



Aiken
Technical
College

State Accountability Report

FY 2008



**Aiken Technical College
State Accountability Report
Fiscal Year 2008**

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Section I: Executive Summary

I.1. Mission, Vision, and Values

MISSION

Aiken Technical College is a public, open-door, two-year, comprehensive institution of higher education established to provide citizens of Aiken County opportunities for educational, economic, professional, social and personal development. The College educates and trains students to provide an effective work force to support economic growth and community development through its focus on teaching and service.

VISION

We envision Aiken Technical College as a catalyst for developing educated, engaged and employable individuals whose collective energy will be the driving force for prosperity and the quality of life in our diverse communities.

VALUES

Aiken Technical College's core values define the College and provide the environment for all decisions and actions. These core values are:

Education - Education is the key to individual, community, and economic development in a complex technological society.

Commitment to Students - Students deserve the finest instruction, resources and services to enhance their growth and development.

Excellence - The College promotes excellence in personnel, programs and work environment while encouraging integrity, accountability and respect for individuals.

Community - Partnerships that develop solutions to community challenges are important to economic vitality and quality of life.

Diversity - Respect for diversity is an important part of the educational process.

I.2. Major Achievements of FY 2008

The College's major achievements for 2007-2008 included:

- Conducted Pre-College Institutes in mathematics, English, and College Skills for incoming first-year students

- Implemented Year 1 Achieving the Dream initiatives: Developmental Education; and, Incoming Student Experience
- Developed a Faculty Learning Community for all Developmental Education faculty for fall implementation
- Developed a Faculty Academy for all faculty for fall implementation
- Administered the Measure of Academic Proficiency and Progress (MAPP) test to assess general education learning outcomes
- Implemented On-Line Orientation for new students
- Developed New Student and Family Orientation for fall implementation
- Completed restructuring of Student Services organization and work processes to better manage enrollment
- Expanded the Chemical Operators/Process Technician program for business and industry
- Developed an Emergency Medical Technician-Intermediate program for fall implementation
- Developed and implemented articulation agreements for non-credit to credit programs for: Certified Nurse Assistant (CNA) to Licensed Practical Nurse (LPN); and, non-credit PRIMEDIA Industrial Maintenance to credit Industrial Maintenance Technology
- Re-implemented the Licensed Practical Nursing program in spring 2008 with 24 students enrolled
- Developed and implemented an Academic Program Assessment Plan as a companion to the Academic Program Review Process to assess program, course and student learning outcomes
- Conducted the Denison Organizational Climate Survey to assess organizational and leadership performance
- Developed a Radiation Protection Certificate program for fall implementation
- Developed new flexible learning delivery system in Industrial Technology programs for fall implementation
- Developed and implemented a Faculty and Learning Electronic Share File with information on pedagogy, assessment, technology, best practices, etc.
- Implemented “SmartThinking”, an online tutoring service, through the Academic Success Center to provide 24-7 assistance to students
- Developed Datatel Student Information System improvement plan to provide E-Advising, Smart Registration, and other retention and early alert enhancements
- Completed the “Compliance Audit” phase of the SACS reaffirmation of accreditation process
- Completed 100/200 building renovation
- Implemented technology upgrades for data warehousing and R-18 conversion
- Developed and taught hydrogen technology instructional modules in selected industrial and engineering programs
- Developed Pharmacy Technician Certificate program for fall implementation

1.3. Key Strategic Goals

GOALS
<p>Aiken Technical College has adopted five goals to ensure the continuous improvement of the College:</p> <ol style="list-style-type: none"> 1 - Empower our students through life-changing educational experiences to become productive and committed citizens. 2 - Create customized workforce development solutions for partnering companies to enhance their productivity and growth potential. 3 - Achieve a college culture of excellence through the deployment of an evidence based continuous improvement system. 4 - Deploy technology applications to enhance student learning, improve services and achieve administrative efficiency. 5 - Partner with community initiatives to enhance the economic well being of the region.

1.4. Opportunities and Barriers

Aiken Technical College has made many improvements and revisions in its physical facilities, operations, and programming in recent years to create new opportunities and ameliorate barriers. In some cases, issues present both opportunities and barriers, as noted below in the bulleted list:

Opportunities:

- New and renovated instructional buildings resulting in technically current labs in several program areas and aesthetically pleasing surroundings
- Closing the achievement gap among low income and minority students through participation in the Achieving the Dream Initiative
- New technologies implemented to enhance student services and academic programming.
- New allied health programs and expansion of the associate degree nursing programs that provide local educational opportunities in high demand, high wage career fields while addressing workforce shortages in the health industry
- Organizational redesign leading to improved communications and effectiveness in the Student Services and Academic Affairs divisions
- Workforce development programs and facilities unique in the region that are a major benefit to economic development efforts of the region
- Emergence of new technology and labor sectors in the local economy that can be addressed by new College technical programming (credit and non-credit)

Barriers:

- Declining state support as a percent of the total budget

- Aging facilities and technology in the original buildings on campus, resulting in higher maintenance and technology replacement costs
- Balancing allied health/nursing job demand with high program delivery costs in combination with declining state funding support for allied health
- Aging College workforce with increasing turnover expected due to retirements
- Changing local economic profile that has resulted in a stagnant manufacturing base and growth in the nuclear field, creating a large demand that cannot be immediately met
- Significant number of academically under-prepared students entering the College, resulting in the need for large numbers of remedial courses and decreased student retention due to academic performance

1.5. Use of Accountability Report to Improve Performance

ATC uses the accountability process to seek continuous improvement in programs, services and operations. This serves as the foundation for the College's Institutional Effectiveness (IE) process, which in turn requires a College-wide comprehensive planning and assessment process that identifies needed change; selects a direction for the College; communicates that direction to its personnel; provides the mechanism to develop appropriate courses of action; allocates needed resources to ensure success; and evaluates results to continuously improve educational programs, services and operations. The IE process is described in detail in section III.4.1. The Baldrige criteria serve as the framework for the analysis of current action plans, for the modification of existing strategies and action plans, the development of new strategies and action plans, and the assessment of strategic results.

Section II: Organizational Profile

II.1. Main Educational Programs, Offerings and Services and Primary Delivery Methods

ATC provides Aiken County and the surrounding Central Savannah River Area (CSRA) with high quality education and training opportunities. The College offers nine associate degrees with 15 majors, five diplomas and 48 certificates in university transfer, health, public service, business, industrial, engineering, office systems, and computer technologies. Primary delivery methods of courses include: traditional lecture/lab on campus; distance learning via two-way compressed audio/video systems and on-line; hybrids; and, practical experience via clinical instruction at affiliated healthcare facilities and co-operative learning experiences at employer work sites.

The Workforce and Business Development Division provides short-term programs and courses in instructor led, on-line blended learning and computer based self-paced learning formats that are designed for occupational development, advancement and customized corporate training for business and industry. Programs are offered both on and off-campus. In addition, the Division provides full service testing and non-credit, life-long learning programs.

II.2. Key Student Segments, Stakeholder Groups and Market Segments

The primary stakeholder groups served by ATC include students, faculty, staff, college administrators, public and private employers, other higher education institutions, public schools, community organizations, taxpayers, and the general community at large. ATC's key student and market segments include new high school graduates attending college for the first time and adults seeking credit degrees or retraining, unemployed and underemployed adults seeking education and/or retraining, as well as currently employed adults seeking to upgrade their skills.

Market Segments (n=2,529)	Fall 2007
In State	87.0%
Out of State	13.0%
Demographics	
Black, African-American	36.8%
White, non Hispanic	60.5%
Female	64.5%
Male	35.5%
First-Time Freshmen	21.2%

Age	Fall 2007
18-24	58.0%
25-29	14.4%
30-39	14.9%
40-49	8.1%
50 and over	4.4%
Academic Awards 2007	
Associate Degree	35.8%
Diploma	11.9%
Certificate	52.3%

Students Receiving Financial Aid	Fall 2007
LIFE Scholarships (n=96 of 1,242)	7.7%
Need-Based Grants (n=422 of 1,242)	34.0%
Lottery Tuition (n=724 of 1,242)	58.3%
PELL Grants (n=954 of 2,529)	37.7%

II.3. Operating Location

ATC's single location's address is 2276 Jefferson Davis Highway, Graniteville, South Carolina, 29829. The mailing address is PO Drawer 696, Aiken, South Carolina, 29802-0696. The campus occupies 288 acres and includes nine buildings that feature state-of-the-art classroom space and laboratories, as well as two buildings that house maintenance and public safety functions.



II.4. Number of Employees

Full-Time Employees	Male	Female	Total
Staff	28	59	87
Faculty	30	30	60
Total Full-Time	58	89	147
Part-Time Employees	Male	Female	Total
Adjunct Faculty	91	75	166
Temporary Contract	31	62	93
Total Part-Time	122	137	259

II.5. Regulatory Environment

ATC is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) to award associate degrees. Discipline-specific accreditation entities include the Accreditation Board for Engineering Technology, the Association of Collegiate Business Schools and Programs, the American Dental Association, the Commission on Accreditation of Allied Health Education Programs, the Joint Review Committee on Education of Radiologic Technology, and the National League of Nursing.

ATC is a member of the South Carolina Technical College System (SCTCS) and is governed by the policies of the State Board for Technical and Comprehensive Education (SBTCE). The South Carolina Commission on Higher Education, the South Carolina Budget and Control Board, and the South Carolina Board of Nursing provide regulatory direction and oversight for the College. The federal Department of Education and the National Center for Educational Statistics provide regulatory direction regarding the disbursement of federal financial aid and the required data reporting system. ATC is an equal opportunity employer and is subject to the laws enacted by the South Carolina General Assembly and the United States Congress.

II.6. Governance System

ATC derives its legal authority from Act 1268 of Code of Laws of South Carolina, 1972, as amended by Act 654 (H3663 of 1976) that establishes the legal basis for the operation of the SBTCE. This ordinance gives the SBTCE authority to coordinate planning, academic, financial, and personnel actions throughout the system. S.C. Code of Laws 21-1099.11 through 21-1099.15 (1962) provides for an area commission to govern ATC in compliance with state laws and state-level policies and procedures promulgated by the SBTCE.

The Aiken County Commission for Technical and Comprehensive Education (Area Commission) is ATC's governing body. The Commission consists of nine registered electors of Aiken County appointed by the Governor, the chairman of the Aiken County Commission for Higher Education (ex-officio) and the District Superintendent of Education for Aiken County (ex-officio).

Policies developed to carry out the responsibilities delegated to the Area Commission are promulgated after approval by the Commission in numbered documents. The Commission also approves the operational and capital budgets of the College. In addition, the Commission delegates to the President of ATC the authority to issue procedure guidelines of state laws, SBTCE and Commission policies. Policy documents issued by the Commission and procedures issued by the President have the force of law. The policies and procedures of ATC are kept in the College policy manual and posted on the intranet.

It is the policy of ATC for the President to designate and use an Executive Staff as an organizational unit to assist in making decisions on matters affecting operation and administration. The Executive Staff provides a vital communication link in the College's participatory management and decision-making process. The President is responsible for all final decisions. The Executive Staff includes the Vice President of Administrative Services; Vice President of Student Services; Vice President of Academic Affairs; and the Vice President of Workforce and Business Development.

II.7. Key Suppliers and Partners

CATEGORY	ROLE	FUNCTION
Community Agencies <ul style="list-style-type: none"> • Department of Social Services • Employment Security Commission 	Partner Supplier	Supply students and support joint grant and community programs to assist displaced workers, underemployed and unemployed citizens
Other Colleges	Supplier Partner	Benchmark programs and services and receive/send students in transfer
Lower Savannah Council of Governments	Partner	Fund WIA programs
K-12 to include Adult Education	Supplier Partner	Partner to develop secondary to post-secondary collaborations and recruitment base under the Education and Economic Development Act
Healthcare Facilities <ul style="list-style-type: none"> • Area Hospitals • Medical Offices • Long-term care facilities 	Supplier Partner	Provide clinical sites and preceptors for students Provide scholarships and financial support of programs
Community-based social agencies	Partner	Provide service projects for students
Community residents	Supplier	Provide students
Business and Industry	Supplier Partner	Provide students, consortium members, advisory committee members, and customer council & in-kind professional services, scholarships, guest lecturers, adjunct faculty, and work experience
Professional Organizations, Civic & Community Clubs <ul style="list-style-type: none"> • Chamber of Commerce • Rotary etc. 	Partner	Provide guest lectures and adjunct faculty
Vendors and Contractors	Supplier	Supply equipment, materials, supplies and expertise
National & State Regulatory Agencies	Supplier	Provide information and equipment
Economic Development Entities <ul style="list-style-type: none"> • Economic Dev. Partnership • WIA & One Stop Career Center 	Partner	Provide standards, information, oversight, information, support and collaboration

II.8. Key Competitors (Other educational systems that directly compete for the same type of students, research grants, etc.)

Located in the Central Savannah River Area (CSRA), Aiken Technical College has many local competitors. In addition to institutions located in South Carolina and neighboring counties in Georgia (Richmond and Columbia Counties), the U. S. Army base at Ft. Gordon (GA) hosts many institutions that provide educational programs (campus and on-line) for local citizens. In a recent analysis completed by a consultant (SEM Works), Aiken Technical College compared quite favorably with its competitors in such areas as awareness and image, marketing and recruitment communications and variety of academic programs.

II.9. Principle Factors That Determine Competitive Success (The key changes that are taking place that significantly impact ATC's competitive situation.)

Cost, college size and a wide array of course and program offerings are among the items cited as a significant advantage for the College over its competitors in the SEM Works report. In order to remain competitive, the College plans to market programs where there is minimal competition and the College has unused capacity. In addition, the following environmental issues are likely to have a significant effect on Aiken Technical College (and all institutions of higher education) in the near future: keeping up with technology trends, providing effective information exchanges, providing opportunities for student socialization and personal growth, and adjusting program offerings to ensure that the College offers viable programs in “high growth” areas for our students.

II.10. Performance Improvement Systems

The Office of Planning and Research assists ATC in the pursuit of its mission by:

- Developing, collecting, and communicating measures of institutional effectiveness
- Providing management information and policy analysis
- Promoting the College's institutional effectiveness model and planning process
- Compiling and reporting mandated information

The Institutional Effectiveness (IE) process includes a wide array of performance improvement systems. The IE process integrates the functions of Institutional Research, Planning, and Assessment to provide reporting and decision-making data and information to both internal and external constituents in support of efforts to improve the quality and functioning of the programs and services. **Institutional Research** provides data to be used for planning and/or assessment activities; survey services with regard to any planning and/or assessment technique or tool; external activities including completion of mandated federal and state reporting; and ad hoc external data requests. Internal activities include preparation of such data projects as the enrollment profiles, program review data, application and admissions' data, student satisfaction surveys, etc. **Planning** encompasses all strategic and annual planning activities at the institutional level, as well as single-use plans for special activities. **Assessment** and evaluation assistance is provided to all administrative, academic, and academic support units through training and consultation with academic, academic support units, and individual faculty and staff as they endeavor to determine the impact of their planning and assessment initiatives.

ORGANIZATIONAL STRUCTURE

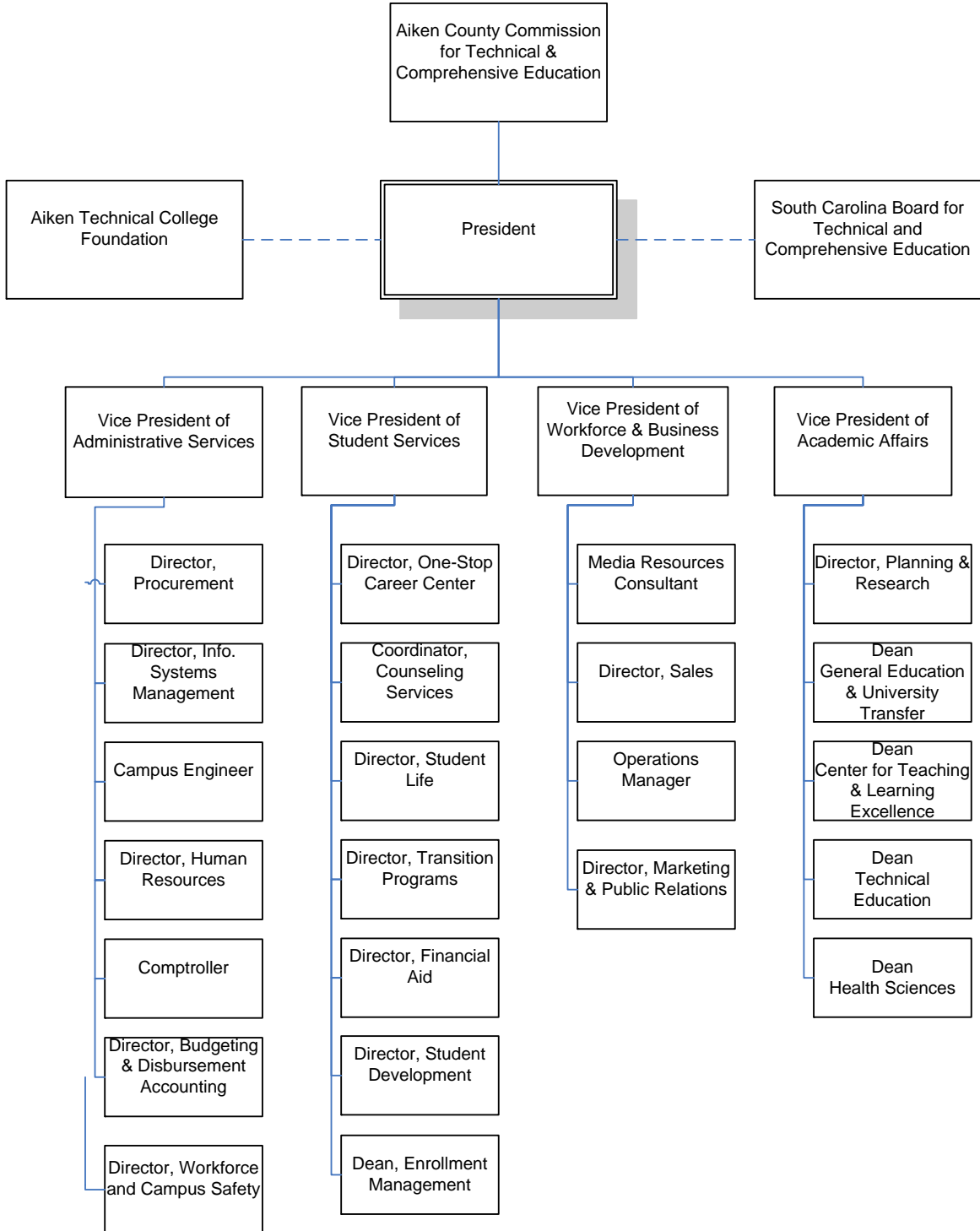


Figure 11.11 – Organizational Structure

II.12. Accountability Report Appropriations/Expenditures Chart

Base Budget Expenditures and Appropriations

Major Budget Categories	FY 06-07 Actual Expenditures Total Funds	General Funds	FY 07-08 Actual Expenditures Total Funds	General Funds	FY 08-09 Appropriations Act Total Funds	General Funds
Personal Service	9,025,849	4,151,124	9,725,068	4,496,527	10,380,189	4,307,984
Other Operating	7,557,586	0	8,990,799	0	6,752,817	0
Fringe Benefits	2,126,520	1,005,613	2,167,374	1,114,348	2,635,920	1,067,624
Total	18,709,955	5,156,737	20,883,240	5,610,875	19,768,926	5,375,608

Other Expenditures

Sources of Funds	FY 06-07 Actual Expenditures	FY 07-08 Actual Expenditures
Supplemental Bills	100,000	0
Capital Reserve Funds	0	0
Bonds	671,990	150,909
Lottery Tech	170,677	170,676

II.13. Major Program Areas Chart

Program No. and Title	Major Program Area Purpose		FY 06-07 Budget Expenditures	FY 07-08 Budget Expenditures	Key Cross References for Financial Results
II. A.B. & E.	Instruction	State	5,368,581	6,360,875	7.1.1 – 7.1.8 7.2.1 – 7.2.6 7.3.1 – 7.3.7 7.4.1 – 7.4.3 7.5.1 – 7.5.4 7.6.1 – 7.6.3
		Federal	0	0	
		Other	2,835,735	2,241,917	
		Total	8,204,316	8,602,792	
			% of Total Budget 43.85%	% of Total Budget 41.19%	
	Academic Support	State	0	0	
		Federal	0	0	
Other		1,144,812	1,366,814		
Total		1,144,812	1,366,814		
		% of Total Budget 6.12%	% of Total Budget 6.55%		
Student Services	State	0	0		
	Federal	0	0		
	Other	1,426,373	1,872,812		
	Total	1,426,373	1,872,812		
		% of Total Budget 7.62%	% of Total Budget 8.97%		
Operation & Maintenance Plant/Depreciation	State	0	0		
	Federal	0	0		
	Other	3,257,234	3,691,197		
	Total	3,257,234	3,691,197		
		% of Total Budget 17.41%	% of Total Budget 17.68%		
Institutional Support	State	0	0		
	Federal	0	0		
	Other	4,492,220	5,102,625		
	Total	4,492,220	5,102,625		
		% of Total Budget 24.01%	% of Total Budget 24.43%		
Remainder of Budget Expenditure	State	0	0		
	Federal	0	0		
	Other	185,000	247,000		
	Total	185,000	247,000		
		% of Total Budget 0.99%	% of Total Budget 1.18%		
Totals	State	5,368,581	6,360,875		
	Federal	0	0		
	Other	13,341,374	14,522,365		
	Total	18,709,955	20,883,240		

2008-2009 Strategic Planning Chart

GOALS	STRATEGIC OBJECTIVES
<p>Goal I: Empower our students through life-changing educational experiences to become productive and committed citizens.</p>	<ol style="list-style-type: none"> 1. Create a student-focused environment to maximize student success. 2. Evolve curricula so that each student receives an education that meets workforce and transfer needs. 3. Graduate diploma and associate degree students who are able to perform in a technologically-complex society. 4. Implement the infrastructure to engage students in citizenship and cultural experiences, and work-based and service learning opportunities.
<p>Goal II: Create customized workforce development solutions for partnering companies to enhance their profitability and growth potential.</p>	<ol style="list-style-type: none"> 1. Design innovative curricula delivered through flexible instructional systems that address the human resource development challenges of business and industry. 2. Partner with economic development agencies to identify and develop programs of excellence to assist in the recruitment and growth of new and existing business and industry. 3. Identify, develop and market expertise niches that position the College to provide unique training opportunities. 4. Extend workforce development resources of College and business partners through strategic alliances.
<p>Goal III: Achieve a College culture of excellence through the deployment of an evidence based continuous improvement system.</p>	<ol style="list-style-type: none"> 1. Align the organizational leadership and structure, work force composition, and management style to support the evolving strategic direction of the College. 2. Develop a work force of excellence that exceeds customer expectations in the delivery of programs and services. 3. Develop and implement assessments systems that achieve excellence in programs, customer services and operations. 4. Prioritize and allocate resources to develop and implement continuous improvement plans and strategic initiatives.
<p>Goal IV: Deploy technology applications to enhance student learning, improve services, and achieve administrative efficiency.</p>	<ol style="list-style-type: none"> 1. Create a learning environment that integrates education-based technologies to increase student success. 2. Develop a systematic training program for faculty and staff to achieve effective and efficient use of technology in the workplace. 3. Provide appropriate infrastructure and connectivity to achieve effective and efficient delivery of information and instruction.
<p>Goal V: Partner with community initiatives to enhance the economic well-being of the region.</p>	<ol style="list-style-type: none"> 1. Create alliances with community organizations to develop and implement services and programs that enhance quality of life. 2. Assist under- and unemployed populations to improve their employment opportunities.

Section III: Elements of Malcolm Baldrige Award Criteria

CATEGORY 1 – SENIOR LEADERSHIP, GOVERNANCE, AND SOCIAL RESPONSIBILITY

III.1.1. How do senior leaders develop and deploy their organization’s vision and values throughout the leadership system, to the work force, to key suppliers and partners, and to students and stakeholders, as appropriate? How do their personal actions reflect a commitment to the organizational values?

Development of ATC’s vision and values begins with strategic and policy direction from the College’s Commission. Every two years the Commission participates in a strategic planning process to review and update the vision, mission, values, and strategic goals of the College. These broad guidelines are communicated to faculty and staff through monthly college-wide meetings and divisional meetings. Faculty and staff are engaged in developing the strategic objectives of the College and are actively involved in developing annual plans based on these strategic objectives. Annual plans are tied to individual faculty and staff annual evaluation criteria as appropriate to assure communication and execution of annual plans. Stakeholders and partners receive a copy of the annual report, which references the College’s vision and values. Focus groups are routinely used to gain partner input to better serve their needs. A College overview is provided to state and local officials at informational dinners hosted by the College. Students receive this information through the ATC Catalog, open student meetings, student focus groups, Student Government Association events, student surveys of satisfaction, and on the College’s Web site. Senior leaders model behavior reflective of the College’s vision and values by being involved in the community. Senior leaders serve on Chamber of Commerce, United Way, Dollars for Scholars, Workforce Investment Board, Regional Education Center Board and other boards. The College sponsors United Way and Heart Association events and a high percent of employees donate to the College’s foundation. Students groups and associations are involved in community organizations to raise funds or volunteer with various human services and civic groups.

III.1.2 How do senior leaders create a sustainable organization with a focus on action to accomplish the organization’s strategic objectives, improve performance, and attain your vision?

The planning and assessment processes drive the College’s actions toward the fulfillment of its strategic plan and vision. Measurement of various performance criteria drives areas of focus for improvement and action, which are then addressed in the annual planning processes. Additionally, new initiatives addressed in the annual plan are a result of routine environmental scanning and assessment results. As described earlier, annual plans are developed with faculty/staff input and tied to individual performance evaluations. Divisional teams develop annual plans specific to College functions, such as Student Services or Academic Affairs. Formally trained project teams are used to plan and execute complex annual plan items. College developed, state mandated and nationally normed surveys, as well as assessment data, are routinely used to identify gaps in performance and to plan corrective action. Faculty/staff and stakeholder input and the use of cross functional project teams leads to innovation in addressing opportunities and challenges and organizational agility. Cross training in key areas results in improved approaches to systems and processes. Recent reorganizations in Student Services and Academic Affairs originated from employee and stakeholder input resulting in improved management systems and communication with employees, students and customers.

III.1.3.How do senior leaders personally promote and support an organizational environment that fosters and requires: legal and ethical behavior; and, fiscal, legal, and regulatory accountability? How are those monitored?

College and State policies and procedures provide guidance on appropriate behavior and accountability standards. Key policies are reviewed with newly hired employees, including policies addressing harassment, drug and alcohol abuse, and confidentiality of student and employee records (including any medical information). Periodic in-service training occurs on these topics for existing employees. An attorney review is performed when new procedures are drafted for implementation to assure legal and ethical standards are appropriately reflected in policies and documents. Annual fiscal audits are conducted for both the College's and the Foundation's fiscal assets with both entities consistently receiving "unqualified opinions" of financial performances. An internal audit/risk management system is in place and routinely used. Well established procedures are used to respond to employee and student complaints, including claims of harassment. Legal counsel is sought in personnel matters to assure consistent and appropriate actions are taken. Refer to II.5 and III.I.8 for additional information.

III.1.4.How do senior leaders create an environment for organizational and workforce learning?

The College's Professional Development Committee identifies desired college-wide learning opportunities through employee surveys and assists in planning development and training events. Recent learning events included sessions on generational poverty and its implications for student success, diversity training, and anti-harassment training. The Curriculum and Instruction Committee assists in identifying broad faculty development needs. The Committee and Academic Affairs administration plans appropriate events on campus. Recent on-campus events for faculty included classroom management, the use of technology to enhance learning, and facilitating student success. Faculty development is a faculty evaluation criteria and individual development activity is assessed through the evaluation process. Staff development evaluation criteria may be included as an objective in the evaluation process. The College encourages further formal education through a tuition assistance program managed by the Professional Development Committee guided by College procedures. Foundation funds are available to support faculty or staff development that is strategically tied to the College's planning objectives. A comprehensive professional development plan for faculty has been enhanced and more funds made available for faculty to assist with curricular and instructional improvement and maintaining currency in technologies related to the teaching discipline.

Based on an analysis of qualitative data derived from over 31 focus groups conducted to support the Achieving the Dream initiative the College is establishing a Faculty Learning Community and an Expanded Adjunct Faculty Orientation Program. In addition, information technology enhancements to Datatel are being implemented in the areas of Retention, E-Advising, Smart Registration, and Early Alert. Extensive faculty and staff training sessions are planned for FY09 to support these upgrades. Organizational and workforce development are vital to the College's pursuit of a culture of excellence and a focus on student success.

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

A succession analysis has been completed for the College identifying the areas most vulnerable to employee and leadership loss due to retirements. This information is used to develop cross training plans and to identify individuals for selection for leadership development programs sponsored by the SCTCS, including the Graduate Certificate program sponsored by USC and the nine-month Leadership Institute offered by the System. The College also sponsors one or two individuals annually in Leadership Aiken and occasionally enrolls staff members in the Office of Human Resources' Supervisory Practices programs. The College has senior leaders as teaching faculty for the Graduate Certificate program and panelists for the Leadership Institute.

III.1.6. How do senior leaders communicate with, engage, empower, and motivate the entire workforce throughout the organization? How do senior leaders take an active role in reward and recognition processes to reinforce high performance throughout the organization?

The President holds monthly college-wide meetings for all faculty and staff to inform them of significant events, plans and accomplishments, and budgetary status. New employees are introduced, service pin recipients are recognized, and individual or groups of employees make presentations regarding accomplishments or activities in their areas of responsibilities. New employees are also introduced at Commission meetings each month. College-wide meetings are supplemented by a bi-monthly newsletter distributed via email to all employees to assure the campus community is well informed. The newsletter is also used to spotlight employee and student accomplishments. Retirement receptions are held for each retiree to celebrate accomplishments and provide a time for fellowship. Fellowship is further shared among all employees through five or six annual social events sponsored on campus. Vice presidents hold regular meetings with their divisions and the College president holds periodic listening sessions with all divisions to solicit input for the annual planning process.

Annually, the College selects a Faculty, Staff, and Administrator of the Year using established criteria and selection committees. Winners are recognized at graduation and receive a monetary award sponsored by the Foundation. The Faculty member of the Year attends a national professional development conference. Through the South Carolina Technical Education Association, the College also nominates a Faculty, Staff, and Administrator of the Year for state recognition. An annual nominee is also made for the A. Wade Martin Innovator of the Year Award (which an ATC faculty member received in 2005). Additionally, a faculty member is nominated for the Commission on Higher Education Professor of the Year award. An ATC faculty member was selected for this statewide recognition in 2002. All recognitions are celebrated on campus in a public forum, published in the semi-monthly newsletter, featured in the College's annual report and on the College's Web site, and news releases are submitted to local media.

III.1.7. How does your organization evaluate the performance of your senior leaders including the head of the organization, and the governance board/policy making body? How do senior leaders use these performance reviews to improve their own leadership effectiveness and that of the board and leaderships system, as appropriate?

Senior leader evaluations are tied directly to the accomplishment of annual plan items. Senior leaders are evaluated annually by the President. Likewise, the President's evaluation is tied to the accomplishment of annual objectives. The President is evaluated by the entire Commission annually. Senior leadership periodically participates in facilitated retreats, which include the analysis of leadership styles and group and organizational effectiveness. The Commission participates in a formal retreat bi-annually to review and revise the College's mission, vision, and strategic goals. The Commissioners are formally oriented to the College and Board roles and responsibilities by the President, Vice Presidents and Commission Chair. The Commission formally evaluated its performance during a planning retreat in FY 07. One area identified as needing improvement was institutional advocacy. This was established as an area for improvement in the FY08 annual plan. Various surveys are administered annually and used to guide leadership to improve the effectiveness of systems such as academic advisement and the use of technology. An institutional climate survey instrument was selected for implementation during FY08 after extensive evaluation of a number of instruments. The survey is designed to provide senior leadership with focused feedback in a number of institutional performance areas. The survey was administered late in FY08 and results are pending. When results are available, appropriate improvement strategies will be identified and included in the FY09 Annual Plan.

III.1.8. What performance measures do senior leaders regularly review to inform them on needed actions?

Senior leaders regularly review total and program level enrollment, FTE production, budget reports, program evaluation data (job placement, transfer, and continuing education), evaluation of various kinds measuring satisfaction, employer satisfaction, WBDD CEU production, revenue, national peer group data, grade distribution data, and graduation rates.

The Planning and Research Office produces quantitative and qualitative data to support fact-based decision making and disseminates data to end users on an ongoing basis. Student enrollment, grade distribution, degree completion, graduation rates, pass rates on licensure/certification examinations, student engagement, student evaluation of course and instruction, retention and persistence, transfer, and job placement represent the type of data available on a regular basis.

III.1.9. How does your organization address and anticipate any adverse impacts of its programs, offerings, services, and operations? What are the key compliance related processes, goals, and measures?

Risk management, privacy and internal auditing procedures are routinely used to identify adverse risks. The Vice President of Administrative Services and the Risk Management manager annually determine a short list of critical College functional areas that will be subject to review by the internal audit team during the fiscal year. The results of the internal audits, including any recommendations for corrective action, are presented to the President in a report document. Legal counsel is regularly sought as part of due diligence practices in areas such as personnel and contracts. An annual financial audit is conducted by an independent auditing firm. The College has received "unqualified opinions" from its independent auditors since inception. In addition, the State conducts annual audits for the awarding of continuing education credits and inventory finding few, if any, exceptions. The College participates annually in the South Carolina Human Affairs Commission audit of hiring practices and has scored in the top group of state agencies for the past several years.

In addition, within the past five years the College has participated in a federal Program Review of its Financial Aid programs, a SBTCE Management audit, annual state FTE and Residency audits and annual state Financial Aid and Veteran Affairs audits. The College routinely has minimal findings in these regular reviews.

Lastly, through the College's annual program review process, academic programs are evaluated and enhancements are made to strengthen viable programs and to delete non-viable programs. Where appropriate, the College seeks individual program accreditation and is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award Associate Degrees. These latter processes involve an in-depth review of the College's programs, offerings, services and operations.

III.1.10. How do senior leaders actively support and strengthen the communities in which your organization operates?

Senior leadership is actively involved in community organizations, such as Rotary International, Chamber of Commerce, Workforce Investment, Regional Education Center, Heart Walk and United Way boards. Student organizations include service clubs that sponsor events such as blood and food drives. Programs and services of the College are developed to meet specific needs of the community, such as the development of the Associate Degree in Nursing program and an EMS program especially designed for Aiken County Government that includes Command Spanish.

The college is currently partnering with the Economic Development Partnership, the Savannah River National Laboratory, and the Center for Hydrogen Research to develop instructional modules in several programs to introduce the use of fuel cells or other hydrogen energy applications as applicable to those programs. A learning lab is also under development at the Center for Hydrogen Research to provide students with live lab experiments. The college is currently working on an NSF Planning Grant for Hydrogen Technology program development. These efforts are aimed at assisting the community in becoming a leader in the field of hydrogen energy development. These are a few examples of the College's responsiveness to the community. Further examples are reflected in an economic impact study conducted by the College. The study indicates that the College is strongly responsive to community needs and contributes in a significant way to the economic development of the region. New programs for the fall include a RADCON certificate, Pharmacy Technology certificate, and Intermediate EMT.

The study conducted by Omega Associates, LLC, in December 2005, concluded that ATC plays a significant role in providing a skilled workforce and easy-to-obtain quality training, two of the top factors considered by leaders when making capital investments. The study found that **for every \$1 of state and county funds provided to ATC, the area received \$11.39 in additional benefits.**

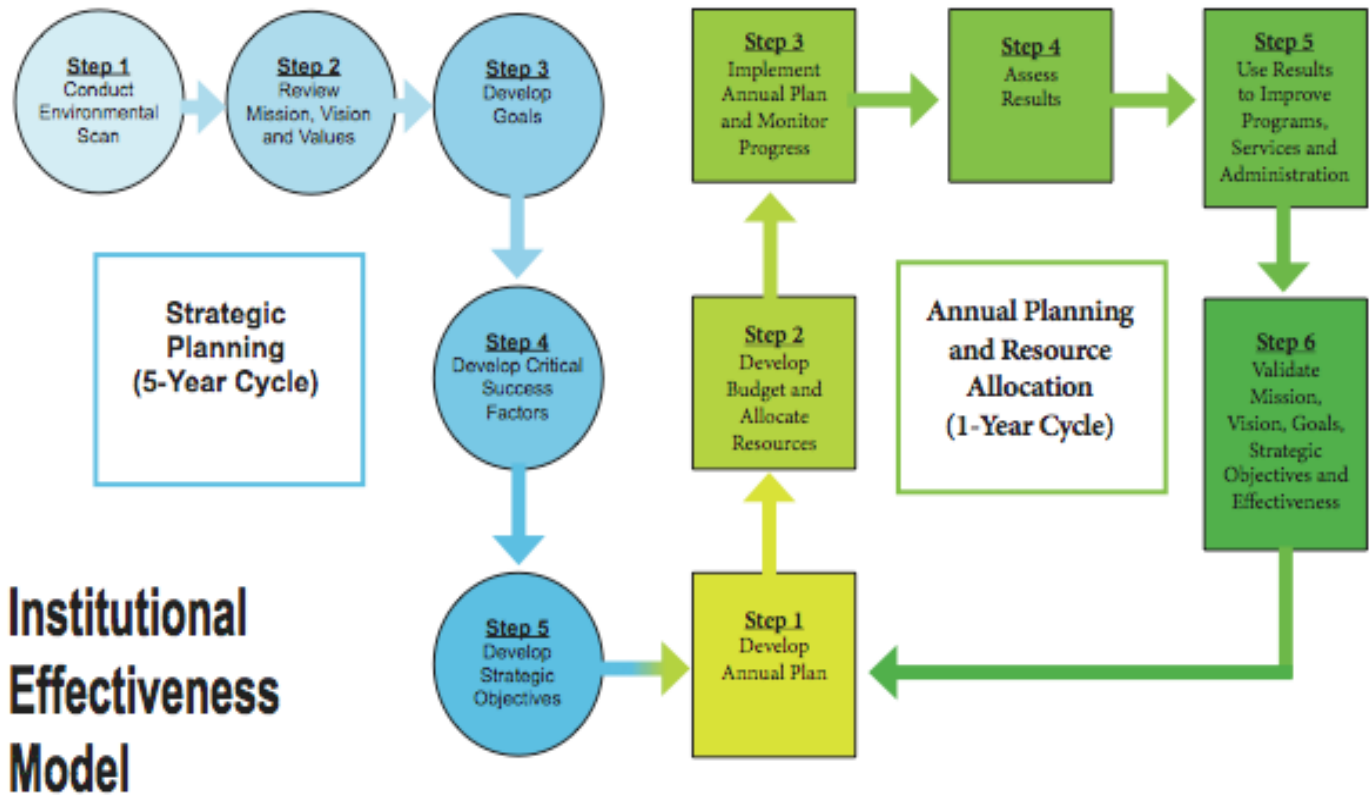
ATC's programs and staff are respected for excellence and innovation in education. Graduates of ATC are recognized as high achievers who are prepared to succeed in future academic or occupational endeavors. The positive benefit of ATC is quantified as a measure of the significant economic impact of Aiken Technical College on its service area.

CATEGORY 2 – STRATEGIC PLANNING

III.2.1. What is the Strategic Planning process, including key participants, and how does it address: a) the College's strengths, weaknesses, opportunities and threats, b) financial, regulatory, and other potential risks, c) shifts in technology, student and community demographics, markets, and competition, d) human resource capabilities and needs, e) long-term organizational sustainability and organizational continuity in emergencies, and f) your ability to execute the Strategic Plan?

ATC must anticipate and develop its own future if it is to fulfill its mission of providing quality education to the citizens of Aiken County. This is accomplished through a College-wide comprehensive planning and assessment process that identifies needed change; selects a direction for the College; communicates that direction to its personnel; provides the mechanism to develop appropriate courses of action; allocates needed resources to ensure success; and evaluates results. The results of these evaluations are used to continuously improve the College's educational programs, services and operations.

ATC employs a multi-faceted approach to planning, budgeting, and evaluation processes through a comprehensive Institutional Effectiveness model. This approach includes four major components: the development of the College's vision, mission and institutional values; the development and implementation of strategic and operational (annual) plans; outcomes-oriented research, assessment and evaluation; and a process for continuous improvement at all levels within the institution. ATC views Institutional Effectiveness as a catalyst for facilitating positive change and continuous improvement in the College's programs, services, and operations. This requires planning and evaluation processes at all levels of the administrative and academic enterprise that identifies needed change, selects direction for the College, communicates that direction to its personnel, provides a mechanism to develop appropriate courses of action, allocates resources to ensure success, evaluates results, and uses those results to seek continuous improvement.



The College utilizes a participative structure that includes the governing board, executive leadership, faculty, staff, students, educational partners, state system central office, business and industry leaders, and community leaders to ensure a representative, forward-looking, and fact-based quality of input. External stakeholders provide input through focus groups, listening sessions, planning retreats, academic program advisory committees, survey instruments, and day-to-day interaction with the College community. Internal stakeholders, including students, provide input through focus groups, listening sessions, department/division meetings, planning retreats, institutional surveys, and through representation on various committees. The College conducts an extensive environmental scan at least every five years with the most recent occurring in 2007. Environmental scans are managed by the Office of Planning and Research and are often facilitated by outside consultants. Results of the environmental scan and input from the participative structure are used to make appropriate revisions to the College's vision, mission, and institutional goals. Adherence to a published "Planning Through Evaluation" timetable ensures processes and actions are completed and then communicated to both internal and external stakeholders in a timely manner.

III.2.2. How do your strategic objectives address the strategic challenges you identified in your Executive Summary?

Key Challenges	Key Action Plans
<p>Changing Local Economic Profile</p>	<ul style="list-style-type: none"> • Develop Datatel Student Information System improvement plan to provide E-Advising, Smart Registration, and other retention and early alert enhancements. • Develop a Radiation Protection Certificate program and implement in fall 2008. • Develop and offer hydrogen technology instructional modules in select industrial and engineering technology courses.
<p>Declining State Support</p>	<ul style="list-style-type: none"> • Develop and produce targeted reports that highlight the College’s contribution to economic prosperity in the region and reflect the College’s capacity to meet evolving workforce needs. • Identify, train and motivate ATC Foundation Board Members and staff to be committed to the Foundation, including willingness to give and to solicit gifts. • Identify and cultivate individuals, corporations, organizations and clubs for the purpose of supporting the Foundation. • Establish a clear, concise and compelling case for the Annual Giving and Employee Giving campaigns and execute these campaigns. • Apply for grants to support strategic goals. • Restructure Student Services organization and work processes to better manage enrollment.
<p>Health Demand versus Health Program Costs</p>	<ul style="list-style-type: none"> • Educate SC Legislators about the health care workforce shortage and high health care workforce education costs. • Develop an Emergency Medical Technician-Intermediate program and implement in fall 2008. • Develop and implement articulation agreements for non-credit to credit programs for: CNA to LPN; and, non-credit PRIMEDIA Industrial Maintenance to credit Industrial Maintenance. • Re-implement the Licensed Practical Nursing (LPN) program in spring 2008. • Develop Pharmacy Technician Certificate and implement in fall 2008.
<p>Aging Facilities and Technology</p>	<ul style="list-style-type: none"> • Leverage existing relationships (local, state and national) with professional associations and vendors to promote and market niche WBD programs and services. • Build alliances with contractors/business partners to offer opportunities for staff to develop a working understanding of vendor equipment, supplies and materials. • Develop deferred maintenance list of projects involving technology applications and enhancements for student learning. • Upgrade the existing network infrastructure and deploy new equipment and software systems in order to increase the network capacity, reliability and features. • Implement On-Line Orientation for new students. • Develop new flexible learning delivery system in Industrial Technology and implement in fall 2008. • Develop a Faculty and Learning electronic share file to provide information on pedagogy, assessment, technology, best practices, etc. • Implement ”SmartThinking”, an online tutoring service, in the Academic Success Center to provide 24-7 tutoring assistance to students. • Develop Datatel Student Information System improvement plan to provide E-Advising, Smart Registration, and other retention and early alert enhancements.

Aging College Workforce	<ul style="list-style-type: none"> • Recruit, hire and retain to foster diversity in the workplace among faculty and staff. • Develop a Faculty Learning Community for Developmental Education faculty and implement in fall 2008. • Develop a Faculty Academy for all faculty and implement in fall 2008. • Conduct the Denison Organizational Climate Survey to assess organizational and leadership performance.
Number of Under-prepared Students	<ul style="list-style-type: none"> • Evaluate, design and implement academic support systems for faculty. • Select and participate in a national “student engagement” survey to identify areas of improvement for services to students. • Network with public school administrators to establish areas of collaboration that offer expanded educational and vocational opportunities for secondary students at the post-secondary level through the Education and Economic Development Act. • Conduct Pre-College Institutes in math, English, and College Skills for incoming students. • Implement Year 1 strategies for the Achieving the Dream initiative: Developmental Education and Incoming Student Experience. • Administer the Measure of Academic Proficiency and Progress (MAPP) test to assess general education learning outcomes. • Develop New Student and Family Orientation and implement in fall 2008. • Develop an Academic Program Assessment Plan as a companion to the Academic Program Review Process to assess program, course and student learning outcomes for implementation in fall 2008.

Figure III.2.2 Key Challenges and Key Action Plans

III.2.3. How do you evaluate and improve your strategic planning process?

The College’s governing board reviews the mission, vision, values and institutional goals on an annual basis. The Area Commission reviews the strategic and annual plans and recommends revisions to the President and Executive Staff. In FY08, the College conducted the Denison Organizational Culture Survey to assess the College’s strengths and weaknesses as they apply to organizational performance. Mission, consistency, involvement, and adaptability are key elements in organizational dynamics addressed in the survey. Results will be used to achieve continuous improvement in organizational performance and be reflected within appropriate planning documents.

The Planning and Research Office publishes an Annual Planning Report each year that includes the current mission, vision, values, strategic plan, close-out annual plan, and new annual plan. Ongoing attention to assessment is provided to monitor our progress and assess the extent to which we achieve our outcomes. These assessments provide guidance to the college for use in developing pre-planning strategies, monitoring the planning process, and judging whether the plan’s action steps and strategies are successful in fulfilling the College’s goals.

III.2.4. How do you develop and track action plans that address your key strategic objectives? Include how you allocate resources to ensure accomplishment of your action plans.

Planning consists of several components: a review of the mission and vision statement followed by a review of

the College's institutional values and strategic planning component; an annual planning component concurrent with budget development; and an evaluation/assessment component. Each component has defined procedures with responsibilities assigned to the appropriate functional area.

III.2.5. How do you communicate and deploy your strategic objectives, action plans, and related performance measures?

The strategic plan, annual plans, and performance measures are communicated throughout the College to all individuals from the President to the functional area vice presidents, who then relay the information to their functional area supervisors. Annual planning items are included on employees' FPMS and EPMS evaluation planning stage documents. Plan highlights are presented at a College-wide meeting and the full document is distributed to all faculty and staff via e-mail. The President presents the strategic plan to the Area Commission prior to communicating to other internal and external stakeholders.

III.2.6. How do you measure progress on your action plans?

Action steps within the Annual Plan are assigned to a member of the executive staff and must be accomplished according to an established timeline. The Office of Planning and Research monitors completion of action steps on a monthly basis throughout the year. A mid-year review is conducted in December-January and a full report completed in July.

III.2.7. If the agency's strategic plan is available to the public through the agency's internet homepage, please provide an address for that plan on the website.

The College's mission, vision, values and institutional goals are available on the Web site at www.atc.edu. A copy of the 2003-2008 Strategic Plan may be obtained by contacting the Planning and Research Office by telephone at 803.593.9231 or by email wells@atc.edu.

CATEGORY 3 – STUDENT, STAKEHOLDER, AND MARKET FOCUS

III.3.1. How do you identify the student and market segments your educational programs will address? How do you determine which student and market segments to pursue for current and future educational programs, offerings, and services?

ATC identifies student and market segments by conducting environmental scans, focus groups, business and industry visits, new program employment needs surveys, and by convening program advisory committees. As an open door institution, the College seeks to assist those who have the ability to benefit from enrolling in the College's classes and programs. The College concentrates its marketing efforts on recent high school graduates and unemployed or under-employed out of school adults. In partnership with the local school system, the College has identified special activities through its EEDA Grant to assist those students who are unprepared to enroll in higher education by reducing their need for remedial courses as they enter the College after graduation. As the One-Stop Center for western Aiken County, the College works very closely with WIA clients to ensure that their academic needs are addressed through participation in appropriate College credit and non-credit programs.

ATC participates in invited local events to inform our citizens of opportunities at ATC. Many times these events are structured with a particular market segment in mind (i.e. College Night programs, talks to civic groups, open meetings at local businesses, connections with the WIA-One Stop Centers, high school visitations etc.). In addition, with the cooperation of our local public school district, special letters are sent to recent high school graduates to encourage their participation in post-secondary education.

WBDD determines future needs, expectations and opportunities through a structured feedback process (post sale evaluations, student and instructor evaluations), trends analysis, research and structured focus groups and customer councils. WBDD systematically determines needs and expectations and relative importance by maintaining a 'Customer Development Plan' and conducting needs assessments through an Account Management system. An interest list, customer list and registration form seeks feedback on future needs and program expectations.

III.3.2. How do you keep your listening and learning methods current with changing student and stakeholder needs and expectations? How do you determine the relative importance of the expectations to these groups' decisions related to enrollment?

Each program at ATC has an Advisory Committee that meets regularly to determine the needs of stakeholders. In addition, the Office of Planning and Research regularly conducts student and employer surveys. Environmental scans and focus groups determine customer educational needs. Faculty subject matter experts remain current with changing student and stakeholder needs by reading professional journals, accessing the latest research, and attending conferences. Faculty members participate in professional development courses both in their field of expertise and in educational methodology. New materials are reviewed by keeping in contact with publishing representatives. In order to compare the College with colleague institutions around the country, the College has participated in national surveys such as the Community College Survey of Student Engagement (first administered in the Spring of 2006 with results pending). Data from the results of these kinds of surveys are used for program and service enhancements, such as electronic data retrieval and online registration for our students.

The Student Government holds an activity twice monthly to allow the general student body to discuss issues that are of concern to students. In previous meetings, students have indicated a need for more student involvement opportunities. Recently, the Student Life Office has assisted students in the formation of a student service club on campus, the expansion of student intramural activities and the development of a student leadership program. The latter is evolving into a credit class to be offered next year.

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

Information from stakeholders, particularly students and employers, is compiled, analyzed, and distributed to decision makers within the College for their use in program, operations, and service planning. College planners are required to cite assessment/evaluation data sources when an action step is proposed in the Annual Plan if the action step is a response to the data. In addition, when the action step is completed, the respondent must first

answer the question: “How were the results of each action step used to improve educational programs, service, and operations?” – then record their answer on the Annual Plan Report of Progress.

WBDD conducts three different surveys upon course completion: a student survey, an instructor survey and a post sale evaluation for the business and industry client to complete. The data is collected and disseminated to the appropriate individuals and program improvement is made based on the results.

Examples of feedback include input provided by focus groups during the comprehensive Enrollment Management study and in development of the Achieving the Dream Implementation Grant. More than 31 focus groups consisting of students, faculty, community organizations, and K-12 personnel provided input used to identify priorities and intervention strategies as part of the Achieving the Dream initiative. Data from the Enrollment Management study supported establishment of an ATC Welcome Center with the following goals: 1) streamline enrollment services; 2) decrease student “run around”; and 3) improve the advising experience for new and continuing students.

The college utilizes the Community College Survey of Student Engagement (CCSSE) to measure the extent to which students are “engaged” in their own learning. Benchmark data are analyzed around five major categories: Active and Collaborative Learning; Academic Challenge; Student Effort; Student-Faculty Interaction; and, Support for Learners. Within the Academic Challenge benchmark the College is able to analyze student achievement related to the seven Core Institutional Learning Outcomes. Student and faculty responses are compared and gaps identified around which intervention strategies can be developed and implemented.

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

In addition, to an “open, informal” opportunity to discuss concerns with College administrators, students can provide feedback in formal surveys and instruments utilized by the College for formal feedback (i.e. CCSSE survey, New Student Survey, Graduation Survey). Surveys or personal calls are sent or made to students who no longer attend the institution to determine if the barriers that exist can be removed to enable continued enrollment.. In order to determine the effectiveness of the services of the College, an annual Customer Services Survey is completed by students using any of the services provided through the Student Services division during the November-December time period. Recent results demonstrate an 83 percent ‘excellent’ rating and an 11 percent ‘above average’ rating for the division.

WBDD conducts a student survey at the end of each course or program. The 5-point scale indicates a level of satisfaction (Very Dissatisfied, Dissatisfied, Satisfied, Very Satisfied, and N/A). Data is collected and disseminated on a monthly basis for review unless there is a “serious concern” or “matter” identified by a student.

The College conducts the Community College Survey of Student Engagement (CCSSE) on an annual basis to provide useful information on student engagement and satisfaction. Results from the 2008 survey regarding students’ evaluation of their overall educational experience at ATC are found in Category 7.

III.3.5. How do you build positive relationships to attract and retain students and stakeholders, to enhance student performance, and to meet and exceed their expectations for learning? Indicate any key distinctions between different student and stakeholder groups.

Positive relations between the College and students are handled in a variety of ways. First is the relationship between a student and a faculty member. Academic advising is conducted by all faculty at ATC. In most technical programs, the advisor is the program coordinator and often the primary instructor. This relationship can be a positive influence in the student's academic success and career advancement.

A variety of support systems are in place to assist students in achieving their goals. All students take a placement exam and are required to take math, reading and English developmental courses, should that be necessary, to ensure they are academically prepared for college level work. The Academic Success Center is available to assist students with various tutorial services in course material. Many students struggle to pay for their education. The College has help available from a variety of financial aid sources. In addition, the College provides students with disability, career decision assistance and personal counseling support. Connection to the College is critical to student success. Therefore, the College has a well developed, varied student activity program to encourage participation in co-curricular activities.

Almost every technical program has the opportunity for students to work outside the classroom in the form of clinical, cooperative work experience, field training or internship courses. This not only provides students with the academic preparation for employment, but also gives them real world experience in their field of study in the work environment. One extremely effective program that is instituted at the college is the Technical Scholars Program. Students who are academically prepared and maintain satisfactory progress have a relationship with a company in the area that pays their tuitions and fees, provides them a part-time paying job and often offers them permanent employment upon graduation. The businesses gain a part-time worker with interest in the field that they can groom as a future employee, should they so desire. Both the students and the employer benefit from this relationship.

CATEGORY 4 – MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

III.4.1. How do you select which operations, processes and systems to measure to determine student learning, and for tracking daily operations and organizational performance, including progress relative to strategic objectives and action plans?

ATC is committed to excellence in all operational aspects. The College uses a five-year strategic planning cycle with mid-cycle review, supported by a one-year cycle of annual planning, resource allocation and assessment/evaluation to ensure that ATC continuously builds upon strengths and improves upon weaknesses.

Acknowledging a public demand for accountability in higher education and an institutional commitment to high quality programs, services and operations, ATC implemented Act 359, Performance Funding in South Carolina; ACT 629, Higher Education's Initiatives for Research and Academic Excellence in South Carolina; and Act 255, Institutional Effectiveness in South Carolina. In addition, the College's Institutional

Effectiveness Program provides an internal report card of its performance and effectiveness on internally developed critical success factors and core indicators of success.

ATC employs a comprehensive planning process as the centerpiece of its overall institutional effectiveness program. Three distinct plans are developed and implemented at the institutional level: a five-year, fixed-term strategic plan; a one-year annual plan; and numerous variable length single-use plans. The planning and evaluation process itself is modified periodically to meet current and future needs, as well as the evolving mission of the College.

The College has adopted a National Peer Group (NPG) consisting of nineteen (19) public, two-year community and technical colleges based on an extensive list of variables. Institutional performance in academics, finance, student services, financial aid, and other areas will be compared to the NPG to identify performance gaps. Other peer groups are being established around Achieving the Dream institutions, institutions within the SC Technical College System, and similar size institutions accredited by SACS.

The Energy Consumption Report, Enrollment Tracking Report, Campus Security Report, the tracking of Student Learning Outcomes (SLOs), and Monthly Budget Reports are examples of data used to measure and monitor institutional performance.

III.4.2. How do you select, collect, align, and integrate data/information for analysis to provide effective support for decision making and innovation throughout your organization?

The integration of data analysis with the planning process is addressed in III.2.1 and III.3.3.

III.4.3. How do you keep your key measures current with educational service needs and directions?

ATC evaluates the effectiveness of student academic achievement through assessment at the course, program, and institutional level. Assessment objectives for academic success include, but are not limited to:

- Evaluating student preparedness for employment and work;
- Evaluating student preparedness for transfer to a four-year institution;
- Evaluating the effectiveness of college-wide general education;
- Evaluating the effectiveness of academic programs, including university transfer and developmental education;
- Evaluating retention and attrition trends, as well as completion rates by award type; and
- Improving instruction through collaboration, sharing of best practices, and assessment results.

COURSE ASSESSMENT	PROGRAM ASSESSMENT	INSTITUTIONAL ASSESSMENT
Course assessment at Aiken Technical College is the process of assessing student learning within the classroom environment, using course objectives, student learning outcomes (SLO), and	Program assessment at Aiken Technical College is the process of assessing student learning and experience to determine whether students have acquired the skills, knowledge, and competencies associated	Institutional assessment at Aiken Technical College is the process of assessing the extent to which students achieve success beyond the college (i.e., MAPP test for general education

<p>course content to measure the extent of the learning that is taking place (i.e., embedded assessment such as test performance, grade distribution data, syllabus analysis, etc.).</p>	<p>with their program of study (i.e., curriculum analysis, content analysis, focus groups, advisory committees, institutional data such as degrees awarded, transcript analysis, etc.).</p>	<p>preparedness, Community College Survey of Student Engagement, university transfer, job placement, employer feedback, alumni surveys, licensure exam pass rates, etc.).</p>
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Figure III.4.3 Assessment Levels

III.4.4. How do you select and use key comparative data and information from within and outside the academic community to support operational and strategic decision making?

ATC reports performance data and information in both quantitative and qualitative terms in accordance with multiple reporting requirements at the state and national level in addition to internal assessment and performance measurement. The following state-wide performance reporting requirements are in place:

Act 359 – Performance Funding in South Carolina: Act 359 of 1996, an initiative commonly known as “Performance Funding,” amended Section 59-103-10, et seq., of the Code of Laws of South Carolina, 1976, as amended, and established a new direction for the accountability and funding of higher education in South Carolina. As a public institution of higher education in South Carolina, Act 359 requires that the College be funded based on performance in achieving standards in nine areas, known as “critical success factors.” The legislation specifies 37 performance indicators for use in determining performance in achieving the critical success factors. As directed by the legislation, the South Carolina Commission on Higher Education (CHE) has developed measures and a funding formula in cooperation with all South Carolina public higher education institutions, including ATC, and other stakeholders in South Carolina’s higher education system. As provided for in law, performance funding was phased in over a three-year period, with appropriations allocated based entirely on the performance funding system during FY 1998-99 for expenditure in FY 1999-2000.

Act 255 & 629 – Institutional Effectiveness in South Carolina: Act 629 of 1988 states that “each institution of higher learning is responsible for maintaining a system to measure institutional effectiveness in accord with provisions, procedures, and requirements developed by the Commission on Higher Education.” In addition, Act 255 of 1992 requires the “Commission on Higher Education to submit certain annual reports ... which provide for specific information about the State’s two-year and four-year institutions to be submitted to the Governor and Legislature each year.” Taken together, the above Acts constitute an abundance of information by which the higher education community, as well as its constituents, can make well informed judgments as to the educational quality and well-being of higher education in South Carolina.

Act 629 requires predominantly narrative information which describes the College’s overall efforts to improve in a variety of educational areas such as general education; academic majors; academic advising; retention; minority student and faculty access and equity, etc. Act 255 requires predominantly quantitative comparative data, displayed in table format, which provides additional information on such things as student graduation rates; percent of courses taught by full-time faculty, part-time faculty and graduate assistants; results of professional examinations, etc. One combined annual report is published and submitted to the South Carolina Legislature on January 15th of each year. The College prepares an annual Institutional Effectiveness Report

and submits the report to the State Board for Technical and Comprehensive Education and to the Commission on Higher Education for inclusion in the report to the Governor and the General Assembly. The College's annual reports are also distributed internally and posted on the ATC Web page. Copies of the statewide report *Indications of Productivity and Quality in South Carolina's Public Colleges and Universities (Minding Our P's and Q's)* are maintained by the Director of Planning and Research.

All institutional effectiveness results performance outcomes from Acts 359, 255 and 629 feed directly into the overall planning and budgeting process. Closing the loop between planning, assessment, and budgeting provides a context for all three activities and allows the College to better focus on improvement in all programs, services, and operations.

Academic Program Evaluation and Review: The College conducts an annual evaluation of all approved associate degree, diploma, and certificate programs as required by the SBTCE using productivity standards based on enrollment, number of graduates, and placement. The evaluation utilizes Integrated Post-Secondary Education Data System definitions, timeframes, and data. Program productivity is measured in quantitative terms – enrollment (headcount and full-time equivalent), number of graduates, and job placement. The process allows for programs to be phased out when new technology or changing economic conditions render them obsolete. This flexibility allows the College to reset priorities and reallocate resources to insure effective delivery of instruction to meet the most pressing needs of the College and the employers and students we serve. Academic Program Evaluation and Review results are published annually and distributed to target audiences within the College.

The College uses state, regional and national data available through a variety of sources for comparative studies. The Southern Region Education Board and the Integrated Post-secondary Education Data System Peer Analysis tools along with the South Carolina Commission on Higher Education Management Information System database provide additional comparative data.

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

The Office of Information Systems Management (ISM) provides a secure network where all institutional data and electronic information is housed. The Office of Planning and Research maintains secure files for all institutional research, surveys and performance reporting.

ISM ensures a secure network by providing multiple layers of protection, including filtering at the Internet router, separate firewalls for the administration and the student networks, antivirus network filtering, antivirus protection on each server and PC, as well as packet filtering/prioritization, VPNs and VLANs to protect network security and availability. Data Access Accounts are each given only the access required for the function. Data is backed up nightly and the main data base is backed up hourly during access hours to a server in a distant building, on a different electrical power feed.

The College follows and distributes to its students information regarding the Family Education and Rights and Privacy Act. Faculty and staff are regularly informed of the need to follow the law when dealing with student information. In addition, the College has an effective, secure student data base system (*Student Colleague* from

Datatel) and the database is routinely saved and stored in an off-site location. Since the data base system is relational, it is very powerful and provides timely data for accurate decision-making.

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

ATC translates organizational performance review findings into priorities for continuous improvement through its Institutional Effectiveness Program. As discussed more fully in previous sections, results from assessments, performance reviews, and program assessments are provided to key personnel for use, review and dissemination. Strategic, annual and single-use plans are adjusted as necessary to achieve continuous improvement in programs, services, and operations.

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

Organizational knowledge is maintained in various College documents, such as the Policy and Procedure Manual, office-specific procedure manuals, Employee and Faculty Handbooks, meeting minutes, course syllabi, audit reports, mandated state and federal reports, accreditation reports, planning documents and other official documents of the College. These documents are maintained within the Office of the President or designated Vice President's office. Cross training is routinely used to transfer employee knowledge. Succession planning processes identify those positions most likely to turnover due to retirement and efforts are made to target these positions for cross training efforts. The College participates in the SCTCS peer group process for all major functional areas of the College. These peer groups formally meet to share knowledge across Colleges and for professional development opportunities. As part of the Achieving the Dream initiative, faculty groups meet to research and identify best practices for implementation at ATC. Best practices that have been successfully implemented at ATC are shared during the monthly College-wide Meeting.

CATEGORY 5 – WORKFORCE FOCUS

III.5.1. How do you organize and manage work to enable your workforce to develop and utilize their full potential, aligned with the organization's objectives, strategies, and action plans and promote cooperation, initiative, empowerment, innovation, and your organizational culture?

ATC utilizes a multi-tier reporting structure within the major operating areas of the College in order to optimize operations by eliminating duplication of processes and to assign specific areas of responsibility to each division. As indicated on the organizational chart included in Section II.11, ATC has an Executive Staff which consists of the College president and the four vice presidents in charge of the four divisions: Administrative Services, Student Services, Academic Affairs and Workforce and Business Development. The Vice Presidents report to the President. Each division consists of a tier of directors/managers and lower level supervisors and other employees. Work is assigned in support of the departmental, divisional and organizational goals.

Job duties and performance objectives are communicated to faculty and staff and evaluated via the performance management system. Faculty use the Faculty Performance Management System and staff use the Employee

Performance Management System. These individual performance management tools are designed to facilitate employee success and to communicate expectations and success criteria to employees. There is also a section for objectives that are typically tied to the College's annual plan.

Throughout the College, departments have procedures in place to encourage optional and mandatory professional development. Adjunct faculty in WBDD are required to complete Train-the-Trainer, a course which teaches subject matter experts how to instruct, before they can begin conducting training for local business and industry. Some departments require supervisors to attend supervisory practices training. A Professional Development Committee uses a dedicated budget to support individual training activities. Additionally, the College has a diversity program geared toward improving classroom management and employee relations.

Faculty and staff are empowered by participating in the development of performance management objectives and providing input into the annual planning process.

Since innovation within the College may be fostered by providing additional funds, the Faculty of the Year receives a monetary award from the ATC Foundation and is funded to attend the NISOD Conference. Additional funding from non-traditional sources and release time are commonly used to support these activities.

III.5.2 How do you achieve effective communication and knowledge/skill/best practice sharing across departments, jobs, and locations?

ATC's reporting structure consists of an Executive Staff. Communication for major initiatives usually begins at this level and is communicated downward through a multi-tier level of employees. A monthly college-wide meeting ensures that all employees within the College are "in the loop" and aware of projects, innovations and activities. Individual departments hold training sessions as they introduce new technology, enhancements and new programs/services. Examples include sessions conducted by the Information Systems Management Department on CampusCruiser and Web Advisor, ATC's two new communications systems.

Throughout each year, ATC offers professional development activities to faculty and staff that cover a variety of topics that impact the employees' performance. Faculty professional development activities are conducted a minimum of twice yearly and may include topics such as effective teaching and classroom management. Professional development topics are selected based upon current trends and institutional survey results.

Divisional retreats offer another opportunity for departmental employees to offer insight to their areas of responsibility. Departmental and interdepartmental cross-training is encouraged. An electronic college newsletter, *ATC Today*, is published bi-monthly. A Web-based announcement and communication system, *My ATC*, has been implemented to provide email capability for all faculty, staff, and adjunct instructors.

Other effective means of communication and knowledge sharing occur as part of ongoing strategies to improve student success. The Achieving the Dream initiative and the Enrollment Management Study included the collection, sharing and dissemination of qualitative data acquired through structured focus groups composed of students, faculty, staff, administrators, community partners, and/or business leaders. Members of

these strategy groups visited other colleges, made presentations and national and regional conferences, and conducted secondary research on best practices. As mentioned in other sections of this report, the College has also adopted a National Peer Group and will look for best practices among peer group institutions whose performance levels are consistently high. Information and knowledge gathered in these ways is shared with the campus community on a regular basis.

III.5.3. How does your workforce performance management system, including feedback to and from individual members of the workforce, support high performance work and contribute to the achievement of your action plans?

Faculty and staff performance appraisals are tied to the College's annual plan, creating a higher level of accountability for employees. Recently, the administration implemented a system whereby the highest rating an employee can receive on his/her evaluation if he/she fails to complete an action step item is "Satisfactory." This ensures that employees have a higher level of commitment to their performance objectives. There is also a provision for interim performance appraisals, whereby a supervisor can provide performance feedback to employees prior to the formal appraisal. Interim performance appraisals may be used to identify areas where performance is less than satisfactory and to implement a work improvement plan for employees.

Students evaluate faculty members twice a year. These evaluations assist supervisors in determining faculty performance, completing planning stage documents, and making recommendations for performance improvement. Planning stages are a portion of the faculty FPMS.

The formal performance management system for the faculty and staff management system is in compliance with the guidelines of the South Carolina Technical College System. At the beginning of the annual rating period, the supervisor and the rater jointly develop a planning stage document which defines expectations for the employee and includes guidance by the rater as to what is to be accomplished during the period. This plan is subject to change over the course of the year as situations change. Action steps in the annual plan are assigned to at least one individual that is responsible for the completion of that part of the plan. At the end of the rating period, there is a formal review of the planning stage, the employee's input as to the degree of completion, and the rater evaluation of the employee's performance. Should there be disagreement; the employee may provide additional comments, which are then forwarded to the designated reviewer.

Informal evaluation and counseling is performed over the entire period of the performance. The rater (first line supervisor) uses personal observations, reports and surveys, and other tools to ensure the quality of subordinates' work.

III.5.4. How do you accomplish effective succession planning? How do you manage effective career progression for all faculty and staff throughout the organization?

The College began a workforce planning process in 2005. Several divisions realigned to prepare for anticipated attrition, including retirement and general employee resignations. The Academic Affairs Division restructured to include a single vice president with four deans reporting directly to the vice president. The new structure allows the deans to gain more expertise in their respective areas and devote more time to their subordinates. Knowledge is more concentrated, so more individuals get the hands-on experience that may permit them to

assume higher level positions as they become available.

The Administrative Services Division underwent several realignments in recent years in an effort to allow more cross-functional duties in the areas of purchasing, physical plant, human resources, financial support services, and financial accounting and analysis. Student Services and WBDD also restructured to allow more cross-functioning and to position current employees for possible promotional opportunities.

The College now engages in a more comprehensive selection process for faculty members so that candidates fully understand the mission and concept of a two-year college. This process results in hiring faculty with the right organizational “fit.”

Additional efforts to manage career progression include the availability of professional development programs. There are three pools of money allocated for professional development: the Professional Development Tuition Assistance Program, the ATC Foundation, and departmental budgets. The Professional Development tuition assistance account was doubled for the current fiscal year in order to assist more employees and to provide more assistance to current recipients. The ATC administration encourages cross-training both within departments and divisions and across departments and divisions as part of its succession plan.

ATC actively supports various leadership programs to develop individuals for leadership roles, including the University of South Carolina Graduate Leadership Program, Leadership Institute, and Leadership Aiken. Other examples include various certifications offered by the State of South Carolina, all geared toward preparing employees for advancement. Often, professional development activities are tied to the employee’s performance objectives.

Succession planning is incorporated in the College’s annual plan for the current fiscal year. As part of this process, the administration will examine upcoming retirements, retirement eligibility reports and the credentials of the current faculty and staff. These items are used to identify gaps and to enact plans to prepare for anticipated attrition.

III.5.5. How does your development and learning system for leaders address the following: a) development of personal leadership attributes; b) development or organizational knowledge; c) ethical practices; and, d) your core competencies, strategic challenges, and accomplishment of action plans?

ATC actively supports various leadership programs to develop individuals for leadership roles, including the University of South Carolina Graduate Leadership Program, Supervisory Training offered by the State Office of Human Resources, Leadership Institute, and Leadership Aiken County. Other examples include various certifications offered by the State of South Carolina, all geared toward preparing employees for advancement. Often, professional development activities are tied to the employee’s performance objectives.

The Human Resources Office and the Faculty Professional Development Coordinator holds employee orientations for staff and faculty once hired at Aiken Technical College. All employees are invited to attend the monthly college wide meetings held by the President to inform them of significant events, plans and accomplishments, and budgetary status. College-wide meetings are supplemented by a bi-monthly newsletter distributed via email to all employees to assure the campus community is well informed. College wide notices

are also distributed via email regarding any issues that involve the campus and the employees of the College. The College also has a website as well as an intranet website that all employees can utilize via a username and password to access necessary forms, policies and procedures, campus calendar of events, helpdesk information, and personnel information. As a part of professional development, the Human Resources Office offers training on the selection process and other processes throughout the College to ensure that all are in compliance in regards to ethical and legal standards. The College utilizes a College Attorney for reviewing employee relations issues as well as with audits and contracts or agreements pertaining to the College.

Development of ATC's vision and values begins with strategic and policy direction from the College's Commission. Every two years the Commission participates in a strategic planning process to review and update the vision, mission, values, and strategic goals of the College. These broad guidelines are communicated to faculty and staff through monthly college-wide meetings and divisional meetings. Faculty and staff are engaged in developing the strategic objectives of the College and are actively involved in developing annual plans based on these strategic objectives. Annual plans are tied to individual faculty and staff annual evaluation criteria as appropriate to assure communication and execution of annual plans.

III.5.6. How do you assess your workforce capability and capacity needs, including skills, competencies, and staffing levels?

Included in the College's efforts to achieve continuous improvement of standard operating procedures, systems and processes undergo periodic policy and procedure reviews. Among the intended purposes of the reviews, is the desire to be certain that organizational and human resource processes are current, up-to-date and meet the needs of ATC. Over the past three years there has been a focus on the recruitment, selection, and retention cycle of the College. As a result, the processes related to the entire cycle have undergone considerable revision. We have added to the list of position advertising sources and broadened the scope of efforts to recruit minority candidates for vacant positions. Aiken Technical College also utilizes the Affirmative Action Option on websites nationwide that email position vacancies to over 90,000 job seekers who have expressed interest in hearing from colleges and universities actively seeking a more diverse applicant pool. Evidence of the College's success with the changes in recruitment strategies has been our higher standing among State Agencies, placing ATC in the top ten, in the annual report on employment outcomes published by the South Carolina Human Affairs Commission.

Aiken Technical College has been the first higher education institution in South Carolina and among a hand full nationwide to utilize the "Work Keys" program in our selection process. "Work Keys" is made available by ACT (American College Testing) and has been validated nationally as an effective tool to measure basic skills of employment candidates for positions that have been profiled. The profiling engages current employees in the same or similar positions to identify the basic skills that are necessary to perform at entry and higher performance levels.

III.5.7. How do you recruit, hire, and retain new employees?

Aiken Technical College advertises all vacant positions to include: local newspapers, local area colleges, national periodicals, National websites, the College website, and various Internet sources. Aiken Technical College also utilizes the Affirmative Action Option on websites nationwide that email position vacancies to

over 90,000 job seekers who have expressed interest in hearing from colleges and universities actively seeking a more diverse applicant pool in an effort to increase diversity throughout the College.

Aiken Technical College utilizes a group selection committee in the hiring process of all full time employees. The selection committee consists of the functional area manager of the vacant position as well as employees both within and outside of the functional area and a representative from Human Resources. Human Resources reviews all questions asked to applicants to ensure appropriateness and for legality. Candidates interviewing for a faculty position are required to present a teaching presentation to the selection committee as well as a writing assessment that is evaluated on content, format, grammar, spelling and punctuation. The College President conducts final interviews with all final candidates for full time positions prior to offers of employment being extended. All newly hired employees are required to attend a new employee orientation. The Human Resources Office conducts a formal orientation program which includes benefit review, overview of policies and procedures, explanation of the evaluation process, and payroll procedures.

Retention practices have focused on process improvements with regards to new employee orientation, training, mentoring and coaching activities. The Human Resources Office has revised and updated orientation manuals and training materials relating to employment at ATC. The academic organizational changes that have occurred over the past 12 months have included a major emphasis on new faculty orientation activities that engage all divisions of the College in the process.

III.5.8. How does your workforce education, training, and development address your key organizational needs? How do you evaluate the effectiveness of this education and training? How do you encourage on the job use of new knowledge and skills?

Faculty and staff development is tied to employee areas of responsibility and anticipated College needs as outlined in the strategic plan. Generally, survey results and an awareness of trends are used to determine training and development needs. Examples of the survey tools include student evaluations, an institutional effectiveness survey and a communications survey.

Use of new knowledge and skills are encouraged through the performance management systems. For faculty, use of new technology is rated on their performance evaluations. For staff, performance objectives may be established in a manner that forces the use of newly acquired knowledge and skills. For example, a human resources director who has attended succession planning training may be required to develop and implement an internal succession plan.

The agenda for regularly scheduled professional development activities is based on needs that are outlined in the College's annual plan. Surveys of faculty and staff are used both to select subjects for professional development and to evaluate the sessions after they are conducted. Faculty and staff are encouraged to pursue courses of study to develop their professional and subject matter expertise with financial support from the College. Training is conducted for faculty on new technologies to be used in the classroom, especially in courses related to computer technology.

The College has a Faculty Professional Development Strategic Plan that includes 1) opportunities for faculty to

attend professional conferences and/or training, 2) on-campus presentations by external experts, 3) Innovation Grants for faculty to provide pedagogical and student success sessions for other faculty and staff and for special projects to enhance student success, 4) technology coaches to instruct faculty in the use of instructional technology, 5) Faculty Learning Communities to engage in topic-based group discussions, 6) a Blackboard User Group to discuss educational technology questions and concerns; 7) creation of an electronic teacher library site to provide links and files of pictures, clip art, learning objects, videos, and sounds for online delivery, 8) New Faculty Orientation, and 9) year-long New Faculty Mentoring Sessions. In addition, Two-day Faculty Professional Development days are held every semester during which faculty present sessions on topics such as new technologies, teaching methods, etc. The Plan was developed and is updated annually by the Faculty Professional Development Committee and is approved by the college-wide Professional Development Committee.

III.5.9 How do you evaluate the effectiveness of this education and training?

One measurement for training effectiveness includes the same tools used to determine training and development needs. The same surveys are conducted and reviewed to determine if there are indications of improvement. After each training session held for employee professional development, the Human Resources Office surveys the participants to evaluate the effectiveness of the training and encourages comments and feedback regarding other trainings the employees would like to have offered and opportunities to improve the session they are evaluating. Another method is the performance management system which permits supervisors to monitor and manage employee performance.

III.5.10 How do you motivate your workforce to develop and utilize their full potential?

The College utilizes several tools to motivate faculty and staff to achieve their full potential and become high performers. A key element in determining what tools or programs the College would offer to employees, were those that were designed to benefit both the individual and the College. Two important motivational programs that meet the standard are the Tuition Assistance Program and the Degree Attainment Program. The Tuition Assistance Program is funded with local dollars and offers partial tuition reimbursement to employees with a minimum of one year of service and enrolled in a program leading to an academic degree of Associates or higher. The employee must provide a written statement declaring how the course or program will enhance their contributions to the college. The Degree Attainment Program rewards employees with salary increases for completion of degrees/certifications with examinations and national or regional acceptance.

Another tool utilized to motivate faculty and staff is the College's Professional Development Committee. The committee is comprised of employees representing both faculty and staff. Their primary role is to advocate for professional development opportunities. Through information gathering, research and campus surveys, programs are identified that add to and build upon the knowledge base of our faculty and staff, thereby, benefiting both the individual and the College.

A second important role fulfilled by the committee is the review of all applications for the Tuition Assistance Program and making award recommendations to the President. The maximum award is \$500 per semester.

Based upon the recommendation of the committee, funds will be budgeted for summer sessions in addition to fall and spring, beginning with FY 2008.

III.5.11. What formal and informal assessment methods and measures do you use to obtain information on workforce well-being, satisfaction, and motivation?

The College utilizes several assessment tools to measure employee satisfaction, well-being and motivation, including an institutional effectiveness survey, communications survey, and focus group sessions. The College president also conducts annual listening sessions with each division. While the listening sessions are primarily used for process improvement, they afford employees an opportunity to speak directly with the president on issues that directly or indirectly affect attitude and performance. Upon resignation or retirement, employees complete a termination questionnaire and an interview with human resources and the College president, opportunities that afford exiting employees to express employee satisfaction and any other information they wish to share.

During the 2008 FY the College surveyed all full time employees on various aspects of the College's culture using the Denison Organizational Culture Survey. The Denison Organizational Culture Survey uses the Denison model to link an organization's culture to bottom-line results. The Denison Organizational Culture Survey is designed to measure the underlying beliefs, values, and assumptions that are held by members of an organization, as well as the practices and behaviors that exemplify and reinforce them. The survey focuses on the aspects of an organization's culture that have a direct link to business performance. The College will undergo electronic focus groups in the coming months in an effort to gain more specific information in targeted topic areas. Results are pending and appropriate action plans will be developed and implemented in FY09 based on results.

Beyond the standardized methods for assessing employee satisfaction, the Human Resources and President's office both promote an open-door policy for employees to share concerns. The administration encourages all supervisors to offer the same opportunity to their direct reports.

ATC has several measures in place to promote employee well being. Beyond the state offered insurance programs and benefits, ATC has several amenities available to employees, including:

- A wellness center and gym
- An employee assistance program available through South Carolina Vocational Rehabilitation
- Discounts at the College's bookstore, local restaurants and campus events

In order to ensure safe work habits and a safe campus, the College conducts safety training on a wide variety of topics, including "RAD" – a Rape Aggression Defense course and the State Fleet Safety program. Escort services are available through the Security Department. An engineering firm has been retained by the College to design a "safety communications" system that will include interior emergency telephones, exterior emergency call boxes, interior and exterior video surveillance, a mass notification system, and an emergency power system for critical communication and information technology requirements.

In its effort to promote mental and social health, the College hosts several campus-wide social activities

throughout the year, including a welcome back activity each August, a holiday luncheon each December, a spring social, and a Halloween activity. Departmental and divisional activities and retreats are held periodically. Such activities combine games with training activities geared toward employee effectiveness. ATC employees are also very supportive in activities that benefit both the ATC Foundation and a variety of local charities, thus indicating employee support of the College and its surrounding community.

In support of its commitment to employee well-being and satisfaction, ATC's administration has developed a process to fully investigate employee complaints. Anyone found to be in violation of College policy and/or procedures or creating an unsafe or unwelcome environment for employees and/or students is disciplined in a manner deemed appropriate for the offense.

Permanent employees have access to medical and dental benefits packages that benefit them and their families. This health insurance can be supplemented through a Money Plus program that dedicates pre-tax dollars to expenditures on selected medical expenses. Of the approximate 140 full-time employees eligible for state offered health and dental insurance, 88% participate in an optional health insurance plan and 90% participate in the dental plan.

III.5.12. How do you use workforce satisfaction assessment findings to identify and determine priorities for improvement?

The College uses an institutional effectiveness survey and a communications survey to measure employee satisfaction. Survey results are compiled by the Office of Planning and Research and presented to the Executive Staff. Priorities are determined in accordance with frequency of occurrence; how the item supports the College's mission, vision, values and goals; and feasibility. Items that impact the campus as a whole, items that parallel the College's strategic initiative, and items that are feasible to implement become priority.

An example of how the College uses faculty and staff assessment findings to determine priorities is evident in the College's tuition assistance program. A survey conducted by the Professional Development Committee showed that the amount of tuition assistance available was relatively low, considering the number of employees who were requesting help. The administration responded by adding funds available for tuition assistance for the summer session.

III.5.13. How do you maintain a safe, secure, and healthy work environment? Include your workplace preparedness for emergencies and disasters.

The Public Safety Office has been reorganized into two separate functional offices. The Security Office provides 24-hour security and protection for the campus. The office is staffed with 8 contract security guards and is supported by an Aiken County Sheriff's Office Sub-station. In addition, the College has contracted with the Sheriff's Office to assign a Deputy to full-time duty on the campus and housed in the Security Office. The Security Office works jointly with the Director of Campus and Workplace Safety to provide safety and security training sessions and seminars to College personnel such as, first aid/CPR, blood-borne pathogens, fork lift operation, etc. Safety audits and inspections will be conducted by the Safety Director to ensure all facilities and equipment meet safety standards. The Safety Director has been

assigned the responsibility to manage the College's Emergency and Disaster Response Plans.

CATEGORY 6 – PROCESS MANAGEMENT

III.6.1. How do you determine and what are your organization's core competencies, and how do they relate to your mission, competitive environment, and action plans?

CORE COMPETENCIES	PROCESSES
Strategic Leadership	<ul style="list-style-type: none"> • Strategic Planning • Annual Plan Development • Policy and Procedures Development • Budget Development • Professional Development • Evaluation and Assessment
Instruction	<ul style="list-style-type: none"> • Credit Associate Degrees, Diplomas and Certificates • Customized Contract Training; Seminars and Workshops • Hybrid Learning Laboratories • Occupational Short-term Training Programs • Continuing Education, Professional and Community Interest Courses • Distance Education and Online Learning
Academic Support	<ul style="list-style-type: none"> • Program Advisement • Testing Services • Academic Success Center • Center for Teaching and Learning Excellence • Learning Resource Center • Learning Communities • Faculty Academy
Student Services	<ul style="list-style-type: none"> • Student Activities • Co-curricular Activities • Counseling/Placement Services • Orientation/Transition Services • Financial Aid Services • Student Registration/Records
Institutional Support and Operation and Maintenance of Plant	<ul style="list-style-type: none"> • Information Technology (IT) Support • Information Services Management: Classroom & Laboratory Design/Installation & Maintenance • Grants • Facilities Management and Maintenance • ATC Foundation • Campus Safety and Security Services

Figure III.6.1 – Core Competencies

III.6.2. What are your organization's key work processes?

The College's key work processes are: design; develop; implement; and, evaluate. Key work processes describe how work is performed within the college. These work processes are applied in seven areas of the College's performance, as follows: 1) Effectiveness; 2) Productivity; 3) Quality; 4) Student, Customer and

Stakeholder Satisfaction; 5) Efficiency; 6) Innovation; and, 7) Financial Durability. Applying these dimensions of performance to the Academic Affairs Division, the College analyzes teaching effectiveness by examining the degree to which students achieve student learning outcomes, gain employability skills, prepare for advanced study, and so on. Teaching productivity is examined by analyzing number of courses offered, student credit hours generated, and faculty loading, for example. The quality dimension is analyzed by pass rates on licensure exams, GPA attainment, program accreditations, and success of transfer students, for example. Student, customer and stakeholder satisfaction is examined by analyzing results from a wide array of student opinion surveys, such as the Community College Survey of Student Engagement, the Student Evaluation of Course and Instruction, and the New Student Survey, for example. Additional measures for efficiency, innovation and financial durability follow similar methods. These dimensions of performance and application of work processes are also examined in Student Services, Workforce and Business Development, and Administrative Services divisions, as well as Strategic Leadership. In short, both formative and summative assessments of key work processes are performed on an ongoing basis to inform the College's decision makers.

III.6.3. How do you incorporate input from students, faculty, staff, stakeholders, suppliers, and partners for determining your key student-centered process requirements?

Key divisional areas conduct surveys to gather stakeholder feedback and the Planning and Research Office periodically conducts numerous institutional surveys as part of the College's institutional effectiveness program. Survey results are compiled, analyzed, and distributed to target audiences throughout the year.

Student focus groups are held throughout the year by the Student Government Association in the form of "Hump Day" conversations. In addition, in an effort to obtain specific input from our students regarding our enrollment management and retention efforts, student focus groups were conducted by the College.

Other tools are also used to gather extensive input from stakeholders. External stakeholders provide input through planning retreats, advisory committees, focus groups, and listening sessions, while internal stakeholders, including students, do the same through similar avenues. The College conducts scheduled environmental scanning and divisional and institutional surveys to gather data related to stakeholder feedback on key student-centered processes. The survey process is tied to the annual planning process of the College.

The development and implementation of several electronic systems are a direct result of student concerns for more communication and better services. The College implemented the "My ATC" system to provide electronic communication to all students in a timely manner. Access to student profile information has been available since the implementation of the Web Advisor system. Students also have the opportunity to register themselves into classes on-line.

III.6.4. How do you incorporate organizational knowledge, new technology, cost controls, and other efficiency and effectiveness factors, such as cycle time, into process design and delivery?

ATC monitors class size, faculty load, program enrollment, and budget expenditures to monitor efficiency and effectiveness in processes and delivery of services. To reduce inefficiencies, job redesign and departmental restructuring is reviewed as in the recent realignments in Academic Affairs and WBDD.

ATC regularly reviews, benchmarks and implements new technology to improve cycle time in student and administrative processes. For example, the College has implemented several online applications. Hybrid courses permit students to do the majority of coursework online. The College also recently implemented a number of electronic systems to further improve efficiency and effectiveness in campus communication. “My ATC” provides electronic communication to all students in a timely manner. Web Advisor provides access to student profile information. Students who may be under-achieving in a class are warned through the campus’ ‘early alert’ system that they must improve their course grades.

Starting spring 2007, students were able to register for classes online and utilize online payment via credit card, which greatly streamlined the registration process. In addition, the College has recently undertaken a thorough review of its enrollment management process. Teams have been identified and strategies will be developed to increase market share, review flexible delivery systems and program mix, enhance enrollment driven alliances, provide customer-centered service and communication and sharpen, strengthen and communicate the College’s image. Organizational leadership for the department has been enhanced (hired a dean) and additional staff positions have been created to focus on communications and data management. As a part of the College’s annual planning process for 2008-2009 recommendations from the Enrollment Management Report will be reviewed and implemented through the work of the department and the teams identified above.

III.6.5. How do you systematically evaluate and improve your learning-centered processes?

The College has developed and implemented an internal Institutional Effectiveness Program centered on six “Critical Success Factors” that are supported by appropriate “Core Success Indicators.” Each CSI includes a definition, method of measurement, standard, data source(s), and assignment of primary responsibility. Standards have been established for each CSI based in part on historical performance and primarily on a commitment by the College to achieve and sustain levels of performance that move the College toward excellence in all of its operations. The 16 core success indicators represent an internally developed and approved institutional effectiveness “report card” and are used in the strategic planning cycle.

III.6.6. What are your key support processes, and how do you evaluate, improve and update these processes to achieve better performance?

The College’s key support processes are Academic Support, Student Services, Institutional Support, and Operation and Plant Maintenance, along with the key learning-centered processes and core competencies. The processes are evaluated through a variety of survey instruments and assessment tools. This data is incorporated into the College’s planning process.

III.6.7. How does your organization ensure that adequate budgetary and financial resources are available to support your operations? How do you determine the resources needed to meet current budgetary and financial obligations, as well as new education-related initiatives?

The College has created a computer based budget model that permits it to develop multiple scenarios to develop annual budgets. Different base assumptions about levels of state and local funding can be coupled with projected enrollment and tuition numbers to predict upcoming fiscal year revenues. The model permits

assumptions relating to inflation and weather in order to project expenditures for items such as educational materials and utilities.

Features of the model engages decision makers in “what if” situations, enabling them to anticipate various outcomes and narrow options for building annual budgets. This permits the College administration to make recommendations to the Commission relating to tuition levels with a higher degree of confidence. Incorporated in the budget model is the capability to establish funding amounts for priority initiatives and contingency concerns.

CATEGORY 7 – ORGANIZATIONAL PERFORMANCE RESULTS

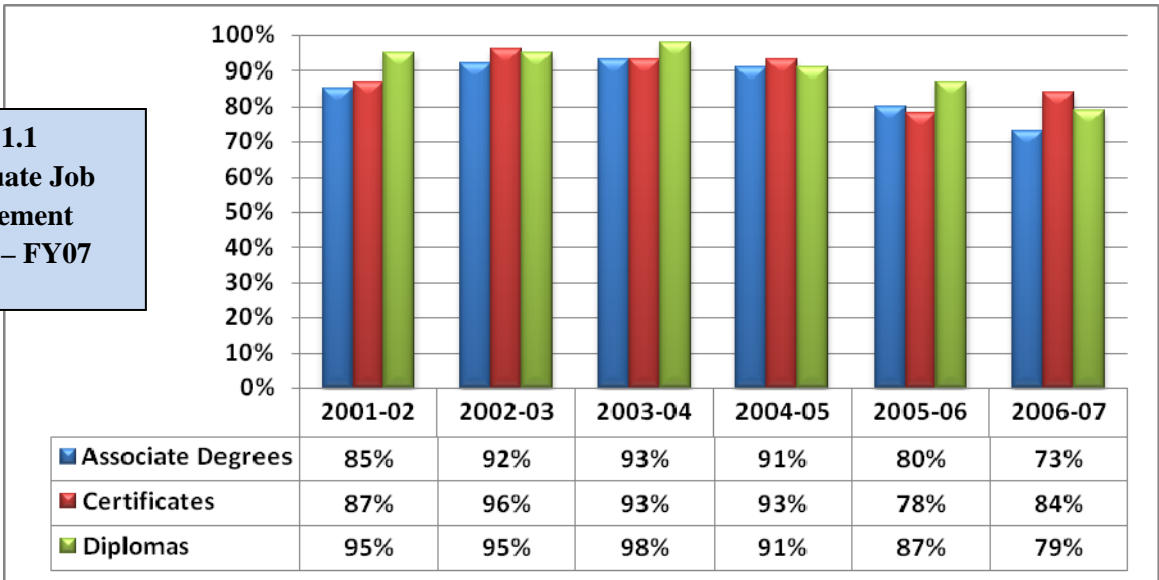
III.7.1. What are your performance levels and trends for your key measures on student learning, and improvements in student learning? How do your results compare to those of your competitors and comparable organizations?

Aiken Technical College has adopted a National Peer Group consisting of 19 two-year, public, degree-granting, technical and community colleges by using the Comparison Group Tool within the IPEDS Peer Analysis System. The adoption of a national peer group allows the College to identify performance gaps on a wide array of variables and to establish appropriate benchmarks for selected variables.

National Peer Group

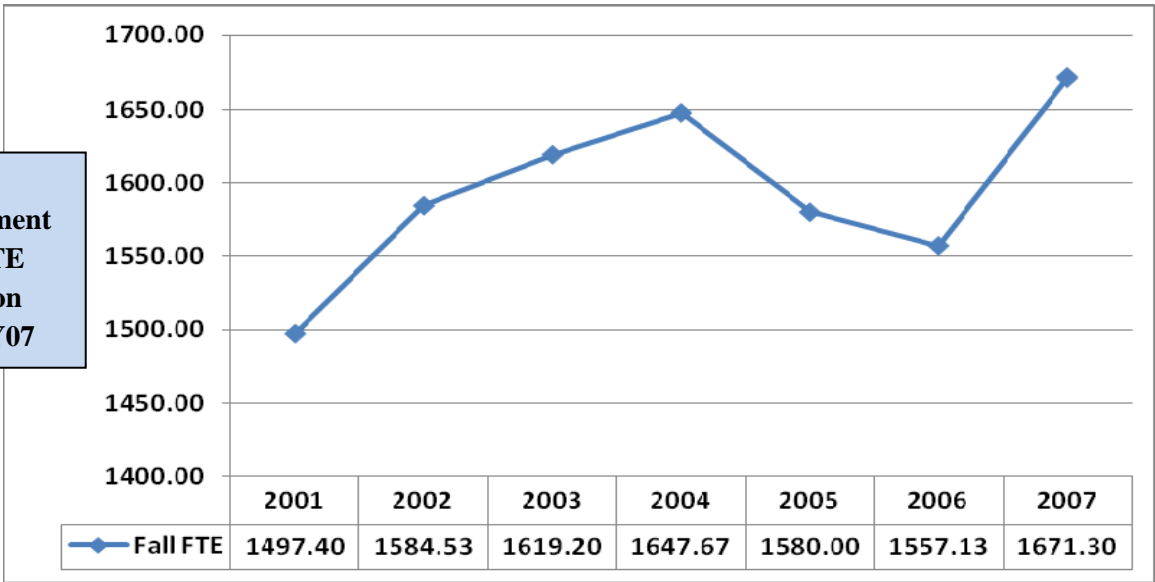
IPEDS ID	Institution Name	City	State
138691	Darton College	Albany	GA
198321	Cleveland Community College	Shelby	NC
139250	Coastal Georgia Community College	Brunswick	GA
232788	Mountain Empire Community College	Big Stone Gap	VA
218858	Central Carolina Technical College	Sumter	SC
106980	National Park Community College	Hot Springs	AR
139010	Bainbridge College	Bainbridge	GA
199324	Piedmont Community College	Roxboro	NC
140085	Middle Georgia Technical College	Warner Robbins	GA
198817	Lenoir Community College	Kinston	NC
146278	John Wood Community College	Quincy	IL
199740	Stanly Community College	Albemarle	NC
199926	Wilkes Community College	Wilkesboro	NC
218847	Orangeburg Calhoun Technical College	Orangeburg	SC
205966	Southern State Community College	Hillsboro	OH
206011	Terra State Community College	Fremont	OH
199476	Robeson Community College	Lumberton	NC
100760	Central Alabama Community College	Alexander City	AL
141228	West Georgia Technical College	Lagrange	GA

**7.1.1
Graduate Job
Placement
FY02 – FY07**

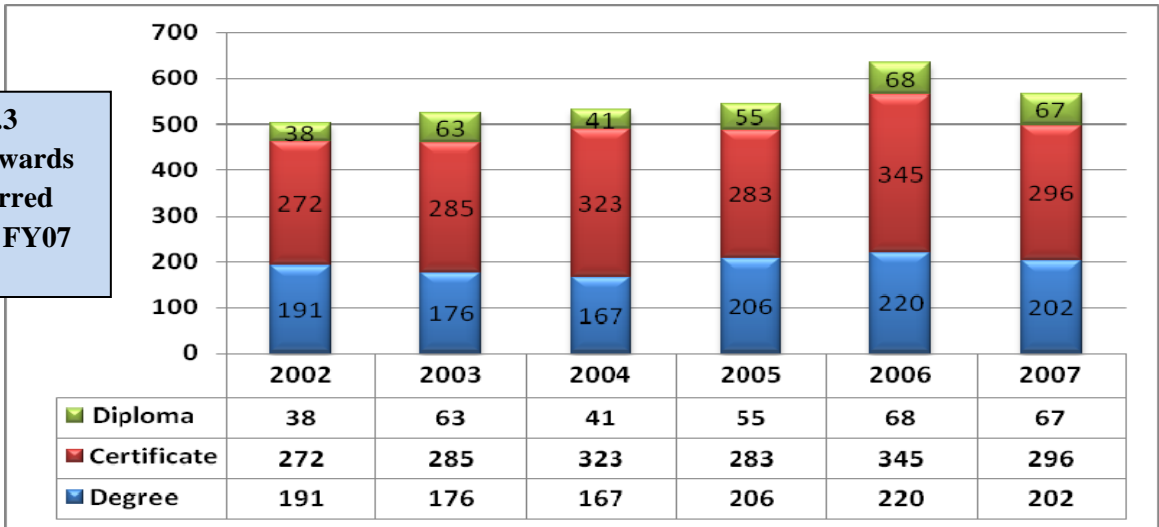


Note: The College changed data collection methods in FY06 to increase reliability and validity of both placement and in school responses. Data from the SC Employment Security Commission’s ETROD system provides verifiable data on employment and wages in SC. The College is working with the Georgia Employment Security Commission to establish a reporting link for students working in Georgia.

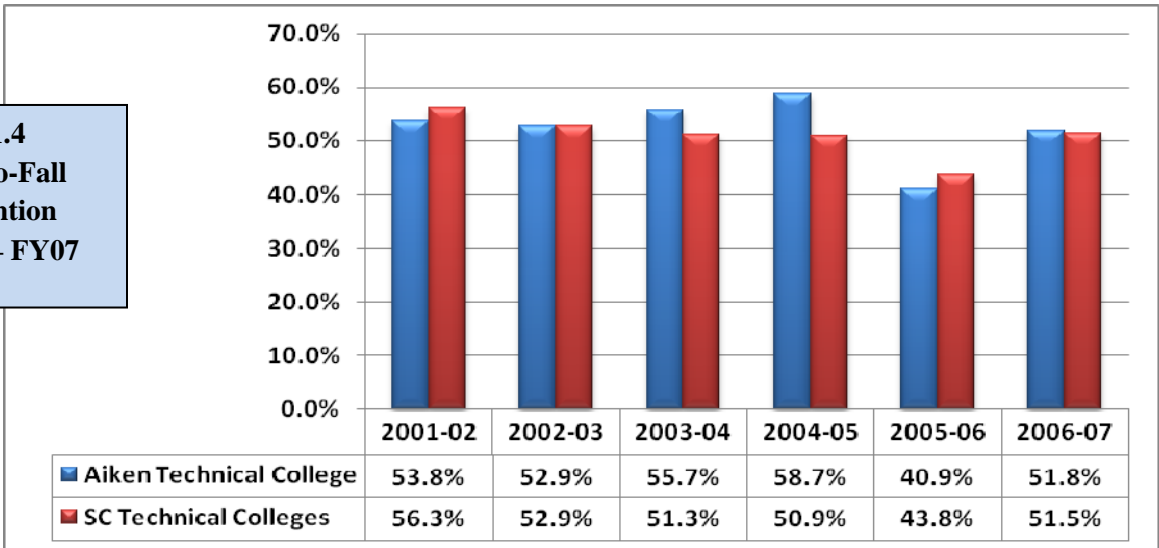
**7.1.2
Fall Enrollment
Credit FTE
Production
FY02 – FY07**



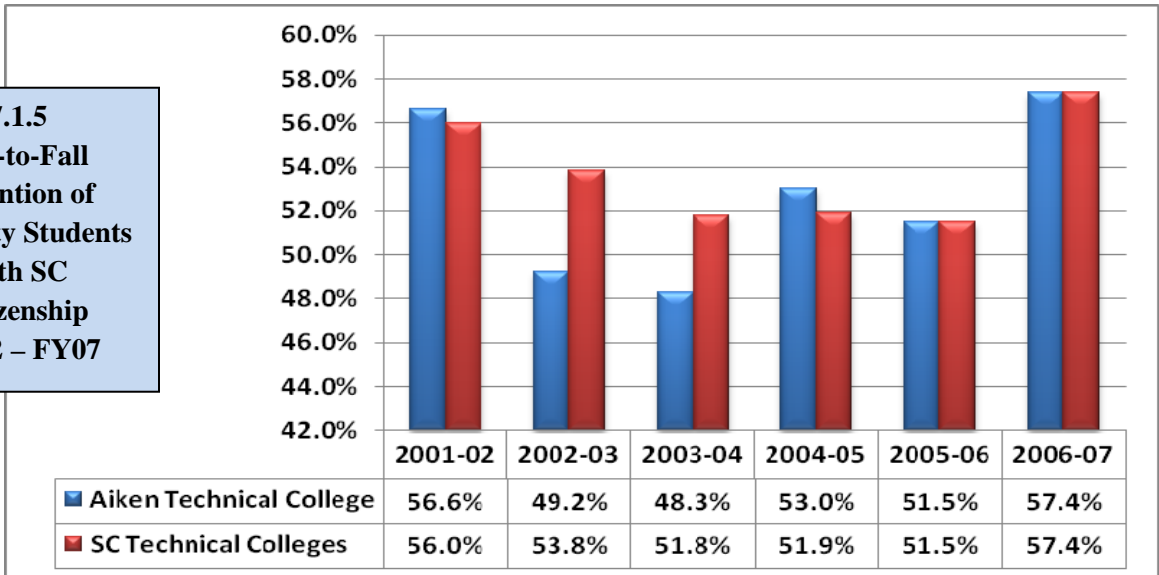
**7.1.3
Total Awards
Conferred
FY02 – FY07**



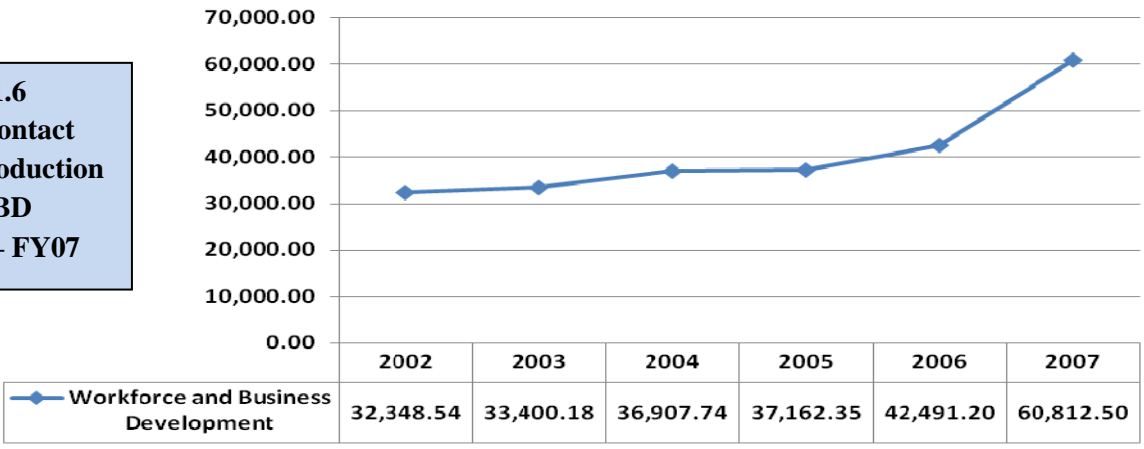
**7.1.4
Fall-to-Fall
Retention
FY02 – FY07**



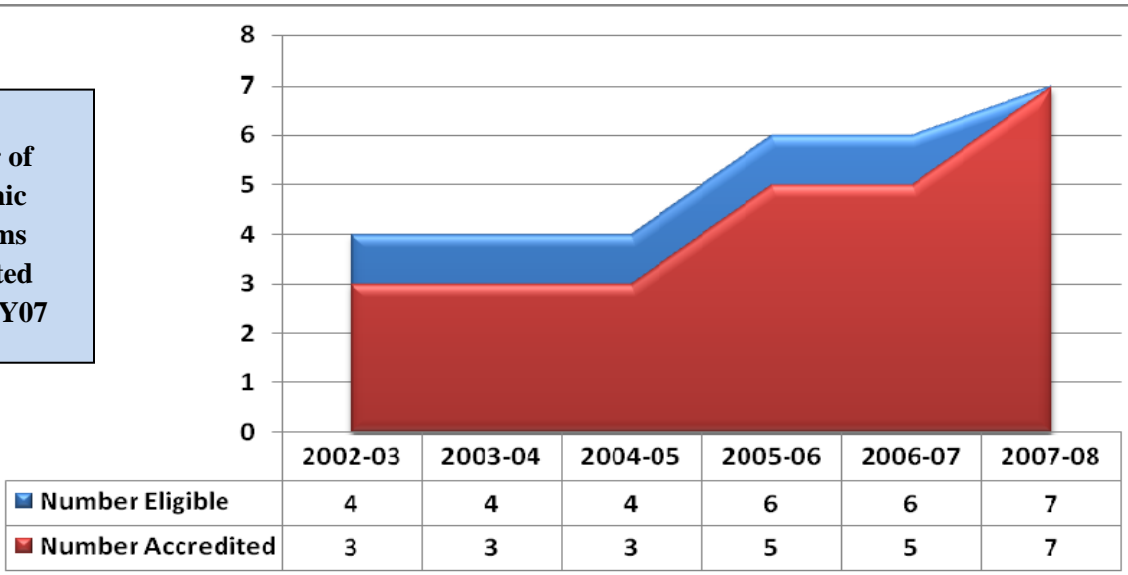
**7.1.5
Fall-to-Fall
Retention of
Minority Students
with SC
Citizenship
FY02 – FY07**



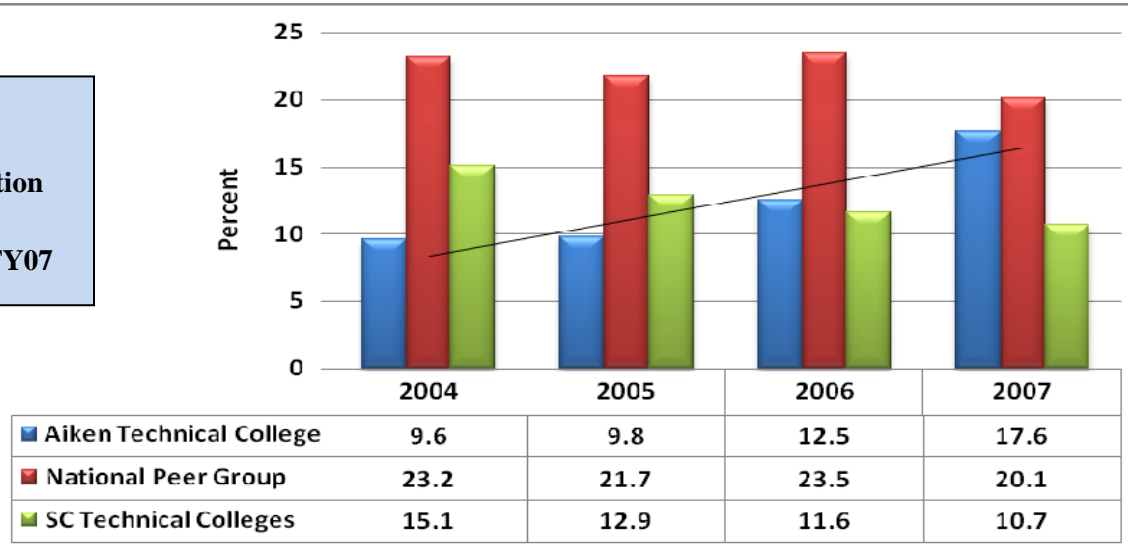
**7.1.6
Fall Contact
Hour Production
WBD
FY02 – FY07**



**7.1.7
Number of
Academic
Programs
Accredited
FY02 – FY07**



**7.1.8
GRS
Graduation
Rate
FY02 – FY07**



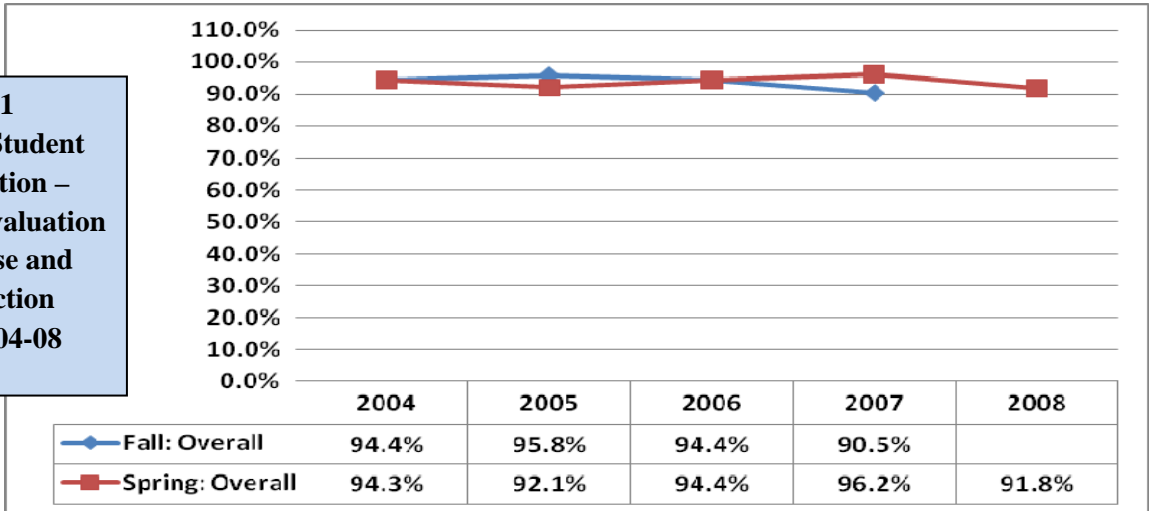
III.7.2 What are your performance levels and trends for your key measures on student and stakeholder satisfaction and dissatisfaction? How do your results compare with competitors and comparable organizations?

Aiken Technical College has administered the Community College Survey of Student Engagement (CCSSE) every spring semester since 2006. CCSSE provides information about effective educational practice in community colleges and assists the college in using information to promote improvements in student learning and persistence. The survey utilizes a set of five benchmarks. The benchmarks encompass 38 engagement items that reflect many of the most important aspects of the student experience. Benchmarks are groups of conceptually related items that address key areas of student engagement.

The five benchmarks are: Active and Collaborative Learning; Student Effort; Academic Challenge; Student-Faculty Interaction; and, Support for Learners.

ATC uses the benchmarks to compare our performance to that of similar institutions and with the 2008 CCSSE Cohort. Comparisons have been made with the following cohorts: CCSSE Cohort; CCSSE Small Colleges Cohort; Achieving the Dream Colleges Cohort; South Carolina Consortium of Technical Colleges Cohort; and, SACS Colleges Cohort. As the data shows, ATC outperformed all cohort groups on all five benchmarks.

**7.2.1
Overall Student Satisfaction –
Student Evaluation of Course and Instruction
Fall 2004-08**

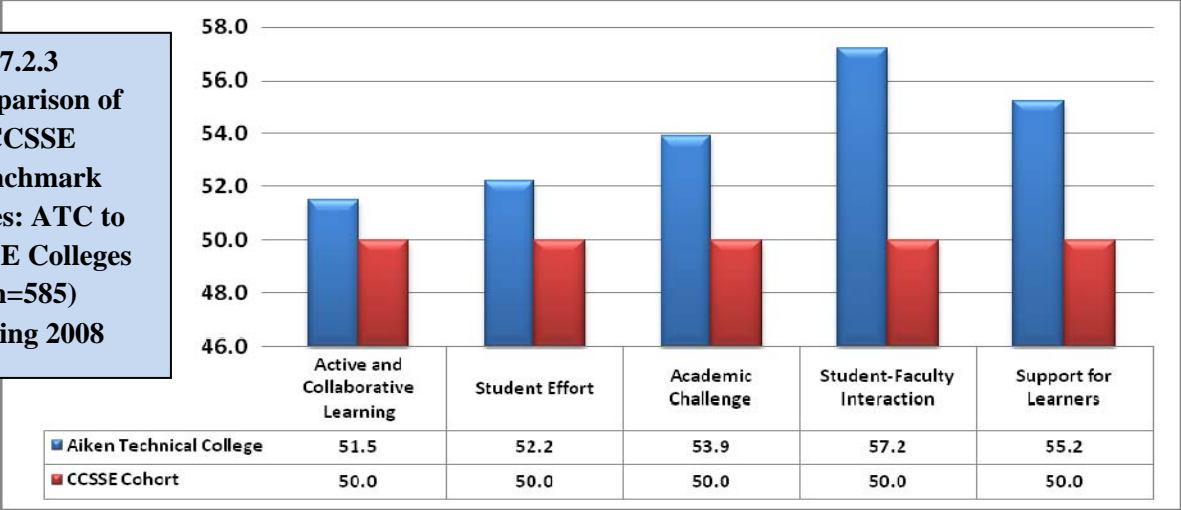


7.2.2 Student Evaluation of Overall Educational Experience [2006-08 CCSSE Results]

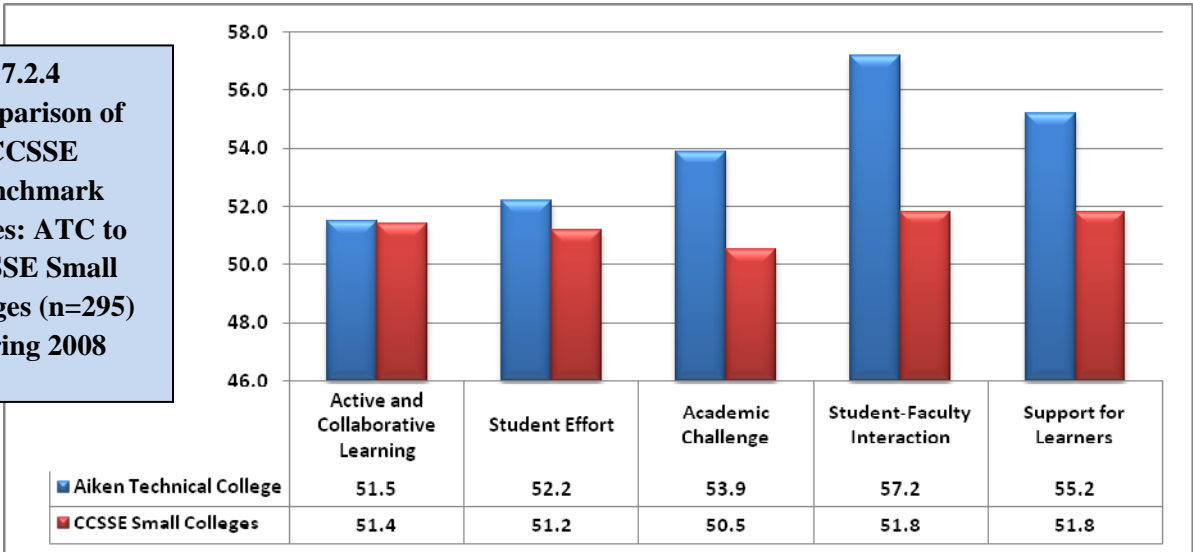
How would you evaluate your overall educational experience at Aiken Technical College?									
Rating	Part-Time			Full-Time			All Students		
	2006	2007	2008	2006	2007	2008	2006	2007	2008
Excellent	25%	30%	31%	26%	33%	34%	25%	32%	33%
Good	62%	57%	58%	55%	56%	56%	59%	56%	57%
Fair	12%	11%	9%	16%	11%	10%	14%	11%	10%
Poor	1%	3%	2%	3%	1%	0%	2%	2%	1%

A higher percent of students evaluated their overall educational experience at ATC as “Excellent” in 2008 than in 2006 or 2007. The mean rating for ATC exceeded the rating for institutions in the CCSSE Small College Cohort for the following variables: enrollment status; credit hours earned; gender; ethnicity; first generation students; developmental coursework; and, age.

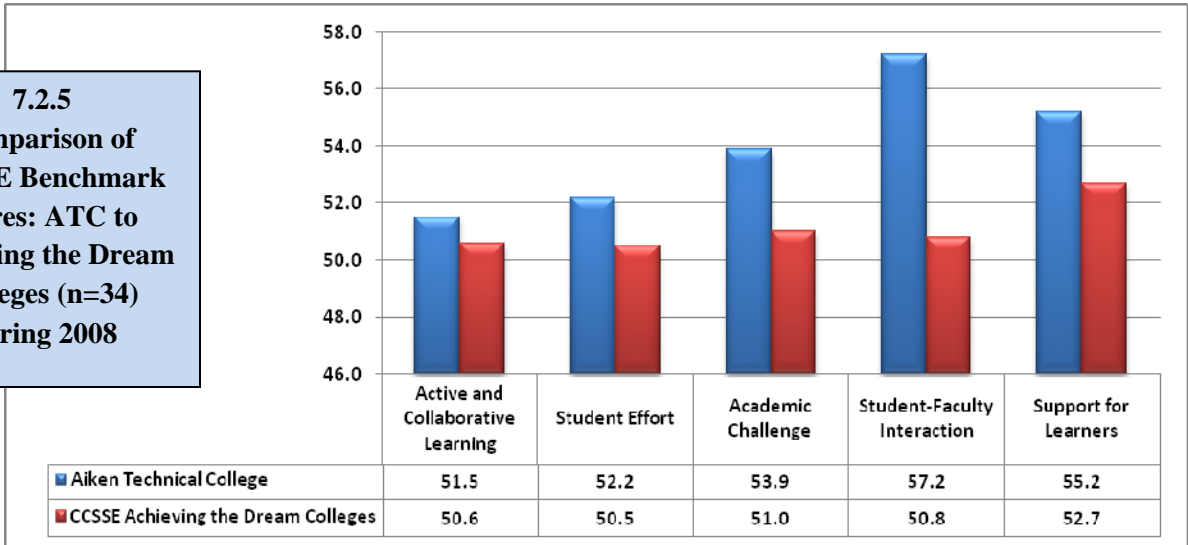
**7.2.3
Comparison of
CCSSE
Benchmark
Scores: ATC to
CCSSE Colleges
(n=585)
Spring 2008**

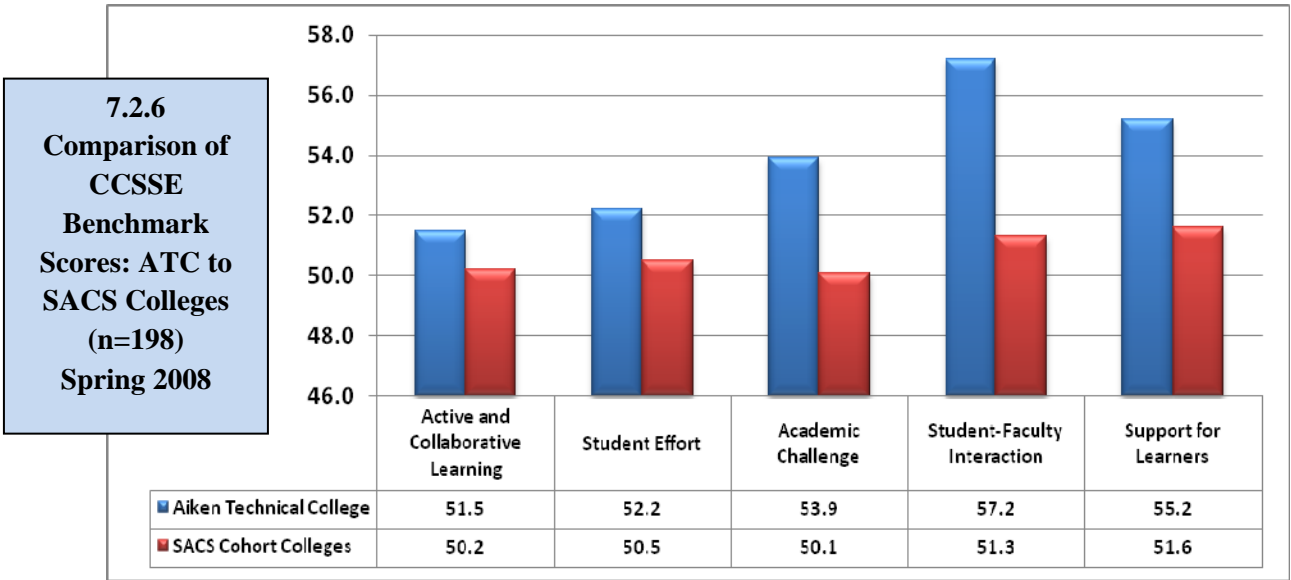


**7.2.4
Comparison of
CCSSE
Benchmark
Scores: ATC to
CCSSE Small
Colleges (n=295)
Spring 2008**

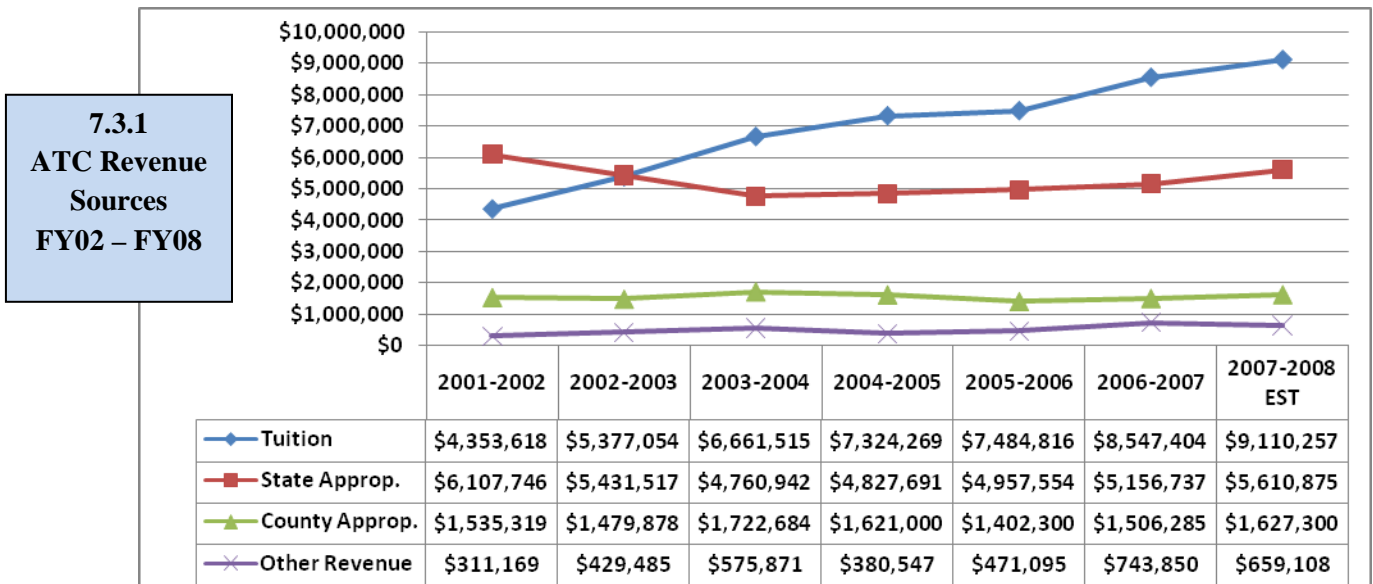


**7.2.5
Comparison of
CCSSE Benchmark
Scores: ATC to
Achieving the Dream
Colleges (n=34)
Spring 2008**



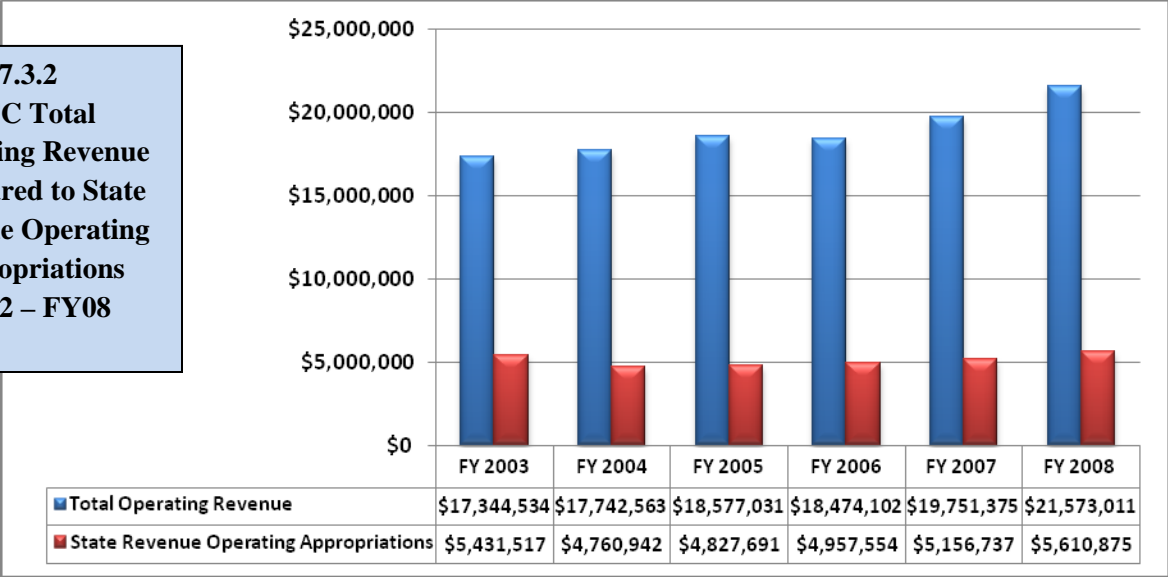


III.7.3 What are your performance levels for your key measures on budgetary and financial performance, including measures of cost containment, as appropriate?



This chart compares the major revenue categories available to ATC. The change from State Appropriations to Tuition reflects a widening gap in funding source, as Tuition revenue continues to be the largest source of revenue. County Revenue and Other Revenue have remained relatively constant since FY02.

**7.3.2
ATC Total
Operating Revenue
Compared to State
Revenue Operating
Appropriations
FY02 – FY08**

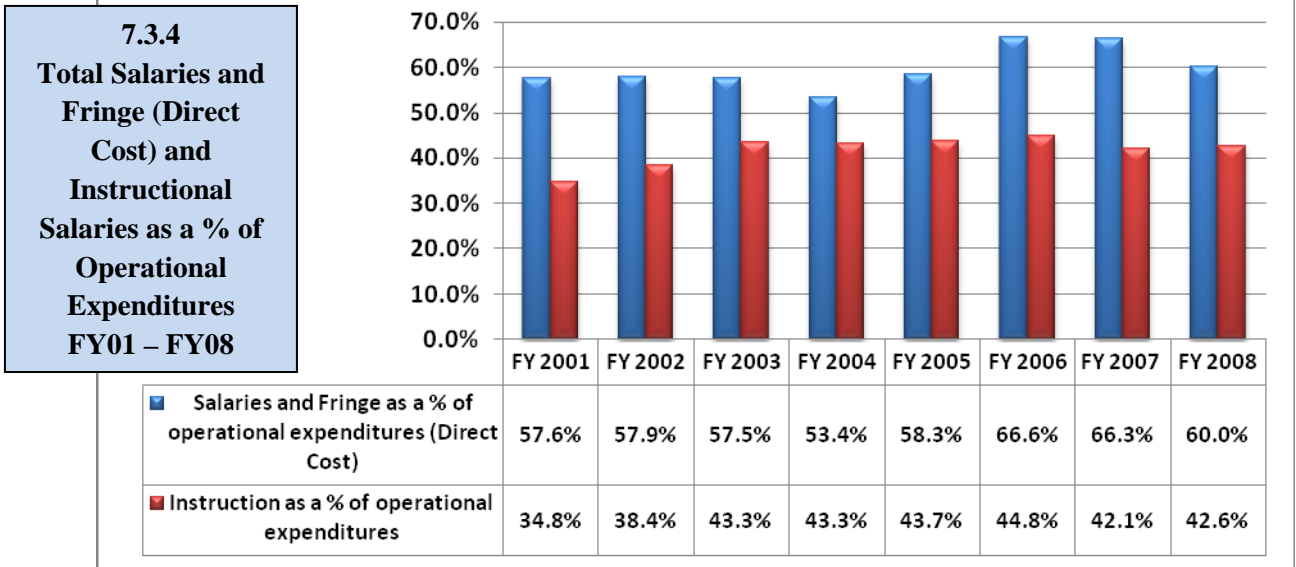


The comparisons of State Revenue for Operating Appropriations to overall Operating Revenues notes the continuing trend of reduced state funding has leveled off. Increased state funding from the current low levels is not anticipated in the near future.

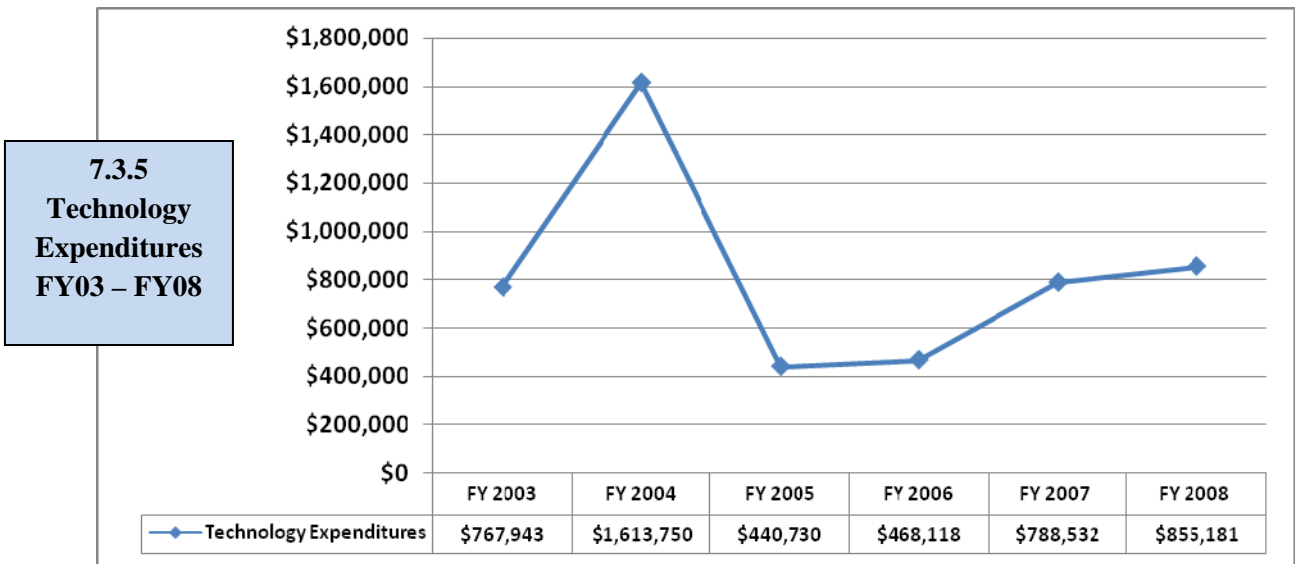
**7.3.3
State
Reimbursement
Rate/FTE/Semester
as Compared to the
National Peer Group
FY01 – FY08**



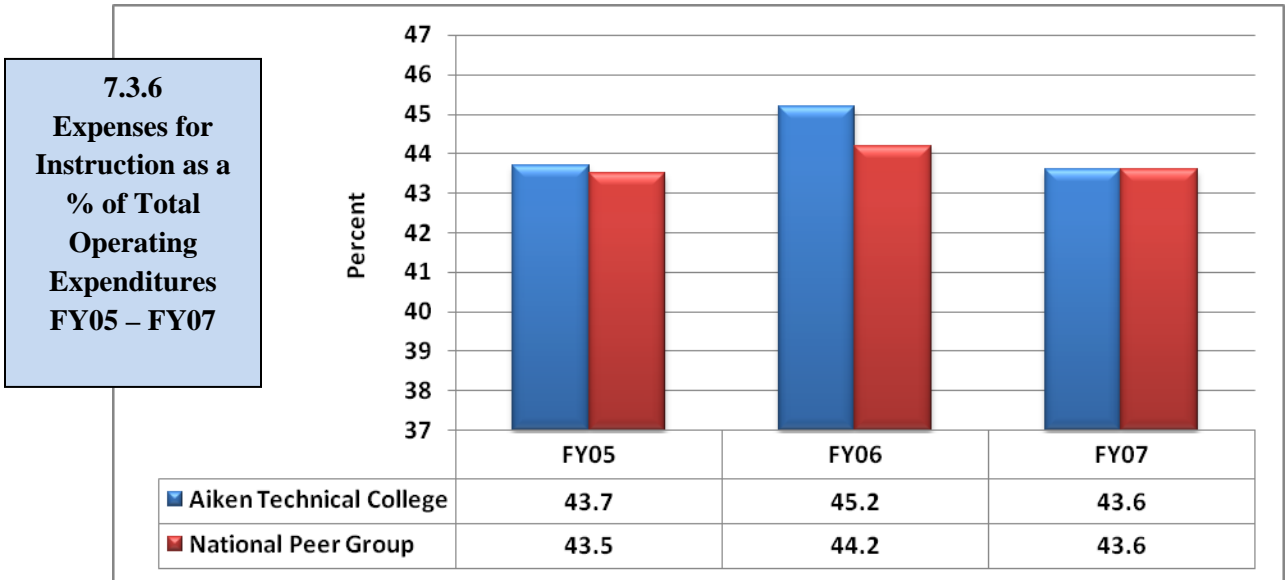
The trend remains downward for the state dollars received for each student FTE in spite of a mere \$15 estimated increase in 2008 over 2007. The rate remains substantially below earlier years and is substantially below that of the national peer group, a difference of \$2,515 per FTE for FY08.



Overall instruction expense has remained an overall uptrend in relation to operational expenditures, while the relation of all salaries and fringe to operating expenses dipped and increased with FY07's and FY08's estimate. The dip occurred in years when start up programs increased overall non-salary expenditures for non-capitalized equipment.

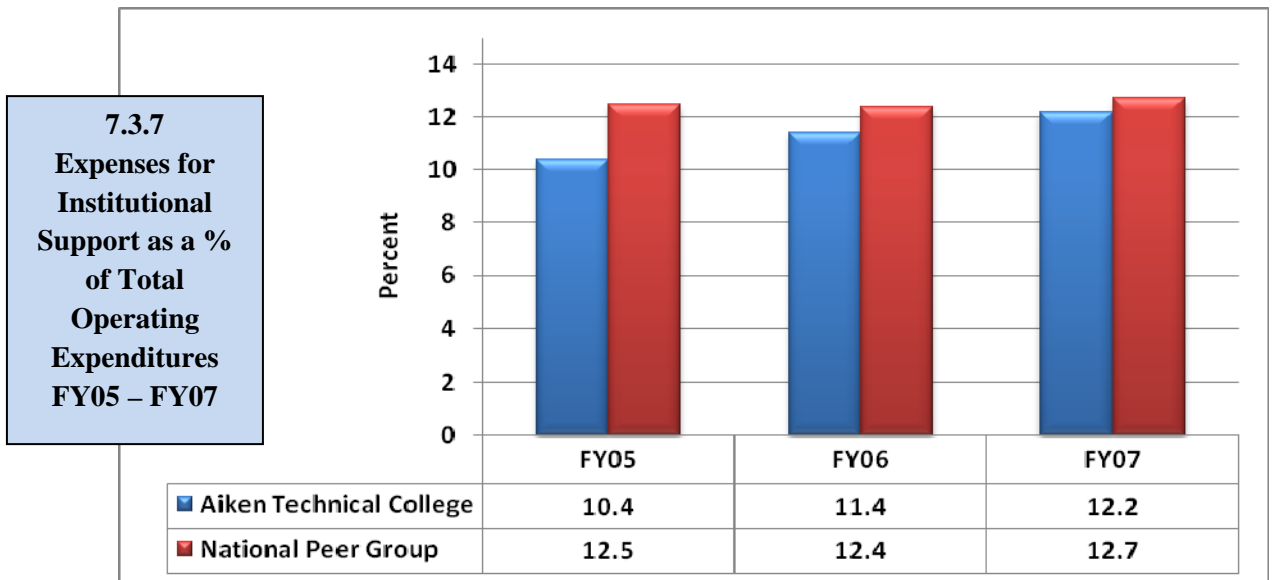


Fiscal 2004 reflects the opening of the Health Sciences building. Although lottery technology revenue decreased from FY05 to FY06, spending on technology increased reflecting ATC's commitment to continuous improvement in technology throughout the campus.



ATC's expenditures for Instruction have been equal to or greater than the expenditures for the National Peer Group from FY05 to FY07.

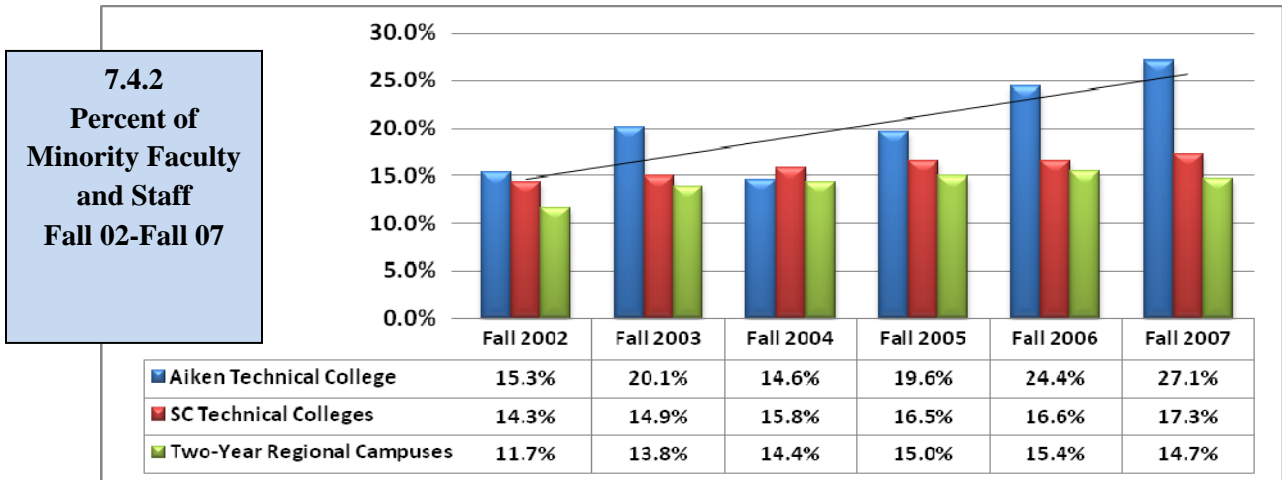
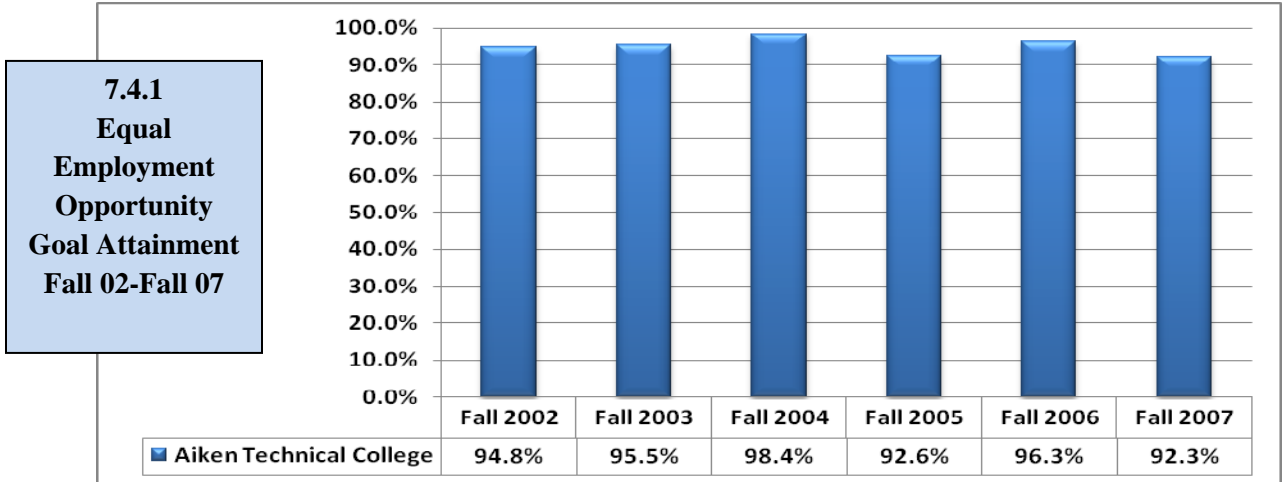
Instruction - total expenses is the sum of all operating expenses associated with the colleges, schools, departments, and other instructional divisions of the institution. This would include compensation for academic instruction, occupational and vocational instruction, community education, preparatory and adult basic education, and remedial and tutorial instruction conducted by the teaching faculty for the institution's students.



ATC's expenditures for Institutional Support have been less than expenditures for the National Peer Group from FY05 to FY07.

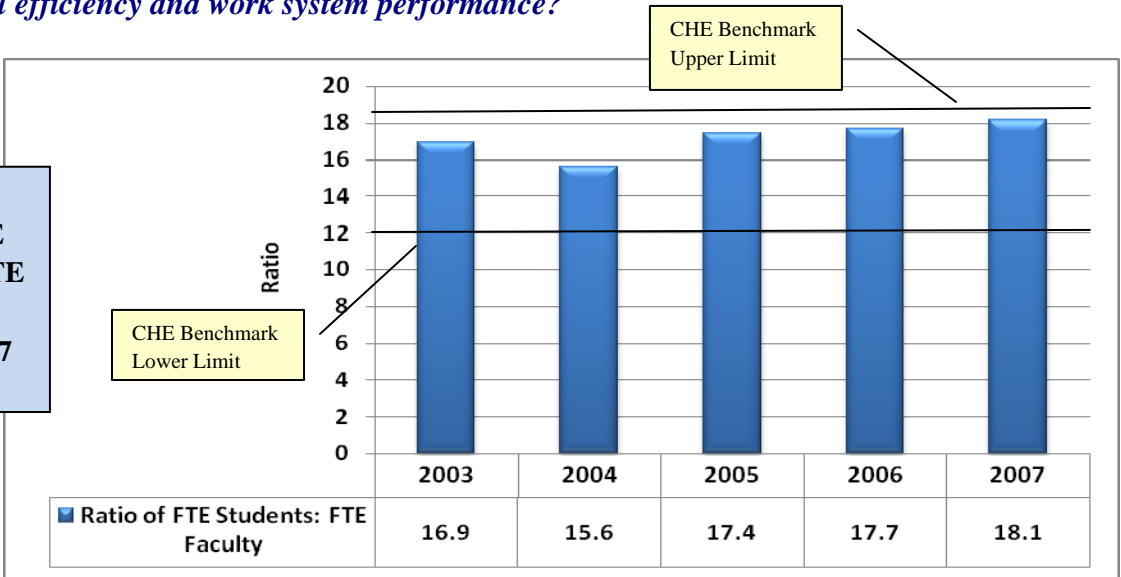
Institutional Support - total expenses is the sum of all operating expenses associated with the day-to-day operational support of the institution. Includes expenses for general administrative services, central executive-level activities concerned with management and long range planning, legal and fiscal operations, space management, employee personnel and records, logistical services such as purchasing and printing, and public relations and development.

III.7.4 What are your performance levels and trends for your key measures of workforce engagement, workforce satisfaction, the development of your workforce, including leaders, workforce retention, workforce climate including workplace health, safety, and security?

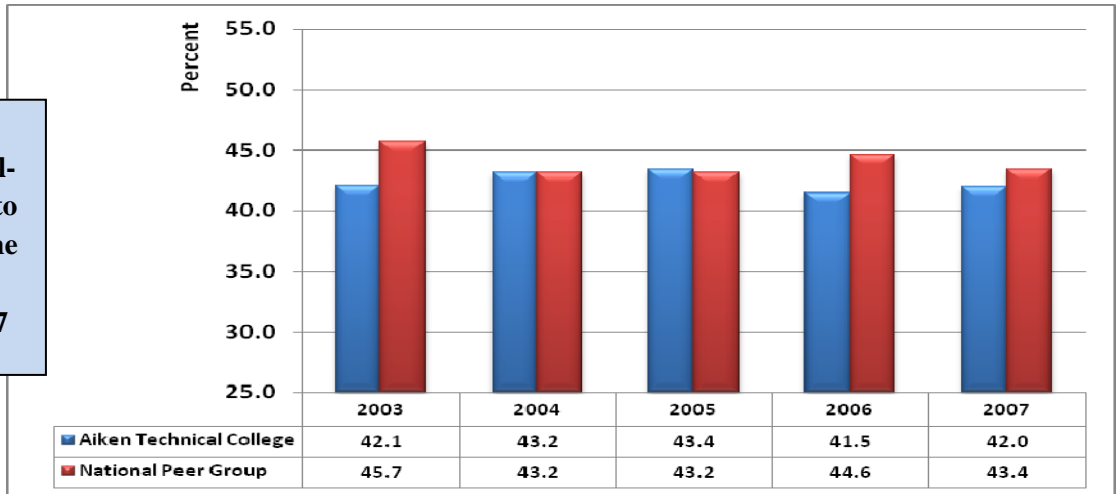


III.7.5 What are your performance levels and trends for your key measures of organizational effectiveness/operational efficiency and work system performance?

**7.5.1
Ratio of FTE
Students to FTE
Faculty
Fall 03-Fall 07**

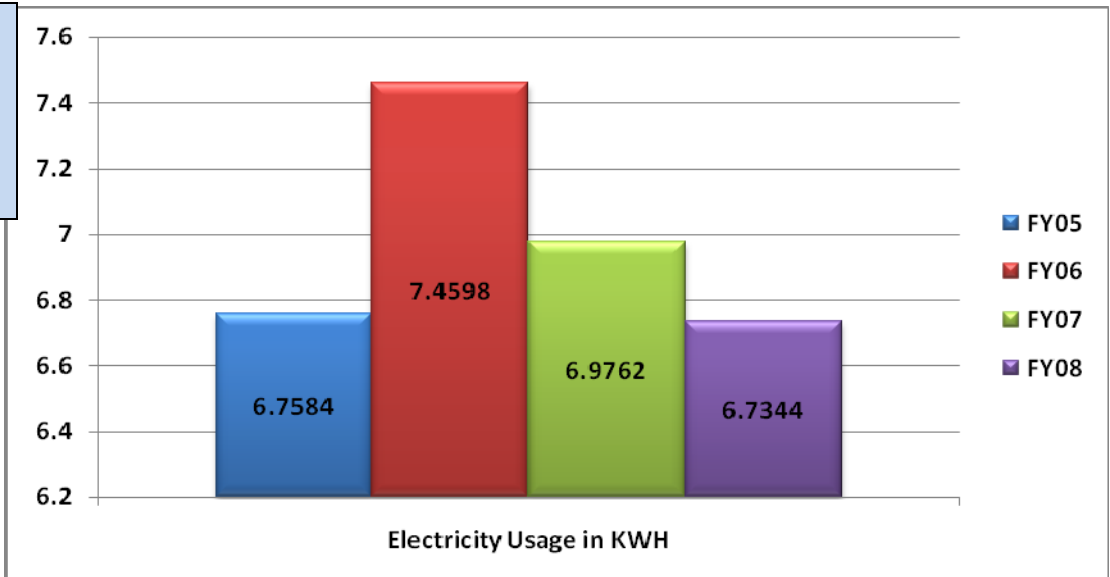


**7.5.2
Percent of Full-
Time Faculty to
Total Full-Time
Employees
Fall 03-Fall 07**

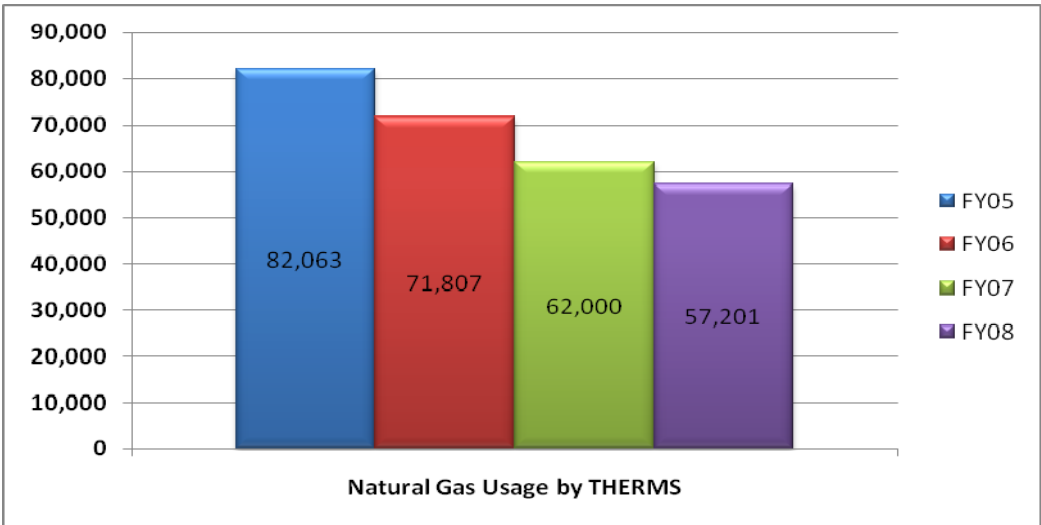


**7.5.3
Electricity
Usage in
Kilowatt Hours
FY05-FY08**

The 2006 spike in usage is attributed to the opening of the Health Science Building (50,948 sq. ft.). Since 2006, the College has reduced electrical usage to below FY05 levels.



**7.5.4
Electricity
Usage in
Kilowatt Hours
FY05-FY08**



The College has reduced natural gas consumption each fiscal year since FY05 due to implementation of numerous conservation practices and the goal to become more energy efficient.

III.7.6 What are your performance levels for your key measures related to leadership and social responsibility: a. accomplishment of your organizational strategy and action plans; b. stakeholder trust in your senior leaders and the governance of your organization;10 c. fiscal accountability; and, regulatory, safety, accreditation, and legal compliance; d. organizational citizenship in support of your key communities?

7.6.1 Accomplishment of Organizational Strategy and Action Plans

**7.6.1
Major Objectives Accomplished in 2007-08 Annual Plan**

Status of Action Step	Number	Percent
Completed	64	68.1%
Partially Completed	10	10.6%
Carried Forward	16	17.0%
Discontinued	4	4.3%
TOTAL	94	100.0%

7.6.2 Stakeholder Trust in Senior Leaders and Governance

Trust in our senior leaders is demonstrated by the many leadership positions they hold within the community. The following list is just a sample of the organizations to which the College’s senior leaders provide volunteer services:

- Savannah River Site Community Reuse Organization
- Lower Savannah Council of Governments (LSCOG) Workforce Investment Board
- One Stop Committee of the LSCOG
- Greater Aiken Chamber of Commerce Taskforce on the Hydrogen Economy
- South Carolina Education and Economic Development Coordinating Council
- Air University Board of Visitors
- Textile Recovery Taskforce
- SCANA Advisory Board
- South Carolina Technical College System Leadership Development Committee

- Aiken Rotary Club
- Aiken County Community Partnership
- United Way of Aiken County
- Rotary Club of Aiken Sunrise
- Dollars for Scholars
- Leadership Aiken County
- Knights of Columbus
- Foothills Area Health Education Center (AHEC)
- North Augusta Chamber of Commerce
- Aiken County Task Force – Together Aiken County

7.6.3 Fiscal Accountability; and, Regulatory, Safety, Accreditation, and Legal Compliance

Fiscal Accountability: The College has an external audit performed annually in compliance with state law. The audit is approved by the Aiken Technical College Area Commission each September. Copies are available through the South Carolina Office of the State Auditor at: <http://osa.sc.gov>

Regulatory and Legal Compliance: The College is a member of the State Board for Technical and Comprehensive Education (SBTCE), known as the South Carolina Technical College System (SCTCS), a system of 16 technical colleges located throughout the State. The SCTCS was legally established with passage of Act 1268 of Code of Laws of South Carolina, 1972, as amended by Act 654. This ordinance gives the State Board authority to coordinate planning, academic, financial, and personnel actions throughout the system. The College complies with all federal, state and local laws, as well as, all policies and procedures of the South Carolina Commission on Higher Education (CHE) and SBTCE. In addition, the College is governed by the Aiken County Commission for Technical and Comprehensive Education as established by Code of Laws of South Carolina number 21-1099.11 as amended by Act 571 in 1984.

Safety: Safety issues are coordinated through the Security Office under supervision of the Administrative Services division.

Accreditation: Aiken Technical College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate's degrees.

The College offers programs accredited by the following national accrediting bodies:

- Association of Collegiate Business Schools and Programs
- Joint Review Committee on Education in Radiologic Technology
- American Dental Association Commission on Dental Education Accreditation
- Commission on Accreditation of Allied Health Programs
- Accreditation Review Committee for Surgical Technology
- Accreditation Review Committee for Medical Assisting
- Accreditation Board for Engineering Technology
- National League of Nursing

Accountability Report Transmittal Form

Agency Name Aiken Technical College

Date of Submission: September 8, 2008

Agency Director Dr. Susan A. Winsor, President

Agency Contact Person: Richard A. Wells

Agency Contact's Telephone No. 803-593-9954, ext. 1257