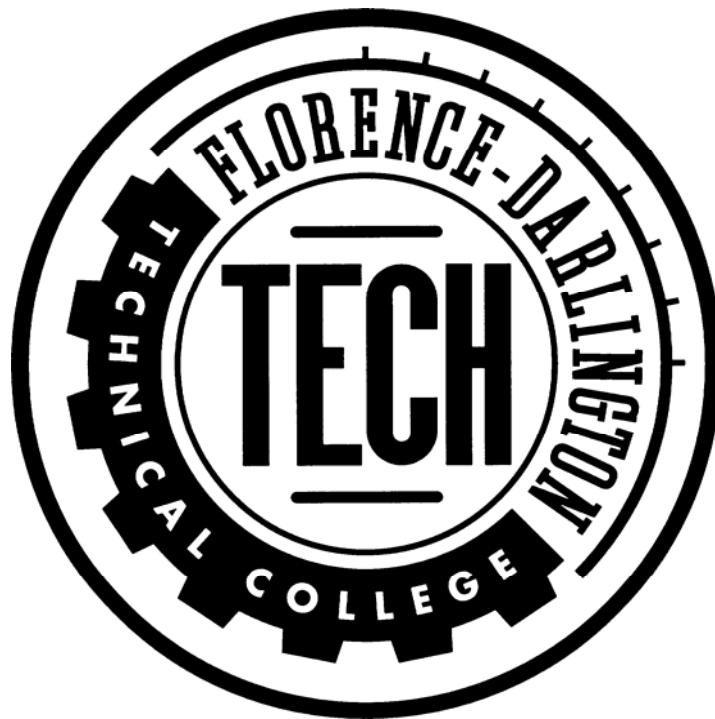# Annual Accountability Report
With Baldrige Criteria

Fiscal Year 2007-08

September 1, 2008

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Florence-Darlington Technical College

2008 Accountability Report

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Section I – Executive Summary

1.   Purpose, Mission, Vision and Values

Florence-Darlington Technical College (FDTC) is a post-secondary, public, two-year institution of higher education serving Florence, Darlington and Marion Counties. The purpose of FDTC is to provide comprehensive technical education, workforce development, and educational services. The College has an open admissions policy and enrolls approximately 4,000 credit students and 4,700 continuing education students each fall. FDTC offers associate degrees, diploma and certificate programs, responding to the educational, economic and cultural needs of a diverse traditional and nontraditional population.

The College's mission is to provide technical education, workforce development and educational services to students, business and industry, and the markets it serves. Through instructional programs, business and industry partnerships and community involvement, the College will play a major role in the economic development and quality of life of its constituents. The educational experience at FDTC will have an international perspective, which will enhance the students' marketability to today's global economy.

To fulfill its mission, FDTC seeks to develop growth opportunities that contribute to the quality of life and economic development by offering comprehensive technical education, college transfer programs, specialized training for business and industry, continuing education, transitional studies, and student development services. These services will prepare individuals for careers, advancement, and growth in health services, human services, business, engineering technology, public services and other fields. The College will provide graduates with competencies in written and oral communication, information processing, mathematics, problem solving, interpersonal skills and life-long learning opportunities. To provide these services at the highest quality, FDTC solicits funds from public and private sources and commits itself to stewardship of and accountability for all resources. The College's vision is to be a pre-eminent technical college, leading the southeast region in comprehensive technical education and workforce development.

The College pursues its mission based on these fundamental values:
- **Customer Service:** FDTC will provide high quality, efficient, customer-focused, affordable programs and services utilizing state-of-the-art delivery systems that exceed customer expectations.
- **Learning Environment:** FDTC will transform the traditional instructional approach into a flexible, customer-oriented learning environment emphasizing a global economy, certifications, work experience credit, competency-based outcomes, self-paced, individualized instruction, and the infusion of technology in all programs of study.
- **Product Development:** FDTC will develop high quality, cost effective, innovative, market-driven products and services that provide strategic value to its customers.
- **Financial Environment:** FDTC will continually strive to establish a fiscal base that enables the College to achieve its goals.
- **Institutional Advancement:** FDTC will build relations with and seek financial support from alumni, corporations, foundations, and friends.

2.   Major Achievements from Past Year

- FDTC opened the new SiMT (Southeastern Institute of Manufacturing Technology) Advanced Manufacturing Center (AMC) in time for fall 2007 classes. This was the culmination of a two year construction project. It is a 177,000 square feet facility aimed at providing support for business, industry and manufacturing, while housing the college's Machine Tool Technology and Engineering Technology programs. The SiMT has different departments that can:
  - Provide firms with Rapid Prototyping services, capable of reducing new product lead time to market.
  - Give businesses access to 3D/Virtual Reality tools that can be used in advanced product planning, factory simulation, and marketing.
  - Provide engineering support in areas such as new product development, automated production processes, and manufacturing operational systems for firms that are entrepreneurial startups or established businesses.
  - Help firms hire and train workers to operate, and maintain, today's high technology factories.
- The AMC's centerpiece is an 18,000 square foot manufacturing arena. It contains the latest and most sophisticated computer numeric control machines for production of complex precision parts. Additional features of the building include:
  - The Auditorium which features 808 seats with the latest audio visual capabilities, including a 28 foot 3D/Virtual Reality screen.
  - A multi-configurable Conference Center, which can be set up as one large 12,000 square foot room or four smaller rooms. The large room configuration seats 800 people for a banquet, or it can host industrial equipment demonstrations, exhibitions, and small tradeshows.
  - The Executive Boardroom where company meetings of up to 30 may be held, along with the adjoining Dining Room for lunch or dinner.
  - Twenty classrooms and 10 technical lab spaces that can be used for group presentations or training.
  - Clients may also take advantage of the 3D/Virtual Reality Center housed on the second floor. The 3D/VR Center partners with EON Reality, Inc., to provide 3D virtual reality simulations in an eye-grabbing, theater like setting. The 3D/VR Center also includes a fully interactive CAVE, which provides clients a totally immersive experience.
- Awarded $600,000 grant from the National Science Foundation to continue the successful Tech Stars Scholarship program for technology majors.
  - Four FDTC Tech Star students have been profiled for inclusion in the 2008 National Science Foundation S-STEM Success Stories publication.
- The SCATE *Technology Gateway* pre-engineering technology curriculum has been included in the 2007 *At Risk Student Intervention Implementation Guide* published by the SC State Department of Education. The guide features research-based and promising practices in dropout prevention.
- Designed and hosted *Manufacturing: The Future* day camp for over 30 at-risk up-coming 8th grade students to stimulate interest in manufacturing and industry careers.
- Awarded $150,000 grant from the Nuclear Regulatory Commission to certify over fifty pipe welders to work in a nuclear welding environment.

- Reduced operating costs by offering all pay advices online and converting all employees salaries to direct deposit.
- The National Robotics Training Center of Excellence made presentations to Ellen Purdy, Enterprise Director, Joint Ground Robotics, Office of the Secretary of Defense, Acquisition, Technology and Logistics and Cliff Hudson, Deputy, Business Program Development, Space and Naval Warfare Systems Center, U.S. Department of the Navy.
- Relocated Information Technology operations and staff to SiMT (Southeastern Institute of Manufacturing and Technology). This move entailed building a new data center and network infrastructure and installing over 80 computers and 40 telephones.
- A complex, state-of-the-art audio-visual system was implemented throughout SiMT.
- Over 150 courses were upgraded and moved to the new WebCT server.
- Thirteen new multimedia classrooms were installed.
- New websites were developed and launched for SiMT, Palmetto Teaching and Learning Institute, and Stinger Athletics.
- A data warehouse was built and made available for internal research.
- The FDTC Educational Foundation awarded $200,177 to support 38 Named Scholarships and to assist 177 students.
- The 43rd Anniversary Celebration & Gala grossed $103,450 and the BB&T 5th Annual College Golf Classic & Corporate Challenge raised $21,403.
- The FDTC Educational Foundation's "Pathways to the Future Campaign" raised a total of $2.1 million during its "quiet phase" with faculty/staff contributions at $105,000.
- Increased student payments online by 14% over the prior year.
- Recruiting efforts have led to a sharp increase in the number of new students who applied and have been accepted for fall 2008. As of the end of July, 1,842 new students have been accepted to the College, a 33% increase over this time last year.
- The Financial Aid Office was a host site for "College Goal Sunday" in co-operation with Francis Marion University, SC Commission on Higher Education and the US Department of Education to provide and assist students and parents from the Pee Dee Region in completing the 2008-2009 Free Application for Federal Student Aid.
- The College entered into formal bridge agreements for transfer with Francis Marion University and Coastal Carolina University.
- Conducted over 4100 Workkeys skills assessments, including approximately 500 for local high schools.

3. **Key Strategic Goals for the Present and Future Years**
   - To continue to offer affordable, high-quality credit and non-credit educational training programs that meet the area workforce needs in a timely, proactive manner. (Customer Service)
   - To continue to transform the traditional instructional approach into a flexible, responsive, learner-centered environment by maximizing state-of-the-art technology and college resources in the delivery of programs and services. (Learning Environment)
   - To develop and deliver strategic training and manufacturing technology solutions which maximize workforce productivity in advance manufacturing environments. (Product Development)

- To continue to explore alternative funding sources to offset the decrease in state funding revenue. (Financial Environment and Institutional Advancement)
- To continue to play a significant role in the recruitment and retention of a high-quality workforce that will impact economic development in the Pee Dee Region. (Institutional Advancement and Economic Development)

4.   Key Strategic Challenges
- Decreased state funding has resulted in increased tuition for students. Increased tuition, fees, and cost of books, coupled with high gasoline prices may have a negative impact on enrollment growth.
- Dependency on non-recurring state lottery tuition assistance funding.
- Bureaucratic red tape inhibits the college's ability to respond to new program requests from business and industry in a timely manner.
- Multiple reporting requirements from various state, regional and national agencies and organizations to include: SACS, 20 program accrediting bodies, SBTCE/CHE Program Evaluation, Institutional Effectiveness Annual Report, South Carolina Legislative Performance Funding, and SC Budget and Control Board Accountability Report.
- Financial ability to support funding of new technically advanced equipment while simultaneously supporting the upgrading and replacement of current technology and equipment.
- The ability to attract and secure highly trained human resources to replace employees nearing retirement age in a highly competitive marketplace.

5.   How the Accountability Report is used to Improve Organizational Performance
The accountability report will be a useful tool to complement and enhance the strategic planning process employed by the college. The elements of the Baldrige Award Criteria will serve as a framework for the analysis of and for modifications to current action plans to ensure all organizational resources are focused on measurable outcomes to achieve the vision, mission, and goals of the college.

Section II - Organizational Profile

1.   Educational Programs, Offerings, and Services

In addition to the curriculum programs listed in Figure 1.1, the Continuing Education Division offers a wide variety of non-credit educational training programs customized to meet the needs of area businesses, industry and community clients. The predominant method of delivery for programs across all divisions is lecture or a lecture/lab combination, although many classes are also offered via Internet or ITV (distance learning). The main services offered to students are listed in Figure 1.2.

Figure 1.1: Educational Program Offerings

Associate Degree	Diplomas	Certificates
Accounting	Administrative Support	Auto Body Repair
Administrative Office Technology	Cosmetology	Basic Automotive
Associate in Arts	Early Childhood	Certified Nursing Assistant
Associate in Science	Development	Computer Assisted Drafting
Automotive Technology	Expanded Duty Dental Assisting	Computer Numerical Control
Automotive Technology – Diesel	Machine Tool	Diesel and Heavy Equipment
Civil Engineering Technology	Pharmacy Technician	Early Childhood Development
Civil Engineering Technology - Graphics	Practical Nursing	Electroneurodiagnostic Technology
Computer Technology – Telecommunications	Surgical Technology	Engineering Graphics
System Mngt.	Welding	Essentials of HVAC
Criminal Justice Technology		General Studies (for high schools
Dental Hygiene		students only)
Diesel Tech. – Caterpillar Dealer Service Tech.		Gerontology
Early Childhood Development		Industrial Mechanics
Electro-Mechanical Engineering		Infant/Toddler
Electronics Engineering Tech. – Electronic		International Business
Electronics Engineering Tech. – Networking		Limited Practice Radiographer
General Technology		Medical Assisting
Heating, Ventilation, and Air Conditioning		Machine Operator
Health Information Management		Medical Coding
Human Services		Medical Transcription
Machine Tool Technology		Nail Technology
Marketing		Perioperative Nursing
Medical Laboratory Technology		Phlebotomy Technician
Nursing		Pre-Physical Therapist Assistant
Occupational Therapy Assistant		Process Control
Paralegal		Retail Merchandising
Physical Therapist Assistant		Welding
Radiologic Technology		
Respiratory Care		
Small Business Management		

Figure 1.2: College Services

Office	Services
Assessment Center	Placement testing, online course testing, special testing (i.e. NETS)
Child Care Center	Head Start program partnership, child care services
Counseling	Academic, career and personal counseling, job placement, workshops
Enrollment Services	Recruitment, International Student, Disability Services (ADA)
Financial Aid	Awards scholarships and federal and state grants, loans and work study.
Grants	Perkins III, Internships, TRIO Student Support Service Program
Libraries	Comprehensive print, audiovisual and online resources; 76 computers
Math Hub	Hybrid methodology of self-paced learning, guided math instruction and individualized modular learning components
Student Activities	Student Ambassadors, Tech Times, Student Government Association, Athletics, scheduled events and activities

Success Center	Tutoring services, instructional support materials, computer lab
Technology	72 multimedia classrooms, 52 computer labs available to faculty and students

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

FDTC enrolls approximately 4,000 (unduplicated) students in curriculum credit programs and over 4,700 non-credit continuing education students in courses each fall. The credit student segments include new, returning, transfer, transient, and dual enrolled high school students, students with disabilities, and a very small segment of international students. Students' key requirements/expectations of FDTC are:

- High-quality, career oriented programs
- Effective instruction
- Adequate financial aid
- Effective instructional support services
- Safe and secure campus

In addition to students who enroll in curriculum programs, FDTC has five key stakeholders, as reflected in Figure 2.1.

Figure 2.1: Stakeholder Relationships and Requirements

Stakeholder	Requirements
SBTCE/CHE	Sound fiscal management; Consistency of instructions programs standards; Accreditation standards maintained; Centralized data collection methods
Feeder Schools	Cooperative working relationship; Accurate post-secondary information; Successful post-secondary transition for students
Employers	Qualified, skilled interns and graduates; Knowledgeable, skilled program faculty
Alumni and Friends	Positive image and reputation; Positive communications and networking; Financial commitment
Community	Involvement in community organizations; Positive image and reputation; Convenient locations

3.   Operating Locations

- Main Campus – 2715 West Lucas Street, Florence
- Health-Sciences Campus – 320 West Cheves Street, Florence
- Southeastern Institute of Manufacturing and Technology – 1951 Pisgah Road, Florence
- Cosmetology Center – 122 Palmetto Road, Darlington
- Hartsville Site – 225 Swift Creek Road, Hartsville
- Lake City Site – 278 West Cole Road, Lake City
- Mullins Technology Site – 109 South Main Street, Mullins

4.   Number of Employees

FDTC employs a total of 435 people. Of that number, 193 are classified as staff and 242 as faculty. Of the 242 faculty members, 98 are full-time while the remaining 144 work on an adjunct basis.

5.   Regulatory Environment

Through legislation, the South Carolina Assembly has given authority to Florence-Darlington Technical College to award degrees through the State Board for Technical and Comprehensive Education (SBTCE). SBTCE has the jurisdiction and authority over state-supported technical institutions and programs. The South Carolina Code of Law states the Board shall establish criteria for and approve the awarding of certificates, diplomas, and associate degrees to students who successfully complete authorized and prescribed courses and programs of study and training. FDTC is fully accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) through 2016.

6.   Governance System

The Florence-Darlington Area Commission was established by the 1976 Legislative Act 654 of the State of South Carolina. The Commission is composed of 10 voting members who are appointed by the Governor upon recommendation of a majority of the legislative delegation of the nominee's respective county. Five members are appointed from Florence County and five members are appointed from Darlington County. Commissioners are appointed to serve a four-year term. The principal functions of the Commission are to establish policy for governing the College within the broad guidelines set by the South Carolina Board for Technical and Comprehensive Education and to oversee and guide the President in the administration of the college. The Commission oversees the management of all funds received by FDTC.

7.   Key Suppliers and Partners
- Florence, Marion, and Darlington School Districts
- Area businesses and industries
- Area colleges and universities
- Federal Government
- WIA One Stop

8.   Key Competitors
- All South Carolina public and private post-secondary institutions compete with FDTC for students and educational grants.
- McLeod Medical Center, Carolinas Hospital System, area physicians, businesses and industry compete with FDTC in recruiting qualified personnel.
- Private training providers compete with FDTC to secure training contracts with area businesses and industry.

9.   Principal Factors in Determining Competitive Success

Student competitive success factors include:
- Affordable tuition
- Career-focused programs
- Flexible schedules
- On-campus and distance learning
- Convenient locations
- High job placement rates
- Positive college image and reputation
- Safe and supportive environment

Employee competitive success factors include:
- Generous compensation packages
- Flexible scheduling
- Adequate instructional budgets
- Well-equipped instructional classrooms and laboratories
- Personal and professional development opportunities
- Open, supportive work environment

Key Changes Taking Place that Impact FDTC's Competitive Situation
- Increasing number of retirees
- Low academic achievement of high school graduates
- Scarce resources (funding and equipment)
- Bureaucratic red tape that prevents the College from responding to business and industry program requests in a timely manner

10. Performance Improvement Systems

FDTC's college-wide performance is evaluated internally and continuously improved through its Institutional Effectiveness Planning Cycle. On the individual level, faculty and staff performance is evaluated through Employee/Faculty Performance Management Systems. College-wide and individual evaluations are conducted on an annual basis.

11. Organizational Structure

Office of the President
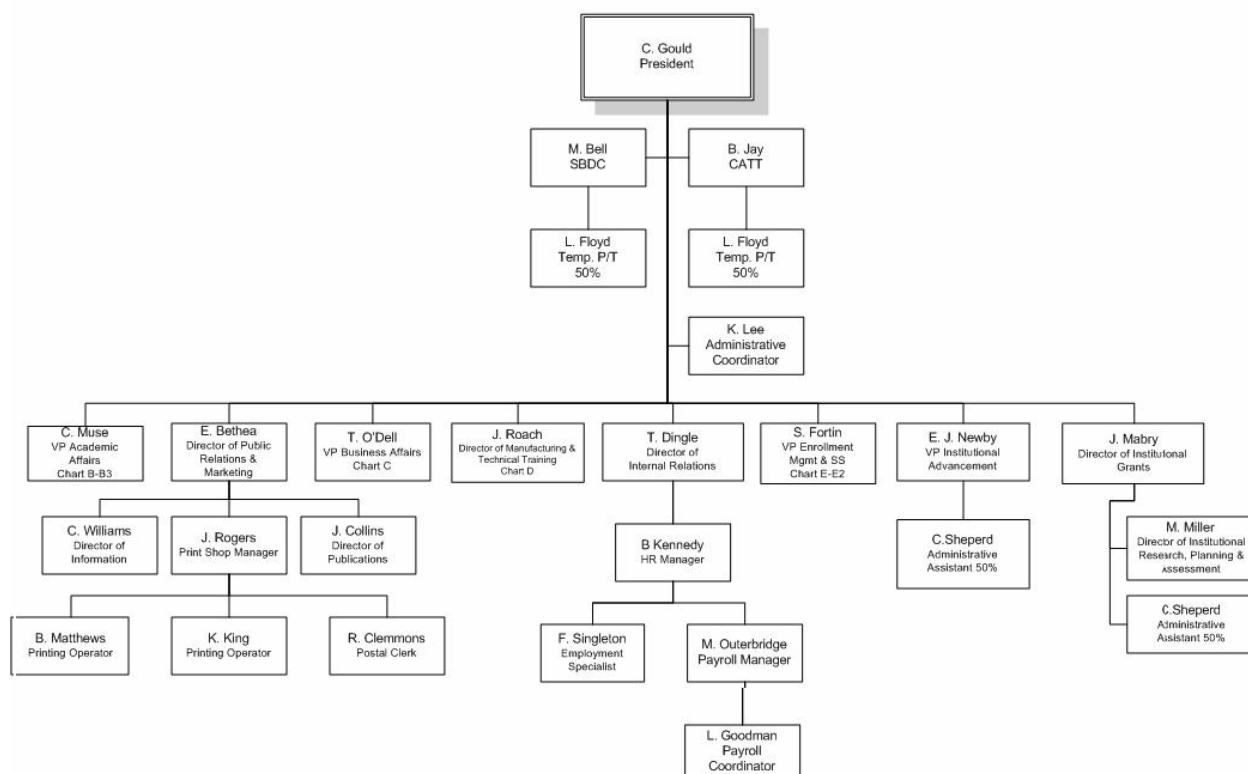
Note: Organizational Charts BB-**3** (Academic Affairs), Chart C (Business Affairs), Charts D (Manufacturing and Technical Training), and Charts E-E2 (Enrollment) are not shown but are available upon request.

12. Expenditures/Appropriations Chart
   (page 9)

13. Major Program Areas Chart
   (page 10)

Accountability Report Appropriations/Expenditures Chart

Base Budget Expenditures and Appropriations

Major Budget Categories	FY 06-07 Actual Expenditures		FY 07-08 Actual Expenditures		FY 08-09 Appropriations Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	$ 16,082,734	$ 7,000,796	$ 17,018,587	$ 7,591,600	$ 17,452,387	$ 7,028,288
Other Operating	$ 8,858,845		$ 10,367,322		$ 10,712,960	
Special Items	$ 3,865,583	$ 2,017,929	$ 4,097,105	$ 2,022,829	$ 4,132,743	$ 2,021,400
Permanent Improvements						
Case Services						
Distributions to Subdivisions						
Fringe Benefits	$ 3,866,720	$ 1,749,988	$ 4,271,597	$ 1,875,428	$ 4,581,223	$ 1,757,072
Non-recurring	$ 415,550	$ 415,550	$ 298,188	$ 298,188	$ 297,389	$ 297,389
Total	$ 33,089,432	$ 1,184,263	$ 36,052,799	$ 11,788,045	$ 37,176,702	$ 1,104,149

Other Expenditures

Sources of Funds	FY 06-07 Actual Expenditures	FY 07-08 Actual Expenditures
Supplemental Bills	$ 596,722	$ 785,340
Capital Reserve Funds	$ -	$ -
Bonds	$ -	$ -

Major Program Areas

Program Number and Title	Major Program Area Purpose (Brief)	FY 06-07 Budget Expenditures	FY 07-08 Budget Expenditures	Key Cross References for Financial Results*
	The technical colleges provide opportunities for individuals to acquire the knowledge and skills necessary for employment, transfer to senior colleges and universities, or graduation with an Associate Degree, Diploma or Certificate.	**State:** 11,184,263.00 **Federal:** **Other:** **Total:** 33,089,432.00 **% of Total Budget:**	**State:** 11,788,045.00 **Federal:** **Other:** **Total:** 36,052,799.00 **% of Total Budget:**	
		State: **Federal:** **Other:** **Total:** **% of Total Budget:**	**State:** **Federal:** **Other:** **Total:** **% of Total Budget:**	

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

Remainder of Expenditures:	State: Federal: Other: Total: **% of Total Budget:**	State: Federal: Other: Total: **% of Total Budget:**

* Key Cross-References are a link to the Category 7 - Organizational Performance Results. These References provide a Chart
   number that is included in the 7th section of this document.

Section III – Elements of Malcolm Baldrige Criteria

Category 1:   Senior Leadership, Governance, and Social Responsibility

> 1.1   How do senior leaders develop and deploy their organizations' vision and values throughout the leadership system, to the workforce, to key suppliers and partners, and to students and stakeholders, as appropriate? How do their personal actions reflect a commitment to the organizational values?

Senior leaders utilize FDTC's Institutional Effectiveness Planning Cycle for strategic information dissemination. During the Department Head planning session in February and the college-wide Planning Day in March, senior leaders present division information and key strategic challenges. Employee input is encouraged. Senior leaders are honest and candid in their responses to employee questions and concerns, and are open to suggestions for improvement. Faculty and staff are encouraged to be innovative in their departmental improvement efforts. Employees are well-informed and have a clear understanding of their role in moving the college toward its mission and goals.

The FDTC Area Commission is also involved in the annual strategic planning process. Once the leadership team has completed planning sessions with employees, the mission, goals, and strategic initiatives are reviewed by the Area Commission at their annual planning session. Proposed revisions are discussed and may be modified by the Commission.

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

All annual institutional effectiveness planning objectives are tied to the college's employee performance evaluation system. Each departmental employee plays an active role in contributing to the achievement of one or more of the objectives. The planning objective and expected outcome are incorporated into the formal evaluation document and "exceeds" points are earned when the objective is achieved. All planning objectives must support one of the college goals/initiatives, thus all employees are focused on action to accomplish one or more of the objectives that result in improved performance which supports the mission.

> 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 these monitored?

The State Board for Technical and Comprehensive Education (SBTCE) has the jurisdiction and authority over state-supported technical institutions and programs. FDTC follows all policies and procedures established by this regulatory agency to ensure fiscal, legal and regulatory accountability. In addition, FDTC is fully accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) through 2016. These key regulatory agencies monitor the college's compliance with all standards and regulations.

Institutional Effectiveness performance measures are monitored by the division and department managers and reports are submitted to CHE and SBTCE periodically throughout the year by the Office of Research, Planning, and Assessment.

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

Senior leaders create an environment for organizational, faculty, and staff learning through a variety of on and off-campus professional development opportunities. On-campus, all new employees participate in a day-long orientation program to familiarize them with the College vision, mission, and goals, and the division functions that support those efforts. This orientation program provides new faculty and staff members with a clear overview of the college, its resources, and services offered to employees and students. In addition, the College Faculty/Staff Professional Development Committee plans two professional development days each year for all employees. Session topics are determined by employee surveys.

For off-campus activities, faculty and staff are encouraged to actively participate in their professional organizations and system peer groups and support their attendance at appropriate regional, state, and national meetings. In like manner, the College encourages faculty and staff to seek additional college credits or degrees and supports those efforts with Access and Equity and Tuition Reimbursement Program funds.

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

Senior leaders are keenly aware of the need for succession planning and are committed to promoting from within the organization. They actively seek and often create opportunities to expand the knowledge, experience and skill levels of talented, committed employees at all levels. In addition to offering a broad range of formal or scheduled professional development activities, senior leaders have identified a variety of informal opportunities to promote internal advancement. All vacant positions are posted internally before they are advertised externally. Employees who meet minimum qualifications are automatically interviewed by the hiring committee.

When a manager level position is vacated, senior leaders review the position responsibilities and may reorganize the departmental area by distributing the vacated position responsibilities among employees seeking advancement. This succession planning process provides an opportunity for individual employees to expand their organizational knowledge and skills in an incremental, manageable manner and receive additional compensation based on the increased responsibility level.

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?

Senior leaders meet with their direct reports on a regular basis to share information, discuss challenges, resolve issues, monitor division activities and performance, and set direction. The Executive Committee meets once each week with the President to discuss accomplishments, plans, and issues generated from their division staff meetings with the group. The frequency of these meetings enables senior leaders to communicate decisions to faculty and staff in a timely manner. Timely responses to employee suggestions and queries serve to strengthen the shared decision making process and communication system within the college.

Senior leaders recognize and reward high performance throughout the organization in several ways, including performance bonuses, nominations for state and national achievement awards, Employee Appreciation Day, annual holiday celebration, Years of Service Awards luncheon, and local percentage match to state percentage salary increases.

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 leadership system, as appropriate?

The President is annually evaluated by the Area Commissioners, with merit increases determined by the process stipulated by the Budget and Control Board for Agency Heads. Executive Committee members are formally evaluated each year by the President using the same performance evaluation system established for all employees of the college. The President allocates performance points within an established range for each major divisional job responsibility and provides written comments to each Executive Committee member concerning their leadership and performance strengths and areas to improve. Senior leaders utilize the President's evaluation feedback to establish leadership improvement plans and division goals for the next year.

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

- Commission on Higher Education Data (Program Evaluation, historical enrollment trends, completion rates)
- Progress on and achievement of Institutional Effectiveness goals
- Progression of program and total enrollment each semester
- Employee productivity
- Student, graduate and employee surveys
- Graduates' employer satisfaction

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? (Actual results reported in Category 7.)

Senior leaders constantly review key compliance related processes, goals and measures to ensure that any adverse impacts of its programs, offerings, services and operations are identified early so corrective action may be taken to minimize or alleviate those adverse impacts. Reporting requirements and responsibilities include those required by the Southern Association of Colleges and Schools (SACS), twenty program specific accrediting bodies' compliance standards, Title IV compliance standards, State Board for Technical and Comprehensive Education (SBTCS) Program Evaluation, Institutional Effectiveness Objectives and external financial audit reports.

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

Senior leaders are expected to be involved in and contribute their time and talent to community organizations. Organizational involvement is determined by the college mission with emphasis placed on relationships that support the workforce and education needs of area business and industry and the citizens of the tri-county service area. FDTC is an active member in the Florence Chamber of Commerce, with the President serving as a permanent member of the Executive Board. All senior leaders have participated in the Chamber sponsored Leadership Florence Program and several have also served three year appointments on the Chamber Executive Board. The President also chairs the Florence County Economic Development Partnership.

Category 2: Strategic Planning *(Please see Strategic Planning Chart, Table 2.7-1)*

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

Strategic, operational and institutional effectiveness planning are combined into one master planning process that serves as a vehicle for institution-wide involvement and evaluation. The institutional mission, goals and strategic initiatives drive the Institutional Effectiveness (IE) Planning Cycle activities (Figure 2.1-1) throughout the fiscal year with a focus on continuous improvement over time. The college is organized into seven functional divisions, each of which is managed by an Executive Committee member, who ensures annual planning efforts are maximized to support the institutional goals and strategic initiatives.

Figure 2.1-1: Institutional Effectiveness Planning Cycle

Planning Activity	Annual Timeline
Executive Committee Planning Session to review mission, goals, and strategic initiatives	January
Executive Committee meets with Division/Department Heads to review mission, goals, and strategic initiatives	February
College-wide Planning Day – Division/Department Heads report on annual IE objective accomplishments and meet with faculty and staff to establish new objectives tied to college goals and strategic initiatives.	March
Department Heads submit new annual IE objectives to Executive Committee members	March
Executive Committee members approve and submit Division/Department IE objectives to President	April
Area Commission reviews and ratifies mission and strategic initiatives at annual planning retreat	April
Budget Committee meets and Dept. Heads submit requests for funds to support IE objectives	May
Annual IE Final Report and new IE Planning Reports submitted to supervisors and Office of Research and Planning	June
Annual faculty and staff Performance Evaluations submitted to Human Resources Office	June
College IE Summary Report written and posted to FDTC web site and sent to CHE	July
Implementation of annual IE Objective strategies and progress reported on electronic IE template	July – June

The electronic IE Planning Report template was created and placed on the college intranet to eliminate paper reports, establish consistency in format, streamline the writing process, ease the updating process, and provide report viewing access to all college personnel. Each department head enters their annual IE objectives and planning strategies into the electronic template in June for the next fiscal year. The objective statement must include a measurement indicator, performance standard, achievement deadline and cost frame. Each objective must also designate the college goal it supports, as well as recruitment or retention effort, if applicable. Progress

toward the achievement of departmental objectives and strategies is entered into the system throughout the year with final results reported in June.

The Annual IE Summary Report is organized to report achievement results by Division and Department, by College Goals, and by Recruitment and Retention efforts. This Summary Report provides the foundation for identifying major achievements and opportunities for improvement in achieving the college's goals and strategic initiatives.

a. During the Executive Committee, Department Head, and College-Wide Planning Days (January – March), division accomplishments, by college goal, from the previous planning cycle are presented to the participants. Weaknesses and/or barriers preventing the accomplishment of certain objectives are also shared. Meeting participants, working in small groups, spend a portion of the planning session discussing potential opportunities and threats. These discussions assist participants in identifying division/department planning objectives for the next planning cycle.

b. This open, objective, extensive and comprehensive planning process serves as a self-evaluation and improvement response to changing market forces in which its constituents will compete and to the South Carolina Legislature's enactment of Act 255 of 1992, Act 359 of 1996 and Act 629 of 1998. Act 255 required the SC Commission on Higher Education to diligently report the effectiveness of all SC public postsecondary institutions. Act 629 mandated that the strategic plans for all postsecondary institutions be accessible and progress be reported annually. Lastly, to comply with Act 359, FDTC is annually required to meet performance standards appointed by the legislature respective to technical colleges. In addition, all proposed planning objectives that require additional funding to accomplish must be submitted to the FDTC Budget Committee in May. The Committee reviews the objectives based on their potential impact toward achieving the college's goals or strategic initiatives and the available financial resources. The objectives are prioritized and funds are awarded prior to the beginning of the next fiscal year.

c. Each year an environmental scan is completed prior to the start of the January planning cycle. Any significant changes in student and community demographics, markets, and competition are noted in the College Long Range Plan which is updated each fall. This document is also used as a key tool in the annual Institutional Effectiveness process.

d. FDTC's 5 Year Strategic Plan is updated annually. The plan contains new programs and projects with physical plant and personnel projections included. The budget is then created to support the plan, or the plan is altered according to available resources.

e. Institutional Effectiveness planning is part of the FDTC organizational culture. All employees understand the college Mission and Goals and the role they play as individuals in working toward their achievement. The Mission and Goals are reaffirmed each year, by all employees and the Area Commissioners.

f.   Department heads identify their planning objectives in March of each year and submit them to the division manager for approval. Final approval is given in June after the Budget Committee's review. Department heads then develop the planning strategies they will use to accomplish the objective(s) with the expected outcomes. Actual outcomes are electronically recorded as strategies are achieved. At the end of each planning year in June, department heads notify their division manager and the Office of Research, Planning, and Assessment that their annual plan summary report has been completed.

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

All the strategic challenges are tied to the five major college goals. The annual Institutional Effectiveness Report includes a summary of objective accomplishments by college goal, thus enabling the senior leaders to assess its progress addressing the strategic challenges.

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

An annual Institutional Effectiveness Planning Summary document is written and published each year in July. That document summarizes the number of objectives for each division, the number achieved and not achieved, and the number closed or continued to the next planning cycle. The report also summarizes the objective outcomes by college goal. This summary report is analyzed by division and department heads to identify their strengths, areas needing improvement, and potential threats or barriers. The outcomes of this analysis are incorporated into the next planning cycle.

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

Every department Institutional Effectiveness (IE) objective must support one of the five college goals and strategic objectives. Each objective must also be written in a standard format to include a measurement indicator, performance standard, deadline date and cost frame. The electronic IE system enables all users to sort and track the progress of planning strategies for all objectives focused on any or all of the college goals throughout the planning year. Objectives that require additional funding are submitted to the Budget Committee for review and approval before being finalized as a viable objective for the next fiscal year. If funds are not available to support the proposed objective, it is not approved.

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

All department Institutional Effectiveness (IE) planning documents are accessible on the college intranet and can be viewed by all employees at any time during the year. In July of each year an

annual IE Summary Report is written and published on the college web site. The results of the past year's achievements by division are also highlighted during the annual planning meetings. At the beginning of each fiscal year, a summary chart of planning objectives, by department and college goal, is created and distributed to division/department managers.

2.6	How do you measure progress on your action plans?

All objective planning strategies have a completion date. Once a planning strategy is completed, the department head is responsible for entering and comparing the "actual outcomes" with the projected "expected outcomes" entered at the beginning of the planning year. Division/department heads are responsible for monitoring the progress of the objectives by completing a quarterly review of all division/department objectives.

When all of the planning strategies for an objective are completed, the department head is responsible for entering the final results into the electronic system and designating whether the objective was achieved or not achieved. They must also provide a statement regarding how the results will be used for future planning and designate whether the objective will be closed or carried in to the next planning year.

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

The Institutional Effectiveness Summary Reports are available at https://www.fdtc.edu/AboutUs/history/IEreports/default.asp.

Table 2.7-1: Strategic Planning Chart

College Goal	Strategic Objective	Key Action Plans/Initiatives
Customer Service	To offer affordable, high-quality credit and non-credit educational training programs that meet the area workforce needs in a timely, proactive manner	- Expand program offerings - Maximize Financial Aid - Exceed national Student Satisfaction Norms
Learning Environment	To transform the traditional instructional approach into a flexible, responsive, learner-centered environment by maximizing state-of-the-art technology and college resources in the delivery of programs and services.	- Expand QEP Math Hub to other content areas - Maximize technology - Expand online college and DL learning options - Faculty training in effective teaching and learning methods
Financial Environment	To explore alternative funding sources to offset the decrease in state funding revenue	- Expand auxiliary services - Increase credit and non-credit enrollment - Expand number of grants

Product Development	To develop and deliver strategic training and manufacturing technology solutions which maximize workforce productivity in advanced manufacturing environments. To play a significant role in the recruitment and retention of a high quality workforce that will impact economic development in the Pee Dee Region.	- Partner with vendors to train product users - Develop new training programs for the southeast region - Be an active member of regional economic development teams
Institutional Advancement	To build relationships with and seek financial support from alumni, corporations, foundations, and friends	- Capital Campaign - Fund raising events - Expansion of Foundation Park

Category 3: Student, Stakeholder, and Market Focus

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

The student and market segments are generally defined by the state laws and regulations established by the South Carolina Commission of Higher Education and the State Board for Technical and Comprehensive Education which has jurisdiction and authority over the sixteen Technical Colleges. FDTC has primary responsibility to serve the corporate and community citizens of Florence, Darlington, and Marion Counties.

FDTC establishes Associate Degree, Diploma, and Certificate programs that support the workforce needs of the tri-county area or transfer to a four-year higher education institution. The College also offers non-credit programs and training to area businesses and industry that seek to retrain or upgrade the skills of their current employees. Area workforce and economic development needs serve to identify the College's educational programs. Business and industry leaders serve on all FDTC program department advisory committees.

> 3.2   How do you keep your listening and learning methods current with changing student and stakeholder needs and expectations (including educational programs, offerings, and service features)? How do you determine the relative importance of the expectations to these groups' decisions related to enrollment?

Business and industry leaders play a key role in assisting the College in the identification of new programs and revisions needed in existing programs to ensure the incorporation of state-of-the-art technology and skills to be successful in the workplace. The President chairs the Florence County Economic Development Partnership which keeps him abreast of the workforce requirements for current and potential business and industries. All curriculum programs have established Advisory Committees composed of business and industry leaders that meet three times each year to review current programs and make suggestions for improvement.

Methods used to gain student input on learning methods and support services include the Noel-Levitz Student Satisfaction Inventory, SUMMA student evaluation of instructors, and Graduate and Alumni Surveys. Informal listening sessions include focus groups on specific topics, student representation on college committees, Student Government Association meetings, and the President's Forum conducted once each term.

> 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?

The Office of Research, Planning and Assessment compiles all of the formal survey results for FDTC to ensure reliability of the survey instruments and accuracy of results. Senior leaders, department heads, and various college committees review the results of all formal and informal

methods to determine areas of greatest strengths and those in need of improvement. Areas needing improvement are addressed and expected outcomes are incorporated into the annual planning process. The college analyzes and implements ways to improve processes and practices to reflect its commitment to student satisfaction.

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

Approximately 20% of the students complete the Noel-Levitz Student Satisfaction Inventory (SSI) in the spring of even numbered years. All college employees complete the Noel-Levitz Institutional Priorities Survey (IPS) during the same year. The SSI surveys are compared to other mission and size similar two-year institutions and national norms (see Category 7, Table 7.2-2). The results of the SSI and IPS provide information on the importance level that students and employees attach to each statement related to instruction or service, as well as a satisfaction level for each. College leadership pays particular attention to all items that fall in the top 20 in importance and the bottom 20 in satisfaction. Those items identified as very important to students with low ratings of satisfaction are the focus of improvement efforts.

The SUMMA student evaluation of instruction is administered to students in a minimum of one course for each FDTC instructor each year. The results are distributed to Department Heads who then meet with individual instructors to review survey findings. Positive comments and areas requiring improvement are referenced on the annual performance evaluation document.

The Continuing Education Division uses a standard evaluation form to determine client satisfaction with all training sessions conducted for business and industry and the community at large. Training session evaluation results consistently reveal ratings greater than 4.0 on a 5 point rating scale. Areas / procedures receiving low scores are re-evaluated for improvement.

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.

FDTC implements a variety of methods to attract and retain students and stakeholders. Some methods employed to attract prospective students and stakeholders include distribution of college publications in community schools and agencies, radio and television announcements, presentations to community groups and organizations, personal visits to area schools, businesses and industries, and employee participation in and contribution to community organizations.

The College seeks to retain its students and stakeholders by offering high-quality, affordable, customer-focused programs and services. Specific retention methods include assigning academic program advisors to all students, financial aid packages, counseling and job placement services, and follow-up visits to business and industry to assess satisfaction with previous training programs.

Customer Service and Learning Environment are primary college goals and all college divisions focus one or more of their annual Institutional Effectiveness (IE) objectives on improving programs, instructional methods and support services to students. During the 2007-08 planning year, 134 or 83% of the 162 IE objectives supported these two primary college goals. Of those 134 objectives, 84 were achieved with positive results.

Category 4: Measurement, Analysis, and Knowledge Management

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

Organizational performance, student learning, and progress relative to strategic objectives are tracked through the College's Institutional Effectiveness reporting system (see Section III, numbers 1.1, 2.1, 2.4, and 2.6). Strategic objectives are linked directly to the College's mission and goals (see Section I, number 1).

> 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 college uses internal and external sources of data, and standardized information analysis methodologies, including a centralized computer data system and operations managers to train college personnel in its use, standardized reporting tools and cycles, and computer programs, for which training regimens are provided, for data interpretation, and to inform its decision making processes.

Sources of information, both external and internal fall into the following five categories and sources:

- Internally Created Information
    - Datatel-CORE Student and Course Administration Database
    - Internal meeting minutes and activity logs
    - Periodic Program reports and presentations
    - Student evaluation of programs, instruction and facilities
    - Faculty and Employee reviews and evaluations of College services, procedures and policies
    - Minutes of College Committee meetings
    - Datatel Budget and Facilities Data
    - Established Handbooks and documents of Best Practices

- Information Provided from Governing Agencies
    - SC Technical College System
    - SC Commission on Higher Education
    - IPEDS
    - Audits
    - Grant and Scholarship Resources
    - Area Commission Documents
    - SC Departments of Education and Commerce
    - Code of Federal Regulations
    - OMB Circular

- Information Provided from Customers including Students, Business and Industry
    - Student demographic, admissions, and academic records

- o Employers contact Continuing Education program managers with information on the needs of the workplace, with proposals, references and expected services
- o DACUM (Develop a Curriculum)
- o Advisory Committee Notes
- o Program resources evaluations for Internships and Clinicals

- Information Collected from Surveys
  - o Student opinions of Instruction, of Services and of College resources
  - o Alumni evaluation of their preparation for the workplace by the College
  - o Continuing Education course evaluations
  - o On-line College instructor and course delivery evaluations
  - o Nationally Normed Student Priority and Satisfaction Inventories
  - o Nationally Normed Institutional Priority Survey

- Peer Reviews and Journals, Conferences

College personnel share ideas and suggest strategies for management, process changes and organizational development in a number of settings. They have opportunities to discuss external and internal information in meetings specific to departments, divisions, or across divisions, in committees, in professional meetings or meetings of focus groups to address strategic, academic or student centered questions. Additionally, in trainings, professional development and college-wide meetings of strategic nature, such as College-wide Planning Day and Professional Meeting Day, College personnel share data and ideas openly.

| 4.3 | How do you keep your measures current with educational service needs and directions? |

To support the institutional goals, the College has created an annual Institutional Effectiveness cycle of improvement (see Section II, Figure 2.1-1) and has adopted an infrastructure of policies and procedures to sustain a vibrant academic environment and encourage student success across the organization. Additionally, Divisions make specific program benchmarks through the Institutional Effectiveness and committee systems of the College. Recommended academic program changes must ultimately be submitted to the Executive Committee and State Board for Comprehensive Technical Education for approval.

To fulfill its obligations to students, FDTC offers thirty one associate degree programs, nine diploma programs and twenty-seven certificates that meet the South Carolina State Board for Technical and Comprehensive Education (SBTCE) standard minimum range of semester credit hours per respective type of award. The institution provides a written justification and rationale for program equivalencies.

Policies regarding the achievement of college standards and expected student responsibilities are published in the FDTC catalog and on the College's website after they are updated on an annual cycle to reflect changes made throughout the previous year. These polices include Admissions, Student Rights and Responsibilities, Financial Information (pertaining to college attendance), Academic Support Services, General Education Core Competencies, College Transfer and Co-op Programs, Academic Program Structures, and Student Code of Conduct.

FDTC uses a variety of sources of data to compare curriculum and continuing education student data, budget data, facilities data and program efficacy information in accomplishing its strategic planning.

Through its Institutional Effectiveness (IE) process the College collects statistics and analyzes each department's efforts to meet the College goals chosen to address for the given year. An annual IE Summary Report is developed and posted to FDTC's website for accessibility and the opportunity to share data across the campus. Reports can be created to examine what objectives were achieved for the period or which objectives will have to be carried over into the next assessment period.

The College is required to submit historical data to the State Board for Technical and Comprehensive Education, the SC Commission on Higher Education, and the Integrated Post Secondary Education Data Systems (IPEDS) of the National Center for Educational Statistics, in data files prepared in standardized formats agreed upon across the collecting agencies. The files, compiled and submitted three times annually, include enrollment, demographic and residency data, as well as student academic status and program enrollment levels and awards. Additional files to identify levels of financial aid, facilities use and budget status are also submitted.

The data collected in this manner is compiled and published by the receiving agencies for consumption by the state and regional institutions, education boards, the public and the legislature.

FDTC uses the data in annual planning for programming, facilities, budget and operational planning. It also uses this data, along with economic and educational information available from other government, industry, business and community resources, to prepare its Long Range Master Plan. Some of the additional standardized state, local and regional resources that the College uses or shares its data in an indirect manner include the following:
- South Carolina Department of Education
- US Department of Labor
- US Census Bureau
- Southern Regional Education Board
- Southern Association of Colleges and Schools
- Florence Chamber of Commerce
- Florence County Economic Development Board
- South Carolina Department of Commerce

FDTC ensures its data integrity, accuracy, security and availability by engaging in technology planning and assessment of its use across campus. The College protects the security,

confidentiality, and integrity of its student academic records. The institution complies with the Family Educational Rights and Privacy Act (FERPA) compliance regulations required for Institutional Participation in Title IV and other Federal programs, as outlined in the Self-Evaluation Guide published by the National Association of Student Financial Aid Administrators. The institution also abides by the South Carolina Public Records Act of 1976, as amended, and adheres to the electronic records guidelines and Trustworthy Information Systems Handbook published by the South Carolina Department of Archives and History, which is legislatively charged with establishing standards for records security and privacy. The primary responsibility for insuring the security, confidentiality, and integrity of student records lies with the Registrar and Registrar Services staff members.

Internal security of all electronic data is the responsibility of the Information Technology Department. Individual departments of the College engage in technology planning to ensure that the use of technology is appropriate to meet program objectives via meetings with industry Advisory Committees, preparing individual research, and reviewing requirements of credentialing agencies. Technology requests are submitted to and reviewed by the Technology Steering Committee, described below.

The acquisition and allocation of appropriate technology is governed by the approved FDTC procedure entitled, Selection and Allocation of Computer and Information Technology Resources. This procedure has the purpose "to establish uniform and effective procedures for the acquisition and allocation of computing hardware and software resources." Technology requests are reviewed and prioritized by a Technology Steering Committee, which represents all College academic and student services areas.

Oversight of technology resources of the College is under the auspices of the Associate Vice President of the Online College and Information Technology, who is an academic dean, and who chairs the Technology Steering Committee. Funding for technology is provided annually by a student technology fee, equipment allocation from tuition and the South Carolina Education Lottery.

The Technology Steering Committee is also responsible for preparation of an annual Strategic Plan for Information Technology which identifies current practices and trends, and establishes a 3-year implementation plan.

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

FDTC embraces institution-wide planning and evaluation through its Institutional Effectiveness (IE) process. Annually, the College's faculty and staff participate in a College-Wide Planning Day where IE objective accomplishments are reported and new objectives for the upcoming IE cycle are established. New objectives are submitted to the Executive Committee and to the President for approval and then to the Area Commission for ratification. Annual analysis and review of the College's strategic initiatives leads to continuous planning and improvement.

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

FDTC identifies expected outcomes for its educational programs and its administrative and educational support services, assesses whether it achieves these outcomes, and provides evidence of improvement based on analysis of those results through its Institutional Effectiveness (IE) process. The IE process is tied directly to each employee's respective Faculty Performance or Employee Performance Management System annual evaluation. In this way, when the data of the IE cycle is accessed and then summarized at the conclusion of the assessment period, the organization shares its accomplishments with each other by department and by employee.

Category 5: Faculty and Staff Focus

> 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?

All faculty and staff members are assigned to one of the following functional divisions which have a purpose statement that supports the institutional vision, mission, and goals: Academic Affairs, Business Affairs, Internal Relations, Student Services, Public Relations and Institutional Marketing, Institutional Advancement, and Continuing Education/SiMT.

Each division is managed by a member of the College Executive Committee. All divisions have a flat organizational structure with no more than two levels of supervision below the division head. Within each division, work is organized by core processes and support processes, and employee duties and responsibilities are aligned with meeting the work flow process outcomes. The College mission statement, goals, and IE objectives enable management to measure the organizational effectiveness of each division.

Faculty and staff understand the role they play in contributing to the achievement of the institutional mission and goals, as well as the annual departmental institutional effectiveness objectives. The College president has instilled a culture and environment that is conducive to learning, risk taking and a high level of integrity. Consequently, employees are encouraged to take risks and to grow and develop to their fullest potential without being micromanaged.

Evaluation of processes and employee capability is an ongoing process. The College engages in annual strategic planning, whereby the current state of effectiveness is evaluated against customer needs and economic development initiatives. Competitive imperatives, initiatives and strategies are developed and implemented by each division of the College and implemented during the course of the upcoming fiscal year. Additionally, the College sanctions and appoints employee to cross-functional committees which evaluate and monitor key functional areas of the College (see Figure 5.1-1).

Each year as part of the IE planning process, division/department employees examine the methods they use to manage their individual work processes. As process owners, they are encouraged and empowered to seek ways to improve the efficiency and effectiveness of those processes (i.e. reduce processing time, streamline process steps, improve course completion rates, etc.). They are also encouraged to work cooperatively with colleagues to learn new departmental processes that expand their knowledge and skills. This departmental cross-training approach ensures the efficiency of departmental operations and challenges employees to utilize their full potential as contributing team members.

The Committee structure at FDTC is designed to receive ideas and suggestions from all division areas that have a vested interest in committee decisions. The meeting schedule is published and staff, students, and faculty are welcome to attend any meeting. Figure 5.1-1 lists the majority of College committees, the chairperson and its purpose. Participation in College committees is encouraged and noted in employee performance evaluations.

The College values each employee as an individual and recognizes that a caring organizational environment is important in building trust, commitment, and loyalty among colleagues. The Social and Sunshine Committees exist to recognize and celebrate all employees, as well as acknowledge significant personal events in an individual employee's life.

Figure 5.1-1: FDTC Committees

Committee	Chair	Purpose
Academic Advising	Faculty Member appointed by VP	To assess academic advising, consult on the design, delivery, and evaluation of the advising systems.
Admissions Testing	Director of Enrollment Management	To establish, monitor and evaluate admissions entrance requirements, testing procedures and instruments used by FDTC for effective student placement
Athletics	Appointed by President	Review the intercollegiate athletic program to ensure that the program continues to be consistent with the College's Mission, and to ensure that all policies governing recruitment, admission, financial aid, academic policies and continuing eligibility are followed for students participating in intercollegiate athletics.
Budget	Vice President for Business Affairs	To review budget requests and make recommendations to the President for the College's operating budget.
Curriculum Instruction	Faculty Member appointed by VP	To screen and make recommendations for curriculum proposals and to review and evaluate changes for existing curriculum.
Datatel	Datatel Coordinator	To support the College's mission by effectively monitoring and enhancing its information management system.
Employee Services	Director of Internal Relations	To (1) develop and promote wellness and health activities and programs for employees; (2) review requests from vendors for personal payroll deductions for employees to limit programs offered to those significantly different from those offered by the state and/or college and which have a minimum of 10% employee participation; (3) serve as an advisory committee in the Employee Assistance Program; and (4) assist with the Health and Benefits Fair.
Equalizing Opportunity	Appointed by President	To promote equitable and fair treatment not only in access to education and employment, but also in every aspect campus life. The Committee monitors the development and implementation of the Equal Opportunity and Affirmative Action programs at FDTC and advises the President, Human Resources Office and all segments of the College community, including faculty and staff, on EEO and EOC issues.
Faculty/Staff Development	Professional Development Coordinator	To determine, assess, and analyze the overall continuing developmental needs of the faculty and staff at FDTC and make recommendations to the administration concerning faculty/staff development programs.
International	Coordinator of International Education	To provide a framework in which FDTC will promote activities, programs, resources, and community outreach to increase international awareness and opportunities for students, faculty, staff and administration.
Library	Head Librarian	To provide faculty and staff input for Library improvements and the make recommendations in accordance with the fulfillment of the Library Mission.
Program Accessibility	504 Coordinator	Monitoring institutional ADA compliance issues.
QEP Oversight	Mathematics Department Head	To review the goals of the QEP and ensure that the Mathematics and Technology Hub is making progress toward these goals.
Recruitment	Appointed by VP	To develop, coordinate, analyze, and review effective recruitment models, initiatives, and practices.
Retention	Appointed by VP	To develop, coordinate, analyze, and review effective retention models, programs, and practices.
Safety	Director of Physical Plant	To recommend and take necessary action to assure the safety and security of all FDTC students, faculty, and staff.
Scholarship	Director of Financial Aid	To award the College scholarships to deserving students.
Social	Appointed staff member	To plan and host social activities for College employees and their families.
Sunshine	Appointed staff member	To provide communication and a financial means for acknowledging and remembering College employees in times of birth, sickness, or death of employees and family members.
Teaching and Learning	Mathematics Department Head	To provide a variety of opportunities for faculty development and to assist the College in meeting its Learning Environment Goal.

Technology Steering	Associate Vice President for IT and Online College	To involve all College operational areas in the decision-making process pertaining to technology –including instructional and administrative technology, information technology, and web-based operations.
Website Management	Director of Web Services	To provide oversight of the content, design, and functionality of the College website, and to develop and monitor implementation of policies and procedures pertaining to online content.

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

The College utilizes a variety of communication methods to ensure that employees are well-informed on past achievements, current projects and future plans. Those methods include weekly electronic briefings, regularly scheduled division/department meetings, joint division academic advising meetings scheduled at the beginning of each term, and college-wide professional development and planning meeting days. In addition, an annual Institutional Effectiveness Summary Report is made available to all employees on the College intranet that highlights the objective achievements of all divisions. Major IE achievements are also shared at the March College-Wide Planning Day meeting.

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?

All employees have an established job description that outlines their major areas of responsibility. Those major areas of responsibility are the foundation of the annual performance evaluation, each of which has a range of points a supervisor may use to assign a point value commensurate with their level of performance. Employees meet with their supervisor at the beginning of each fiscal year to review the past year's accomplishments and establish action plans for the next year. Individual job responsibility ratings are supported by documentation of actual performance outcomes.

All annual institutional effectiveness planning objectives are tied to the College's employee performance evaluation system. Each departmental employee plays an active role in contributing to the achievement of one or more of the objectives. The planning objective and expected outcome are incorporated into the formal evaluation document and "exceeds" points are earned when the objective is achieved. All planning objectives must support one of the College goals, thus all employees are focused on action to accomplish one or more of the objectives that result in improved performance which supports the mission.

5.4   How do you accomplish effective succession planning? How do you manage effective career progression for your entire workforce throughout the organization?

Senior leaders are keenly aware of the need for succession planning and are committed to promoting from within the organization. The Human Resources division engages in an annual

workplace planning process whereby the numbers of employees who will retire or are close to retirement (within the next five years) are evaluated. Approximately 45% of the current workforce has been hired in the last five years; thus this group of employees can potentially acquire the skills and knowledge to apply for a position vacated by a retiree.

The College annual Employee Performance Management System (EPMS) and Faculty Performance Management System (FPMS) planning process is a forum for the employee to identify their career aspirations. Supervisors act as mentors, role models, and as a resource of knowledge and skills sharing to their direct reports. Faculty supervisors nominate their high performing employees for department head positions. Staff employees are allowed to apply for any posted vacant position for which they meet the minimum qualifications for the position.

See Section II, Question 1.5, for specific informal and formal opportunities identified by senior leaders to accomplish effective succession planning throughout the organization.

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

The College's development and learning system for leaders is currently under review, with emphasis on developing training mechanisms to ensure that core competencies, strategic challenges and action plans are met. Employees in supervisory positions, as well as those identified for future promotions to such positions, are provided with leadership training. The components of this training include interaction management essentials, influential leadership, conflict resolution, coaching for improvement and mastering interaction skills. In addition, supervisors receive training on ethical policies and procedures.

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

Department managers supply information concerning staffing levels and required competencies to Internal Relations. Individual competencies are assessed through the Employment Performance Management System and Faculty Performance Management System.

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

The College recruits new employees through local, regional and national publications, as well as the internet and other forms of mass media. Individuals are selected for interviews based on their resumes and job applications. All interviews are conducted by a Hiring Committee, which is chosen by the department head (of the area seeking to hire) and is approved by both the Director of Internal Relations and the College President. The Hiring Committee refers the top candidates

to the College President for final interviews. Employees are retained through competitive benefits and compensation packages, as well as opportunity for advancement through promotions and educational attainment.

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

The Faculty/Staff Professional Development Committee, chaired by the Professional Development Coordinator, plays a critical role in assessing and analyzing the overall continuing development needs of faculty and staff. This Committee, composed of representatives from all divisions/departments, meets regularly to review input and plan training activities. Division/department supervisors also play a key role in identifying and supporting individual professional growth opportunities through the Faculty and Employee Performance Management Systems (FPMS and EPMS). Their combined efforts result in a variety of planned faculty and staff education, training and development activities sponsored and supported by the College throughout the year. Those activities include:

- New Employee Orientation (3 one-day sessions each year)
- Professional Development Days (2 days per year)
- Tuition Reimbursement for advanced college credit courses
- Attendance at State and Regional Peer Group and Organization/Association Conferences and Training Sessions
- In-house Process Cross-Training Sessions
- Leadership Training Seminars
- Annual Benefits Fair, to include Financial Planning Sessions, Health and Safety Issues
- DACUM Train-the-Trainer Sessions
- Process Mapping Sessions
- College-Wide Planning Days
- Teaching and Learning Training, to include distance learning techniques and strategies
- Datatel and Microsoft Suite Software Training

5.9   How do you evaluate the effectiveness of your workforce and leader training development systems?

The Professional Development Coordinator evaluates all College planned and scheduled training and development activities using a standard evaluation form. Department supervisors are responsible for evaluating and ensuring that faculty and staff effectively apply new skills and behaviors in their respective jobs through the annual EPMS/FPMS systems.

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

Senior leaders encourage and motivate employees to develop their full potential through a variety of means. The annual performance evaluation system enables managers to highlight an

employee's strengths and accomplishments, identify growth areas, and establish individual professional development goals and action plans that will be supported by the College. Employees are encouraged to participate on College committees, attend professional development activities on and off campus, join professional organizations, attend state and national meetings in their field, seek advanced degrees, increase their technology sills, and utilize their knowledge and talent toward achieving College goals and strategic initiatives.

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

The College does not systematically evaluate faculty and staff well-being, satisfaction, and motivation. Human Resources staff conducts an exit interview process whereby employees who leave employment voluntarily are asked to evaluate how well the College met their motivational needs. The employee turnover rate is exceptionally low, averaging 4% over the past five years, evidence that faculty and staff are committed to and satisfied with their employment at FDTC. The Faculty Senate consists of faculty members from all academic areas of the College. This group identifies and addresses faculty needs and concerns.

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

Faculty needs and concerns identified by the Faculty Senate are submitted to and resolved by the Executive Committee as needed or requested.

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

The Safety Committee, chaired by the Physical Plant Director, is composed of members from all divisions within the College. This Committee, in cooperation with the Safety Coordinator, Program Accessibility Committee, and other College members, is responsible for assessing the safety standards of all College buildings and grounds, make recommendations for needed improvements, and take necessary action to ensure the safety and security of all students, faculty, staff, and campus visitors. The Committee reviews and updates the Environmental Health and Safety Manual and the Emergency Action Plan Manual. The College web site includes information on campus security responsibilities and services, medical assistance, hazardous weather procedures, FERPA, Student Right-To-Know, and Campus Security Act.

The health and well-being of College faculty and staff is a primary goal of the Human Resources department and the Faculty/Staff Development Committee. The annual employee Health Benefits Fair and Professional Development Day events always include sessions focused on healthy living activities (i.e. Health Issues, Nutrition, Weight Loss Skills, Self-Defense Strategies, Cholesterol Testing, etc.). Faculty members from the Nursing and other health-related programs conduct health related sessions for employees on a variety of topics.

Category 6: Process Management

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?

FDTC demonstrates that each educational program for which academic credit is awarded (a) is approved by the faculty and the administration, and (b) establishes and evaluates program and learning outcomes.

The institution provides facilities, services, and learning and information resources that are appropriate to support its teaching, research, and service mission in Associate Degree Programs, Diploma Programs, Certificate Programs, On-line College, Evening College, and Continuing Education.

The mission of the FDTC libraries is to provide the College community with equitable access to information and recorded knowledge. Libraries maintain a collection that supports the professional growth and development of FDTC personnel and encourages life-long learning for graduates of the College. Services are provided via traditional and non-traditional modes. Distance Learning and Instructional Support Services provide facilities and learning/information resources that support the College and its mission.

6.2	What are your organization's key work processes?

Figure 6.2-1: Key Work Processes Processes, Requirements & Measures

Key Work Processes	Key Process Requirements	In-Process Measures	Measures
Curriculum	Students introduced to key concepts of course	Review Course Syllabi	Instructional Effectiveness, See 7.2
	Provide students an understanding of the ideas of the course and how ideas fit into their given academic program	Review Course Syllabi	Instructional Effectiveness, 7.2
	Prepare students to use oral and written communication skills to relay their ideas in the workplace	Curriculum Instruction Committee notes, Advisory Committee notes	Graduate Surveys
	Prepare students with technological requirements to complete course work	Technology Committee notes, Advisory Committee notes, DACUM	Campus Support Services, 7.2; Graduate Surveys
	Provide students with science and mathematics requirements to compete in the global economy	Curriculum Instruction Committee notes, Advisory Committee notes, DACUM	Instructional Effectiveness, 7.2; Graduate Survey
	Prepare students to do teamwork in the workplace	Curriculum Instruction Committee notes, Advisory Committee notes, DACUM	Instructional Effectiveness, 7.2; Graduate Survey
Faculty Evaluation	Ascertain the academic and professional qualifications of the faculty	DACUM, Policies of state, Accrediting agency requirements	SACS Credentials, 7.4, Faculty and Staff Credentials; Summa Survey of Instruction Results

FDTC is committed to providing students with competencies fundamental to life-long learning in

pursuit of professional and personal development.

The general education competencies are identified in the following ways:

1. The Core General Education Competencies structure of the College's academic programming procedures states that "upon completion of their associate degree program, students will be able to apply core general education skills to solve problems and to perform their job responsibilities successfully." General Education competencies are part of FDTC's college-level competencies that are to include program-level competencies listed in each program description, employability skills and general education core competencies.

2. The South Carolina State Board for Technical and Comprehensive education mandates conformity to state-established curriculum models and general education requirements for each associate degree program. FDTC follows the description and general objectives set forth in the state model.

3. Department Heads monitor courses and curriculum. Department Heads ensure that "common information" placed in the syllabi meets the South Carolina State Board for Technical and Comprehensive Education criteria. Faculty and administration, under governance of the Curriculum Instruction Committee, collaborate to guarantee integration of competencies into new courses.

4. FDTC employs the DACUM (an acronym for "Developing a Curriculum") process when developing new curricula. To guide the process of curriculum development, a trained facilitator documents the competencies, attributes, and skills identified by people in that occupational area. Many of these competencies, attributes, and skills are achieved through the required general education courses which prepare students for life-long learning.

5. Advisory committees guide the appropriate faculty and/or staff on the development, operations and evaluation for each program. For example, the Advisory Committee Minutes to the Nursing Program highlight the interaction among community members, faculty and administration.

6. The College does not use standardized tests to measure general education competencies due to lack of comparative nationwide norms for the technical college setting. Each department determines how to evaluate achievement of the general education competencies for each degree. Department Heads evaluate the achievement of these criteria.

Further, FDTC has made a campus-wide commitment to implement performance-based learning. Course syllabi state clear, measurable competencies that students need to meet in order to pass the courses. Syllabi have been revised to reflect this expectation with an emphasis on re-writing "student outcomes" or competencies in language that establishes observable, measurable outcomes at the "application level" or higher (using Bloom's Taxonomy). Assessments based on the competencies are designed to measure student attainment of those competencies.

Over the past five years, the College has worked to revise all courses and syllabi so that these performance-based outcomes and assessments are reflected across the College. The syllabi for the typical general education core courses provide documentation for this standard.

Programs make efforts to reinforce these skills throughout a student's program of study by integrating speaking and writing skills across all courses. Teams of English, Communications and technical faculty group together to help design assignments for technical courses. The College also provides a Success Center service, a tutoring hub, for help with writing and math assignments.

In addition to the classroom based integrated skills assessments, various programs at FDTC provide real-life situations in which students can apply their knowledge, skills and abilities gained through general education courses and course objectives. Many health science degree programs utilize clinical experiences in order for students to apply critical thinking skills and concepts to real-life situations. Several other degree programs offer internship opportunities and still others integrate workshop experiences into curriculum in order to teach students how to apply knowledge to a practical situation. Students in additional curricula gain valuable "on the job" experiences through cooperative work experiences.

Capstone courses or projects within programs integrate a variety of general education core skills, such as the integration of math, physics, communications, and technology in the workplace. For applicable programs, national certification exams are employed to measure the level of competence of FDTC graduates in many of these general education skills and to help students add value to what they take to the workplace. Further, the College encourages programs to integrate competencies across the curriculum by employing a problem-based course of study that models the workplace through the use of industrial-type problems and student and faculty teams.

| 6.3 | How do you incorporate input from students, faculty, staff, stakeholders, suppliers and partners for determining your key work process requirements? |

FDTC faculty and administration participate in a formal process of course/program review and approval through the structure of a Curriculum Instruction Committee (CIC) and the Admissions Testing Committee. Each committee's objectives are to assure that changes are educationally sound, avoid unnecessary duplication of effort, and reflect the constructive advice of a cross section of faculty, staff, and administration in its recommendations. The purpose of the CIC is to ensure the integrity and consistency of curricula through review of all proposals for new programs, new courses, and changes to existing programs (including adding/deleting/exchanging courses). The Admissions Testing Committee's purpose is to establish, monitor and evaluate admissions entrance requirements, testing procedures and instruments used by FDTC for effective student placement. The CIC and Admissions Testing Committee make recommendations to the Vice President of Academic Affairs. Following approval by the Vice President of Academic Affairs, changes that require approval by the FDTC Area Commission are sent to the Area Commission for action. Actions such as new program offerings and/or dissolution of existing programs require Area Commission approval. Following approval by the Vice President of Academic Affairs, changes that require approval by the State Board for Technical and Comprehensive Education (SBTCE) are sent to SBTCE for consideration and approval.

Each educational program has established program and learning outcomes. Program outcomes are defined by the College as an indirect indicator of learning such as enrollment data, retention rates, graduation rates, job placement rates, etc. Learning outcomes are defined by the College as a measurable change in student learning as the result of engaging in a learning activity or program. The State Board for Comprehensive and Technical Education and the South Carolina Commission on Higher Education, through state legislative mandates, have established several specific program outcomes targets and evaluate these requirements annually.

In addition, other program outcomes and learning outcomes are established using various methods that include program advisory committees (professionals currently employed in the programmatic fields), the DACUM (Developing a Curriculum), and/or through state and national accrediting bodies. After the outcomes are established, they are incorporated into the curriculum's program of study and respective course syllabi, and published in the College Catalog.

Learning outcomes are reviewed annually by each program's advisory committee and its faculty. Additionally, every three years a DACUM panel is assembled resulting in program and learning outcomes revisions. These revisions are based on the latest trends within the specific program market needs and professional direction.

At the program level, the faculty members evaluate the attainment of program and learning outcomes by measuring student success. These methods are selected by each department, with the faculty members determining the appropriate assessment instruments. A summary of the respective program assessments as well as the determined learning outcomes is developed for each degree, compiled as the complete <u>Program and Learning Outcomes Index</u> and published on the College's Intranet.

Additionally, the College evaluates program outcomes through the use of the Institutional Effectiveness Report (Section III, Question 2.1) and the Student Opinion of Instruction is randomly conducted each semester. Data from each are used by the departments to continuously improve the program outcomes.

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?

FDTC employs an annual Institutional Effectiveness and Planning mechanism that is comprehensive and inclusive of all of the service areas of the College (Section III, Figure 2.1-1). Further, the College's key processes and measures as described above are included in the assessment cycles of the institution, the governing and accreditation agencies, and program accreditation cycles and are noted in the reviews of the College's business and process audit.

All FDTC departments participate in a comprehensive planning and an institutional effectiveness annual cycle of improvement. Each department is expected to create objectives that, in purpose, tie directly to the mission and goals of the institution (as described in Section I). At the end of an annual IE cycle, departments must show that they have achieved the objectives they proposed or provide justification that the objective needs additional work and should be carried over to the next year for further improvement.

Florence-Darlington Technical College's support processes services are:
- Information & Technology Management
- Business Office & Facilities Management
- Institutional Advancement
- Grants Administration
- Administration
- Internal Relations
- Public Affairs and Marketing

The College provides a sufficient number of qualified staff with appropriate education and work experiences to accomplish the mission of the institution. Support professionals continually pursue and earn advanced degrees and or certifications in areas of study appropriate to their work.

FDTC has an established policy and procedure for the hiring of all employees. The Employment Practices/Hiring Policy and Procedure defines the guidelines and process for hiring both permanent and temporary staff and faculty employees of the College, with the exception of temporary faculty for the Continuing Education division. All newly hired employees are required to attend a one-day orientation to FDTC and to introduce themselves to the Area Board of Commissioners during one of their scheduled monthly meetings.

The College policies and procedures are reviewed and updated in accordance with the State Board for Technical and Comprehensive Education regulations. The Chair of FDTC's Area Commission Board approves and signs all policies of the College. College procedures are approved and signed by the FDTC President and the appropriate Executive Committee member. FDTC Policies and Procedures, The Employee Handbook, the Faculty Handbook and the Adjunct Faculty Handbook are all located on the college intranet for accessibility.

The support processes operational areas are also included in the College's planning and Institutional Effectiveness annual cycle. They are required to provide data justifying that each department's functions meet the mission objectives they have chosen for the period. In this way they are able to provide services that contribute to the support of the mission just as the academic departments demonstrate.

FDTC has a sound financial base and demonstrated financial stability, and adequate physical resources in support of its mission and the scope of its programs and services. The College's financial statements are compiled and audited annually. Included in these financial statements are the statement of net assets and the statement of revenues, expenses, and changes in net assets.

The College is partially funded by state dollars as provided for by the South Carolina Legislature. State higher education appropriations are allocated by the South Carolina Commission on Higher Education to all public institutions of higher education by utilizing a mission resource requirement funding model primarily driven by enrollment. The South Carolina Technical Education System then distributes the Tech sector allocation to the individual technical colleges.

In addition, state law mandates that counties provide their local community colleges with funding for maintenance of facilities and related expenses. FDTC has experienced an excellent relationship with both Florence and Darlington counties, receiving regular and generous support. FDTC also employs a full-time grant writer whose job is to seek and generate grant funded support for College programs. There is an affiliated foundation, the FDTC Educational Foundation, which also helps to support College needs.

The College's budgeting process is the final lynchpin in its annual planning process, and is presented for approval to the FDTC's governing board each year. The College planning process is linked to the budget process as objectives are prioritized within each departmental budget. Budgets developed from departmental objectives are subsequently incorporated into the planning process by each division. Associate Vice Presidents and Departmental Budget managers meet with their respective Division Vice President for discussion of the annual division priorities. Division budgets are then submitted to the Director of Accounting for compilation and review by the Budget Committee.

The Budget Committee consists of the Vice President of Business Affairs as the Chairperson, the College Executive Committee, Director of Accounting, Coordinator of Accounting, and one representative from Academic Affairs, Business Affairs, Student Services, External Relations, Internal Relations, and one faculty member from each of the three academic divisions. The Executive Committee, the Director of Accounting, and the Coordinator of Accounting are permanent members of the Budget Committee. Other representatives serve on a two-year rotating appointment. The Budget Committee reviews all unrestricted college departmental budgets. Requests for increased funding must be approved by the Budget Committee. The Budget Committee presents the budget to the President for line item review. Upon approval by the President, the College-wide proposed budget is reviewed by the Finance Committee of the Area Commission and submitted to the full board for approval.

The College's physical resources support the mission and scope of its programs and services. The South Carolina Commission on Higher Education mandates the preparation of a Facilities Utilization report annually.

The College provides programs and services with the resources they need to succeed. Equipment purchases are charged to individual departments for tracking program costs. The planning process provides the means to request funding for equipment when necessary. The College Area Commission approved a student technology fee of $50 per full time student per semester, or $4.20 per hour for part-time students. The fee implemented in spring semester of 2003 is presently generating approximately $400,000 per year. Additionally, the State of South Carolina has earmarked specific monies to support technology equipment needs in the Lottery Technology Fund. These resources have provided technology equipment support to the College since the inception of the South Carolina Education Lottery.

## Category 7: Organizational Performance Results

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

FDTC defines and publishes general education requirements for its undergraduate programs, as well as major program requirements for all its programs, in its catalog and on its website and intranet site. These requirements conform to commonly accepted standards and practices for degree programs.

The College's primary accreditor is the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) in Atlanta, Georgia. FDTC has made it a priority to see that all programs that can be accredited by outside professional associations with education accreditation programs be fully certified to increase the value of the instruction for the student and also to give the employers of these students the benefit of students thus qualified. Many of these professional accrediting agencies require faculty to have a higher level of qualification than those required by the current SACS Standards.

In addition, FDTC has received a 100% rating on the Higher Education Performance Funding Mandate in the Professional Accreditation (Category 2A) for Technical Colleges for the past ten years. All programs that have a professional accrediting agency associated with their specific discipline are currently accredited. As the graph 7.1-1 illustrates, FDTC has been a leader across the state in accreditation of qualified programs at institutions.

Graph 7.1-1: Accreditation of Degree-Granting Programs: FDTC vs. All SC Institutions vs. All Technical Colleges
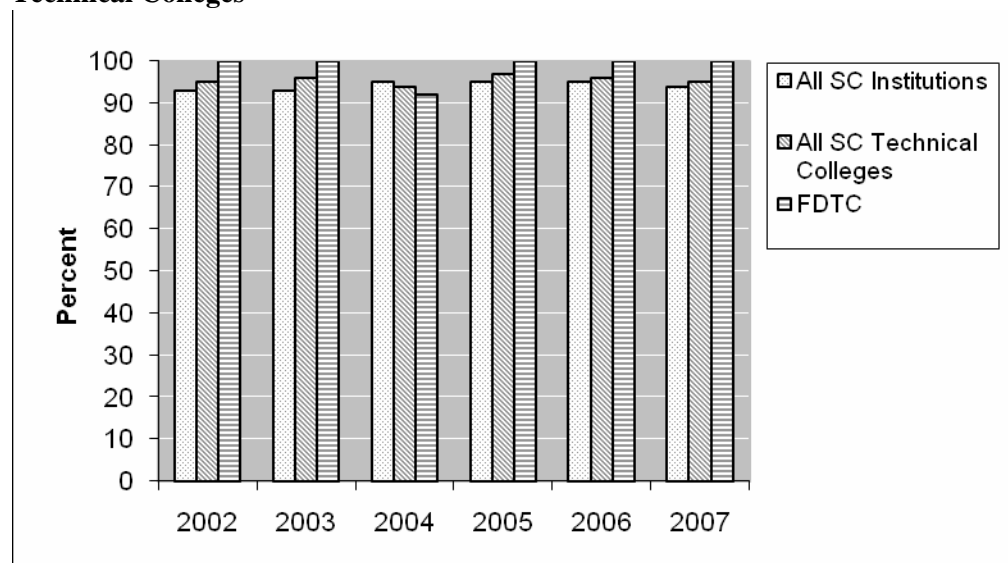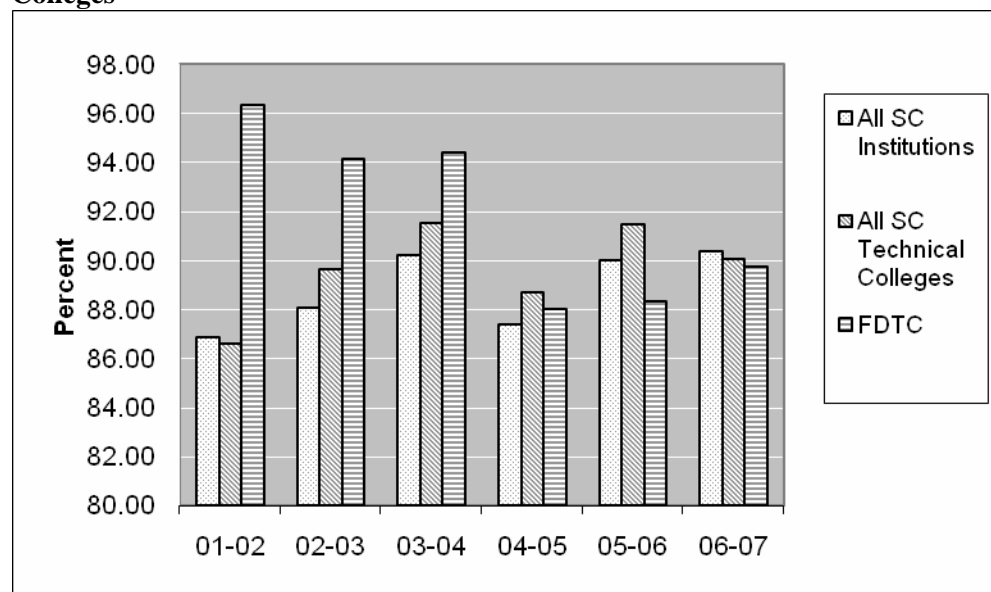

Source: CHE *A Closer Look at Public Higher Education in South Carolina*

FDTC's commitment to its students includes preparing them for professional exams and certification tests where the curriculum requires such so that the students will be fully qualified

to enter their profession. For some professions such assessments are required to enter the field. For others, successfully passing the respective test will help them to advance at a more rapid pace.

FDTC's first-time test taker pass rates are compared with South Carolina's other technical colleges in Graph 7.1-2. The graph depicts sharp decreases by all members in exam success during 2004-2005. The NCLEX nursing exam was changed during this year, lowering the overall average pass rate. To combat decreased success in this area, FDTC revamped its remedial math component and has instilled substantial new strategies in the Nursing program. The Nursing program now has a computer lab complete with computer assisted testing and a skills lab to enhance procedures students have learned in class. These efforts have resulted in an increase in pass rates that are reflected in the 2006/2007 scores.

Graph 7.1-2: Pass Rates of First-Time Test Takers: FDTC vs. All SC Institutions vs. All Technical Colleges


Source: CHE *A Closer Look at Public Higher Education in South Carolina*

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

FDTC's total degrees awarded have increased 62% since the 1999/2000 academic year. The College's enrollment has also increased by approximately 9% over the same period. To increase student success rates, the College continually examines, reviews and revises advising methods and learning competencies, by program, to help students succeed in their chosen curriculum. Graph 7.2-1 shows how the College's total number of awards compares to the average awards of all South Carolina technical colleges.

Graph 7.2-1: FDTC Total Degrees, Diplomas and Certificates Awarded vs. SC Technical Colleges
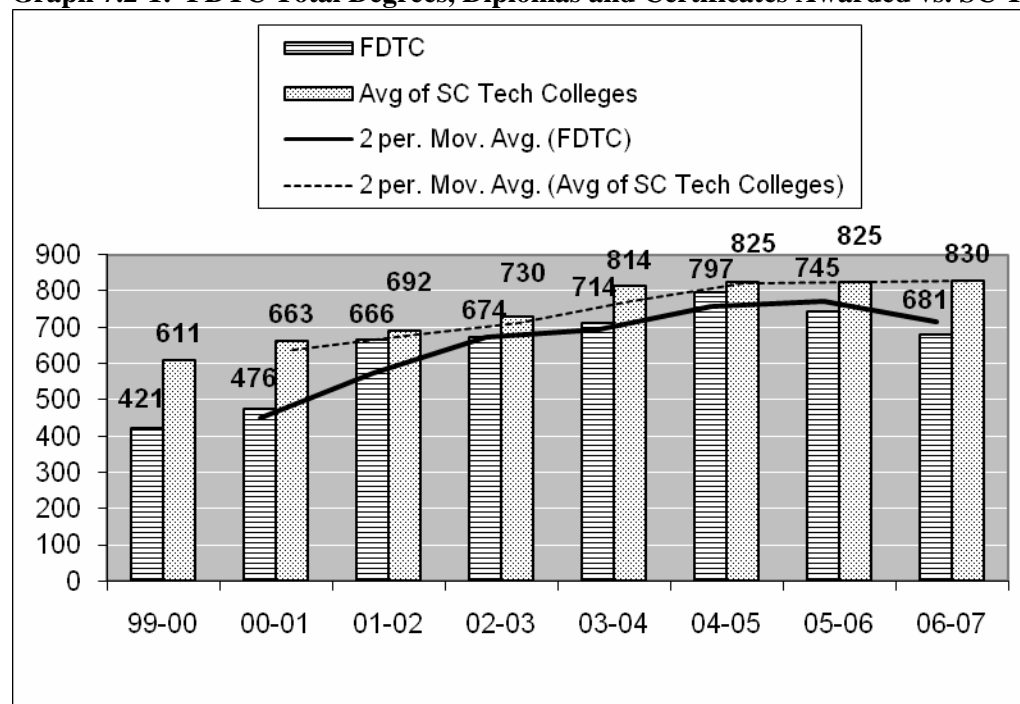
Source: CHE

During even-numbered years, from 2002 through 2008, FDTC has administered the nationally normed Noel-Levitz Student Satisfaction Inventory (SSI) survey. Approximately 1,000 students (one fourth of the student body) were surveyed each time. Students rated the importance of and their satisfaction regarding college services. As Table 7.2-2 depicts, the College scored equally or better than the SSI comparison group on all categories in 2008.

Table 7.2-2: Student Satisfaction Inventory Scores 2002 – 2008: FDTC vs. Comparison Group
Summary of Satisfaction Scores by Category

	2002 FDTC	2002 Comparison Group	2004 FDTC	2004 Comparison Group	2006 FDTC	2006 Comparison Group	2008 FDTC	2008 Comparison Group
Academic Advising	5.13	5.06	6.15	6.08	5.26	5.13	5.37	5.18
Academic Services	5.28	5.18	6.07	5.98	5.40	5.34	5.46	5.39
Admissions & Financial Aid	5.24	4.94	6.11	5.95	5.15	5.03	5.27	5.08
Campus Climate	5.21	5.13	5.99	5.90	5.17	5.21	5.26	5.25
Campus Support Services	4.98	4.80	5.63	5.37	5.06	4.88	5.15	4.93
Concern for Individual	5.07	5.08	6.09	6.04	5.38	5.39	5.26	5.19
Instructional Effectiveness	5.30	5.26	6.16	6.14	5.30	5.33	5.39	5.36
Registration Effectiveness	5.34	5.25	6.16	5.37	5.37	5.32	5.51	5.37
Safety & Security	5.34	5.25	6.02	5.95	4.85	4.84	4.98	4.94
Service Excellence	4.93	4.81	5.98	5.89	5.18	5.16	5.27	5.21
Student Centeredness	5.15	5.07	5.99	5.90	5.22	5.28	5.32	5.32

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

Florence-Darlington Technical College's Continuing Education (CE) Division offers courses and programs designed for students who want to upgrade their technical skills, enhance their advancement opportunities, or acquire new skill sets or interests. Course and program offerings are scheduled on the basis of periodic surveys of business, industry, commerce and the community-at-large. Programming is offered on FDTC's main campus, at its satellite campuses and at industry sites. CE currently serves 18,000 to 20,000 students annually. As depicted in Graph 7.3-1, CE gross revenue decreased in fiscal year 2007 after rebounding in 2006.

The CE Division has contributed to FDTC's Product Development goal by accomplishing the following:

- The Interactive Digital Center (IDC) developed new products and supplied prototype parts to area businesses and entrepreneurs resulting in multi-million dollar production orders.
- The National Robotics Center for Training Excellence opened.
- Planned and implemented a new Industrial Maintenance training program.

- Established a Robotic Welding Lab and Pipe Welding Academy.

Graph 7.3-1: Continuing Education Gross Revenue
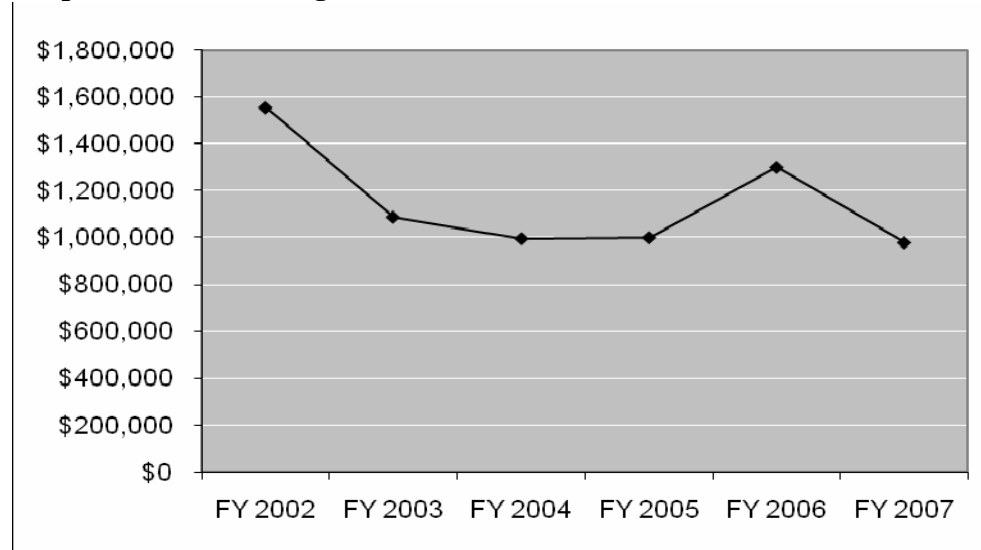
State allocations and miscellaneous student fees not included.
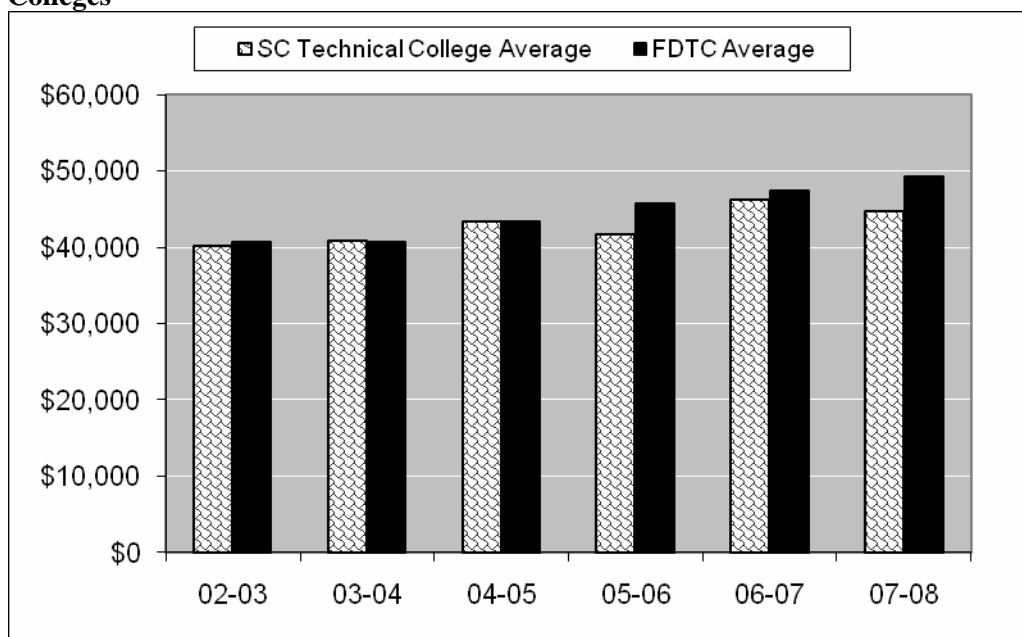

| 7.4 | What are your performance levels and trends for your key measures of workforce engagement, workforce satisfaction, the development of your workforce, including leaders, workforce retention, workforce climate including workplace health, safety, and security? |

FDTC has equaled or surpassed the annual Average Salary of Instructors at the 16 colleges within the SC Technical College System over the last six years (see Graph 7.4.1).

FDTC employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, primary consideration is given to the highest earned degree in the discipline in accordance with College requirements and the guidelines of accrediting and governing agencies. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of its faculty.

FDTC employs faculty members who meet the minimum requirements for education, work experience, and teaching as adopted by the State Board for Technical and Comprehensive Education. The College gives primary consideration to a faculty member's highest earned degree in the discipline in accord with the guidelines of the Southern Association of Colleges and Schools (SACS) and the accrediting bodies to which its respective programs are accredited. If there is a discrepancy between the requirements of SACS and the accrediting body, FDTC will adhere to the higher qualifications (see Graph 7.4.2).

Graph 7.4.1: Comparison of FDTC's Average Faculty Salaries to Other South Carolina Technical Colleges

Source: Performance Funding CHEMIS Data

**Graph 7.4.2: Percent of Faculty Meeting SACS Criteria – FDTC vs. Other South Carolina Institutions**
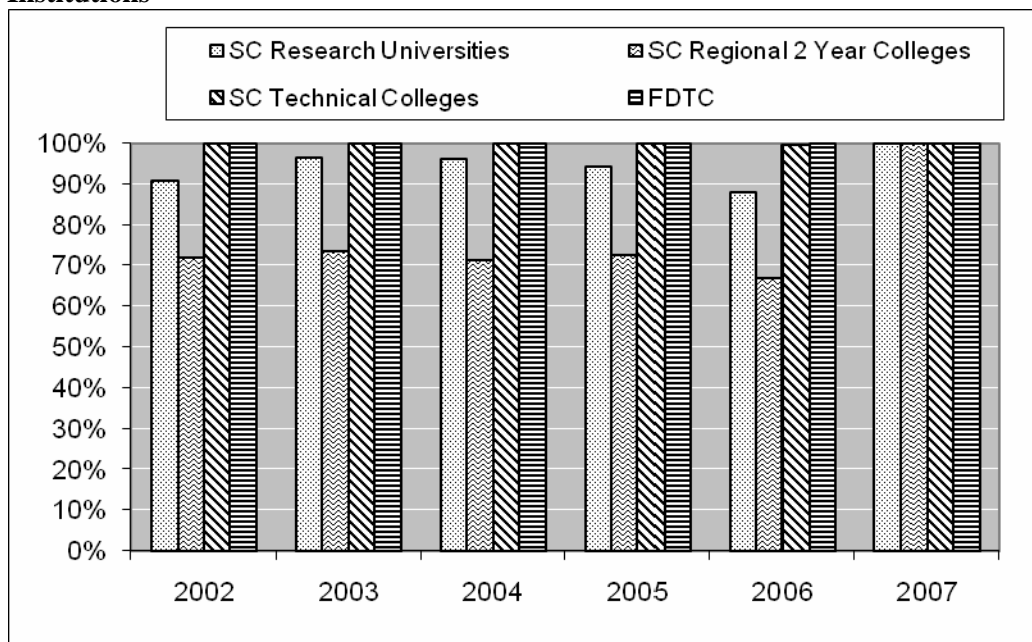
Source: Performance Funding CHEMIS Data

7.5   What are your performance levels and trends for your key measures of organizational effectiveness/operational efficiency, learning-centered and work system performance?

FDTC's annual Institutional Effectiveness (IE) planning year coincides with the College's fiscal year and employee performance evaluation schedule, July through the following June. A summary of the number of goals accomplished by the College's departments for the last three planning years shows that the percent of objectives achieved grew in 2007-2008. Graph 7.5-1 depicts the outcomes of IE objectives during 2005-2006, 2006-2007, and 2007-2008.

Figure 7.5-1: Institutional Effectiveness Objectives Summary
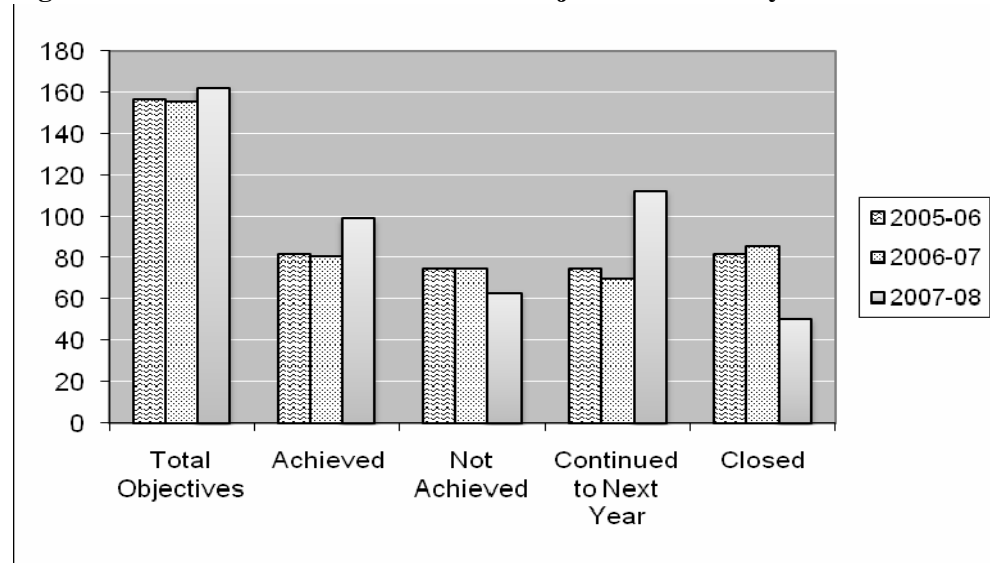
Source: FDTC Institutional Effectiveness Summary Report

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

FDTC provides Dual Enrollment programming with service area high schools offering general and technical college courses to qualified high school students. Graph 7.6-1 shows the number of high school students taking college courses at FDTC each academic year. FDTC is exploring a number of strategies to increase participation and to convert participants into full time FDTC students upon their graduation. During the 2007-2008 fiscal year, the FDTC Recruitment Committee successfully identified and awarded 40 early action scholarships to area high school seniors. During the same academic year, over 500 COMPASS exams were administered to area high school juniors.

Further, FDTC, in collaboration with Florence School District One, was awarded a $103, 000 Education and Economic Development (EEDA) grant to increase opportunities for high school

students to become college-ready. The grant is focusing on designing curricula to articulate competencies at the high school level that can be aligned with the College curriculums in two career clusters: Manufacturing and Science, Technology, Engineering and Mathematics. Results of the project will be documented for use in the Florence District One schools. The document resulting from this project and associated "best practices" will then be used to guide collaboration between the College and other school districts in the service area.

Fiscal accountability is monitored throughout the year by the Business Office. Individual managers are responsible for monitoring annual departmental budgets. The College's finances are audited annually by an external CPA. *(In addition to the previous information, please reference question 1.10 and Graph 7.5-1)*

Graph 7.6-1: High School Students Enrolled in College Courses at FDTC