Accountability Report Transmittal Form

Agency Name _____York Technical College_____

Date of Submission _____September 15, 2009_____

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York Technical College

2008 – 2009

State Accountability Report

Dr. Greg F. Rutherford, President
September 15, 2009

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Section I – Executive Summary

1. Purpose, Mission, Values

York Technical College, a member of the South Carolina Technical and Comprehensive Education System, is a public, two-year, associate degree-granting institution. York Technical College seeks to contribute to the economic growth and development of York, Lancaster, and Chester counties and of the State. Through excellence in teaching and partnerships, the College responds to the technical and public service needs of the community. The College has an open admissions policy for qualified students and annually enrolls 6,000 to 7,000 credit students. York Technical College provides opportunities for individuals with diverse backgrounds and ability levels to acquire or upgrade the knowledge and skills necessary in engineering technology, industrial technology, information technology, business, health, or public service employment or for transfer to senior colleges and universities. In addition to teaching technical skills, the College seeks to provide graduates competency in written and oral communication, computer skills, mathematics, problem-solving, and interpersonal skills.

The College offers:

- Associate degrees in the following areas:
  - vocational
  - technical
  - occupational
  - university transfer
- Diplomas and certificates in the following areas:
  - vocational
  - technical
  - occupational
- Developmental and remedial education
- Custom-designed continuing education for business and industry
- The Center for Accelerated Technology Training to train potential employees for new and expanding manufacturing companies
- Student development and lifelong learning opportunities.

York Technical College pursues its mission based on these fundamental values:

LEARNING:	The College is committed to addressing the diverse learning needs of the community in a student-centered environment.
EXCELLENCE:	The College is dedicated to excellence in instruction, support services, and management of human and physical resources.
ACCESSIBILITY:	The College is an open door institution of higher education for qualified students.
COMMUNICATION:	The College recognizes and supports the importance of teamwork

| | and communication both internally and externally. |
| COMMUNITY: | The College believes in efficiently working with other educational systems, business, and industry to enhance economic growth and the quality of life for the people of the College's service area. |

2. Major Achievements (2008-09)

The College opened its long-awaited Chester Center in January 2009. The state-of-the-art, 31,000 square foot facility is located off of Highway 9 and consists of two distance learning rooms, one computer lab, three general purpose classrooms, assessment center, library, Welding lab, Mechatronics lab, student commons area, and several faculty and staff offices. Enrollment continues to grow and the College anticipates the Center will provide unprecedented educational opportunities to the citizens of Chester County.

York Technical College contracted with Carolina PR, a Columbia based marketing firm, to begin the task of developing a new, updated brand to reflect the College's role in the 21st century. As part of this process, Carolina PR received input from college faculty, staff, students, and other stakeholders. The results of these efforts will be unveiled during the upcoming academic year.

The College also contracted with Watson Tate Savory Architects, Inc. to begin development of a new college master plan. The company analyzed college enrollment, demographics, facility usage data, and conducted an external environmental scan. They also solicited input from college faculty, staff, students and other college constituents. These results will also be unveiled later this year.

Annual unduplicated credit enrollment at the College was an unprecedented 7,774 in the 2008-09 academic year. This represents a 26 percent increase over the past three years. York Technical College is now ranked sixth in total enrollment of all 16 South Carolina Technical Colleges.

The College continued to make progress with its Student Success Initiative. All college faculty and staff set both individual and departmental goals to enhance student engagement and retention during the past year. The College continued its commitment to making data-informed decisions as they relate to student success. One of the results of these efforts was to end the practice of allowing students to register for classes after they began to meet.

The College also reviewed its placement test practices for English, Reading and Math courses – key 'gate-keeper' courses that are instrumental in determining student success. This review will result in adjustments to placement cut scores to help give students the greatest chance for attainment of their educational goals.

3. Key Strategic Goals (2009-10)

York Technical College will celebrate its 45th Anniversary during the 2009-10 academic year. As part of that celebration, the College will unveil to the public the results of its branding and master planning initiatives. This will provide a welcome opportunity to re-connect with the local community with a reenergized vision for the 21st century.

The College will continue with its student success initiatives, and intends to study and make

recommendations regarding key college procedures that significantly affect student success. Among those is a reorganization of the Student Services Division of the College. The College intends to shift resources so that students will receive enhanced services as soon as they begin their relationship with the College. The College also intends to conduct a review of its Math courses to ensure that all key math competencies are properly aligned from one course to the next.

During the coming year, College faculty and staff will participate in the Realizing Exceptional Value in Everyday Work (reVIEW©) Program. The reVIEW© Program is a licensed, comprehensive 8-session program that will teach participating faculty and staff to use proven principles to solve problems and improve processes. Participants will look at work differently and begin to identify potential savings of time and resources and eliminate errors. By the end of the year, over 64 faculty and staff will be trained using these continuous improvement methods.

In fall 2009, the College will host accreditation visits from the Accreditation Board for Engineering and Technology (ABET) for its Engineering Technology programs and from the Association of Collegiate Business Schools and Programs (ACBSP) for its Business and Computer Technology programs. The College expects to receive full accreditation in these areas.

4. Strategic Challenges

Challenges include keeping tuition affordable, even as state funding declines; meeting the needs of a student body who often come to us under-prepared for college learning; filling key College positions with qualified and capable individuals as College leaders retire; retaining students in their programs; identifying new and recurrent funding sources.

5. Use of Accountability Report

The College will incorporate the findings of the Accountability Report into its ongoing strategic planning, institutional effectiveness, and budgeting process.

1. Main Educational Programs

Technical Education. Occupational and technical education curricula are designed to meet the increasing demand for technicians, semiprofessional workers, and skilled craftsmen for employment in industry, business, the professions, and government.

College Transfer Education. The college transfer curriculum includes college freshman and sophomore courses in arts, sciences, engineering, and preprofessional subjects meeting standards acceptable for transfer to baccalaureate degree curricula in four-year colleges and universities.

General Education. The program in general education encompasses the common knowledge, skills and attitudes needed by each individual to be effective as a person, a worker, a consumer, and a citizen.

Continuing Adult Education. Continuing or non-credit education programs are offered to enable the adults in the region to continue their learning experiences and to maintain a high quality workforce.

Developmental Programs. Foundation and developmental programs are offered to help prepare individuals for admission to the occupational-technical curricula and to the college transfer curricula in the College.

The Center for Accelerated Technology Training. Special training may be provided where specific job opportunities are available for new or expanding industries.

Specialized Regional and Community Services. The facilities and personnel of the College are available to provide specialized services to help meet the cultural and educational needs of the region served by the College.

Distance Learning. In addition to the on-site delivery of courses and programs for business and industry, the College delivers courses and programs electronically for students suited to this learning environment.

2. Key Student Segments and Stakeholders

The individual who has a part-time job or may be unemployed and who is primarily interested in vocational-technical education to maintain his present position, to obtain a promotion, or to obtain a new job.

The person who needs retraining or skills upgraded or the college graduate who needs additional skills to get a job.

The traditional high school graduate who enters the College immediately after high school as a full-time student with the intention of obtaining a degree or transferring to a four-year institution.

The late college entrant (over 21) who has been employed or in military service for a number of years after high school and who is now motivated to pursue an associate (and perhaps a baccalaureate) degree.

The transfer student from a four-year college who withdrew after an unsatisfactory experience in one or more terms.

The citizen who is interested in pursuing a special interest or hobby on a part-time basis in one of the programs of the College.

The person who did not complete high school but desires to continue his education.

Workers displaced due to economic change.

3. Operating Locations

York Technical College is located in Rock Hill, South Carolina. The campus consists of 16 buildings on 120 acres and is 72 miles northwest of Columbia, SC, and 20 miles south of Charlotte, NC. York Technical College also has a Chester Center located in Chester County, and a Kershaw-Heath Springs Center located in Lancaster County. The College also offers Building and Construction Trade courses at a site on Wilson Street in Rock Hill.

4. Number of Employees

In fall 2008, the College had 566 employees; 300 were full-time and 266 were part-time. Faculty totaled 267; 120 were full-time and 147 were part-time.

5. Regulatory Environment

The South Carolina enabling legislation of the 1962 General and Permanent Laws, ACT 967 established the York County Commission for Technical Education. York Technical College has degree-granting authority through the South Carolina State Board of Technical and Comprehensive Education as established by the 1976 South Carolina Code of Laws, Section 59-53-52, Number 17.

As a public institution of higher learning, the College is subject to the regulations, guidelines, and policies of the South Carolina Commission on Higher Education, the State Board for Technical and Comprehensive Education, the Budget and Control Board, and the state personnel system.

The College adheres to the standards of its regional accrediting body, the Commission on Colleges of the Southern Association of Colleges and Schools. Additionally, individual degree level programs are accredited by various specialized accredited agencies, including the American

Dental Association, Association of Collegiate Business Schools and Programs, Board of Nursing for South Carolina, Commission on Accreditation of Allied Health Education Programs, Joint Review Committee on Education in Radiologic Technology, National Accrediting Agency for Clinical Laboratory Sciences, National Association for the Education of Young Children, National League for Nursing Accrediting Commission, and the Accreditation Board for Engineering and Technology.

6. Governance System

York Technical College's governing board, the York Commission for Technical Education, consists of eleven commissioners who are appointed by the Governor upon a recommendation of a majority of the York County Legislative Delegation. The governing board is the legal body with specific authority over the institution and the active policy-making body for the institution as outlined in Section 59-53-51 of the South Carolina Code of Law. In accordance with SC Code of Law 59-53-52, York Technical College's governing board is ultimately responsible for ensuring that the financial resources of the institution are adequate to provide a sound educational program. The College's governing board approves the operational budget and funding request to the state for operations and capital needs.

7. Key Suppliers and Partners

Service Area School Districts: York, Clover, Fort Mill, Rock Hill, Chester, and Lancaster.

Industry Partners: Okuma, Charmilles, 3 D Systems, Cisco Systems, and others.

Major Service Area Employers: Bowater, Comporium Communications, Williams and Fudge, Founders Federal Credit Union, and others.

Local Hospitals: Piedmont Medical Center, Springs Memorial Hospital, Chester Hospital, Union Regional Medical Center.

Major Vendors: Datatel, D2L, Barnes and Noble, and others.

Other SC Technical and Four Year Colleges.

8. Key Competitors

College competitors include regional technical and community colleges and national institutions (both public and private, profit and non-profit) offering courses and degrees. Competition for students is also provided by the numerous other ways potential students can spend their time.

9. Factors that Determine Success

Success at the College is measured in numerous ways: enrollment, course completion rates, graduation rates, college transfer rates, job placement rates, feedback from employers, feedback from students, feedback from employees, successful program accreditations, graduates' passage

rates on licensure examinations, regional economic development.

10. Performance Improvement Systems

The College engages in continuous performance improvement through its Strategic Planning and Institutional Effectiveness programs, as well as through its Employee/Faculty Performance Management System.

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│   State Board for Technical and Comprehensive Education │
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              │   York Technical College  │
              │        Commission         │
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              │ York Technical College President │
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| readySC Senior Director | | Director of Planning and Special Projects | Director of Institutional Effectiveness and Research |

| Vice President for Business Affairs | Vice President for Development | Executive Vice President for Academic and Student Affairs | Public Information/Marketing Director | Information Services Director |

Revised February 2008

Accountability Report Appropriations/Expenditures Chart

Base Budget Expenditures and Appropriations

Major Budget Categories	FY 07-08 Actual Expenditures		FY 08-09 Actual Expenditures		FY 09-10 Appropriations Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	$ 19,539,909	$ 6,889,280	$ 19,980,689	$ 5,185,833	$ 20,563,295	$ 5,516,765
Other Operating	$ 9,723,423		$ 6,314,624		$ 12,287,006	
Special Items						
Permanent Improvements						
Case Services						
Distributions to Subdivisions						
Fringe Benefits	$ 4,830,262	$ 1,687,588	$ 5,161,013	$ 1,494,687	$ 1,549,056	$ 1,379,191
Non-recurring						
Total	$ 34,093,594	$ 8,576,868	$ 31,456,326	$ 6,680,520	$ 34,399,357	$ 6,895,956

Other Expenditures

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

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*
	The technical collegs provide opportinitues for individuals to acquire the knowledge and skills necessary for employment, transfer to senior colleges and universisites, or graduation with an Associate Degree, Diploma or Certificate.	State: 8,576,868.00 Federal: Other: Total: 30,663,260.00 % of Total Budget:	State: $ 6,680,520 Federal: Other: Total: 32,209,619.00 % of Total Budget:	7.31-7.3.2
		State: Federal: Other: Total: % of Total Budget:	State: Federal: Other: Total: % of Total Budget:	
		State: Federal: Other: Total: % of Total Budget:	State: Federal: Other: Total: % of Total Budget:	
		State: Federal: Other: Total: % of Total Budget:	State: Federal: Other: Total: % of Total Budget:	
		State: Federal: Other: Total: % of Total Budget:	State: Federal: Other: Total: % of Total Budget:	

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

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

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

<u>Category 1 – Senior Leadership, Governance, and Social Responsibility</u>

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

The College is currently embarking on a process to reevaluate its vision and values as they relate to the College's mission. The process is highly inclusive and involves all stakeholders both inside and outside the institution. Faculty and staff participate in focus group, input is gathered from student groups, the College Commission members, and other community partners.

In addition to these efforts, college leaders hold annual meetings with key stakeholders, including legislative delegates, county councils, etc. to communicate the College's vision, plans, and programs. The Executive Committee of the College meets bi-monthly to discuss the College's administrative activities and programs. Minutes of these meetings are available to all members of the campus community. In addition, the College's mission statement and values are reviewed annually and are available in numerous publications. The College President addresses the College Assembly (all full-time administrators, faculty and staff) at a minimum of twice a year to keep members informed of current developments of the institution and advised on matters of general concern to its operation. The President also regularly posts to a college blog to keep faculty and staff engaged in an ongoing dialogue regarding the College's vision and values.

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

The College employs Strategic Planning and Institutional Effectiveness Programs which keep the College focused on key objectives and performance improvements. Each year every major functional area of the College is required to review its goals in relation to the mission of the College, identify two to three areas directly related to the College's strategic objective of maximizing student success, submit an assessment plan for these areas, and work in conjunction with the Office of Institutional Effectiveness and Research to conduct their assessments. Each unit's findings are reviewed at the end of the year and used for program improvements. Additionally, the findings are collectively presented at the yearly retreat where the College's governing board and executive officers review the College's past performance and set goals for the future.

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

The College has clear policies regarding drug use, use of computers, privacy of records, use of copyright materials, and faculty/staff/student grievance procedures all available in a number of publications. These publications include the Faculty/Staff Handbook, the College Catalog, and the College's website. New employees are directed to this information at an Employee Orientation session sponsored by the College's Human Resource Department, as well as through their direct supervisors. All employee behavior is monitored through the College's Employee/Faculty Performance Management System (EPMS/FPMS). In addition, the College remains accountable through compliance with numerous and regular audits (both financial and administrative) by various independent, federal and state government entities.

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

The College is strongly committed to continual learning, and has had a nationally recognized Professional Development program in place since 1983. The College and its Foundation fund projects which include credit and noncredit courses at York Technical College, return to university, return to industry, and a wide variety of conferences and workshops. Faculty and staff submit an evaluation upon completion of each project identifying outcomes of the project for the participant, the students, and the College. In addition, the College offers numerous opportunities for on-campus professional development throughout the year.

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

Each year College leaders select a number of faculty and staff with proven leadership potential, to participate in several challenging leadership programs. The College participates in the Higher Education Leadership Certificate program, a partnership with the SC Technical College System and the University of South Carolina. Numerous members of the College have completed the graduate-level certificate in Higher Education Leadership, with some continuing in the university's Ph.D. program. Several participants have been promoted into leadership positions since completing the program. A large number of College members have participated in the local area Chamber of Commerce's Leadership York County program, as well as the SC Technical College System Leadership Academy.

1.6 How do senior leaders communicate with, empower, and motivate all faculty and staff throughout the organization? How do senior leaders take an active role in faculty and staff reward and recognition processes to reinforce high performance throughout the organization?

The President communicates on an on-going basis with faculty and staff through postings on a College blog. The communications range from updates regarding College initiatives to recognitions of outstanding work being performed by College employees. Some postings are designed to promote thoughtful consideration of the circumstances that many of our students find themselves in and ways we can help them to meet their goals and achieve success. The blog encourages two-way communication and emphasizes the important role that each member of the College plays in making this institution a vital part of the three-county community that we serve.

In addition, the College recognizes outstanding faculty at graduation, nominates faculty for the annual Governor's Award, nominates faculty and staff for Educator of the Year awards at the SC Technical Education Association meeting, hosts an Employee Recognition Luncheon once a year, and recognizes group and committee work at the College Assembly meeting each spring.

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

Performance of senior leaders at the College is evaluated in numerous ways. All executives, including the College President, participate in the EPMS/FPMS program, and the College's Institutional Effectiveness program. The President's performance is also reviewed annually by the SC Agency Head Salary Commission. The governing board and the College's officers meet for an annual retreat, where accomplishments are viewed in the context of the College's Strategic Plan. The Board is surveyed to evaluate the performance during the year. In addition, SWOT (strengths/weaknesses/ opportunities/threats) analyses are conducted periodically to gauge the effectiveness of College leadership. These results are disseminated to the governing board as well.

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

College leaders routinely review data regarding student retention, enrollment engagement, graduation rates, placement of graduation, accreditation findings, results of licensure examination results, etc. They also regularly review space utilization data, campus crime statistics, as well as data related to financial stability.

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

The College reviews its key programs and operations on a continual basis. Curriculum is reviewed through the College's DACUM (Developing A CUrriculuM) process. DACUM panels are comprised of employers and employees in the field of expertise related to the program who come together to ensure that programs remain current and relevant. Each program has a corresponding Advisory Committee consisting of community stakeholders who meet throughout the year to advise the College of the impact of its programs. In addition, the College has several work groups and committees that review processes on an on-going basis (Financial Aid work group, Quality Learning Council, Information Technology Council, Administrative Software Committee, LEAN office procedures, etc.) Key goals and measures for the College include, but are not limited to, enrollment, graduation, placement of graduates, accreditation of programs, and results of licensure examinations.

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

The College has an extensive and productive record of actively working within the local community. The College leads a successful United Way campaign each year. Several student groups participate in community service projects, and the annual employee luncheon always includes contributions to a community service organization. As part of the EPMS/FPMS process, all faculty members are required to participate in community service projects. The College's partnerships with business, industry, and the local high schools all serve to support the local community. In addition, all College leaders are involved in the local Chamber of Commerce, Rotary, Economic Development Organization, and other important community organizations. By increasing its presence in Chester and Lancaster Counties, the College is strengthening its involvement and support in those areas as well.

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

Over the last several years, the College has elicited feedback from faculty, staff, students, commission members, business leaders, local secondary educators, and other constituents to help develop its strategic goals. Surveys, focus groups, and brainstorming sessions, including SWOT analysis, were conducted to determine the key opportunities and challenges facing the College. The College's key strategic goal, Maximizing Student Success, emerged from these many inputs. Five other, related, themes emerged as well: Programming, Organizational Development, Campus Environment, Branding, and Partnerships. Efforts in these five areas all support the one strategic goal of maximizing student success. All units of the College actively participate in helping to achieve this goal and document their efforts through the Institutional Effectiveness program. The strategic deployment of College resources are driven by these findings.

2.2   How do your strategic objectives address the strategic challenges you identified in your Executive Summary? (Section I, Question4).

The strategic goal of maximizing student success addresses all of the challenges noted earlier. In order for students to be successful, the College needs to maintain access by keeping tuition affordable, hiring competent and committed faculty and staff, and most importantly, engaging students no matter what their academic ability and retaining them to meet their educational goals.

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

York Technical College engages in ongoing, integrated, and institution-wide planning and evaluation processes and has done so formally since first implementing an Institutional Effectiveness (IE) program in 1990. IE is a decentralized process at York Technical College and as such, the College expects each functional area to be responsible for the content of its assessment activities. Each major functional area of the College, conducts annual assessment activities. The process is evaluated by the governing board, executive committee, and faculty and staff on an on-going basis.

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

The IE process begins in the fall of each year. Since an important goal of the review process is to ensure that assessment activities are relative to the functional area's mission, the IE program requires that each area review and update, if appropriate, its goals and mission as related to the College's Mission. After examining its goals and mission, the area identifies at least one research-based assessment need, outlines how to conduct the assessment(s), and states expected results/outcomes which must directly relate to the College's strategic goal to maximize student success. At the end of the spring term, the areas complete the process by reporting the results of the assessment activities identified in the fall, preparing a Statement of Impact detailing the findings from the assessment activities, and stating how the findings from the assessment will be used to bring about improvements in the area.

The IE Process is an integral component of the College's Operational Assessment, Planning, and Budget Schedule. Planning, evaluation, and budgeting are inter-related processes at the College. As described above, each functional area must align its assessment activities with the College's strategic goal. The results of the assessment activities, in turn, help guide the Strategic Plan and, ultimately, the College's budget.
Concurrent to these other activities, each functional area must develop its budget requests based on a review of the prior year's performance, including the findings of the IE and other assessment activities. The budgets are developed at the departmental level and are forwarded for division, and ultimately, institutional approval. All budget requests are considered as they relate to the College's strategic goal.

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

The Office of Institutional Effectiveness and Research (IE & R) serves as the coordinating body for these activities. As detailed above, the College's goal is communicated through a variety of mechanisms. Working through designated IE resource persons, the IE plan for each major area is developed and posted in electronic files available to all members of the campus community. As assessment measures are implemented, the findings are also made available to the campus community. Summaries of these activities are shared with the governing board during their retreat, as well as with the full campus community through the biannual College Assembly meetings.

2.6   How do you measure progress on your action plans?

At the beginning of fall term, each area reviews and, if appropriate, updates its goals and mission relative to the College's mission, identifies significant areas in which to conduct research-based assessment, and outlines the plan for conducting the assessments. Each Expected Result/Outcome must directly relate to the College's one strategic goal of maximizing student success. At the end of the spring term, after the areas have conducted the assessment activities that they identified in the fall, they prepare a Statement of Impact, which details the findings from their assessment activities and the steps they intend to take based on these findings. These must be approved by supervisors, documented, and shared electronically.

Section III – Category 3
Student, Stakeholder, and Market Focus

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

The College requires that a needs assessment be conducted before starting any new academic degree programs. These needs assessments are conducted in conjunction with the local Center for Accelerated Technology Training (CATT) and include input from local businesses and industries. Continuing academic programs must submit to annual program review which looks at the program enrollment, the number of graduates, and the number of graduates who find employment in their fields of study. These reviews help keep our offerings current and relevant. Programs that do not meet the established criteria are closed. The College monitors feedback from students, faculty and staff to ensure our services remain up to date and relevant. The College also reviews local labor market and demographic data to stay ahead of emerging trends in terms of occupation as well as areas of population growth in the three county service area.

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

The College routinely reviews all academic programs through the DACUM (Designing A CUrriculuM) process. Employers and employees in the field of expertise related to the program come together for a day long meeting to determine program competencies, to ensure that programs remain current and relevant. Their recommendations are then integrated into the academic programs. Academic programs also have advisory committees (also consisting of community members who work in the relevant fields) that meet throughout the year with department managers and faculty to ensure the programs are meeting the needs of the community. Students participate in Deans' Councils which meet throughout the academic year and provide a forum for student input.

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

In addition to the DACUM, Advisory Committees, Deans' Councils, and other surveys discussed above, the College surveys alumni every three years to gain feedback on how their College experience has helped them both in the workplace and in the community at large. Students complete an evaluation of each course and instructor in which they are enrolled; the evaluation findings are used to monitor the need for improvements in the delivery of courses and programs. The findings from these processes are also integrated into the College's Strategic Planning and Institutional Effectiveness processes, and are the basis for continuous improvement.

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

The College annually administers the Community College Survey of Student Engagement (CCSSE), a nationally-normed instrument which provides a wealth of information regarding students' academic experiences and satisfaction. These results are disseminated to the College community and used as the basis for improvement. The results of alumni and other college departmental surveys are also used to determine satisfaction both of students and other stakeholders. Student satisfaction is further determined through the above-mentioned Deans' Council meetings, as well as through end of course instructor evaluations.

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

The College works closely with local high schools and businesses to build positive relationships and partnerships. College counselors work throughout the year with their peers in the high schools to keep them informed of the opportunities that York Tech offers. Many local high school students enroll in dual enrollment courses at the College. These provide the students with an opportunity to earn college credit while still in high school and provide a great experience for them to begin to understand the process of college level learning.

New first-time freshmen at York Technical College begin their relationship through the College's START Center. Members of the START Center staff provide new students with individualized advising and orientation materials. Students are assigned advisors at this point, so they always have a contact for information. Advising systems have been refocused to empower students and make them aware of information and resources made available 24-7 through a web-based system. The College requires first-semester degree students to enroll in COL 101, a College Success course filled with information to make the experience rewarding and satisfactory. In addition, Student Services counselors engage in case management of high-risk students (first-generation college, minority, dislocated workers, and students with special needs) by providing individualized counseling and tutoring.

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

The College selects areas to measure learning and performance through a number of criteria. Some of our performance areas, for example the Graduation Rate Survey (GRS) and Campus Safety Report are mandated through federal legislation, such as the Student Right to Know Act. The receipt of grant monies is often contingent on reporting certain performance measures. Other measures are required by state agencies, such as the annual program reviews which include measurement of enrollment, graduates, and placement of graduates in jobs. The College is also guided by the criteria set forth by the Southern Association for Colleges and Schools (SACS) in its reaffirmation of accreditation process. Internal College committees such as those that address retention and learning outcomes drive other measurement initiatives, as well as results of the College's Institutional Effectiveness and Strategic Planning programs.

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

The College has a strong commitment to information-based decision making. The Office of Institutional Effectiveness and Research (IE & R) serves as a coordinating body for data analysis activities and works extensively with various College committees and individual departments through the IE process to ensure that decision making is research and data based. The IE & R Office maintains a web page filled with useful data that faculty and staff may access as they plan their activities. The College's Finance and Human Resources Offices similarly provides useful data and analysis. The College's administrative software system also provides data reports that users throughout the College may access, for example, course success, enrollment, budgeting, faculty workload, advisor assignments, etc.

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

Key College measures include enrollment, graduation rates, retention rates, placement of graduates, successful course completion rates, results of licensure examinations, and program accreditations. Many of these are reviewed every semester; all are reviewed at least annually. There are student learning measures within the Community College Survey of Student Engagement (CCSSE) that the College routinely monitors as well. The College has also begun a major effort to establish and assess learning outcomes in its degree programs. Because the College is committed to Professional Development, staff and faculty throughout the College are able to keep current with emerging trends and align their assessment efforts accordingly.

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

Operational and strategic decision making is based on data compared against a number of peer institutions as well institutions that have been identified as engaging in "best practices". For example, the College routinely benchmarks our performance data against the other SC Technical Colleges, similarly situated (based on enrollment, demographics, labor-market) two-year colleges in neighboring states, two year colleges within the entire southeastern region, and in some instances, two year colleges nationally. The College also routinely scans other information, such as Census Bureau population, high school enrollment, and labor market trends of the College's service area and beyond.

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

The College routinely posts updated data and information on its website and is available to a wide audience of stakeholders. Student enrollment, graduate, placement, retention and demographic data are updated every semester and posted on the College website. The College also posts announcements on its homepage as well as on the website that serves as a portal to the student academic software system.

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

The College employs multiple mechanisms to ensure that data is secure, accurate, and timely. The College's Information Technology Division is responsible for the maintenance of all the administrative software system, and employs numerous checks and balances to ensure the accuracy and security of data. The College has well-documented procedures for the entry and extraction of data, all of which ensure that data for decision making is readily available and accurate. In addition, the College is regularly audited by state, federal, and independent entities, as well as periodic reviews by accrediting agencies to ensure data integrity.

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

As stated previously, the College's Institutional Effectiveness (IE) program serves as the primary mechanism for translating performance findings into priorities for continuous improvement. At the end of every IE cycle, all assessment findings are shared throughout the College and are used as the baseline for targeting improvements in the coming year. These findings are reviewed at all organizational levels. Each department or organizational unit reviews the findings and makes recommendations for improvement. These are then carried forward to the division level, and eventually to the Executive Committee of the College. The findings are then prioritized and communicated to the governing board at their annual retreat. These then become the basis for any needed modifications to the Strategic Plan and are translated into priorities that are communicated to the entire College community.

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

Employee knowledge is collected and shared in numerous ways. The College maintains a system of shared electronic files that are used to warehouse documents that are accessible for all College employees. These include information for advisors, administrative procedures, instructions for using software, etc. The College publishes a Faculty/Staff Handbook which details valuable information for all employees. In addition, minutes from internal committee meetings are posted on an internal website for easy access. The College produces an electronic weekly memo to keep employees informed of activities, as well as a bimonthly newsletter that allows for the sharing of best instructional and support practices. The College also sponsors Friday Forums for faculty and staff to share best practices and learn from one another.

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

The College is deeply committed to ensuring that all faculty and staff have the opportunity to utilize their full potential. The primary mechanism for developing faculty and staff potential is through the College's Professional Development program. The College funds projects which include credit and noncredit courses at York Technical College, return to university, return to industry, and a wide variety of conferences and workshops. Faculty and staff must submit an application for funding which states the goals of their professional development activity as well as how it relates to the College's Strategic Plan.

The College highly values cooperation, empowerment, and innovation and is structured to promote those values. One of the main vehicles for this is through College committees and taskforces. Committees provide an opportunity for a cross section of faculty, staff and students to interact, plan, recommend, and be involved in carrying out activities vital to the growth and future effectiveness of the College. Committee members are representative of academic and support areas, and are encouraged to bring a spirit of innovation to their work. Major cross functional committees include: Professional Development Council – charged with implementing the professional development program; Safety Committee – charged with reviewing safety concerns on campus; Quality Learning Council – charged with promoting quality of the educational programs; and Information Technology Council – charged with the development of strategies for information resources. The committees post minutes electronically, share findings with the rest of the campus, and otherwise work to promote a culture of innovation and improvement.

5.2 How do you evaluate and improve your organization and human resource related processes?

The College recently conducted a campus-wide climate survey year regarding human resource processes. The results of this survey continue to be used to identify needs and make improvements. All faculty and staff who participate in professional development activities must submit an evaluation upon completion of each project identifying outcomes of the project for the participant, the students, and the College. The College offers numerous opportunities for on-campus professional development as well. In addition, the Human Resources Department participates in the Institutional Effectiveness program (as do all College departments), and as such, is constantly working to evaluate and improve its processes.

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

The College provides numerous mechanisms to communicate and share information across departments. Internal Professional Development and Friday Forum sessions provide opportunities for faculty and staff from across the campus to come together, share best practices, and learn from one another. The mission of the College's Instructional Development Department includes providing instructional support that encompasses competency-based curriculum development and revision, faculty/staff development, alternative methods of instructional delivery, and assessment. They also distribute a bi-monthly newsletter which highlights best practices and accomplishments across the campus. The College also maintains an extensive, up to date, easy to navigate, website that encourages the sharing of information. In addition, the cross sectional committees detailed above provide an effective forum for sharing ideas and knowledge across areas.

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

The Faculty/Staff Performance Management System (FPMS/EPMS) is well established at York Technical College and promotes a highly developed and effective workplace. Employees must meet with their supervisor at the beginning of the performance cycle and review job duties to ensure they are still relevant, determine and agree upon success criteria for each duty, identify any special goals and objectives, and identify and agree upon relevant performance characteristics. Both the employee and the supervisor must agree on all items. This serves as a basis for the expectation for performance throughout the year. At the end of the year, the supervisor rates the employee based on the criteria they both agreed upon. The supervisor and employee then meet to discuss the performance, make recommendations, and outline a plan for improvement for the coming year.

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

The College is very committed to successful succession planning and career progression for all faculty and staff. The Human Resources (HR) Department actively reviews upcoming retirement dates of key College employees and works with the Executive Committee of the College on strategies for filling these positions. In many cases, this planning includes providing mentoring opportunities for less experienced faculty and staff while the more experienced employees are still here. The HR Department also offers a New Supervisors Training Program and a Leadership in Action Program, the goal of which is to begin to expose potential future College leaders with information they need to be effective. The College also participates in many state wide leadership programs, including the joint Higher Education Leadership Certificate offered by the University of South Carolina and the SC Technical College System Leadership Academy. The College also utilizes the planning component of the FPMS/EPMS process in conjunction with the Professional Development Program to encourage appropriate career progression.

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

The College President, Vice Presidents, Associate Vice Presidents, Deans, and Directors of key College departments meet several times a year in a retreat-type setting. The purpose of these 'mini-retreats' is to develop and sustain leadership skills, evaluate key College processes, assess the College's progress in meeting its goals, and plan for future challenges. This past year the sessions included discussions of readings on student engagement and retention, leadership theory, and organizational transformation, effectiveness, and values. The leadership group also discussed new College branding and master planning initiatives, legislative issues and challenges, uses for federal stimulus funding, and how to realign the Student Services division of the College to better serve students.

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

The College's Human Resource Department works directly with the departments with personnel vacancies to recruit, hire and retain new employees. Depending on the nature of the vacancy, the position may be advertised in local, regional or national newspapers, higher education publications and associations. All full-time job openings are posted on the Human Resources' departmental webpage and at central locations throughout the College and through other electronic means. All employees are permitted to apply for positions without advance approval by, or notice to, their present supervisor. Referrals for job interviews are made on the basis of valid job qualifications. In accordance with the institution's selection procedures, employees who apply for promotion or transfer compete with other applicants on the same basis. Human Resources reviews and screens all applications.

Human Resources present the credentials of the top candidates (normally three to five) to the hiring official. The hiring official or a search committee then reviews the applications to determine the candidates to be interviewed. Human Resources reviews the final listing to ensure all referrals are consistent with Affirmative Action Policies. The hiring official or search committee may request an interview with referred candidates or may elect to reject any or all referred candidates for specific, job r elated reasons. If any or all candidates are rejected, Human Resources reviews and approves the reasons. When appropriate, additional candidates are referred.

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

The College's Professional Development Program provides a systematic approach to professional development for faculty and staff. Professional development activities are designed

to promote excellence in instructional programs resulting in student enrollment, retention, placement, and compliance with accreditation standards. This supports the College mission to provide accessible, relevant, and high-quality education.

The Professional Development Program supports faculty and staff development activities by: 1) providing opportunities to participate in seminars, workshops, and other professional activities to upgrade knowledge and skills and to improve the effectiveness of the institution; 2) providing opportunities to "return to university" to increase expertise in the professional field; and 3) providing opportunities to "return to industry" to gain state-of-theart experiences by working on site in business and industry.

Additionally, internal Professional Development and Friday Forum sessions provide opportunities for faculty and staff from across the campus to come together, share best practices, and learn from one another.

5.9   How do you evaluate the effectiveness of this education and training? How do you encourage on the job use of new knowledge and skills?

As mentioned above, the College's Professional Development Account Program is the primary mechanism for faculty and staff development. All faculty and staff who wish to participate in Professional Development must submit a proposal that outlines their specific learning objectives and how those relate to both the mission of the College as well as to the Strategic Plan. If a proposal is approved, and the participant completes their objectives, they must then submit an evaluation that details what they learned, how it will help the College achieve its goals, and how the participant will share what he/she learned with the rest of the College community. This helps ensure that employees engage in professional development opportunities that are relevant to the mission of the College, and that the new knowledge and skills they obtained will be applied and shared in an appropriate manner. Participants in in-house professional development must complete an evaluation at the end of each session, detailing the helpfulness of the session and making recommendations for improvement. In addition, faculty are evaluated by students at the end of every semester for each course section they teach.

5.10   How do you motivate faculty and staff to develop and utilize their full potential?

The College is committed to a culture of innovation and continuous improvement, and provides numerous mechanisms for motivation. As part of the new planning process, all faculty and staff will participate in focus groups with the College President and are encouraged to post on the President's blog. These initiatives are anticipated to give faculty and staff a greater voice in the future of the College and, as such, are expected to positively influence motivation. The Professional Development Program reinforces this culture of improvement, and the FPMS/EPMS program offers a mechanism to document this. The College has a strong record of internal promotion which further attests to the continual growth and motivation of faculty and staff.

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

Faculty and staff well-being and satisfaction are assessed in numerous ways. Each year a number of College units conduct customer satisfaction surveys of faculty, staff, and students. This past year surveys were conducted for the College's Food Services, Public Safety, Custodial, and Maintenance Departments. The results of these surveys are used to identify needs and make improvements. Various College Departments conduct surveys (usually through the Institutional Effectiveness Program) to gauge the satisfaction of internal customers. The College employs periodic SWOT (Strengths/Weaknesses/Opportunities/Threats) analyses to further measure the well-being of faculty and staff. Faculty and staff opinions are also expressed through their representation on the various cross functional committees which were detailed above. Faculty and staff are regularly surveyed for their opinions through accreditation reviews as well. The FPMS/EPMS process also provides an opportunity to obtain feedback from faculty and staff.

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

All faculty and staff satisfaction assessment findings highlighted through the Institutional Effectiveness (IE) Program have a built-in mechanism for planning for improvement. All assessment results must be summarized, shared, and responded to, ensuring that they are used to prioritize improvements. The results of SWOT analyses are shared throughout the College, including the Executive Committee and with the governing board. The findings are then, in turn, used to set College-wide goals for the coming year. Finally, satisfaction issues that are identified through the FPMS/EPMS will be carried forward to the next year in terms of items in need of improvement.

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

Campus security is the responsibility of the College's Department of Public Safety. The Public Safety Chief is a certified law enforcement officer; he and his staff maintain a presence on campus 24 hours a day/seven days a week. The College also employs a closed circuit monitoring system to further ensure the safety and security of the campus community. The College has a standing Safety Committee whose charge is to review and update the College's Safety Manual and to review any safety concerns on campus. The Safety Manual adheres to local, state, and federal safety guidelines, and includes the College's plans for emergencies and disasters. The College further follows the South Carolina Emergency Operations Plan to respond effectively to any natural, technological, or man-made disasters. The College has recently begun a Wellness Plan as well. This initiative is intended to encourage faculty, staff, and students to engage in activities that result in wellness, i.e., regular exercise, healthy diet, etc.

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

The College's core competencies are its learning centered processes that deliver our programs and services and are determined through the College's Mission Statement. In keeping with the institutional mission, York Technical College is committed to excellence in all of its educational programs. The College focuses on performance-based learning which includes the skills, knowledge, and attitudes required by prospective employers or other higher education institutions. Systematic instruction requires performance that is accountable, yet is flexible enough to allow for different teaching and learning needs, styles, and rates. Varied learning formats are provided at the College including traditional classroom lecture, hands-on laboratory experiences, self-paced instructional packages, CAI/CBT (computer-assisted instruction/computer-based training), practicums, cooperative work experiences, and apprenticeships. In addition, video-based distance learning opportunities via TechNet, a statewide distance learning network, and electronic library access are used to accommodate needs of students who cannot be reached through more traditional methodologies.

6.2   What are your organization's key work processes?

The College's key work processes include the delivery of credit courses that may lead to a certificate, diploma, or degree in occupational and college transfer programs. Courses are delivered in traditional classrooms, through two-way interactive video, and online. The College provides comprehensive student services including admissions counseling, financial aid counseling, academic advising, career counseling, tutoring, disability services, etc. The College also delivers continuing education courses to local businesses and individuals.

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

Requirements for learning-centered processes are determined from input from a large number of stakeholders. The College conducts a needs assessment (including a review of demographic and labor force trends, as well as input from local business and industry) before offering any new degree programs. The Designing A CUrriculuM (DACUM) process allows for employers and employees in a given field to provide input into the requirements for learning-centered processes. The Program Advisory Committees which meet at least twice a year also allow for feedback from employers and employees in their respective fields. Students who serve on Deans' Councils provide this type of input. Stakeholders, including faculty and staff, also have a chance to share their ideas through annual surveys and committee assignments.

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

The Strategic Planning and Institutional Effectiveness (IE) Programs serve as the primary mechanism for identifying efficiency and effectiveness factors that impact the process design and delivery. As College units assess their current processes through IE, they provide documentation of needed upgrades. This information then informs the Annual Department Planning and Budgeting Processes, and translates to recommendations for either new technology, or upgraded procedures. The College's Information Technology Committee reviews all requests for technological upgrades, and prioritizes them as they relate to the College's mission, and in terms of available funding. This process allows for resources to be utilized in the most cost-effective method possible. The College's Administrative Software team reviews workflow processes as they relate to the College's administrative software system, and makes recommendations for improvements. The College also has a cross-functional team that routinely monitors processes and procedures that relate to financial aid.

6.5   How do you systematically evaluate and improve your work processes?

The College's Quality Learning Council (QLC) is the oversight committee charged with ensuring the quality of our learning-centered processes. The QLC meets monthly and has representation from all academic areas of the College. The QLC oversees studies and makes recommendations for improvements. The College's Institutional Effectiveness (IE) Program also contributes to the systemic evaluation and improvement of learning-centered processes. As described earlier, each relevant unit of the College must identify areas for improvement, set goals, complete assessments, evaluate findings, report findings, and develop a plan for improvement. Additionally, each instructional unit of the College identifies, documents, and assesses its intended student learning outcomes for each instructional program. The College also evaluates its learning-centered processes through the criteria provided by the Southern Association of Colleges and Schools (SACS). SACS requires evidence that all educational programs result in observable learning outcomes. SACS also requires College's to submit a Quality Enhancement Plan (QEP) with the primary purpose of improving student learning. The College's QEP was recently approved by SACS and implementation of the improvement plan is underway.

During the coming year the College will also use the Realizing Exceptional Value in Everyday Work (ReVIEW) Program to employ a systematic evaluation of work processes.

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

The College's key support processes include those that occur in Information Services including both software and hardware maintenance), Business Affairs including Purchasing, Food Services, Print Shop, Human Resources, Accounting, Business Office, Public Safety, Maintenance, Custodial), Students Services including Admissions, Records, Registration, Financial Aid, Student Support Services), Public Information/Marketing, Development including, grant-writing and fund-raising), Institutional Effectiveness and Research, Planning, and Learning Resources including Library, Educational Technology Center, Instructional Development, Assessment Center, Distance Learning). All of these units of the College

participate in the Institutional Effectiveness (IE) program, and as such, they assess, evaluate, and take steps to improve their process every year.

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

The College is highly committed to ensuring that budgetary and financial needs are met through existing financial resources, and works diligently to identify new sources for emerging needs and initiatives. As state appropriations have declined in recent years, the College has cultivated alternative funding sources, including greater reliance on local appropriations, partnerships and grants.

The College takes a decentralized approach to budgeting that is based on prior performance, but also considers forward-looking improvements. Each functional area of the College must develop its budget requests based on a review of the prior year's performance, including the findings of Institutional Effectiveness (IE) and other assessment activities. The budgets are developed at the department level and are forwarded for division, and ultimately, institutional approval. All budget requests are considered as they relate to the College's mission and goals as articulated in the Strategic Plan.
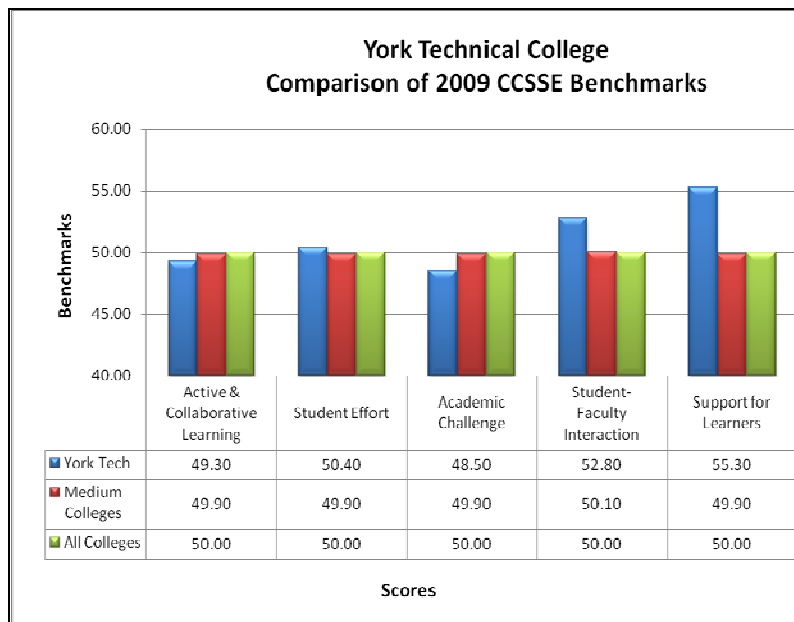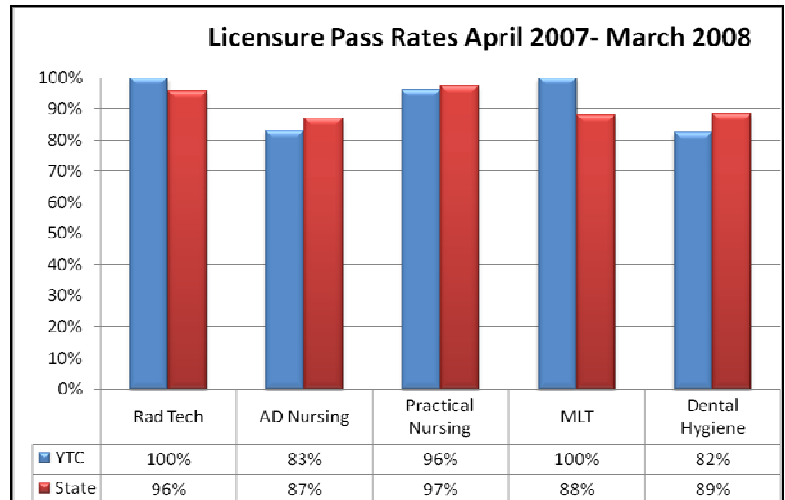
7.1 What are your performance levels and trends for your key measures on student learning, and improvements in student learning? How do your results compare to those of your competitors and comparable organizations?

7.1.1 Licensure exam results

Licensure passage rates for the College's participating Allied Health programs remained competitive with the state averages. In addition, the Radiologic Tech and Medical Lab Tech had 100% of its graduates pass their respective licensing examinations. The College is continuing to produce highly qualified health care professionals to help fill the local and regional labor market shortages in these areas.

Licensure Pass Rates April 2007- March 2008

	Rad Tech	AD Nursing	Practical Nursing	MLT	Dental Hygiene
YTC	100%	83%	96%	100%	82%
State	96%	87%	97%	88%	89%

York Technical College Comparison of 2009 CCSSE Benchmarks

	Active & Collaborative Learning	Student Effort	Academic Challenge	Student-Faculty Interaction	Support for Learners
York Tech	49.30	50.40	48.50	52.80	55.30
Medium Colleges	49.90	49.90	49.90	50.10	49.90
All Colleges	50.00	50.00	50.00	50.00	50.00

Scores

7.1.2 CCSSE 2009 Benchmarks

For the most recent CCSSE survey, York Tech scored higher on three of the five benchmarks for student engagement than other two-year colleges participating in this national survey. The benchmarks that define student engagement are Active & Collaborative Learning, Student Effort, Academic Challenge, Student-Faculty Interaction, and Support for Learners. The College ranked particularly high in Student-Faculty interaction and Support for Learners, reflecting the College's commitment to its students' needs.

7.1.3 CCSSE 04-09 Benchmarks

The College has experienced an overall upward trend in its scores on the five benchmarks of student engagement over the past six years. These benchmarks were created on the basis of extensive research that identified good educational practices associated with high levels of student learning and retention. The College is committed to studying and improving the practices that comprise these benchmarks.

York Technical College CCSSE Benchmarks 2004-2009

Years	Active & Collaborative Learning	Student Effort	Academic Challenge	Student-Faculty Interaction	Support for Learners
2004	46.70	48.00	49.30	54.60	55.00
2005	44.20	48.40	46.70	54.70	55.40
2006	52.50	51.00	53.80	59.50	54.80
2007	49.40	50.40	51.50	55.80	55.00
2008	52.00	50.30	54.00	55.50	54.90
2009	49.30	50.40	48.50	52.80	55.30

College Experience Contributed to Aquiring a Broad Education

Year	2004	2005	2006	2007	2008	2009
York Tech	2.94	2.97	2.96	3.01	2.96	3.02
Other Colleges	2.91	2.90	2.91	2.93	2.95	2.97

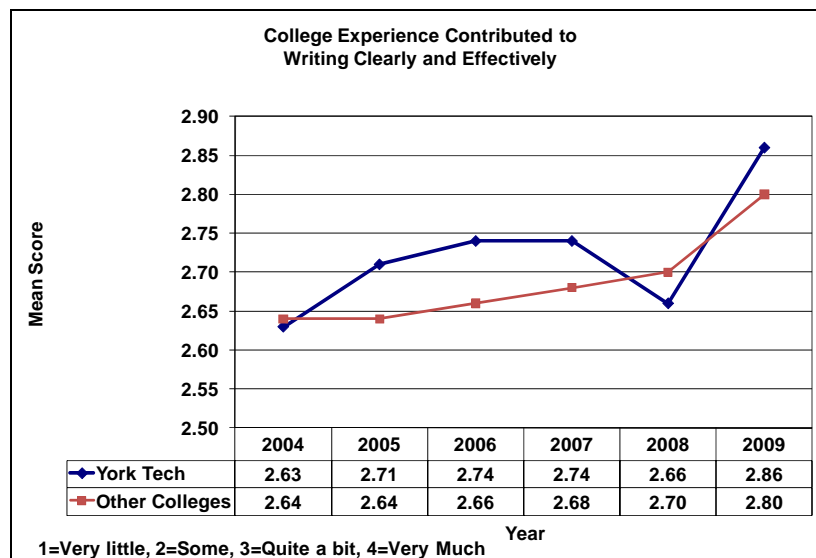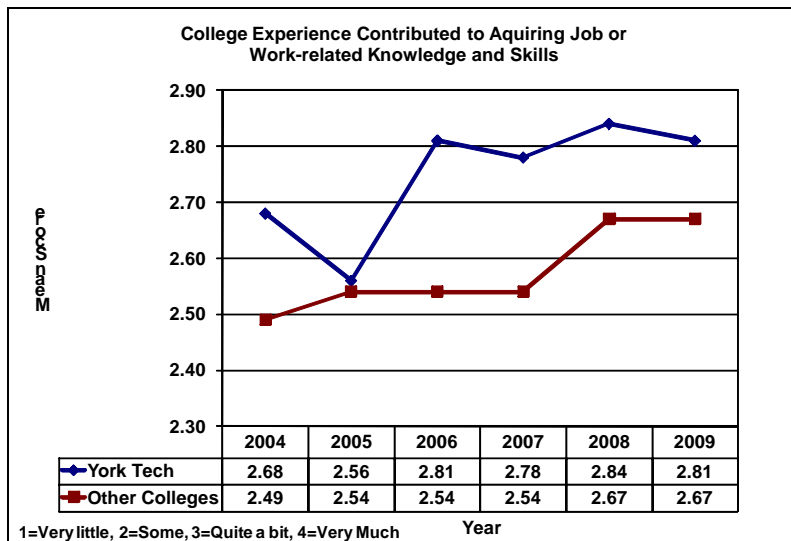1=Very little, 2=Some, 3=Quite a bit, 4=Very Much

7.1.4 CCSSE – Broad Education

York Tech students continued to report that their experience at the College contributed greatly to their acquiring a broad general education. The College has consistently scored above its peers on this measure.
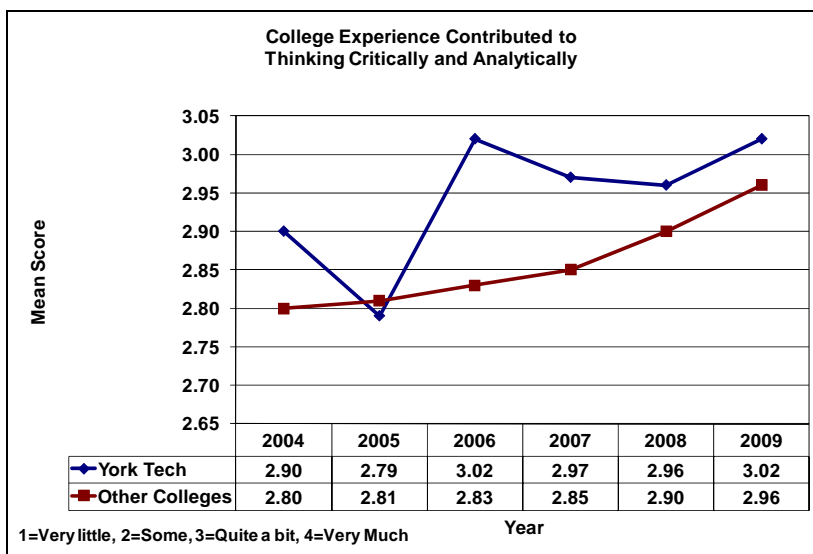
7.1.5 CCSSE – Acquire Job

York Tech students once again reported that the College has significantly contributed to their ability to acquire a job. This information, in conjunction, with the placement rates of our graduates, indicates that the College is doing a very good job of meeting one of its key strategic objectives.

College Experience Contributed to Aquiring Job or Work-related Knowledge and Skills

Year	2004	2005	2006	2007	2008	2009
York Tech	2.68	2.56	2.81	2.78	2.84	2.81
Other Colleges	2.49	2.54	2.54	2.54	2.67	2.67

1=Very little, 2=Some, 3=Quite a bit, 4=Very Much

College Experience Contributed to Writing Clearly and Effectively

Year	2004	2005	2006	2007	2008	2009
York Tech	2.63	2.71	2.74	2.74	2.66	2.86
Other Colleges	2.64	2.64	2.66	2.68	2.70	2.80

1=Very little, 2=Some, 3=Quite a bit, 4=Very Much

7.1.6 CCSSE – Write Clearly

The College continues to contribute to students' writing ability. Since first administering the CCSSE six years ago, students' views regarding York Tech's contribution to their ability to write clearly and effectively have remained significant.

College Experience Contributed to
Thinking Critically and Analytically

	2004	2005	2006	2007	2008	2009
York Tech	2.90	2.79	3.02	2.97	2.96	3.02
Other Colleges	2.80	2.81	2.83	2.85	2.90	2.96

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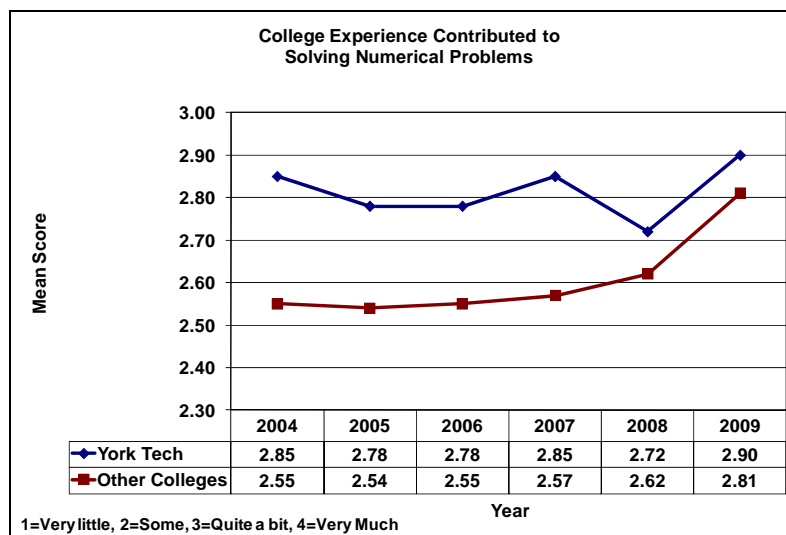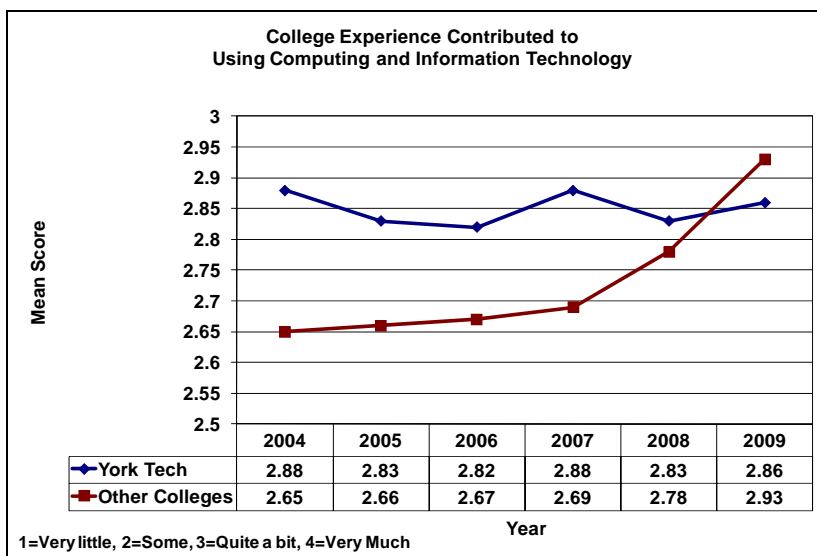
7.1.7 CCSSE – Think Critically

York Tech students once again indicated that the College has contributed significantly to their ability to think critically and analytically. The College implemented an effort specifically designed to increase students' critical thinking skills, therefore, this indicator is especially important

7.1.8 CCSSE – Solving Numerical Problems

York Tech students once again reported considerably higher levels of the College's contribution to their ability to solve numerical problems than those at national peer institutions. This is yet another indicator of how York Tech is successfully meeting its educational goals.

College Experience Contributed to
Solving Numerical Problems

	2004	2005	2006	2007	2008	2009
York Tech	2.85	2.78	2.78	2.85	2.72	2.90
Other Colleges	2.55	2.54	2.55	2.57	2.62	2.81

1=Very little, 2=Some, 3=Quite a bit, 4=Very Much

**College Experience Contributed to
Using Computing and Information Technology**

Year	2004	2005	2006	2007	2008	2009
York Tech	2.88	2.83	2.82	2.88	2.83	2.86
Other Colleges	2.65	2.66	2.67	2.69	2.78	2.93

1=Very little, 2=Some, 3=Quite a bit, 4=Very Much

7.1.9 CCSSE – Using Computing & Information Technology

The College is pleased to note that its students reported that York Tech has significantly contributed to their ability to use computers and information technology. York Tech takes its role as a leader in preparing students for the 21st century workplace very seriously and this indicator bears that out.
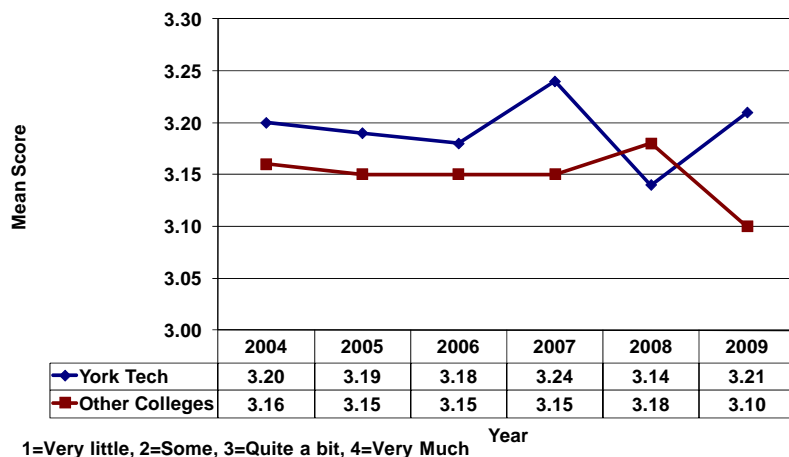
7.2 What are your performance levels and trends for your key measures on student and stakeholder satisfaction and dissatisfaction? How do your results compare with competitors and comparable organizations?

7.2.1 Alumni Survey Results

York Tech surveys alumni every two years to determine their satisfaction with their college experience. The College will continue to work to increase alumni satisfaction with their major programs of study, general education program of study, and their overall academic experience at the College.

YORK TECHNICAL COLLEGE Graduates Achievements – Alumni Survey Results	2000 (% of Respondents Very Satisfied or Satisfied)	2002 (% of Respondents Very Satisfied or Satisfied)	2004 (% of Respondents Very Satisfied or Satisfied)	2006 (% of Respondents Very Satisfied or Satisfied)	2008 (% of Respondents Very Satisfied or Satisfied)
Students Level of Satisfaction with Major Program of Study	96%	97%	87.5%	89.7%	90.3%
Students Level of Satisfaction with Instruction in the Major	96%	97%	92.5%	94.3%	86.9%
Students Level of Satisfaction with General Education Program of Study	96%	97%	87.5%	88.7%	84.8%
Students Level of Satisfaction with Instruction in General Education	96%	97%	97.4%	93.2%	85.9%
Overall Academic Experience	98%	97%	95%	93.1%	90.1%

How would you evaluate your entire educational experience at this college?

	2004	2005	2006	2007	2008	2009
York Tech	3.20	3.19	3.18	3.24	3.14	3.21
Other Colleges	3.16	3.15	3.15	3.15	3.18	3.10

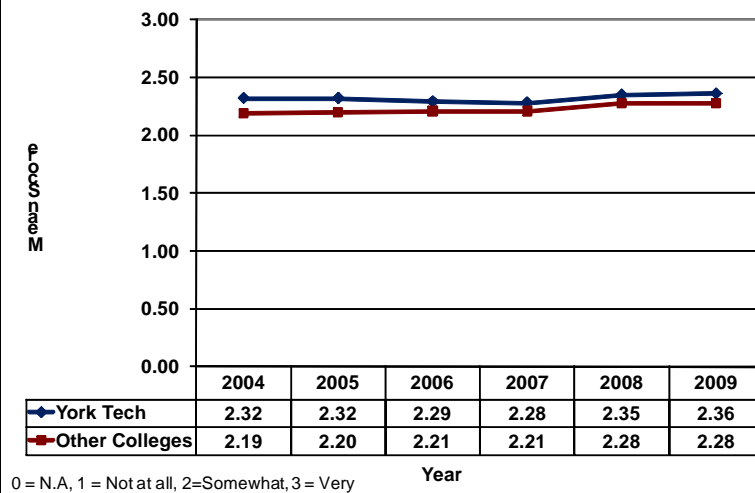1=Very little, 2=Some, 3=Quite a bit, 4=Very Much
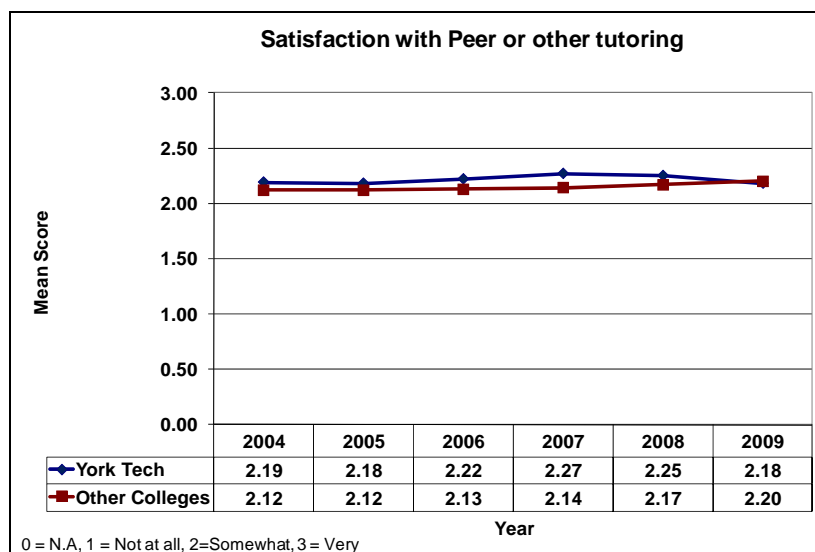
7.2.2 CCSSE - Entire Experience Evaluation

The College uses CCSSE survey results to track student satisfaction with their experiences at York Tech. For the past six years, York Tech students have expressed satisfaction at levels at least as high as their national peer institutions.

7.2.3 CCSSE - Advising Satisfaction

York Tech recognizes the critical role that academic advising plays in the success of students. Students at the College have consistently rated their satisfaction with academic advising and planning at higher levels than their peers.

Satisfaction with Academic Advising/Planning

	2004	2005	2006	2007	2008	2009
York Tech	2.32	2.32	2.29	2.28	2.35	2.36
Other Colleges	2.19	2.20	2.21	2.21	2.28	2.28

0 = N.A, 1 = Not at all, 2=Somewhat, 3 = Very

Satisfaction with Peer or other tutoring

	2004	2005	2006	2007	2008	2009
York Tech	2.19	2.18	2.22	2.27	2.25	2.18
Other Colleges	2.12	2.12	2.13	2.14	2.17	2.20

Mean Score / Year
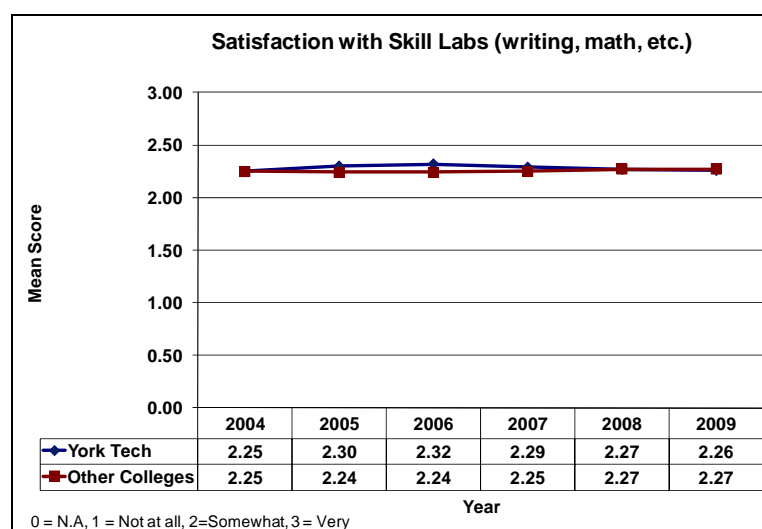
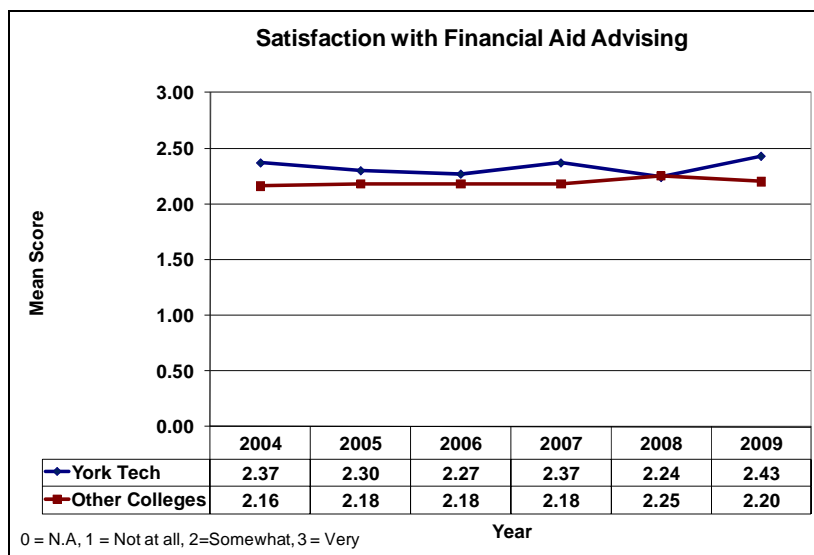0 = N.A, 1 = Not at all, 2=Somewhat, 3 = Very

7.2.4 CCSSE – Tutoring Satisfaction

Many of York Tech's students come to us unprepared for College level learning. Therefore, tutoring services are very important for our student body. For the past six years, York Tech students have expressed high levels of satisfaction with peer or other tutoring services.

7.2.5 CCSSE - Skill Labs Satisfaction

Skill labs are similarly important for York Tech's students. Many students participate in them to upgrade their skills for College learning. Students again have rated their level of satisfaction with skill labs above that of their peers.

Satisfaction with Skill Labs (writing, math, etc.)

	2004	2005	2006	2007	2008	2009
York Tech	2.25	2.30	2.32	2.29	2.27	2.26
Other Colleges	2.25	2.24	2.24	2.25	2.27	2.27

Mean Score / Year

0 = N.A, 1 = Not at all, 2=Somewhat, 3 = Very

Satisfaction with Financial Aid Advising

	2004	2005	2006	2007	2008	2009
York Tech	2.37	2.30	2.27	2.37	2.24	2.43
Other Colleges	2.16	2.18	2.18	2.18	2.25	2.20

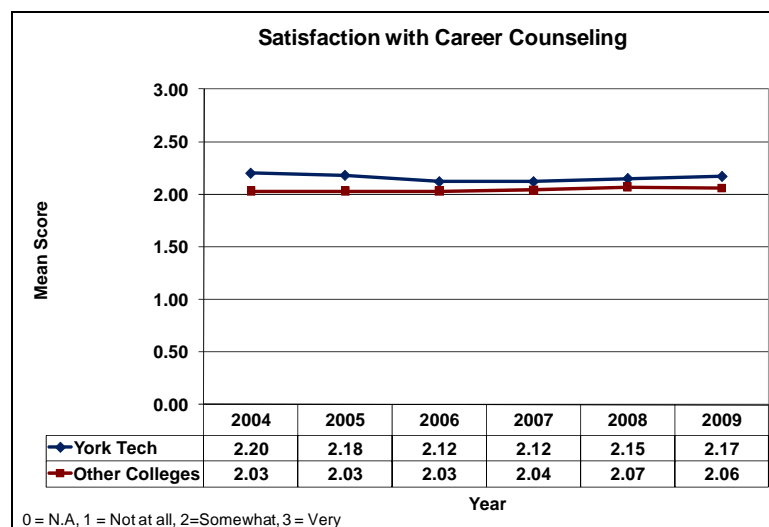0 = N.A, 1 = Not at all, 2=Somewhat, 3 = Very
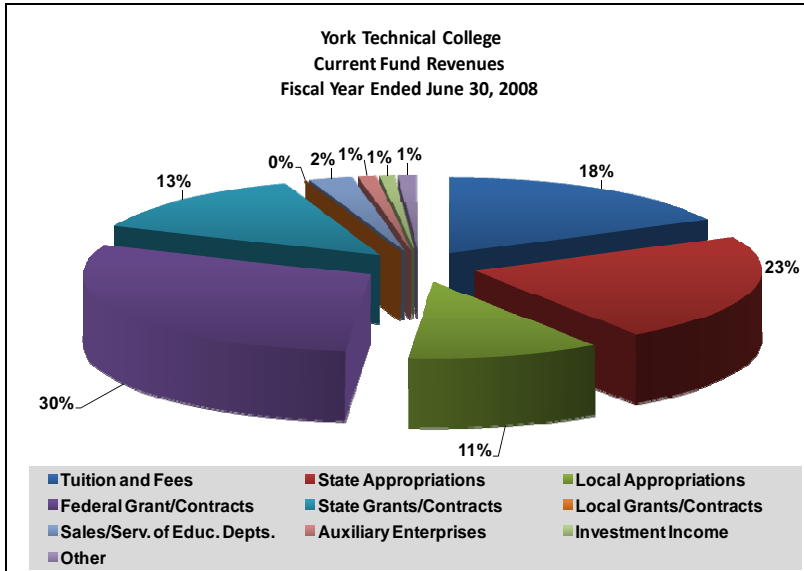
Mean Score / Year

7.2.6 CCSSE - Financial Aid Advising Satisfaction

The College is pleased to note the increase in students' level of satisfaction with financial aid advising. Over 70% of York Tech students rely on financial aid to pay for their tuition, fees, and books making one of the key elements for student success.

7.2.7 CCSSE - Career Counseling Satisfaction

Effective career counseling is a critical service that the College provides its students. Students who have a clear career path are more likely to persist and be successful in their college experience. The College is pleased that students have consistently rated high levels of satisfaction with career counseling services.

Satisfaction with Career Counseling

	2004	2005	2006	2007	2008	2009
York Tech	2.20	2.18	2.12	2.12	2.15	2.17
Other Colleges	2.03	2.03	2.03	2.04	2.07	2.06

0 = N.A, 1 = Not at all, 2=Somewhat, 3 = Very

Mean Score / Year

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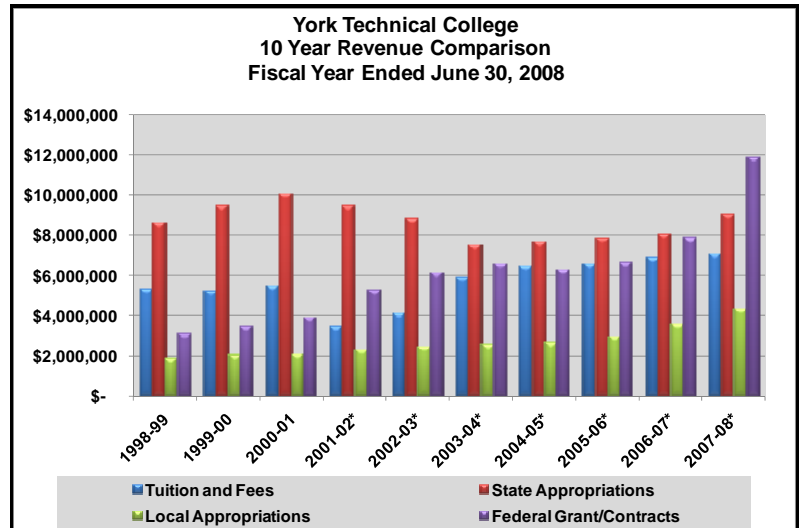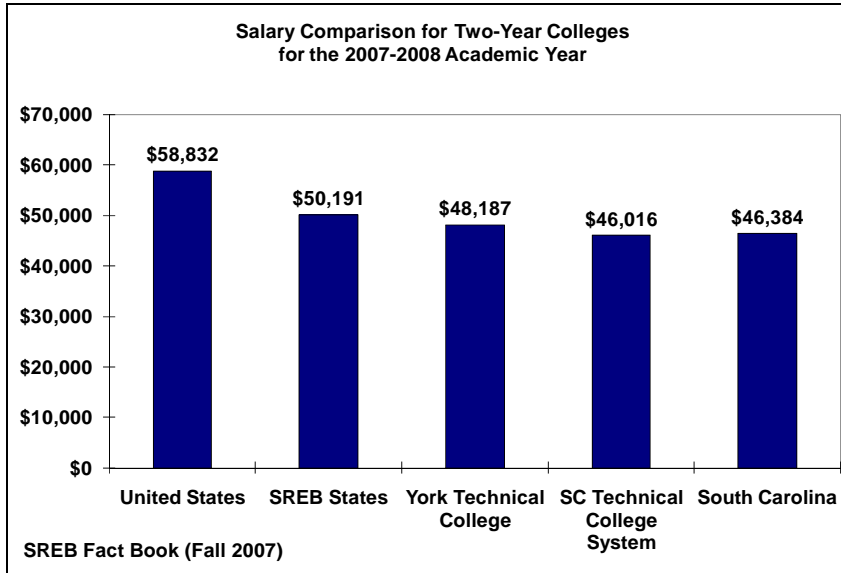

York Technical College
Current Fund Revenues
Fiscal Year Ended June 30, 2008

- Tuition and Fees
- Federal Grant/Contracts
- Sales/Serv. of Educ. Depts.
- Other
- State Appropriations
- State Grants/Contracts
- Auxiliary Enterprises
- Local Appropriations
- Local Grants/Contracts
- Investment Income

7.3.1 Current Fund Revenues

As state appropriations have decreased in recent years, the College has had to look to other sources for funding. For the past fiscal year, sources other than state appropriations accounted for 77% of all funding.

7.3.2 Revenue Fund Comparison

State appropriations to York Tech peaked in the 2000-01 fiscal year at approximately $10 million. In 2005-06, state appropriations were once again less than $8 million. Despite those shortfalls, the college was able to hold the line on tuition in 2007-08.

York Technical College
10 Year Revenue Comparison
Fiscal Year Ended June 30, 2008

- Tuition and Fees
- Local Appropriations
- State Appropriations
- Federal Grant/Contracts

7.4 What are your performance levels and trends for your key measures of workforce engagement, workforce satisfaction, the development of your workforce, including leaders, workforce retention, and workforce climate including workplace health, safety, and security?
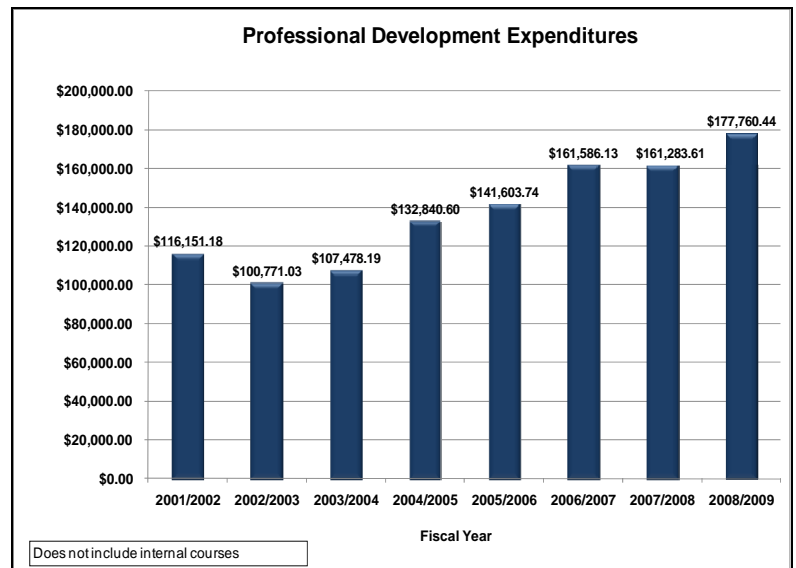
Salary Comparison for Two-Year Colleges for the 2007-2008 Academic Year

United States	$58,832
SREB States	$50,191
York Technical College	$48,187
SC Technical College System	$46,016
South Carolina	$46,384

SREB Fact Book (Fall 2007)

7.4.1 Average Salary Comparison

Despite decreasing state appropriations, York Tech has found ways to keep their salaries for faculty and staff competitive with their peers. Average salaries for York Tech faculty are higher than that of the other SC Technical Colleges, but less than those in the region covered by the Southern Regional Education Board (SREB) and nationally.

**7.4.2 Professional Development Expenditures**

York Tech is highly committed to providing professional development opportunities for all faculty and staff. The College once again increased its expenditures for professional development; in the most recent fiscal year the College invested over $177,000 to provide professional development opportunities for college employees.

Professional Development Expenditures

Fiscal Year	
2001/2002	$116,151.18
2002/2003	$100,771.03
2003/2004	$107,478.19
2004/2005	$132,840.60
2005/2006	$141,603.74
2006/2007	$161,586.13
2007/2008	$161,283.61
2008/2009	$177,760.44

Does not include internal courses

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

7.5.1 Enrollment by Race

York Tech is committed to serving all population groups in its service area. The College's population is nearly 30% minority, which exceeds the minority population of the three-county service area.
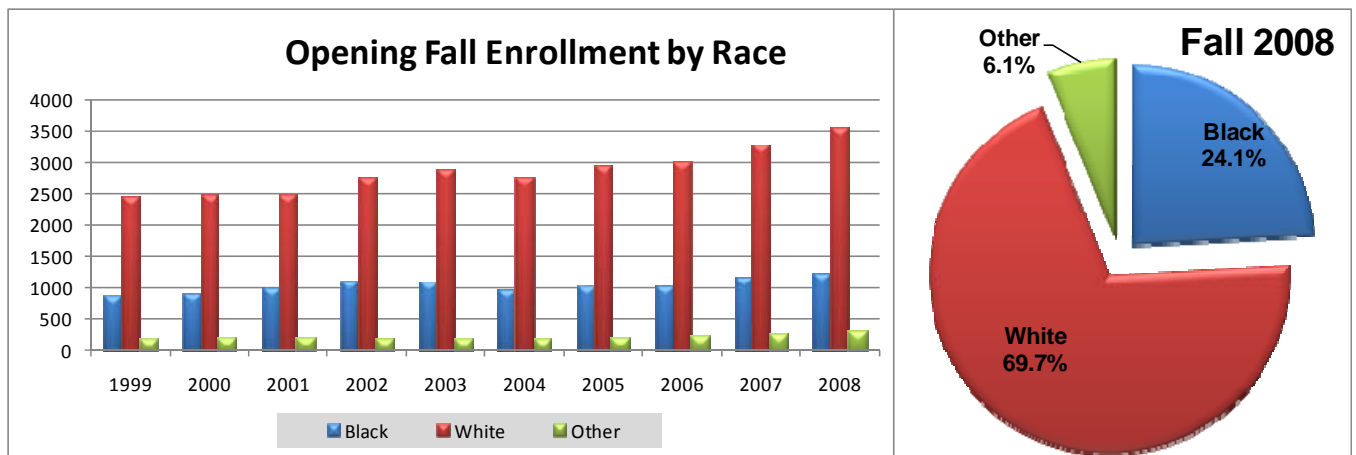
7.5.2 Enrollment by Gender

The gender breakdown of York Tech's student population mirrors that of most institutions of higher education. Female enrollment comprises over 60% of the entire student body.
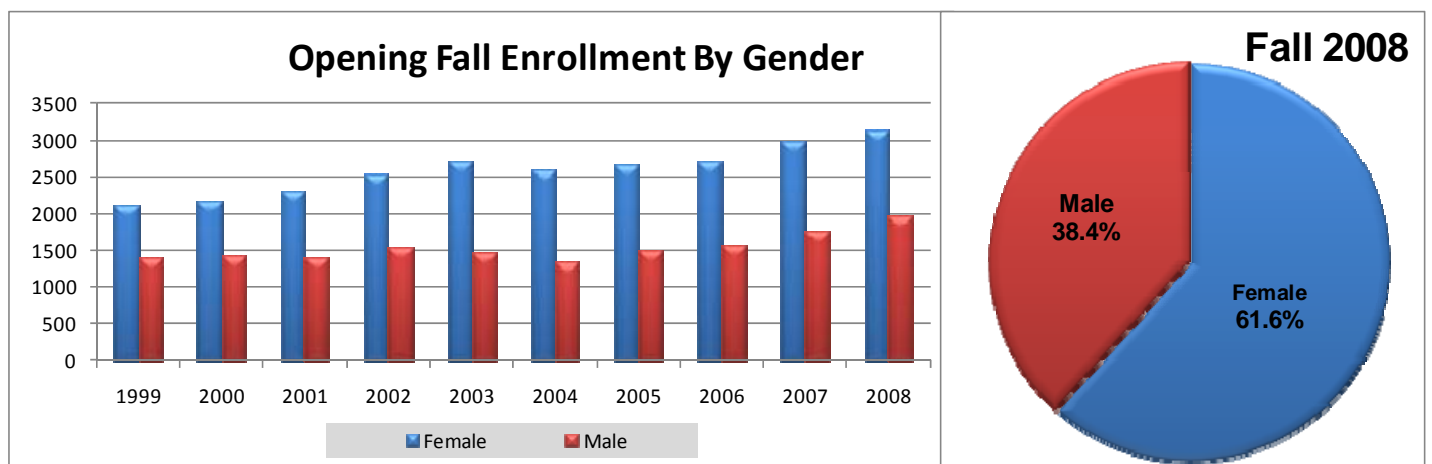
7.5.3 Enrollment by County

York Tech is committed to expanding its offerings to allow for greater participation of residents in all parts of its service area. In particular, the College will work to increase its presence in Chester and Lancaster counties.
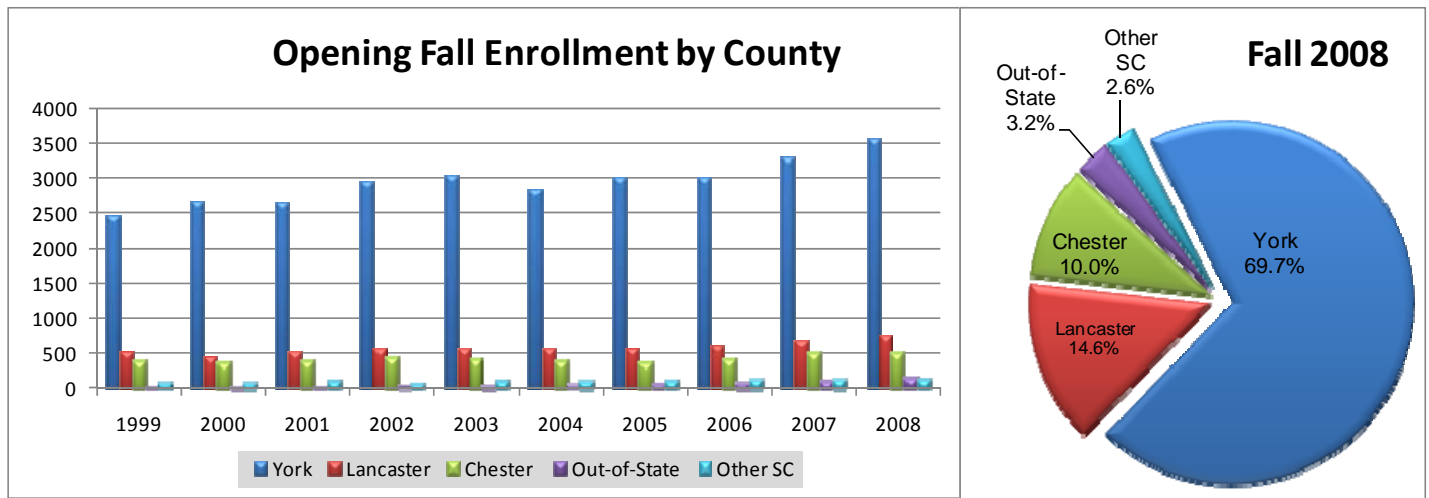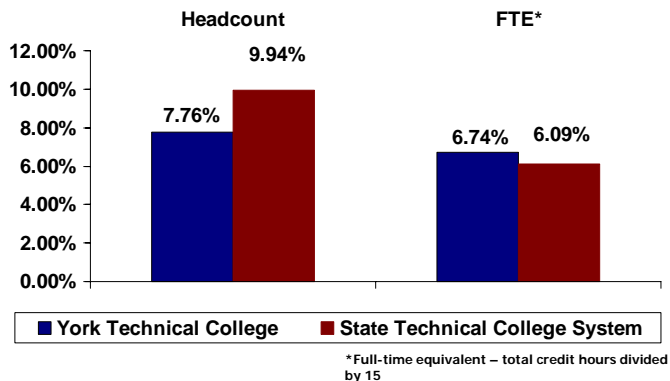

7.5.4 Enrollment Trend

As the population of the three-county service area has increased, so has the enrollment at the College. Last fall, York Tech served over 5,000 credit students. The increase in FTE indicates that the number of fulltime students is increasing as well, contributing to a more stable financial base.
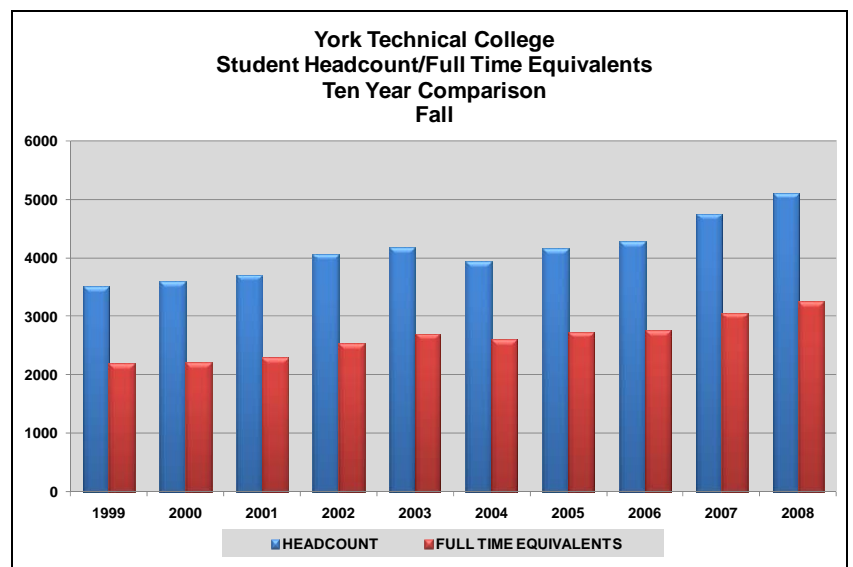
Enrollment Comparison to State Average
(Fall 2007 to Fall 2008)

Headcount   FTE*

York Technical College   ■ State Technical College System

*Full-time equivalent – total credit hours divided by 15

Source: YTC Office of Institutional Effectiveness and Research
IPEDS

7.5.5 Enrollment Comparison

York Tech's enrollment increased at a rate of 7.76%, less than that of the SC Technical College System. From fall 2007 to fall 2008, the College's full-time equivalent (FTE) enrollment increased at a slightly lower rate as well.

7.5.6 Enrollment Growth Comparison

York Technical College's enrollment growth as compared to other two-year colleges is evident when viewed as cumulative growth since base year 2001. The College has grown nearly 38% compared to 26% for the other South Carolina Technical Colleges.

Opening Fall Percentage Student Enrollment Growth From Base Year 2001 This display represent percentage growth from the base year selected. The calculation is current Fall minus the growth from each year divided by growth from year
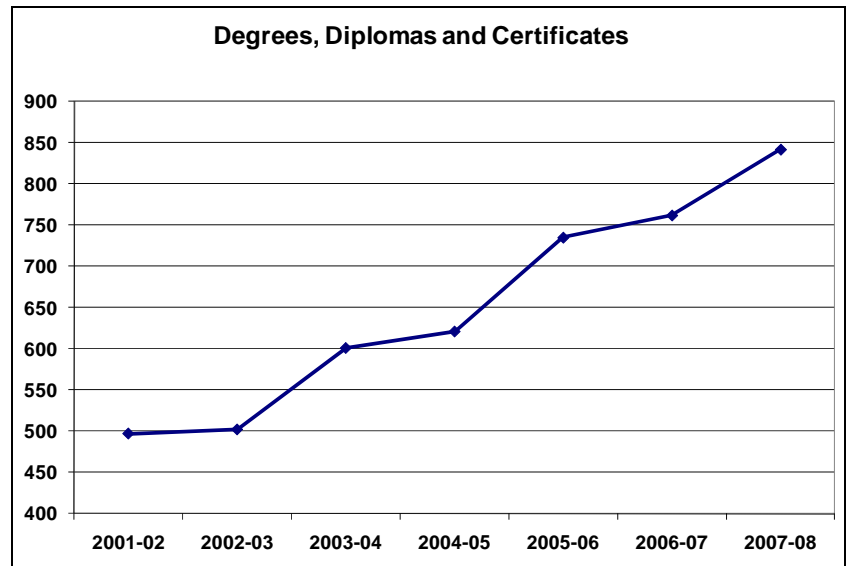
York   ■ Technical College System   ■ National Two Year Public

Distance Learning Enrollment
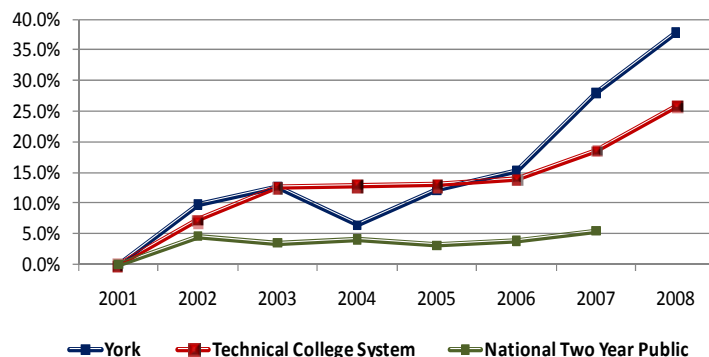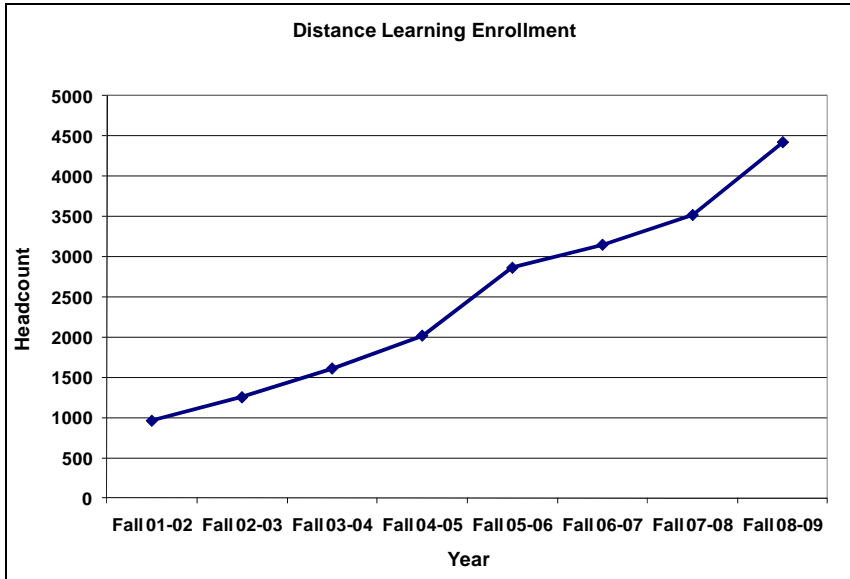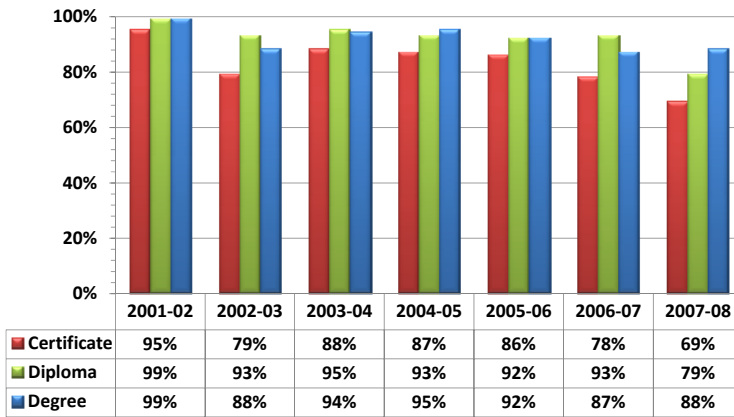

7.5.7 Distance Enrollment

The College is committed to offering a wide range of options for students to choose from in terms of course offerings. The number of students enrolled in distance learning, i.e., online courses, telecourses, and teleclasses has continued to increase.

7.5.9   Degrees Awarded

York Tech students take courses in a variety of academic programs that lead to certificates, diplomas, or degrees. The College is pleased to note that the number of completions of certificates, diplomas, and degrees continued to steadily increase.

Degrees, Diplomas and Certificates

Graduate Placement Data

|	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Certificate	95%	79%	88%	87%	86%	78%	69%
Diploma	99%	93%	95%	93%	92%	93%	79%
Degree	99%	88%	94%	95%	92%	87%	88%

Source: YTC Office of Institutional Effectiveness & Research

7.5.10 Graduate Placement

Providing students with the skills they need to find employment is one of the primary missions of York Tech. The College is very pleased with its high rate of placement of graduates in relevant jobs.

**7.6 What are your performance levels for your key measures related to leadership and social responsibility:**

a.) accomplishment of your organizational strategy and action plans
b.) stakeholder trust in your senior leaders and the governance of your organization
c.) fiscal accountability; and, regulatory, safety, accreditation, and legal compliance
d.) organizational citizenship in support of your key communities?
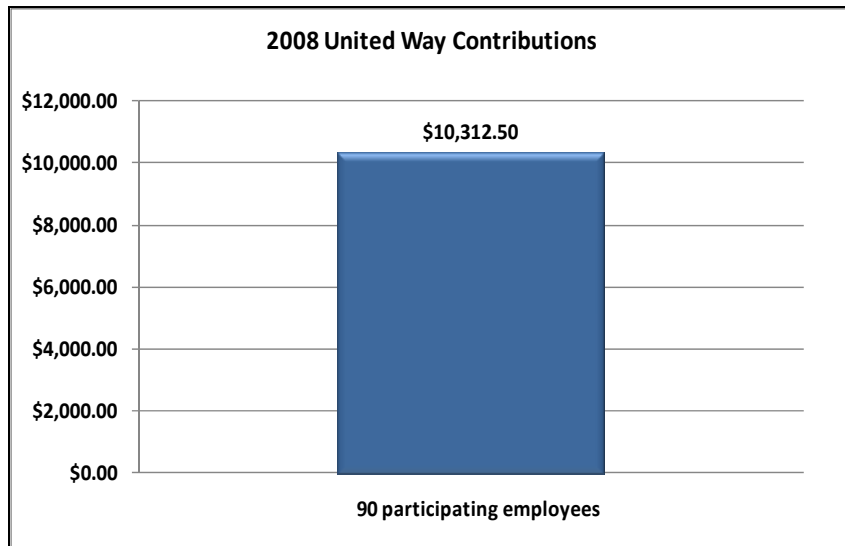
7.6.1 United Way Participation

York Tech is highly committed to giving back to the community of its service area. Contributions to the local United Way campaign have increased steadily over the years. The most recent year saw over 90 employees contributing a total of over $10,000.

7.6.2 Excellence in Financial Reporting
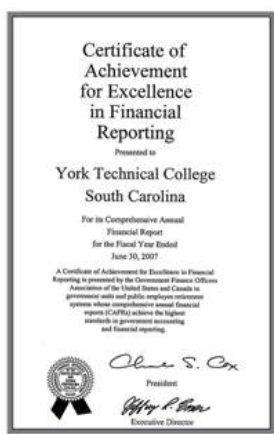
Certificate of Achievement for Excellence in Financial Reporting

York Technical College received the Certificate of Achievement for Excellence in Financial Reporting by the Government Finance Officers Association of the United States and Canada. This is the eleventh consecutive year the College has received this recognition.

7.6.3 Table of Accrediting Bodies

100% of all 12 of the College's programs that are eligible for accreditation from the SC Commission of Higher Education's list of accrediting agencies are accredited.

York Technical College Program Accreditations	
Program	**Accrediting Agency**
Dental Assisting Technology	American Dental Association, Commission on Dental Accreditation
Dental Hygiene Technology	American Dental Association, Commission on Dental Accreditation
Associate Degree Nursing	Board of Nursing for South Carolina National League for Nursing Accrediting Commission
Practical Nursing	Board of Nursing for South Carolina National League for Nursing Accrediting Commission
Medical Laboratory Technology	National Accrediting Agency for Clinical Laboratory Sciences
Radiologic Technology	Joint Review Committee on Education in Radiologic Technology
Surgical Technology	Commission on Accreditation of Allied Health Education Programs
Computer Engineering Technology	Technology Accreditation Commission of the Accreditation Board For Engineering and Technology
Electronics Engineering Technology	Technology Accreditation Commission of the Accreditation Board For Engineering and Technology
Engineering Graphics Technology	Technology Accreditation Commission of the Accreditation Board For Engineering and Technology
Mechanical Engineering Technology	Technology Accreditation Commission of the Accreditation Board For Engineering and Technology
Business Programs	Association of Collegiate Business Schools and Programs

Updated: November 2004

7.6.4 Crime safety report

The College is committed to providing a safe and secure environment for its students, faculty, and staff. Crime on the campus remains very low.

REPORTED INCIDENTS FOR YORK TECHNICAL COLLEGE CAMPUS

TYPE OF INCIDENT	2005	2006	2007
Murder/Non-negligent manslaughter	0	0	0
Negligent manslaughter	0	0	0
Forcible sex offenses (including rape)	1	0	0
Nonforcible sex offenses	0	0	0
Robbery	0	0	0
Aggravated assault	0	0	1
Burglary	1	0	0
Motor vehicle theft	2	0	1
Arson	0	0	0
Hate Crimes	0	0	0
Illegal Weapons Possession Law Violations	0	0	0
Substance Law Violations (Drugs & Alcohol)	0	1	1

York Technical College encourages prompt reporting of any criminal incident at any geographic location to the Department of Public Safety (803-327-8013) or the Associate-Vice President for Academic & Student Affairs (803-327-8016). Please refer to Campus Security Report at http://www.yorktech.com/security_rep.pdf for reported incidents at campus locations other than the main campus.

** Reported incidents from each off-campus center are available on the website.