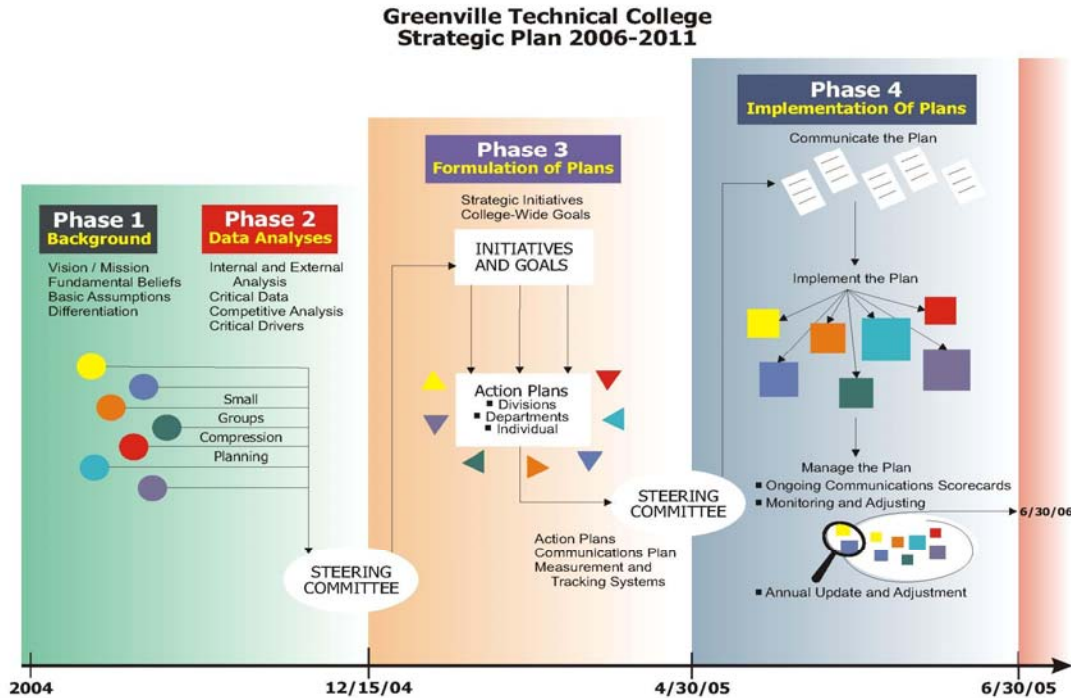
- Homeland Security – contributing to a safe living environment by serving as the Upstate’s primary trainer of “first-responders.”
- Personal Development – exposing students to the value of civic responsibility and service learning in order to reach their full human potential.
- Inclusiveness – recognizing the importance and acceptance of diversity as an essential component to living and working in today’s global environment.
- Educational Achievement – providing a continuum of educational options with multiple entrance and exit points leading to both employment and additional learning opportunities.
- Community Building – creating a community site or focal point for regional special events, fundraising activities, political gatherings, blood drives, and job fairs.
- Service Learning – establishing learning strategies that integrate meaningful community service with instruction to enrich the overall educational experience, teach civic responsibility, and strengthen local communities.
- Strategic Alliances – entering into strategic alliances with civic groups, faith-based organizations, economic development and workforce agencies, local industry, health care and safety providers, and other educational institutions to ensure that the GTC remains responsive and accountable to the citizens of the Upstate.

Category 2 – Strategic Planning

3.2.1. Strategic Planning Process

The following chart depicts the strategic planning process and timeline.

FIGURE 3.2.1-1: STRATEGIC PLANNING PROCESS TIMELINE



The Strategic Plan 2006-2010 was developed using a highly collaborative, participative process beginning with the leadership team and involving faculty, staff, administration, business leaders, and students. Phase 1 involved the leadership team’s critical review and revision of the vision and mission. During a nine-month period (June 2004 – February 2005) over 200 individuals participated in 16 Compression Planning sessions designed to produce the best ideas about necessary growth, improvement and expansion of the college (Phase 2).

a. Strengths, Weaknesses, Opportunities, and Threats: During Phase 2 of the process (Data Analyses), a steering committee, representing all areas of the college, gathered internal and external data and looked at strengths and weaknesses, as well as opportunities and threats. The internal review group looked at trends and their potential impact on the college in academics, administrative support and student support. An external review group looked at data related to demographics, educational institutions/competitors, industry/workforce, politics/government/economy, and technology.

b. Financial, Regulatory, Other Potential Risks: The state has strict guidelines on how the college may invest money; everything must be fully collateralized, and the college cannot invest in the stock market. There is a system of internal controls in effect to protect the college from fraudulent activity. An allowance for bad debt is created for a portion of any accounts over six months old and for all debt over one year old. The college has procedures in place for separating

duties so that employees dealing with cash will not be reconciling accounts. The college has internal auditing to check adherence to policies and procedures.

c. Shifts in Technology, Demographics, Markets and Competition: Since technology was identified through the strategic planning process as one of the college’s five strategic initiatives, the administration contracted with an external consultant to complete a comprehensive technology assessment. This assessment was completed in May 2006, and as a result, the college is now searching for a Chief Information Officer who will guide the development of future technological advances through a long-range plan that addresses institutional planning; policies and procedures; facilities and resources; and products and services.

Demographic shifts are being addressed internally through a Diversity Task Force and externally through a Multicultural Advisory Committee that reports to the Area Commission.

d. Long-term Organizational Sustainability and Continuity in Emergencies: Greenville Technical College has an “Emergency Management Operations Plan” published on the intranet and coordinated by the Public Safety Department. This plan is designed to identify procedures to protect lives and property, provide organized and safe response actions, and effectively use college resources in the event of a major emergency and/or disaster.

e. Ability to Execute the Strategic Plan: The president and leadership team are committed to executing the strategic plan. They have set the vision, mission, and strategic initiatives with college-wide input, and actively monitor the accomplishment of annual objectives through quarterly reports from faculty and staff in their areas.

3.2.2. Evaluation of Strategic Planning Process

The GTC leadership team annually reviews the strategic plan and determines the need for any strategic change in direction. The Office of Planning and Grants, which coordinates the process, has an ongoing annual objective to “develop and implement a plan for integrating the assessment and strategic plans reporting processes that will be responsive to internal and external reporting needs.”

3.2.3. Key Strategic Objectives

During Phase 3, a steering committee, representing every area of the college, reviewed the results of the 16 Compression Planning sessions, and identified the following five strategic initiatives that are key to the growth of Greenville Tech—community, technology, human resources, resource planning and generation, and student success (see Section 1.3 and Figure 3.2.4-1).

3.2.4. Key Action Plans/Initiatives

The five strategic initiatives were communicated college-wide, and each vice president set long-range goals to guide the annual planning process. Annually, every college department sets measurable objectives to address the strategic initiatives and long-range goals (Phase 3).

The following Strategic Planning Chart outlines the five strategic initiatives and related FY 05-06 objectives that support the initiatives.

Section III – Elements of Malcolm Baldrige Award Criteria
Category 2 – Strategic Planning

FIGURE 3.2.4-1: STRATEGIC PLANNING CHART

Program Number and Title	Supported Organization Strategic Planning Goal/Objective	Related FY 05-06 Key Action Plan/Initiative(s)	Key Cross References for Performance Measures*
	Nurture and support an environment of caring community with attention to wellness, security, personal growth opportunities, collegiality, and open communications.	Add one full-time security officer to each shift	3.7.2-9, 3.7.6c-1
		Install surveillance cameras at each campus location	3.7.2-9, 3.7.6c-1
		Develop and distribute communications that reinforce the Greenville Tech brand positioning	3.7.2-1, 3.7.2-3, 3.7.2-12, 3.7.2-13
		Produce over 120 GEN programs that showcase the many educational opportunities at Greenville Tech	3.7.2-1, 3.7.2-3, 3.7.2-12, 3.7.2-13
		Develop plan for new Greenville Technical College Online	3.7.2-11, 3.7.5-2, 3.7.5-3
		Develop a comprehensive faculty/staff professional development Needs Assessment Survey to identify college-wide training needs	3.7.4-5, 3.7.4-6
		Publish the 2006-2010 Strategic Plan on the intranet and communicate it college-wide through the bulletin board, <i>The Ticker</i> , GTC Announcements, and other methods	3.7.6a
		Develop and facilitate a Hiring Procedures workshop for hiring authorities	3.7.4-5, 3.7.4-6
		Develop technical training plan that coordinates with the college-wide plan	3.7.4-5, 3.7.4-6
	Ensure optimal/integral use of technology , in marketing and recruiting; student processing and learning; classroom and course design/development; faculty/staff support and training; data acquisition and management.	Develop and implement a Technology Training Center for faculty and staff	3.7.4-5, 3.7.4-6
		Deploy a pilot VoIP project within the Information Technology Center, Brashier Campus and ARC	3.7.5-8

Section III – Elements of Malcolm Baldrige Award Criteria
Category 2 – Strategic Planning

Program Number and Title	Supported Organization Strategic Planning Goal/Objective	Related FY 05-06 Key Action Plan/Initiative(s)	Key Cross References for Performance Measures*
		Install wireless access points at each of the following areas: Engineering Technology Building, Automotive Center I, Automotive Center II and in the Information Technology Center	3.7.5-8
		Increase, through additional access to dedicated computer labs, sessions available to faculty and students that teach them how to effectively access available electronic databases	3.7.5-6
		Implement new communication procedures for video-courses, using either WebCT or CampusCruiser software for faculty/student communications	3.7.2-11
		Develop and implement a new marketing tutorial for those interested in online learning	3.7.5-2, 3.7.5-3
		Implement the use of Virtual PC in computer programming labs for efficiency purposes	3.7.2-11, 3.7.5-2, 3.7.5-3
		Increase number of new divisional online courses in selected programs	3.7.2-11, 3.7.5-2, 3.7.5-3
	Demonstrate a commitment to continuous development of our human resources.	Review list of key positions to be vacated in 2005-06 with leadership team	3.7.4-4
		Perform Human Resource actions necessary to accomplish succession goals	3.7.4-5, 3.7.4-6
		Offer the first President's Leadership Institute in March 06 to build leadership capabilities among current employees	3.7.4-5, 3.7.4-6
		Attend annual DUG conference to network and obtain information enabling the college to maximize Datatel usage	3.7.4-5
		Provide new full-time and adjunct faculty orientation throughout the year to ensure that faculty are better prepared for their positions	3.7.4-5, 3.7.4-6
		Obtain training for super users at Trident Tech, Datatel/Virginia	3.7.4-5, 3.7.4-6
	Increase and improve organizational capacity through data-driven, strategic, collaborative resource planning and generation.	Raise \$2.1 million through GTC Foundation during 2005-2006	3.7.3-4
		Grants Team will increase external funds by 15% annually	3.7.3-3

Section III – Elements of Malcolm Baldrige Award Criteria
Category 2 – Strategic Planning

Program Number and Title	Supported Organization Strategic Planning Goal/Objective	Related FY 05-06 Key Action Plan/Initiative(s)	Key Cross References for Performance Measures*
		Develop and implement a plan for integrating the assessment and strategic plans reporting processes that will be responsive to internal and external reporting needs	
		Develop/construct the new Northwest Campus	3.7.3-3, 3.7.2-3
		Contact State Treasury and State Tech System officials to identify all possible sources of financing growth	3.7.3-1
		Formulate a methodology for determining costs by programs of study and for assigning revenues by program of study	3.7.3-2
	Focus on student success by providing exemplary student support services and teaching/learning environments.	Increase student retention in special needs population by 5%	3.7.1-1, 3.7.1-9, 3.7.2-4, 3.7.2-5, 3.7.2-6, 3.7.2-9
		Develop and implement a process to impact student retention by identifying students who are repeating a course for the 4th time; utilize CampusCruiser to communicate with a targeted group to promote student success while increasing student retention	3.7.1-1, 3.7.1-9, 3.7.2-4, 3.7.2-5, 3.7.2-6
		Develop an Arts and Sciences divisional retention plan incorporating retention data	3.7.1-1, 3.7.1-9, 3.7.2-4, 3.7.2-5, 3.7.2-6
		Investigate online College Skills courses at other two-year colleges with the goal of developing an online GTC version	3.7.2-11
		Expand Learning Center hours to include 3:00-7:00, Monday-Thursday	3.7.2-9
		Increase, through additional access to dedicated computer labs, sessions available to faculty and students that teach them how to effectively access available electronic databases	3.7.1-4, 3.7.5-6
		Develop new curriculum models to foster better instruction and improve enrollment and retention	3.7.2-10, 3.7.2-11, 3.7.6b-2
		Increase by 5% (course completion rate for students with disabilities)	3.7.1-9, 3.7.2-6

* 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.

3.2.5. Developing and Tracking Action Plans and Allocating Resources

Phase 4, implementation of the strategic plan, includes a process for tracking action plans, including communicating, monitoring and adjusting the plans. This involves quarterly reporting and monitoring of progress in meeting annual objectives. As departments review progress, they identify any problems or concerns and make timely corrections. At year's end, final results are the basis for developing future action plans.

Resources are allocated within each division to ensure accomplishment of annual objectives, and where funds are insufficient, this is noted in the progress reports.

3.2.6. Communicating and Deploying Strategic Initiatives, Action Plans and Related Performance Measures

Communication of the strategic plan takes place in various ways. The major components of the plan are communicated on the college's intranet at <http://intraweb.gvltec.edu/planning%20and%20grants/Index.html>. The leadership team communicates divisional goals through the usual channels of divisional/departamental communications. Annual objectives for each department are located on a shared drive on Excel spreadsheets for access by all involved in the process. Reports are posted to this drive on a quarterly basis. Reports of accomplishments are published in a college-wide electronic newsletter, and in 2007 reports will be available on the website of Planning and Grants.

3.2.7. Measuring the Progress on Action Plans

When annual measurable objectives are set at the beginning of the year, each department projects an annual "expected result/timeframe," as well as quarterly "expected results." Quarterly progress is measured against these projected measures and any problems or concerns with progress are noted. All this information is stored on the shared drive for review and monitoring by the leadership team.

3.2.8. Addressing the Strategic Challenges

The five strategic initiatives and related annual objectives identified in the strategic planning process – data analyses (Phase 2) and formulation of plans (Phase 3) – are directly related to the strategic challenges identified in Section 2.9 of this report.

- Improve student retention and graduation rates (addressed by the student success initiative).
- Maintain academic quality and student support services despite continuing decline in state allocations (addressed by student success and resource planning/generation initiatives).
- Upgrade the information technology infrastructure (addressed by the technology initiative).
- Continue to be the leader in workforce development training with an emphasis on technical skills enhancement (addressed by all five strategic initiatives).

Category 3 – Student, Stakeholder, and Market Focus

3.3.1. Determining Student and Market Segments

GTC is a community college in the truest sense, designed to serve the needs of individuals and industries in its designated service area of Greenville County. With an open-door admissions policy, the college provides postsecondary programs and services that meet the needs of people with diverse socioeconomic and educational backgrounds. GTC’s “customers” are students with varied goals, from individuals enrolled in credit-bearing technical programs and university transfer courses, to those seeking English-as-a-Second-Language or academic skill upgrading, to individuals and businesses in need of workforce development services. Any individual who believes that he or she can benefit from postsecondary education, workforce training, or personal enrichment coursework is a potential customer.

Some major market segments currently include:

- students in secondary education who are making post-graduate plans;
- out-of-school youth ages 18 to 24;
- displaced workers;
- individuals seeking a career change;
- incumbent workers seeking skill upgrades;
- individuals with limited English proficiency;
- retirees and older adults seeking personal enrichment; and
- employers desiring to attract, grow, and retain a viable workforce.

Originally designed as a technical training center supporting economic development, GTC continues to have a primary market focus on technical education. Nearly 75% of all curriculum students enroll in programs that provide academic credentials necessary for entry-level employment as technicians or technologists. GTC’s university transfer program, housed in the Division of Arts and Sciences, confers the associate of arts/associate of science degrees, and provides general education courses necessary for transfer to four-year institutions. With tuition at four-year institutions rising rapidly in recent years, this division has grown significantly as students seek to reduce the cost of a baccalaureate by taking general education courses at the more reasonably priced community college. The Buck Mickel Center, GTC’s division of continuing education, provides non-credit courses for career advancement, professional certification, or personal interest.

GTC uses both formal and informal mechanisms for determining market segments, including: focus groups; ongoing surveys of student and stakeholder perceptions, attitudes, and satisfaction; multiple internal and external advisory panels and committees; strategic planning; and a well-developed system of institutional effectiveness and institutional research. GTC embeds all plans for current and future educational programs, offerings, and services in the values delineated in the college’s mission statement: Excellence, Innovation, Accessibility, Comprehensiveness, Leadership, Community, and Entrepreneurism. The college’s five-year strategic plan provides the direction of the college, outlining specific, measurable goals and objectives for each major managerial division, including the primary areas of Academics and Student Services.

3.3.2. Maintaining Currency of Student and Stakeholder Expectations

FIGURE 3.3.2-1: LISTENING & LEARNING STRATEGIES

SEGMENT	LISTENING & LEARNING STRATEGIES
<p><u>STUDENTS & GRADUATES</u> <i>Program Areas</i> Technical programs University Transfer</p> <p><i>Market Segments</i> High school students Recent high school graduates Out of school youth Older adults Individuals with limited English Career changers Workers upgrading skills Displaced workers</p>	<ul style="list-style-type: none"> • College fairs • Career talks and career fairs • Open house activities conducted by programmatic areas • Participant evaluation of joint programming with community groups • Biennial <i>New & Continuing Student Survey</i> • Biennial <i>Academic Advising Survey</i> • Annual <i>Graduate Follow-Up</i> • Student evaluation of all courses, credit and non-credit • Student representation on President’s Advisory Council • Student Government and other student groups • Participant evaluation of programs designed for special populations (first-generation, low-income, and minority students; single parents; individuals with disabilities; individuals with limited English) • Personal contact through e-mail, phone, or in-person with faculty, advisors, recruiters, and admissions personnel • Analysis of formal complaints through the office of the VP for Education • Other community venues such as churches, prisons, community centers, etc.
<p><u>FACULTY/STAFF</u></p>	<ul style="list-style-type: none"> • President’s Council • Faculty/staff Diversity Committee reports • Input from faculty peer and professional groups/associations • Electronic bulletin board forums • GTC Leadership Institute
<p><u>STAKEHOLDERS & PARTNERS</u> Governing board Educational community (K-12, other 2-year colleges, universities) Community Employers/Industry</p>	<ul style="list-style-type: none"> • Reports from local governing board (Area Commission) • Community relations/Multicultural Advisory Committee • Annual <i>Employer Evaluation</i> • Articulation and transfer agreements; dual credit programs • Boards, committees, and task forces • Periodic Formal Environmental Scanning by the marketing department • Partnership with workforce and economic development agencies • Program Advisory Committee participation and reports

As illustrated in Figure 3.3.2-1, GTC gathers data from multiple venues and encourages open communication within and outside the institution. In addition to these college-wide approaches to listening and learning, individual academic departments and areas of student support services conduct point-of-service evaluations to assess quality and collect input for change. The leadership team and academic deans carefully scrutinize enrollment data for trends related to factors such as age, gender, ethnic diversity, area of study, and preference for method of course delivery and location, using this information for program design and marketing strategies.

3.3.3. Using Student and Stakeholder Information for Continuous Improvement

GTC's well-developed system of institutional research and institutional effectiveness, as well as its program for academic support, provide feedback loops for assessment of quality and relevance of programs and services.

As shown in Figure 3.3.2-1., GTC actively seeks student input at every point of service. Prior to admission, students participating in GTC-sponsored college fairs, career fairs, or other programs are asked to complete evaluation forms. After matriculation, students have multiple opportunities to participate in quality assurance activities. At the micro level, students assess instructional quality and course relevance through course evaluations. At the macro level, students make global assessments of the college, its facilities, services, and programs through several instruments, most notably the biennial *New and Continuing Student Survey* and *Academic Advising Survey*. In terms of governance, students provide input through student government and other student associations, and student representation on the President's Advisory Council.

The academic quality of technical programs is also assessed through the Academic Program Review (APR) process. Every five years, associate degree programs undergo rigorous evaluation that includes: examination of data from students and technical program advisory committees from industry; assessment of program costs; assessment of the number of graduates and their post-graduate job placement; number of graduates transferring to senior institutions; and evaluation of program resources and facilities. This review is conducted by the Office of Academic Support, with assistance from the Office of Planning and Grants. Findings are compiled in a written report and then forwarded to the vice president for education, managing deans, and department heads. This information is used by the leadership team to determine future program direction.

In addition, the annual advisory committee review provides recommendations for response by department heads. These are reviewed by the Area Commission.

GTC shares information and data in all surveys, focus groups, and reports with the leadership team, councils, academic divisions, faculty, academic leaders, the governing board, and technical program advisory committees. Hard copies of assessment reports are maintained in the Institutional Research Library, housed in the Office of Planning and Grants.

3.3.4. Determining Student and Stakeholder Satisfaction

As illustrated in Figure 3.3.2-1, GTC's listening and learning methods are integrated into a system of feedback loops to inform leadership at all levels.

3.3.5. Building Positive Relationships to Attract and Retain Students and Stakeholders

GTC builds relationships with students and stakeholders through multiple strategies tailored to the needs of specific constituents. Potential students are reached primarily through:

- ongoing use of local media: print, television, and radio, including Spanish-language media;
- active recruiting at high schools, career centers, and community agencies;
- targeted mail-outs;
- the institution's website;
- dual credit programs with high schools and career centers;

**Section III – Elements of Malcolm Baldrige Award Criteria
Category 3 – Student, Stakeholder, and Market Focus**

- financial aid workshops, college fairs, and career fairs;
- special outreach programs for special populations such as low-income, minority, or individuals with special needs;
- college tours;
- discipline-specific open houses and career talks;
- targeted grant-funded initiatives;
- complaint management; and
- individual contact with admissions personnel and faculty.

GTC's student handbook clearly outlines the formal grievance process. Students who feel victimized or who have intractable issues with faculty, staff, or administrators have rights to grieve complaints to the highest level of leadership.

GTC views relationships with employers, industry, and workforce development agencies as mission-critical. The institution engages this sector in a variety of ways including:

- participation in community and civic organizations by the leadership team, staff, and faculty;
- solicitation of representatives from this sector as participants in the institution's foundation board;
- mutually beneficial co-operative education programs for students;
- solicitation of representatives from this sector as participants in program advisory committees;
- customized training programs for business and industry; and
- joint programming and cooperative initiatives with workforce development agencies – for example, GTC provides space for the local workforce investment board to operate on a satellite campus.

Category 4 – Measurement, Analysis, and Knowledge Management

3.4.1 Selecting Operations, Processes and Systems for Measurement

In general the college has selected those components required by program accrediting agencies and/or state agencies to determine student learning. Therefore, such measures as performance on credentialing exams, grades, placement rates, employer evaluations, transfer rates and grade point averages after transfer to a four-year institution are collected on a regular basis and reported to college personnel and state/accrediting agencies.

As accrediting bodies are focusing more and more on measuring learning and program outcomes, the college has formed a task force to coordinate these efforts among all divisions.

With respect to tracking organizational performance via team assessments and strategic objectives, the individual reporting areas determine their goals/objectives/standards, as well as how they will measure their progress. These must be approved by their respective administrators.

3.4.2. Using Data/Information Analysis to Provide Effective Support for Decision Making

Through the strategic planning process, the college identified a Steering Committee to review internal and external data and information to produce a list of strengths, weaknesses, opportunities and threats. In addition, the committee reviewed the results of Compression Planning sessions with faculty, staff, students and advisory committee members. As a result, the committee recommended the five strategic initiatives to the leadership team and two areas for further investigation for a Title III grant.

The annual APR process combines data and information from various offices in the college to allow an in-depth review of each associate degree program every five years. A committee analyzes the data and identifies commendations, recommendations and suggestions to which the program must respond within a two-year period.

Service area, employment, and anticipated enrollment data are required for applications for new degree/diploma programs. Graduate status and enrollment data are used to determine whether or not a program continues to operate (based on State Tech criteria).

The college is required by state law to assess six components and report on the results and any needed improvements. These component areas are General Education, Majors or Concentrations, Achievement of Students Transferring from Two- to Four-Year Institutions, Academic Advising, Library Resources and Services, and Student Development. The assessment process utilizes institutional data from the APR, student surveys, enrollment statistics, advisory committees, as well as transfer data from the public four-year institutions within South Carolina and the National Student Clearinghouse. Needed improvements are identified and incorporated into annual objectives.

3.4.3. Key Measures

In the mid-1990s the college developed a list of key performance measures and was in the process of setting standards for each measure when Act 359 was passed and performance funding indicators were developed. The college leadership made the decision to focus on the

indicators. As the performance funding process evolved, fewer of the performance funding indicators required annual reporting.

For this report key measures were identified and documented by various areas of the college. These are measures that the leadership team, academic divisions, and/or support areas utilize to measure success or identify needed improvements.

The key measures are provided in Section III, Category 7 – Organizational Performance Results.

3.4.4. Selecting Key Comparative Data to Support Decision Making

Much of the key data and information used by the college is determined and defined by reporting requirements of accrediting, state and federal agencies. In addition, various areas/departments of the college define measures to be used in team assessment results and strategic plan reporting.

As discussed in Section 3.4.2, a Steering Committee reviewed internal and external data and information to produce a list of strengths, weaknesses, opportunities and threats. Based on this information and the results of Compression Planning sessions with faculty, staff, students and advisory committee members, the committee recommended the five strategic initiatives to the leadership team and two areas for further investigation for a Title III grant.

The chart below provides information on several surveys that provide data used by various areas of the college.

FIGURE 3.4.4-1: SURVEYS

Survey Instrument	Office Responsible	Survey Type	Timeline	Use
Academic Advising	Planning & Grants	In-class	Biennially	Academic Advising IE report; team assessments
New & Continuing Student Survey	Planning & Grants	In-class	Biennially	IE reports; team assessments
College Outcomes	Student Services	In-class	Every four years	Student Development IE report; team assessments
Student Evaluation of Instruction	Academic Support	In-class; electronic	Each term	APR; team assessments; required by Indicator 2B
Graduate Follow-Up	Planning & Grants	Mailed	Annually	Program Evaluation; APR; IE reports; Perkins; team assessments
Employer Evaluation	Planning & Grants	Mailed	Annually	APR; IE reports; team assessments
Graduate Satisfaction	Student Services	Mailed	Biennially	IE reports; team assessments; Perkins
Alumni Survey	Alumni	Mailed	Biennially	Required by CHE

3.4.5. Ensuring Data Integrity, Timeliness, Accuracy, Security and Availability

With respect to the college’s databases, the overall integrity of the data is the responsibility of the users of Datatel’s Colleague ERP system. Although the system is generally protected against entering meaningless data via field definitions and types, the value of the data is a user responsibility. As for overall data integrity, the data are verified via rule bases within the Colleague Application for data clarity. These data and all transaction data are backed up every night with transaction logs being backed up and stored interactively throughout the day at a remote computer system. Backups are spun to tape and retained for six months. Data pulled for

Safari views do not contain sensitive information such as Social Security numbers or birth dates. Views requiring such data are secured behind business groups only accessible by those responsible for reporting. Given that the vast majority of Colleague is a real-time and online system, reports and displays of information are generally available as soon as entered or modified in any way. The accuracy of the data within the system is again a function of the users. There are safeguards within the system which prevent some user errors – for example, prerequisite checking and class size limits. In addition, data being downloaded to the state are subjected to rules that produce error reports. With respect to data security, only users with valid login credentials can access Colleague. As for the system itself, it is protected from external access by a packet-filtering firewall. Since Colleague is an “end-user” system, the data are available 24 hours a day, seven days a week, with the exception of a two-hour backup window.

3.4.6. Translating Organizational Performance Review Findings into Priorities for Continuous Improvement

Generally performance review findings become priorities for continuous improvement through the activities listed in the table that follows. However, with the exception of the APR process, there should be a policy or procedure in place to assure that the findings translate into priorities. Otherwise it is up to the individual administrator to require the follow-up. The need for a follow-up policy or procedure is being considered in the development of a new reporting process for team assessment plans and annual objectives.

FIGURE 3.4.6-1: PERFORMANCE ACTIVITIES

Performance Review Activities	Continuous Improvement Activities
Team assessment results where established standard is not met	Action plans are developed and reported with results
Unmet annual objectives	May be carried over to next year or revised as needed
IE component report findings	May lead to items in team assessment plan or annual objectives as appropriate
APR recommendations or suggestions	Follow-up reports are required for two years and may also be reflected in team assessment plans or annual objectives
Advisory committee recommendations	Departments respond annually

3.4.7. Collecting, Transferring, and Maintaining Organizational and Employee Knowledge

Organizational knowledge is collected and maintained through:

- Institutional Research Library housed in the Office of Planning and Grants;
- individual area archives and procedures manuals;
- Employee Manual produced by the Office of Human Resources;
- Greenville Technical College Numbered Memoranda; and
- faculty/department head manuals coordinated by the Office of Academic Support.

Many of these documents are available on the college’s electronic Bulletin Board.

Faculty at Greenville Technical College are not required to do research or publish so there is currently no policy on employee knowledge. However, as faculty are hired for their subject

**Section III – Elements of Malcolm Baldrige Award Criteria
Category 4 – Measurement, Analysis, and Knowledge Management**

knowledge, replacement difficulties may arise when faculty with specialized knowledge leave the institution.

In some areas of the college only one staff member is knowledgeable about processes and procedures. This situation supports the need for current procedural manuals in all offices.

The Office of Academic Support identifies instructional best practices by reviewing what it takes to be successful as an instructor and identifying faculty who exhibit these characteristics, utilizing anecdotal and supervisor input, and analyzing input from evaluations conducted after each professional development workshop.

Best practices within the college or identified through professional development are shared by:

- STEPS – a professional development certificate program;
- professional development workshops;
- sharing processes within divisions/departments for faculty attending professional development activities;
- mentoring systems within some divisions/departments;
- lead teachers within some divisions/departments;
- departmental professional development seminars; and
- required travel reports with information on sharing knowledge with colleagues from all who receive professional development or Perkins funds through the Office of Academic Support.

Category 5 – Faculty and Staff Focus

3.5.1 Organizing and Managing Work to Enable Faculty/Staff Development

The college utilizes a Faculty Performance Management System and an Employee Performance Management System to encourage faculty and staff development. All faculty and staff members participate in an annual planning stage where individuals work with their supervisors/department heads to identify individual goals for performance. The use of these performance management tools is encouraged throughout the year as well to allow faculty/staff to proactively identify new individual goals that may surface throughout the course of their work year. Professional development is very important to all employees of Greenville Technical College. Over the past year alone, there were over 100 on-campus professional development workshops offered at the college, and over \$160,000 of professional development money was used by the faculty and staff during the 2005-06 year. At least 25 of these workshops focused on the college's needs in technology training. Technology improvement is a key area that has been identified by the college as related to its faculty/staff. A new "Technology Solutions Center" has been created at the college to assist faculty and staff in translating emerging technologies into educational or education-support applications. Processes in the Human Resources area of the college are also under review in an effort to streamline certain processes to create a more efficient and effective Human Resources department that will better serve the needs of the faculty/staff.

3.5.2. Organizing and Managing Work to Promote Cooperation

The college encourages faculty and staff members to perform their jobs in an effective manner to accomplish the overall educational mission of the college. Effective job performance is a direct result of empowering employees to use innovation to work smarter. The president and the college's leadership team support a work atmosphere where faculty and staff are challenged to provide the best service possible to the college's education customers. Different departments from all across the college work extremely well together by exhibiting true cooperation to solve problems and offer suggestions to enhance the success of the college's educational mission in the community.

3.5.3. Achieving Effective Communication and Sharing

The college utilizes an extensive intranet presence to foster effective communication across all of its campuses. Faculty and staff members routinely refer to the intranet to learn of information that may be beneficial to them. The college also uses campus-wide email messages to ensure that important announcements and information are made available to all employees. Open forums regarding best practices are also encouraged by the college's leadership team. Some peer groups have been formed within the college system to provide a mechanism for sharing of ideas and practices that foster continuous improvement among the various departments and areas of the college.

3.5.4. FPMS/EPMS Support of Performance

Both the Faculty Performance Management System and the Employee Performance Management System provide direct influence to faculty/staff job performance. All employees of the college are encouraged to meet with their department heads/supervisors to devise individual goals that are linked to the college's overall strategic plan. Employees are encouraged to take ownership in

the overall mission of the college by committing to individual performance goals that further the success of the college.

3.5.5. Accomplishing Succession Planning and Career Progression

The college is presently in the early stages of developing a faculty/employee skills database that will become a vital tool that can be used to identify employees for proactive succession planning. The college's leadership team recognizes that effective succession planning is crucial to ensuring that candidates for key positions are known in advance of actual need. This prior identification will permit opportunities for mentoring and developmental activities to improve an employee's readiness to succeed to specific positions. It will also provide concrete decision-making information that is needed to minimize the chance of poor choices or the adverse impacts of unplanned vacancies that can disrupt the continuity of the college's mission to the communities that it serves. The college's Faculty Performance Management System and Employee Performance Management System also provide pertinent information that is utilized to make effective succession planning decisions.

3.5.6. Faculty/Staff Development Effectiveness

The college recognizes that training and development of its employees are crucial to the success of the college in delivering quality educational resources to the students and communities for which it serves. Training needs are continuously identified through employee requests, supervisory recommendations, and other needs assessments. The college makes great efforts to ensure that requested training is aligned with key business initiatives that further the performance excellence of the employees and the college as a whole. Every employee is encouraged to identify beneficial training in either the Faculty Performance Management System or the Employee Performance Management System. Supervisors are responsible for ensuring that training requests meet demonstrated goals and needs for employees. The college also provides for professional development funding when possible for employees to utilize when seeking courses or training. An evaluation of educational training is done at every on-campus professional development workshop.

3.5.7. Motivating Faculty/Staff to Utilize Potential

The college strives to provide an atmosphere of continuous personal improvement for all members of its faculty and staff. The college provides funding for professional development courses for both faculty and staff members. Additionally, the utilization of fee waiver arrangements for courses offered through the college are used when possible to allow employees to take courses that may enhance their professional and personal growth. Tuition assistance programs are also in place to give employees opportunities to further their educational pursuits. The college also maintains a practice of promoting from within when possible to encourage faculty and staff motivation to aspire to positions that may offer greater responsibility. Employees also benefit from the college's approval to use flexible work schedules when possible. The college president takes an active role in providing personal positive feedback to faculty and staff members when he learns of occasions when employees exhibit excellent job performance. The college president also participates in service award ceremonies where he personally presents incremental service awards to all college faculty and staff.

3.5.8. Maintaining Safe, Secure, Healthy Work Environment

The college's Human Resources Division, in partnership with the college's leadership team, holds annual benefits fairs and offers preventive health screens for all faculty and staff. These events promote employee health by providing vital information to employees that can be used to focus their attention on preventative care. The college also has an Emergency Management Operations Plan (EMOP) that provides comprehensive oversight for each of the college's campuses. The college is dedicated to providing a safe environment for all faculty, staff, students, and visitors. The EMOP is designed to identify procedures to protect lives and property, provide organized and safe response actions, and effectively use college resources in the event of a major emergency and/or disaster.

3.5.9. Assessment Measures and Methods

The college is determining the feasibility of using climate and employee satisfaction surveys to gather information on faculty and staff satisfaction. The college would be able to use the findings in such surveys to create dynamic tools for improving action plans and fostering interactive, ongoing dialogue between the college's leadership team and faculty and staff. Such surveys would query progress on key organizational goals and tie results from the data to the college's strategic plan.

3.5.10. Using Faculty/Staff to Utilize Potential

The college will utilize the information gleaned from faculty and staff assessment findings to channel information to the President's Advisory Council to address any potential issues that may arise from the findings. Information will also be utilized by the Human Resources Division to make recommendations for improvements to programs and procedures enacted within the college. Faculty and staff also have the capability of providing input into the overall strategic planning process of the college.

Category 6 – Process Management

3.6.1. Key Learning-Centered Processes

The college identifies learning-centered processes as those that directly impact student learning and student success. The three major processes outlined in Figure 3.6.1-1 represent key categories based on input from the college, community, and state. These processes provide consistency in program design, development, delivery, and effectiveness, thereby creating quality standards.

FIGURE 3.6.1-1: KEY LEARNING-CENTERED PROCESSES

Key Processes	Program Requirements	Key Measures
Curriculum and Instructional Development	<ul style="list-style-type: none"> • Designing and developing high quality curriculum based on state/college requirements and procedures • Meeting student/stakeholders needs • Meeting all regulatory/ accreditation requirements 	<ul style="list-style-type: none"> • Student success in programs • Student job placement data • Compliance with guidelines • New program approvals by state agencies/accreditation entities
Educational Delivery	<ul style="list-style-type: none"> • Meeting state reporting requirements on program productivity • Meeting curriculum design requirements 	<ul style="list-style-type: none"> • Compliance with state productivity requirements for instructional programs • Student success • Stakeholder satisfaction • Student performance • Retention/attrition/graduation rates
Educational Effectiveness	<ul style="list-style-type: none"> • Assessing student learning outcomes • Continuously improving student success 	<ul style="list-style-type: none"> • Student job placement and/or continuation of education • Stakeholder feedback on program/graduate performance • Credentialing of graduates

Curriculum and instructional development comprise the first key process. Beginning with program design, the college matches specific program elements with program requests. For each course designed and developed, content is reviewed, student outcomes are determined, and assessment measures are established. Curriculum design and development result from collaboration of content experts and the college’s curriculum office with the goal of approval by a college-wide curriculum committee review. Input from external stakeholders is provided by advisory committees and state curriculum guides. Program compliance with external regulatory requirements and approval procedures are incorporated in the development process.

Educational delivery is the second key process. Once a program receives approval and becomes operational, its curriculum delivery is assessed by monitoring graduation rates, student performance, retention data, and student evaluations, as well as by feedback collected from tools used to measure student satisfaction and success. In curricula where programmatic accreditation is a component, program review may include other tools to help determine focal areas for course content and delivery revision to better meet student needs and improve learning outcomes.

Educational effectiveness is the third key process. All curricula are evaluated for effectiveness, both internally and externally. The State requires a minimum number of graduates be placed in program-related jobs or continue their education. These job placement rates reflect employer confidence in the preparedness of graduates to enter the workforce. In addition to employer confidence demonstrated by graduate placement rates, a graduate follow-up study for each program and an employer follow-up survey are conducted as means to measure program effectiveness. Finally, all program advisory committees report annually on facilities, faculty competency, graduate placement, and curriculum content.

An important measure used to identify program relevancy to state and national workforce standards is data from external credentialing exams for licensure and national certification.

Key institutional processes and procedures, external stakeholder inspection and input, and state requirements allow the college to manage and continuously improve teaching and learning, emphasizing student learning outcomes and student success.

3.6.2. Input for Determining Key Learning-Centered Process Requirements

Integrating feedback from internal and external sources of information is accomplished by a systematic process involving the administration, division deans, and each individual program director. Student evaluations, for instance, are primarily reviewed at the departmental and division level. Each program department head, collaborating with the area's Academic Dean, carefully reviews all student evaluations to monitor faculty performance and assess course value. Trends over several terms are monitored, results are linked to other measures of course success, and adjustments are made as needed. For instance, when an instructor's teaching techniques are identified as a barrier to student learning, the faculty member is required to attend training (i.e., effective teaching techniques, effective use of instructional technology, active learning strategies).

Program advisory committees provide annual reports summarizing their views on program effectiveness, including but not limited to faculty, facilities, and student outcomes. These reports, compiled into a comprehensive institutional report, are shared with deans, vice-presidents, and the college's board. Recommendations made by advisory committees are evaluated and prioritized with consideration to institutional resources available to support their implementation and are acted upon as quickly as possible. (In some instances, recommendations may require additional funding for additional faculty, equipment, or facility renovation.)

Other sources of input include the President's Advisory Council, evaluations by clinical/cooperative education sites, employers, and accreditation agencies.

3.6.3. Incorporating Organizational Knowledge into Process Design

Process management reflects an emphasis on the college's value of institutional knowledge, optimal use of technology, and effective cost control.

One example of process management is the college's curriculum design model. Before beginning comprehensive program design and development, a careful assessment of workforce needs and a program feasibility study are completed. If analysis of this information indicates program demand, planning begins with steps taken to ensure technology, facilities, student learning outcomes, course prerequisites, learning resources, external accreditation, state approvals, and appropriate budget planning.

Program implementation and start-up cycles/timelines are determined after completing the curriculum design process. Other processes impacting organizational effectiveness include implementation of communication management utilizing the ERP system as well as utilization of Datatel Colleague as an institutional student data/management system. Developing electronic roadmaps for students, early warning reporting procedures for student performance risks, e-advising, and constant communication with all students are important initiatives to improve delivery of services and instruction. Similarly, recent training conducted to facilitate the integration of e-recruiting and e-registration with current student intake processes benefits all students, particularly those enrolled in Online College. Integrating these and future initiatives into college operations requires constant evaluation and analysis of costs, implementation timelines, new initiatives, and policy and procedure development and revision.

3.6.4. Key Performance Measures for Improvement of Learning-Centered Processes

Effective measurement of educational effectiveness and learning-centered processes requires tools that provide quantitative and qualitative data to enable the college to continually improve efforts that positively impact student success.

The college evaluates day-to-day operations through standard procedures utilized in our student intake area. Key performance indicators for each department measure daily output, and a “checks and balances” process includes audits and manager review of productivity.

Regular, continual feedback from multiple sources allows the college to monitor the quality of its programs. Student evaluations, advisory committee input, employee follow-up reports and student surveys provide timely information for program improvement efforts. Every five years, all associate degree programs undergo a comprehensive internal audit/evaluation through a clearly defined, well-organized, systematic APR. The APR is conducted by a college committee consisting of program and non-program faculty and staff assessing all aspects of program operation. APR results are shared with the department head, dean, and vice-president. Recommendations resulting from the review are reported and acted upon during the subsequent two years to ensure program improvement. This process provides an in-depth program review and documented follow-up.

3.6.5. Evaluation of Learning-Centered Processes

All associate degree programs undergo an APR every five years. Associate degree, diploma, and certificate programs are assessed through annual advisory committee evaluations, external programmatic accreditations, and state graduate reporting/evaluation requirements. Program department heads and divisional deans review programs (including student outcomes, grade reports, student evaluations, etc.) to continually assess learning.

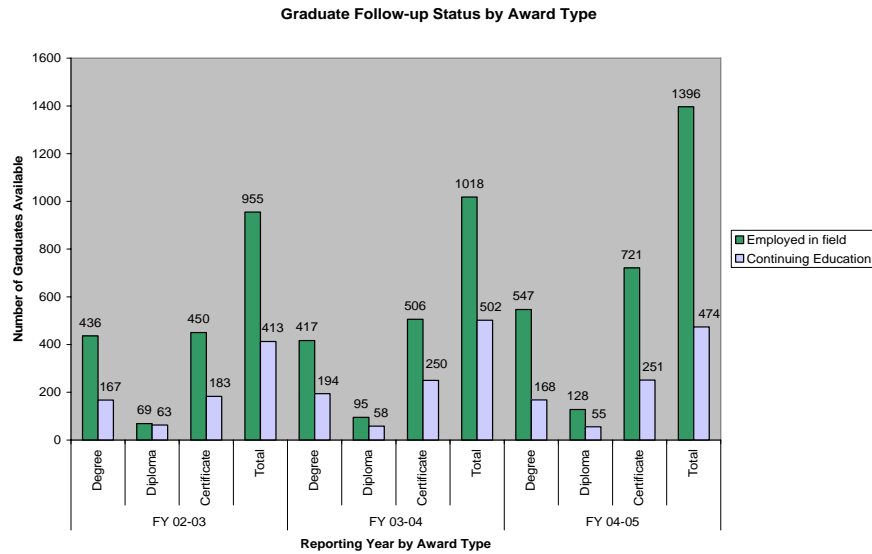
The college’s Academic Support Office is currently researching and developing a College Curriculum Committee to improve the curriculum development/review process and result in better student outcomes.

Category 7 – Organizational Performance Results

3.7.1. Key Measures on Student Learning and Improvements in Student Learning

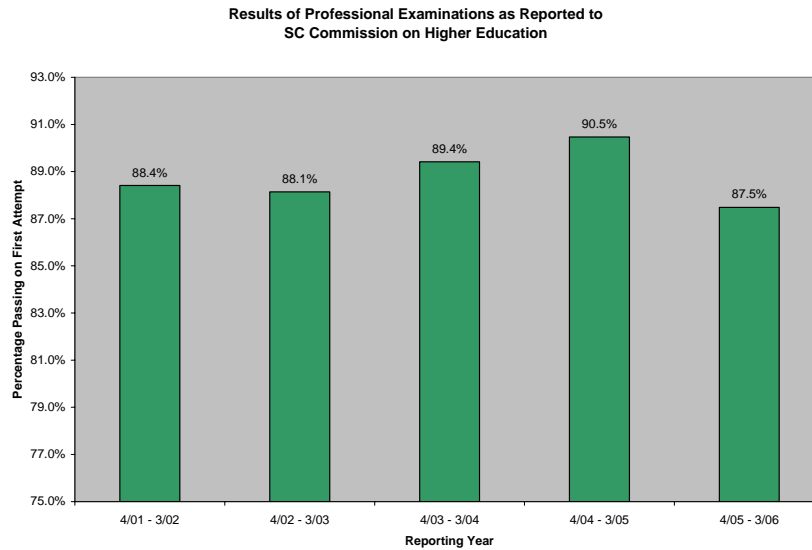
One key measure is the number of graduates who are employed in a job related to their major at Greenville Tech or who continue their education. The college surveys all graduates of a fiscal year and reports the findings to the System Office. Figure 3.7.1-1 shows the number of graduates employed in related fields or continuing their education within a year after receiving their awards.

FIGURE 3.7.1-1



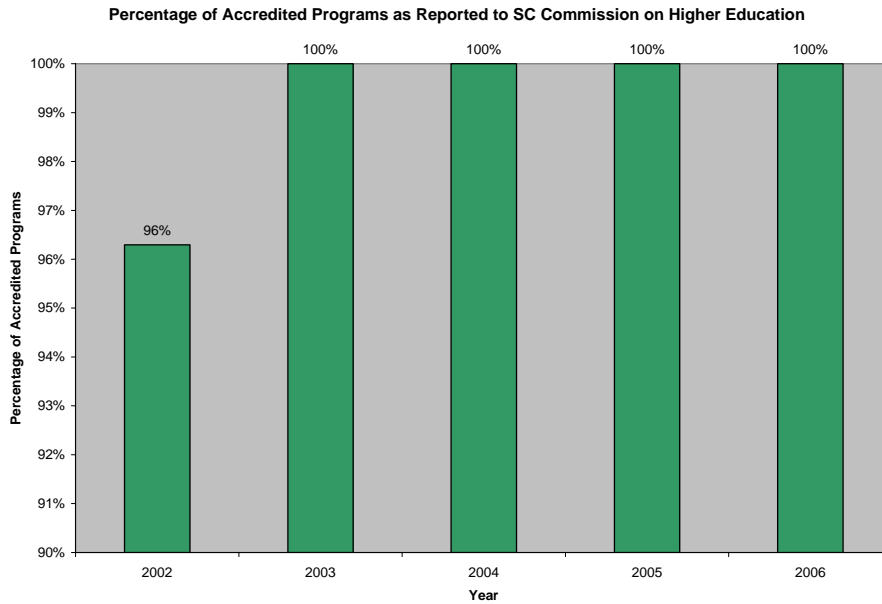
The second key measure is the percentage of graduates who pass a credentialing exam on their first attempt. These data were defined and required as Performance Funding Indicator 7D and are reported in Figure 3.7.1-2.

FIGURE 3.7.1-2



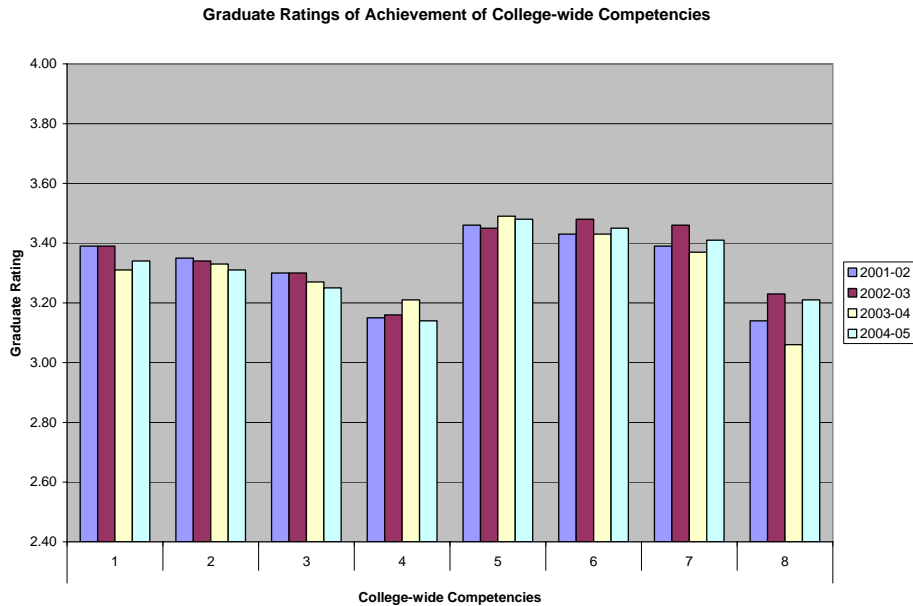
Another Performance Funding Indicator (3D) requires data on the number of accreditable programs that are accredited based on a list of agencies provided by the Commission on Higher Education. Figure 3.7.1-3 shows that all 27 of Greenville Tech’s accreditation-eligible programs are accredited and have been for the past four years.

FIGURE 3.7.1-3



In gathering the data that support Figure 3.7.1-1 the college also asks the degree graduates to rate how well the college helped them attain each of the eight college-wide competencies listed below. The graduates rate their achievement on a scale of one to four with four representing “Very Well”. The overall ratings for four years are provided in Figure 3.7.1-4.

FIGURE 3.7.1-4

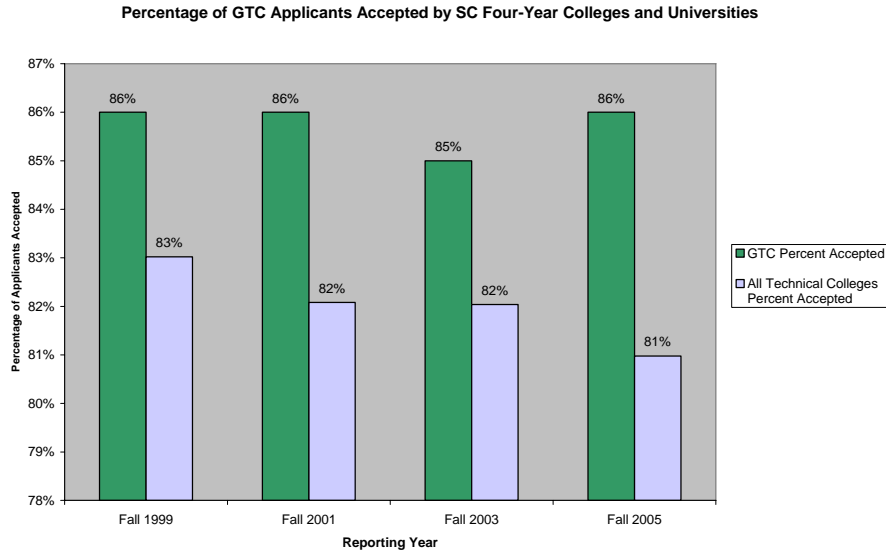


Greenville Technical College-wide Competencies

1. Comprehend and generate effective written and oral communication.
2. Demonstrate research skills necessary for personal and professional purposes.
3. Apply mathematical skills appropriate to solve day-to-day, as well as work-related, problems.
4. Demonstrate knowledge of computer applications compatible with job demands.
5. Exhibit professionalism appropriate to the values and ethics of his/her chosen career.
6. Demonstrate the critical thinking and problem-solving skills to fulfill work and personal responsibilities.
7. Practice interpersonal skills and teamwork in his/her professional life.
8. Demonstrate an awareness and understanding of various cultures.

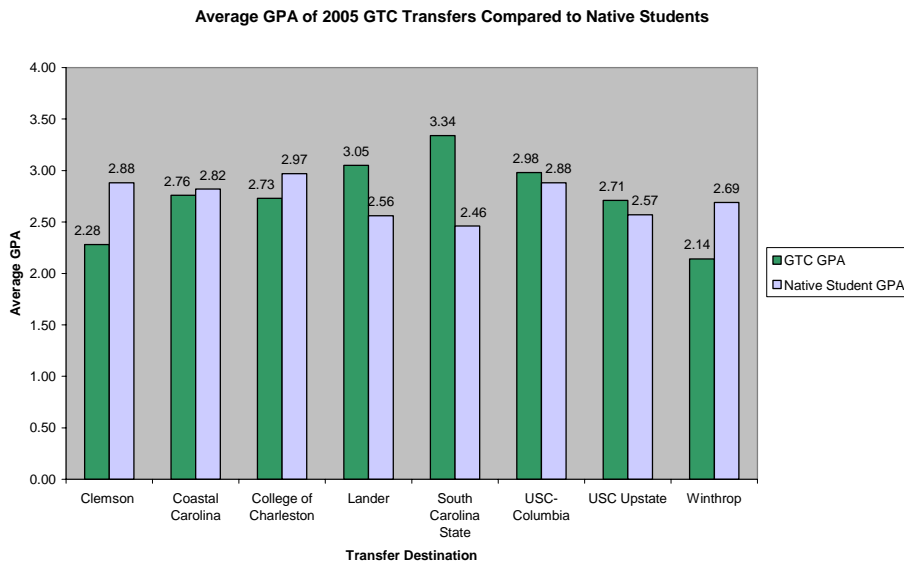
Over a fifth of Greenville Tech’s Fall 2005 credit students were enrolled in the Associate in Arts or Associate in Science programs. Most of those students intend to transfer to a four-year institution. In addition, students in other programs plan to transfer credits to a four-year institution. Every other year the South Carolina public four-year institutions are required to provide transfer data to the technical colleges. These data are reported in an Institutional Effectiveness Component Report, and the report summary must be placed on the college’s website. The percentage of Greenville Tech applicants who were accepted and the percentage for all technical college students are provided in Figure 3.7.1-5.

FIGURE 3.7.1-5



In Figure 3.7.1-6 the grade point averages (GPA) for Greenville Tech transfers in Fall 2005 are compared to those of native students at eight institutions.

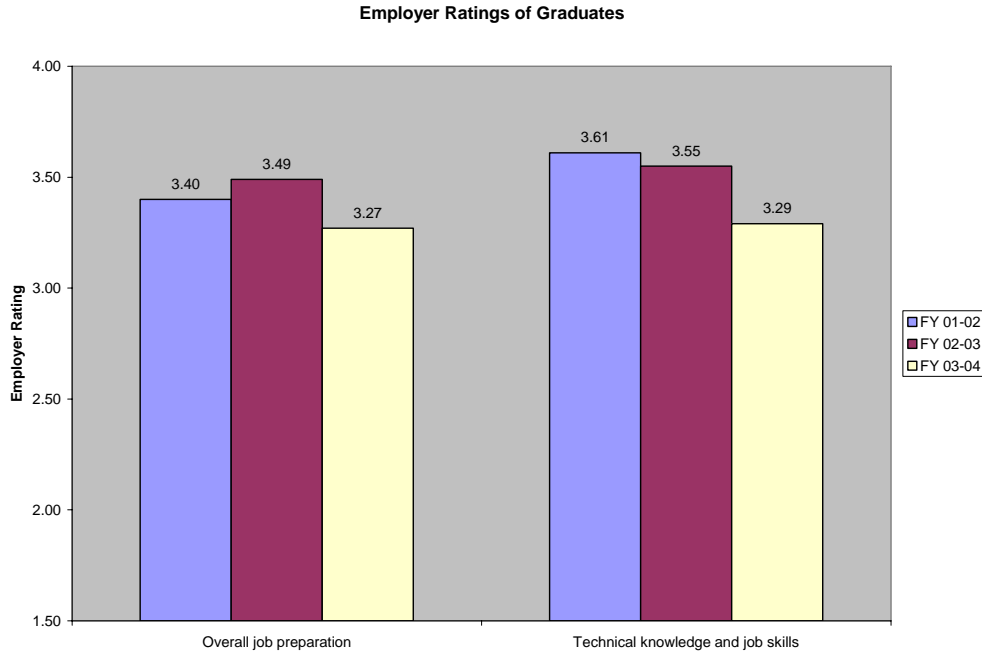
FIGURE 3.7.1-6



Section III – Elements of Malcolm Baldrige Award Criteria
Category 7 – Organizational Performance Results

The college asks each graduate for permission to contact his/her employer if the job is related to the major at Greenville Tech. The college then surveys those employers to determine satisfaction with the graduate’s preparation. Again the ratings are from one to four with four representing “Excellent”. The ratings for the past three years are provided in Figure 3.7.1-7.

FIGURE 3.7.1-7



On that same survey the college asks the employer if he/she would hire another Greenville Tech graduate if a position were available. The results are given in Figure 3.7.1-8.

FIGURE 3.7.1-8

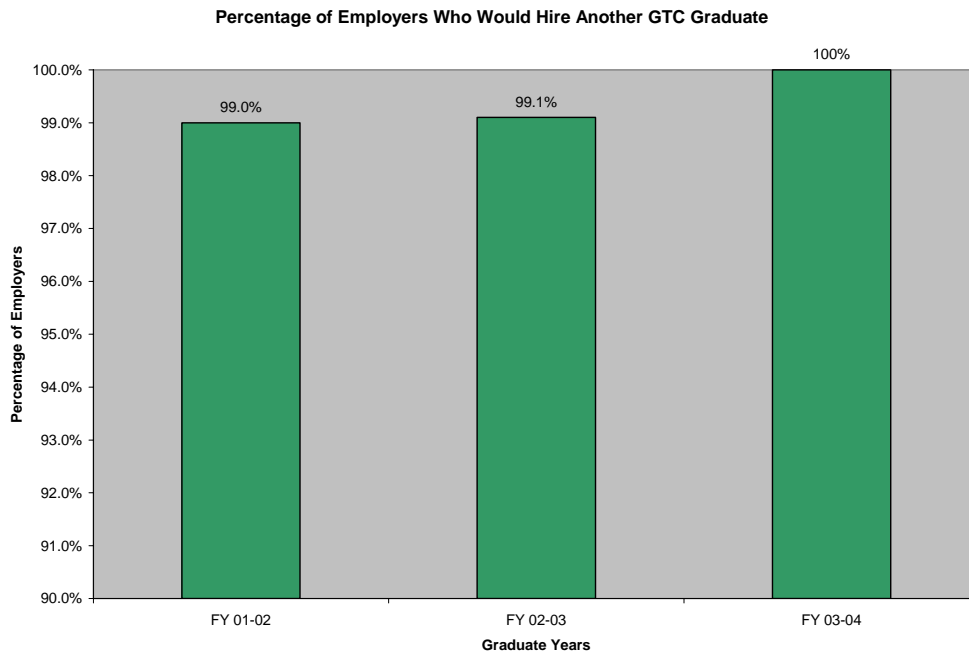
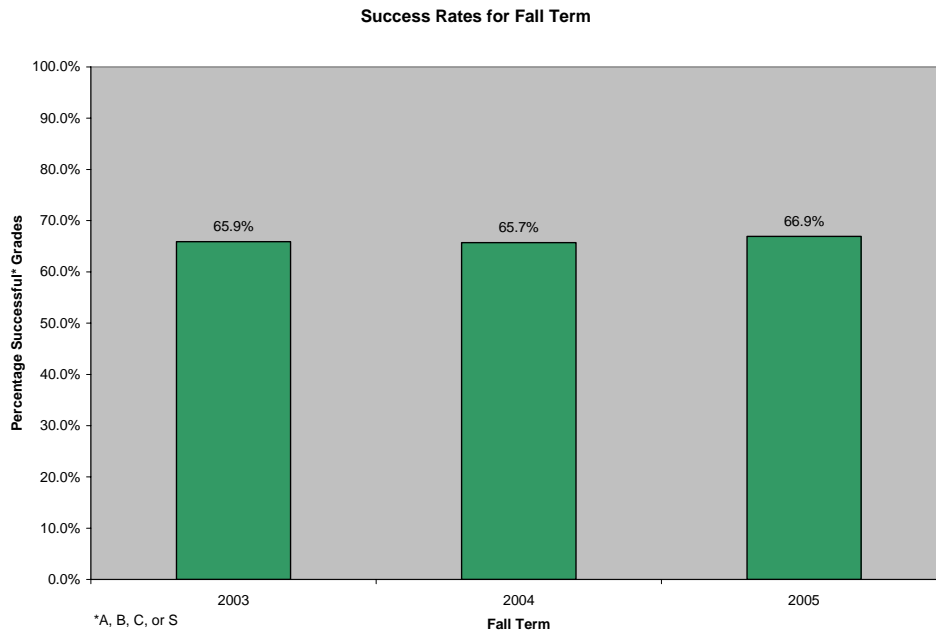


Figure 3.7.1-9 shows the percentage of successful grades for the past three fall terms. The grades that are considered successful are “A”, “B”, “C” or “S”.

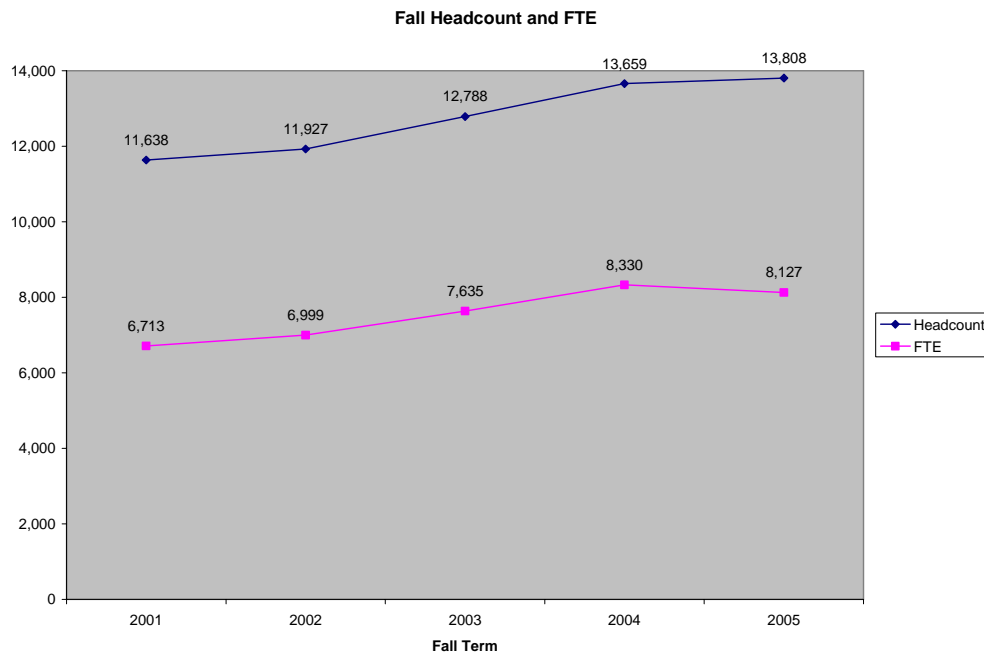
FIGURE 3.7.1-9



3.7.2. Key Measures on Student and Stakeholder Satisfaction and Dissatisfaction

The first key measure for student and stakeholder satisfaction is enrollment in the college. Figure 3.7.2-1 shows the fall term headcount and full-time equivalent (FTE) for the past five fall terms.

FIGURE 3.7.2-1



**Section III – Elements of Malcolm Baldrige Award Criteria
Category 7 – Organizational Performance Results**

Figure 3.7.2-2 shows the same fall headcounts broken down into five ethnic subgroups.

FIGURE 3.7.2-2

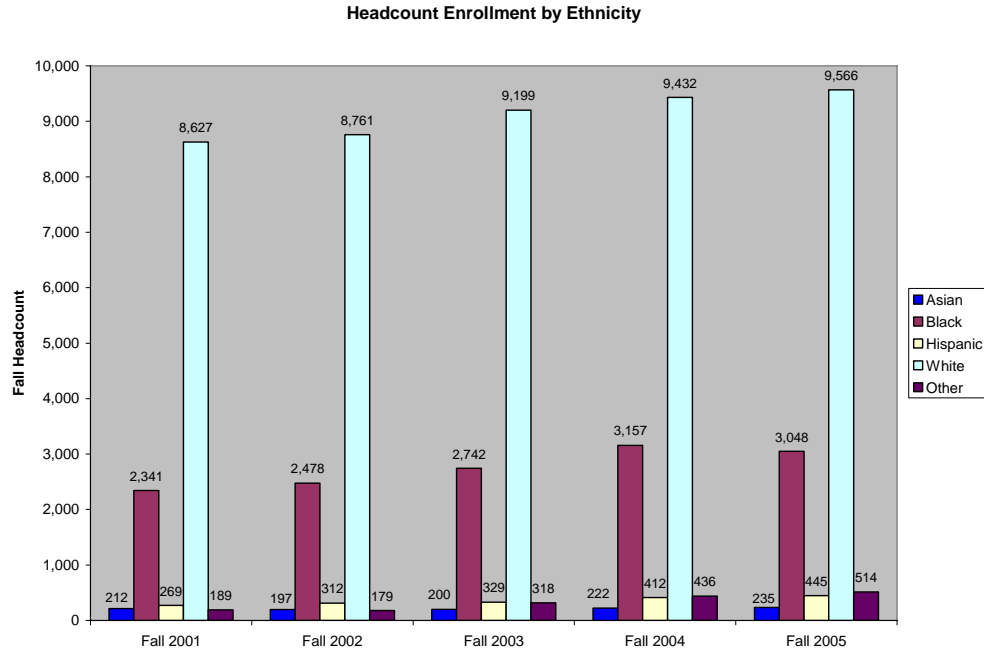


Figure 3.7.2-3 shows the percentage of service area participation for Greenville Tech and the other technical colleges from 2002-03 to 2004-05. Greenville Tech’s service area is Greenville County.

FIGURE 3.7.2-3

Service Area Participation			
Technical College	2002-03	2003-04	2004-05
Aiken	6.10%	6.19%	6.28%
Central Carolina	5.63%	5.53%	5.66%
Denmark	9.88%	10.43%	10.28%
Florence-Darlington	6.40%	6.55%	6.67%
Greenville	10.98%	11.31%	11.67%
Horry-Georgetown	6.75%	7.13%	7.05%
Midlands	6.09%	6.22%	6.28%
Northeastern	3.90%	4.13%	4.06%
Orangeburg-Calhoun	8.01%	8.68%	8.53%
Piedmont	7.22%	7.19%	6.76%
Spartanburg	4.16%	4.37%	4.28%
Tech. College of the Lowcountry	3.34%	3.21%	3.19%
Tri-County	4.42%	4.72%	4.70%
Trident	6.99%	6.99%	6.97%
Williamsburg	7.02%	7.22%	7.54%
York	5.41%	5.60%	5.32%
All Techs	6.37%	6.53%	6.52%

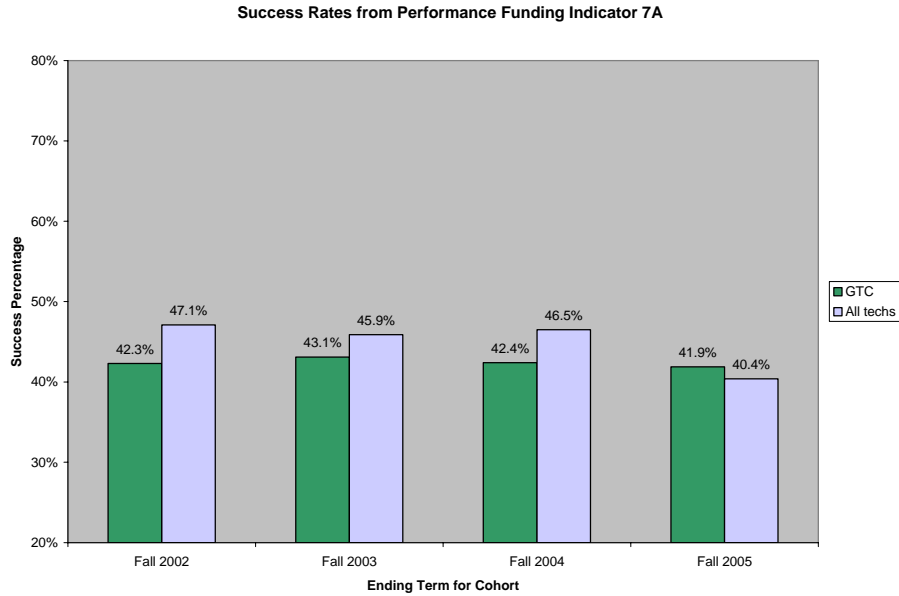
Annual unduplicated headcount as a percentage of service area 17 to 44 age population
State Tech

In addition to enrollment the college reviews success rates as defined by CHE for Performance Funding Indicator 7A. A cohort of full-time, first-time postsecondary award-seeking students is

Section III – Elements of Malcolm Baldrige Award Criteria
Category 7 – Organizational Performance Results

determined and tracked for three years. The success rate is based on the number of those cohort students who have completed an award within 150% of program time, have transferred to another college, or are still enrolled the fall term after the three-year period. Figure 3.7.2-4 shows Greenville Tech’s success rate compared to that of all technical colleges.

FIGURE 3.7.2-4



Indicator 8C2 is based on the fall-to-fall retention rates for minority South Carolina citizens. Figure 3.7.2-5 shows the retention rates for minority and non-minority students at Greenville Tech and all technical colleges since Fall 2000.

FIGURE 3.7.2-5

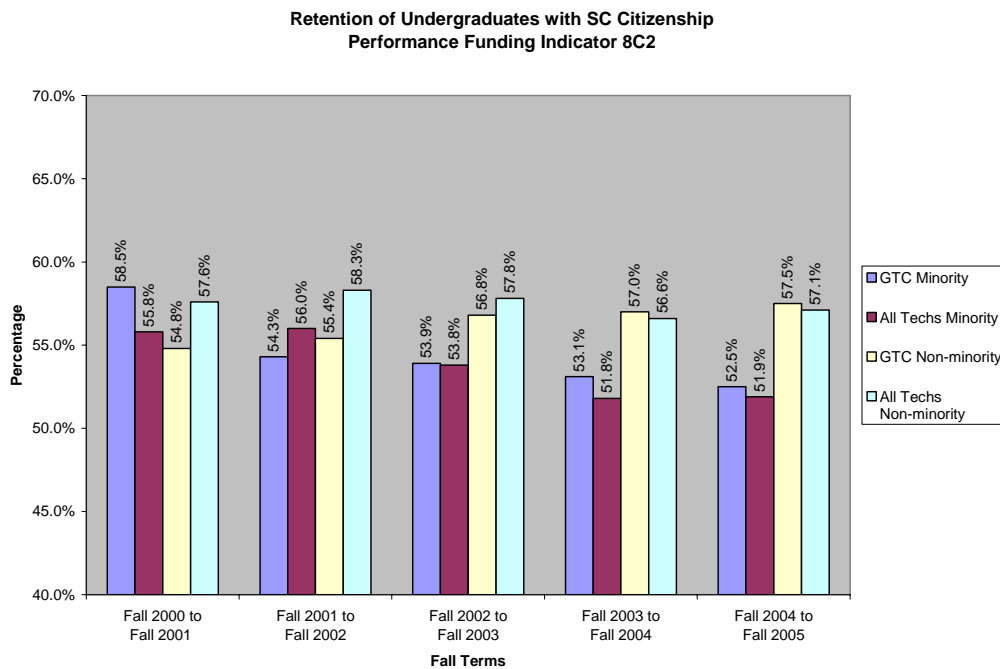
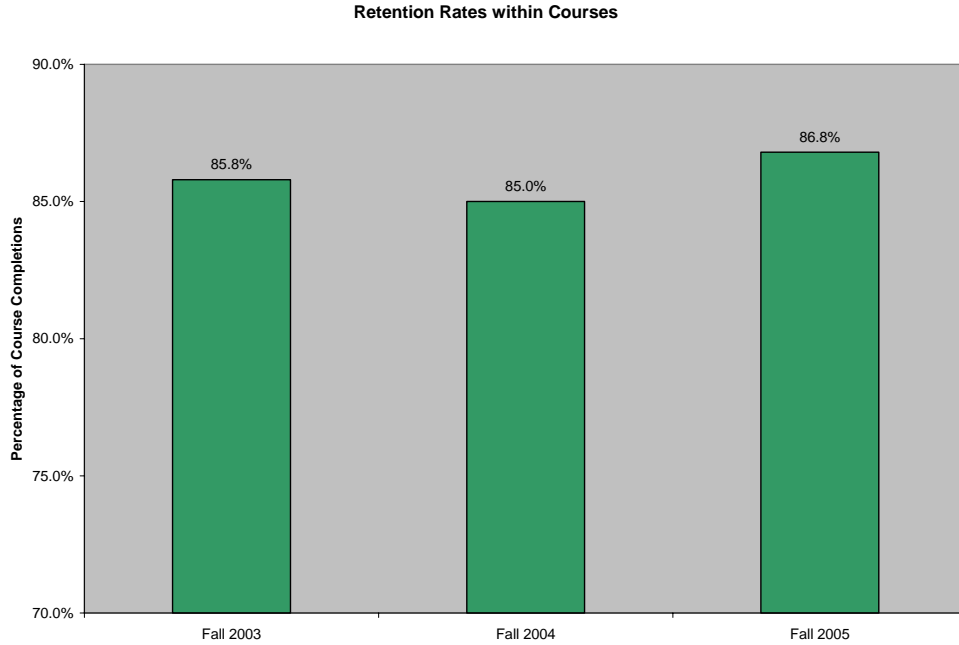


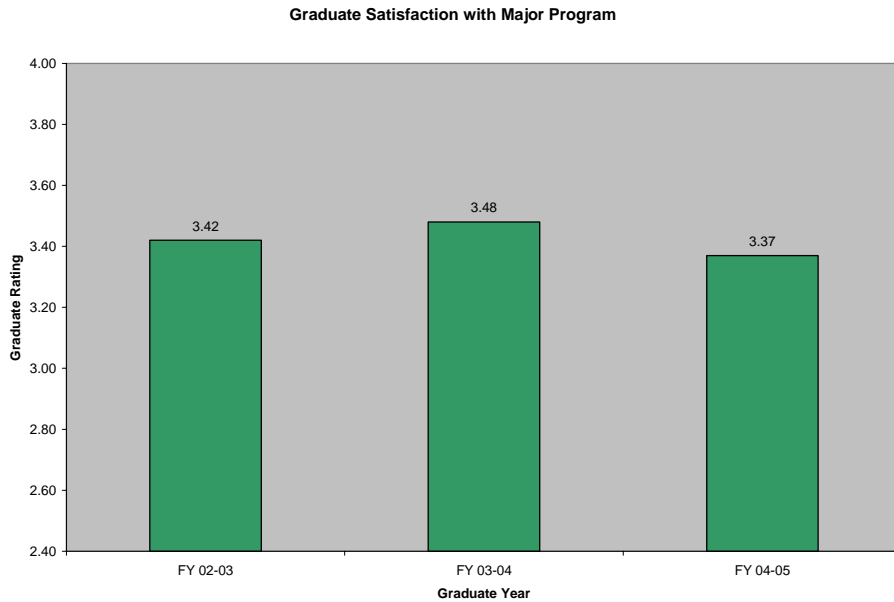
Figure 3.7.2-6 shows the within course retention rates of students from Fall 2003 to Fall 2005. These are the percentages of students who remain in a course to earn a grade other than “W”, “WA” or “WF”.

FIGURE 3.7.2-6



The college also gathers input on student satisfaction through various surveys and evaluations. Figure 3.7.2-7 provides data from the *Graduate Follow-Up* that is distributed to graduates of the previous fiscal year. Respondents are asked to rate their satisfaction with their major programs using a scale of one to four with four representing “Very Satisfied”.

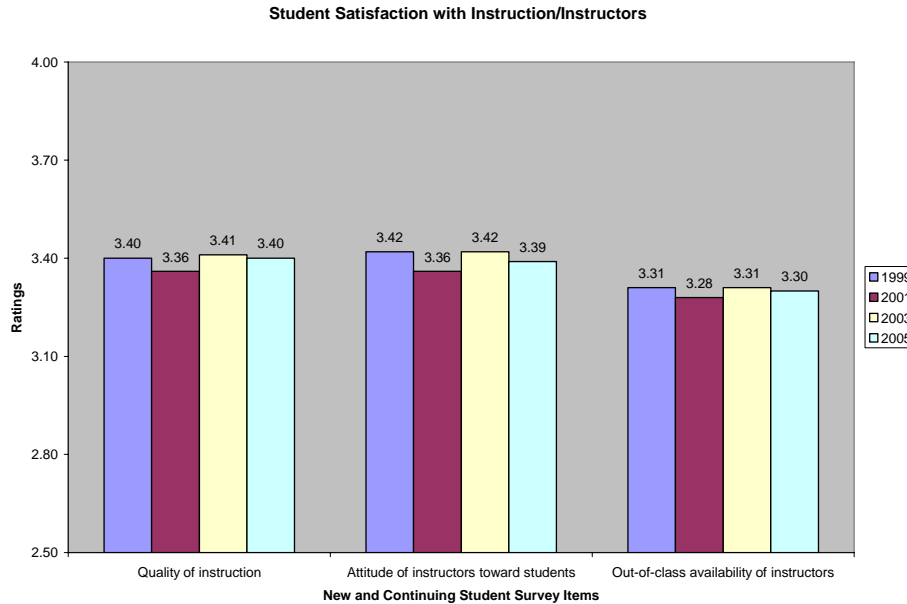
FIGURE 3.7.2-7



**Section III – Elements of Malcolm Baldrige Award Criteria
Category 7 – Organizational Performance Results**

Figure 3.7.2-8 contains data on three items from the *New and Continuing Student Survey* that has been conducted every other year for several years. The survey asks currently-enrolled students to rate various aspects of their Greenville Tech experience, as well as services provided. Again, the ratings are based on a scale of one to four with four representing “Very Satisfied”.

FIGURE 3.7.2-8



Another biennially-administered survey is the *Graduate Satisfaction Survey* that is sent to each graduate in the *Graduate Follow-Up*. Satisfaction ratings on student services since Fall 2001 are provided in Figure 3.7.2-9.

FIGURE 3.7.2-9

Graduate Satisfaction with College Services			
	2001	2003	2005
Academic Assessment Center (placement)	90%	95%	94%
Admissions Services	91%	95%	92%
Bookstore	90%	85%	84%
Business Office Services	91%	91%	87%
Cafeteria/Food Services	78%	89%	81%
Campus Security/Public Safety	90%	95%	93%
Career Direction Center	88%	92%	86%
Counseling Services	89%	94%	87%
Employment Assistance Office	69%	66%	73%
Financial Aid Services	60%	66%	69%
Library/Learning Resources Center	93%	99%	97%
Child Development Center	87%	94%	97%
New Student Orientation	90%	93%	91%
Registration Procedures	87%	90%	86%
Special Needs Office/Counseling	94%	93%	93%
Student Activities	80%	89%	86%
Student Records/Registrar's Services	90%	90%	91%
Student Support Services (non-tutoring)	93%	94%	90%
Tutorial Services	93%	97%	93%
Veterans' Services	80%	94%	95%

Graduate Satisfaction Survey Results

Section III – Elements of Malcolm Baldrige Award Criteria
Category 7 – Organizational Performance Results

Every term the college administers the *Student Evaluation of Instruction* according to the guidelines of the Commission on Higher Education in Performance Funding Indicator 2B. Figure 3.7.2-10 contains results from Fall 2004 and Fall 2005 for three items on the traditional format evaluation. Figure 3.7.2-11 contains results for three items on the alternative format evaluation that is distributed to students in online courses or telecourses.

FIGURE 3.7.2-10

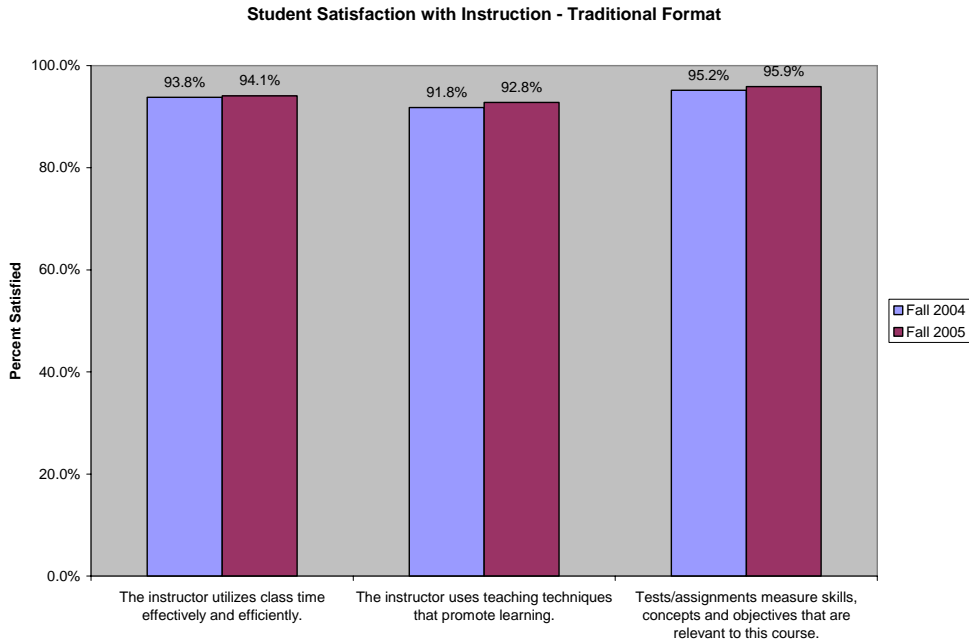


FIGURE 3.7.2-11

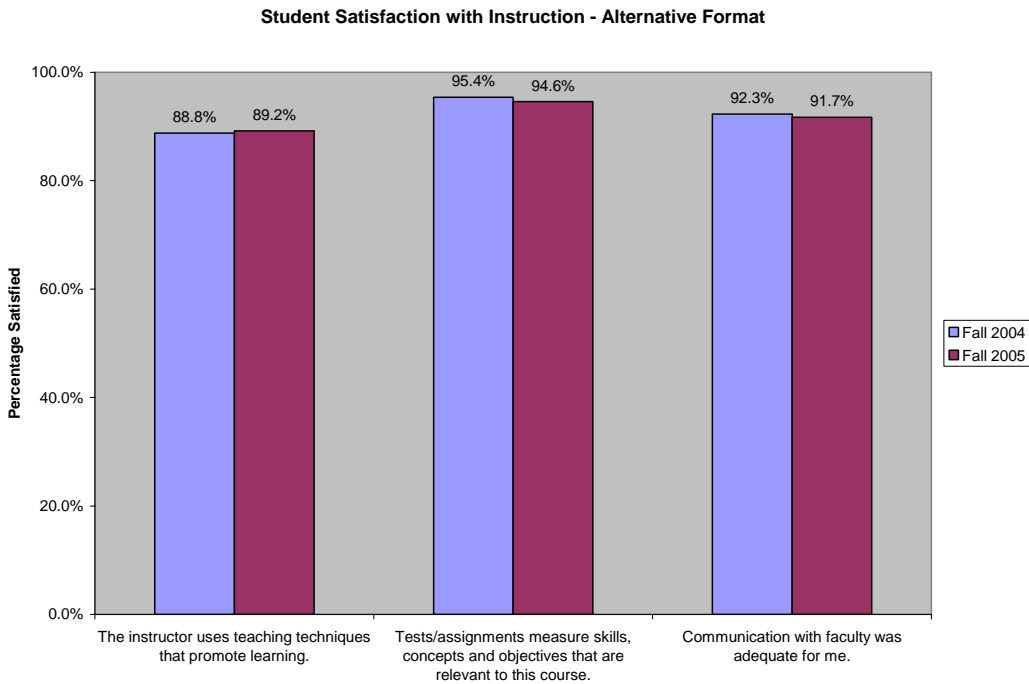
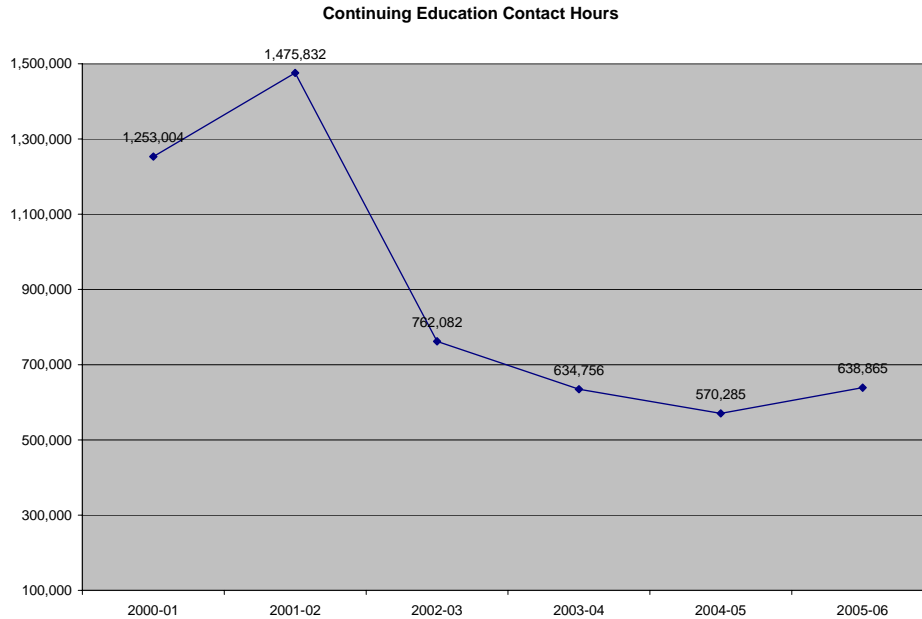


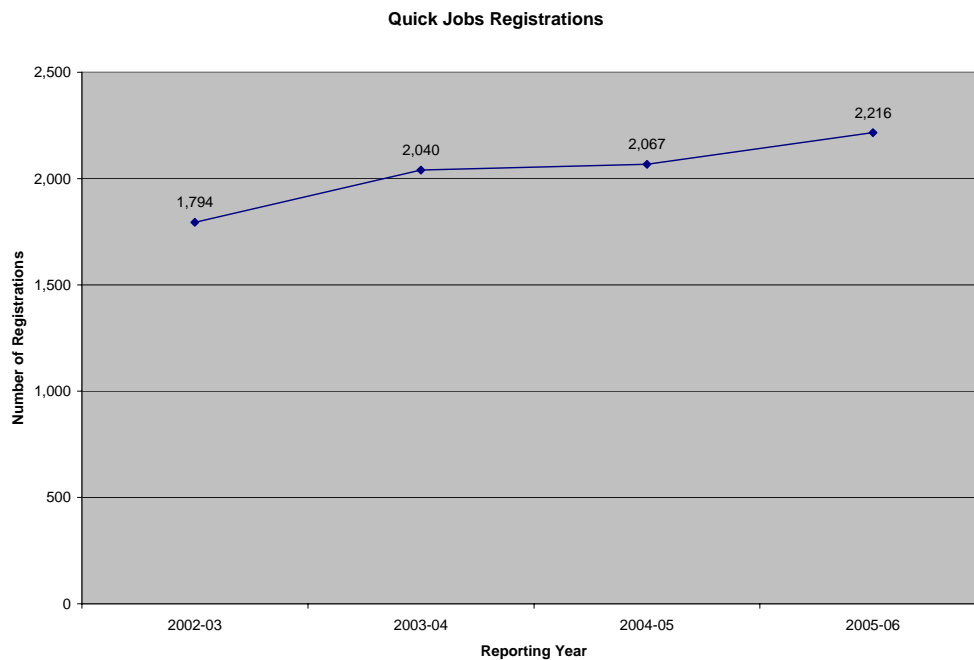
Figure 3.7.2-12 shows the Continuing Education non-credit contact hours since 2000-01. The downward trend from 2001-02 to 2004-05 has been fueled by two factors: the softening of the economy, including loss of jobs and employers requiring training; and changes in the state-supported re-training funding available to employers through the E-Zone act.

FIGURE 3.7.2-12



Quick Jobs is an award-winning program designed to provide short-term (less than 90 days) training to those in need of a job or a better job. Figure 3.7.2-13 provides the number of registrations for that program from 2002-03 to 2005-06.

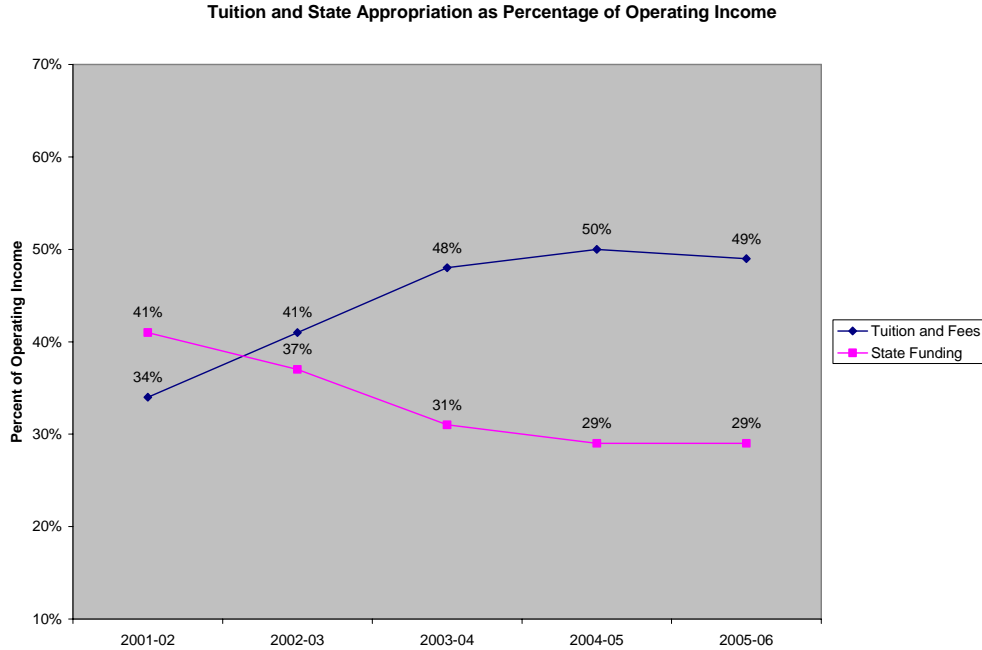
FIGURE 3.7.2-13



3.7.3 Key Measures on Budgetary and Financial Performance

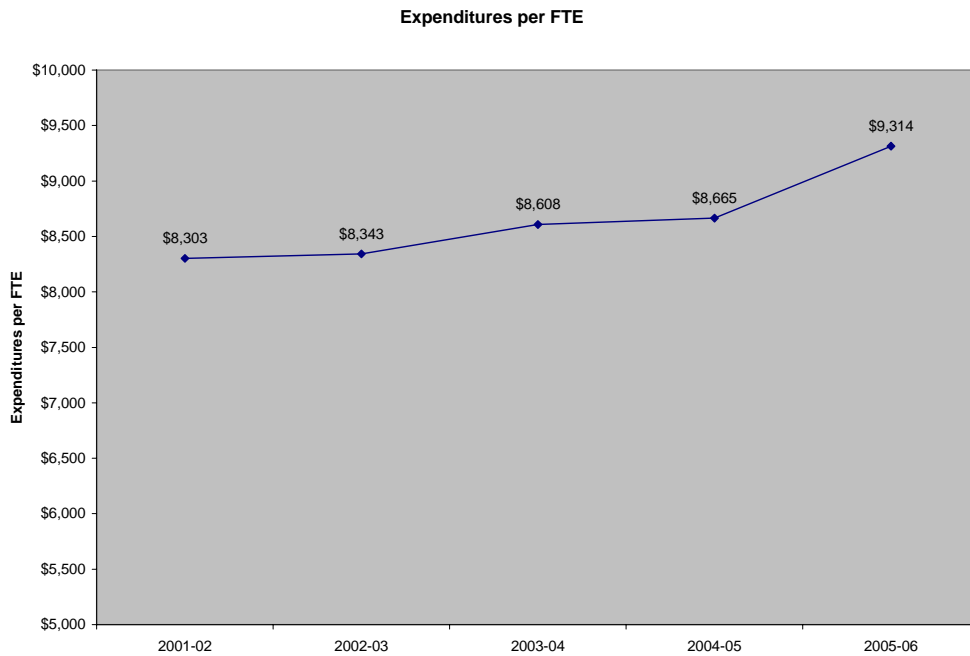
Tuition and the amount of state funds appropriated to the college as percentages of the college’s operating income are key measures. Both of these are shown in Figure 3.7.3-1.

FIGURE 3.7.3-1



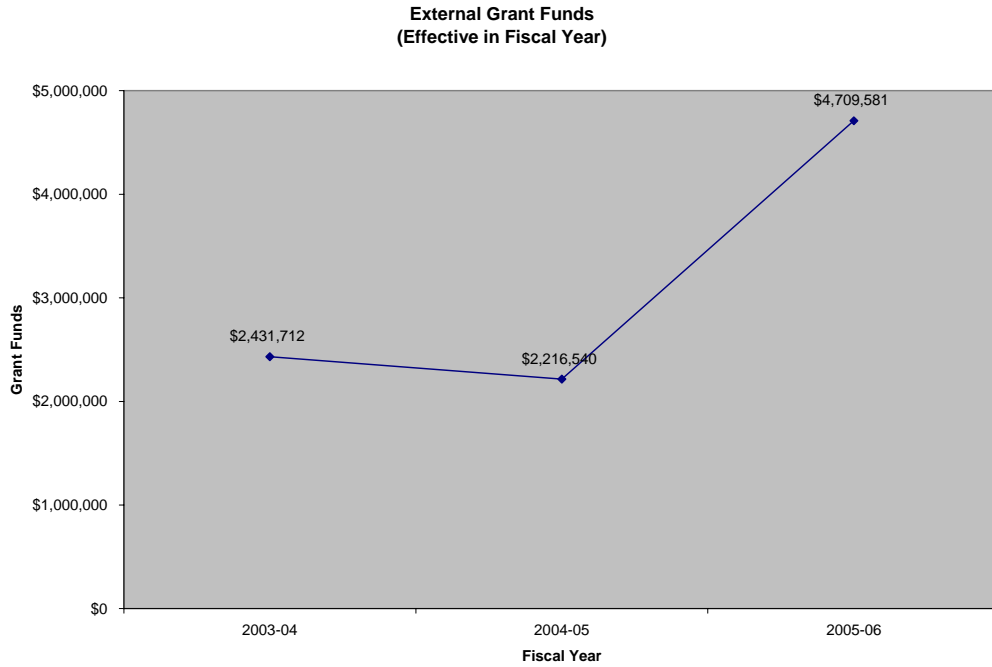
The annual cost to educate one full-time student is shown in Figure 3.7.3-2. The expenditure per FTE has shown an increase of over 12% since 2001-02.

FIGURE 3.7.3-2



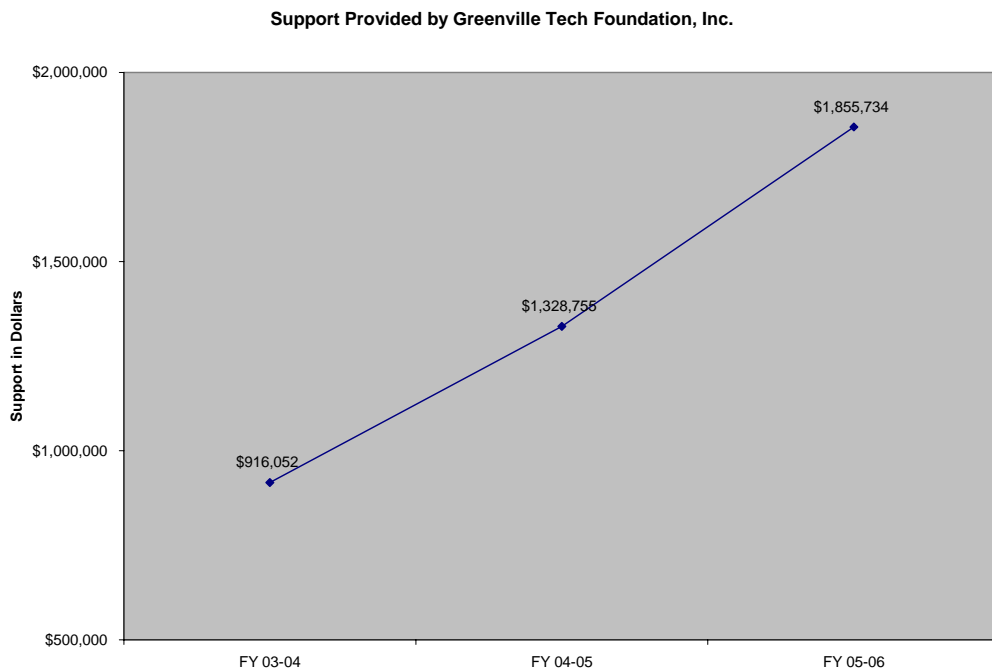
Greenville Tech actively seeks external grant funds to supplement other revenue sources. The amounts effective in the three most recent fiscal years are shown in Figure 3.7.3-3.

FIGURE 3.7.3-3



The Greenville Tech Foundation, Inc., provides support to the college in the form of equipment and supplies, faculty/staff development, property, and student and departmental activities. The amounts of support provided for the last three fiscal years are shown in Figure 3.7.3-4.

FIGURE 3.7.3-4



3.7.4. Key Measures on Work System Performance

One key measure for work system performance and faculty/staff satisfaction/development is the average faculty salary compared to that of all technical college faculty since Fall 2001 (Figure 3.7.4-1) and to each of the other technical colleges for Fall 2005 (Figure 3.7.4-2). Average faculty compensation is reported as Performance Funding Indicator 2D.

FIGURE 3.7.4-1

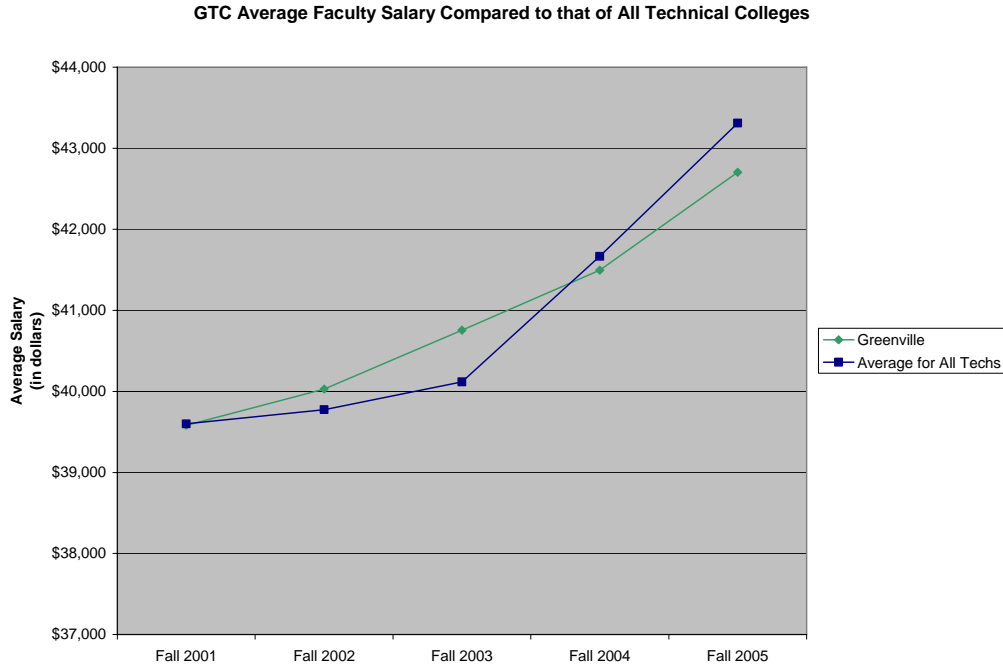
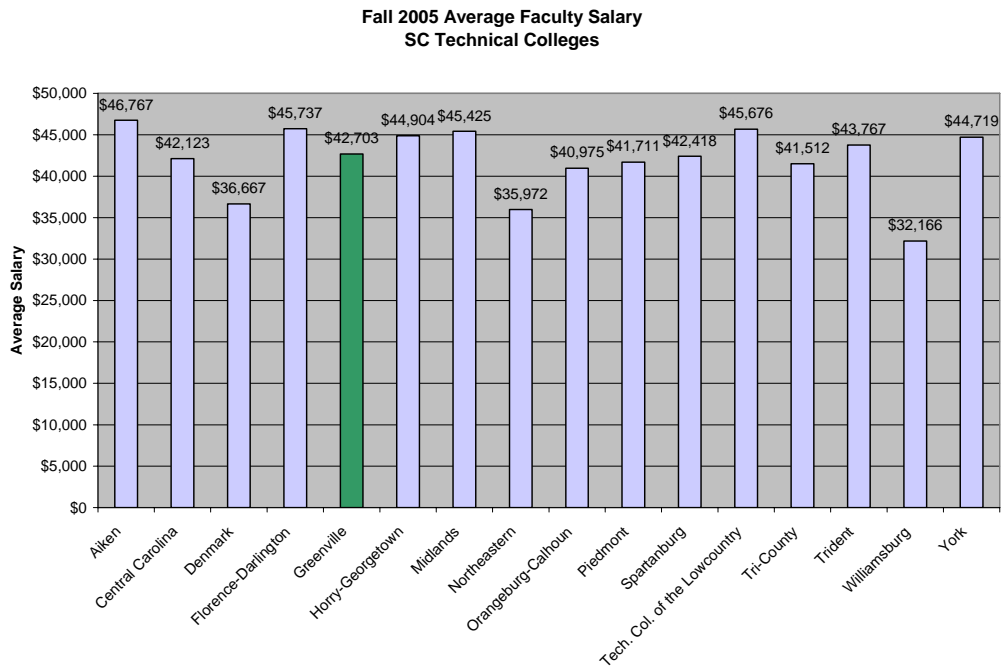
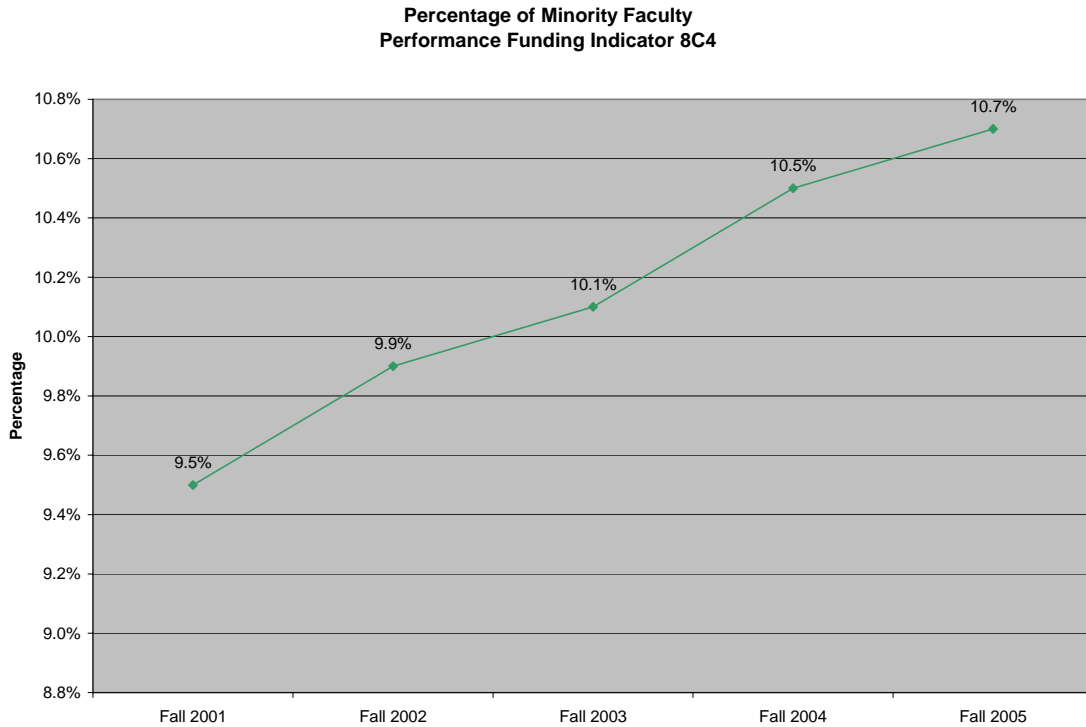


FIGURE 3.7.4-2



Another Performance Funding Indicator that serves as a key measure is the percentage of minority faculty (8C4). Figure 3.7.4-3 shows Greenville Tech’s improvement in this area since Fall 2001. In addition, Greenville Tech reviewed managerial positions and found that 23.6% of the current positions are filled by women and minorities.

FIGURE 3.7.4-3



Greenville Tech has over a fourth of its full-time faculty and staff with more than 15 years experience at the college. Figure 3.7.4-4 shows the number of employees by years at GTC.

FIGURE 3.7.4-4

Years at GTC	Number of FT Employees	Percentage
<1	38	5.6%
1 – 5	233	34.4%
6 – 10	132	19.5%
11 – 15	99	14.6%
16 – 20	91	13.4%
21 – 25	48	7.1%
26 – 30	23	3.4%
31 – 35	10	1.5%
36 – 40	1	0.1%
41+	2	0.3%

Faculty and staff have many options with respect to professional development. In addition to departmental funds, the Office of Academic Support provides funds through a professional development budget and through some Perkins Grant monies. The Greenville Tech Foundation, Inc., provides mini-grants to encourage faculty and staff to develop creative projects that will

benefit the students, faculty and staff of the college. Figure 3.7.4-5 shows funded/award amounts from Academic Support and the Foundation.

FIGURE 3.7.4-5

2005-2006 Professional Development Funds	
Office of Academic Support	\$65,780.09
Perkins Grant	\$80,722.13
Greenville Tech Foundation, Inc.	\$16,395.00
	\$162,897.22

Figure 3.7.4-6 provides the number of professional development workshops offered through the Office of Academic Support and the number of participants for the past three years.

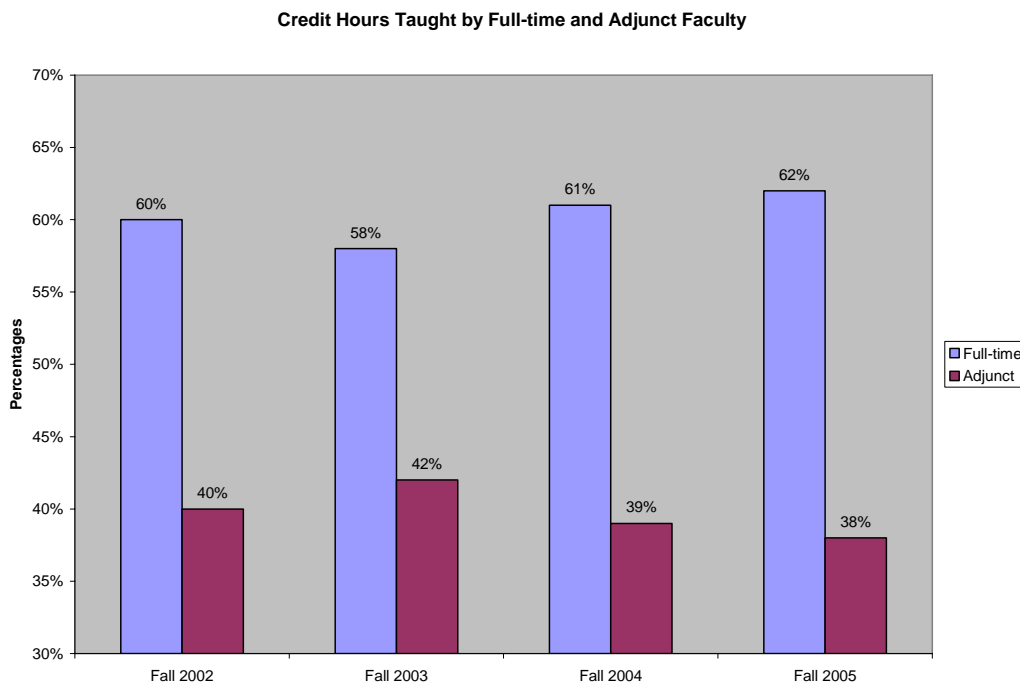
FIGURE 3.7.4-6

Professional Development Workshops		
	Number Offered	Number of Participants
June 2003 - May 2004	50	980
June 2004 - May 2005	38	1,049
June 2005 - May 2006	102	1,876

3.7.5. Key Measures of Organizational Effectiveness/Operational Efficiency

One key measure of organizational effectiveness/operational efficiency is the percentage of credit hours taught by full-time and adjunct faculty. Data for the last four fall terms are provided in Figure 3.7.5-1.

FIGURE 3.7.5-1



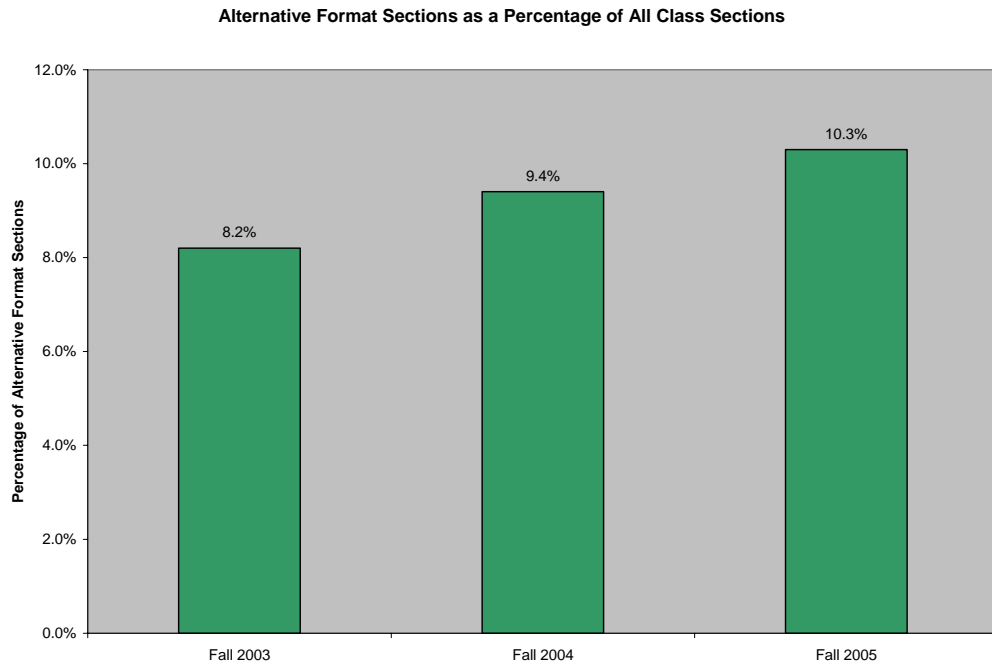
Enrollment by delivery method and site is also a key measure, and the data for the past three fall terms are provided in Figure 3.7.5-2. The growth of online enrollments is evident, and Figure 3.7.5-3 shows the increase in the number of online sections as a percentage of all class sections.

FIGURE 3.7.5-2

Please note that the headcounts are unduplicated only for the specific type, site or method.

ENROLLMENT DATA BY DELIVERY METHOD AND SITE						
SECTION TYPE	FALL 2003		FALL 2004		FALL 2005	
	ENROLLMENTS	HEADCOUNT	ENROLLMENTS	HEADCOUNT	ENROLLMENTS	HEADCOUNT
TRADITIONAL						
BARTON CAMPUS	24,308	8,877	26,479	9,736	25,630	9,283
BRASHIER CAMPUS	2,832	1,231	3,186	1,242	2,986	1,188
DONALDSON CENTER	424	143	560	167	599	176
GREER CAMPUS	3,898	1,715	4,445	1,868	4,367	1,714
NORTHWEST CAMPUS	1,083	587	2,093	868	1,949	1,048
NONTRADITIONAL						
ONLINE*	2,531	1,618	3,159	2,145	4,095	2,660
TELECLASS (ALL SITES)	662	599	584	526	570	516
TELECOURSE	822	704	820	676	496	424

FIGURE 3.7.5-3



Section III – Elements of Malcolm Baldrige Award Criteria
Category 7 – Organizational Performance Results

Figure 3.7.5-4 shows new classes and partnerships of Greenville Tech’s Continuing Education Division in 2005-06.

FIGURE 3.7.5-4

CE Area	New Classes	Need Met	New Partnerships
Business and Industry	25	<ul style="list-style-type: none"> • Training for Timken • Lab development for 3M and Milliken • Training for call center employees • Training for Sara Lee, Honeywell, Michelin, Lockheed, AlfMeier, Cliffstar, Fluor, Nuvox 	<ul style="list-style-type: none"> • Fluor in forming the Asset Performance Institute • Center for Accelerated Technology Training
Computer Training Center	5	<ul style="list-style-type: none"> • Increase in security concerns 	
Environmental	10	<ul style="list-style-type: none"> • Healthcare First Receiver Awareness and Operations courses for St. Francis • Course on SC/OSHA/EPA Asbestos Air Sampling Requirements • Customized training courses for specific job classifications • Online course on a new ASTM standard for Asbestos Building Inspections 	<ul style="list-style-type: none"> • Trident Technical College to offer classes in Asbestos and Lead in Charleston • Dan Infinger & Associates to serve customized training clientele • Carolina Safety Consultants for construction-related safety training • Environment-i-media to develop online asbestos course
Healthcare	38	<ul style="list-style-type: none"> • Training in Resident Care Companion for Greenville Hospital System 	<ul style="list-style-type: none"> • Practice Management Institute to offer medical coding online classes throughout the country • St. Francis Hospital in the Critical Incident Management Institute
Occupational	28	<ul style="list-style-type: none"> • Formation of advisory committees from local industry in residential construction and heavy equipment/highway construction • Outsourcing VA processing for Carolina Aeronautical 	<ul style="list-style-type: none"> • National Association of Certified Home Inspector

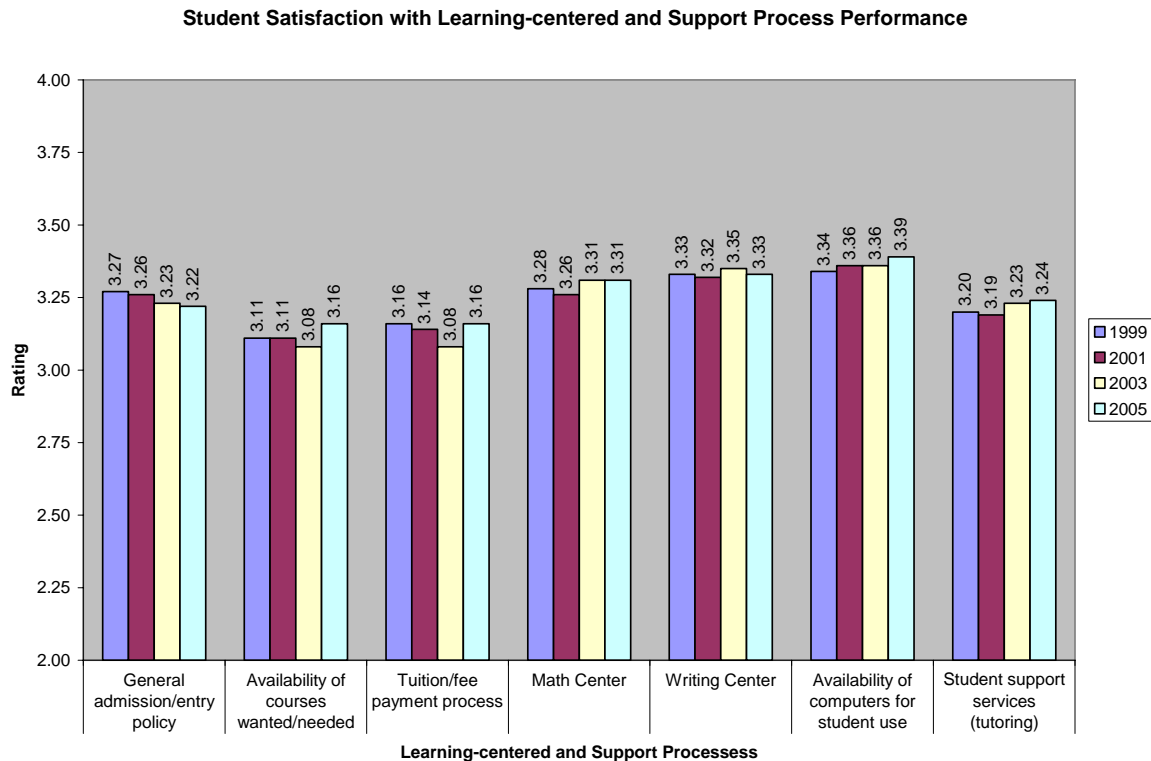
The college’s Academic Program Review process was described in Section 3.3.3. Each associate degree program completes a thorough review that results in commendations, recommendations and suggestions. The five-year schedule that lists the programs that participated in 2005-06 is provided as Figure 3.7.5-5.

FIGURE 3.7.5-5

GREENVILLE TECHNICAL COLLEGE ACADEMIC PROGRAM REVIEW 5-YEAR SCHEDULE				
2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
AA/AS	AMM	ACC	CRJ	AUT/ASEP
CEL	HIM	AET	ECE	NUR
LEG	IMT	DHG	EET	CET
MET	MKT	EGT	GMT	CPT
MLT	MTT	MGT	HUS	EMT
OTA	PTH	MMT	OST	FDS
			RAD	RES

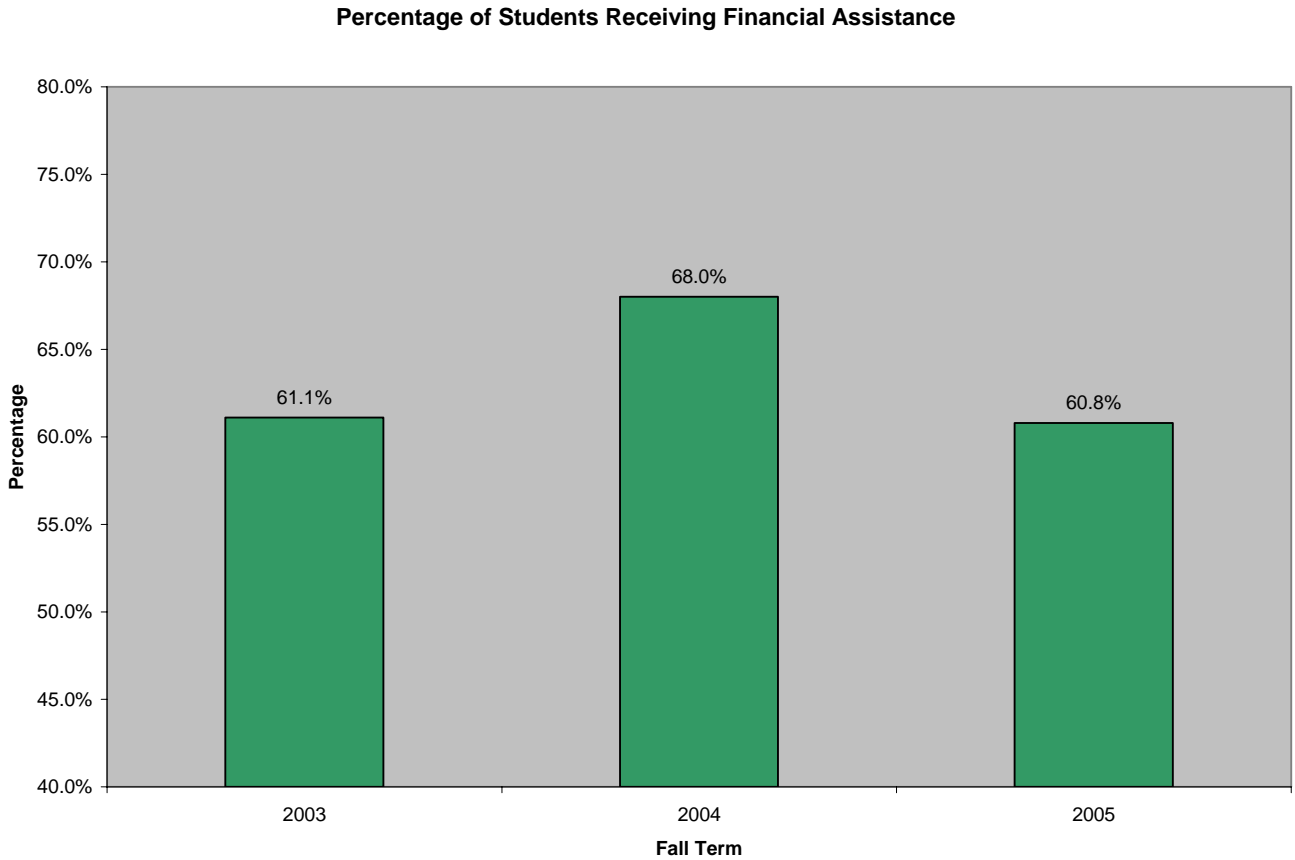
Student satisfaction with academic support areas is measured by items on the *New and Continuing Student Survey* and the *Graduate Satisfaction Survey*, both of which are conducted biennially. Figure 3.7.5-6 contains some of these items; others were reported on in Figures 3.7.2-8 and 3.7.2-9. These items utilize a scale of one to four with four representing “Very Satisfied”.

FIGURE 3.7.5-6



Many students require financial assistance in order to attend college. Figure 3.7.5-7 shows the percentage of fall term students who received financial aid in the past three years.

FIGURE 3.7.5-7



Technology is a key process that significantly impacts organizational effectiveness and operational efficiency. Figure 3.7.5-8 summarizes measures the college is taking to address this area.

FIGURE 3.7.5-8

Findings of External Technology Assessment	
Recommendations	College Responses
Hire Chief Information Officer	In process
Multi-year plan for information technology	Pending CIO appointment
Adopt wireless solution	Pending development of comprehensive IT plan
Focus on solutions using technology	Pending development of comprehensive IT plan

3.7.6. Key Measures Related to Leadership and Social Responsibility

3.7.6a

As outlined in Section 3.2.7, when annual measurable objectives are set at the beginning of the year, each department projects an annual “expected result/timeframe,” as well as quarterly “expected results.” Quarterly progress is measured against these projected measures and any problems or concerns with progress are noted. All this information is stored on the shared drive for review and monitoring by the leadership team. Biennially, the leadership team updates the president on accomplishment of the strategic plan, and he in turn updates the Area Commission.

Greenville Tech utilizes many advisory committees comprised of community leaders and members of business and industry. Their continued involvement in and support of the college illustrate the trust of these stakeholders. Figure 3.7.6b-1 provides advisory committee data for the past three years.

FIGURE 3.7.6b-1

Advisory Committees and Membership		
	Number of Committees	Number of Members
2003-2004	54	791
2004-2005	51	764
2005-2006	56	783

Institutional profile of Fact Book

Figure 3.7.6b-2 summarizes data from the *New and Continuing Student Survey* from the three most recent administrations and illustrates the trust that students and the community have in the college and the quality of its programs and services.

FIGURE 3.7.6b-2

COMPARISON OF REASONS FOR ATTENDING			
REASON	PERCENTAGE SELECTING AS VERY OR SOMEWHAT IMPORTANT		
	SPRING 2001	SPRING 2003	SPRING 2005
Quality of educational program	98%	98%	98%
Availability of chosen program of study	96%	98%	97%
Low cost of attending	95%	96%	96%
Convenient location	94%	94%	93%
Availability of financial aid	70%	85%	92%
Chance of employment upon completion	86%	89%	90%
Advice of friends or relatives	61%	62%	65%
Advice of someone who has attended GTC	54%	58%	58%
Contact with GTC representative	50%	56%	57%
Social atmosphere	55%	57%	56%
Suggestion of employer	38%	43%	44%
Advice of high school teacher/counselor	39%	42%	41%

**Section III – Elements of Malcolm Baldrige Award Criteria
Category 7 – Organizational Performance Results**

Greenville Tech publishes crime statistics on the college website as required by law. Figure 3.7.6c-1 provides the data for each campus from 2002 to 2004.

FIGURE 3.7.6c-1

Annual Crime Statistics by Campus					
		On-campus	Non-campus	Public Property	Non-police
Barton Campus	2002	14	3	4	0
	2003	8	1	14	0
	2004	7	3	4	0
Brashier Campus	2002	0	0	0	0
	2003	0	0	1	0
	2004	0	0	0	0
Greer Campus	2002	0	0	0	0
	2003	0	0	0	0
	2004	1	0	0	0
Northwest Campus	2002	0	0	0	0
	2003	0	0	0	0
	2004	0	0	0	0

Greenville Tech's web page

In *The Status of Equal Employment Opportunity in South Carolina State Government*, a February 2006 report to the General Assembly from the South Carolina Human Affairs Commission, Greenville Tech had the highest percentage of goal attainment of agencies with 501 to 1,000 employees. Figure 3.7.6c-2 provides the results.

FIGURE 3.7.6c-2

Percentage Level of Goal Attainment Agency Size 501 – 1,000			
Ranking	Agency	Percent	# of Employees
1	Greenville Technical College	97.3	702
2	Employment Security Commission	97.1	926
3	Midlands Technical College	95.1	582
4	Department of Revenue	92.5	642
5	Health and Human Services	91.6	997
6	Probation, Pardon and Parole	89.1	719
7	Trident Technical College	88.4	603
8	State Law Enforcement Division	84.1	537
9	Department of Education	83.5	914
10	Winthrop University	82.0	786
11	Department of Natural Resources	80.5	693
12	State Ports Authority	79.6	598
13	Coastal Carolina University	79.5	727
14	South Carolina State University	69.3	675
15	The Citadel	63.4	624

Section III – Elements of Malcolm Baldrige Award Criteria
Category 7 – Organizational Performance Results

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 which means that in the auditor's opinion the financial statements present fairly, in all material respects, the financial position of the college. There have not been any management points or disagreements with management. Generally the auditors will make suggestions on ways to improve processes or internal controls if they see opportunities. Whenever those suggestions are made, they are implemented.

The college also has an audit of federal awards in accordance with the Single Audit Act. In fiscal years 2002-2005, the college has had several audit findings regarding Financial Aid policies and procedures. The problems occurred as a result of the college's rapid growth and move to a new computer system. The college has worked very hard to resolve these issues; the college's internal audit function has been expanded to include audits of Financial Aid. There has been a concerted effort to devote resources to solve the problems and improve the system so that all financial aid requests will be processed in an efficient error-free process. In fiscal year 2005-06, there were no audit findings.

The Americans with Disabilities Act (ADA) requires that notice of compliance along with contact information for responsible parties be posted on all publications produced by the college. The major sources of information produced by the college are the Catalog/Student Handbook and the college website (www.greenvilletech.com). The appropriate statement is posted in both of these locations. Also, in accordance with the ADA, the college application has notice of services available to students with disabilities who may need assistance during the admissions process.

The college is also required to have a grievance procedure. The Student Handbook outlines the grievance procedure for students. The Office of Human Resources maintains complaint and grievance forms relative to Title I of the ADA. The college has not received a grievance in the past 12 months.