



2008-2009

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# ANNUAL ACCOUNTABILITY REPORT

# GREENVILLE TECHNICAL COLLEGE ANNUAL ACCOUNTABILITY REPORT

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## I. Executive Summary

### 1.1. Organization Purpose, Vision, Mission and Values

**Vision:** Greenville Technical College’s (GTC) vision is to be an exemplary center for learning that enables student success and promotes economic development.

**Mission:** GTC drives personal and economic growth through learning.” GTC is committed to the following values: learning, integrity, diversity, cooperation, excellence and accountability.

**Purpose:** GTC is the largest public two-year college in South Carolina, serving a fall headcount of more than 14,000 curriculum students. The college provides exceptional learning opportunities primarily to the residents of Greenville County.

The college also provides an extensive offering of continuing education courses for occupational advancement and personal interest, as well as economic development services that encourage business and industrial growth in a diverse economic community.

In addition, developmental courses serve underprepared students seeking to enter a program of study. Upon completion of their educational goals, the majority of graduates either are employed in fields related to their programs of study or transfer to four-year colleges and universities.

**Values:** GTC is committed to the following values:

- **Learning:** We are committed to providing quality learning opportunities that enable individual and community achievement and that are affordable and accessible for all members of our community.
- **Integrity:** We believe trust is an essential element in a safe and effective learning environment, so we promote and foster openness, honesty, respect, and fairness.
- **Diversity:** We recognize and celebrate diversity, so we value and support considerate, meaningful communication and inclusiveness in collaborative decision-making processes.
- **Cooperation:** We value collaboration and teamwork, so we foster caring, professional relationships among students, employees, and our community in an effort to expand partnerships.
- **Excellence:** We value continuous improvement, so we encourage innovation, creative problem-solving and responsible risk-taking as we act courageously, deliberately, and systematically to enhance and enrich our learning environment.
- **Accountability:** We value students, faculty, and staff, so we recognize their contributions, encourage their professional development, and regularly evaluate performance to improve learning outcomes, programs, processes, and services.

### 1.2. Major Achievements from Past Year

#### **Student, Diversity and Community Affairs**

- The college signed an articulation agreement with Pain College, a Historically Black College in the state of Georgia.
- The college received special recognition from the South Carolina Human Affairs Commission for being in the top 10 agencies in the state for Affirmative Action goal achievement.

### **Corporate and Economic Development**

- Launched the Certified Production program to upgrade the entry-level manufacturing workforce in the area. A grant from AdvanceSC supported this new program, which has been well received by local employers.
- Enrollment in healthcare training programs rose to 12,000 students, an increase of more than 30%, with no increase in staffing levels.
- We received a US Department of Labor Technology Grant for our Return to Work program for nurses, allowing us to update our online program and to add more lab locations. This program provides a path for nurses whose license has lapsed to re-enter the workforce.

### **Education**

- The academic side of the college and its support areas (Student Services, Library, Distance Education, etc) has been reorganized to better manage our multi-campus academic operations.
- The college was awarded a five year, \$1.9 million Title III grant to reform and restructure our Developmental Studies Program. It will include redesigning the curriculum content to increase student learning and provide a broad cross section of student support services in the form of a specialized Learning Commons area and tutorial assistance. In addition, faculty institutes will be implemented to provide a broad cross section of professional development for faculty.
- The new \$1.5 million Simulation Technologies And Training Center (STAT) opened and multiple health programs have integrated it into their curriculum.
- The college joined Achieving the Dream: Community Colleges Count. This national initiative helps community colleges students succeed, particularly those student groups that have faced barriers to success. This initiative will help the college focus on understanding and using data for decision making.

### **Institutional Effectiveness**

- Implementation of the Ektron CMS software into the college's website.
- College Marketing explored and implemented new ways to communicate with the stakeholders of the college through an online blog with the president as well as on FaceBook and YouTube.
- Implemented WEAVEonline and the Annual Assessment Record process across the college. This process of data driven decision making for continuous improvement includes all academic programs as well as all non-academic units.
- Deployed wireless network hot spots providing internet access to students, faculty, and staff in hot spot locations across all GTC' campuses.
- Full rollout and implementation of a web based virtual private network to all faculty, staff and administrative employees to access work related items from remote locations such as their home or while away from the campus on business.
- Implementation of remote mirror data storage for existing data within the Datatel Enterprise Resource Planning (ERP) system. The data is mirrored to a remote site in 20-minute cycles for redundancy and near-line storage. Net result will be a full failover system for use in the event of a primary data center disaster.

### 1.3. Key Strategic Goals

Spring 2008 the college began a new strategic planning initiative. A group of executive leadership and representatives from around the college participated in the initial process. The following were identified as the five strategic imperatives of the college.

- Return to teaching and learning as our core mission.
- Focus on student success.
- Improve our technology infrastructure.
- Foster continuous employee development.
- Become the college of choice in a competitive environment.

### 1.4. Strategic Challenges

The college underwent a significant reorganization during FY 2008-09 to improve the effectiveness and efficiency of all college functions. With the constrictions of reduced state funding and the impact of new leadership, the following are key strategic challenges the college faces in the upcoming fiscal year:

- Providing more comprehensive services in light of budget restrictions.
- Attracting more students from diverse and underrepresented populations.
- Continuing to improve the effectiveness and efficiency of the college with limited financial and personnel resources.
- Changing the culture of the institution to align with the newly adopted strategic direction of the college.
- Imbedding a culture of data-driven decision making for continuous improvement.
- Changing the culture of the institution to reflect the reorganization and new leadership of the college.

### 1.5. Use of Accountability Report to Improve Organizational Performance

GTC will use the annual accountability reporting exercise as a means to drive its commitment to continuous organizational improvement. More specifically, this process will be one form of assessment the college uses to demonstrate the progress towards the strategic imperatives and intents.

## II. Organizational Profile

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

GTC's study options include technical courses, certificates, diplomas, and associate degrees in the areas of business, computer technology, nursing, health sciences, engineering technologies, industrial technologies, and public service, as well as a comprehensive university transfer program. Students may select from 37 associate degree, 11 diploma, and 155 certificate program alternatives. Traditional didactic classroom instruction, online distance learning, hands-on laboratory application, and convenient telecourses are all blended to create an optimum study environment.

### 2.2. Key Student Segments, Stakeholders, and Market Segments

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

**FIGURE 2.2-1: STUDENT PROFILE**

Population	GTC			Greenville County
	2006	2007	2008	2000 US Census
White (Non-Hispanic)	68%	66.6%	66.9%	77.5%
Black	23%	24.9%	24.2%	18.3%
Hispanic	3%	3.7%	4.0%	0.4%
Other	5%	4.8%	4.8%	4.2%

**FIGURE 2.2-2: STUDENT EXPECTATIONS**

<b>Academic Program Headcount</b> 14,582 (Fall 2008)	<b>Learning Expectations</b> <ul style="list-style-type: none"> <li>• Earn credits for transfer to four-year college or university</li> <li>• Obtain associate degree, diploma, or certificate</li> <li>• Obtain skills needed for career advancement</li> <li>• Receive entry-level job skills training</li> <li>• Obtain technical or job development skills</li> <li>• Engage in personal growth opportunities</li> </ul>
<b>Continuing Education Headcount</b> 23,261 (07-08)	

**Stakeholders:** Many groups have a stake in the college. The state and local community, for example, want to ensure that the institution serves the public interest. The faculty is concerned that the institution upholds the standards of the academic disciplines. Students, on the other hand, want an affordable, convenient, and productive educational experience. The challenge is in blending these various expectations to produce outcomes valued by all.

## 2.3. Operating Locations

GTC maintains seven satellite locations throughout Greenville County including:

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

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

**Greer Campus:** Provides university transfer courses along with visual and performing arts, a variety of health care provider programs, massage therapy, and personal training.

**Northwest Campus:** Offers training related to small animal and veterinary care, as well as university transfer classes, medical laboratory technology, nursing, and culinary programs offered by Culinary Institute of the Carolinas.

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

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

**Buck Mickel Center:** The college's primary site for professional development, continuing education, and Quick Jobs with a Future™ training.

Another operating location of interest is the Admissions and Registration Center (ARC) situated at **McAlister Square**, (several blocks from the main campus).

## 2.4. Number of Employees

GTC has 810 faculty (330 full-time and 480 part-time) and 621 staff (336 full-time and 285 part-time).

## 2.5. Regulatory Environment

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

## 2.6. Governance System

GTC's president is directly responsible for organization and operation of the college under the direction of the Greenville County Commission for Technical Education (Area Commission). This Commission is an administrative agency of Greenville County established by the South Carolina General Assembly. The Area Commission is responsible for the development and operation of GTC in accordance with the standards set forth by the State Board for Technical and Comprehensive Education, as well as representing the college before the county council and state agencies.

The Area Commission consists of seven members appointed by the Governor to serve three-year terms and three ex officio members.

## 2.7. Partners and Key Suppliers

Greenville Tech maintains ongoing strategic alliances with a variety of partners for the purpose of 1) recruiting new students, 2) transferring existing students to four-year college and university



programs, and 3) providing workforce development and job skills training. Organizations include local secondary and postsecondary institutions; Upstate workforce and economic development agencies; civic, community, and faith-based groups; as well as industry leaders and employers.

## 2.8. Key Competitors

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

## 2.9. Factors Determining Competitive Success

**FIGURE 2.9-1: SUCCESS FACTORS**

<b>Factors Impacting Competitive Success</b>	<b>Actions and Activities to Ensure Success</b>
1. Maintaining a diversity of educational options	<u>Enhancing internal assessments</u> including annual assessment reporting by all academic programs and non-academic units.
2. Expanding partnerships with secondary and four-year institutions	
3. Hiring and maintaining talented and professionally engaged faculty	<u>Restructuring Human Resource</u> policies and improving recruitment, hiring, and retention procedures
4. Providing competency-based curriculums that have real-life applications and meet specific professional and occupational skill sets/standards	<u>Moving to a resource planning</u> model where data are used to drive decisions
5. Creating a multidimensional learning environment to accommodate a variety of students with varying academic, career, and personal goals	<u>Negotiated articulation agreements</u> with historically black colleges, as well as transfer agreements with Clemson, USC, and USC Upstate
6. Developing new industry-driven training options	
7. Recognizing opportunities to recruit non-traditional student populations	<u>Expanding facilities</u> to meet growing student needs with new Simulation Technologies and Training Center opened on the Barton Campus to serve over 3,500 allied health and nursing students.
8. Using technology to optimally serve students, faculty, and staff	
9. Establishing a sense of community and collegiate spirit on campus	<u>Moving to learning-centered focus</u> in all areas of the college
10. Seeking additional extramural funding	

## 2.10. Performance Improvement Systems

**Institutional Effectiveness Reporting:** In response to Act 629 passed by the South Carolina legislature in June 1988, all technical colleges are required to report to CHE on the status of six major functional areas (see Figure 2.10-1) The summary reports consist of narrative information that describe the college's efforts for improvement.

**FIGURE 2.10-1: INSTITUTIONAL EFFECTIVENESS COMPONENT REPORT SCHEDULE FOR 2009-2012**

	General Education	Majors or Concentrations	Academic Advising	Achievement of Transfers	Student Development	Library Resources/Services
2009		X				X
2010	X	X		X		
2011		X			X	
2012		X	X	X		

**Surveys and Standardized Testing:** The Office of Planning and Grants produces a number of in-house surveys and reports and uses externally-developed surveys and examinations to assess performance and satisfaction.

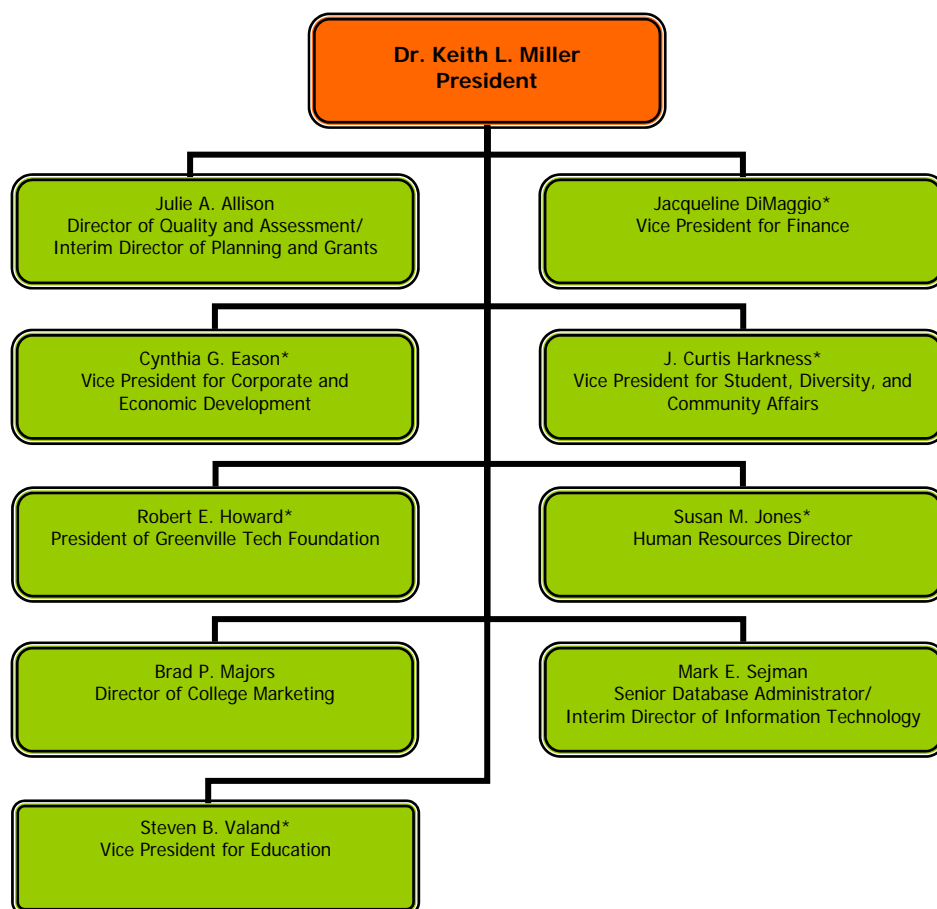
**Annual Assessment Records:** In order to centralize the assessment efforts of the college, GTC uses WEAVEonline™ to manage the annual assessment records of the college. All non-academic units are required to have an annual assessment record that assesses what that unit is expected to do, accomplish, or achieve. In addition to all of the non-academic unit assessment records, all certificates, diplomas, and associate degrees are required to have an annual assessment record to document what we expect our graduates to know, think, or do upon completion of an academic program or academic experience.

**Program Reviews:** The Office of Academic Support coordinates a review of each associate degree program on a five-year cycle. The recommendations and commendations from the review are included in the college's institutional effectiveness report to CHE. In addition, many degree, diploma, and certificate programs comply with individual accreditation requirements.

## 2.11. Organizational Structure

The college's organizational structure is comprised of a seven-member president's cabinet charged with setting policy, direction, and vision for the institution.

**FIGURE 2.11-1: GREENVILLE TECHNICAL COLLEGE ORGANIZATIONAL CHART**



\*President's Cabinet Member

## 2.12. Expenditures/Appropriations Chart

### Accountability Report Appropriations/Expenditures Chart Base Budget Expenditures and Appropriations: Greenville Technical College

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	\$44,370,875	\$20,407,148	\$44,894,312	\$14,823,831	\$46,465,052	\$14,904,807
Other Operating	\$17,474,717	-	\$15,730,880	-	\$15,260,249	\$19,339
Special Items	\$8,269,755	-	\$8,784,622	-	\$8,367,928	-
Permanent Improvements	\$19,788	-	\$200,364	-	\$410,579	-
Case Services	-	-	-	-	-	-
Distributions to Subdivisions	-	-	-	-	-	-
Fringe Benefits	\$11,041,252	\$3,679,965	\$11,475,030	\$3,816,610	\$12,120,919	\$3,962,707
Non-recurring	\$6,347,552	-	\$7,266,756	-	\$5,541,725	-
<b>Total</b>	<b>\$87,523,939</b>	<b>\$24,087,113</b>	<b>\$88,351,964</b>	<b>\$18,640,441</b>	<b>\$88,166,452</b>	<b>\$18,886,853</b>

### Other Expenditures

Sources of Funds	FY 06-07 Actual Expenditures	FY 07-08 Actual Expenditures
Supplemental Bills		
Capital Reserve Funds		
Bonds	\$375,170	\$108,986

## 2.13. Major Program Areas Chart

### Accountability Report Major Programs Areas Chart: Greenville Technical College 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*
II. Instruction		<b>State:</b> 13,096,525.00 <b>Federal:</b> 0.00 <b>Other:</b> 24,830,712.00 <b>Total:</b> 37,927,237.00 <b>% of Total Budget:</b> 46%	<b>State:</b> 11,059,622.00 <b>Federal:</b> 0.00 <b>Other:</b> 26,988,899.00 <b>Total:</b> 38,048,521.00 <b>% of Total Budget:</b> 43%	
III. Academic Support		<b>State:</b> 2,814,656.00 <b>Federal:</b> 0.00 <b>Other:</b> 7,672,937.00 <b>Total:</b> 10,487,593.00 <b>% of Total Budget:</b> 13%	<b>State:</b> 2,991,610.00 <b>Federal:</b> 0.00 <b>Other:</b> 7,300,455.00 <b>Total:</b> 10,292,065.00 <b>% of Total Budget:</b> 12%	
IV. Student Support		<b>State:</b> 1,626,895.00 <b>Federal:</b> 0.00 <b>Other:</b> 3,610,115.00 <b>Total:</b> 5,237,010.00 <b>% of Total Budget:</b> 6%	<b>State:</b> 1,470,908.00 <b>Federal:</b> 0.00 <b>Other:</b> 3,589,472.00 <b>Total:</b> 5,060,380.00 <b>% of Total Budget:</b> 6%	
V. Plant Maintenance		<b>State:</b> 0.00 <b>Federal:</b> 0.00 <b>Other:</b> 9,677,371.00 <b>Total:</b> 9,677,371.00 <b>% of Total Budget:</b> 12%	<b>State:</b> 0.00 <b>Federal:</b> 0.00 <b>Other:</b> 9,179,738.00 <b>Total:</b> 9,179,738.00 <b>% of Total Budget:</b> 10%	
VI. Administrative Support		<b>State:</b> 2,952,129.00 <b>Federal:</b> 101,699.00 <b>Other:</b> 4,729,992.00 <b>Total:</b> 7,783,820.00 <b>% of Total Budget:</b> 10%	<b>State:</b> 3,118,300.00 <b>Federal:</b> 179,902.00 <b>Other:</b> 7,429,716.00 <b>Total:</b> 10,727,918.00 <b>% of Total Budget:</b> 12%	
VII. Auxiliary Enterprises		<b>State:</b> 0.00 <b>Federal:</b> 0.00 <b>Other:</b> 5,915,974.00 <b>Total:</b> 5,915,974.00 <b>% of Total Budget:</b> 7%	<b>State:</b> 0.00 <b>Federal:</b> 0.00 <b>Other:</b> 6,608,349.00 <b>Total:</b> 6,608,349.00 <b>% of Total Budget:</b> 7%	

## Section II – Organizational Profile

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*
VIII. Restricted Operations		<b>State:</b> 3,596,908.00 <b>Federal:</b> 3,666,906.00 <b>Other:</b> 0.00 <b>Total:</b> 7,263,814.00 <b>% of Total Budget:</b> 9%	<b>State:</b> 2,468,088.00 <b>Federal:</b> 4,464,630.00 <b>Other:</b> 0.00 <b>Total:</b> 6,932,718.00 <b>% of Total Budget:</b> 8%	
IX. Capital Expenditures		<b>State:</b> 0.00 <b>Federal:</b> 0.00 <b>Other:</b> 3,135,867.00 <b>Total:</b> 3,135,867.00 <b>% of Total Budget:</b> 4%	<b>State:</b> 0.00 <b>Federal:</b> 0.00 <b>Other:</b> 1,502,275.00 <b>Total:</b> 1,502,275.00 <b>% of Total Budget:</b> 2%	

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

<b>Remainder of Expenditures</b>	<b>State:</b> <b>Federal:</b> <b>Other:</b> <b>Total:</b> <b>% of Total Budget:</b>	<b>State:</b> <b>Federal:</b> <b>Other:</b> <b>Total:</b> <b>% of Total Budget:</b>
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\*Key Cross-References are a link to the Category 7 - Organizational Performance Results. These References provide a Chart number that is included in the 7th section of this document.

### III. Elements of Malcolm Baldrige Criteria

#### Category 1 – Senior Leadership, Governance, and Social Responsibility

**Senior Leadership:** GTC embraces a *learning approach to leadership* where the president's cabinet management facilitates learning in others (staff and faculty) so that they can develop as professionals and peers, assume more collective responsibility relative to their work, engage in group planning and decision-making activities, as well as set continuous goals for the institution. In order to more fully share information and ideas generated at all levels of the organization, a variety of formats is in place to ensure open and ongoing communications as noted in the figure below.

**FIGURE 3.1-1: DEPLOYMENT OF INSTITUTIONAL IDEALS**

DEPLOYMENT OF INSTITUTIONAL IDEALS			
HOW	WHAT	WITH WHOM	FREQUENCY
Convocation	Vision, values, direction	All employees	Annually
Area Commission Meetings	Directions, updates, new initiatives, evaluations	10 local board members	6-8 times per year
President's cabinet meetings	Directions, updates, new initiatives, performance improvements	President's cabinet	Weekly
Departmental staff meetings	Directions, updates, new initiatives, performance improvements	All employees	Determined by each department
Management team	Directions, updates, new initiatives	Upper-level management and directors	Quarterly
<i>The Ticker</i> (newsletter)	Campus information	All employees	Weekly
<i>The Big Picture</i> (news magazine)	College activities and operations, message from the president	All employees, donors, community-at-large (via website)	Quarterly
www.gvltec.edu (website)	Educational programs, student activities	Community-at-large	Ongoing
GTC intraweb	Internal activities and operations	All employees	Ongoing
Greenville Education Network (GEN cable TV)	Information and educational programming	Community-at-large	Ongoing
GTC Announcements	Campus news	All employees	Daily
Media Relations	College achievements, programs, values	Local electronic and print media	Ongoing

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

**Governance:** A variety of groups is responsible for leading, managing, and controlling the college’s talent, energy, and resources. Administrators, faculty/staff committees, and 60 advisory committees provide internal direction while external guidance comes from local commissions, state boards, and the South Carolina Technical College System. GTC’s president works as the liaison between these influences so that the college receives consistent direction while the president’s cabinet provides the expertise to ensure the educational quality of the institution.

**FIGURE 3.1-2: LEADERSHIP RESPONSIBILITIES**

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

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

- Economic and Workforce Development – helping the region keep pace with economic change by providing a skilled workforce to area businesses and employers.
- Homeland Security – contributing to a safe living environment by serving as the Upstate’s primary trainer of “first-responders.”

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

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

**Performance Measures:** Performance measures regularly reviewed by senior leaders to inform them on needed actions include:

- enrollment reports;
- student survey results;
- institutional effectiveness component reports;
- academic program review recommendations and commendations; and
- monthly and annual departmental expenditure reports.



## Category 2 – Strategic Planning

### 3.2.1. Strategic Planning Process

The college began steps to develop a new strategic plan spring 2008 to refocus the college back on its core mission of teaching and learning. A group of faculty and staff representing all areas of the college participated in a two-day focus retreat to analyze previously collected data from both internal and external stakeholders on the college's current situation.

**a. Strengths, Weaknesses, Opportunities, and Threats:** As part of the planning retreat, internal and external data was analyzed to identify strengths, weaknesses, opportunities and threats. Trends and their potential impact on the college in academics, administrative support and student support were looked at to identify where opportunities could be seized to optimize the college's success.

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

**c. Shifts in Technology, Demographics, Markets and Competition:** Improve Technology Infrastructure, one of the college's five strategic imperatives, has been a focus of the Interim Director of Information Technology and a long-range plan that addresses institutional planning; policies and procedures; facilities and resources; and products and services.

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

**d. Workforce Capabilities and Needs:** One of the college's key strategic imperatives is to foster continuous employee development. Strategic intents and action plans to achieve this imperative are currently being developed. Section 3.5.3 describes the relationship of performance evaluations to the overall strategic plan.

**e. Long-term Organizational Sustainability and Continuity in Emergencies:** Greenville Technical College has an "Emergency Management Operations Plan" that provides comprehensive oversight for each of the college's campuses. This plan is designed to identify procedures to protect lives and property, provide organized and safe response actions, and effectively use college resources in the event of a major emergency and/or disaster.

**f. Ability to Execute the Strategic Plan:** The president's cabinet is committed to executing the five strategic imperatives and each related intent. They have set the vision, mission, and long-range goals, and will monitor the accomplishment of the strategic imperatives.

### 3.2.2. Addressing the Strategic Challenges

The strategic imperatives are directly related to the strategic challenges identified in Section 1.4 of this report. Examples are listed below:

- Inadequate staffing of Information Technology (IT) area resulting in slow response and inaccurate responses. (aligned with improve technology infrastructure imperative)

- Training for faculty, staff, and administrators needed on data access and use of data for decision making. (aligned with employee development imperative)
- Little faculty-student interaction outside of class. (aligned with focus on student success)

### **3.2.3. Evaluation of Strategic Planning Process**

The GTC president's cabinet will review the strategic intents and determine the need for any strategic change in direction. The Office of Planning and Grants is committed to establishing and maintaining an effective system of supporting college-wide continuous improvement.

### **3.2.4. Developing and Tracking Action Plans and Allocating Resources**

Implementation of the strategic imperatives, include a process for tracking action plans, communicating the strategic imperatives progress, and monitoring and adjusting the plans. This involves quarterly reporting and monitoring of progress in meeting each intent. At year's end, final results are the basis for developing future action plans. Resources are allocated within each division to ensure accomplishment of the intents, and where funds are insufficient; this is noted in the progress reports.

### **3.2.5. Communicating and Deploying Strategic Initiatives, Action Plans and Related Performance Measures**

Communication of the strategic imperatives takes place in various ways. The major components and reports of the plan are communicated on the college's intranet and on the internet. A series of "Town Hall" meetings are scheduled fall 2009 to hold panel discussions with all stakeholders of the college on the progress of the strategic imperatives.

### **3.2.6. Measuring the Progress on Action Plans**

The progress of each strategic imperative will be measured in a report submitted to the president's cabinet. This will include action that has been taken to achieve a stated intent. Also included, will be any barriers that are prohibiting success of the intent. These barriers will be noted and monitored.

### **3.2.7. Strategic Imperatives Accessibility**

Information on the colleges' strategic imperatives is located on GTC's website  
<http://www.gvltec.edu/strategicimperatives>.

### 3.2.8. Strategic Planning Chart

**FIGURE 3.2.8-1: STRATEGIC PLANNING CHART**

Program Number and Title	Supported Organization Strategic Planning Goal/Objective	Related FY 08-09 Key Action Plan/Initiative(s)	Key Cross References for Performance Measures*
1	Return to Teaching and Learning as our Core Mission.		
2	Focus on Student Success		
3	Improve our Technology Infrastructure		
4	Foster Continuous Employee Development		
5	Become the College of Choice in a Competitive Environment		

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

During FY 2008-09 GTC underwent a new strategic planning process to redefine the college's focus on teaching and learning. The five strategic imperatives were developed and committees with representation from all areas of the college have been formed around them. Each imperative team has developed proposed strategic intents and action items to achieve the respective imperative. These intents and action items will go to the president's cabinet, who will ultimately be responsible for the action items, for approval in September 2009. Once approved, the college will begin taking the necessary steps to achieve these items as well as identifying new items to replace completed actions. The approved intents and actions items will be reflected in the 2009-2010 Accountability Report's Strategic Planning Chart.

## Category 3 – Student, Stakeholder, and Market Focus

### 3.3.1. Determining Student and Market Segments

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

Originally designed as a technical training center supporting economic development, GTC continues to have a primary market focus on technical education. Approximately 75% of all curriculum students enroll in programs that provide academic credentials necessary for entry-level employment as technicians or technologists.

GTC uses both formal and informal mechanisms for determining market segments, including: focus groups; ongoing surveys of student and stakeholder perceptions, attitudes, and satisfaction; multiple internal and external advisory panels and committees; and strategic planning.

Individual academic departments and areas of student support services conduct point-of-service evaluations to assess quality and collect input for change. The president’s cabinet and academic deans carefully scrutinize enrollment data for trends related to factors such as age, gender, ethnic diversity, area of study, and preference for method of course delivery and location, using this information for program design and marketing strategies.

### 3.3.2. Maintaining Currency of Student and Stakeholder Expectations

**FIGURE 3.3.2-1: LISTENING & LEARNING STRATEGIES**

SEGMENT	LISTENING & LEARNING STRATEGIES
<u>STUDENTS &amp; GRADUATES</u> <i>Program Areas</i> Technical programs University Transfer  <i>Market Segments</i> High school students Recent high school graduates Out of school youth Older adults Individuals with limited English Career changers Workers upgrading skills Displaced workers	<ul style="list-style-type: none"> <li>• College fairs, career talks and career fairs</li> <li>• Open house activities conducted by programmatic areas</li> <li>• <i>Community College Survey of Student Engagement</i></li> <li>• <i>Biennial Academic Advising Survey</i></li> <li>• <i>Annual Graduate Follow-Up</i></li> <li>• Student evaluation of all courses, credit and non-credit</li> <li>• Student Government and other student groups</li> <li>• Participant evaluation of programs designed for special populations</li> <li>• Personal contact through e-mail, phone, or in-person with faculty, advisors, recruiters, and admissions personnel</li> <li>• Analysis of formal complaints through the office of the VP for Education</li> <li>• Other community venues (churches, prisons, community centers, etc.)</li> </ul>
<u>FACULTY/STAFF</u>	<ul style="list-style-type: none"> <li>• Management team</li> <li>• Faculty/staff Diversity Committee reports</li> <li>• Input from faculty peer and professional groups/associations</li> <li>• Electronic bulletin board forums</li> <li>• GTC Leadership Institute</li> </ul>

SEGMENT	LISTENING & LEARNING STRATEGIES
<u>STAKEHOLDERS &amp; PARTNERS</u> Governing board Educational community (K-12, other 2-year colleges, universities) Community Employers/Industry	<ul style="list-style-type: none"> <li>• Reports from local governing board (Area Commission)</li> <li>• Community relations/Multicultural Advisory Committee</li> <li>• Articulation and transfer agreements; dual credit programs</li> <li>• Boards, committees, and task forces</li> <li>• Periodic formal environmental scanning by the marketing department</li> <li>• Partnerships with workforce and economic development agencies</li> <li>• Program Advisory Committee participation and reports</li> </ul>

### 3.3.3. Using Student and Stakeholder Information for Continuous Improvement

GTC's is developing a system of institutional research and institutional effectiveness to provide feedback loops for assessment of quality and relevance of programs and services.

As shown in Figure 3.3.2-1., GTC actively seeks student input at every point of service. Prior to admission, students participating in GTC-sponsored college fairs, career fairs, or other programs complete evaluation forms. After matriculation, students participate in quality assurance activities. At the micro level, students assess instructional quality and course relevance through course evaluations. At the macro level, students assess the college, its facilities, services, and programs through several instruments, most notably the *CCSSE* and *Academic Advising Survey*. In terms of governance, students provide input through student government and other student associations.

All academic programs, certificates, diplomas, and associate degrees, are required to have an annual assessment record to document what we expect our graduates to know, think, or do upon completion of an academic program or academic experience. The annual assessment record is a two-part document that was developed to assess and monitor program student learning outcomes and non-academic process or performance outcomes.

The academic quality of programs is also assessed through the Academic Program Review (APR) process. Every five years, associate degree programs undergo rigorous evaluation that includes: examination of student data and technical program advisory committees; assessment of program costs; assessment of the number of graduates and placement; number of graduates transferring to senior institutions; and evaluation of program resources and facilities. This information is used by the academic leadership team to determine future program direction. In addition, the annual advisory committee review provides recommendations for response by department heads. These are reviewed by the Area Commission.

GTC shares information and data in all surveys, focus groups, and reports with the president's cabinet, academic divisions, faculty, academic leaders, the governing board, and technical program advisory committees. A newly-formed Assessment Council is charged with researching, analyzing, making recommendations, and overseeing assessment issues and activities.

### 3.3.4. Determining Student and Stakeholder Satisfaction

As illustrated in Figure 3.3.2-1, GTC gathers data from multiple venues and encourages open communication within and outside the institution. These listening and learning methods are integrated into a system of feedback loops to inform leadership at all levels.

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

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

- ongoing use of local media: print, commercial television and radio (including Spanish-language media), and GTC's GEN channel television station;
- active recruiting at high schools, career centers, and community agencies;
- targeted mail-outs;
- the institution's website;
- dual credit programs with high schools and career centers;
- financial aid workshops, college fairs, and career fairs;
- special outreach programs for special populations (low-income, minority, special needs);
- discipline-specific open houses and career talks; and
- individual contact with admissions personnel and faculty.

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

- participation in community and civic organizations by college personnel;
- participation on the institution's foundation board;
- mutually beneficial co-operative education programs for students;
- participation on program advisory committees;
- customized training programs for business and industry; and
- joint programming and cooperative initiatives with workforce development agencies.

### **3.3.6. Ensuring Efficient Complaint Resolution**

The college has worked diligently over the years to maintain an open, transparent environment. However, the college recognizes that periodic complaints by students and other stakeholders are bound to arise, be resolved promptly. To that end, the state and college have set very specific guidelines with timelines to ensure all legitimate complaints are handled efficiently.

The South Carolina State Board for Technical and Comprehensive Education Student Code outlines two specific areas: expected student conduct and general rights of students, and a formal student grievance procedure. Inappropriate actions/behavior by students may result in disciplinary sanctions issued by the college that can be appealed by the students. The appeals process is clearly outlined in the student code with a required timeline and subsequent appeals options up to the college President. Additionally, students can file formal complaints against faculty or staff through the student grievance procedures and timelines.

A less formal complaint process provides students with a chain of command to follow if they have a complaint or question regarding a particular class. It directs students to first seek resolution through the class instructor followed by the department head, associate dean, dean and associate vice president. The intent of this is to resolve student complaints about their class at the lowest possible level.

Complaints from external stakeholders are discussed at the president's cabinet meetings and a specific response is determined. In some cases, short term research is needed to fully investigate the complaint. Complaints made directly to the State Board for Technical and Comprehensive Education or other state offices are forwarded to the college and are directed to the appropriate office on campus for resolution.



## Category 4 – Measurement, Analysis, and Knowledge Management

### 3.4.1. Selecting Operations, Processes and Systems for Measurement

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

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

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

The Assessment Council reviews college-wide assessment data and makes recommendations for improvements to the president's cabinet.

The college is participating in Achieving the Dream, a national initiative to help community college students succeed. This initiative will guide the college to using data for decision making.

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

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

The college is required by state law in the institutional effectiveness report to assess six components and report on the results and any needed improvements. Needed improvements are identified and incorporated into annual objectives.

### 3.4.3. Key Measures

Key measures are kept current through the following:

- review of reporting requirements and definitions;
- input from college personnel on data/information needs; and
- review of assessment/evaluation processes.

The college is in the process of defining key performance indicators that align with the five strategic imperatives. These strategic intents will focus action items to achieve each imperative.

### 3.4.4. Selecting Key Comparative Data to Support Decision Making

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

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

**FIGURE 3.4.4-1: SURVEYS**

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

### 3.4.5. Data Accessibility to Workforce, Students, and Stakeholders

Data and information are available via several sources – GTC’s web-based statistical system, Datatel User Interface reports and Safari. All users with network login capability have access to GTC’s statistical system (certain features are controlled by further secured access). Datatel User Interface access is limited to certain staff members, department heads and deans. Safari access follows the security of Datatel User Interface, though not all Datatel User Interface users have requested access to Safari – Safari internal security controls access to data. External stakeholders access to reports is generally via internal sources. Internal stakeholders without access to certain systems receive reports in a similar manner. Student access to data is generally limited to personal information.

### 3.4.6. Ensuring Data Integrity, Timeliness, Accuracy, Security and Availability

With respect to the college’s databases, the overall integrity of the data is the responsibility of the users of Datatel’s Colleague Enterprise Resource Planning (ERP) system. Although the system is generally protected against entering meaningless data via field definitions and types, the value of the data is a user responsibility. As for overall data integrity, the data are verified via rule bases within the Colleague Application for data clarity. These data and all transaction data are backed up every night with transaction logs being backed up and stored interactively throughout the day at a remote computer system. Backups are spun to tape and retained for six months. Data pulled for Safari views do not contain sensitive information such as Social Security numbers or birth dates. The accuracy of the data within the system is again a function of the users. There are safeguards within the system which prevent some user errors – for example, prerequisite checking and class size limits. In addition, data being downloaded to the state are subjected to rules that produce error reports. With respect to data security, only users with valid login credentials can access Colleague. As for the system itself, it is protected from external access by a packet-filtering firewall.



### 3.4.7. Translating Organizational Performance Review Findings into Priorities for Continuous Improvement

Generally performance review findings become priorities for continuous improvement through the activities listed in the table that follows. However, with the exception of the APR process, there should be a policy or procedure in place to assure that the findings translate into priorities. Otherwise it is up to the individual administrator to require the follow-up. The need for this procedure will be discussed by the assessment council during 2009-10.

**FIGURE 3.4.7-1: PERFORMANCE ACTIVITIES**

Performance Review Activities	Continuous Improvement Activities
Annual assessment results where measures' achievement targets are not met or partially met	Action plans are developed and tracked with results
IE component report findings	May lead to items in annual assessment plans as appropriate
APR recommendations or suggestions	Follow-up reports are required for two years and may also be reflected in annual assessment plans
Advisory committee recommendations	Departments respond annually

### 3.4.8. Collecting, Transferring, and Maintaining Organizational and Employee Knowledge

Organizational knowledge is collected and maintained through:

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

Faculty at Greenville Technical College are not required to do research or publish so there is currently no policy on employee knowledge. However, as faculty are hired for their subject knowledge, replacement difficulties may arise when faculty with specialized knowledge leave the institution. In some areas of the college only one staff member is knowledgeable about processes and procedures. This situation supports the need for current procedural manuals in all offices.

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

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

- STEPS – a professional development certificate program;
- professional development workshops and seminars;
- sharing processes within divisions/departments;
- mentoring systems within some divisions/departments;
- lead teachers within some divisions/departments;
- vendor demonstrations and;
- required travel reports with information on sharing knowledge with colleagues.

## Category 5 – Faculty and Staff Focus

### 3.5.1. Organizing and Managing Work to Enable Faculty/Staff Development

The college utilizes a Faculty Performance Management System (FPMS) and an Employee Performance Management System (EPMS) to encourage faculty and staff development. All faculty and staff members participate in an annual planning stage where individuals work with their supervisors/department heads to identify individual goals for performance that is aligned with the college's mission. Employees are encouraged by the administration of the college to take advantage of professional development opportunities throughout the year.

GTC promotes an environment of continuous improvement that encourages employees to work together toward problem solving and empowers faculty and staff at all levels to effect positive change. Process improvement initiatives have continued in departments throughout the college this past year in an effort to streamline certain processes for quality and efficiency that will better serve the needs of the college's stakeholders.

### 3.5.2. Achieving Effective Communication and Sharing

In order to meet the ongoing challenge of effective communication, GTC utilizes an extensive intranet presence to foster effective communication across all of its campuses. The college also uses campus-wide email messages to ensure that important announcements and information are made available to all employees. Open forums regarding best practices are also encouraged by the college's leadership and groups within the college system to provide a mechanism for sharing ideas and practices. Additionally, Microsoft Outlook Public Folders and *gtc101*, a weekly electronic internal newsletter, are among the multiple media the college uses to effectively share knowledge and best practice information among all faculty and staff.

### 3.5.3. FPMS/EPMS Support of Performance

GTC uses the Faculty Performance Management System (FPMS) and Employee Performance Management System (EPMS) developed by SBTCE to directly influence faculty and staff job performance to the highest potential. These instruments also provide the college with a method for employee evaluation that is consistent and flexible and promotes good communication between employees and their supervisors.

In the first step of the annual FPMS/EPMS cycle, the supervisor and employee meet to develop a planning stage, which identifies job duties and expected levels of performance. At the end of the assessment period, supervisors use this planning stage as a framework to complete the evaluation of the employee's work performance and document strengths and weaknesses and identify areas for development.

### 3.5.4. Accomplishing Succession Planning and Career Progression

The college is finalizing the development of a faculty/employee skills database that will become a vital tool that can be used to identify employees for proactive succession planning. This prior identification will permit opportunities for mentoring and developmental activities to improve an employee's readiness to succeed to specific positions. It will also provide concrete decision-making information that is needed to minimize the chance of poor choices or the adverse impact of unplanned vacancies. The college's FPMS and EPMS data also provides pertinent information that is utilized to make effective succession planning decisions. Additionally, the president's cabinet continues to promote and support several leadership development programs,

including the South Carolina Technical College Leadership Academy, the USC Leadership Cohort, and Leadership Greenville.

### **3.5.5. Development and Learning Systems**

The president identifies the agenda for all president's cabinet meetings. While many sessions are led by the president, he also assigns members of the management team to present topics related to leadership activities. Additionally, quarterly management meetings have been established to allow members of the college's middle management team to convene and provide updates on best practices, strategic accomplishments, and receive relevant leadership training.

### **3.5.6. Assessment of Needs, Skills and Competencies**

Through the colleges' annual performance review process, each employee's performance is evaluated. Employee's needs and skills are also assessed and evaluated by one-on-one discussions, questionnaires, and exit interviews. Such discussions help identify deficiencies in skills and competencies and possible solutions for improvement.

### **3.5.7. Recruitment and Retention of Employees**

GTC follows all applicable state and SBTCE guidelines in its recruiting and hiring processes. The college makes every effort to identify internal candidates to fill open positions before utilizing various media options for recruitment of talent – newspapers, GTC job board, other online job posting boards, professional organization websites and professional journals, etc. The peer interview selection process at GTC utilizes a diverse hiring committee and is considered a best practice within the human resources community. Retention of talent is managed through indentifying/promoting employees ready for additional responsibilities, promoting continuing education of employees, and through analysis and adjustment of compensation.

### **3.5.8. Education, Training and Development Effectiveness**

GTC has implemented online training tools and resources which allow easy access to training, as well as results of the training performed for each employee. Not only are our employees encouraged to use new technologies, employees are required to train on software and systems which affect their work and performance

### **3.5.9. Faculty/Staff Development Effectiveness**

Training needs are continuously identified through employee requests, supervisory recommendations, and other needs assessments. Surveys are conducted of all training and professional development program participants to evaluate the effectiveness of these activities. The results of these evaluations are used in the design or redesign of future offerings. The college makes great efforts to ensure that requested training is aligned with key business initiatives that further the performance excellence of employees and the college as a whole. The college also provides for professional development funding when possible for employees to utilize when seeking training.

### **3.5.10. Motivating Faculty/Staff to Utilize Potential**

GTC employees are motivated by the college's core mission of teaching and learning and their desire to help students reach educational goals and milestones. The college promotes and provides an environment that supports and fosters this motivation by encouraging employees to think creatively, solve problems, and innovatively discover new and better ways to achieve the college's mission.

The college strives to provide an atmosphere of continuous personal improvement and lifelong learning for all members of its faculty and staff. The utilization of fee waiver arrangements for courses offered through the college are used to allow employees to take courses that may enhance their professional and personal growth. Tuition assistance programs are also in place to give employees opportunities to further their educational pursuits.

Employees also benefit from the college's approval to use flexible work schedules when possible. The college president takes an active role in providing personal positive feedback to faculty and staff members when he learns of occasions when employees exhibit excellent job performance and he participates in service award ceremonies where he personally presents incremental service awards to all college faculty and staff.

### 3.5.11. Assessment Measures and Methods

The college uses periodic surveys to gather information on faculty and staff opinions and concerns, as well as informal mechanisms to gauge faculty/staff well-being, satisfaction, and motivation. These surveys and informal mechanisms provide feedback and communication on continuous improvement efforts and important initiatives.

### 3.5.12. Use of Assessment Findings to Identify and Determine Priorities for Improvements

The college maintains an open door policy where all employees are encouraged to share any concerns or praises with the college's administration. The administration of the college takes full advantage of this forum and acts swiftly to resolve any concerns faculty or staff may have. Information is also utilized by the Office of Human Resources to make recommendations for improvements to programs and procedures enacted within the college. Through the various departments, faculty and staff also have the capability of providing input into the overall strategic planning process of the college.

### 3.5.13. Maintaining Safe, Secure, and Healthy Work Environment

**Security** GTC's Campus Police Department demonstrates the college's commitment to maintain a secure environment for all people who come onto GTC campuses and provides around-the-clock law enforcement protection for the campus community. All campus police officers are certified by the South Carolina Criminal Justice Academy and commissioned as state constables by the Governor of South Carolina.

**Safety** The safety and environmental manager oversees GTC's environmental, health and safety programs and keeps them current. He is assisted by the academic laboratory and shop managers and physical plant personnel, who have responsibility for the local implementation of the hazardous materials safety and disposal program, and by the crisis team which helps to promote the safety, security, and well being of the campus community. The GTC Emergency Management Operations Plan (EMOP) is designed to identify procedures to protect lives and property, provide organized and safe response actions, and effectively use college resources in the event of a major emergency and/or disaster. The college regularly tests its emergency communication tree and evaluates its emergency plan annually.

**Health** Annually, GTC provides low cost health screenings to all employees. To promote the health of both employees and students, the college has made all campus buildings smoke free areas. The employee assistance program provides employees and their families with a confidential, comprehensive and free resource for resolving personal issues.

## Category 6 – Process Management

### 3.6.1. Core Competencies

The “Core Competencies” of the college are tied directly to our mission – that of “driving personal and economic growth through learning”. The college addresses this by delivering a broad array of capabilities and services to ensure we meet our mission. These areas of proficiency include:

- teaching
- accessibility
- innovativeness
- entrepreneurship
- instructional and scheduling flexibility
- learning environments
- student support systems
- comprehensive educational offerings
- instructional technology
- faculty quality
- career placement and transfer services
- external evaluation through program advisory committees

These qualities allow the college to excel in delivering to our customers the services needed to ensure learning occurs. From student support services such as counseling, career planning, tutoring, and disability services to innovative instructional design such as learning communities, e-portfolio creation and a large number of online courses, the college aggressively works to foster and measure learning. Our multiple locations, flexible scheduling and use of technology to deliver instruction and services makes it easy for our students to access training across our service area and beyond. All of this allows us to be responsive to the needs of students and to the communities we serve - promoting economic development and improving the lives of our citizenry.

### 3.6.2. Key Work Processes

The college identifies work processes as those that directly impact student learning and student success. The four major processes outlined in Figure 3.6.2-1 represent key categories based on input from the college, community, and state. These processes provide consistency in program design, development, delivery, outcomes and effectiveness, thereby creating quality standards.

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

**FIGURE 3.6.2-1: KEY WORK PROCESSES**

Key Processes	Program Requirements	Key Measures
Curriculum and Instructional Development	<ul style="list-style-type: none"> <li>• Designing and developing high quality curriculum based on state/college requirements and procedures</li> <li>• Meeting student/stakeholders needs</li> <li>• Meeting all regulatory/ accreditation requirements</li> <li>• Curriculum committee evaluation and approval</li> <li>• Program outcome development</li> </ul>	<ul style="list-style-type: none"> <li>• Student success in programs</li> <li>• Student job placement data</li> <li>• Compliance with guidelines</li> <li>• New program approvals by state agencies/accreditation entities</li> <li>• Outcome measurement criteria for all programs</li> </ul>
Educational Delivery	<ul style="list-style-type: none"> <li>• Meeting state reporting requirements on program productivity</li> <li>• Meeting curriculum design requirements</li> <li>• Student learning outcomes</li> <li>• Title III Project Development Learning Outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Compliance with state productivity requirements for instructional programs</li> <li>• Student success</li> <li>• Stakeholder satisfaction</li> <li>• Student performance</li> <li>• Retention/attrition/graduation rates</li> <li>• Student learning outcome measurement</li> <li>• Redesigned development courses as part of Title III grant</li> </ul>
Student Instructional Support	<ul style="list-style-type: none"> <li>• Providing comprehensive tutorial services</li> <li>• Providing special services in federally funded TRIO programs</li> <li>• Learning communities</li> <li>• Supplemental Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Tracking student requests for tutors and quantity of tutorial assistance on all campuses</li> <li>• Monitoring student subscribers to “Smarthinking” tutorial software</li> <li>• Special tutorial services (TRIO) to assist qualified students seek assistance and career planning</li> <li>• Monitoring student performance in test “Learning Communities” against students in same courses</li> <li>• Measuring student performance supported by supplemental instruction.</li> </ul>
Educational Effectiveness	<ul style="list-style-type: none"> <li>• Assessing student learning outcomes</li> <li>• Continuously improving student success</li> <li>• General education Learning Outcomes</li> <li>• Title III Outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Student job placement and/or continuation of education</li> <li>• Stakeholder feedback on program/graduate performance</li> <li>• Credentialing of graduates</li> <li>• Measurement of general education learning outcomes</li> <li>• Student performance in post-developmental course work in selected “gateway” courses</li> </ul>



### **3.6.3. Input for Determining Key Work Process Requirements**

Integrating feedback from internal and external sources of information is accomplished by a systematic process involving the administration, division deans, and each individual program director. Student evaluations, for instance, are primarily reviewed at the departmental and division level. Each program department head, collaborating with the area's academic dean, carefully reviews all student evaluations to monitor faculty performance and assess course value. Trends over several terms are monitored, results are linked to other measures of course success, and adjustments are made as needed.

Program advisory committees provide annual reports summarizing their views on program effectiveness, including but not limited to faculty, facilities, and student outcomes. These reports, compiled into a comprehensive institutional report, are shared with deans, vice-presidents, and the college's board. Recommendations made by advisory committees are evaluated and prioritized with consideration to institutional resources available to support their implementation and are acted upon as quickly as possible.

The collection of data to measure achievement of programs and newly developed general education learning outcomes was initiated in mid 2008. All programs have developed specific outcomes and measurement criteria. Results will be used to evaluate student achievement and adjust outcome measures as well as serving as measurement of student learning and achievement.

The college participated in the 2007 CCSSE and plans to do so again in the spring of 2010. Data collected from this national survey benchmarks five areas (Active and Collaborative Learning, Student Effort, Academic Challenge, Student-Faculty Interaction, and Support for Learners). The results of the 2007 survey have been used to develop strategies to improve student retention and learning including additional tutoring services (electronic and face-to-face), the renovation of areas to create student commons spaces, increase writing requirements for students in all programs and more comprehensive data collection and evaluations.

### **3.6.4. Incorporating Organizational Knowledge, New Technology, Cost Controls, and Other Efficiency and Effectiveness Factors into Process Design and Delivery**

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

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

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

### 3.6.5. Systematic Evaluation and Improvement of Work Processes

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

### 3.6.6. Key Support Processes

The college has many key support functions that are required to have an annual assessment record to identify outcomes the unit is to achieve and measures to assess the success of those outcomes. Any not successful or partially successful outcome, as stated by the measures, has action plans established to further analyze the concerns and begin taking steps to improve. Examples of the key support areas and some of the services provided are:

- Office of Information Technology – provides technical support, database administration, network services, web services support, back-end programming to interface with GTC's systems, technology training and support to faculty and staff, and manage telephone services of the college.
- Academic Services – provides guidance and support to all academic areas of the college in, but not limited to, curriculum development, curriculum management, academic program reviews, and professional development.
- Student Support Services – provides the following services to students enrolled at the college: individual and/or group tutoring sessions, retention-oriented grants to help students afford child care, referrals to various agencies for assistance with non-academic needs (i.e., shelter, clothing, emergency food), and assistance in college transfers.
- Logistics Management – provides coordination and implementation of campus moves, mail services of the college, shipping and receiving, asset management, and management of services for college vehicles.
- College Marketing – researches various target markets as they pertain to higher education, reports on research findings to respective stakeholders for continuous improvement, serves as the central source for internal and external communication needs, and enhances the college's reputation by providing information and education programming through the college's cable network, GEN.
- Office of Planning and Grants – Provides support on institutional effectiveness by assisting continuous outcomes assessment in all areas of the college, assists the institution with integration of strategic planning, evaluation, and policy-making, promotes best assessment and quality practices as well as the use of assessment for data driven decision making and coordinates the development and submission of grant proposals for funding for the college.

### 3.6.7. Ensuring Adequate Budgetary and Financial Resources

The college conducts an annual budgetary review process allowing management to identify and evaluate financial needs associated with the institution's strategic and long range plans. Appropriate contingencies are included in the annual budget which derives its funding from government, private, institutional, and auxiliary sources. Management evaluates actual fiscal performance throughout the year. New initiatives require formula budgeting, a costing procedure that examines the relationships between program demand and program costs. Formulas are based on historical data and projected trends.

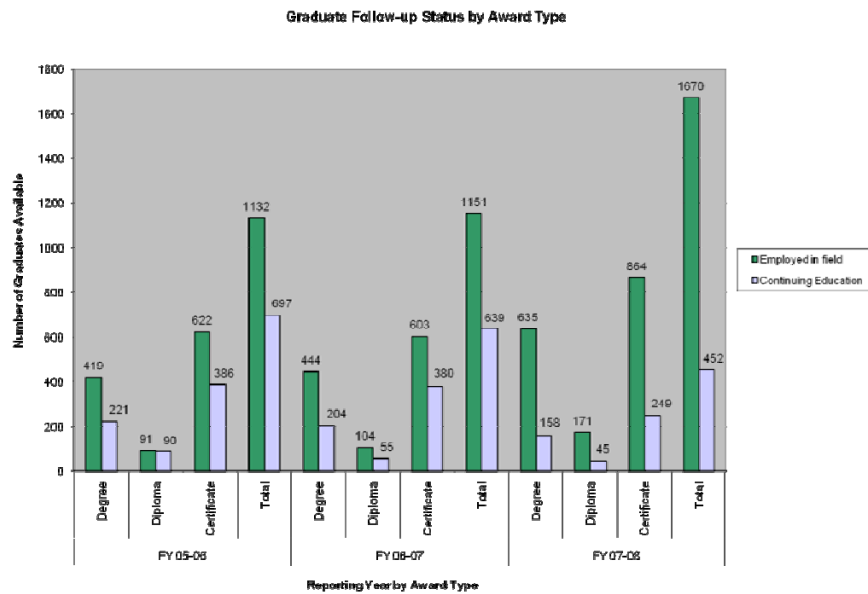


## Category 7 – Organizational Performance Results

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

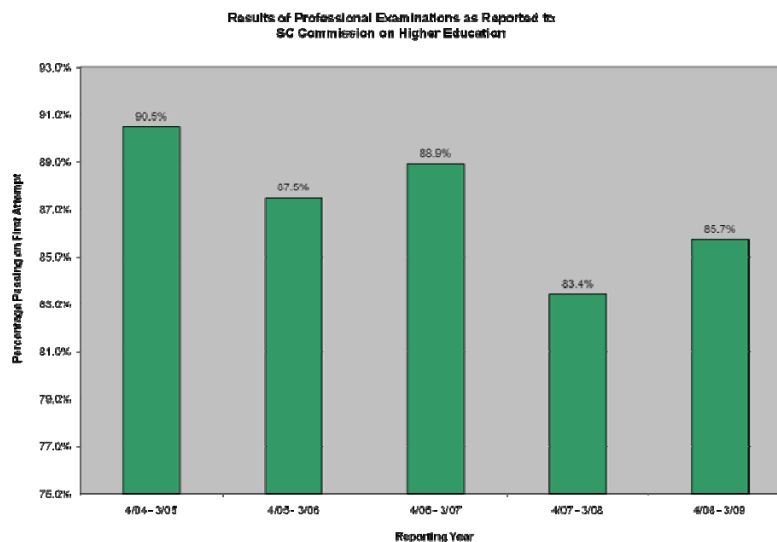
One key measure is the number of graduates who are employed in a job related to their major at Greenville Tech or who continue their education. The college surveys all graduates of a fiscal year and reports the findings to the System Office. Figure 3.7.1-1 shows the number of graduates employed in related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

**FIGURE 3.7.1-1**



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

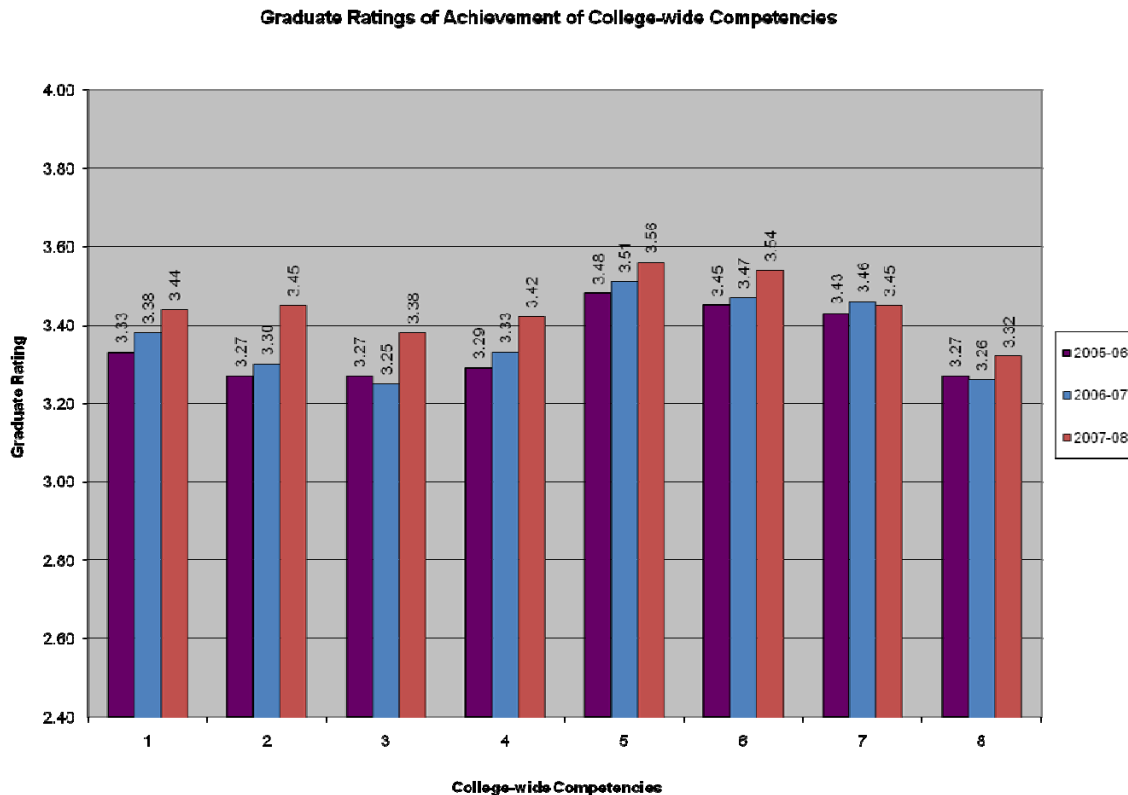
**FIGURE 3.7.1-2**



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

In gathering the data that support Figure 3.7.1-1 the college also asks the degree graduates to rate how well the college helped them attain each of the eight college-wide competencies listed below. The graduates rate their achievement on a scale of one to four with four representing “Very Well”. The overall ratings for three years are provided in Figure 3.7.1-3.

**FIGURE 3.7.1-3**

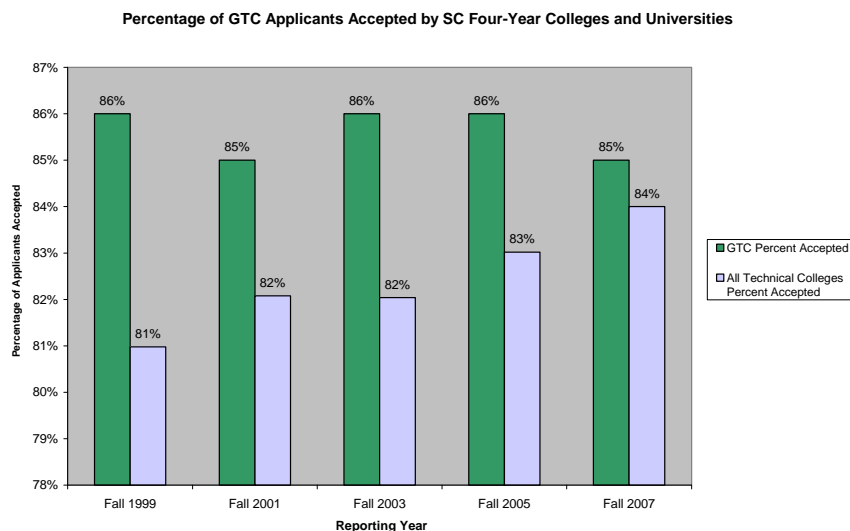


**Greenville Technical College-wide Competencies**

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

A fourth of Greenville Tech’s Fall 2007 credit students were enrolled in the Associate in Arts or Associate in Science programs. Most of those students intend to transfer to a four-year institution. In addition, students in other programs plan to transfer credits to a four-year institution. Every other year the South Carolina public four-year institutions are required to provide transfer data to the technical colleges. These data are reported in an Institutional Effectiveness Component Report, and the report summary must be placed on the college’s website. The percentage of Greenville Tech applicants who were accepted and the percentage for all technical college students are provided in Figure 3.7.1-4.

**FIGURE 3.7.1-4**



In Figure 3.7.1-5 the grade point averages (GPA) for Greenville Tech transfers in Fall 2007 are compared to those of native students at eight institutions.

**FIGURE 3.7.1-5**

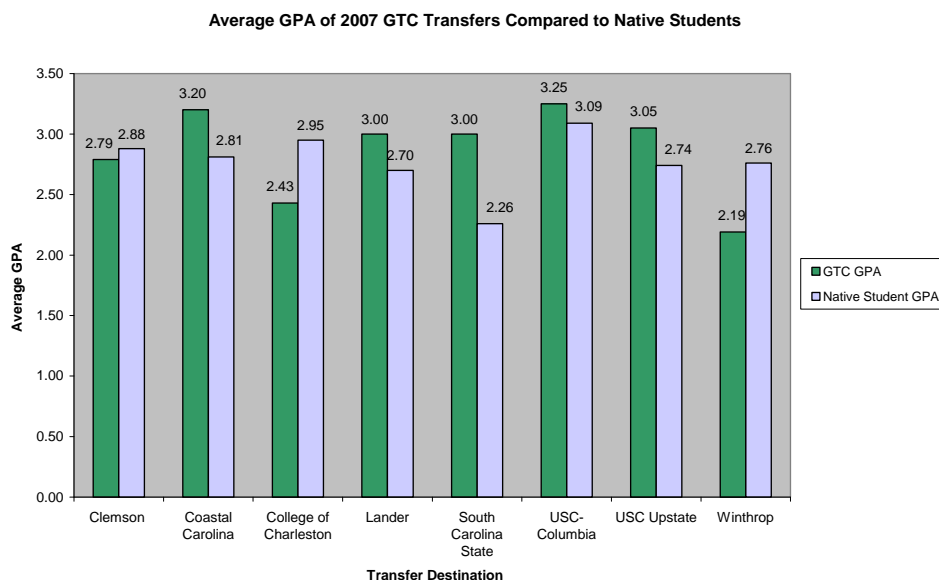
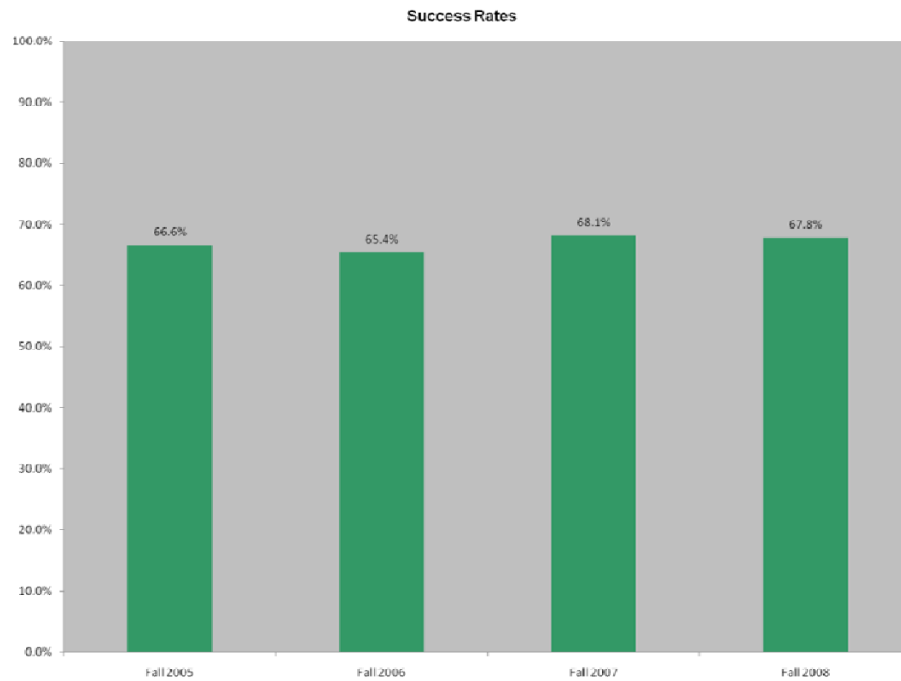


Figure 3.7.1-6 shows the percentage of successful grades for the past four fall terms. Successful grades are considered to be an “A”, “B”, “C”, or “S”.

**FIGURE 3.7.1-6**



### 3.7.2. Key Measures on Student and Stakeholder Satisfaction and Dissatisfaction

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

**FIGURE 3.7.2-1**

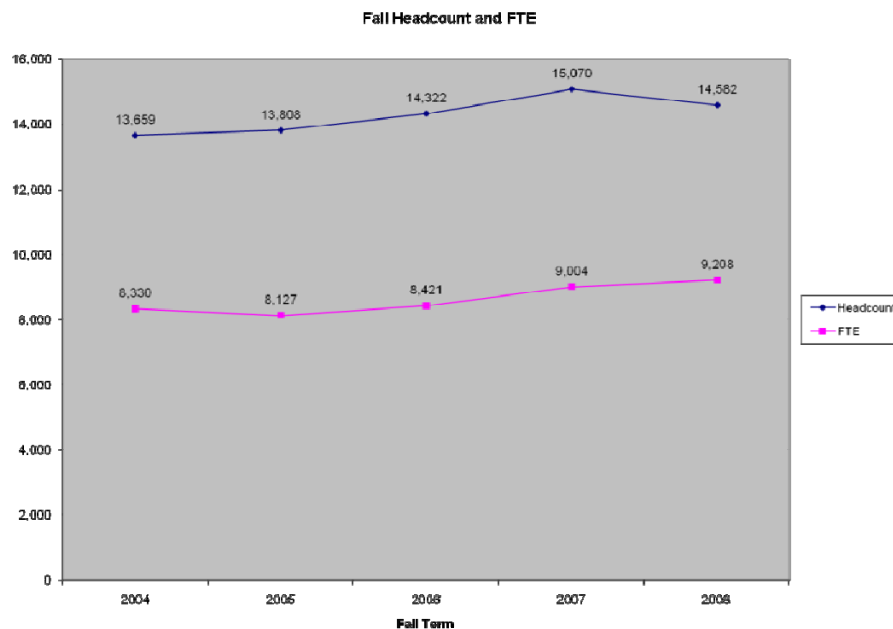


Figure 3.7.2-2 shows headcounts broken down into the reported ethnic subgroups since Fall 2004.

FIGURE 3.7.2-2

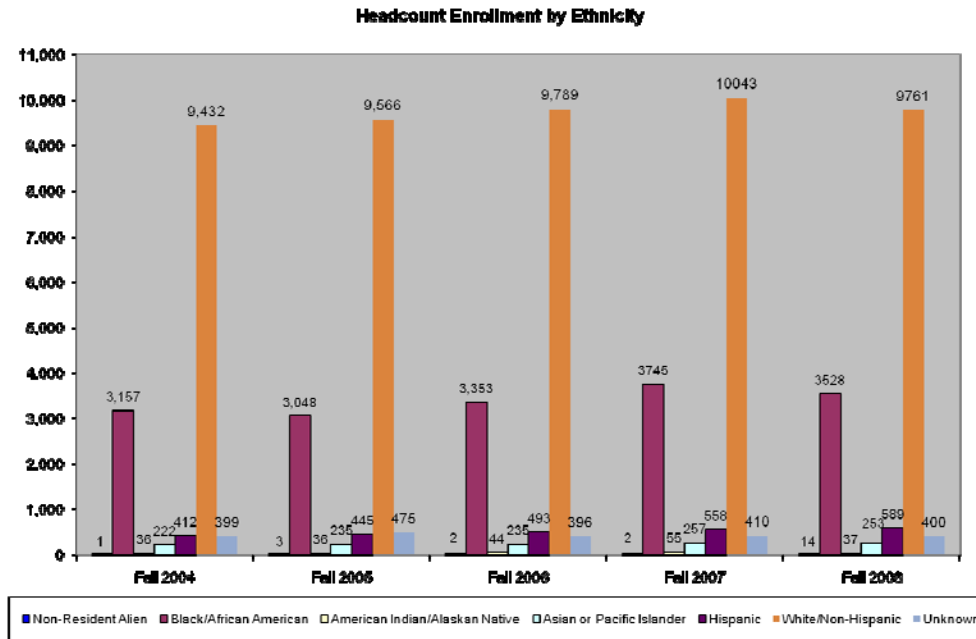


Figure 3.7.2-3 shows the percentage of service area participation for Greenville Tech and the other technical colleges for 2006-07. Greenville Tech's service area is Greenville County. The data for 2007-08 was not available at the time of this report by the South Carolina Technical College System. This information will be updated in the 2010-11 Accountability Report.

FIGURE 3.7.2-3

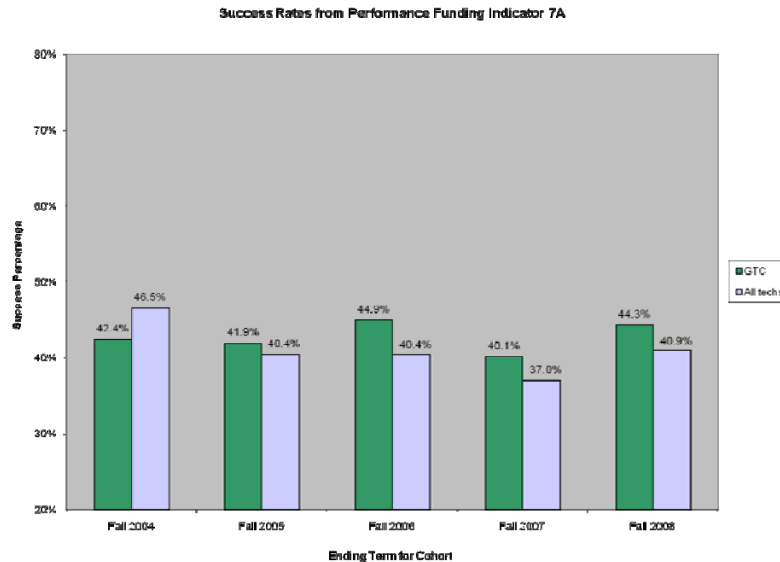
FY 2007 Annual Enrollment and Service Area Population			
Technical College	2006-2007 Annual Enrollment*	18 to 44 Age Population	Participation Rate
Aiken	3,538	59,390	5.9%
Central Carolina	4,195	86,070	4.9%
Denmark	1,919	19,771	9.7%
Florence-Darlington	5,391	93,154	5.8%
Greenville	19,567	173,667	11.3%
Horry-Georgetown	7,406	119,958	6.2%
Midlands	15,426	268,912	5.7%
Northeastern	1,393	42,205	3.3%
Orangeburg-Calhoun	3,390	42,424	8.0%
Piedmont	6,721	105,338	6.4%
Spartanburg	5,858	144,797	4.0%
Tech. College of the Lowcountry	2,657	88,301	3.0%
Tri-County	6,782	150,368	4.5%
Trident	16,905	258,682	6.5%
Williamsburg	964	14,186	6.8%
York	6,497	125,331	5.2%
Total	108,609	1,792,554	6.1%

\*Annualized opening enrollment

Source: South Carolina Technical College System

In addition to enrollment the college reviews success rates as defined by CHE for Performance Funding Indicator 7A. A cohort of full-time, first-time postsecondary award-seeking students is determined and tracked for three years. The success rate is based on the number of those cohort students who have completed an award within 150% of program time, have transferred to another college, or are still enrolled the fall term after the three-year period. Figure 3.7.2-4 shows Greenville Tech's success rate compared to that of all technical colleges. It should be noted that Greenville Tech reports data on out-of-state transfers, but not all of the technical colleges collect and report that information.

**FIGURE 3.7.2-4**



Indicator 8C2 is based on the fall-to-fall retention rates for minority South Carolina citizens. Figure 3.7.2-5 shows the retention rates for minority and non-minority students at Greenville Tech and all technical colleges since Fall 2003.

**FIGURE 3.7.2-5**

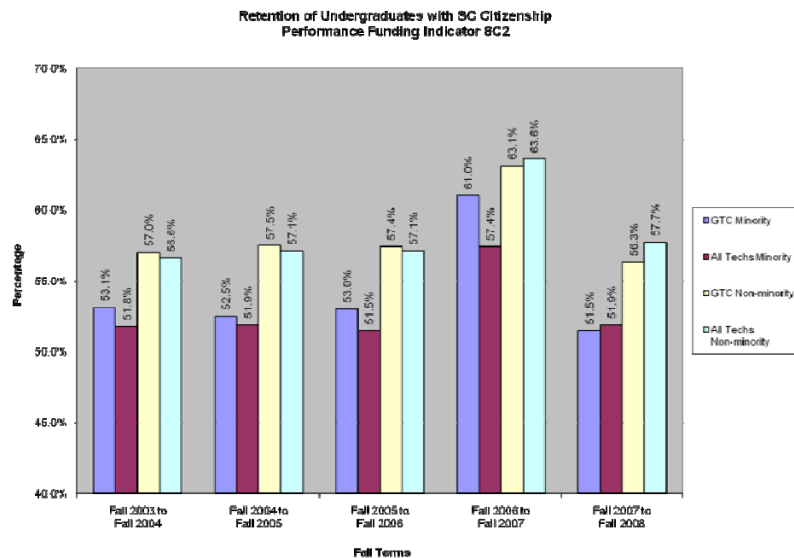
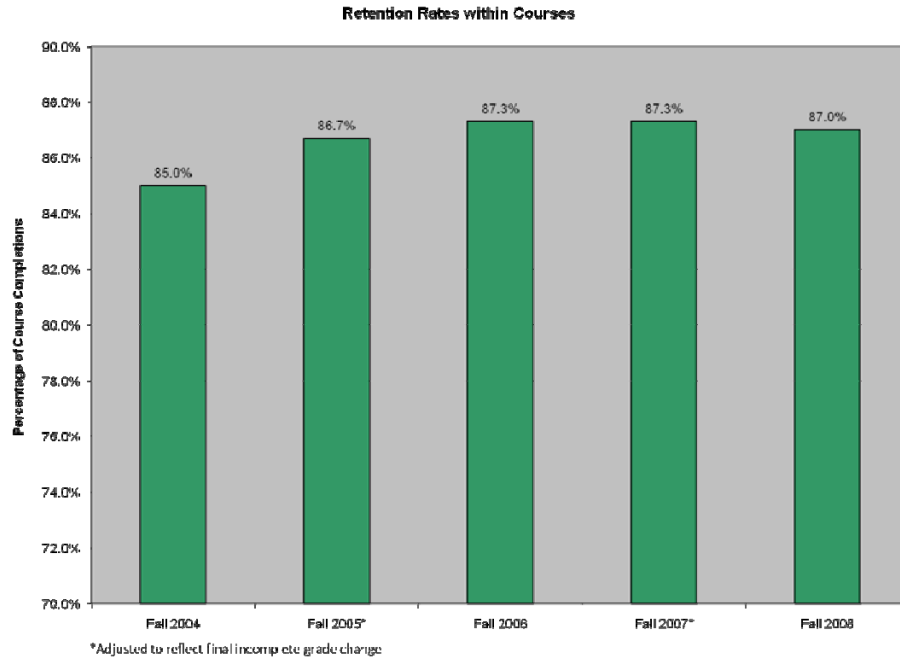


Figure 3.7.2-6 shows the within-course retention rates of students from Fall 2004 to Fall 2008. These are the percentages of students who remain in a course to earn a grade other than “W” (Withdrawn), “WA” (Administrative Withdrawal), or “WF” (Withdrawn Failing).

**FIGURE 3.7.2-6**



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

**FIGURE 3.7.2-7**

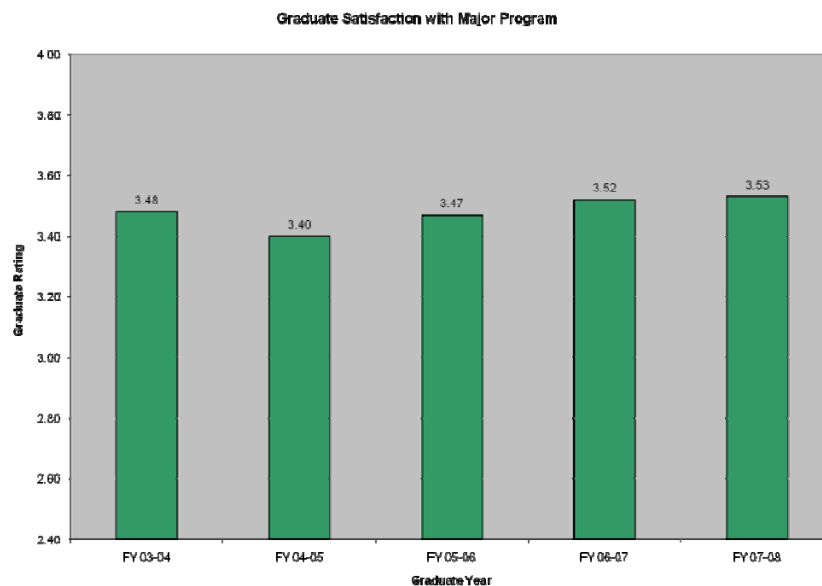


Figure 3.7.2-8 contains data on graduate satisfaction from the Alumni Survey that is administered every other year to degree graduates of three years prior.

**FIGURE 3.7.2-8**

Alumni Satisfaction with Academic Experiences			
	2005	2007	2009
Major program of study	96%	96%	95%
Instruction in the major	95%	93%	96%
General education program of study	93%	98%	98%
Instruction in general education	97%	97%	97%
Overall academic experience	95%	96%	97%

The *Graduate Satisfaction Survey* is a biennially-administered survey that is sent to each graduate in the *Graduate Follow-Up*. Satisfaction ratings on student services since Fall 2005 are provided in Figure 3.7.2-9. Data will not be available until Summer 2010 for 2009. The survey will be mailed to 08-09 Graduates in Fall 2009.

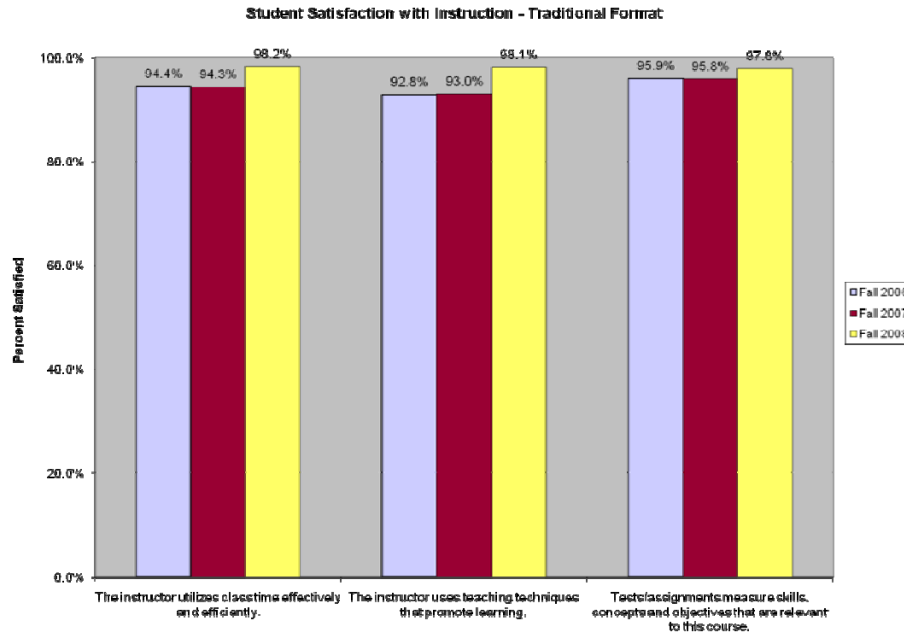
**FIGURE 3.7.2-9**

Graduate Satisfaction with College Services		
	2005	2007
Academic Assessment Center (placement)	94%	96%
Admissions Services	92%	91%
Bookstore Services	84%	88%
Business Office Services	87%	88%
Cafeteria/Food Services	81%	81%
Campus Police	93%	90%
Career Center	86%	91%
Child Development Center (on-campus)	97%	94%
Counseling Services	87%	89%
Crisis Counseling/Special Needs	93%	96%
Employment Assistance Office	73%	83%
Financial Aid Services	69%	73%
Library/Learning Resources Center	97%	97%
New Student Orientation	91%	96%
Registration Procedures	86%	90%
Student Activities	86%	86%
Student Disability Services	88%	99%
Student Records/Registrar's Services	91%	91%
Student Support Services (non-tutoring)	90%	92%
Tutorial Services	93%	92%
Veterans' Services	95%	93%



Every term the college administers the *Student Evaluation of Instruction* according to the guidelines of the Commission on Higher Education in Performance Funding Indicator 2B. Figure 3.7.2-10 contains results from Fall 2006 through Fall 2008 for three items on the traditional format evaluation. Figure 3.7.2-11 contains results for three items on the alternative format evaluation that is distributed to students in online courses or telecourses.

**FIGURE 3.7.2-10**



**FIGURE 3.7.2-11**

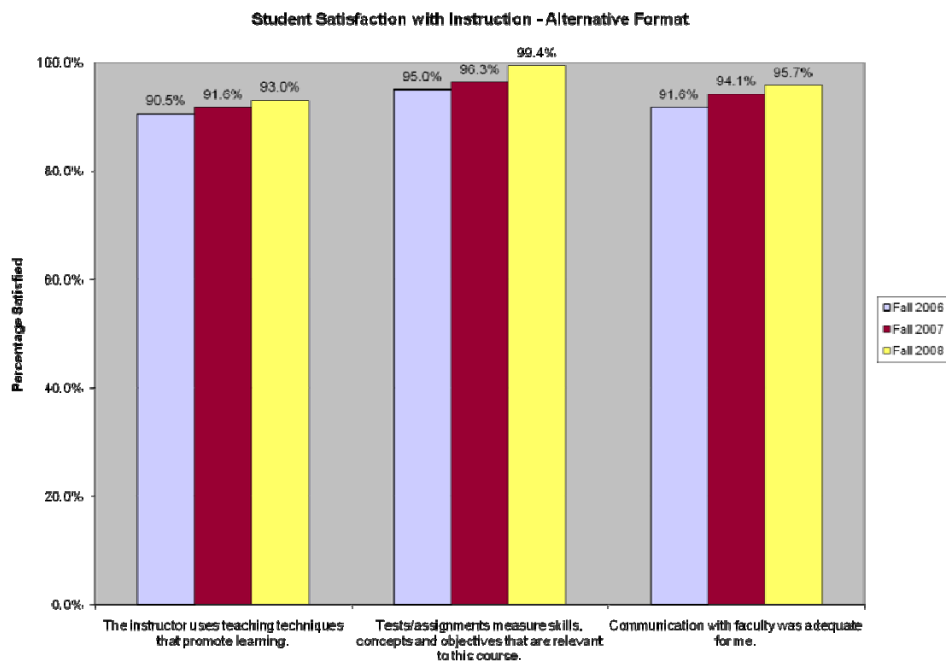
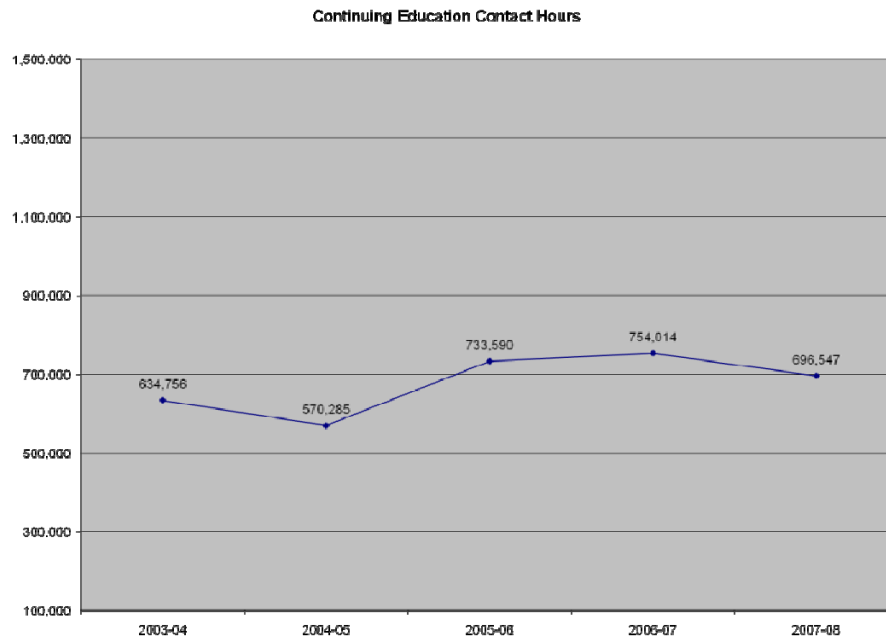


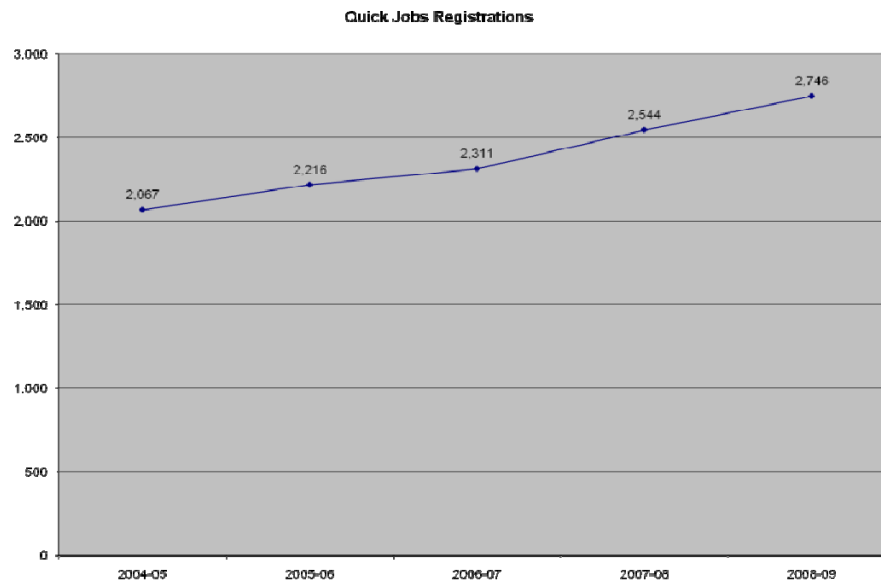
Figure 3.7.2-12 shows the Continuing Education non-credit contact hours since 2003-04.

**FIGURE 3.7.2-12**



Quick Jobs with a Future™ is an award-winning program designed to provide short-term (90 days or less) training to those in need of a job or a better job. Figure 3.7.2-13 provides the number of registrations for that program from 2004-05 to 2008-09.

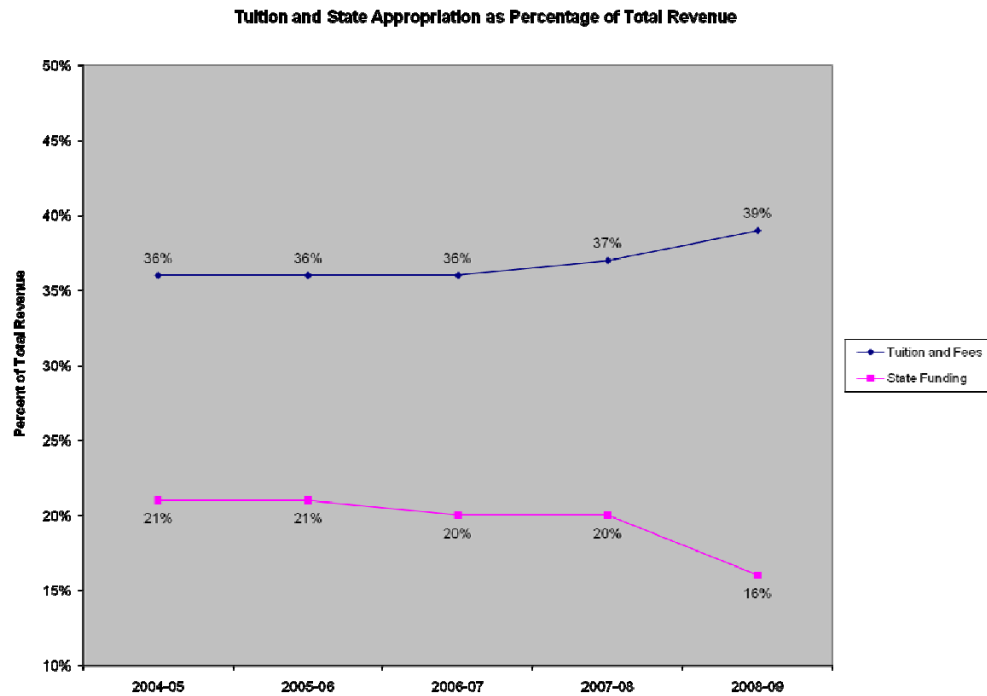
**FIGURE 3.7.2-13**



### 3.7.3. Key Measures on Budgetary and Financial Performance

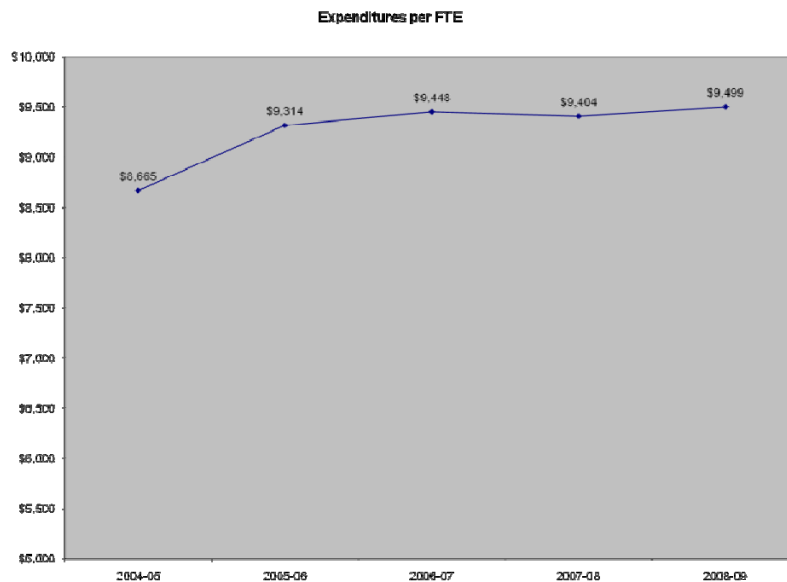
Tuition and the amount of state funds appropriated to the college as percentages of the college's total revenue are key measures. Both of these are shown in Figure 3.7.3-1.

**FIGURE 3.7.3-1**



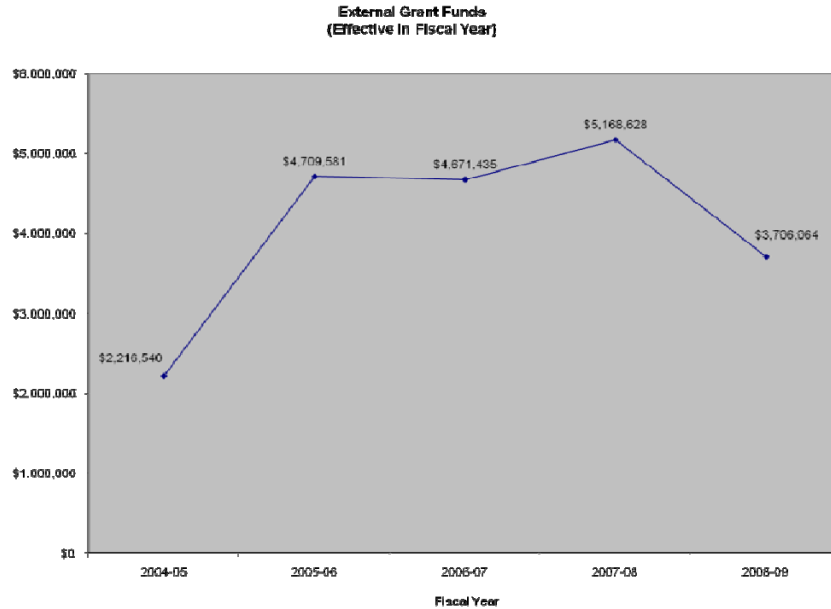
The annual cost to educate one full-time student is shown in Figure 3.7.3-2. The expenditure per FTE has shown an increase since 2004-05.

**FIGURE 3.7.3-2**



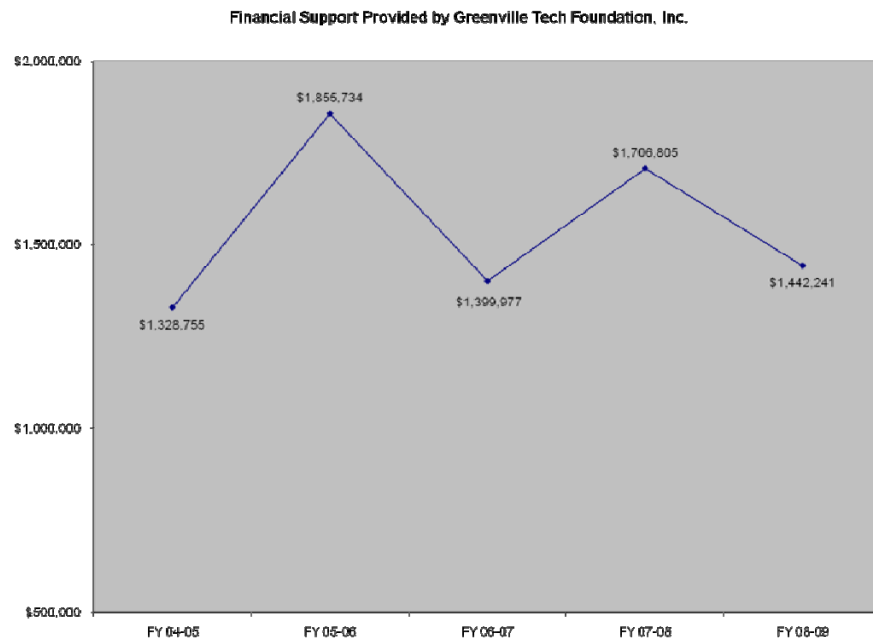
Greenville Tech actively seeks external grant funds to supplement other revenue sources. The amounts effective in the five most recent fiscal years are shown in Figure 3.7.3-3.

**FIGURE 3.7.3-3**



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

**FIGURE 3.7.3-4**



### 3.7.4. Key Measures on Work System Performance

One key measure for work system performance and faculty/staff satisfaction/development is the average faculty salary compared to that of all technical college faculty since Fall 2004 (Figure 3.7.4-1) and to each of the other technical colleges for Fall 2008 (Figure 3.7.4-2). Average faculty compensation is reported as Performance Funding Indicator 2D.

FIGURE 3.7.4-1

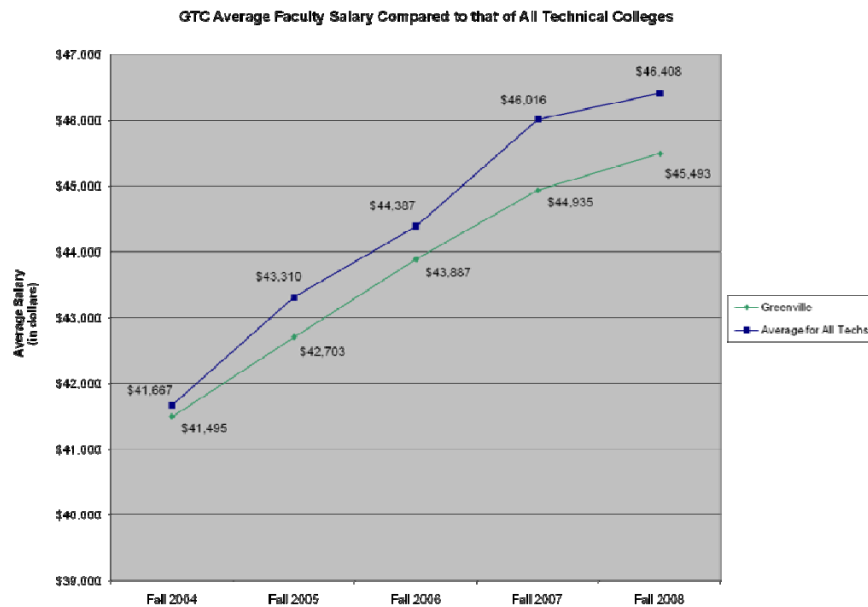
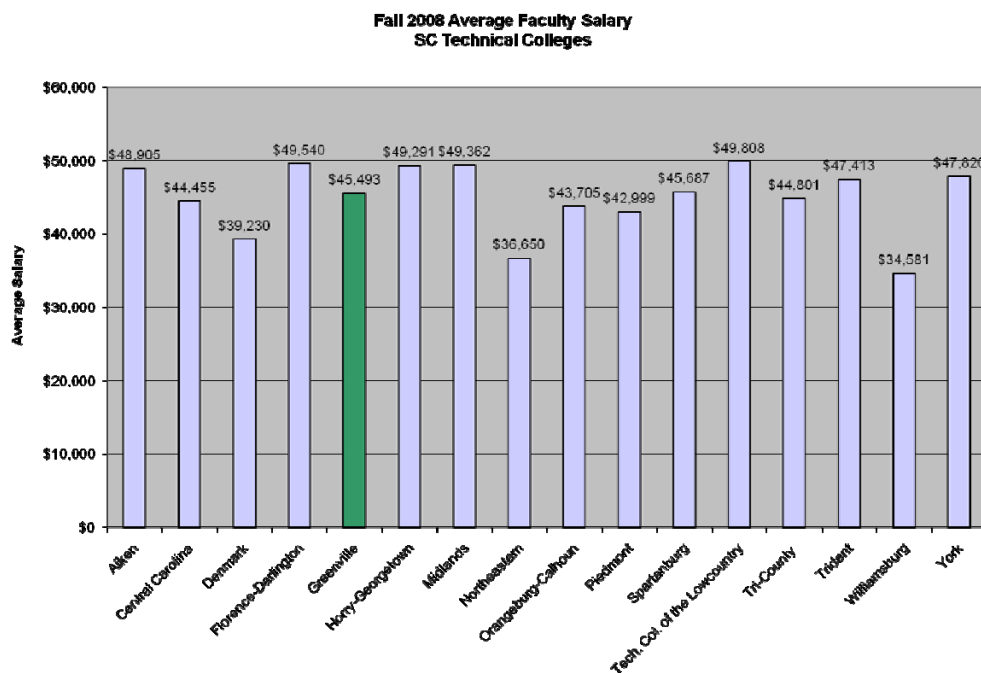
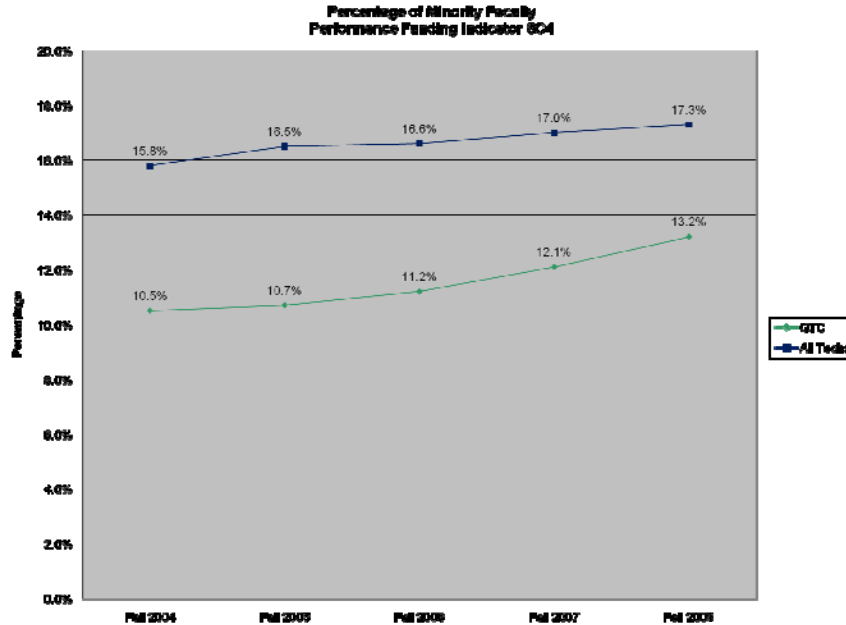


FIGURE 3.7.4-2



Another Performance Funding Indicator that serves as a key measure is the percentage of minority faculty (8C4). Figure 3.7.4-3 shows Greenville Tech’s improvement in this area since Fall 2004.

FIGURE 3.7.4-3



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

FIGURE 3.7.4-4

Years at GTC	Number of FT Employees	Percentage
<1	19	2.9%
1 – 5	237	35.6%
6 – 10	159	23.9%
11 – 15	81	12.2%
16 – 20	83	12.5%
21 – 25	61	9.2%
26 – 30	11	1.7%
31 – 35	10	1.5%
36 – 40	4	0.6%
40+	1	0.2%

Faculty and staff have many options with respect to professional development. In addition to departmental funds, the Office of Academic Support provides funds through a professional development budget and through some Perkins Grant monies. The Greenville Tech Foundation, Inc., also provides professional development funds to faculty and staff. In addition, the Foundation provided funding support to the college from donor restricted or endowed funds.

Figures 3.7.4-5 and 3.7.4-6 show funded/awarded amounts from Academic Support and the Foundation.

**FIGURE 3.7.4-5**

Professional Development Funds			
	2006-2007	2007-2008	2008-2009
Office of Academic Support	\$77,055.67	\$70,378.73	\$76,533.74
Perkins Grant	\$99,320.22	\$69,790.01	\$82,813.32
Greenville Tech Foundation, Inc.	\$62,881.00	\$9,498.00	\$19,010.00
	\$234,256.89	\$149,666.74	\$178,357.06

**FIGURE 3.7.4-6**

Greenville Tech Foundation, Inc. Donor Restricted or Endowed Funds	
	2008-2009
Student Scholarships	\$269,015
College Departmental Supplies and Activities	\$216,924
Student Programs	\$69,955
Equipment Purchases/Gifts-in-kind	\$661,382

Figure 3.7.4-7 provides the number of professional development workshops offered as documented by the Office of Academic Support and the number of participants for the past five years.

**FIGURE 3.7.4-7**

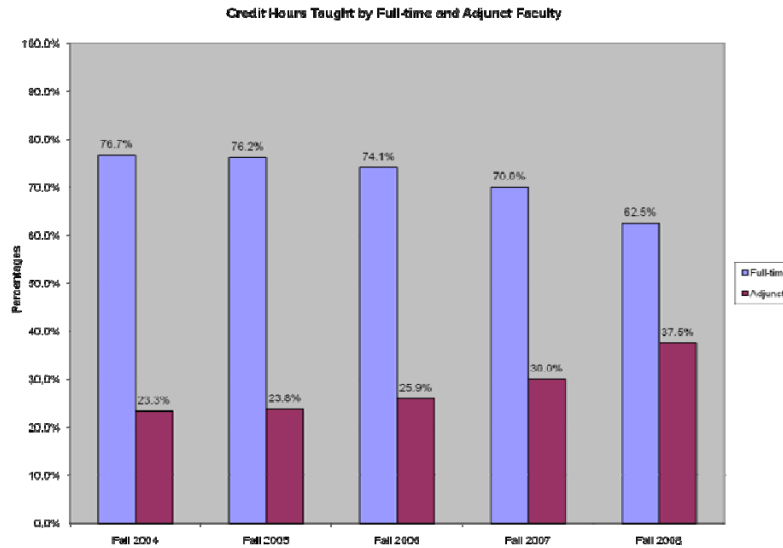
Professional Development Workshops		
	Number Offered	Number of Participants
June 2004 – May 2005	38	1,049
June 2005 – May 2006	102	1,876
July 2006 – June 2007	130	1,991
July 2007 – June 2008	305	3,856
July 2008 – June 2009	322	3,737



### 3.7.5. Key Measures of Organizational Effectiveness/Operational Efficiency

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

**FIGURE 3.7.5-1**



Enrollment by site is also a key measure, and data for the Fall 2008 term is provided in Figure 3.7.5-2. Figure 3.7.5-3 shows the number of alternative sections (online, teleclass, telecourse) as a percentage of all class sections.

**FIGURE 3.7.5-2**

Fall 2008 Enrollment Data by Site		
	FALL 2008	
	ENROLLMENT	HEADCOUNT
BARTON CAMPUS	25,309	12,145
BRASHIER CAMPUS	4,020	1,528
GREER CAMPUS	7,271	1,777
NORTHWEST CAMPUS	2,790	1,234
BUCK MICKEL CENTER	35	26
MCALISTER SQUARE	20	20
DONALDSON CENTER	620	190
McKINNEY AUTOMOTIVE	993	297

FIGURE 3.7.5-3

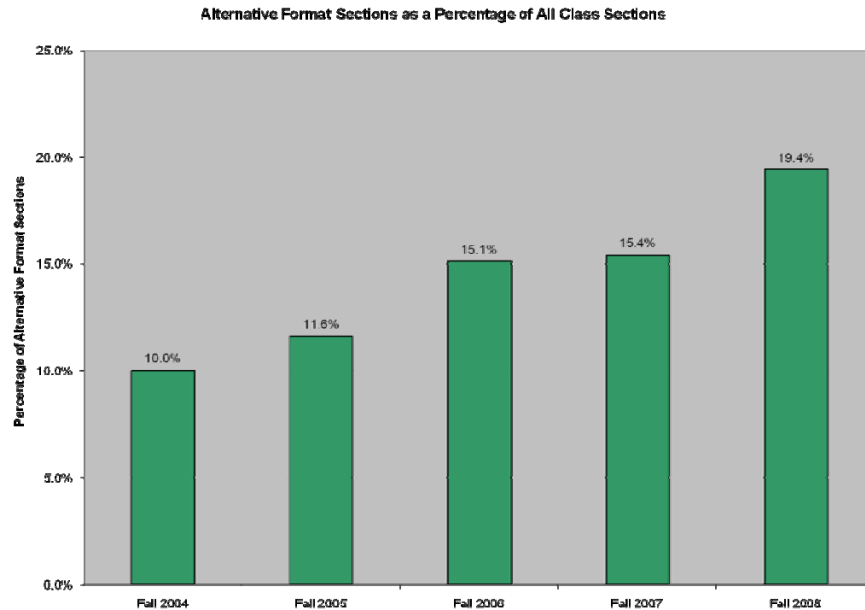


Figure 3.7.5-4 shows new classes and partnerships of Greenville Tech's Continuing Education Division in 2008-09.

FIGURE 3.7.5-4

CE Area	New Classes	Need Met	New Partnerships
Business and Industry	30	<ul style="list-style-type: none"> <li>• Carotell: Provided Supervisory training for all supervisors &amp; managers at facility</li> <li>• ReWa: Provided Supervisory, Advanced Supervisory, Management, and Administrative training</li> <li>• Piedmont Rural Water Coop: Provided consulting services to assist in redesign of Performance Appraisal system</li> <li>• NuVox-Maitland, FL: Provided Mid-level Manager training in Leadership</li> <li>• Fabrical: Delivered classes in Mechtronics at their location to meet the needs of their employees</li> <li>• Fluor: Added a weekend advanced pipe welder program at their request</li> <li>• Wellstone: Quickchangeover training</li> <li>• GHS: Lean Service Culture</li> <li>• Eletrolock: Lean 101 training</li> <li>• Reynolds Adhesives: Kanban and Lean 101 training</li> <li>• Advanced Composites: SPC Basic &amp; Advanced training</li> </ul>	<ul style="list-style-type: none"> <li>• SolutionSource: Partnered on NuVox projects</li> <li>• Kreh &amp; Associates: Situational Leadership</li> </ul>

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

CE Area	New Classes	Need Met	New Partnerships
		<ul style="list-style-type: none"> <li>• APM Terminals: Lean 6Sigma Champion training</li> <li>• Ellcon: 5S</li> <li>• BMW: ISO/TS 16949 Standard and Auditor Training</li> <li>• Bausch &amp; Lomb: Project Management</li> </ul>	
Computer Training Center	0	<ul style="list-style-type: none"> <li>• Palmetto Baptist Health of Easley: Computer training</li> <li>• Scholastic Communications: Computer training for schoolteachers</li> <li>• United Way: Computer training for agency managers</li> </ul>	
Environmental/Safety	10	<ul style="list-style-type: none"> <li>• Training on solar industry (online)</li> <li>• Need for special course in Trinidad that was not as stringent as US EPA requirements but gave them the information needed to work safely</li> <li>• Online training for fiber optic technicians</li> <li>• Online training for OSHA 10-Hour and 30-Hour classes in General Industry and Construction Industry</li> <li>• Special course in Hazmat Transportation Safety offered through partnership with Local Emergency Planning Committee (LEPC) and Greenville County Office of Emergency Management</li> <li>• RCRA basics requested by local industry</li> <li>• WMD tactical assault class</li> </ul>	<ul style="list-style-type: none"> <li>• Durham Technical College – offered asbestos and lead training for their Brownsfield grant</li> <li>• Greenville County Sheriff's Office and Louisiana State University to offer Weapons of Mass Destruction (WMD) Tactial Assault training</li> <li>• National Center for Healthy Housing – pursuing opportunity to become their SC Training Center</li> <li>• ProTrain and 360 Training to expand online offerings especially in the area of green jobs (Protrain) and OSHA Volunteer Protection Program training (360 Training)</li> <li>• Asbestos training for Greenville Tech in cooperation with K2D Environmental</li> <li>• Asbestos training in partnership with Terracon to offer training at ~20 military bases throughout nation</li> </ul>
Healthcare	20	<ul style="list-style-type: none"> <li>• Training on electronic medical records</li> <li>• To offer students an opportunity to enter the healthcare field and acquire a national certification</li> <li>• To meet the needs of local physician offices</li> </ul>	<ul style="list-style-type: none"> <li>• Anne Arundel Community College partnership for online healthcare indirect care</li> <li>• Classes offered with Alzheimer's Association</li> </ul>

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

CE Area	New Classes	Need Met	New Partnerships
		<ul style="list-style-type: none"> <li>To offer a smooth transition to displaced workers into a more secure and growing field</li> <li>Brighton Gardens - met facility need to retrain/review staff nursing assistants in the procedure for doing catheter care</li> <li>Fluor: delivered special First Aid Training for their employees going to Afghanistan</li> <li>ServSafe—Contracted classes for Village Hospital, Tyger River Correctional, Leath Correctional, Spartanburg Restorative Care, Hungry Howies Pizza</li> </ul>	

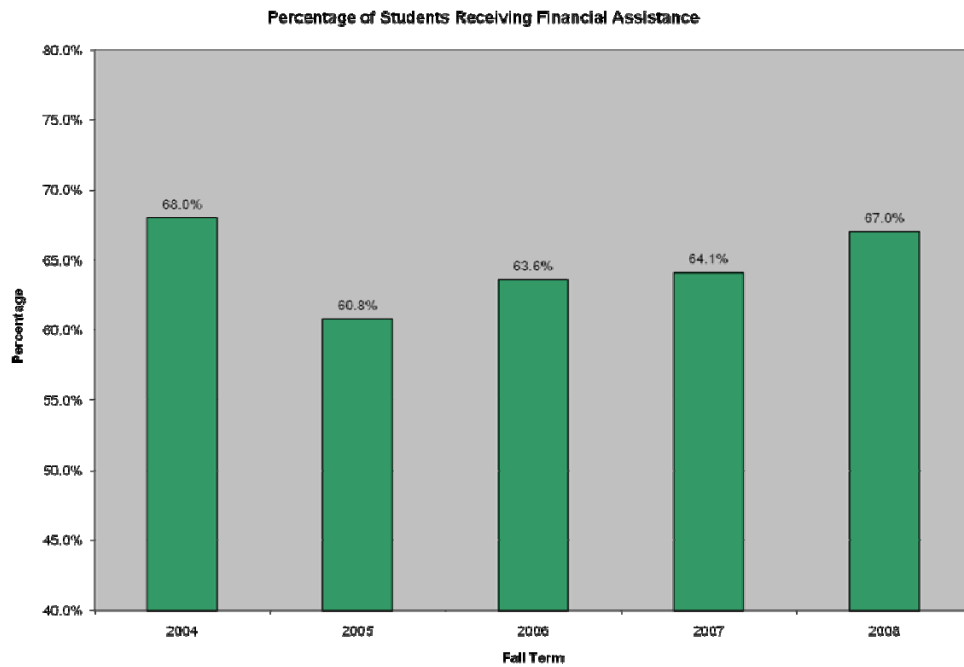
The college's Academic Program Review process was described in Section 3.3.3. Each associate degree program completes a thorough review that results in commendations, recommendations and suggestions. The five-year schedule that lists the programs that participated in 2008-09 is provided as Figure 3.7.5-5.

**FIGURE 3.7.5-5**

<b>GREENVILLE TECHNICAL COLLEGE  ACADEMIC PROGRAM REVIEW  5-YEAR SCHEDULE</b>				
<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2013-2014</b>
AOT	AUT	AA/AS	AMT	AOT
CRJ	CET	DMS	DHG	CRJ
ECE	CPT	LEG	IMT	ECE
EET	CUL	MET	MKT	EET
GMT	EMT	MLT	MTT	GMT
HUS	NUR	OTA	PTA	HUS
RAD	RES			RAD

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

**FIGURE 3.7.5-7**



### 3.7.6. Key Measures Related to Leadership and Social Responsibility

As outlined in Sections 3.2.4 and 3.2.6, the progress of the strategic imperatives action items will be reported on quarterly. Any problems or concerns with progress are noted and will be monitored by the president's cabinet.

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

**FIGURE 3.7.6-1**

Advisory Committees and Membership		
	Number of Committees	Number of Members
2004-2005	51	764
2005-2006	56	783
2006-2007	60	803
2007-2008	62	805
2008-2009	60	827

Greenville Tech publishes crime statistics on the college website as required by law. Figure 3.7.6-2 provides the data for each campus from 2005 to 2007.

**FIGURE 3.7.6-2**

Annual Crime Statistics by Campus				
		On-campus	Non-campus	Public Property
<b>Barton Campus</b>	2005	6	0	10
	2006	17	1	3
	2007	87	3	0
<b>Brashier Campus</b>	2005	0	0	0
	2006	0	0	0
	2007	3	0	0
<b>Greer Campus</b>	2005	1	0	0
	2006	0	0	0
	2007	0	0	0
<b>Northwest Campus</b>	2005	0	0	0
	2006	1	0	0
	2007	1	0	0

In *The Status of Equal Employment Opportunity in South Carolina State Government*, a February 2009 report to the General Assembly from the South Carolina Human Affairs Commission, Greenville Tech had the third highest percentage of goal attainment of the 16 technical colleges. Figure 3.7.6-3 provides the results.

**FIGURE 3.7.6-3**

Percentage Level of Goal Attainment			
Ranking	Agency	Percent	# of Employees
1	Midlands Technical College	97.5	575
2	Aiken Technical College	96.6	146
3	Greenville Technical College	96.5	694
4	Spartanburg Community College	94.7	293
5	Trident Technical College	94.0	654
6	Piedmont Technical College	93.4	272
7	Technical and Comprehensive Education*	93.0	102
8	Central Carolina Technical College	92.9	190
9	Tri-County Technical College	91.6	302
10	Horry-Georgetown Technical College	87.2	304
11	Low Country, Technical College of the	86.5	144
12	Orangeburg-Calhoun Technical College	85.3	184
13	Northeastern Technical College	83.0	85
14	York Technical College	81.2	303
15	Denmark Technical College	80.7	124
16	Florence-Darlington Technical College	80.0	238
17	Williamsburg Technical College	77.9	67

\*Technical and Comprehensive Education is not a member of the 16 technical colleges.

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

The college's financial statements are audited annually by external auditors in accordance with generally acceptable auditing standards. The college has always received an unqualified opinion which means that in the auditor's opinion the financial statements present fairly, in all material respects, the financial position of the college. There have not been any management points or disagreements with management. Generally the auditors will make suggestions on ways to improve processes or internal controls if they see opportunities. Whenever those suggestions are made, they are implemented.

The college also has an audit of federal student aid awards in accordance with the Single Audit Act. In fiscal years 2002-2005, the college experienced a number of audit findings regarding application of Financial Aid policies and procedures. Contributing to these findings was the college's rapid growth and move to a new computer system. The college leadership and Financial Aid Office personnel have worked very hard to resolve these issues. An internal audit team was implemented to specifically address audits of Financial Aid records, processes and procedures on a regularly-scheduled basis. Additionally, Financial Aid personnel initiated a consistent review process. There has been a concerted effort to devote resources to solve the problems and improve the system so that all financial aid requests will be processed in an efficient error-free process.

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