Accountability Report Transmittal Form

Agency Name	Central Carolina Technical College
Date of Submission	September 10, 2009
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Higher Education Accountability Report
2008-2009

CENTRAL CAROLINA
TECHNICAL COLLEGE

Central Carolina Technical College

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Central Carolina Technical College
Higher Education Accountability Report 2008-2009

I. Executive Summary

In accordance with Sections 1-1-810 and 1-1-820 of the 1976 Code of Laws, Central Carolina Technical College (CCTC) submits the following accountability report covering the period of July 1, 2008, through June 30, 2009, to the Governor and the General Assembly.

The College has been involved on a continuing basis in ongoing, aligned, integrated, and institution-wide planning and evaluation process that incorporates a systematic review of programs and services, which results in continuous improvement and demonstrates the College is effectively accomplishing its mission. The purposes of this report are two-fold: 1) to report on the College's performance in achieving organizational and financial performance goals and objectives and 2) to use this report as a self-assessment tool for continuous improvement.

I.1. Central Carolina Technical College's Purpose, Mission, Vision and Values

Central Carolina Technical College serves the four-county area of Sumter, Clarendon, Lee, and Kershaw. During the 2008-2009 academic year, the College offered 58 programs of study (35 certificate programs, 15 associate degree programs, and 8 diploma programs). These programs are offered in the following fields: business, engineering technology, health sciences, industrial, public service, associate in arts, and associate in science programs.

Purpose

Central Carolina Technical College enhances the economic vitality and quality of life for all citizens in its service area by being the first choice for exceptional, quality, affordable technical and comprehensive education, provided in an innovative, student-centered learning environment.

Mission

Central Carolina Technical College is a comprehensive, public, two-year institution of higher education that is dedicated to fostering a positive environment of teaching and learning for faculty, staff, and students. The College serves primarily the region of Clarendon, Lee, Kershaw, and Sumter counties in South Carolina and confers associate degrees, diplomas, and certificates. College programs and student support services provide citizens, businesses, industries, and communities with quality, affordable, accessible, customer-responsive, post-secondary education through lifelong learning and specialized training opportunities specifically designed to develop the foundation for personal growth, economic development, and an improved quality of life.

The College's vast array of associate degree, diploma, and certificate programs prepares students to enter the job market, to transfer to senior colleges and universities, and to achieve their professional and personal goals. Specifically, Central Carolina offers academic programs in business, the health sciences, public service, industrial and engineering technology, and the arts and sciences.

Vision

Central Carolina Technical College will be the first choice for exceptional, quality, affordable technical and comprehensive education, provided in an innovative, student-centered learning environment.

Values

Central Carolina respects the diversity of its student body and recognizes the worth and potential of each student. The College values an environment that fosters creativity and resourcefulness among its students, faculty, staff, and administrators and encourages teamwork, open communication, and free exchange of ideas. In its attitudes and principles, the College affirms the following values and beliefs in providing its programs and services: Excellence, Integrity, and Innovation.

I.2. Major Achievements from July 1, 2008, through June 30, 2009

The College accomplished many major objectives toward its key strategies between July 1, 2008, and June 30, 2009. The following objectives were some of the College's milestones:

- **Graduated a record number of students in 2007-2008.** The College awarded 216 associate degrees, 75 diplomas, and 289 certificates (580 total awards). The College expects to exceed this number in 2008-2009.
- **Increased Graduation Rate and Success Rate:** Reported a 7.8% graduation rate in 2008 for the 2005 cohort. The 2007 graduation rate for the 2004 cohort was 6.3%. The unofficial calculated 2008 success rate rose to 37.5%, up from 32.5% in 2007.
- **Increased Placement Rate.** Reported a Placement Rate of 98% in Spring 2009 for the 2007-2008 graduating class. (Last year's rate was 96.17.)
- **Implemented six new certificates in the Industrial and Engineering Technology division.** The College received approval to implement in Fall 2009 new certificates in Basic Mechatronics and Advanced Mechatronics, Basic Residential Wiring, and an Advanced Certificate in Pipe Welding. In addition, two certificates in Automotive Technology and Automotive Diagnostic Technology will be implemented; these new certificates have been designed to align with National Automotive Technical Education Foundation (NATEF) certifications. In Fall 2008, the College implemented new certificates in Cosmetology, End User Support, and Electrical Technician.
- **Conducted program reviews in accordance with the College's Review Cycle**: The College reviewed the Associate Degree in Nursing, Associate in Arts, Associate in Science, Practical Nursing, Surgical Technology, Basic and Advanced Heating and Air conditioning, Phlebotomy, and College Studies. The program reviews are published in the *2009 Institutional Effectiveness Report.*
- **Implemented Maymester**. In the summer of 2009, CCTC piloted a four-week Maymester term with hybrid course delivery to allow current students to focus their studies and maintain their financial aid. CCTC enrolled 49 students in Maymester. Courses offered included: CPT 101, ENG 101, HIS 202, MUS 105, and PSY 201. A student satisfaction survey given to the students showed that 100% of those responding would register for another Maymester course and would also recommend the shortened format to others.
- **Increased online course offerings.** Students may now complete the Associate of Arts degree, several certificates, or individual courses in a web-based learning environment, which allows students to balance education, work, and family responsibilities. In Fall 2008, CCTC increased the distance education courses offerings to 76 sections (from 59 in Fall 2007); the unduplicated headcount rose from 694 to 819.
- **Developed and implemented student tracking and advising system.** The College implemented an electronic tracking system to assist advisors in keeping students on track for a timely graduation.
- **Developed a comprehensive student retention plan**. The Retention Team developed a retention Plan of Action that includes creating a peer tutoring system and a Center for Academic Success to improve student success. The plan also incorporates the new student tracking/advising system.

- **Developed a comprehensive plan to expand and improve distance education**. The Virtual Learning Community workgroup created a Plan of Action based on input from faculty/staff. As the initial step in the plan, the College also purchased new distance education software to improve course delivery to students. Faculty have been trained on the new system, and a pilot went into effect for the Summer 2009 semester.
- **Implemented a Math Institute**. Students were able to enroll in a seminar to refresh their math skills and improve math placement scores.
- **Implemented a new "Bridge Program" with University of South Carolina.** This agreement will facilitate the admission of students to USC-Columbia as sophomores.
- **Developed renovation plans for a building in downtown Sumter to relocate Health Sciences programs.** This effort has several major objectives: 1) expand the Health Sciences programs to meet the needs of the community, 2) reduce overcrowding in the current Health Sciences classroom building, 3) bring the Health Sciences programs in close physical proximity to Tuomey Hospital, 4) enhance the revitalization of downtown Sumter, and 5) support economic development and workforce readiness.
- **Designed a new site for the Kershaw County Campus.** Since the current Kershaw County facility has reached capacity and the Kershaw County population is growing, the College is building a site extension along the I-20 corridor to meet the expanding needs of the community**.** The new site will open in Summer 2010.
- **Created Facility Master Plan.** The College hired master planners to create a Facility Master Plan to improve the main campus' facilities and to overcome its "landlocked" challenge to expansion. The plan also includes planning for the new Kershaw site expansion and the new downtown Health Sciences building. The plan was completed in April 2009.
- **Implemented a plan to make User Support (Help Desk) more accessible.** The College added staff and implemented a tracking system to improve response time for internal customers.
- **Developed new Institutional Effectiveness Reports.** The College is using new reports from Institutional Effectiveness to improve the delivery of services and improve retention, graduation, and student success rates.
- **Implemented the fourth year of a five-year Quality Enhancement Plan (QEP) to significantly impact student success.** All new students took a Basic Technology Competency Placement assessment and were placed in computer courses according to their skill level; graduates were given an exit technology competencies examination. Full-time faculty have been assessed to measure Instructional Technology Competencies, and the College has offered technology training during the year. Academic departments have continued to identify technology program exit competencies for each program of study. Results of tests are being analyzed and used for continuous improvement.
- **Continued implementation of the Education and Economic Development Act (EEDA).** The College worked with high schools in the four-county area to identify career clusters and pathways from high school to college and work. Expanded dual enrollment course offerings to include more technical programs: Welding, Electrical, Early Care and Education, Mechatronics, and Engineering Graphics Technology. Articulation opportunities were also maximized. The College provided career planning workshops to all tenth graders in service area in its CSI[10] program.
- **Received an unqualified financial audit with no exceptions.** The College has demonstrated excellent stewardship of funding for numerous years.
- **Instituted a streamlined purchasing system**. The College expanded its purchasing card program, which significantly reduces paperwork while maintaining accurate tracking of purchases.
- **Implemented Academic Leadership Program**. The Vice President for Academic Affairs implemented a comprehensive year-long program to enhance and support academic leadership among and between the academic deans, department chairs, and program managers and to support the succession plan.

- **Implemented Professional Development Program.** The College implemented a comprehensive professional development program for all college employees to support continuous improvement and the learning environment.
- **Implemented an Enrollment Task Force.** The President implemented an enrollment task force to expand community awareness of our programs and opportunities and to increase enrollment by 10%.
- **Piloted Online Student Evaluation Survey.** The Spring 2009 student evaluation of instruction garnered a 37% response rate, a sufficient sample to proceed with efforts to acquire a software tool to streamline the survey process, provide timelier response, and to conserve resources.
- **Established a Call Center and Call Campaign.** Student Affairs created the Call Center and Call Campaign to increase customer service and improve efficiency in financial aid.
- **Reviewed and Updated the Standards of Academic Progress.** The Financial Aid Office reviewed and updated the Standards of Academic Progress to better reflect the current student populations' needs and enrollment trends. The Financial Aid Office also assessed the impact of aid on student retention.
- **Implemented a Financial Aid Management Team**. Financial Aid's new Financial Aid Management Team meets monthly to assess student processes across departments that affect financial aid.
- **Launched an Online Admissions Application.** The new online admissions application allows the College to provide better access to prospective students. Admissions has received 545 online applications for 2008-2009 since the application's inception in Spring 2009.
- **Revised Financial Aid Appeals Committee:** The Financial Aid Office revised the Appeals Committee membership, increased the participation of the committee, and began holding face-to-face meetings to discuss appeals prior to voting on decisions.
- **Implemented a New Program Completion Application Process:** The Student Affairs Division created a new program completion application process in an effort to increase the College's graduation rate by monitoring the status of students nearing completion of their degree program. The graduation data was shared on a monthly basis with the Academic Management Team, thereby improving information sharing with Academic Affairs.
- **Improved the Information Gathering for Job Placement.** Implemented a process to better track students' career information within six months of their program completion.
- **Evaluated the Role of Student Life Activities as Related to Retention.** Implemented a series of academic and personal enrichment workshops. Also provided community service opportunities to students to develop a sense of community and leadership skills.
- **Provided Advisement Training.** Instituted comprehensive advisement training sessions for Student Services staff and provided advisement to all first-time students, College Studies Certificate students, and CSCE students with target programs in Health Science Prep, Early Childhood Education, and Medical Assisting.

I.3. – I.4. Key Strategic Goals for the Present and Future Years, and Key Strategic Challenges.

Every five years, the College produces a strategic plan with institutional long-range goals (Strategic Directions) developed to accomplish its mission. The College adopted the following key strategic goals/directions for the five-year period of 2004-2009. The *2004-2009 Strategic Plan of Action*, available on the Web (www.cctech.edu/about/3852.htm), details the following goals:

Strategic Goals and Challenges		
2004-2009 Strategic Goals	**Key Strategic Challenges**	**CCTC's Response to Strategic Challenges**
Accessibility: To expand the availability of courses and access to programs and services throughout the four-county service area.	• **Limited Main Campus Expansion:** Main campus is "landlocked." • **Funding for New Sites:** The new Kershaw County site being built to meet the county's enrollment growth due to population expansion and the new downtown Health Science building to allow CCTC to meet growing employer demand for more health sciences professionals both require more funding. • **Student Financial Aid Limitations:** State and federal financial aid (lottery monies and grants) are not keeping up with student costs for tuition and books. • **Funding for Staff:** More counseling staff required for successful implementation of Education and Economic Development Act (EEDA) to ensure a clear pathway from high school to college. • **Student Economic Barriers:** The increased cost in gasoline prices causes economic challenges for our students. Key challenge is to reduce student barriers to education caused by the increase in gasoline prices. • Some entry-level students are under-prepared.	• **Limited Main Campus Expansion:** The College is working with master planners to improve the main campus's facilities and to overcome its "landlocked" obstacle to expansion. • **Funding for New Sites:** CCTC is seeking additional sources for funding. • **Student Financial Aid Limitations:** CCTC is working with students to offer payment plans. Some scholarship monies are available. • **Funding for Staff:** Seeking additional sources of funding. • **Student Economic Barriers:** The College is expanding distance education courses and providing on-line faculty certification training to try to meet this need.
Relevance: To offer relevant, current, and quality curriculum and services.	• The College must continue to gauge the changing market place. The instability of the current market makes this difficult.	• The College uses surveys and advisory committees to gauge potential new program areas and to stay current in changing fields. As a result 5 new programs were added for 2009-2010. Two additional programs have been developed for Fall 2010.
Community Awareness: To promote the comprehensive nature and value of CCTC through marketing efforts.	• **Funding:** Monies needed to support marketing strategies.	• CCTC has researched the best marketing avenues for our money, and has reallocated sources to meet the advertising needs.
Community Support: To strengthen mutually beneficial alliances with private and public partners to support economic development in the four-county service area.	• The industry base needs to be expanded in the four-county service area. • Nationwide the economic environment is unstable.	• The FE Dubose site offers incubator office space to encourage new businesses to setup shop in our service area, and the College can offer custom training for such businesses.
Stewardship: To secure and use available resources to maximize productivity and efficiency.	• Local funding for maintenance and upkeep of facilities is not keeping up with costs.	• The College is exchanging best practices with fellow Banner schools to cut costs where possible

	• Printing costs have risen.	and is then funneling savings to other needed projects. • The College has piloted an online syllabi project to limit the printing costs for course syllabi.
Enhance Technology: Maximize the use of technology to support internal and external constituencies.	• Securing new equipment, hardware, and software to keep programs current.	• Used Perkins money to acquire new distance education software, Desire2Learn, to improve the communication of course material. The program replaces the WebCT software, which is no longer supported, and allows for a more stable learning environment.
Flexibility: Position the College to respond effectively to internal/external environmental factors.	• Nationwide the economic environment is unstable.	• CCTC remains alert to changing conditions that affect the College.

A new Strategic Plan will be created in late 2009.

I.5. How Accountability Report Is Used to Improve Organizational Performance

The Executive Leadership Team (ELT) uses the Accountability Report to identify strategic challenges and needs. The ELT ensures the College's Annual Plan of Action for the next year addresses these challenges and annually evaluates how well the objectives of the plan have been accomplished.

II. Organizational Profile

Central Carolina Technical College is a two-year public, technical college serving the residents of a four-county area in South Carolina – Clarendon, Kershaw, Lee, and Sumter counties.

II.1. Organization's Educational Programs, Offerings, and Services/Methods of Delivery

The College's primary educational programs and offerings are as follows:
- Credit programs in applied science (business, engineering technology, health sciences, industrial, and public service), associate in arts, and associate in science programs
- Non-credit continuing education programs, primarily in customized training for workforce development programs.

Services include the following:
- Student support services, including admissions, counseling, financial aid, library, TRiO, placement, and testing, career services, and student records
- Business services, including financial management, information systems, security, and maintenance
- Administrative support
- Central Carolina Technical College Foundation.

Academic programs are delivered though various methods of delivery:
- Traditional classrooms and/or labs
- Outreach locations

- Distance learning
- Hybrid courses.

Student services maintain a customer focus through a "one-stop" service concept. Business services and administrative support services are clearly delineated to provide efficient, effective delivery of services.

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

The College serves two primary market segments: students and local employers. The primary expectation of students is to acquire an affordable, accessible, quality education consisting of skills and knowledge they can leverage into high-earning, readily accessible jobs and an improved standard of living. The College's student population consists largely of non-traditional, often first-generation, adult students primarily from low to middle income families. Due to family and work commitments and lack of college preparation, many of these students require significant financial aid, student services, and developmental classes. A campus in close proximity to the student with convenient scheduling of classes is often a critical factor in a student's decision to pursue postsecondary education. In addition, more classes are being offered on-line to provide accessibility to higher education, and the College also offered courses in a condensed Maymester format in May 2009.

CCTC's key student segments include the following:

- **High School:** Dual-enrolled students from the area high schools constituted 5.1% (163 students) of the Fall 2008 student body.
- **Transfer Students:** The students who intend to transfer to a four-year institution of higher education comprised 8.73% of the student body.
- **Technical:** Students enrolled in academic programs outside of the college-transfer associate degrees programs.
- **Continuing Education:** Students enrolled in courses or programs to improve job skills. CCTC served 2,262 (unduplicated) students in non-credit continuing education programs the 2008-2009 academic year.
- **Military Personnel & Dependents:** CCTC continues to have a strong relationship with Shaw Air Force Base. In Fall 2008, the College enrolled 102 active duty military personnel and 102 of their dependents at CCTC.

CCTC Fall 2008 Student Profile (3206 Students)			
Student Load	Full-Time Part-Time	1046 2160	32.6% 67.4%
Gender	Female Male	2270 936	70.8% 29.2%
Ethnicity	African American American Indian/Alaska Asian/Pacific Islander Hispanic White/Non-Hispanic Unknown	1599 12 40 53 1494 8	49.9% 0.4% 1.2% 1.7% 46.6% 0.2%
County of Residence	Clarendon Kershaw Lee Sumter Other	482 489 177 1853 205	15% 15.3% 5.5% 57.8% 6.4%

Age	<25 >=25 Average Student Age	1642 1564	51.22% 48.78% 28
Financial Aid	100% financial aid Full or partial financial aid	2019 2597	63% 81%

The second primary market segment consists of local employers who hire the College's graduates. The College works closely with advisory committees to identify the skills and knowledge required for business and industry and to build appropriate competencies into each program of study. The College is actively involved in economic development efforts in the four-county area. The College serves as an important partner in attracting new and expanding current businesses and industries. The partnerships with local employers are components of the College's success in the accomplishment of its mission.

In addition to students/graduates and employers, the College works closely with the following stakeholders:

CCTC Stakeholders

- **Community:** The College serves the community by providing access to education wherever, whenever, and however necessary to meet community and individual needs for affordable education opportunities leading to an improved quality of life.
- **K-12 Students:** The College provides opportunities for K-12 students to experience career exploration and planning, have access to a seamless progression toward a career or higher education, and have an opportunity to accelerate their learning for employability and/or advanced placement through faculty/staff collaboration.
- **Other Educational Institutions:** The College endeavors to have a high utilization of resources through partnerships with other institutions, such as Adult Education and other post-secondary institutions, who are collaborative partners working to expand education programs while minimizing duplication.
- **Central Carolina Technical Foundation:** While not under the governance of the College, the Foundation plays a key role in securing ancillary funds, such as scholarships.

II.3. Operating Locations

The College operates in the following locations within its four-county service area:

- ***Sumter County***
  - Main Campus, 506 N. Guignard Drive, Sumter, SC
  - The Natural Resources Management Center, 725 Brewington Rd, Sumter, SC
  - Environmental Training Center, corner of Theater and Guignard Drive, Sumter, SC
  - Sumter Downtown Site, 101 S. Main Street, Sumter, SC
  - Shaw Center, 2140 Peach Orchard Drive (Highway 441), Sumter, SC
  - Shaw Base Education Office, 398 Shaw Drive, Shaw AFB, Sumter, SC
- ***Clarendon County***
  - F.E. DuBose Campus, US Highway 521, Manning, SC
- ***Lee County***
  - Lee County Site, 200 N. Main Street, Bishopville, SC
- ***Kershaw County***

- Kershaw County Campus, 1125 Little Street, Camden, SC**.**

II.4. Number of Employees

The average number of employees at CCTC during 2008-2009 is as follows:

Employees	Full-time	Temporary/ Part-time	Contract	Total
Faculty	95	131	--	226
Staff	99	77	--	176
Total	194	208	--	402

II.5. Regulatory Environment

The College operates under the following regulatory environment:

- ***General Assembly of South Carolina and the South Carolina Commission on Higher Education (CHE):*** The General Assembly of South Carolina grants authority to award degrees through CHE in accordance with Act Number 42 of 1963 as detailed in Section 59-53-51 and Section 59-53-52 of the 1976 South Carolina Code of Laws, as amended.
- ***Southern Association on Colleges and Schools (SACS***): SACS reviews extensive documentation every ten years to determine that the College meets SACS core requirements, comprehensive standards and federal requirements. In June, 2006, the College received a ten-year reaccreditation.
- ***State Board for Technical and Comprehensive Education (SBTCE):*** The SBTCE maintains State program degree models, which are approved by the Commission on Higher Education and coordinates information exchanges among the State's sixteen technical colleges.
- ***Federal Title IV Regulations:*** The College ensures that it maintains compliance with pertinent federal regulations, particularly Title IV.

II. 6. Governance System

The Area Commission, the policy-making body for the College, works closely with the ELT, which includes the President, Vice President for Academic Affairs, Vice President for Business Affairs, and Vice President for Student Affairs. The activities of the Commission are to fulfill legislative requirements to make available a program of technical education and training by providing adequate facilities and local supervision. The primary function of the Area Commission is to establish local policy, review College operations, and provide overview of programs. The Area Commission selects and evaluates the College President. The Area Commission and ELT meet bimonthly.

II. 7. Key Suppliers and Partners

Key partners of the College include the following:

- ***South Carolina Commission on Higher Education (CHE):*** The General Assembly of South Carolina grants authority to award degrees through the Commission on Higher Education.
- ***Local and State Officials:*** Local and state officials facilitate the securing of funds and locations to allow the College to offer its programs and services and expand facilities as needed.
- ***Secondary and Postsecondary Education Institutions:*** Local secondary schools are partners in preparing students academically to transition to college. Postsecondary education institutions are partners who accept the College's associate degree graduates as juniors at four-year colleges and universities.
- ***Business and Industry:*** Business and industry hire graduates from the College and provide insight regarding program exit competencies.

The College follows a competitive bidding procedure in accordance with state regulations to identify key suppliers, who provide supplies, equipment, textbooks, and physical and technological resources in support of educational programs and services.

II.8. Key Competitors

Other educational systems that directly compete for the same type of students, grants, etc., are Morris College and the University of South Carolina – Sumter. Other competitors include online colleges like the University of Phoenix and colleges with a presence on Shaw Air Force Base: Troy University, Saint Leo, and Embry Riddle.

II.9. Principal Factors Determining Competitive Success

The key factors that determine competitive success include the following:

- Campuses in all four counties, which make CCTC more accessible for residents
- Transfer to four-year colleges or universities through the Associate in Arts Degree or the Associate in Science Degree and the "Bridge Program" with USC – Columbia
- Programs of study that lead to employability
- Incorporation of technology into programs of study
- Incorporation of technology into student services facilitating accessible, efficient, and effective admission and registration procedures
- Availability of courses and accessibility to higher education at five locations
- Addition of online associate degree and certificate programs
- Integration of EEDA legislative mandates in the College's delivery of services
- State funding and low tuition cost
- Lottery assistance and other student financial aid
- Small classes and personal attention provided by faculty and staff

II.10. Performance Improvement Systems

College planning and evaluation processes are described in College Directive 7.17. The College's annual Plan of Action and Effectiveness Reports, Institutional Effectiveness Reports, Program Reviews, Program Evaluations, Performance Indicator Reports, Technology Plan, Quality Enhancement Plan, Budget Reports, Safety/Security Reports, Employee/Faculty Performance Management Systems, and other documents reflect the results of the systematic assessment of outcomes for continuous improvement. Results are reviewed, changes are made, and continuous improvement measures are integrated into all areas of the College.

II.11. Organizational Structure – See Fig. 7.6.3.

II.12. Expenditures/Appropriations Chart – See Fig. 7.3.5.

II.13. Major Program Areas Chart – See Fig. 7.3.6.

III. Elements of Malcolm Baldrige Award Criteria

Category 1 – Senior Leadership, Governance, and Social Responsibility

1. ***How do senior leaders develop and deploy their organization's vision and values throughout the leadership system, to 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?***

The senior leaders have developed and deployed the College's vision and values throughout the leadership system, to the workforce, key suppliers and partners, and students and stakeholders:

- The actions of the senior leadership team demonstrate a commitment to organizational values; they lead by example and develop a culture supporting these values. Critical decisions regarding the strategic actions of the College are reviewed by the ELT to determine if the actions reflect the College's mission, vision, and values. In addition, the senior leaders are active participants on many College committees and teams.
- The vision and values statements are published on the College's website and are widely distributed through a number of publications, including the *College Catalog* and *Student Handbook*, the *Faculty Handbook*, and the *Adjunct Faculty Handbook*.

The commitment of the senior leaders to the vision and values is evident in their active participation in the many civic, industrial, business, and governmental committees and boards in local communities. Examples include the following: The President is an active member of the Clarendon County Chamber of Commerce, Sumter County Chamber of Commerce, SC Technical Education Association, SC Association of School Administrators, SC Career and Technology Education Association, Santee Lynches Workforce Investment Board, Sumter Rotary Club, graduate of Leadership South Carolina, and graduate of SC Economic Developers School; the Vice President for Academic Affairs is an active member of the Lee County Economic Development Alliance and served as Chairman for 2004 and 2005, past Chair of the Chief Academic Officers Peer Group, and a member of the Lee County Arts Council Foundation, the Lee County Historical Society, Chairman of the Lee County Clemson Extension Advisory Committee, the SC Technical Education Association, National Business Education Association, and CCTC's Relay for Life and Heart Walk Team 5. She has served on state and national boards and in leadership positions for numerous organizations. The Vice President for Business Affairs is immediate past Chair of the South Carolina Technical College System Chief Business Officers Peer Group and an active member of the Rotary Club of Sumter Sunrise (multiple Paul Harris Fellow and Rotarian of the Year), Government Finance Officers Association of SC (Membership Committee Chair, former Treasurer, and former Certification Committee Chair), Southern Association of College and University Business Officers, Dalzell United Methodist Church (Chair of Finance Committee and Treasurer) and graduate of Leadership Sumter. The Vice President for Student Affairs is a member of the Southern Association of Collegiate Registrars and Admissions Officers, the Carolina Association of Collegiate Registrars and Admissions Officers, the South Carolina Technical Education Association, and the Executive Council of the Chief Student Services Peer Group. She is past Chair of Admissions Peer Group and the liaison to the Records Peer Group and a graduate of the South Carolina Technical College System Leadership Academy.

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

The College leaders create a sustainable organization with a focus on actions to accomplish its objectives, improve performance, and attain its vision through a systematic planning and evaluation system. The senior leaders hold College-wide events, such as Fall Kickoff, to set the stage for the next year's objectives as well as to celebrate the previous year's accomplishments. In addition, all new faculty and staff and all adjunct faculty attend workshops to help them understand the College's vision and goals to ensure everyone is working together to achieve objectives and improve performance. Every department/unit develops a plan of action linked to the College's strategic directions and annual objectives. Then each employee develops a personal plan of action in the form of an Employee Performance Management System (EPMS) or Faculty Performance Management System (FPMS) designed to accomplish the College's mission, vision, and values. All departments/units and major divisions are evaluated annually to ensure that objectives are met. Each department/unit and major division prepares an Annual Effectiveness Report stating its results and how the results will be used for continuous improvement. The College has created directives, handbooks, and

manuals to capture institutional intelligence so that the College's functions are sustainable after key employees retire or leave the College.

The Quality Enhancement Plan (QEP) is an excellent example of how senior leaders accomplish the College's objectives, improve performance, and attain the College's vision. The administration formed cross-functional teams, including a QEP Leadership Team and numerous work teams, to develop the concept, implementation plan, assessment criteria, and a comprehensive five-year plan to use results for continuous improvement that addresses technology competencies of students and graduates.

In the 2008-2009 academic year, the College established several teams to effect continuous improvements at the College. The Retention Team has created a Retention Plan of Action to increase student persistence and success; its plan includes improving student orientation, establishing a tutoring center, and improving reporting information on student enrollment status. Another team, The Virtual Learning Community Team acquired college-wide input for improving the future of CCTC's distance education program; as a result of that input, the College purchased Desire2Learn (D2L), a new delivery system to support distance education, hybrid courses, and supplemental online course materials. The D2L system was successfully piloted this summer. All faculty members will have a chance to attend training courses this coming fall semester as part of the Professional Development Program training.

Academic Affairs created opportunities for the faculty and staff to develop a plan of action and also to identify best practices to retain qualified students at its annual Planning Forum held in February 2009.

The President formed a cross-functional Enrollment Task Force to generate ideas on how to better market the College and improve enrollment numbers.

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 senior leaders personally promote an organizational environment that fosters and requires legal and ethical behavior and fiscal, legal, and regulatory accountability by monitoring regulations and updating policies and procedures annually. They communicate to the College community the importance of following these policies and procedures and take action if the policies are not followed. The College maintains clear College policies available to all faculty and staff on the College's website and delineates legal, ethical, fiscal and regulatory expectations and requirements. In addition, the College is monitored by numerous outside agencies, including the legislature, the State Board for Technical and Comprehensive Education (SBTCE), the SC Commission on Higher Education (CHE), the Southern Association of Colleges and Schools (SACS), and independent financial auditing firms. The College regularly has financial and compliance audits; SBTCE audits inventory and personnel actions. External auditors review financial information and ensure legal and regulatory compliance.

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

Annually, the Professional Development Program Team prepares a Professional Development Program Calendar and appropriates funds for internal and external programs, workshops, and conferences. The Vice President for Academic Affairs chaired the 2008-2009 PDP Team. The College provides training on a regular basis, including outside consultants and in-house workshops, such as Technology Tuesdays, to facilitate faculty and staff technology skills. Cross-functional teams work together to improve processes, build communication among stakeholders, deliver training, and access data on a real-time basis to make timely decisions. All staff and faculty professional development and evaluation documents clearly define responsibilities for professional development. The College also supports internal and external learning opportunities for faculty and staff through the Personnel Department, and in 2009, personal interest workshops were held to help employees achieve personal goals.

On-campus programs provide a plethora of training opportunities. The College instituted a Technology Coaches program, so the technology coaches were available for group and individual training. All adjunct faculty attend a workshop at least once a year. The Academic Affairs division instituted an extensive training program for new faculty. During the 2008-2009 academic year, the Vice President for Academic Affairs offered a series of faculty workshops on Academic Leadership as part of the Professional Development Program. Twenty-eight sessions were offered in a ten-module series. The modules included the following topics: 1) Academic Leadership in the Technical College System, 2) Human Resources—Our Most Prized Resource, 3) Student Success—Our Most Critical Resource, 4) Curriculum—Our Future Depends Upon This Resource, 5) Financial and IT Resources—Important Support Resources, 6) Planning—the Necessary Resource, 7) Department Management—Integrating All the Resources, 8) Institutional Initiatives—the Changing Resources, 9) Divisional Resources, and 10) Celebration—The Must-Have Resource. The Vice President for Academic Affairs is currently exploring an equivalent leadership program for staff with other ELT members.

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

The senior leaders have begun a succession plan by hiring employees who have demonstrated leadership qualities through their experience and credentials. The College provides ample opportunity for employees to participate in the Professional Development Program and on teams where they can hone their leadership skills. Specific opportunities for professional growth include participation in the South Carolina Technical College Leadership Program as well as Leadership Sumter, Leadership Clarendon programs, and graduate programs. Throughout the College, there are opportunities for cross-training and opportunities to develop professionally. During the 2008-2009 academic year, the Vice President for Academic Affairs initiated a series of faculty workshops on Academic Leadership in support of the College's commitment to the succession plan. Based on the success of this program, the VP is designing a leadership series for staff for 2009-2010. Additionally, the Office of Human Resources and the Office of Planning & Research have started work on a formal succession plan to present to the Executive Leadership Team in the fall of 2009. The succession plan is a part of the Business Affairs' 2009-2010 Plan of Action.

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

The senior leaders communicate with, engage, empower, and motivate all faculty and staff through College-wide and individual meetings, such as Fall Kickoff, Town Hall meetings, annual budget meeting, Registration Critique, and faculty meetings. Weekly ELT and Deans meetings and monthly AMT meetings support communication channels.

The College President meets with every prospective full-time, permanent employee to discuss the institution's vision and values and the person's role and responsibilities as a member of the team. When the budget permits, performance increases are awarded for exceptional contributions to the College. Faculty and staff receive recognition such as the Kneece Teaching Excellence Award and the School Service award. The faculty and staff are aware of the parameters of actions and behavior the College expects of its employees. Therefore, it has been appropriate to empower each department/unit to make decisions concerning day-to-day operations of its department/unit within established guidelines and directives. For example, the College has clearly established expectations for the faculty's actions and behavior in the classroom, which are communicated at orientation sessions. Each full-time employee has an evaluation planning document that clearly identifies job duties and responsibilities.

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 effectiveness of the College's administrators, including the head of the organization (the College President), is evaluated on an annual basis. Policies and procedures have been set forth by the State Board for Technical and Comprehensive Education (SBTCE) in SBTCE Policy 8.4.100, SBTCE Procedure 8.4.100.1, and SBTCE Procedure 8.4.100.2; they are in accordance with the policies and procedures of the South Carolina Office of Human Resources of the State Budget and Control Board for establishment and administration of the Employee Performance Management System (EPMS).

The College's President evaluates members of the Executive Leadership Team via the State Employee Performance Management System (EPMS). The EPMS involves a planning phase at which time regular job functions, annual objectives, projects, and non-recurring activities are set forth. A planning document is jointly developed by the employee and the supervisor. At the end of the period, the employee is evaluated on his/her performance. Standard State of South Carolina EPMS forms are used. The completed EPMS evaluation document is reviewed by a reviewing officer prior to meeting with the employee. In the case of the Vice Presidents, the rating and reviewing officer is the President of the College. For continuous improvement, any objectives not met are evaluated for relevance, new benchmarks are set, and any new initiatives are incorporated into a plan of action for the next cycle.

The Area Commission conducts an annual evaluation of the President, which focuses on the effectiveness of the President in leading the College to achieve the goals and objectives of the College's strategic plan. The governing board, the Area Commission, is appointed by the Governor of South Carolina and serves at his/her pleasure. It is governed by the Area Commission Bylaws, which clearly outline the Area Commissioners' roles and responsibilities.

8. What performance measures do senior leaders regularly review to inform them of needed actions?

The senior leaders regularly review the following reports of performance measures:

- Program Reviews (five-year cycle)
- Program Evaluation Reports (annually)
- Course/Instructor Evaluations (each semester)
- Admissions, Vitality and Retention Reports (periodically each semester)
- Employee/Faculty Performance Management System Reports (annually)
- Financial Audit Reports (annually)
- Inventory Reports (annually)
- Program and Services Surveys (annually)
- Employer/Graduate/Alumni/Job Placement Surveys (annually)
- SACS Accreditation Reports (every ten years)
- Security/Safety Reports (annually).

9. How does your organization address and anticipate any adverse impacts on its programs, offerings, services, and operations? What are the key compliance related processes, goals, and measures? (Actual results should be reported in Category 7).

The primary adverse impacts on the College's programs, offerings, services, and operations result from any reduction in enrollment and funding, the economic environment, the need for expansion of programs and services, and the need for a broader industrial base. The key factor to reverse these possible adverse impacts includes a steady increase in the number of students and job placement of qualified graduates and/or the successful continuation of graduates to senior institutions. Key processes, goals, and measures involve the following aspects:

- Appropriate funding

- Collaboration with community stakeholders to attract business and industry
- Appropriate courses offered at locations at the optimum times
- Marketing to the targeted audiences through the appropriate media
- Implementation of EEDA
- Communication resulting in an appropriate image for the College
- Support services for first-time college entrants, including financial aid
- Improved retention through quality instruction and student services
- Integrated technology services for accessibility

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.

The College's senior leaders actively support and strengthen the communities served by the College. (See Category 1.1 for a list of community groups supported by the senior leadership.) They are active on local boards and belong to various groups which support the communities, such as local economic development boards and Santee Lynches Workforce Investment Board. They are active in working with the communities in the outlying counties to expand services at outreach locations. In addition, the College leaders work with focus groups and advisory committees from the community and business and industry to keep programs current.

In 2008-2009 the College expanded course offerings in Sumter County, including Shaw Center and the Sumter Downtown Site, and at outreach locations in Clarendon, Kershaw, and Lee counties to improve the educational levels of the local community and attract businesses and industries. The number of distance education courses was also expanded, offering students an optional delivery method to better suit their busy lifestyles.

The senior leaders determine areas of emphasis for the College's involvement and support by setting priorities based on the College's mission, vision, values, role and scope, which appear in the *Catalog* and *Student Handbook* and on the College's website. Areas of emphasis include building a knowledgeable and skilled workforce in order to attract and retain business and industry. The College provides knowledge and skills to the local citizenry so they can contribute to the local economy and improve their employability skills and standard of living.

The College's workforce has supported activities to enrich the relationship between the College and the community through its support of the Chambers of Commerce, Junior Achievement, the Heart Walk, the Relay for Life, and the United Way. The College leadership and other personnel serve as members of numerous civic organizations and work on these events to strengthen the communities in the local service area. Many faculty and staff contribute to the communities by building partnerships with secondary schools and post-secondary schools through the EEDA to help students decide on a career path and provide a seamless transition from the secondary schools to the technical college and to the four-year colleges and universities or directly to the workforce.

Advisory committees build community partnerships. The College leadership and faculty work with approximately 150 advisory committee members to design curricula that meet the needs of local businesses and industries. Meetings are held annually to facilitate communication with the business and industrial community through these committees, and some committees meet more frequently during the year.

The College encourages students to participate in organizations that contribute time and energy to improving the community and recognizes this participation at annual awards ceremonies. The students' main

contribution to the community is the knowledge and skills they gain while attending the College so they can contribute to the effectiveness and efficiency of local businesses and industries.

Category 2 – Strategic Planning

1. ***What is your Strategic Planning process, including key participants, and how does it address:***
   a. Your organizations' strengths, weaknesses, opportunities and threats;
   b. Financial, regulatory, and other potential risks;
   c. Shifts in technology, student and community demographics, markets, and competition
   d. Workforce capabilities and needs;
   e. Long-term organizational sustainability and organizational continuity in emergencies;
   f. Your ability to execute the strategic plan

a. Periodically, the College conducts an environmental scan to identify internal and external factors that could impact the College. The College's strategic planning team leads a variety of stakeholders from the community and the College in this planning process. The College uses a SWOT analysis to identify strengths, weaknesses, opportunities, and threats (including financial, regulatory, and other potential risks) that could impact the College. The last environmental scan included a demographic analysis, which determined that a new outreach site was needed in Lee County and that Kershaw County had the largest growth potential. The College responded by opening a new site in Lee County, expanding course offerings in Kershaw County, and securing a location for a new Kershaw County Campus, which will open in May 2010.

The College also assembled cross-functional teams to plan for major changes in processes. An example is the Student Retention Team, which created a plan of action to increase student persistence and success by expanding and improving new student orientation, offering academic tutoring, tracking student progress, and providing supplemental student services to outreach students.

b. The College must constantly acquire new technology for academic programs and attract and retain qualified faculty despite financial constraints. Another financial risk results from the shortfall between federal and state financial aid for students compared to actual student expenses, including books and transportation. In addition, the College has had to spend funds to institute new communication devices to respond to emergencies, given the current college environment across the country. The College can send emergency messages, including weather threats and criminal threats through the telephone/computer system. The College has also installed television monitors in high traffic areas, which can be used to communicate threats. The entire College community can sign up to receive emergency messages on their personal cell phones.

c. The College has planned for shifts in technology. For example, the College has a plan to replace computers on a regular basis. Classrooms have been updated to become "smart classrooms," and there is a systematic plan for replacement of equipment. Each department submits an annual request for new equipment and capital improvements. The College has also converted to a new operating system on all computers. Additionally, in 2008-2009, the College purchased a new distance education software package to improve delivery service of its online courses.

The College has planned for a change in demographics by providing more online courses to meet the needs of deployed Air Force personnel and working adults. Admissions counselors are expanding the high school graduate market by working with students in secondary schools through the EEDA to help students identify career clusters and career paths from high school to college. The College also gives college credit for College courses taught in local secondary schools through its dual enrollment program.

The College remains competitive in the market by providing quality, accessible, and affordable education and is competitive with similar institutions. During the 2008-2009 academic year, the College created an

Enrollment Task Force to increase student enrollment and to more effectively market the College's programs to potential students.

d. All faculty meet or exceed the qualifications required by the Southern Association of Colleges and Schools. However, the fact that South Carolina salaries are not competitive with the region makes it challenging to hire faculty and staff.

e. The Division of Business Affairs allocates funds based on priorities depending on actual enrollment and funding. The process ensures long-term sustainability so that long-term and short-term funds are available for capital improvement and continuous operation and maintenance. The College has sustained continuous operation since its inception in 1961.

f. The annual planning process began in January when the ELT developed the College's Annual Goals to accomplish the Strategic Directions and allow flexibility to respond to immediate opportunities that support the College's mission. Input for the development of the Academic Affairs Plan of Action was provided by all the faculty and staff in the Academic Affairs Division at an open Planning Forum in February, and the results were reviewed by the participants in March. This plan served as a primary impetus for the administrative/support units to develop their plans of action.

Next, the Academic Management Team (AMT) members, representing all educational and student affairs units, developed a plan of action for the major division of academic and student affairs.

During this development phase, the ELT gave an overview of the budget and an update on the outlook of the budget for the next year. Revenue projections were prepared by the Vice President for Business Affairs, and the resulting revenue budget was used as a basis for the expenditures. Each unit of the College made budget requests based on unit plans of action, departmental enrollment projections, and the prior year's evaluation findings and actual expenditures. Each vice president prioritized requests from their units and made recommendations to the Business Affairs Division. The ELT then met to prioritize College-wide requests, after which the Vice President for Business Affairs developed a recommended budget for the year.

Ultimately, the plans of all divisions of the College served as the core of the College's Annual Plan of Action, along with the College's annual goals, strategic directions, and mission statement. After having been incorporated into the annual budget process and reviewed by the College's Area Commission, the Annual College Plan of Action was officially disseminated through the College's website at www.cctech.edu/about/3852.htm. The objectives in the 2008-2009 College Plan of Action were accomplished.

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

The College adopted strategic directions supporting the mission of the College and providing a framework for developing annual objectives responsive to the current economic environment and the College's initiatives.

Strategic Challenges	Related Strategic Objectives
• As the population in Kershaw County rapidly increases, there is a need for more educational services. The first building of a new site off I-20 in Camden, SC, is under construction, but additional funding is needed to fulfill the new Kershaw County campus vision as outlined in the *CCTC Facility Master Plan*. • There is a strong employer need for additional professionals in the health sciences fields. A new building, allowing the College to expand health sciences programs, is underway for a site in downtown Sumter. Additional funding is needed for this project. • Economically disadvantaged students result in a high percentage of students needing financial assistance. State and federal financial aid (lottery monies and grants) are not keeping up with student costs for tuition and books. • The industry base needs to be expanded in the four-county service area. – Additional funding is needed to increase counseling staff to expand implementation of the EEDA, which will ensure a clear pathway from high school to the College, so that we expand the skilled employer base for the community – A key challenge is to reduce student barriers to education caused by the increase in gasoline prices. The College is expanding distance education courses and providing on-line faculty certification training to meet this need. – Another key challenge is to secure new equipment, hardware, and software to keep programs current. An example is that the College is installing a new operating system for all computers in the College, and the industrial and engineering division is constantly under pressure to acquire new technologies. Local funding for maintenance and upkeep of facilities. – Main Campus is "landlocked." – Some entry-level students are under-prepared. – Current economic environment is unstable.	• Strategic Objective #2: Secure and use available resources to maximize the productivity and efficiency of the College through local, state, and federal sources. • Strategic Objective #3: Develop and expand enrollment opportunities in the four-county service area to improve accessibility to the College's programs and services. • Strategic Objective #7: Position the College to respond effectively to internal and external environmental factors. • Strategic Objective #1: Market the comprehensive nature and value of the College. • Strategic Objective #3: Develop and expand enrollment opportunities in the four-county service area to improve accessibility to the College's programs and services. • Strategic Objective #2: Secure and use available resources to maximize the productivity and efficiency of the College through local, state, and federal sources. • Strategic Objective #7: Position the College to respond effectively to internal and external environmental factors. • Strategic Objective #2: Secure and use available resources to maximize the productivity and efficiency of the College. • Strategic Objective #7: Position the College to respond effectively to internal and external environmental factors.

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

In anticipating development of the current five-year plan, the College's Area Commission and the ELT agreed on enhancements to the strategic planning process designed to streamline strategic planning, making

it more flexible and responsive to change; to increase the intensity of involvement by faculty, staff, and students; and to facilitate College responsiveness to change. These strategic objectives address the strategic challenges identified by the College, while allowing flexibility to adapt to a changing economic environment.

The College-wide strategic planning process also produced insightful, systematic revisions and improvements to the College's previous plan and processes. The current strategic plan employed a dynamic system of annual planning, budgeting, and evaluation. Institutional Effectiveness/Use of Results Reports enables the College to use the findings to make continuous improvements and effectively accomplish its mission.

The strategic planning process is reviewed and evaluated annually. The College reviewed and updated its annual goals. Plans of actions for every division and department were based on strategic directions and College goals. The College systematically aligns the divisional goals to accomplish the mission of the College.

The College tracked key data, such as revenue and expenditures trends, admissions, program vitality, and retention, and analyzes student, graduate, alumni, program and services, and employer surveys. The College uses the data to make decisions and incorporates the results into annual plans of action.

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.

Each academic year, every educational support, academic, and administrative department/unit manager identifies measurable objectives and develops a plan of action that indicates expected results and assessment activities. Each unit's annual objectives must relate directly to a Strategic Direction, a minimum of one College goal, and one divisional goal. After completing the objectives, each unit/department manager is responsible for documenting details of the results of assessment activities, the use of these results, and any future steps to be completed in the subsequent plans based on these results. Annual Effectiveness/Use of Results report forms are used to summarize these activities and serve as a basis for tracking the objectives' status.

During the development of action plans, the ELT conducts a College-wide budget meeting to give an overview of the budget for the next year. Each unit of the College makes budget requests based on its plan of action, departmental enrollment projections, and the prior year's evaluation findings and actual expenditures. Each Vice President then prioritizes requests from their units and makes recommendations to the Business Affairs Division. The ELT then meets to prioritize College-wide requests, after which the Vice President for Business Affairs develops a recommended budget for the year.

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

The Strategic Directions, Plans of Actions, and Annual Effectiveness/Use of Results Reports, containing a detailed listing of assessment activities/performance measures, were distributed to every division and department/unit in the College. The status of plans were reviewed and discussed at unit meetings.

The College has a strong record of on-going, integrated, systematic review of all its programs and its academic, support, and administrative departments/units. Every employee had an opportunity to contribute to the development of specific objectives for the plans of action and developed with his/her supervisor a personal plan of action, reported on results, and stated how the results will be used for continuous improvement. This process is formalized through the Faculty/Employee Performance Management System, which provides a means of integration, communication, and accountability.

6. How do you measure progress on your action plans*?*

Measurement is based upon attainment of specific and quantifiable goals. Each department/unit throughout the College met to develop plans of action. Each person had a role in developing a Faculty Performance Management System (FPMS) or Employee Performance Management System (EPMS) form, which outlined how each person would contribute to reaching the Annual College Goals. The appropriate supervisor for the department/unit/division evaluated how well each person accomplished their objectives. All departments and major divisions reported their results and how the results will be used for continuous improvement. Employees were rated as "Exceeds," "Meets," or "Below" achievement of goals.

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

The College's strategic plan is available to the public through its Internet homepage at the following web address: http://www.cctech.edu/about/3852.htm.

Category 3 – Student, Stakeholder, and Market Focus

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

The College determines which educational programs it addresses by surveying the needs of and responding to requests of local business and industry (who are the employers of its graduates) and other stakeholders before implementing a new program. The College surveyed local businesses and determined the job market existed to support a certificate program in massage therapy, a new Health Sciences program slated to begin in Fall 2010. The College involved advisory committees in identifying program exit competencies and providing feedback on the skills graduates need to demonstrate in the workplace. Graduates were surveyed to help the College determine the satisfaction with their programs of study and the College's offerings and services.

The College has determined which student and market segments to pursue for current and future educational programs, offerings, and services in accordance with its mission statement and legislative mandate. The targeted market segments include the citizens in its four-county service area who have attained a minimum of a high school diploma from an accredited high school or a GED and seek skills that will result in employment and/or further education. Typical market segments within the local population include the following:

- Students who desire to acquire skills and knowledge leading to a skilled job or a better job with higher income
- Students who are already employed, at least part-time
- Career-oriented students
- Students who will eventually pursue four-year college degrees.
- Non-traditional college students with an average age of 28
- First-generation college students
- Displaced workers
- Students who require financial aid
- Students who wish to reside in the area while attending college
- Military personnel and dependents
- Students from local businesses and industries that have requested customized training
- Students who perform well in small classes with personal attention.

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

The College researched and implemented methods that are proven to be successful with its student population including the following:

- Using distance education as well as traditional instructional methods.
- Implementing an online Associate in Arts degree and several online certificates
- Maintaining small class size with focused instructional attention from the faculty
- Continuing to implement a Quality Enhancement Plan (QEP) focused on student learning through technology
- Using technology to enhance new course delivery modes, including "smart" classrooms throughout the College
- Implementing a new information system to make it easier for students to register, communicate, and learn information about the College
- Acquiring new electronic databases and teaching faculty and students how to access credible information on the web
- Implementing a new distance education software package to improve course delivery
- Providing student services to non-traditional students, such as first-generation college students
- Regularly conducting workshops to keep faculty current with innovative practices and technology.

Annually, the College uses an Alumni Survey, a Graduate Survey, a Course/Instructor Evaluation Survey, and a Program and Services Survey, which allow the College to determine student satisfaction with courses, instructors, programs, and student support services. The Spring 2009 Programs and Services Survey indicated a 92% overall student satisfaction rate. Of the 59 ratable satisfaction questions on the 65-question survey, the students indicated a 95% or higher satisfaction rating for 36 of those 59 questions.

Employer surveys are used to determine how well graduates meet employers' expectations. Summary results of the survey are shared with appropriate personnel in order to identify trends and set objectives for continuous improvement. The College compares the expectations and needs of its stakeholders to other comparable institutions, reviews research relative to its stakeholders, and communicates with professional organizations to determine relevancy.

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

The College surveys current students, graduates, alumni, and employers to determine if graduates have acquired the skills and knowledge to either acquire a job, progress in an existing jobs, or pursue a four-year degree.

Admissions counselors are working with future students in secondary schools through the Educational and Economic Development Act (EEDA) to help students identify career paths from high school to college. The College also awards credit for collegiate courses taught in secondary schools through its dual enrollment program.

To maintain currency in services and programs, the College has advisory committees for every department. The members are stakeholders who represent local businesses and industries and are the employers for the College's graduates. They advise the department chairs/program managers on how to keep the academic programs them current. As an example, the College has worked with local construction industry officials to implement a successful welding training program. Students who achieve pipe welding certification report a significant increase in job opportunities and salaries. The success of the welding program prompted the College to gain approval for an Advanced Pipe Welding Certificate for Fall 2009.

The information received through surveys and advisory committees are used to develop plans of action, which are used for continuous improvement.

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

Students complete a course evaluation and a program and services survey at least annually. Graduate, alumni, employer, and advisory committee surveys are conducted annually to indicate satisfaction or dissatisfaction with the College's programs and services. Specifically, surveys solicit feedback on how well the College provides knowledge, skills, and support services necessary for success during the College experience and on the job. Results of the surveys are used for continuous improvement and incorporated into plans of action. All surveys and feedback reports are reviewed by the appropriate departments and leadership teams, and changes are implemented as appropriate.

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

The College actively pursues ways to attract and retain students and stakeholders to enhance student performance and to meet and exceed their expectations. The College continues to use student satisfaction feedback from surveys to improve instruction, facilities, and programs and services. In 2008-2009, the College formed a Retention Team to continue tracking student retention and identifying retention trends. The Retention Team's plan of action includes measures to foster student success: helping students learn the College's requirements and expectations through a modified new student orientation program, continuing to teach students study skills and job preparation skills through COL 103: College Skills, and creating a tutoring center to help struggling students master course content.

Individual attention by academic advisors, student services counselors, and faculty is the keystone of success in building positive relationships with students; the more connected students feel to the College, the more likely they are to be retained until they have achieved their educational goals. Multiple teaching strategies are used to enhance student learning. To enhance student services, the College has developed an online Registration Critique to determine methods to enhance the advisement and registration processes; all faculty and staff are asked to participate and share their perspectives on how to better serve students. The online Registration Critique allows for immediate input and response to issues that are critical to students and the registration process. The result is that the College has created a centralized Student Services Center.

Both students and faculty value the skills and knowledge gained in the programs of study. The key distinction is that students often are focused on the relevancy of learning to their current experience, whereas faculty are also focused on building a foundation for life-long learning.

6. How does your student stakeholder complaint management process ensure that complaints are resolved promptly and effectively?

The complaint and appeals process is fully detailed in the *Student Handbook*, and it provides for a quick response time from the Chief Student Services Officer or other members of the administration to all complaints against students or faculty. Appeals to the resolutions may be made before the Student Appeals Committee and/or the Student Grievance Committee, providing the complainant another avenue for effective resolution.

Category 4 – Measurement, Analysis, and Knowledge Management

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?

The College selected key operations, processes, and systems essential to the success of the College, particularly quality analysis, financial analysis, and program vitality. Multiple measures were used to track

performance. The College used both qualitative and quantitative data to track progress relative to strategic objectives and action plans. For example, budget and enrollment information was available in real time on-line. Measures of student learning were varied and reflected appropriate assessment techniques as established by each academic discipline. The College continued to identify learning outcomes and measure the achievement of learning outcomes through a variety of assessment techniques.

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

In August of 2008, the College hired a new Director of Planning & Research. The Director has supported decision-making by profiling specific areas of interest, such as distance education, College Studies certificate students, and first-time freshmen. She serves on most College teams, providing requested data to support the teams' focused efforts, and her office continues to provide official trend reporting and survey analysis. Additionally, the department of Information and Learning Technologies (ILT) continues to develop and modify real-time reports used for budgeting, enrollment, and program vitality decision-making. As an example, the ILT created a "Dashboard" on the web in myCCTC (the College's Intranet), which tracks student enrollment daily and provides a comparison over several years. The College uses the created Vitality and Admissions Reports on a weekly basis.

The College identified trends and projected future needs for identification of new programs and expansion of current offerings. When available, the College used national examinations, such as NCLEX for the nursing program, a nationally normed examination in chemistry, and WorkKeys for math and industrial programs as benchmarks to measure student learning. The College also used a pre-test for applicants, including a measurement of reading, math, English, and basic technology skills. The College continued to identify program exit competencies. On a five-year cycle all programs undergo a program review, and the data, including enrollment, graduation, and retention statistics, were used to make decisions regarding programs. Job placement, graduation, and FTE data were submitted to the SBTCE for all programs each year and used to evaluate program vitality. The College works with the local industry and business personnel to monitor the workforce trends and respond accordingly.

3. How do you keep your measures current with educational service needs and directions?

The College used multiple measures to keep current with educational service needs and directions. Annual surveys of recent graduates and alumni were used to stay current with the educational service needs of the community. Annual Program and Services Surveys were conducted. In addition, the departments submitted needs for reports to the Information System Department. Programmers created real-time programs on Academic Program Vitality Statistics (enrollment – headcount/FTE/ semester hours). These reports were distributed to all departments. Many real-time measurements were available on-line and reviewed by staff and faculty to make timely decisions.

All survey results are reviewed annually, and the results are used to improve programs and services. In addition, auditors review the financial services annually. The College has established a system to review measurements and incorporate results in plans of action.

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

The College compares program vitality, including headcount, FTEs, program enrollment, graduation rates, and job placement rates with other technical colleges. The College gathers and maintains five-year trend lines to compare this data from year to year. The College uses data to determine appropriate courses/programs for each county. Enrollment trends at all outreach locations are reviewed. The ELT is also active in community groups, such as the Industrial Association, Chambers of Commerce committees, and Economic Development groups; the ELT uses input from these partnerships to support strategic decision

making. Results of data analysis are incorporated into plans of action. The College also compares enrollment, program vitality, and retention with other South Carolina Technical Colleges and with state and national norms to set benchmarks for continuous improvement.

5. How do you make needed data and information available? How do you make them accessible to your workforce, students, and stakeholders?

The College posts its Institutional Effectiveness Report, State Accountability Report, Annual Plan of Action, and Annual Effectiveness Reports online at www.cctech.edu/about/3852.htm for public accessibility. A Quick Facts document is made available online as soon as official data has cleared the Commission on Higher Education in the fall. Additionally, every August, the College posts the previous year's annual Factbook online, as well.

Other public sources for official Central Carolina Technical College data include the Commission on Higher Education (http://www.che.sc.gov/New_Web/Rep&Pubs/DataRepts.htm) and IPEDS (http://nces.ed.gov/ipeds/datacenter/InstitutionList.aspx?addUnitID=adacb3b3b0b3).

In addition to providing above-listed data online, the Office of Planning & Research internally provides faculty/staff with the following reports: Alumni Survey Report, Graduate Survey Report, Programs & Services Report, and the semester Student Evaluation of Instruction Reports. The office responds to internal and external requests for data, as well.

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

The College captures real-time data for crucial, time-sensitive decisions, such as the Admissions and Vitality reports. Each unit/department is assigned tasks to respond to real-time information, and trends are noted on a daily or weekly basis to ensure a timely response. Technical support teams check the data for accuracy and integrity. The College uses passwords to ensure secure access to the information system.

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

The College compares actual results of performance review findings against expected results. If a gap exists between actual and expected results, the College evaluates the objective and determines the validity of the objective. The objective is retained, revised, or incorporated into new objectives in accordance with the changing environment. Objectives vital to the accomplishment of the College's mission are incorporated into the following year's plan of action.

8. How do you collect, transfer, and maintain organizational and employee knowledge (knowledge assets)? How do you identify and share best practices?

The College collects "knowledge assets" by ensuring that all new employees meet or exceed job requirements. The College website and workshops, such as New Employee Orientation, New Faculty Orientation, Adjunct Faculty Orientation and the Academic Leadership Workshop series, are the primary ways the College maintains and transfers organizational and employee knowledge. The website explains the planning and evaluation process; states the College's mission, vision, and values; and provides directives and manuals. Professional development workshops, research materials, peer group meetings, and conferences are used to identify and share best practices. Academic program managers maintain communication with accrediting agencies and review standards for relevancy and best practices. As an example, faculty met last fall to identify best practices for student retention. These best practices were then shared with all new and adjunct faculty.

Category 5 – Workforce Focus

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?

Once plans of actions are developed for the College and every division and department, all full-time employees annually complete an individual plan of action in accordance with the Employee Performance Management System (EPMS) or the Faculty Performance Management System (FPMS). These individual action plans support the College's goals and objectives and include professional development activities designed to help employees reach their full potential.

CCTC promotes cooperation, initiative, empowerment, and innovation through providing a collegial organizational culture. The ELT, the Council of Deans and Directors, and the Academic Management Team have a free exchange of communication, and each group is empowered to implement creative solutions to current issues. The College has consistently provided cross-training among groups. A Professional Development Program Calendar is developed by a cross-functional team, which incorporates workshops for faculty and staff across the College. In 2008-2009, as a part of the Professional Development training, the College offered Academic Leadership workshops to train faculty leaders and to share institutional/organizational knowledge and best practices.

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

The College uses multiple methods of communication to achieve effective communication and knowledge/skill/best practice sharing across departments, jobs, and locations. The College offers several courses in best practices through face-to-face and online learning formats (many offered as Professional Development courses); these courses on personnel policies and procedures, security measures, and confidentiality of records have relevancy across many departments. One new course offered via online format encourages faculty to share best practices in an Online Faculty Certification course. Offering the courses online means that each individual can take courses at flexible times. The College has implemented myCCTC, a personal web portal available through the College's website. At myCCTC, all employees can stay abreast of new directives, read handbooks appropriate to their job responsibilities, and locate extensive information on strategic planning and institutional effectiveness. Team meetings at various levels are held at regular intervals to give and receive feedback. E-mail is also a common form of up-to-minute communication, and administrators maintain an "open-door" policy. Plans of action are distributed to all departments so that everyone knows and supports the objectives of each division in the College. The College holds a Fall Kickoff, so all full-time employees understand the College's objectives. Adjunct faculty must participate in an annual workshop in order to stay current with the College's objectives, directives, and philosophy of teaching.

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?

The faculty (FPMS) and staff (EPMS) performance management systems are an integral part of the strategic planning and evaluation process. All employees set personal objectives that support the College's goals and objectives. Supervisors provide feedback on the progress toward achieving the objectives, and employees are rated annually on their performance. Employees are rated according to three levels of performance – "meets," "exceeds" or "below" performance expectations. A "below" triggers a remediation plan. An "exceeds" rating may result in a salary increase when the budget permits. Results of one year's evaluation are used to set new objectives in the coming year.

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

The College builds leadership skills among the entire workforce and recognizes the importance of succession planning. Through cross-training, team assignments and individual plans of action, employees are given opportunities to strengthen their ability to manage, lead, and create cooperation in order to achieve goals. Those who currently have a leadership position serve as mentors to other employees seeking leadership positions. The College has a very active Professional Development Program, which sponsors participation in graduate courses and Leadership Sumter, Leadership Clarendon, and the South Carolina Technical College System Leadership programs. The College offered a series of department chair and program manager Academic Leadership workshops for the 2008-2009 academic year.

The College is committed to a succession plan. As examples, the President of the College served as Vice President for Administration. The Vice President for Academics and the Vice President for Student Affairs have risen through the ranks of the organization. The Dean of Business and General Education was formally a department chair, and the Information Technology Department and the Humanities and Social Sciences Department Chairs' positions were filled by faculty members. Additionally, the Dean of Health Sciences, who was appointed in September 2008, was formerly the Department Chair of ADN and PN. Subsequently, an ADN faculty member replaced the promoted chair of the ADN and PN departments after her promotion.

Human Resources and Planning & Research are currently working together to create a formal succession plan.

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?

a. The development and learning system for leaders was described in the answer to Question #4 above.

b. Employees serve on teams where they receive organizational knowledge. On the myCCTC Intranet website, employees have access to handbooks, manuals, and College directives. Workshops are also provided on an on-going basis to share organizational knowledge.

c. Ethical practices are demonstrated through role modeling, clear College policies and directives (available to the entire workforce online), and through zero tolerance of unethical practices.

d. In addition to the College's Annual Plan of Action, supported by departmental and individual plans of action, the College states it core competencies and strategic challenges at the Fall Kickoff for employees. The College reports the accomplishment of actions at a spring College-wide meeting. Both the College's Annual Plan of Action and the Annual Effectiveness Report are published on the College's public website.

6. How do your assess your workforce capability and capacity needs, including skills, competencies and staffing level?

The College's capability and capacity needs are closely tied to the number of students who attend the College – the more students, the greater the workforce. The College benchmarks the skills, competencies, and staffing level needed throughout the College by comparing these factors to the requirements set by SACS and other accrediting groups and to colleges with similar student populations.

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

To recruit and hire new employees, the College follows the policies outlined in the South Carolina State Board for Technical and Comprehensive Education. The College does not discriminate in employment on the basis of race, color, sex, age, national origin, religion, or certain legally defined physical or mental disabilities. The College complies with the provisions of Titles VI and VII of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; Sections 503 and 504 of the Rehabilitation Act of

1973; and the South Carolina Human Affairs Law of 1972. A statement of the non-discrimination policy appears in major publications and in newspaper advertisements.

All faculty meet or exceed the requirements of the Southern Association of Colleges and Schools. Job opportunities are published on the College's website, South Carolina's E-Recruitment System (www.jobs.sc.gov), and in newspapers as appropriate. Applications are reviewed to ensure applicants meet specified requirements. A team, including the appropriate supervisor and Vice President and the President, interview and hire prospective applicants.

To retain new employees, the College provides workshops to help new employees become familiar with their rights and responsibilities. All employees participate in the Faculty or Staff Employment Management System, described earlier in this report, so they are aware of their expected contributions to the achievement of College's annual goals and objectives.

8. How do you evaluate 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 Professional Development Committee plans staff education/training based on the objectives set forth in the plans of action. A total of 176 classes were offered during 2008-2009 academic year, and most of the classes focused on training for better student advisement and retention tracking as part of the continuing student retention initiative. Other courses focused on improving and varying teaching methodologies. This training related directly to new initiatives in plans of action. As part of the FPMS and EPMS process, employees demonstrated how they have applied new knowledge and skills. Employees with exceptional performance will have an opportunity to receive merit increases through the annual pay plan when the budget allows merit raises.

Participants in each professional development activity on campus completed evaluation forms. The College compiled the results of the evaluation, and these results were used to improve professional development activities. As a result of evaluations and requests from the faculty, Academic Leaderships workshops were offered to departmental leaders during the 2008-2009 academic year.

9. How do you evaluate the effectiveness and leader training and development systems?

A cross-functional team from across the College serves on a Professional Development Team. Based on evaluations of the previous year's evaluations and requests from the workforce, the team develops an annual calendar of events. As an example of this evaluation process, the College offered the Academic Leadership workshops to improve institutional knowledge sharing and best practices among our departmental leaders.

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

Faculty and staff who have demonstrated the willingness and ability to achieve above and beyond the expectations of their job receive an "exceeds" rating and may be honored with special awards and recognition. The College recognizes employees who develop and utilize their full potential through the Teaching Excellence awards and Employee of the Year awards, both of which have monetary awards and plaques provided by the Central Carolina Technical College Foundation. Specific opportunities for professional growth include participation in the South Carolina Technical College Leadership Program as well as Leadership Sumter, Leadership Clarendon, and graduate programs.

The College is currently working on a succession plan that will provide employees with a means to make themselves eligible for advancement within the institution.

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

Periodically, surveys are distributed to the faculty and staff to obtain information on faculty and staff well-being, satisfaction, and motivation. The College also performs exit interviews. In addition, groups such as

the Council of Deans and Directors, the Academic Management Team, and the Faculty Assembly provide feedback on faculty and staff well-being, satisfaction, and motivation. During 2008-2009, the College's full-time and adjunct faculty and targeted staff members participated in a satisfaction survey sponsored by *The Chronicle of Higher Education*. The survey's results will be available in August 2009 and will be analyzed for continuous improvement.

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

Findings are incorporated into the individual and departmental plans of action and effectiveness reports, which are used for continuous improvement. Focus groups are also formed to examine issues and address any areas of concern.

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

The College has taken steps to provide a healthy, safe, and secure environment for all members of the campus community – faculty, staff, students, and visitors. In 2008-2009, the College re-assessed security issues based on events at other educational facilities. Safety is maintained by a number of policies, services, and programs supported by a variety of administrative and academic offices and committees. Information about services, programs, and policies is widely available (e.g., Central Carolina *Technical College (CCTC) Directives Manual, Faculty Handbook, Environmental, Health, and Safety Manual, Student Handbook/Calendar, Central Carolina Technical College Catalog 2008-2009, Security Manual,* and the CCTC Website). These publications describe instructions on how to be prepared for emergencies and disasters. Additionally, the College has installed television monitors in the hallways to alert the College community of potential threats. A telephone software feature allows for text messages to be sent to individuals' cell phones and to office telephones. Special workshops were held to identify ways to diffuse disturbances.

The College's campus security office is responsible for public safety. The campus security staff members work closely with the City of Sumter police and fire departments to provide a safe environment for students, staff, faculty and visitors. The security staff operates in accordance with applicable College policies and procedures and the *CCTC Security Manual*, which is an appendix to the *Environmental Health and Safety Manual* published on the College website.

The College Environmental Health and Safety Team provides oversight of the health and safety programs for the College. This team, which is chaired by the Director of Safety and Security and consists of representatives from faculty and staff, met three times during the academic year to review and update the College's safety plan in the CCTC Environmental Health and Safety Manual, to make recommendations concerning policies and procedures, and to address any other concerns related to environmental, health, and safety as such concerns arise. Minutes are kept on file for these meetings.

In accordance with College policy, The Director of Safety and Security is responsible for scheduling drills and conducting evacuation (fire and bomb threat) and shelter (tornado) drills, along with the Environmental Health and Safety Team. The results of the drills are assessed and reported, and physical or procedural changes are made when necessary.

The Director of Safety and Security is also responsible for providing safety training for the College community. This is accomplished in several ways:

- The Director of Safety and Security speaks to faculty and students about safety, security, and the College's related policies and procedures at the Adjunct Faculty, New Student, and New Employee Orientation sessions each semester.

- Annual, mandatory, online training is provided for all College employees in permanent positions. All employees must pass the tests associated with safety training.

The *CCTC Environmental Health and Safety Manual* is distributed at the New Employee Orientation to new employees and at the annual training when there are updates. It is also available on the College's website.

Category 6 – Process Management

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

The College derives its core competencies from its mission statement, vision statement, and statement of values, which were developed by all College stakeholders and reviewed periodically by the Area Commission, administrators, faculty, and staff. Following is a list of the College's core competencies:

- ***Quality, Innovative Programs:*** In 2008-2009, the College implemented new certificates in Cosmetology, End User Support, and Electrical Technician. The College received approval to implement the following certificates in Fall 2009: Basic Mechatronics, Advanced Mechatronics, Advanced Certificate in Pipe Welding, Basic Residential Wiring, Automotive Technology, and Automotive Diagnostic Technology. Two additional certificates, Massage Therapy and Human Services, have been approved by the State Board for Technical and Comprehensive Education; the programs are awaiting SACS approval for implementation in August, 2010. Also, the College presented 21 curriculum revisions to the Curriculum Review Committee in programs of study, and an evaluation of the effectiveness and impact of the College Studies Certificate is in progress.
- ***Accessible Programs:*** Campuses/sites are now available in all four of the College's service counties. Also, students register themselves from any location with Internet access. In addition, the College continues to add more distance education classes.
- ***Affordable Programs:*** The College's tuition is very reasonable compared to other colleges. The College's information system makes it much easier for students to access eligibility information for financial aid. With high gas prices, the addition of more classes at outreach locations and distance education classes has made the College more affordable as well as accessible.
- ***Accessible Student Support Services***: The TRiO program, which provides services for non-traditional, low-income students. Additionally, the College offers the following services: Special Populations, Disability Services, Career Services, Student Activities, Academic Advisement and Registration Assistance, and Outreach Services. Counselors provide student services, and myCCTC provides students with instant access to information. The Library purchased new databases and provided classes on how to conduct research through the Internet. The College also purchased new distance education software, Desire2Learn, to provide better course delivery to distance students.

The College's action plans are clearly tied to the College's core competencies and strategic directions.

2. What are your organization's key work processes?

The key work process of the College is to provide quality, exceptional, affordable technical and comprehensive education in an innovative, student-centered learning environment. Also, the College is engaged in meeting the needs of the local employers for a knowledgeable and skilled workforce, which in turn will improve the economic well-being of the citizens and the State of South Carolina. Key support processes are listed below:

- Provide a quality teaching and learning environment that prepares students to go to work and/or continue their education
- Provide student support services that make a college education accessible to adult students in the four-county service area

- Provide responsible financial support services that result in an on-going, non-profit concern.

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

Following are methods the College uses to incorporate input into learning-centered processes:

- ***Students:*** Annually, surveys are administered to students, graduates, and alumni. Students complete the student evaluation of instruction and the programs and services evaluation. Students who leave the College before graduation complete exit interviews. The results are shared with the appropriate departments and used for continuous improvement.
- ***Faculty and Staff:*** College employees have input through the development of individual plans of action through the Employee/Faculty Performance Management System. These individual plans support the divisional and College's mission, strategic directions, and annual goals. In addition, faculty and staff input was an important factor in the College's Quality Enhancement Plan, which supports students and faculty in using new technology. There is also widespread participation through the Registration Critique and numerous committees and teams, such as the Academic Management Team.
- ***Stakeholders:*** Each program has an advisory committee that has input on program outcomes. In 2007-2008 approximately 150 business and industry representatives served on advisory committees. Also, the Area Commission is appointed to represent all four counties in the College's service area. In addition, key College personnel are active on numerous boards and organizations in the community.
- ***Business/Industry:*** The Industrial Association and Economic Development agencies and businesses participate in the planning process so that the College can implement new courses and/or programs for acquisition of new skills. Credit and continuing education programs have collaborated with industry to prepare graduates for the workplace. An example is an acclaimed welding program that is a collaborative effort among credit and non-credit personnel at the College as well as industry and local public agencies.
- ***Suppliers:*** Suppliers often demonstrate technology devices that are considered for implementation. For example, the College investigated and selected new technology to improve communication and security.
- ***Partners:*** The College works closely with secondary schools as part of the EEDA legislation to ensure a smooth transition of students from high school to college. A primary emphasis this year was working with counselors and students at high schools to define clear pathways from high school to college. Dual enrollment was incorporated into several new departments.

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?

Here are some of the major ways the College incorporates the following factors:

- ***Organizational Knowledge:*** The College uses an extensive, aligned, systematic process to plan, evaluate, and improve programs. This process involves all employees of the College. Cross-functional teams are created to implement action plans.
- ***New Technology:*** The College is in the fourth year of implementing an extensive five-year Quality Enhancement Plan with specific objectives, evaluation measures, and use of results components; this plan is an ambitious plan to incorporate new technology and train faculty and students to use technology in the classroom. The College implemented a new administrative software system and continues to provide training to all faculty, staff, and students on how to use this new information technology. A new delivery software system for distance education courses, Desire2Learn, has been purchased and implemented, as well. Programs of study have incorporated recommendations from Advisory committees to update technology to keep programs current. The College also has an Instructional Computing Team, which identifies new trends, develops plans to implement new technology, and provides training on the technology.

- ***Cost Controls:*** The College has received recognition for its accounting practices and inventory control methods for many years. Budget controls are integrated into the electronic requisition system.
- ***Efficiency Factors:*** The College has developed, analyzed, and used numerous reports to make decisions for optimum academic programs and services, including the Admissions and Vitality Reports. The College used feedback from students, faculty, and staff, to implement a Student Services Center, which has significantly improved the efficiency of admissions, advisement, and registration.
- ***Effectiveness Factors:*** Each department and division measures their achievements against performance criteria identified at the beginning of the year's planning cycle. Any objectives that are on-going or need improvement are included in the subsequent plans of action. All personnel, departments, and divisions are held accountable for the accomplishment of objectives agreed upon at the beginning of the planning cycle.

5. How do you systematically evaluate and improve your work processes?

All employees, departments, and divisions are systematically evaluated annually. Actual results are compared with expected results identified during the planning process. Results are used for continuous improvement of learning-centered processes.

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

Key support processes are as follows:

- Student Services
- Support of Outreach Campuses
- Facilities and Inventory Management
- Accounting and Finance
- Information Systems
- Administration
- Continuing Education

Support processes are incorporated into the annual planning cycle. At the beginning of the planning cycle all departments and divisions develop plans of action that include objectives that support the College's mission, strategic directions, annual goals and expected, measurable results. At the end of the year, all employees, departments and divisions measure their actual results against expected results, used a as basis for the subsequent year's plan for continuous improvement.

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

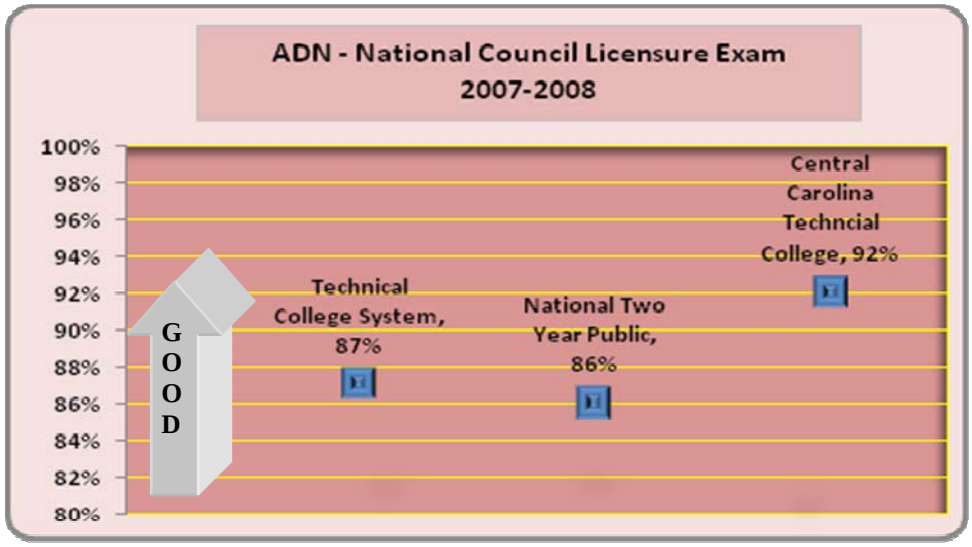
The College ensures that adequate budgetary and financial resources are available to support operations by 1) making requests for funding to County Councils and the local legislative delegation, 2) pursuing grant opportunities, 3) working with other technical colleges to secure state funding, 4) accessing federal funds to support special projects and populations, and 5) identifying business partners as a source for funds and equipment.

The College integrates its planning, evaluation, and budgeting processes to ensure the College's budget is based on the mission statement, strategic directions, and annual College goals. Once the College's annual goals are disseminated by the ELT, every department/unit uses them as a guide in developing its annual plan of action, which includes objectives and expected results that govern its activities and projects. Department/unit managers submit budget requests to appropriate major division heads, and subsequently the ELT establishes funding priorities to ensure resources are allocated in a manner that supports the College's priorities.

The College's financial statements are audited annually by external auditors in accordance with generally acceptable auditing standards. The College has received an unqualified opinion, and there have not been any management letter comments for over a decade. The College also has an audit of federal awards in accordance with the Single Audit Act. The College has not had any audit findings regarding Financial Aid policies and procedures for at least a decade.

Section III – Category 7
Organizational Performance Results

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

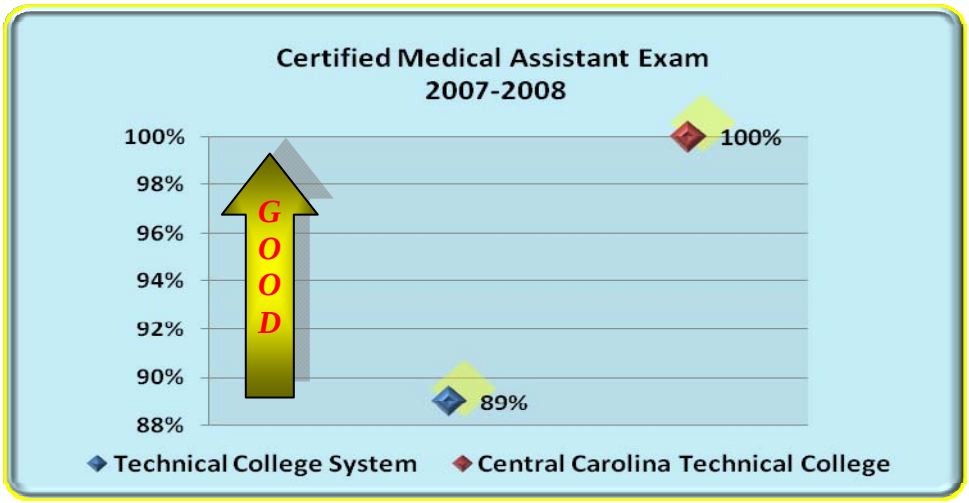
Notes	CHART 7.1.1 - Passage Rates on Professional Examinations
CCTC's passage rate for the ADN Licensure Examination substantially exceeded the Technical College System's pass rate.	

Testing Year 2007-2008	Number Tested	Number Passed	Percent Passed
National Two Year Public	N/A	N/A	86%
Technical College System	1072	936	87%
Central Carolina	38	35	92%

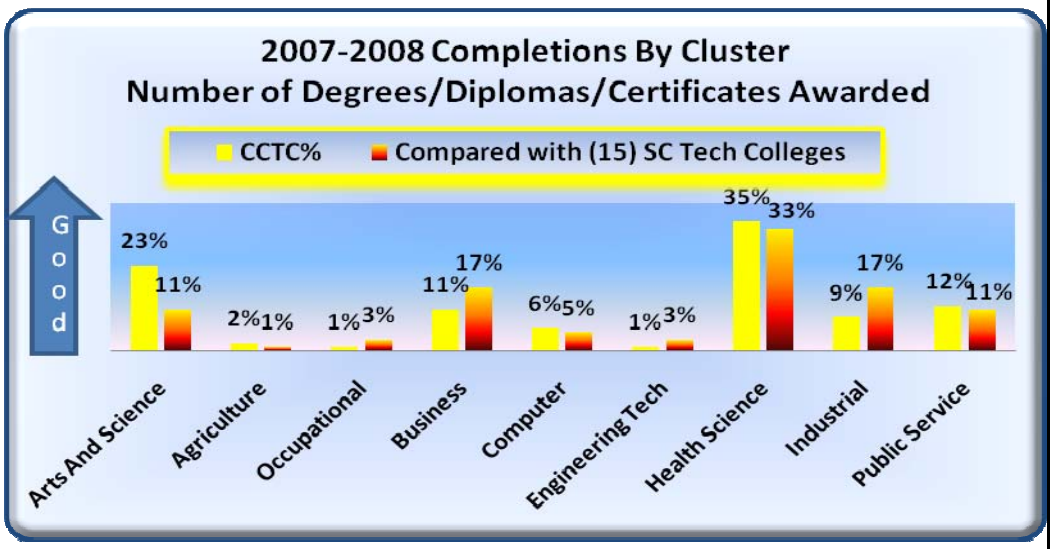
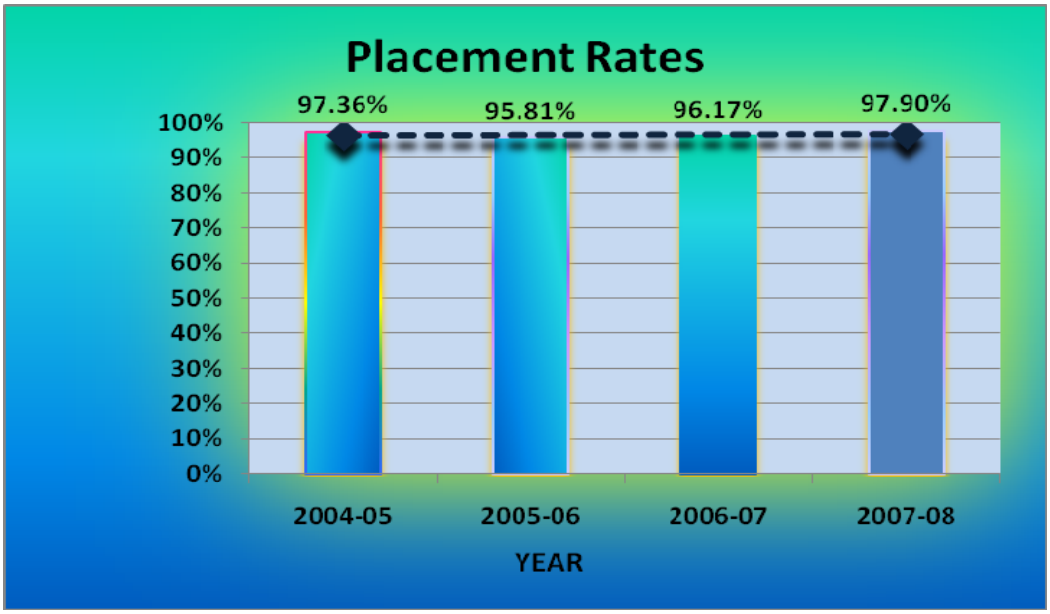
CCTC continues to enjoy a 100% pass rate on the LPN Licensure Examination.

Testing Year 2007-2008	Number Tested	Number Passed	Percent Passed
Technical College System	583	567	97%
National Two Year Public	N/A	N/A	96%
Central Carolina	21	21	100%

CCTC's Certified Medical Assistant passage rate of 100% has consistently surpassed the Technical College System's Average.

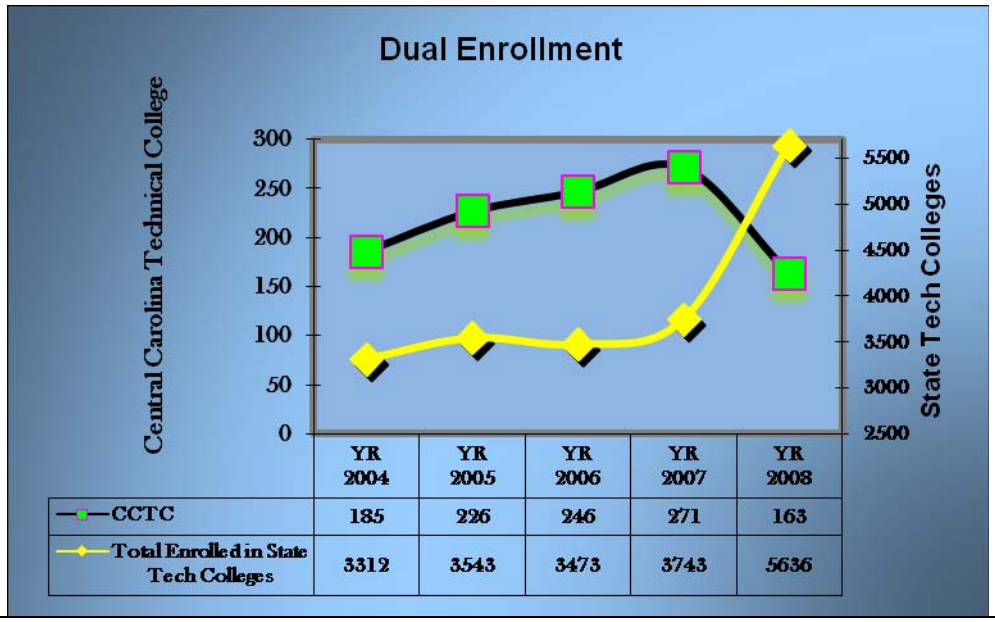


Testing Year 2007-2008	Number Tested	Number Passed	Percent Passed
Technical College System	65	58	89%
Central Carolina	8	8	100%

CCTC continues to grow in Arts & Sciences and Health Sciences. The growth in Health Sciences indicates the need for a new facility, which is currently under renovation. Industrial Engineering Technology continues to experience a low graduate percentage, but enrollment in the IET programs is growing.	**CHART 7.1.2 - Completions** 
The College continues to enjoy a significantly high job placement rate. The rate has been consistently 95% or higher for at least four years .	**CHART 7.1.3 - Placement Rates** 

CCTC experienced a decline in dual-enrollment students as Sumter High School chose to use a competitor as their college of choice during the 2008-2009 academic year. CCTC intends to expand its program offerings to entice more high school students from the participating schools to dual enroll.

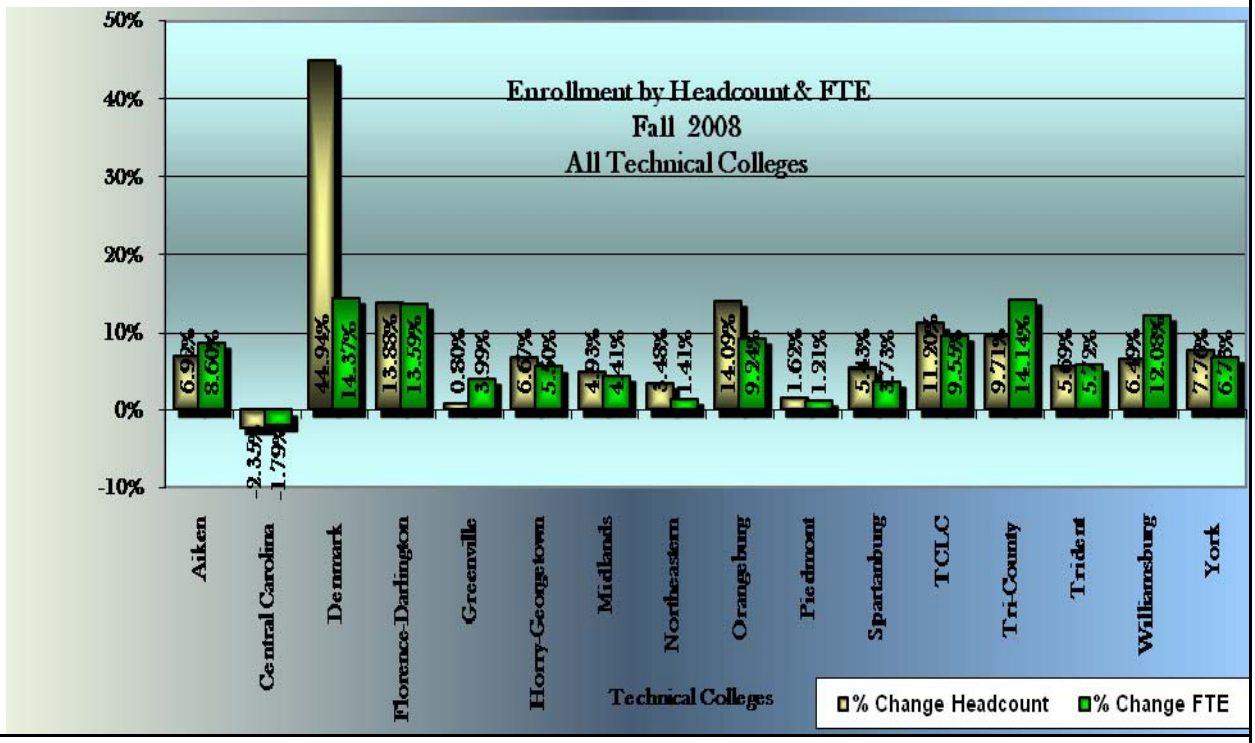
CHART 7.1.4 – Dual-Enrollment Comparison Rates



	YR 2004	YR 2005	YR 2006	YR 2007	YR 2008
CCTC	185	226	246	271	163
Total Enrolled in State Tech Colleges	3312	3543	3473	3743	5636

CCTC experienced a slight decline in enrollment in 2008-2009, while our peers enjoyed an enrollment spurt. This enrollment decline sparked the creation of the Enrollment Task Force to increase enrollment by 10% for 2009-2010.

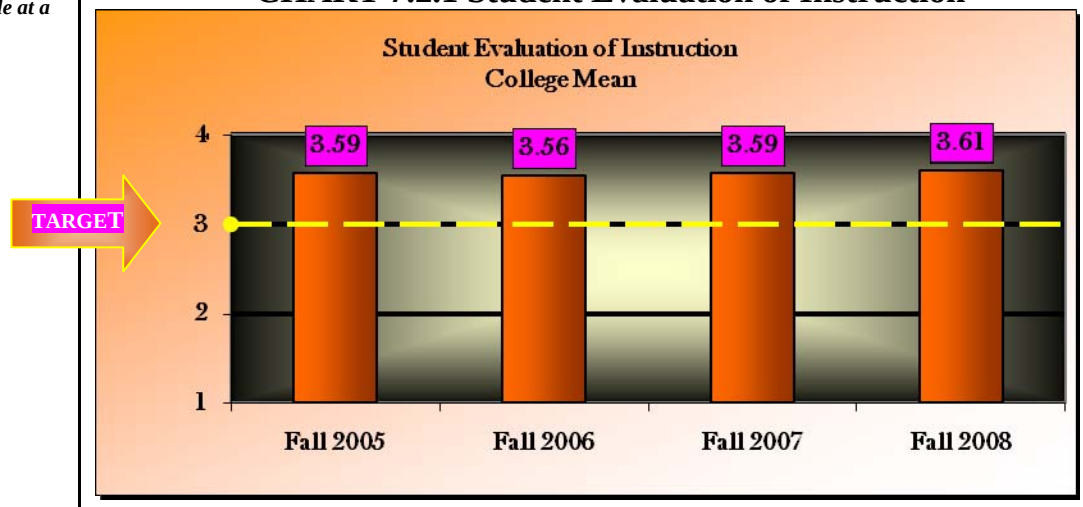
CHART 7.1.5 - Enrollment by Headcount and FTE



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

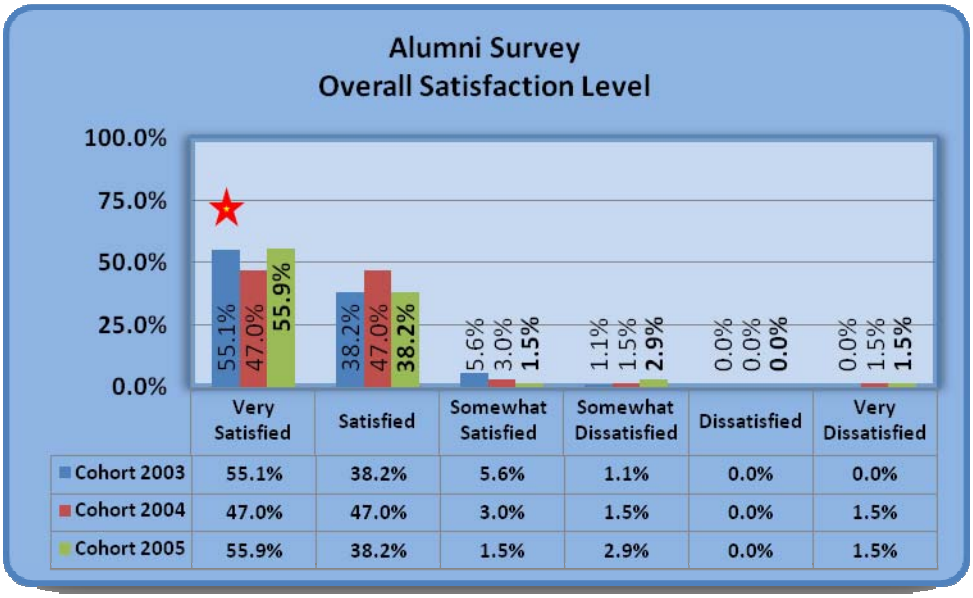
Each year the student evaluation of instruction has remained stable at a high level on a 4.0 scale.

CHART 7.2.1 Student Evaluation of Instruction



The chart includes the most current data. Alumni are surveyed 3 years after graduation. More than 90% of alumni indicated that they were "satisfied" to "very satisfied." No students in most recent cohort were "dissatisfied."

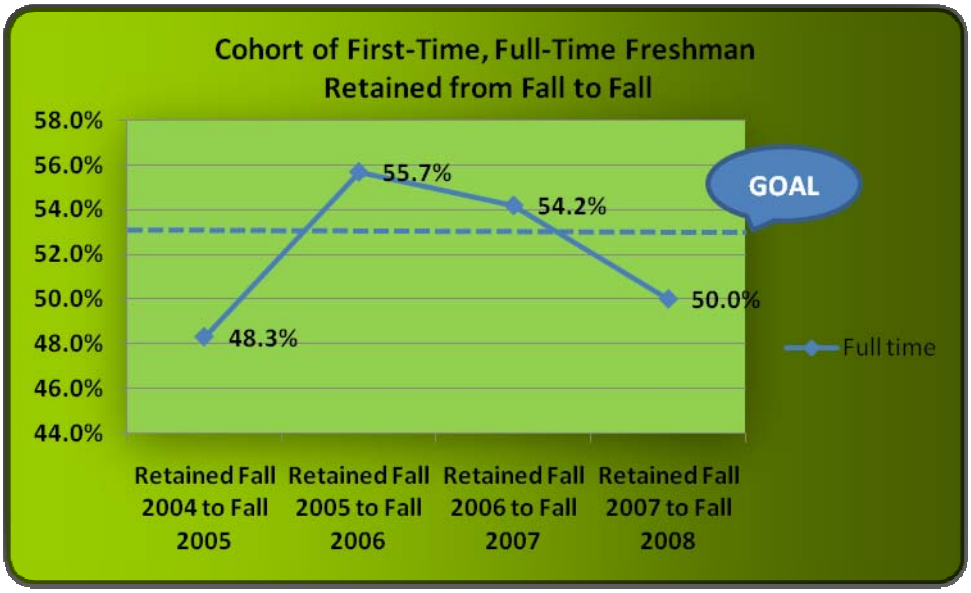
CHART 7.22 - Alumni Overall Satsifaction Ratings with Academic Experience



	Very Satisfied	Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Dissatisfied	Very Dissatisfied
Cohort 2003	55.1%	38.2%	5.6%	1.1%	0.0%	0.0%
Cohort 2004	47.0%	47.0%	3.0%	1.5%	0.0%	1.5%
Cohort 2005	55.9%	38.2%	1.5%	2.9%	0.0%	1.5%

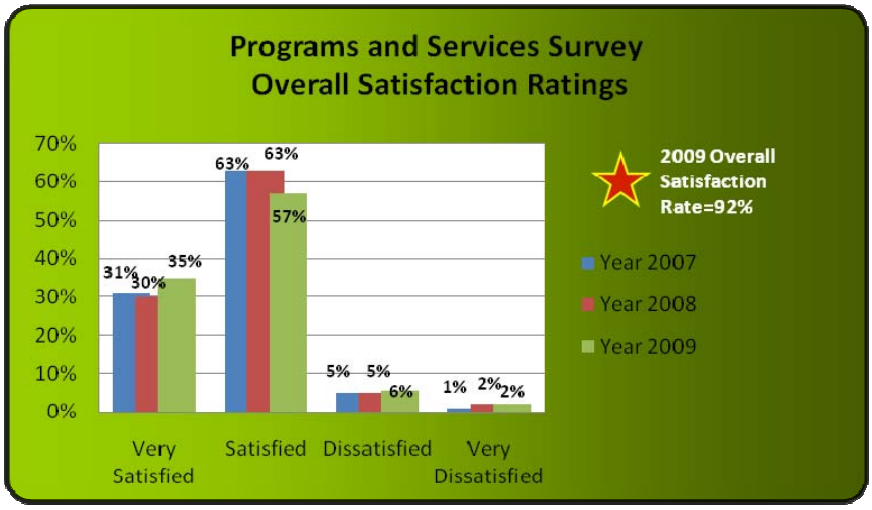
The College has created a Retention Team to improve cohort retention rates. A cohort tracking system is one of the things implemented to improve this rating, but the College is also instituting a tutoring center and providing a more thorough student orientation program to aid in this effort, in addition to other activities outlined in the Retention Plan of Action.

CHART 7.2.3 - Retention Rates



CCTC has consistently had a student satisfaction rating on the Programs and Services Survey of 93% or better.

CHART 7.2.4 - Programs & Services Overall Satisfaction Ratings



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

CHART 7.3.1
Tuition Rate Comparison

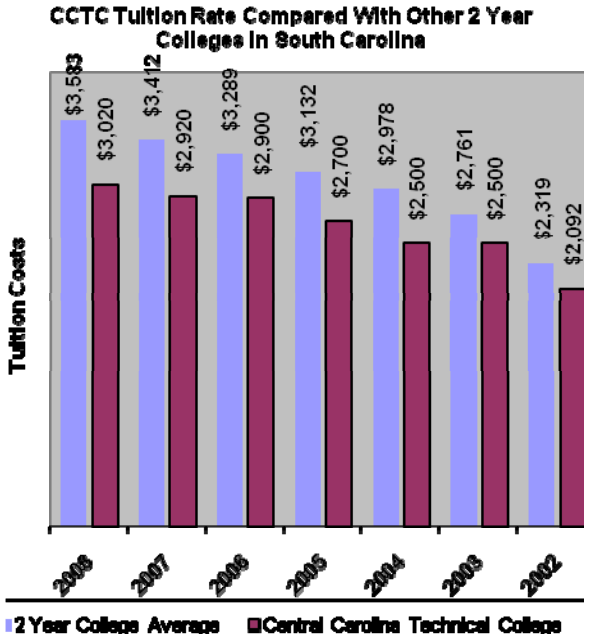
Note: Tuition increases over the past six years have been significantly less than the other two-year colleges in the state, and the College has remained below the state average for two-year colleges. ***The College strives to minimize tuition increases to students; however, since the decline in state revenue began in 2002, increases in tuition have been a part of the financial strategies used by the College to sustain programs and services for students.***	

CHART 7.3.2
Student Tuition & Fees Revenue

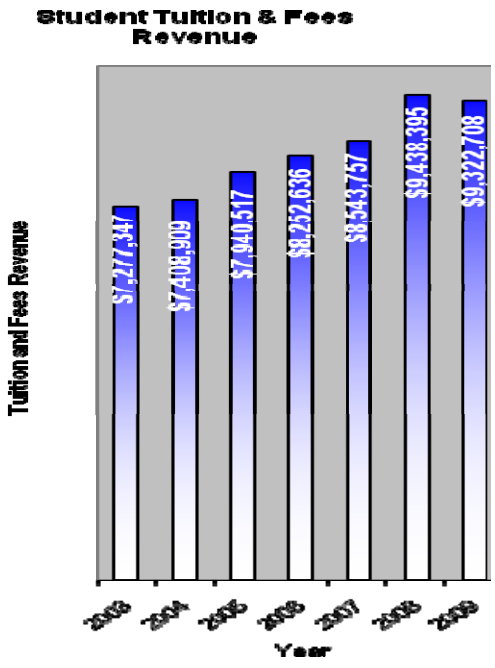
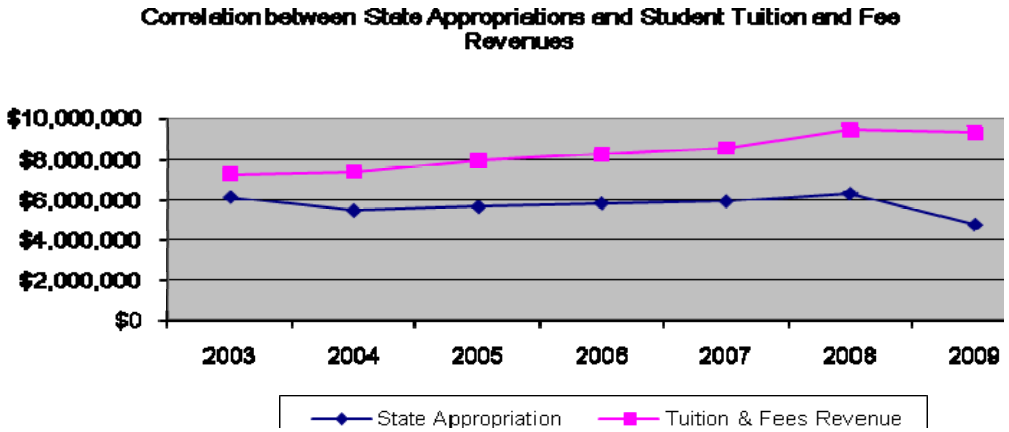
Note: Student tuition and fees revenue has increased from $7.28 million in fiscal year 2003 to $9.32 million in fiscal year 2009. Tuition and fee revenue is the largest source of operating revenue for the College.	

CHART 7.3.3
Correlation between State Appropriations and Tuition and Fees



Note: The relationship between the decrease in direct state dollars and the increase in tuition from students is depicted in graph 7.3.3. As State funding has decreased, tuition revenue has increased to allow the College to sustain programs and services for students.

CHART 7.3.4
State Grants and Contracts

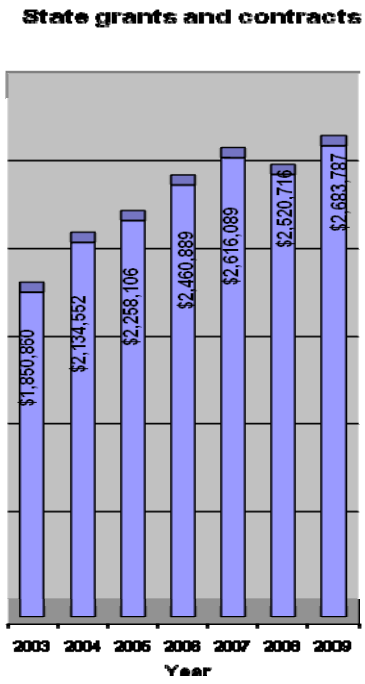
Note: Although direct state appropriations to the College have decreased, state supported funding to students in the form of scholarships, grants and aid has increased, which has helped to offset the increase in tuition. In 2003, state grants and contracts revenue was approximately $1.9 million, and increased to over $2.6 million in fiscal year 2009, largely due to the South Carolina Lottery Tuition Assistance.	

CHART 7.3.5
Accountability Report Appropriations/Expenditures Chart

Base Budget Expenditures and Appropriations

Major Budget Categories	FY 07-08 Actual Expenditures		FY 08-09 Actual Expenditures		FY 09-10 Appropriations Act	
	Total Funds	**General Funds**	**Total Funds**	**General Funds**	**Total Funds**	**General Funds**
Personal Service	$11,479,476	$4,959,378	$11,710,552	$3,756,209	$12,127,906	$3,728,164
Other Operating	$5,180,368		$4,844,012		$5,486,441	
Special Items						
Permanent Improvements						
Case Services						
Distributions to Subdivisions						
Fringe Benefits	$2,917,590	$1,351,243	$3,098,754	$993,939	$3,197,861	$983,034
Non-recurring	$192,599		$190,060		$190,060	
Total	$19,770,033	$6,310,621	$19,843,378	$4,750,148	$21,002,268	$4,711,198

Other Expenditures

Sources of Funds	FY 07-08 Actual Expenditures	FY 08-09 Actual Expenditures
Supplemental Bills		
Capital Reserve Funds		
Bonds		

CHART 7.3.6
Major Program Areas

Program Number and Title	Major Program Area Purpose (Brief)		FY 07-08 Budget Expenditures		FY 08-09 Budget Expenditures	Key Cross References for Financial Results*
ll.A., B., & E. Instructional Programs	The College provides opportunities for individuals to acquire the knowledge and skills necessary for employment, transfer to senior colleges and universities, or graduate with an Associate Degree, Diploma or Certificate	State: Federal: Other: Total	6,310,621 19,770,033	State: Federal: Other: Total	4,750,148 19,843,378	
		% of Total Budget: 100%		% of Total Budget: 100%		

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

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

TABLE 7.4.1
Professional Development Programs

PDP Attendance and Evaluation Results AY 2008-09

Total Attendance **2274**
Total Number of Sessions **176**

DATE	COURSE TITLE	Memo Sent	Attendance	Course Avg	Instructor Avg	Facility	Follow-up Memo
		Summer 200730					
6/13/2008	Module C--Advisement and Tracking		15	3.46	3.58	3.62	9/9/2008
6/20/2008	Module A--Advisement and Tracking		18	3.12	3.1	3.35	9/9/2008
6/20/2008	Module B--Advisement and Tracking		18	3.13	3.15	2.94	9/9/2008

7/21/2008	Online Course Development						
7/21/2008	Vista/Office 2007 Boot Camp (Vista)		28				
7/22/2008	Online Course Development						
7/22/2008	Vista/Office 2007 Boot Camp (Word)		28				
7/23/2008	Online Course Development						
7/23/2008	Vista/Office 2007 Boot Camp (PowerPoint)		22				
7/24/2008	Online Course Development						
7/24/2008	Vista/Office 2007 Boot Camp (Excel)		19				
7/25/2008	Academic Leadership--Program Orientation		21	3.69	3.76	3.43	10/21/2008
7/30/2008	Desire2Learn Demonstration		13	4	4	4	9/9/2008
8/7/2008	Teaching Methodology Orientation--Getting the Semester Off to a Good Start		20	3.87	3.88	3.43	9/9/2008
8/8/2008	Academic Leadership--Module 1		21	3.85	3.89	3.76	10/21/2008
8/11/2008	Module C--Advisement and Tracking		43	3.69	3.64	3.67	
8/11/2008	New Employee Orientation		16	3.6	3.85	3.42	9/9/2008
8/11/2008	Module A--Advisement and Tracking		40	3.78	3.84	3.6	9/9/2008
8/11/2008	Module B--Advisement and Tracking		34	3.66	3.69	3.61	9/9/2008
8/11/2008	Module C--Advisement and Tracking		31	3.39	3.43	3.31	9/9/2008
8/11/2008	**Module A--Advisement and Tracking*		26	3.51	3.62	3.55	9/9/2008
8/11/2008	**Module B--Advisement and Tracking*						
8/12/2008	Module D--Advisement and Tracking		40	3.59	3.63	3.41	9/9/2008
8/12/2008	Module D--Advisement and Tracking		28	3.68	3.68	3.7	9/9/2008
8/12/2008	Online Course Orientation (Best Practices)		3	4	4	3.5	9/9/2008
8/12/2008	*Telecourse Training		7				
8/13/2008	New Faculty Orientation--Day 1		13				
8/14/2008	Module E--Advisement and Tracking		14	3.63	3.63	3.5	9/9/2008
8/15/2008	New Faculty Orientation--Module 1		10				
8/18/2008	*Module A&B--Advisement and Tracking		11	3.4	3.6	3.3	9/9/2008
8/18/2008	Personnel Policies and Procedures Training (online--no folder)						
8/19/2008	*Module C--Standards of Academic Progress/Financial Aid		13	3.71	3.73	3.69	9/9/2008
8/19/2008	*Module D--Advisement and Tracking		13	3.75	3.86	3.45	9/9/2008
8/23/2008	Adjunct Faculty Training		77	3.77	3.76	3	9/9/2008
8/26/2008	Teaching Methodology 1--Elements of Successful Teaching and Learning		11				9/9/2008

8/28/2008	Teaching Methodology 1--Elements of Successful Teaching and Learning		11	4	3.88	3.88	9/9/2008
		Fall 200810					
9/1/2008	Information Security (online - no folder)						
9/2/2008	Teaching Methodology 2--Adult Learners/Active Learning Activities	8/29/2008	12				9/9/2008
9/3/2008	Registration Critique	8/29/2008	53	3.68	3.84	3.15	9/9/2008
9/4/2008	Teaching Methodology 2--Adult Learners/Active Learning Activities	8/29/2008	10	3.2	3.2	2.8	9/9/2008
9/5/2008	New Faculty Orientation--Two week check-up	8/29/2008	8	3.84	3.88	2.75	9/9/2008
9/8/2008	Online Faculty Certification						
9/9/2008	Teaching Methodology 3--Learning Styles	8/29/2008	11				9/19/2008
9/9/2008	Academic Leadership--Module 2	8/29/2008	17	3.8	3.9	3.8	
9/10/2008	Student Organization Advisor Training	8/29/2008	4	3.94	4	4	9/19/2008
9/11/2008	Teaching Methodology 3--Learning Styles	8/29/2008	9	3.78	3.78	3.78	9/19/2008
9/11/2008	Academic Leadership--Module 2	8/29/2008	20	3.66	3.76	3.74	9/25/2008
9/15/2008	Copyright Training						
9/16/2008	Teaching Methodology 4--Classroom Management Skills/Dealing with Difficult Students	8/29/2008	10				9/25/2008
9/16/2008	Technology Tuesday	8/29/2008	12	4	4	4	9/19/2008
9/17/2008	Student Work-study Training	9/5/2008	12	3.9	4	3.75	9/19/2008
9/17/2008	Supervisor Work-study Training	9/5/2008	9	4	4	4	9/19/2008
9/18/2008	Teaching Methodology 4--Classroom Management Skills/Dealing with Difficult Students	8/29/2008	2	4	4	4	9/25/2008
9/18/2008	Supervisor Work-study Training	9/5/2008	7	4	4	4	9/19/2008
9/18/2008	Student Work-study Training	9/5/2008	12	3.75	3.89	3.73	9/19/2008
9/19/2008	Benefits Fair	9/5/2008					
9/22/2008	Vista/Office 2007 Boot Camp (Vista)	9/5/2008	11	3.9	4	3.3	9/25/2008
9/23/2008	Teaching Methodology 5--Instructional Strategies	9/5/2008	10				9/25/2008
9/23/2008	Vista/Office 2007 Boot Camp (Word)	9/5/2008	15	3.83	3.93	3.93	9/25/2008
9/24/2008	Vista/Office 2007 Boot Camp (PowerPoint)	9/5/2008	9	3.88	3.91	3.88	9/25/2008
9/25/2008	Teaching Methodology 5--Instructional Strategies	9/5/2008	11	4	4	4	9/25/2008
9/25/2008	Vista/Office 2007 Boot Camp (Excel)	9/5/2008	6	4	4	4	9/30/2008
9/26/2008	New Faculty Orientation--Module 2	9/5/2008					
9/30/2008	Teaching Methodology 6--Traditional Instructional Media	9/5/2008	15				10/13/2008
9/30/2008	Technology Tuesday	9/5/2008	11	3.22	3.43	3.26	10/2/2008
10/1/2008	Safety and Security Training	9/5/2008					
10/2/2008	Teaching Methodology 6--Traditional Instructional Media	9/5/2008					
10/7/2008	Teaching Methodology 7--New Instructional Media Options	9/5/2008	9	3.83	3.83	3.83	10/13/2008
10/7/2008	Academic Leadership--Module 3	8/29/2008	19	3.03	3.33	3.33	10/13/2008
10/9/2008	Teaching Methodology 7--New Instructional Media Options	9/5/2008	10				10/13/2008

10/9/2008	Academic Leadership--Module 3	8/29/2008	18	3.5	3.61	3.06	10/13/2008
10/10/2008	New Faculty Orientation--Module 3	9/5/2008	9	3.64	3.69	3.44	10/21/2008
10/20/2008	Online Faculty Certification		180	3.49	0	0	
10/14/2008	Teaching Methodology 8--Collaborative Teaching	9/5/2008					
10/14/2008	Technology Tuesday	9/18/2008	3	16	16	16	10/15/2008
10/16/2008	*Virtual Learning Community		35	3.79	3.83	3.67	10/21/2008
10/17/2008	Fall Kickoff	9/18/2008	158	3.23	3.33	3.12	10/21/2008
10/23/2008	Teaching Methodology 8--Collaborative Teaching	9/5/2008					
10/24/2008	*Module A--Advisement and Tracking*	9/18/2008	9	3.75	3.75	3.75	10/29/2008
10/24/2008	*Module B--Advisement and Tracking*	9/18/2008					
10/24/2008	New Faculty Orientation--Module 4 (2)	9/18/2008	6	3.46	3.58	3	10/29/2008
10/28/2008	Teaching Methodology 9--Teaching and the Library	9/18/2008					
10/28/2008	Technology Tuesday	9/18/2008	7	4	4	4	10/29/2008
10/30/2008	Teaching Methodology 9--Teaching and the Library	9/18/2008					
10/31/2008	Module C--Advisement and Tracking	9/18/2008	9	3.86	3.89	4	10/29/2008
11/4/2008	*PDP Retention (Industrial Division Faculty)		11	3.81	3.89	3.67	11/10/2008
11/4/2008	*PDP Retention (Health Science Faculty)		26	3.19	3.35	3.24	11/10/2008
11/4/2008	*PDP Retention (Business and GE Faculty)		39	3.21	3.24	3.22	11/10/2008
11/4/2008	*PDP Retention (Staff)		63	3.42	3.56	3.32	11/10/2008
11/4/2008	*PDP Retention (Staff and Faculty)		119	3.39	3.51	3.38	11/10/2008
11/6/2008	Teaching Methodology 10--Setting up and Grading a Research Project	9/18/2008	8				
11/7/2008	Student Retention Forum (Current Students)	9/18/2008					
11/7/2008	Student Success Forum	9/18/2008					
11/11/2008	Teaching Methodology 11--Experiential Learning/Mentoring	9/18/2008	7				
11/11/2008	Academic Leadership--Module 4	9/18/2008	21	4	4	3.82	1/15/2009
11/13/2008	Teaching Methodology 11--Experiential Learning/Mentoring	9/18/2008	7				
11/13/2008	Academic Leadership--Module 4	9/18/2008	15				1/15/2009
11/14/2008	New Faculty Orientation--Module 5	9/18/2008	10	3.58	3.83	3.4	11/18/2008
11/18/2008	Teaching Methodology 12--On-line Strategies (myCCTC)	9/18/2008	7				11/18/2008
11/18/2008	Technology Tuesday	9/18/2008	7	4	4	4	11/20/2008
11/20/2008	Teaching Methodology 12--On-line Strategies (myCCTC)	9/18/2008	4				
11/21/2008	Basic Technology Competencies Exit Exams						
11/21/2008	Basic Technology Competencies Exit Exams						
11/21/2008	Basic Technology Competencies Exit Exams						
11/25/2008	Teaching Methodology 13--On-line Strategies (WebCT)	9/18/2008					
12/2/2008	Teaching Methodology 14--Review of Program Mission Statement and Exit Learning Outcomes	9/18/2008	7				

12/4/2008	Teaching Methodology 14--Review of Program Mission Statement and Exit Learning Outcomes	9/18/2008	9	3.57	3.57	3.57	1/15/2009
12/5/2008	Academic Leadership--Module 5	9/18/2008	17	3.07	3.14	3.5	1/15/2009
		Spring 200820					
1/5/2009	New Employee Orientation		4	4	4	4	1/15/2009
1/6/2009	Module A--Advisement and Tracking						
1/6/2009	Module C--Advisement and Tracking						
1/7/2009	Module D--Advisement and Tracking						
1/7/2009	New Faculty Orientation--Day 1						
1/9/2009	New Faculty Orientation--Module 1						
1/10/2009	Adjunct Faculty Training		23	3.76	3.88	3.78	1/15/2009
1/13/2009	Technology Tuesday	12/8/2008					
1/20/2009	Teaching Methodology 15--Building a Lesson Plan/Bloom's Taxonomy	cancel					
1/21/2009	Registration Critique	1/14/2009	55	3.69	3.78	3.3	1/29/2009
1/22/2009	Teaching Methodology 15--Building a Lesson Plan/Bloom's Taxonomy						
1/22/2009	Academic Leadership--Module 6	1/14/2009					
1/23/2009	New Faculty Orientation--Two week check-up						
1/27/2009	Teaching Methodology 16--Testing Techniques						
1/27/2009	Technology Tuesday	1/14/2009	3	4	4	4	1/29/2009
1/29/2009	*Crime Forum	1/15/2009	22	3.28	3.34	3.14	1/29/2009
2/6/2009	*Advisement & Tracking	1/15/2009	78	3.27	3.39	3.05	2/17/2009
2/9/2009	Online Faculty Certification						
2/10/2009	Teaching Methodology 17--Measuring Learning Outcomes						
2/10/2009	Academic Leadership--Module 7	1/14/2009	19	3.58	3.62	3.6	2/17/2009
2/11/2009	Safety and Security Workshop--Emergency on Campus: A hands on approach	1/14/2009					
2/12/2009	*New Employee Orientation		3	4	4	4	6/3/2009
2/12/2009	Teaching Methodology 18--Designing Capstone Courses						
2/16/2009	FERPA and ADA Training						
2/17/2009	Teaching Methodology 19--Practice in Design and Delivery						
2/17/2009	*New Employee Orientation		1	4	4	4	6/3/2009
2/17/2009	Technology Tuesday	1/15/2009	5	4	4	4	2/18/2009
2/19/2009	Teaching Methodology 19--Practice in Design and Delivery						
2/20/2009	New Faculty Orientation--Module 3						
2/23/2009	*Weight Loss Skills	2/17/2009	27	3.98	4	3.85	3/10/2009
2/24/2009	Teaching Methodology Celebration	cancel					
2/25/2009	Academic Planning Forum	1/15/2009	53	3.89	3.91	3.68	2/26/2009
2/27/2009	Worksite Health Screening	1/15/2009					
3/3/2009	Technology Tuesday--ITC Review	1/15/2009	3	3.42	3.75	2.67	3/4/2009
3/6/2009	New Faculty Orientation--Module 4						
3/10/2009	Technology Tuesday--ITC Review (PowerPoint)	1/15/2009	1	4	4	4	3/24/2009
3/17/2009	Academic Leadership--Module 8	1/15/2009					
	Technology Tuesday--ITC Review (Excel)	1/15/2009	3	3.83	4	4	3/24/2009

3/17/2009	Technology Tuesday--ITC Review	1/15/2009	11	4	4	4	3/24/2009
3/19/2009	Academic Leadership--Module 8	1/15/2009					
3/20/2009	*New Employee Orientation		1	4	4	3	5/12/2009
3/23/2009	Instructional Technology Competencies						
3/24/2009	Instructional Technology Competencies						
3/27/2009	Instructional Technology Competencies						
TBA	Academic Leadership--Module 9 (Date to be determined by each Academic Dean in April 2009)						
3/31/2009	*Stress Management	2/17/2009	25	3.75	3.87	3.87	4/7/2009
4/21/2009	*Energy Workshop (AM)		13				
4/21/2009	*Energy Workshop (PM)		12				
4/22/2009	Safety and Security Workshop						
4/24/2009	Basic Technology Competencies Exit Exams						
4/24/2009	Basic Technology Competencies Exit Exams						
4/24/2009	Basic Technology Competencies Exit Exams						
4/27/2009	*Financial Planning	2/17/2009	23	2.93	3.17	3.19	5/12/2009
5/11/2009	New Employee Orientation		1	4	4	4	4/29/2009
5/11/2009	*D2L Training (AM Session)		28				6/1/2009
5/11/2009	*D2L Training (PM Session)		15				6/1/2009
5/12/2009	Academic Leadership--Module 10						
5/16/2009	Adjunct Faculty Training						
5/19/2009	*New Employee Orientation		1	4	4	4	5/21/2009
5/25/2009	*D2L Training		1				6/1/2009
5/26/2009	Conflict Resolution	5/11/2009	34	3.58	3.69	3.65	6/3/2009
6/22/2009	How to Eat Right and Exercise	5/13/2009					
7/24/2009	Basic Technology Competencies Exit Exams						
7/24/2009	Basic Technology Competencies Exit Exams						
7/24/2009	Basic Technology Competencies Exit Exams						
7/28/2009	Customer Service	5/13/2009					
TBA	Supervisor Training						
TBA	Budget Meeting						
	TOTAL/AVERAGES		**2274**	**3.84**	**3.86**	**3.70**	

Satisfaction Ratings are based on a 4 point scale: 4:00-Very Satisfied; 3.00=Satisfied; 2.00=Dissatisfied; 1.00=Very Dissatisfied

****TARGET 3.0**

Note: The College has offered numerous professional development workshops, which have received a score of 3.70 satisfaction score on a 4.0 scale. Participation was high.

The College has made a substantial investment in security and communication equipment.

CHART 7.4.2 - Faculty, Staff and Student Well-Being

Current Safety & Security Improvements
Digital signage – large screen monitors installed throughout campus to communicate emergency messages
Telephone communication system – installed CISCO PA intercom system
Emergency text messaging – capability to text message students in crises
Messaging to classroom computers – VISTA installed on desktops in all computer labs. VISTA messaging captures computers to put emergencies messages on screen.
Locks on classroom doors
Email & Marquee (weather)
Emergency Management Plan
OSHA Compliance - walk down to insure building and grounds are OSHA compliance
Future Improvement
Campus Crime Watch – on a trial bases beginning Fall 2009. CCTC will enlist students to help patrol campus and in return credit them with "on-the-job-training" in the Criminal Justice field

The chart indicates a very low crime rate.

CHART 7.4.3 -Annual Crime Statistics - January 1 through December 31

	Main Campus			Non-campus building or property			Public Property		
	'06	'07	'08	'06	'07	'08	'06	'07	'08
Murder	0	0	0	0	0	0	0	0	0
Sex Offense									
Forcible	0	0	0	0	0	0	0	0	0
Nonforcible	0	0	0	0	0	0	0	0	0
Robbery	0	0	0	0	0	0	0	0	0
Aggravated Assault	0	0	0	0	0	0	0	0	0
Burglary	0	1	0	0	1	0	0	0	0
Motor Vehicle Theft	0	0	0	1	0	0	0	0	0
Manslaughter	0	0	0	0	0	0	0	0	0
Arson	0	0	0	0	0	0	0	0	0
Hate/Bias Crimes	0	0	0	0	0	0	0	0	0
Larceny	0	0	0	0	0	0	0	0	0
Simple Assault	0	0	0	0	0	0	0	0	0
Intimidation	0	0	0	0	0	0	0	0	0
Destruction, Damage, or Vandalism	0	0	0	0	0	0	0	0	0
Arrests/College Disciplinary Actions									
Liquor Law Violations	1	0	0	0	0	0	0	0	0
Drug Violations	0	0	0	0	0	0	0	0	0
Weapons Possession Violations	0	0	0	0	0	0	0	0	0
Thefts	13	12	6	1	0	0	0	0	0

7.5 What are your performance levels and trends for your key measures of organizational effectiveness/operational efficiency, work system performance (these could include measures related to the following: student performance and development; the education climate; responsiveness to student and stakeholder needs; supplier and partner performance; and cycle time).

CCTC's dual enrollment declined in 2008 because Sumter High School chose to send their students to another college. The College intends to attract more students from the other high schools in 2009-2010 by providing more varied courses.

CHART 7.5.1 - Unduplicated Dual-Enrolled Students 2004-2008

County Names	2004	2005	2006	2007	2008
Clarendon County Total Classes	22	22	22	26	27
Total Students Enrolled	147	153	163	152	129
Total Credits Earned	970	1135	1224	916	1023
Kershaw Total Classes	4	6	8	10	11
Total Students Enrolled	26	52	68	117	116
Total Credits Earned	156	291	429	594	819
Lee County Total Classes	9	10	6	6	6
Total Students Enrolled	80	78	69	55	33
Total Credits Earned	438	423	411	264	390
Sumter County Total Classes	18	18	16	22	5
Total Students Enrolled	127	161	162	221	30
Total Credits Earned	768	942	762	1062	187
Total Classes Students Credits	 53 380 2332	 56 444 2791	 52 462 2826	 64 545 2836	 49 308 2419

In 2008, the ETC experienced a decline in the numbers of companies and contract students served. CCTC believes the decline was due to the harsh economic downturn affecting our service area and our nation as a whole.

CHART 7.5.2 - Environmental Training Center

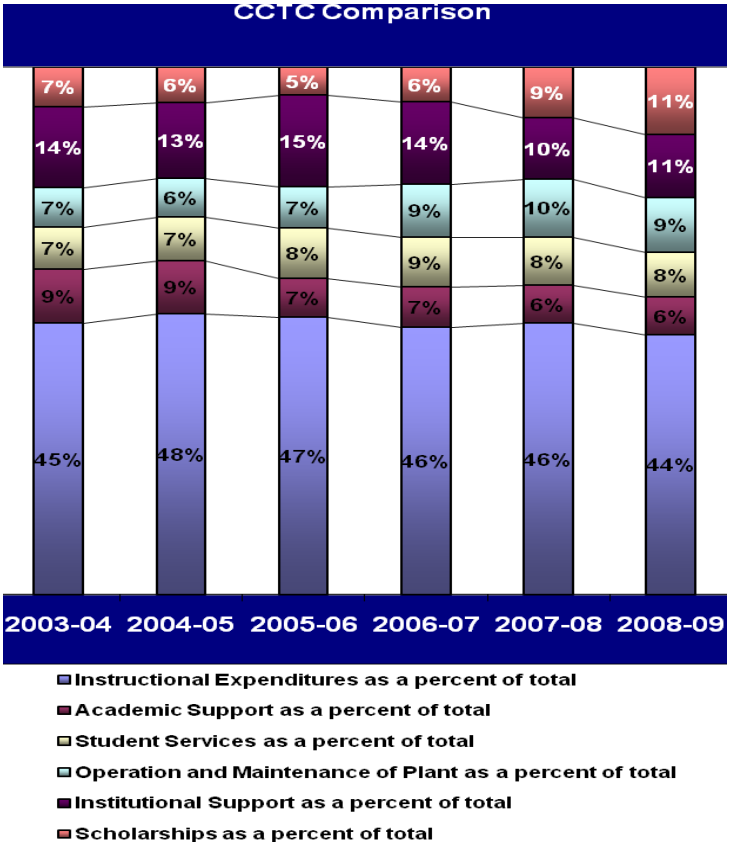
South Carolina Environmental Training Center

	2005	2006	2007	2008
Number Companies Served	21	29	32	23
Number Contract Courses	78	58	92	71
Environmental	12	24	24	17
Safety	34	15	55	26
Leadership	32	19	13	28
Number Contract Students	1232	571	1076	937
Environmental	162	188	253	231
Safety	684	130	674	399
Leadership	386	253	149	307
Number Open Enrollment Courses	122	115	134	121
Environmental	100	98	109	106
Safety	17	14	25	15
Leadership	5	3	0	0
Number Open Enrollment Students	928	633	680	497
Environmental	796	508	638	445
Safety	88	109	142	52
Leadership	44	16	0	0

CHART 7.5.3
MIGRATION OF FIRST-TIME UNDERGRADUATE TRANSFERS
FALL 2008

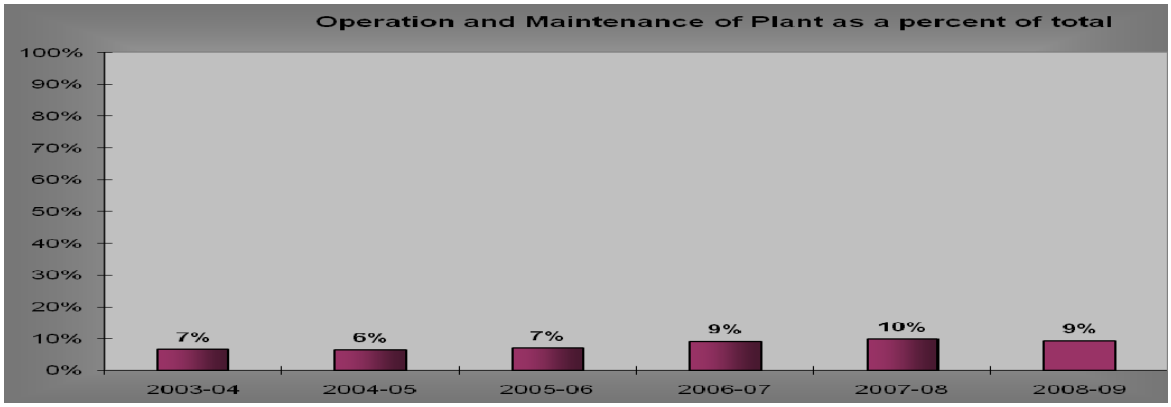
TRANSFERRING FROM:	TRANSFERRING TO: RESEARCH INSTITUTIONS		COMPREHENSIVE TEACHING COLLEGE & UNIVERSITIES		SUBTOTAL SENIOR PUBLIC INSTITUTIONS		TWO-YEAR REGIONAL CAMPUSES OF USC		TECHNICAL COLLEGES		SUBTOTAL TWO-YEAR COLLEGES		INDEPENDENT SENIOR INSTITUTIONS		INDEPENDENT TWO-YEAR COLLEGES		Grand Total		
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	Total
RESEARCH INSTITUTIONS	52	3	129	18	181	21	13	6	269	275	282	281	40	7	1	0	504	309	813
COMPREHENSIVE TEACHING COLLEGES & UNIVERSITIES	396	16	240	22	636	38	40	12	674	472	714	484	106	39	8	0	1,464	561	2,025
TWO YEAR REGIONAL CAMPUSES OF USC	236	27	162	18	398	45	8	1	116	69	124	70	16	4	0	0	538	119	657
TECHNICAL COLLEGES	931	116	1,219	236	2,150	352	83	65	777	616	860	681	426	166	4	0	3,440	1,199	4,639
Subtotal Two Year Colleges	1,167	143	1,381	254	2,548	397	91	66	893	685	984	751	442	170	4	0	3,978	1,318	5,296
INDEPENDENT SENIOR INSTITUTIONS	166	20	221	14	387	34	20	7	398	293	418	300	93	30	4	0	902	364	1,266
INDEPENDENT TWO YEAR COLLEGES	36	1	109	2	145	3	4	2	80	27	84	29	27	3	0	0	256	35	291
OUT-OF-STATE	559	83	992	166	1,551	249	38	20	1,141	1,567	1,179	1,587	513	53	7	1	3,250	1,890	5,150
FOREIGN	30	0	19	4	49	4	0	0	0	0	0	0	18	4	0	0	67	8	75
UNKNOWN	0	0	183	35	183	35	0	0	0	0	0	0	388	126	0	0	571	161	732
TOTAL	2,406	266	3,274	515	5,680	781	206	113	3,459	3,324	3,665	3,437	1,628	432	24	1	10,997	4,651	15,658

CHART 7.5.4
Expenditures as Percent of Budget



Note: The College budgets and spends the largest dollars to support its mission of instruction, scholarships and academic support, followed by institutional support, operations and maintenance of plant and student services. Scholarships have grown significantly over recent years.

CHART 7.5.5
Operation and Maintenance of Plant as a Percent of Total



Note: The percentage of total costs allocated to operation and maintenance of plant is 9%. This expense has increased slightly over the past few years due to an increase in the number of locations operated by the College, as well as an increase in utility costs.

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

CHART 7.6.1
Strategic Planning Chart

Supported Organization Strategic Planning Goal/Objective	Related FY 07-08 Key Action Plan/Initiatives and Timeline for Accomplishing the Plans	Key Cross References for Performance Measures
1. Market the comprehensive nature and value of the College.	Plan and implement comprehensive recruiting and public relations strategies that clearly communicate the College's mission, programs, and services to increase student enrollment and public awareness of the role of the institution. ***(The enrollment plan started in June 2009 for the 2009-2010 academic year. The plan will be ongoing.)***	**7.1.5 Enrollment by Headcount and FTE** **7.3.6 Major Program Areas** **7.5.1 Unduplicated Dual-Enrolled Students 2004-2008** **7.5.3 Migration of First-Time Undergraduate Transfers** **7.6.3 Organization Chart** **7.6.4 Summary of Curricula Offered to Achieve College Mission** **7.6.5 Strategic Planning SWOT Analysis Chart Consensus of Internal and External Focus Groups for the Central Carolina Technical College 2004-2009 Strategic Plan of Action**
2. Secure and use available resources to maximize the productivity and efficiency of the College.	• Allocate the budget and resources necessary to accomplish the Mission, Strategic Directions, and College Annual Goals. ***(Ongoing.)*** • Improve and expand College facilities based on appropriate planning documents, as funding becomes available. ***(The Kershaw Campus Extension Site started in 2009 and will be completed in May 2010. The downtown Health Sciences Building started in June 2009 and will be completed by August 2010.)*** • Attract and retain appropriately credentialed, diverse, and talented faculty to support a multicultural campus environment. ***(Ongoing.)***	**7.3.1 Tuition Rate Comparison** **7.3.2 Student Tuition & Fees Revenue** **7.3.3 Correlation between State Appropriations and Tuition and Fees** **7.3.4 State Grants and Contracts** **7.3.5 Accountability Report Appropriations/Expenditures Chart** **7.3.6 Major Program Areas** **7.5.1 Unduplicated Dual-Enrolled Students 2004-2008** **7.5.4 Expenditures as Percent of Budget** **7.6.4 Summary of Curricula Offered to Achieve College Mission**
3. Develop and expand enrollment opportunities in the four-county service area to improve accessibility to the College's programs and services.	• Expand and maintain collaborative partnerships with area secondary schools to implement the provisions of the Education and Economic Development Act. ***(Ongoing.)*** • Provide expanded learning opportunities through various modes and locations to improve service area access to post-secondary education. ***(The Kershaw Campus Extension Site started in 2009 and will be completed in May 2010. The downtown Health Sciences Building started in June 2009 and will be completed by August 2010.)*** • Plan and implement comprehensive	**7.1.5 Enrollment by Headcount and FTE** **7.2.1 Student Evaluation of Instruction** **7.2.2 Alumni Overall Satsifaction Ratings with Academic Experience** **7.2.3 Retention Rates** **7.3.6 Major Program Areas** **7.5.1 Unduplicated Dual-Enrolled Students 2004-2008** **7.5.3 Migration of First-Time Undergraduate Transfers** **7.6.3 Organization Chart** **7.6.4 Summary of Curricula Offered to Achieve College Mission**

	recruiting and public relations strategies that clearly communicate the College's mission, programs, and services to increase student enrollment and public awareness of the role of the institution. ***(The enrollment plan started in June 2009 for the 2009-2010 academic year. The plan will be ongoing.)***	
4. Strengthen and develop mutually beneficial alliances with private and public partners.	• Expand and maintain collaborative partnerships with area secondary schools to implement the provisions of the Education and Economic Development Act. ***(Ongoing.)*** • Provide technical/industrial programs and services designed specifically for area business and industry to meet the demands of the current divergent and volatile economy. ***(Ongoing.)*** • Develop/maintain partnerships with external agencies and expand College data collection processes in collaboration with other postsecondary institutions to share resources that accomplish mutual goals. ***(Ongoing.)***	**7.1.4 Dual-Enrollment Comparison Rates** **7.2.1 Student Evaluation of Instruction** **7.2.2 Alumni Overall Satsifaction Ratings with Academic Experience** **7.3.5 Accountability Report Appropriations/Expenditures Chart** **7.6.3 Organization Chart** **7.6.4 Summary of Curricula Offered to Achieve College Mission** **7.6.5 Strategic Planning SWOT Analysis Chart Consensus of Internal and External Focus Groups for the Central Carolina Technical College 2004-2009 Strategic Plan of Action** **7.6.6 Number of Accredited Programs**
5. Maximize the use of technology to support internal and external constituencies.	• Allocate the budget and resources necessary to accomplish the College Mission, Strategic Directions, and Annual Goals. ***(Ongoing.)*** • Provide appropriate data collection and analysis to support planning and evaluation processes, curriculum development, assessment of learning outcomes, external accountability, and institutional improvements***. (Ongoing.)*** • Provide student support services, learning resources, and infrastructure to ensure a more student-centered technology-enriched learning environment. ***(Ongoing.)*** • Augment academic programs and services to promote workplace readiness in technology and increase accessibility to the College's resources. ***(Ongoing.)*** • Develop/maintain partnerships with external agencies and expand College data collection processes in collaboration with other postsecondary institutions to share resources that accomplish mutual goals. ***(Ongoing.)*** • Continue to implement the Quality Enhancement Plan, Building a Digital Community. ***(The QEP 5-Year Impact Report is due to SACS in 2010. Use of results will be ongoing.)***	**7.1.1 Passage Rates on Professional Examinations** **7.1.2 Completions** **7.1.3 Placement Rates** **7.1.4 Dual-Enrollment Comparison Rates** **7.1.5 Enrollment by Headcount and FTE** **7.2.1 Student Evaluation of Instruction** **7.2.2 Alumni Overall Satsifaction Ratings with Academic Experience** **7.2.3 Retention Rates** **7.2.4 Programs & Services Overall Satisfaction Ratings** **7.3.1 Tuition Rate Comparison** **7.3.3 Correlation between State Appropriations and Tuition and Fees** **7.3.4 State Grants and Contracts** **7.3.5 Accountability Report Appropriations/Expenditures Chart** **7.4.1 Professional Development Programs** **7.4.2 Faculty, Staff and Student Well-Being** **7.5.1 Unduplicated Dual-Enrolled Students 2004-2008** **7.5.2 Environmental Training Center** **7.5.3 Migration of First-Time Undergraduate Transfers** **7.5.4 Expenditures as Percent of Budget** **7.5.5 Operation and Maintenance of Plant as a Percent of Total** **7.6.3 Organization Chart** **7.6.4 Summary of Curricula Offered to Achieve College Mission**
6. Offer quality curriculum and services that are relevant and current.	• Provide technical/industrial programs and services designed specifically for area business and industry to meet the demands of the current divergent and volatile economy. ***(Ongoing.)*** • Provide appropriate data collection and analysis to support planning and evaluation processes, curriculum development, assessment of learning outcomes, external accountability, and institutional improvements. ***(Ongoing.)***	**7.1.1 Passage Rates on Professional Examinations** **7.1.2 Completions** **7.1.3 Placement Rates** **7.1.4 Dual-Enrollment Comparison Rates** **7.2.1 Student Evaluation of Instruction** **7.2.2 Alumni Overall Satsifaction Ratings with Academic Experience** **7.2.4 Programs & Services Overall Satisfaction Ratings** **7.4.1 Professional Development Programs** **7.5.1 Unduplicated Dual-Enrolled Students 2004-2008**

	• Provide student support services, learning resources, and infrastructure to ensure a more student-centered technology-enriched learning environment. ***(Ongoing.)*** • Augment academic programs and services to promote workplace readiness in technology and increase accessibility to the College's resources***. (Ongoing.)*** • Attract and retain appropriately credentialed, diverse, and talented faculty to support a multicultural campus environment. ***(Ongoing.)*** • Continue to implement the Quality Enhancement Plan, Building a Digital Community. ***(The QEP 5-Year Impact Report is due to SACS in 2010. Use of results will be ongoing.)***	**7.5.2 Environmental Training Center** **7.5.3 Migration of First-Time Undergraduate Transfers** **7.6.2 Clubs and Organizations** **7.6.4 Summary of Curricula Offered to Achieve College Mission** **7.6.5 Strategic Planning SWOT Analysis Chart Consensus of Internal and External Focus Groups for the Central Carolina Technical College 2004-2009 Strategic Plan of Action** **7.6.6 Number of Accredited Programs**
7. Position the College to respond effectively to internal and external environmental factors.	• Expand and maintain collaborative partnerships with area secondary schools to implement the provisions of the Education and Economic Development Act. ***(Ongoing.)*** • Provide expanded learning opportunities through various modes and locations to improve service area access to post-secondary education. ***(Ongoing.)*** • Provide technical/industrial programs and services designed specifically for area business and industry to meet the demands of the current divergent and volatile economy. ***(Ongoing.)*** • Provide appropriate data collection and analysis to support planning and evaluation processes, curriculum development, assessment of learning outcomes, external accountability, and institutional improvements. **(Ongoing.)** • Augment academic programs and services to promote workplace readiness in technology and increase accessibility to the College's resources. ***(Ongoing.)*** • Develop/maintain partnerships with external agencies and expand College data collection processes in collaboration with other postsecondary institutions to share resources that accomplish mutual goals. ***(Ongoing.)*** • Continue to implement the Quality Enhancement Plan, Building a Digital Community ***(D2L distance education software was installed in Summer 2009; The QEP 5-Year Impact Report due to SACS in 2010, but the results will be ongoing.)***	**7.1.1 Passage Rates on Professional Examinations** **7.1.2 Completions** **7.1.3 Placement Rates** **7.1.4 Dual-Enrollment Comparison Rates** **7.1.5 Enrollment by Headcount and FTE** **7.2.1 Student Evaluation of Instruction** **7.2.2 Alumni Overall Satsifaction Ratings with Academic Experience** **7.2.3 Retention Rates** **7.2.4 Programs & Services Overall Satisfaction Ratings** **7.3.5 Accountability Report Appropriations/Expenditures Chart** **7.5.1 Unduplicated Dual-Enrolled Students 2004-2008** **7.5.2 Environmental Training Center** **7.5.3 Migration of First-Time Undergraduate Transfers** **7.6.2 Clubs and Organizations** **7.6.3 Organization Chart** **7.6.4 Summary of Curricula Offered to Achieve College Mission** **7.6.5 Strategic Planning SWOT Analysis Chart Consensus of Internal and External Focus Groups for the Central Carolina Technical College 2004-2009 Strategic Plan of Action** **7.6.6 Number of Accredited Programs**

Major goals were evaluated and achieved.

CHART 7.6.2
Clubs and Organizations

AHANA This club was developed to help students improve college life relationships on campus and in the community. Its purpose is to promote the achievement of overall excellence for students. Membership is open to all students with specific invitation to African Americans, Hispanics, Asians, and Native Americans.
Central Carolina Student Nurses' Association Community service, fellowship, learning, and fun! These are the four key components of the Central Carolina Technical College Student Nurses' Association. As part of the National Student Nurses' Association, the club's purpose is to help prepare students for their roles as professionals in the nursing field, and is open to all students enrolled in the ADN program.
Central Carolina Computer Club (CCCC) Information processing is one of the most complex and fastest changing aspects of the business world. The purpose of the Computer Club is to foster a better understanding of the role of the computer in this demanding area. Membership is open to students in the business programs.
Central Carolina Criminal Justice Society The goals of the Criminal Justice Association are to involve students in college and community service projects, develop teamwork, and foster civic responsibility. The Criminal Justice Association is open to students, faculty, and staff who wish to share their knowledge, skills, and abilities.
Creative Arts Society This club was organized to encourage writers and artists on the Central Carolina campus to express their creative work and improve their skills. The Creative Arts Society is open to students, faculty, and staff who wish to share their creativity and who are willing to give and take constructive criticism.
E.A.R.T.H. Club (Environmental Awareness Renews Tomorrow's Hope). This club was organized by students in the Environmental Engineering Technology Program, but it is open to all students attending Central Carolina Technical College. The purpose of this club is to protect the environment through action and awareness. Monthly meetings are held at the Environmental Training Center.
Phi Theta Kappa Phi Theta Kappa seeks to recognize and encourage scholarship among associate degree students. According to its international guidelines, the organization "provides opportunity for the development of leadership and service, for an intellectual climate to exchange ideas and ideals, for lively fellowship for scholars, and for stimulation of interest in continuing academic excellence." Membership in the Central Carolina chapter of Phi Theta Kappa is limited to associate degree students who have attained a grade point average of 3.25 after completion of 12 or more credit hours.
Surgical Technology Club Surgical technologists are allied health professionals who are an integral part of the team of medical practitioners providing surgical care to patients in a variety of settings. The purpose of this club is to support and promote Surgical Technology students here at Central Carolina.

CHART 7.6.3
Organization Chart

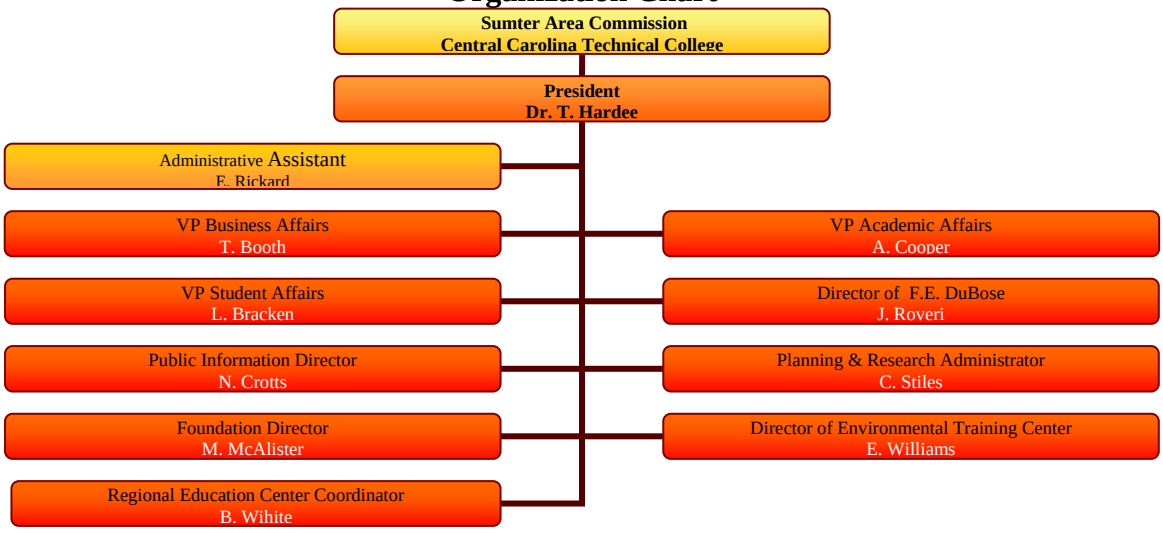


CHART 7.6.4
Summary of Curricula Offered to Achieve College Mission
Assessed by the Commission on Higher Education

Total # of Academic Programs	Total # of Academic Programs Meeting All CHE College Mission Criteria	CHE Compliance If All Programs Meet Criteria
15	15	Compliance

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

CHART 7.6.5
Strategic Planning SWOT Analysis Chart
Consensus of Internal and External Focus Groups
for the Central Carolina Technical College 2004-2009 Strategic Plan of Action

STRENGTHS	WEAKNESSES	OPPORTUNITIES	THREATS
Accessibility	Need for collaboration with Secondary Sector	Collaborating with External Agencies	Decreased State Funding and Volatility of Economy
Customer Service/ User-Friendliness	Marketing/Technical College Image	Improving Overall Image and Marketing and Services	Competition for Resources and Funding
Leadership	Physical Limitations of Main Campus (Land-locked, insufficient space)	Expanding Outreach Opportunities/Internet Offerings	Unavailability of and Competition for Qualified Faculty/Staff
Faculty/Staff Expertise	External Communication	Addressing Globalization/Rapid Workplace Changes	Failure to Change in Response to Globalization and Workplace Changes
Affordability	Level of Technology and Equipment to meet needs of community	Increasing Efficient Use of Internal Technology	Continued Stigma of Negative Image of Technical Education
Improved Reputation	Internal Communication	Offering Technological Support/Resources to Business and Industry	Possible Closure of Shaw AFB
			Reduced Overall Effectiveness Due to Spreading Resources Too Thinly

Note: The above chart was used in the development of the College's current Strategic Directions and incorporated into the College's goals.

TABLE 7.6.6
Number of Accredited Programs

ACCREDITING AGENCIES AND AREAS	ACCREDITED PROGRAM
ACCREDITING BOARD FOR ENGINEERING AND TECHNOLOGY, INC.	
Engineering Technology (ENGT) Associate and baccalaureate degree programs in engineering technology	**Civil Engineering Technology Associate Degree program**
ASSOCIATION OF COLLEGIATE BUSINESS SCHOOLS AND PROGRAMS (ACBSP)	
Business (BUAD) - Associate degree programs in business and business-related fields	**Accounting, Management, Office Systems Technology, and Computer Technology Associate Degree programs**
COMMISSION ON ACCREDITATION OF ALLIED HEALTH EDUCATION PROGRAMS	
Medical Assistant (MA)	**Medical Assisting Diploma program**
Surgical Technologist (ST)	**Surgical Technology Diploma program**
NATIONAL LEAGUE FOR NURSING, INC	
Nursing (PNUR) - Practical nursing programs	**Practical Nursing Diploma program**
Nursing (ADNUR) - Associate degree programs	**Associate Degree Nursing program**
National Association for the Education of Young Children (NAEYC)	
Early Care and Education - Associate Degree programs	**Early Care and Education program**
OTHER ACCREDITING AGENCIES AND AREAS OF APPROVAL	
American Bar Association	**Paralegal Associate Degree program**
National Automotive Technician Education Foundation, Inc. (NATEF)	**Automotive Mechanics Diploma program**
National Institute of Metalworking Skills (NIMS)	**Machine Tool Diploma program**
TOTAL NUMBER OF ACCREDITED PROGRAMS	13

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