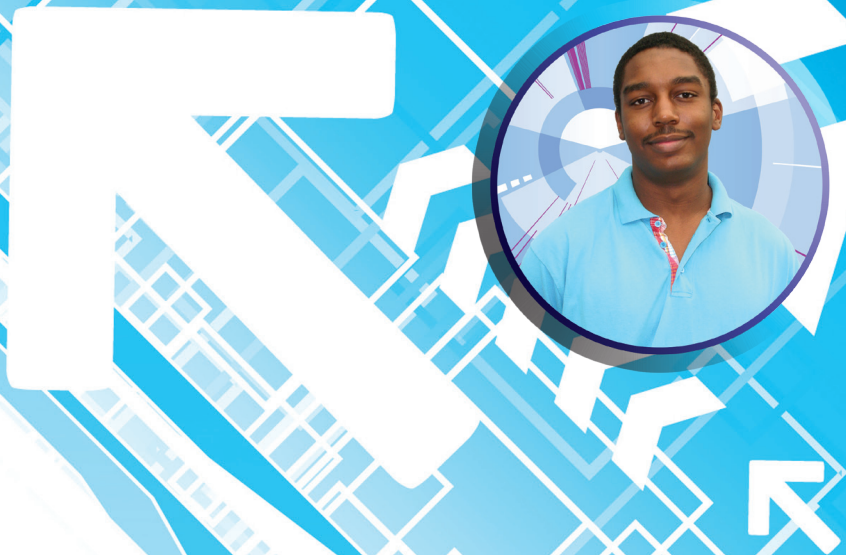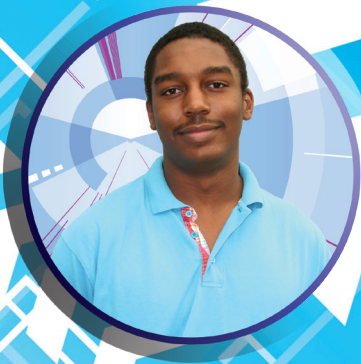# Aiken Technical College

State Accountability Report

FY 2010

Aiken Technical College
State Accountability Report
Fiscal Year 2010

TABLE OF CONTENTS

Section I: Executive Summary

I.1. Mission, Vision, and Values

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

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

VALUES
Aiken Technical College's core values define the College and provide the environment for all decisions and actions. These core values are: *Education* - Education is the key to individual, community, and economic development in a complex technological society. *Commitment to Students -* Students deserve the finest instruction, resources and services to enhance their growth and development. *Excellence -* The College promotes excellence in personnel, programs and work environment while encouraging integrity, accountability and respect for individuals. *Community -* Partnerships that develop solutions to community challenges are important to economic vitality and quality of life. *Diversity -* Respect for diversity is an important part of the educational process.

I.2. Major Achievements of FY 2010

The College's major achievements for 2009-2010 included:

- Applied and was accepted as a Project Lead the Way College

- Created a Pre-Engineering Academy for 2010-2011 implementation with student enrollment verified
- Implemented a Paramedic Certificate Program
- Provided A+ Certification training to the Army National Guard for soldiers deploying to Middle East countries
- Implemented an accelerated option for the Radiation Protection Associate Degree program, a unique option among two-year colleges nationwide
- Continued as an Achieving the Dream College and expanded intervention programs to increase math success of students entering college underprepared for college-level work
- Received a scholarship grant from the Nuclear Regulatory Commission for students enrolled in the Radiation Protection program, which facilitated enrollment growth to be the largest program nationally
- Implemented a Certified Nursing Assistant program at Wagner-Salley High School, a rural site needing more localized educational opportunities, in partnership with the Aiken County Public School System and the Lower Savannah Council on Government's Workforce Investment Board
- Served ninety individuals in training through the QuickJobs program in welding and medical-related programming
- Served about one hundred youth in a job preparation and work program in partnership with the Lower Savannah Council on Government's Workforce Investment Board
- Managed a record 20.9% enrollment growth during difficult economic conditions
- Led a regional Nuclear Workforce Initiative, a collaborative of regional colleges, nuclear employers, and economic developers, to build regional educational capacity needed to support the growth of the nuclear industry
- Completed and submitted the College's Compliance Report for the Southern Association of Colleges and Schools reaffirmation process
- Selected the topic of critical thinking for the Quality Enhancement Plan for the Southern Association of Colleges and Schools reaffirmation process and completed the first draft of the planning document
- Implemented four faculty academics for continuing professional development in the topic areas of active and collaborative learning, curriculum development, effective classroom management, and leveraging technology to enhance the learning environment. All full-time faculty attending at least one academy.
- Implemented a management and leadership development program for all deans and directors
- Reviewed and revised the academic program review process with all programs completing a review during this academic year
- Completed in-depth curriculum reviews using the DACUM (Developing A Curriculum) model for criminal justice, industrial maintenance (nuclear and non-nuclear), electronic engineering technology, engineering graphics technology, surveying, mechanical engineering technology, machine tool technology, and nuclear quality control
- Developed a Data Management Model for implementation in FY11
- Reviewed and revised all student learning outcomes for all academic programs
- Implemented a printing control system for students
- Upgraded technology in academic labs across numerous program areas
- Formalized a Grants Office and hired and full-time grant writer

- Implemented a student and employee emergency notification system using cell phones

I.3. Key Strategic Goals

GOALS
Aiken Technical College has adopted five goals to ensure the continuous improvement of the College: **1** - Empower our students through life-changing educational experiences to become productive and committed citizens. **2 -** Create customized workforce development solutions for partnering companies to enhance their productivity and growth potential. **3 -** Achieve a college culture of excellence through the deployment of an evidence based continuous improvement system. **4 -** Deploy technology applications to enhance student learning, improve services and achieve administrative efficiency. **5 -** Partner with community initiatives to enhance the economic well being of the region.

I.4. Opportunities and Barriers

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

Opportunities:

- New and renovated instructional buildings resulting in technically current labs in several program areas and aesthetically pleasing surroundings.
- Closing the achievement gap among low income and minority students through participation in the Achieving the Dream Initiative.
- New technologies implemented to enhance student services and academic programming.
- New academic programs that provide local educational opportunities in high demand, high wage career fields to include Radiation Protection Technology, Pharmacy Technician, and Paramedic Technician programs.
- Organizational, work process and data management redesign leading to improved communications and effectiveness across all college divisions.
- Workforce development programs and facilities unique in the region that are a major benefit to economic development efforts of the region.
- Emergence of new technology and labor sectors in the local economy that can be addressed by new College technical programming and partnerships with industry (credit and non-credit).

Barriers:

- Sharp decline in state support as a percent of total budget with significant increased reliance on student tuition and fees as a revenue source.

- No state bond funds to replace aging and dysfunctional buildings on campus, resulting in higher maintenance and technology replacement costs.
- Balancing allied health/nursing job and program enrollment demand with high program delivery costs in combination with the elimination of state funding to support allied health.
- Insufficient funding to begin new programming in response to community employment needs.
- Changing local economic profile that has resulted in a stagnant manufacturing base and growth in the nuclear field, creating a large demand that cannot be immediately met.
- Significant number of academically under-prepared students entering the College, resulting in the need for large numbers of remedial courses and decreased student retention due to low academic performance.
- Increased student enrollment with insufficient state support for additional faculty and classroom space to meet the demand, therefore reducing student access to educational services.

I.5. Use of Accountability Report to Improve Performance

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

Section II: Organizational Profile

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

ATC provides Aiken County and the surrounding Central Savannah River Area (CSRA) with high quality education and training opportunities. (The College offers three associate degrees with 17 majors, three diplomas and 45 certificates in university transfer, health, public service, business, industrial, engineering, office systems, radiation protection, and computer technologies) Primary delivery methods of courses include: traditional lecture/lab on campus; distance learning via two-way compressed audio/video systems and on-line; hybrids; and, practical experience via clinical instruction at affiliated healthcare facilities and cooperative learning experiences at employer work sites.

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

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

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

Market Segments (n=3,268)	Fall 2009
In State	86.9%
Out of State	13.1%
Demographics	
Black, African-American	34.%
White, non Hispanic	63.5%
Female	63.8%
Male	36.2%
First-Time Freshmen	21.9%

Age	Fall 2009
18-24	55.9%
25-29	15.2%
30-39	16.5%
40-49	8.1%
50 and over	2.7%
Academic Awards	**2009**
Associate Degree	35.5%
Diploma	6.9%
Certificate	57.5%

Students Receiving Financial Aid	Fall 2009
LIFE Scholarships (n=111 of 1,264)	8.8%
Need-Based Grants (n=361 of 1,264)	28.6%
Lottery Tuition (n= 792 of 1,264)	62.7%

II.3. Operating Location

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

II.4. Number of Employees

Full-Time Employees	Male	Female	Total
Staff	24	52	76
Faculty	27	32	59
Total Full-Time	51	84	135
Part-Time Employees	**Male**	**Female**	**Total**
Adjunct Faculty	85	98	183
Temporary Contract	42	94	136
Total Part-Time	127	192	319

II.5. Regulatory Environment

ATC is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) to award associate degrees. Discipline-specific accreditation entities include the Accreditation Board for Engineering Technology, the Association of Collegiate Business Schools and Programs, the American Dental

Association, the Commission on Accreditation of Allied Health Education Programs, the Joint Review Committee on Education of Radiologic Technology, and the National League of Nursing.

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

II.6. Governance System

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

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

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

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

II.7. Key Suppliers and Partners

CATEGORY	ROLE	FUNCTION
Community Agencies	Partner	Supply students and support joint grant and community programs to

• Department of Social Services • Employment Security Commission	Supplier	assist displaced workers, underemployed and unemployed citizens
Other Colleges	Supplier Partner	Benchmark programs and services and receive/send students in transfer
Lower Savannah Council of Governments	Partner	Fund WIA programs
K-12 to include Adult Education	Supplier Partner	Partner to develop secondary to post-secondary collaborations and recruitment base under the Education and Economic Development Act, Project Lead the Way and Workforce Investment Ace
Healthcare Facilities • Area Hospitals • Medical Offices • Long-term care facilities	Supplier Partner	Provide clinical sites and preceptors for students Provide scholarships and financial support of programs
Community-based social agencies	Partner	Provide service projects for students
Community residents	Supplier	Provide students and financial support
Business and Industry	Supplier Partner	Provide students, consortium members, advisory committee members, and customer council & in-kind professional services, scholarships, guest lecturers, adjunct faculty, and work experience
Professional Organizations, Civic & Community Clubs • Chamber of Commerce • Rotary etc.	Partner	Provide guest lectures and adjunct faculty Provide workforce information and partnerships
Vendors and Contractors	Supplier	Supply equipment, materials, supplies and expertise
National & State Regulatory Agencies	Supplier	Provide information, standards, and equipment
Economic Development Entities • Economic Dev. Partnership • WIA & One Stop Career Center • Apprenticeship South Carolina	Partner	Provide standards, information, program oversight, support and collaboration

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

Located in the Central Savannah River Area (CSRA), Aiken Technical College has many local competitors. In addition to institutions located in South Carolina and neighboring counties in Georgia (Richmond and Columbia Counties), the U. S. Military base at Ft. Gordon (GA) hosts many institutions that provide educational programs (campus and on-line) for local citizens. Proprietary colleges have also newly located or expanded existing offerings in nearby Augusta and heavily market in the region.

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

In recent Student Focus Groups and the Community College Survey of Entering Student Engagement (CCSSE), students cited faculty quality, availability of financial aid (cost, LTA, etc.), student activity programming, job opportunities after program completion, class size and quality services as important factors leading to their decision to attend ATC. To remain competitive, the College plans to market programs where there is minimal competition and the College has unused capacity. Additionally, the following environmental issues are likely to have a significant effect on Aiken Technical College (and all institutions of higher education) in the near future: maintaining quality with diminishing state resources, keeping up with technology trends, providing effective information exchanges, providing opportunities for student socialization and personal growth, and adjusting program offerings to ensure that the College offers viable programs in "high growth" areas for our students.
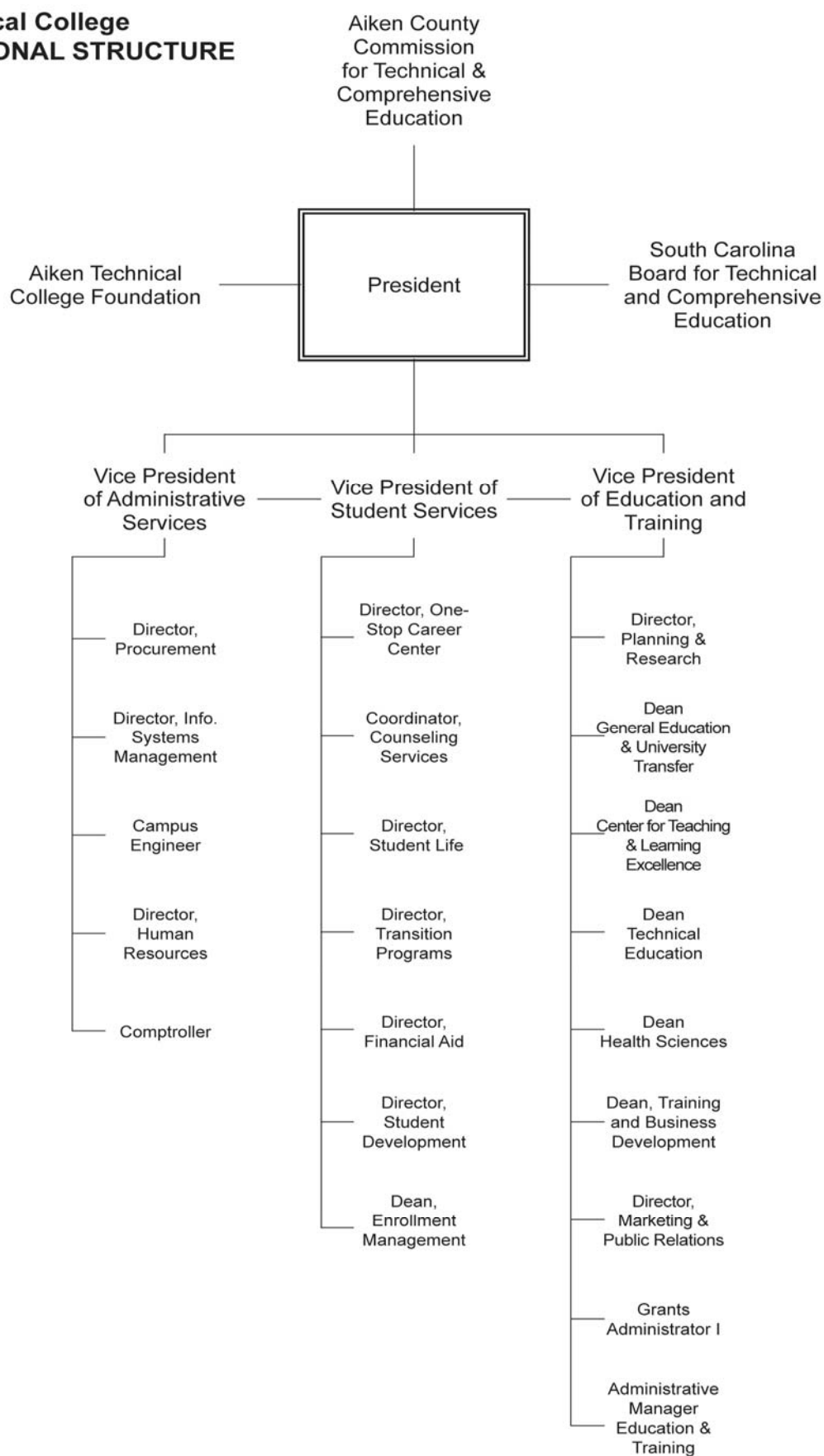
II.10. Performance Improvement Systems

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

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

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

Aiken Technical College
ORGANIZATIONAL STRUCTURE

Aiken County Commission for Technical & Comprehensive Education

Aiken Technical College Foundation

President

South Carolina Board for Technical and Comprehensive Education

Vice President of Administrative Services
- Director, Procurement
- Director, Info. Systems Management
- Campus Engineer
- Director, Human Resources
- Comptroller

Vice President of Student Services
- Director, One-Stop Career Center
- Coordinator, Counseling Services
- Director, Student Life
- Director, Transition Programs
- Director, Financial Aid
- Director, Student Development
- Dean, Enrollment Management

Vice President of Education and Training
- Director, Planning & Research
- Dean General Education & University Transfer
- Dean Center for Teaching & Learning Excellence
- Dean Technical Education
- Dean Health Sciences
- Dean, Training and Business Development
- Director, Marketing & Public Relations
- Grants Administrator I
- Administrative Manager Education & Training

II.12. *Accountability Report Appropriations/Expenditures Chart*

Base Budget Expenditures and Appropriations

Major Budget Categories	FY 08-09 Actual Expenditures Total Funds	General Funds	FY 09-10 Actual Expenditures Total Funds	General Funds	FY10-11 Appropriations Act Total Funds	General Funds
Personal Service	9,943,868	3,203,990	9,772,672	2,977,096	10,110,264	2,752,938
Other Operating	8,267,088				6,466,780	
Special Items			8,881,969			
Permanent Improvements						
Fringe Benefits	2,423,670	1,067,996	2,394,323	992,365	2,834,489	688,234
Non-recurring						
Total	20,634,626	4,271,986	21,048,963	3,969,461	19,411,533	3,441,172

Other Expenditures

Sources of Funds	FY 08-09 Actual Expenditures	FY 09-10 Actual Expenditures
Supplemental Bills		
Capital Reserve Fund		
Bonds		
Lottery Tech	170,929	79,035

II.13. *Major Program Areas Chart*

Program No. and Title	Major Program Area Purpose		FY 08-09 Budget Expenditures		FY 09-10 Budget Expenditures		Key Cross References for Financial Results
II. A.B. & E.	Instruction	State	4,851,128		4,225,016		7.1.1-7.1.8
		Federal	0		0		7.2.1-7.2.5
		Other	4,382,109		4,597,354		7.3.1-7.3.7
		Total	9,233,237		8,822,370		7.4.1-7.4.4
			% of Total Budget Exp.	44.75%	% of Total Budget Exp.	41.97%	7.5.1-7.5.4
	Academic Support	State	0		0		7.6.1-7.6.3
		Federal	0		0		
		Other	1,229,299		1,411,961		
		Total	1,229,299		1,411,961		
			% of Total Budget Exp.	5.96%	% of Total Budget Exp.	6.71%	
	Student Services	State	0		0		
		Federal	0		0		
		Other	1,794,992		1,797,215		
		Total	1,794,992		1,797,215		
			% of Total Budget Exp.	8.70%	% of Total Budget Exp.	8.54%	
	Operation & Maintenance Plant/Depreciation	State	0		0		
		Federal	0		0		
		Other	3,296,623		3,517,052		

		Total	3,296,623		3,517,052	
			% of Total Budget Exp. 15.98%		% of Total Budget Exp. 16.71%	
	Institutional Support	State	0		0	
		Federal	0		0	
		Other	4,800,476		5,215,365	
		Total	4,800,476		5,215,365	
			% of Total Budget Exp. 23.26%		% of Total Budget Exp. 24.78%	
	Remainder of Budget Expenditures	State	0		0	
		Federal	0		0	
		Other	280,000		285,000	
		Total	280,000		285,000	
			% of Total Budget Exp. 1.36%		% of Total Budget Exp. 1.35%	
	Totals	State	4,851,128		4,225,016	
		Federal	0		0	
		Other	15,783,499		16,823,947	
		Total	20,634,627		21,048,963	

2009-2010 Strategic Planning Chart

GOALS	STRATEGIC OBJECTIVES
Goal I: Empower our students through life-changing educational experiences to become productive and committed citizens.	1. Create a student-focused environment to maximize student success. 2. Evolve curricula so that each student receives an education that meets workforce and transfer needs. 3. Graduate diploma and associate degree students who are able to perform in a technologically-complex society. 4. Implement the infrastructure to engage students in citizenship and cultural experiences, and work-based and service learning opportunities.
Goal II: Create customized workforce development solutions for partnering companies to enhance their profitability and growth potential.	1. Design innovative curricula delivered through flexible instructional systems that address the human resource development challenges of business and industry. 2. Partner with economic development agencies to identify and develop programs of excellence to assist in the recruitment and growth of new and existing business and industry. 3. Identify, develop and market expertise niches that position the College to provide unique training opportunities. 4. Extend workforce development resources of College and business partners through strategic alliances.
Goal III: Achieve a College culture of excellence through the deployment of an evidence based continuous improvement system.	1. Align the organizational leadership and structure, work force composition, and management style to support the evolving strategic direction of the College. 2. Develop a work force of excellence that exceeds customer expectations in the delivery of programs and services.

	3. Develop and implement assessments systems that achieve excellence in programs, customer services and operations. 4. Prioritize and allocate resources to develop and implement continuous improvement plans and strategic initiatives.
Goal IV: Deploy technology applications to enhance student learning, improve services, and achieve administrative efficiency.	1. Create a learning environment that integrates education-based technologies to increase student success. 2. Develop a systematic training program for faculty and staff to achieve effective and efficient use of technology in the workplace. 3. Provide appropriate infrastructure and connectivity to achieve effective and efficient delivery of information and instruction.
Goal V: Partner with community initiatives to enhance the economic well-being of the region.	1. Create alliances with community organizations to develop and implement services and programs that enhance quality of life. 2. Assist under- and unemployed populations to improve their employment opportunities.

Section III: Elements of Malcolm Baldrige Award Criteria

CATEGORY 1 – SENIOR LEADERSHIP, GOVERNANCE, AND SOCIAL RESPONSIBILITY

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

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

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

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

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

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

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

The College's Professional Development Committee identifies desired college-wide learning opportunities through employee surveys and assists in planning development and training events. Recent learning events included sessions on generational poverty and its implications for student success, diversity training, and anti-harassment training. The Curriculum and Instruction Committee assists in identifying broad faculty development needs related to program improvements. The Committee and Education and Training leadership plans appropriate events on campus. Recent on-campus events for faculty included classroom management, the

use of technology to enhance learning, and facilitating student success. Faculty development is a faculty evaluation criteria and individual development activity is assessed through the evaluation process. Staff development evaluation criteria may be included as an objective in the evaluation process. The College encourages further formal education through a tuition assistance program managed by the Professional Development Committee guided by College procedures. Foundation funds are available to support faculty or staff development that is strategically tied to the College's planning objectives. A comprehensive professional development plan for faculty has been enhanced and more funds made available for faculty to assist with curricular and instructional improvement and maintaining currency in technologies related to the teaching discipline.

Based on an analysis of qualitative data derived from 30 focus groups conducted to support the Achieve the Dream initiative the College established a Faculty Academy for new full-time and part-time faculty, a Developmental Math Learning Community and expanded the Adjunct Faculty Orientation Program. In FY10 the faculty academy was expanded from one to four. All full-time faculty attended one of the four academies. Additionally, information technology enhancements to Datatel were implemented in the areas of Retention, Smart Registration, and Early Alert. Extensive faculty and staff training sessions were conducted in FY10 to support these upgrades. In FY10 further faculty development was implemented in curriculum development, teaching strategies that included collaborative and active learning. During FY11 a critical thinking faculty academy will be implemented. Organizational and workforce development are vital to the College's pursuit of a culture of excellence and a focus on student success.

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

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

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

The President holds monthly college-wide meetings for all faculty and staff to inform them of significant events, plans and accomplishments, and budgetary status. New employees are introduced, service pin recipients are recognized and individual or groups of employees make presentations regarding accomplishments or activities in their areas of responsibilities. New employees are also introduced at Commission meetings each month. College-wide meetings are supplemented by a bi-monthly newsletter distributed via email to all employees to assure the campus community is well informed. The newsletter is also used to spotlight employee

and student accomplishments. Retirement receptions are held for each retiree to celebrate accomplishments and provide a time for fellowship. Fellowship is further shared among all employees through five or six annual social events sponsored on campus. Vice presidents hold regular meetings with their divisions and the College President holds periodic listening sessions with all divisions to solicit input for the annual planning process.

Annually, the College selects a Faculty, Staff, and Administrator of the Year using established criteria and selection committees. Winners are recognized at graduation and receive a monetary award sponsored by the Foundation. Through the South Carolina Technical Education Association, the College also nominates a Faculty, Staff, and Administrator of the Year for state recognition. An annual nominee is also made for the A. Wade Martin Innovator of the Year Award (which an ATC faculty member received in 2005 and 2009). Additionally, a faculty member is nominated for the Commission on Higher Education Professor of the Year award. An ATC faculty member was selected for this statewide recognition in 2002. All recognitions are celebrated on campus in a public forum, published in the semi-monthly newsletter, featured in the College's annual report and on the College's Web site, and news releases are submitted to local media.

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

Senior leader evaluations are tied directly to the accomplishment of annual plan items and leadership of divisional operations. Senior leaders are evaluated annually by the President. Likewise, the President's evaluation is tied to the accomplishment of annual objectives. The President is evaluated by the entire Commission annually. Senior leadership periodically participates in facilitated retreats, which include the analysis of leadership styles and group and organizational effectiveness. The Commission participates in a formal retreat annually to review and revise the College's mission, vision, and strategic goals. The Commissioners are formally oriented to the College and Board roles and responsibilities by the President, Vice Presidents and Commission Chair. The Commission formally evaluated its performance during planning retreats. One result of assessment feedback led to the decision to schedule an annual planning retreat rather than bi-annual retreat because of very uncertain economic conditions. Various surveys are administered annually and used to guide leadership to improve the effectiveness of systems such as academic advisement and the use of technology. An institutional climate survey instrument was implemented during FY09. The survey indicated a need for more development of leaders at all levels so that the delegation of responsibility and authority are more effectively executed and that work processes encourage more cross divisional communication and collaboration. Organizational structures of several college divisions have already been revised to address these weaknesses. Formal leadership training for mid-level managers was implemented in FY10. Executive staff has revised its workstyle to include several mini-retreats per year to improve communication and collaboration.

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

Senior leaders regularly review total and program level enrollment, FTE production, budget reports, program

evaluation data (job placement, transfer, and continuing education), evaluation of various kinds measuring satisfaction, employer satisfaction, Training and Business Development CEU production, revenue, national peer group data, grade distribution data, and graduation rates.

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

The College conducts the Community College Survey of Student Engagement (CCSSE) on an annual basis to provide useful information on student engagement and satisfaction. In the Fall of 2008, the College administered the Survey of Entering Student Engagement (SENSE) for the first time gauge the level of student satisfaction and engagement within the first six weeks of the semester.   Results from the 2009 surveys regarding students' evaluation of their overall educational experience at ATC are found in Category 7. Senior leaders also regularly review MAPP results which are used to measure general education courses for student proficiencies.

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

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

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

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

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

operates?

Senior leadership is actively involved in community organizations, such as Rotary International, Chamber of Commerce, Workforce Investment, Regional Education Center, Heart Walk and United Way boards. Student organizations include service clubs that sponsor events such as blood and food drives. Programs and services of the College are developed to meet specific needs of the community, such as the development of the Associate Degree in Radiation Protection Technology, Pharmacy Technician and Intermediate EMT programs and Apprenticeship programs in the manufacturing and health care sectors. In FY10 a Paramedic Certificate program and CISCO Academy programs were developed.

The college continues to partner with the Economic Development Partnership, the Savannah River National Laboratory, and the Center for Hydrogen Research to develop instructional resources and facilities to support new and emerging energy technologies. These efforts are aimed at assisting the community in becoming a leader in the emerging workforce needs for the nuclear sector. In support of the nuclear economic sector the College participated in a Nuclear Workforce Study and Summit, accelerated the Radiation Protection Technology program in response to ARRA clean-up funds, and was awarded NRC scholarships and curriculum development grants for the Radiation Protection programs. The President of the College is chairing the regional Nuclear Workforce Initiative in collaboration with area colleges, school districts, nuclear employers, and economic developers. This approach is unique in the nation and has gained recognition and support from the Department of Energy.

ATC's programs and staff are respected for excellence and innovation in education. Graduates of ATC are recognized as high achievers who are prepared to succeed in future academic or occupational endeavors. The positive benefit of ATC is quantified as a measure of the significant economic impact of Aiken Technical College on its service area.
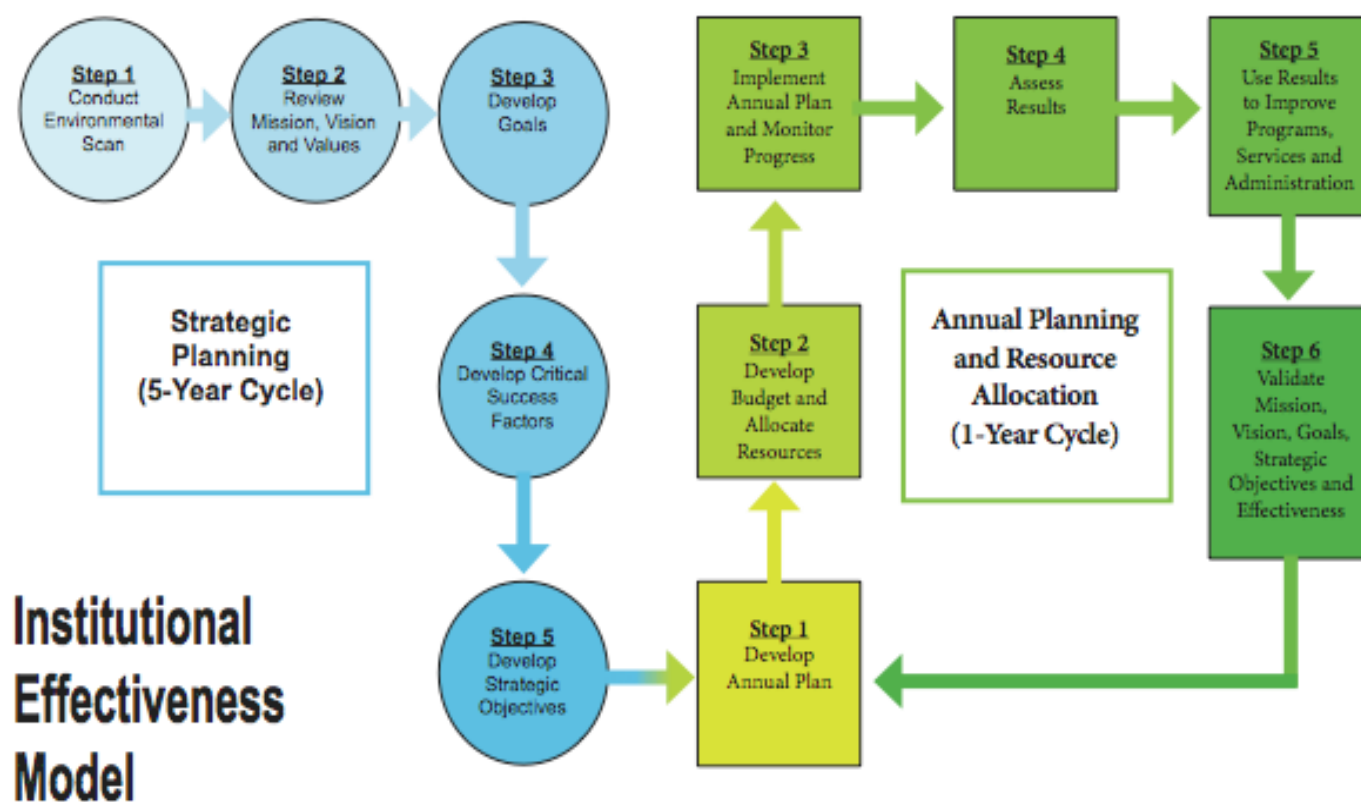
CATEGORY 2 – STRATEGIC PLANNING

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

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

ATC employs a multi-faceted approach to planning, budgeting, and evaluation processes through a comprehensive Institutional Effectiveness model. This approach includes four major components: the

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

Institutional Effectiveness Model

Strategic Planning (5-Year Cycle)

Step 1 Conduct Environmental Scan
Step 2 Review Mission, Vision and Values
Step 3 Develop Goals
Step 4 Develop Critical Success Factors
Step 5 Develop Strategic Objectives

Annual Planning and Resource Allocation (1-Year Cycle)

Step 1 Develop Annual Plan
Step 2 Develop Budget and Allocate Resources
Step 3 Implement Annual Plan and Monitor Progress
Step 4 Assess Results
Step 5 Use Results to Improve Programs, Services and Administration
Step 6 Validate Mission, Vision, Goals, Strategic Objectives and Effectiveness

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

appropriate revisions to the College's vision, mission, and institutional goals. Adherence to a published "Planning Through Evaluation" timetable ensures processes and actions are completed and then communicated to both internal and external stakeholders in a timely manner.

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

Supported Organization Strategic Planning Goal/Objective	Strategic Planning Related FY 09-10 and beyond Key Action Plan/Initiative(s) and Timeline for Accomplishing the Plans()		Key Cross References for Performance Measures*
1.1 Create a student-focused environment to maximize student success.	1. Develop and implement an Academic Success Center Strategy to enhance the First Year Experience for students.	Jan-10	7.1.1, 7.1.2
	2. Expand the Lecture Lab/Prescriptive Remediation Program for Mathematics.	Jun-10	
	3. Implement a general education assessment process.	Jun-10	
	4. Develop and deliver training sessions for faculty on incorporating collaborative learning strategies in curriculum.	Jun-10	
	5. Implement proposed Academic Success Center (ASC) strategies to enhance the First Year Experience (FYE) for students.	Jun-11	
	6. Implement critical thinking (CT) throughout the curriculum to help students achieve Aiken Technical College's critical thinking (CT) Core Educational Outcome, "Graduates should be able to use a variety of critical thinking skills to evaluate and solve problems systematically."	May-11	
	7. Examine feasibility of sustainable pre-college institutes, summer bridge programs and/or camps.	Mar-11	
	8. Review Developmental English delivery models and propose revisions to enhance student success and increase students' speed of completion.	May-11	
	9. Increase the financial literacy of students/prospective students by providing workshops to students and community organizations, and provide professional training for the Financial Aid Director.	Jun-11	
	10. To explore the establishment of a Student Emergency Fund; and, if feasible, design and recommend a program to the Executive Staff and the ATC Foundation.	Jun-11	
	11. Develop expanded Career Counseling Opportunities Plan for Aiken Technical College (ATC) students.	Feb-11	
1.2 Evolve Curricula so that each student receives an education that meets workforce and transfer needs.	1. Conduct a Developing a Curriculum (DACUM) for key technical education programs.	Jan-10	7.1.4, 7.1.7
	2. Develop an educational pathway(s) for STEM programs for secondary education students.	Jun-10	
	3. Create a Dual Credit Academy in cooperation with Aiken County Public School District	Jun-10	
	4. Develop and implement Project Lead the Way for Engineering Technology courses.	Jun-10	
	5. Examine the feasibility and design of an Honors Program within General Studies.	Jun-11	
	6. Develop a pre-healthcare dual credit academy in cooperation with the Aiken County Public School District.	Jun-11	
	7. Implement and expand Pre-Engineering Dual-Credit Academy educational pathway(s) based on Project Lead the Way (PLTW) in cooperation with Aiken County Public School District in support of K-12	Jun-11	

	STEM cluster. 8. Create plan for foundational Engineering Technology associate degree with emphasis areas that may include Mechatronics, Electrical, Civil, Engineering Graphics, Nuclear and Alternative Energy. 9. Create plan for foundational Business Technology associate degree with emphasis in areas that may include Accounting, Marketing and Management. 10. Implement new Criminal Justice (Public Safety) delivery paradigm and new program. 11. Review and refine Human Service offerings in conjunction with the completed DACUM, community feedback, and transferability.	Jun-11 Jun-11 Jun-11 Jun-11	
1.3 Graduate diploma and associate degree students who are able to perform in a technologically-complex society.	1. Develop a Certified Nursing Assistant (CNA) to License Practical Nurse (LPN) apprenticeship program. 2. Implement the industry-recognized CISCO Academy within the Computer Technology Program area and promote its development. 3. Complete a program feasibility study and Developing a Curriculum (DACUM) for a Health Information Technology degree. 4. Conduct a program feasibility study for an AAS-Telecommunications Management degree.	Jun-11 Jun-11 Jun-11 Jun-11	7.1.3, 7.1.8
1.4 Implement the infrastructure to engage students in citizenship and cultural experiences, and work based and service learning opportunities.	1. Provide students opportunities to develop skills to participate more fully as a citizen in our community. 2. Provide more diversity in the intramural program. Solicit more involvement of students in service activities.	Jan-10 Jun-11	
2.1 Design innovative curricula delivered through flexible instructional systems that address the human resource development challenges of business and industry.	1. Implement and deliver an accelerated Radiologic Control program 2. Redesign the instructor lead Emerging Leaders Academy courses modules for online delivery. 3. Implement the Paramedic certificate program targeting students in current Emergency Medical Technician (EMT)-Basic and Intermediate courses as the first cohort.	Sep-10 Jun-11 Jun-11	
2.2 Partner with economic development agencies to identify and develop programs of excellence to assist in the recruitment and growth of new and existing business and industry.	1. Develop a recommendation for a qualified welding instructor to teach both credit and non-credit courses/programs and hire faculty. 2. Create a plan for a Nuclear Maintenance emphasis within the Industrial Maintenance Associate Degree.	May-11 Jun-11	
2.3 Identify, develop and market expertise niches that position the College to provide unique training and education	1. Develop relationships with local unions to build training partnerships for pre-apprenticeship programs. 2. Establish strategies to leverage economic resources (Quick Jobs, Workforce Initiative Act dollars, Apprentice dollars) to design and deliver programs and training solutions for business and industry. 3. Develop and market Pre-education program for AA/AS students, including development of a Pre-Education dual enrollment academy.	Jun-10 Jun-10 Mar-11	

opportunities.	4. Establish a continual learning model based on the career cluster pathways. Model to support the needs of high school students, incumbent workers, technicians seeking continuing professional education as graduates of credit and/or non-credit programs.	Jun-11	
	5. Develop plan to implement Quality Control Certificate with an emphasis in applications for the Nuclear Industry.	Jun-11	
	6. Develop plan for increasing enrollment in University Transfer programs by 10%.	Jan-11	
2.4 Extend workforce development resources of College and business partners through strategic alliances.	1. Form an Enterprise Campus Authority and develop a strategic vision and business plan for establishing partnerships.	Jun-10	
	2. Develop a case statement and public relations communication plan for an Advanced Energy and Manufacturing Technology Center that supports the mission of the college and its fundraising efforts and is compatible with the Enterprise Campus Authority vision.	Jun-10	
	3. Develop a regional nuclear workforce strategic plan in collaboration with key stakeholders.	Jun-10	
	4. Develop short training sessions that promote longer business and industry training solutions	Jun-10	
	5. Conduct a facility and curriculum review of the credit and non-credit welding programs.	Jun-10	
	6. Develop regional Workforce Investment Act (WIA) relationships with states that support targeted unique ATC programs	Jun-11	
3.1 Align the organizational leadership and structure, work force composition, and management style to support the evolving strategic direction of the College.	1. Create a performance based Foundation Board of Trustees.	Feb-10	7.5.1, 7.5.2
	2. Review and recommend revisions to the Faculty Performance Management System (FPMS) to encourage innovation, leveraging best practices and taking initiative.	Jun-10	
	3. Develop and implement a leadership and management development program for directors.	Jun-10	
	4. Develop and education leadership training plan for Department Chairs, Deans, and Directors.	Sep-10	
	5. Restructure Student Services and establish key performance goals for each major function that focus on excellence in service to students.	Mar-11	
	6. Develop a planning and results (assessment) management system model that is web based.	Jun-11	
	7. Implement Data Management Plan.	Jun-11	
	8. Implement grant development management system.	Dec-10	
	9. Develop a prospectus and plan for submitting a Title III Grant focused on developmental studies and building on the Achieving the Dream (AtD) successes.	Sep-10	
	10. Develop a prospectus and cultivation plan in preparation for submitting a major proposal to the Lumina Foundation building on pre-academy concepts (STEM and others).	Mar-11	
	11. Research and contract with a vendor to perform counseling services to College employees.	Sep-10	
3.2 Develop a workforce of excellence that exceeds customer expectations in the delivery of programs and services.	1. Expand the faculty academy and leverage first year attendees as mentors.	Jun-10	7.2.1, 7.4.1, 7.4.2, 7.4.3, 7.4.4
	2. Expand the Mathematics Faculty Learning Community to other developmental education subject areas.	Jun-10	
	3. Review and analyze the implications of the Re-Authorization of Higher Education legislation.	Jun-10	
	4. Develop and implement a process for a professional development program for all part-time faculty.	Jun-10	
	5. Develop certification program for Developmental Studies.	Mar-11	
	6. Expand the Mathematics Faculty Learning Community to other	Jun-11	

	developmental education subject areas.		
	7. Enhance student discipline systems to ensure the rights of students, the protection for the College and safety for faculty, staff and students.	Jun-11	
	8. Train focus group facilitators from each division to aid in gathering qualitative data for assessing and improving programs.	Jun-11	
3.3 Develop and implement assessment systems that achieve excellence in programs, customer services and operations.	1. Establish enrollment and retention goals for the institution by program area; identify enrollment strategies to support these goals.	Mar-10	7.2.2, 7.2.3, 7.2.4, 7.2.5
	2. Prepare for a capital campaign.	Jun-10	
	3. Develop reliable financial reporting modules using Business Objects.	Jun-10	
	4. Establish a forecasting system of data points of program evaluations and environmental scanning to design new short-term training programs.	Jun-10	
	5. Complete all required reports and on-site team visit to achieve Southern Association of Colleges and Schools (SACS) reaffirmation.	Jun-11	
	6. Complete Accreditation Process for Project Lead the Way (PLTW), Radiation Protection Technology (RPT) & Early Childhood Education (ECE).	Jun-11	
	7. Review and revise college critical success factors, determine standards, and develop assessment tools to measure institution success.	Jun-11	
	8. Create an assessment team that is composed of at least one key contact person for each division and/or department.	Dec-10	
	9. Conduct an analysis of the College website to determine how to enhance navigation, information and integration with other College online systems.	Feb-11	
	10. Implement target-marketing for selected programs.	Apr-11	
	11. Update existing marketing strategy to accommodate changes in media engagement and consumption patterns.	Mar-11	
	12. Develop regular financial reporting systems that track financial performances as it relates to College operations, programs, & priorities. Provide financial summaries to employees to achieve greater levels of transparency.	Mar-11	
	13. Update Datatel to allow students' enhanced access to Student Resource functions to include Admissions and Financial Aid.	Jun-11	
3.4 Prioritize and allocate resources to develop and implement continuous improvement plans and strategic initiatives.	1. Select the topic and write the Quality Enhancement Plan.	Feb-10	7.3.5, 7.3.6
	2. Complete all Southern Association of Colleges and Schools reaffirmation requirements.	Mar-10	
	3. Develop and implement efficiencies in the administration and delivery of payment plans to students.	Jun-10	
	4. Develop a plan to identify and secure future revenue streams for auxiliary services.	Jun-10	
	5. Prioritize and fund projects using stimulus dollars to decrease expenses or produce additional revenue streams.	Jun-10	
	6. Develop and implement a program planning process.	Jun-10	
	7. Develop marketing and program retention plan for specific programs focusing on program quality.	Jun-10	
	8. Develop a formalized grants office	Jun-10	
	9. Assess and develop efficiencies in the administration and delivery of payment plans to students.	Jun-11	
	10. Develop a plan to identify and secure future revenue streams from auxiliary services.	Jun-11	
	11. Seek funding to support the construction of an Advanced Energy and Manufacturing Technology Center.	Mar-11	
	12. Conduct a regional environmental scan and a Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis to include demographic and employment market trend analysis.	Dec-11	
	13. Develop a fiscal projection plan for FY12, 13 and 14 with special emphasis on comprehensive enrollment management strategies.	Feb-11	

4.1 Create a learning environment that integrates education-based technologies to increase student success.	1. Develop an instructional technology standard that integrates all delivery modes.	Jun-10	7.1.4, 7.1.5
	2. Implement a verification requirement to establish that the student who registers for an online course is the same student who participates in and completes the work and gets the academic credit.	July-10	
	3. Review learning space based on program needs.	Dec-10	
	4. Investigate and recommend student gathering and social engagement areas (i.e., student lounge area including wireless internet, coffee machines, Wii, etc.).	Jun-11	
4.2 Develop a systematic training program for faculty and staff to achieve effective and efficient use of technology in the workplace.	1. Enhance (blackboard) online learning instruction quality through professional development.	Jun-10	
	2. Develop Business Objects training	Jun-10	
	3. Develop a matrix to identify personnel as power users for Datatel Modules. Provide training to power users.	Dec-10	
4.3 Provide appropriate infrastructure and connectivity to achieve the effective and efficient delivery of information and instruction	1. Provide critical admissions and financial aid information to students in real-time.	Jan-10	
	2. Develop a system to utilize the information in the Kuder system from Aiken Public School students.	Jan-10	
	3. Complete IE Web Site	Jun-10	
	4. Enhance Web site and review/revamp areas identified as needing updating, such as Future Students navigation.	Jun-10	
	5. Install and Implement Datatel Modules which were purchased in the prior fiscal years.	Jun-11	
	6. Provide enhanced communication systems to our students and prospective students.	Jun-10	
	7. Reevaluate the technology plan to incorporate the strategic innovations being developed among the various divisions.	Dec-10	
	8. Submit 300 Building Renovation Project for Phase 1 approval by SBTCE, CHE, B&C Board and JBRC.	Jun-11	
	9. Complete conceptual design phase for the Advanced Energy Manufacturing and Technology Center.	Nov-10	
5.1 Create alliances with community organizations to develop and implement services and programs that enhance quality of life.	1. Dual Credit enrollment process/courses	Jun-10	
	2. Leverage the Aiken County Public School laboratories (Machine tool, Welding, Certified Nursing Assistant).	Jun-10	
	3. Explore the option of providing Title IV Aid to non-credit students in 600 clock-hour programs.	Jun-10	
	4. Equip a Health Learning Laboratory at Wagner-Salley high school.	Jun-10	
	5. In partnership with the Community Development Improvement Corporation (CDIC) and the Aiken Housing Authority (AHA), implement Brownfields training program.	Jun-11	
	6. Partner with local trade unions to implement pre-apprenticeship programs.	Jun-11	
	7. Expand partnership and develop a plan with Aiken County Public Schools for shared use of high school and college resources to provide opportunities for students.	Jun-11	
	8. Expand the ATC Foundation Board of Trustees to a minimum of 25 members and achieve a diverse membership representing a variety of business and community sectors able to assist the College in raising private and corporate funds to support the mission of the College.	Jun-11	
	9. Prepare the Board to enter into a capital campaign and develop a campaign case statement with full board involvement.	Jun-11	

5.2 Assist underemployment and unemployed populations to improve their employment opportunities	1. Utilize resources in Placement and the One Stop Center to provide work readiness skills and prepare students for employment.	Jan-10	
	2. Implement quick jobs curriculum.	Dec-10	
	3. Implement Nuclear Regulatory Commission (NRC) scholarship and curriculum development grant within Radiation Protection Program.	Jun-11	
	4. Establish a system to identify, develop, promote and evaluate new course opportunities based on collected environmental scan data.	Oct-10	

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

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

The College's governing board reviews the mission, vision, values and institutional goals on an annual basis. The Area Commission reviews the strategic and annual plans and recommends revisions to the President and Executive Staff.

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

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

Planning consists of several components: a review of the mission and vision statement followed by a review of the College's institutional values and strategic planning component; an annual planning component concurrent with budget development; and an evaluation/assessment component. Each component has defined procedures with responsibilities assigned to the appropriate functional area.

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

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

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

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

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

The College's mission, vision, values and institutional goals are available on the Web site at www.atc.edu. A copy of the 2005-2010 Strategic Plan may be obtained by contacting the Planning and Research Office by telephone at 803.593.9231 or by email milesd@atc.edu.

CATEGORY 3 – STUDENT, STAKEHOLDER, AND MARKET FOCUS

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

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

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

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

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

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

The College recently initiated a Student Activities Period allowing students to meet more often for clubs, personal development, community service, and fun activities. Evaluations from these events provide information relative to student needs and expectations. The Student Government Association holds an annual Listening Session with Executive Staff in the Fall and each Spring a Student Focus Group provides College decision makers with critical information from the students perspective.

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

Information from stakeholders, particularly students and employers, is compiled, analyzed, and distributed to decision makers within the College for their use in program, operations, and service planning. College planners are required to cite assessment/evaluation data sources when an action step is proposed in the Annual Plan if the action step is a response to the data. Additionally, when the action step is completed, the respondent must first answer the question: "How were the results of each action step used to improve educational programs, service, and operations?" –the answers are recorded on the Annual Plan Report of Progress.

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

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

responses are compared and gaps identified around which intervention strategies can be developed and implemented.

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

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

The Education Division conducts a student survey at the end of each course or program. The 5-point scale indicates a level of satisfaction (Very Dissatisfied, Dissatisfied, Satisfied, Very Satisfied, and N/A). Data is collected and disseminated following each semester for review.   In 2008, the college established an improvement plan process for faculty not meeting the 3.0 satisfaction threshold which is tied into faculty FMPS. Faculty that do not meeting the satisfaction threshold meet with their respective department chair/program coordinator, and develop an improvement plan that is carefully monitored to track improvement.

The College conducts the Community College Survey of Student Engagement (CCSSE) on an annual basis to provide useful information on student engagement and satisfaction. Results from the 2009 survey regarding students' evaluation of their overall educational experience at ATC are found in Category 7.

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

Positive relations between the College and students are handled in a variety of ways. First is the relationship between a student and a faculty member. Academic advising is conducted by all faculty at ATC. In most technical programs, the advisor is the academic coordinator and often the primary instructor. To further enhance the advisement process the College has employed three dedicated academic area advisors for the Pre-Allied Health, Pre-Nursing and Technical programs. This relationship can be a positive influence in the student's academic success and career advancement.

A variety of support systems are in place to assist students in achieving their goals. All students take a placement exam and are required to take math, reading and English developmental courses, should that be necessary, to ensure they are academically prepared for college level work. The Academic Success Center is available to assist students with various tutorial services in course material. Many students struggle to pay for their education. The College has help available from a variety of financial aid sources to include a payment plan. Additionally, the College provides students with disability, career decision assistance and personal

counseling support. Connection to the College is critical to student success. Therefore, the College has a well developed, varied student activity program to encourage participation in co-curricular activities.

Almost every technical and health science program has the opportunity for students to work outside the classroom in the form of clinical, cooperative work experience, field training or internship courses. This provides students with the academic preparation for employment and gives them real world experience in their field of study in the work environment. One extremely effective program that is instituted at the college is the Technical Scholars Program. Students who are academically prepared and maintain satisfactory progress have a relationship with a company in the area that pays their tuitions and fees, provides them a part-time paying job and often offers them permanent employment upon graduation. The businesses gain a part-time worker with interest in the field that they can groom as a future employee, should they so desire. Both the students and the employer benefit from this relationship.

III.3.6. How does your student and stakeholder complaint management system ensure that complains are resolved promptly and effectively?

Aiken Technical College encourages an "open door" policy to informally resolve issues of concern presented by community members (students, staff, visitors, etc.). The College has also established a formal complaint system for academic and behavioral misconduct through the Academic Dishonesty Policy (5-1-101 and Procedure 5-1-101.1 and the Student Code of Conduct (Policy 5-1-102 and Procedure 5-2-102.1). For stakeholders who do not wish to go through the formal or informal complaint process, ATC has posted throughout the campus "Suggestion Boxes." This process allows anyone who wishes to sign the suggestion to receive a response from the College administrator responsible for the issue and it allows others to make an anonymous suggestion. The boxes are emptied each month by the Administrative Assistant assigned to the Vice President of Student Services. The Vice President of Student Services reviews the comments and forwards them to the appropriate Vice President for action.

CATEGORY 4 – MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

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

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

Acknowledging a public demand for accountability in higher education and an institutional commitment to high quality programs, services and operations, ATC implemented Act 359, Performance Funding in South Carolina; ACT 629, Higher Education's Initiatives for Research and Academic Excellence in South Carolina; and Act 255, Institutional Effectiveness in South Carolina. In addition, the College's Institutional Effectiveness Program provides an internal report card of its performance and effectiveness on internally developed critical success factors and core indicators of success.

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

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

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

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

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

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

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

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

COURSE ASSESSMENT	PROGRAM ASSESSMENT	INSTITUTIONAL ASSESSMENT
Course assessment at Aiken Technical College is the process of assessing student learning within the classroom environment, using course objectives, student learning outcomes (SLO), and course content to measure the extent of the learning that is taking place (i.e., embedded assessment such as test	Program assessment at Aiken Technical College is the process of assessing student learning and experience to determine whether students have acquired the skills, knowledge, and competencies associated with their program of study (i.e., curriculum analysis, content analysis, focus groups, advisory committees, institutional	Institutional assessment at Aiken Technical College is the process of assessing the extent to which students achieve success beyond the college (i.e., MAPP test for general education preparedness, Community College Survey of Student Engagement, university transfer, job placement, employer

performance, grade distribution data, syllabus analysis, etc.).	data such as degrees awarded, transcript analysis, etc.).	feedback, alumni surveys, licensure exam pass rates, etc.).

Figure III.4.3 Assessment Levels

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

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

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

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

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

annual reports are also distributed internally and posted on the ATC Web page. Copies of the statewide report Indications of Productivity and Quality in South Carolina's Public Colleges and Universities (Minding Our P's and Q's) are maintained by the Director of Planning and Research.

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

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

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

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

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

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

The College follows and distributes to its students information regarding the Family Education and Rights and Privacy Act. Faculty and staff are regularly informed of the need to follow the law when dealing with student information. In addition, the College has an effective, secure student data base system (*Student Colleague* from Datatel) and the database is routinely saved and stored in an off-site location. Since the data base system is

relational, it is very powerful and provides timely data for accurate decision-making.

The College has developed and is in the process of implementing a data management plan that is comprised of three focus areas: senior administration, information systems management and planning and research. The data management plan will proactively define and align rules and standards related to institutional data. Secondly, the plan will provided for ongoing, college-wide protection and services to institutional stakeholders. Finally, the plan is designed to react to and resolve issues arising from non-compliance with rules. Institutional data will be centralized for dissemination through the planning and research office (data gateway) in order to ensure that the sharing of data is accurate and consistent in manner.

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

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

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

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

CATEGORY 5 – WORKFORCE FOCUS

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

ATC utilizes a multi-tier reporting structure within the major operating areas of the College in order to optimize operations by eliminating duplication of processes and to assign specific areas of responsibility to each division.

As indicated on the organizational chart included in Section II.11, ATC has an Executive Staff which consists of the College president and the three vice presidents in charge of the four divisions: Administrative Services, Student Services, Education and Training.   The Vice Presidents report to the President. Each division consists of a tier of directors/managers and lower level supervisors and other employees. Work is assigned in support of the departmental, divisional and organizational goals.

Job duties and performance objectives are communicated to faculty and staff and evaluated via the performance management system. Faculty use the Faculty Performance Management System and staff use the Employee Performance Management System. These individual performance management tools are designed to facilitate employee success and to communicate expectations and success criteria to employees. There is also a section for objectives that are typically tied to the College's annual plan and individual program plans.

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

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

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

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

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

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

Divisional retreats offer another opportunity for departmental employees to offer insight to their areas of

responsibility. Departmental and interdepartmental cross-training is encouraged. An electronic college newsletter, *ATC Today*, is published bi-monthly. A Web-based announcement and communication system, *My ATC*, has been implemented to provide email capability for all faculty, staff, and adjunct instructors.

Other effective means of communication and knowledge sharing occur as part of ongoing strategies to improvement student success. The Achieve the Dream initiative and the Enrollment Management Study included the collection, sharing and dissemination of qualitative data acquired through structured focus groups composed of students, faculty, staff, administrators, community partners, and/or business leaders. Members of these strategy groups visited other colleges, made presentations and national and regional conferences, and conducted secondary research on best practices. Best practices were reviewed and several student success strategies were chosen for implementation. As mentioned in other sections of this report, the College has also adopted a National Peer Group and will look for best practices among peer group institutions whose performance levels are consistently high. Information and knowledge gathered in these ways is shared with the campus community on a regular basis.

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

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

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

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

Informal evaluation and counseling is performed over the entire period of the performance. The rater (first line

supervisor) uses personal observations, reports and surveys, and other tools to ensure the quality of subordinates' work.

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

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

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

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

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

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

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

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

ATC actively supports various leadership programs to develop individuals for leadership roles, including the

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

The Human Resources Office and the Faculty Professional Development Coordinator holds employee orientations for staff and faculty once hired at Aiken Technical College. All employees are invited to attend the monthly college wide meetings held by the President to inform them of significant events, plans and accomplishments, and budgetary status. College-wide meetings are supplemented by a bi-monthly newsletter distributed via email to all employees to assure the campus community is well informed. College wide notices are also distributed via email regarding any issues that involve the campus and the employees of the College. The College also has a website as well as an intranet website that all employees can utilize via a username and password to access necessary forms, policies and procedures, campus calendar of events, helpdesk information, and personnel information. As a part of professional development, the Human Resources Office offers training on the selection process and other processes throughout the College to ensure that all are in compliance in regards to ethical and legal standards. The College utilizes a College attorney for reviewing employee relations issues, and contracts or agreements pertaining to the College.

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

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

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

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

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

Aiken Technical College advertises all vacant positions to include: local newspapers, local area colleges, national periodicals, National websites, the College website, and various Internet sources. Aiken Technical College also utilizes the Affirmative Action Option on websites nationwide that email position vacancies to over 90,000 job seekers who have expressed interest in hearing from colleges and universities actively seeking a more diverse applicant pool in an effort to increase diversity throughout the College.

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

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

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

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

Use of new knowledge and skills are encouraged through the performance management systems. For faculty, use of new technology is rated on their performance evaluations. For staff, performance objectives may be

established in a manner that forces the use of newly acquired knowledge and skills. For example, a human resources director who has attended succession planning training may be required to develop and implement an internal succession plan.

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

The College has a Faculty Professional Development Strategic Plan that includes 1) opportunities for faculty to attend professional conferences and/or training, 2) on-campus presentations by external experts, 3) Innovation Grants for faculty to provide pedagogical and student success sessions for other faculty and staff and for special projects to enhance student success, 4) technology coaches to instruct faculty in the use of instructional technology, 5) Faculty Learning Communities to engage in topic-based group discussions, 6) a Blackboard User Group to discuss educational technology questions and concerns; 7) creation of an electronic instructor library site to provide links and files of pictures, clip art, learning objects, videos, and sounds for online delivery, 8) New Faculty Orientation, and 9) year-long New Faculty Mentoring Sessions. Additionally, Faculty Professional Development days are held every semester during which faculty present sessions on topics such as new technologies, teaching methods, etc. The Plan was developed and is updated annually by the Faculty Professional Development Committee and is approved by the college-wide Professional Development Committee.

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

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

III.5.10. What formal and informal assessment methods and measures do you use to obtain information on workforce well-being, satisfaction, and motivation?

The College utilizes several assessment tools to measure employee satisfaction, well-being and motivation, including an institutional effectiveness survey, communications survey, and focus group sessions. The College president also conducts annual listening sessions with each division. While the listening sessions are primarily used for process improvement, they afford employees an opportunity to speak directly with the president on issues that directly or indirectly affect attitude and performance. Upon resignation or retirement, employees

complete a termination questionnaire and an interview with human resources and the College president, opportunities that afford exiting employees to express employee satisfaction and any other information they wish to share.

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

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

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

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

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

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

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

III.5.11. How do you use workforce satisfaction assessment findings to identify and determine priorities for improvement?

The College uses an institutional effectiveness survey and a communications survey to measure employee

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

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

III.5.12. How do you maintain a safe, secure, and healthy work environment? Include your workplace preparedness for emergencies and disasters.

The Security Office provides 24-hour security and protection for the campus. The office is staffed with 8 contract security officers and a call dispatcher who mans the emergency call line and CCTV monitoring system. The security staff is supported by an Aiken County Sheriff's Office Sub-station that is housed in the same facility. In addition, the College has contracted with the Sheriff's Office to assign a Deputy to full-time duty on the campus. This officer is housed in the Security Office as well.

In addition to providing 24-hour security and protection the security officers complete weekly testing of the CCTV system and emergency call box system that is provided throughout the campus. They perform monthly inspection of fire extinguishers and AED devices. They complete quarterly testing of emergency lights and emergency exit signs.

The Security Office works jointly with the Campus Engineer to provide safety and security training sessions to College personnel. Safety audits and inspections are conducted by the Campus Engineer to ensure all facilities and safety equipment meets safety standards. The Campus Engineer is assigned the responsibility to manage the College's Emergency and Disaster Response Plans.

CATEGORY 6 – PROCESS MANAGEMENT

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

CORE COMPETENCIES	PROCESSES
Strategic Leadership	• Strategic Planning • Annual Plan Development • Policy and Procedures Development • Budget Development • Professional Development • Evaluation and Assessment
Instruction	• Credit Associate Degrees, Diplomas and Certificates • Customized Contract Training; Seminars and Workshops

	• Hybrid Learning Laboratories • Occupational Short-term Training Programs • Continuing Education, Professional and Community Interest Courses • Distance Education and Online Learning
Academic Support	• Program Advisement • Testing Services • Academic Success Center • Center for Teaching and Learning Excellence • Learning Resource Center • Learning Communities • Faculty Academy
Student Services	• Student Activities • Co-curricular Activities • Counseling/Placement Services • Orientation/Transition Services • Financial Aid Services • Student Registration/Records
Institutional Support and Operation and Maintenance of Plant	• Information Technology (IT) Support • Information Services Management: Classroom & Laboratory Design/Installation & Maintenance • Grants • Facilities Management and Maintenance • ATC Foundation • Campus Safety and Security Services

Figure III.6.1 – Core Competencies

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

The College's key work processes are: design; develop; implement; and, evaluate. Key work processes describe how work is performed within the college. These work processes are applied in seven areas of the College's performance, as follows: 1) Effectiveness; 2) Productivity; 3) Quality; 4) Student, Customer and Stakeholder Satisfaction; 5) Efficiency; 6) Innovation; and, 7) Financial Durability. Applying these dimensions of performance to the Education Division, the College analyzes teaching effectiveness by examining the degree to which students achieve student learning outcomes, gain employability skills, prepare for advanced study, and so on. Teaching productivity is examined by analyzing number of courses offered, student credit hours generated, and faculty loading, for example. The quality dimension is analyzed by pass rates on licensure exams, GPA attainment, program accreditations, and success of transfer students, for example. Student, customer and stakeholder satisfaction is examined by analyzing results from a wide array of student opinion surveys, such as the Community College Survey of Student Engagement, the Student Evaluation of Course and Instruction, and the New Student Survey, for example. Additional measures for efficiency, innovation and financial durability follow similar methods. These dimensions of performance and application of work processes are also examined in Student Services, Education and Training, and Administrative Services divisions, as well as Strategic Leadership. In short, both formative and summative assessments of key work processes are performed on an ongoing basis to inform the College's decision makers.

III.6.3. How do you incorporate input from students, faculty, staff, stakeholders, suppliers, and partners for

determining your key student-centered process requirements?

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

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

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

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

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

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

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

Students have been able to register for classes online and utilize online payment via credit card since Spring 2007, which greatly streamlined the registration process. Additionally, the College has recently undertaken a thorough review of its enrollment management process. Strategies have been developed to increase market share, review flexible delivery systems and program mix, enhance enrollment driven alliances, provide customer-centered service and communication and sharpen, strengthen and communicate the College's image.

Organizational leadership for the department has been enhanced with the hiring of a dean and additional staff positions have been created to focus on communications and data management.

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

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

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

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

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

The College has created a computer based budget model that permits it to develop multiple scenarios to develop annual budgets. Different base assumptions about levels of state and local funding can be coupled with projected enrollment and tuition numbers to predict upcoming fiscal year revenues. The model permits assumptions relating to inflation and weather in order to project expenditures for items such as educational materials and utilities.

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

CATEGORY 7 – ORGANIZATIONAL PERFORMANCE RESULTS

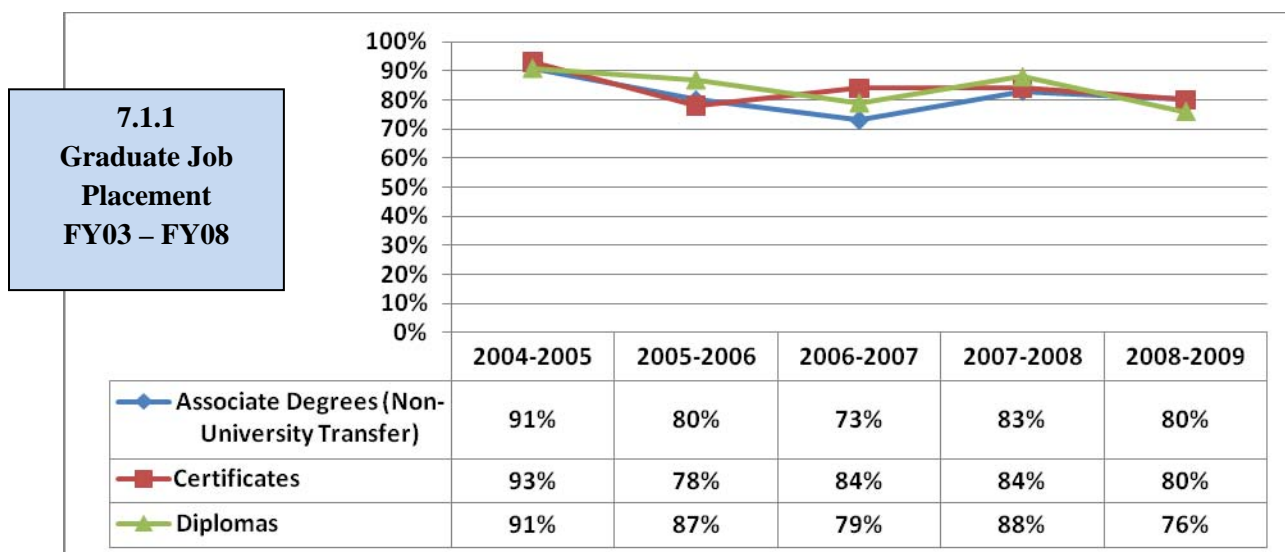### III.7.1. What are your performance levels and trends for your key measures on student learning, and improvements in student learning? How do your results compare to those of your competitors and comparable organizations?

Aiken Technical College has adopted a National Peer Group consisting of 19 two-year, public, degree-granting, technical and community colleges by using the Comparison Group Tool within the IPEDS Peer Analysis

System. The adoption of a national peer group allows the College to identify performance gaps on a wide array of variables and to establish appropriate benchmarks for selected variables.

National Peer Group

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

7.1.1 Graduate Job Placement FY03 – FY08

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Associate Degrees (Non-University Transfer)	91%	80%	73%	83%	80%
Certificates	93%	78%	84%	84%	80%
Diplomas	91%	87%	79%	88%	76%

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

**7.1.2
Fall Enrollment
Credit FTE
Production
Fall 02 – Fall 09**

	2002	2003	2004	2005	2006	2007	2008	2009
Fall FTE	1584.53	1619.20	1647.67	1580.00	1557.13	1671.30	1815.80	2158.93
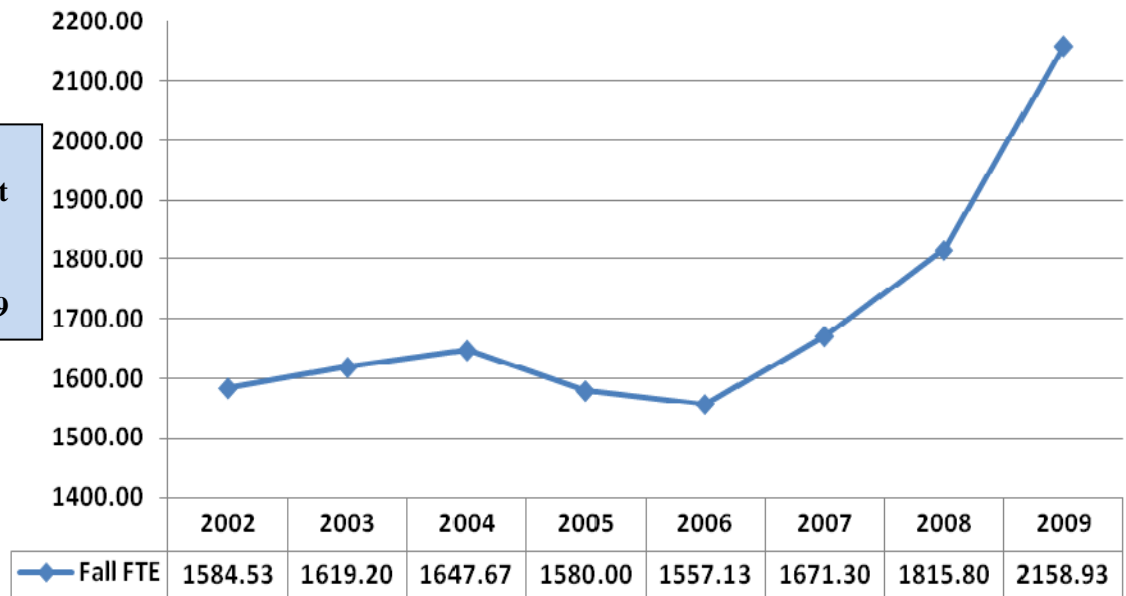
**7.1.3
Total Awards
Conferred
FY04 – FY09**

	2004	2005	2006	2007	2008	2009
Diploma	41	55	68	67	56	51
Certificate	323	283	345	296	356	421
Degree	167	206	220	202	224	260
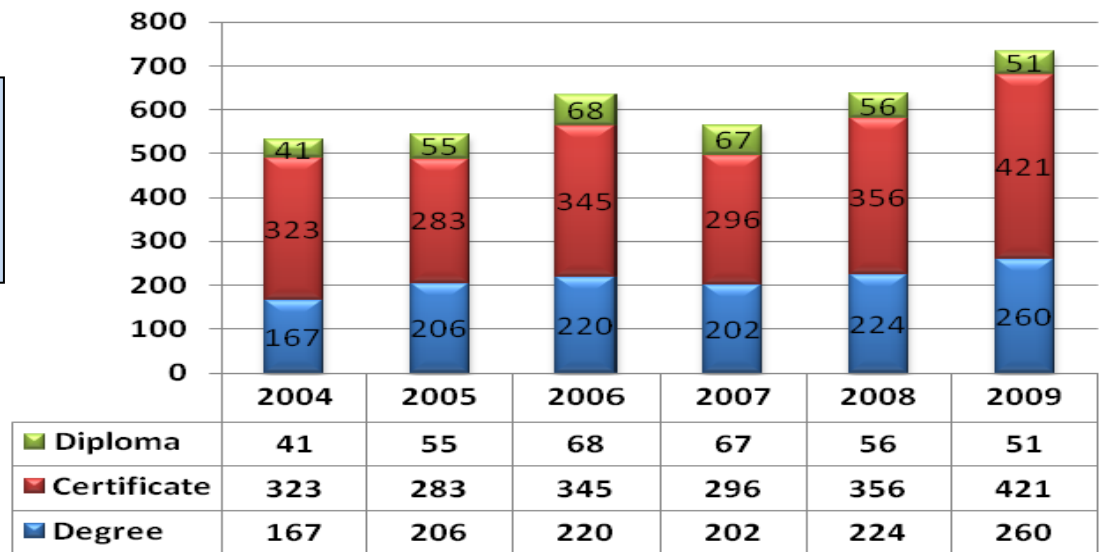
**7.1.4
Fall-to-Fall
Retention
FY04 – FY09**

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Aiken Technical College	55.7%	58.7%	40.9%	51.8%	54.8%	57.2%
SC Technical Colleges	51.3%	50.9%	43.8%	51.5%	51.9%	55.0%
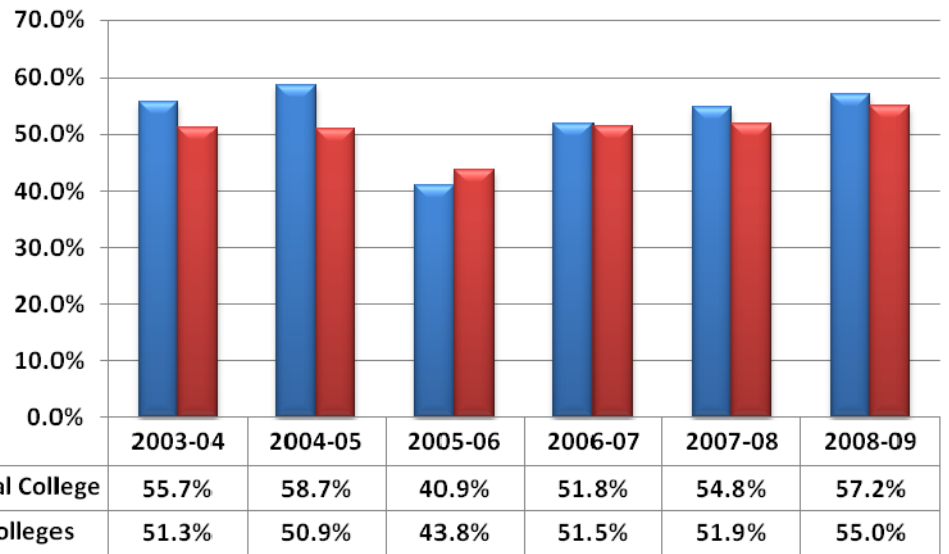
**7.1.5
Fall-to-Fall
Retention of
Minority Students
with SC
Citizenship
FY04 – FY09**

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Aiken Technical College	48.3%	53.0%	51.5%	48.6%	53.6%	53.3%
SC Technical Colleges	51.8%	51.9%	51.5%	51.9%	51.9%	53.1%
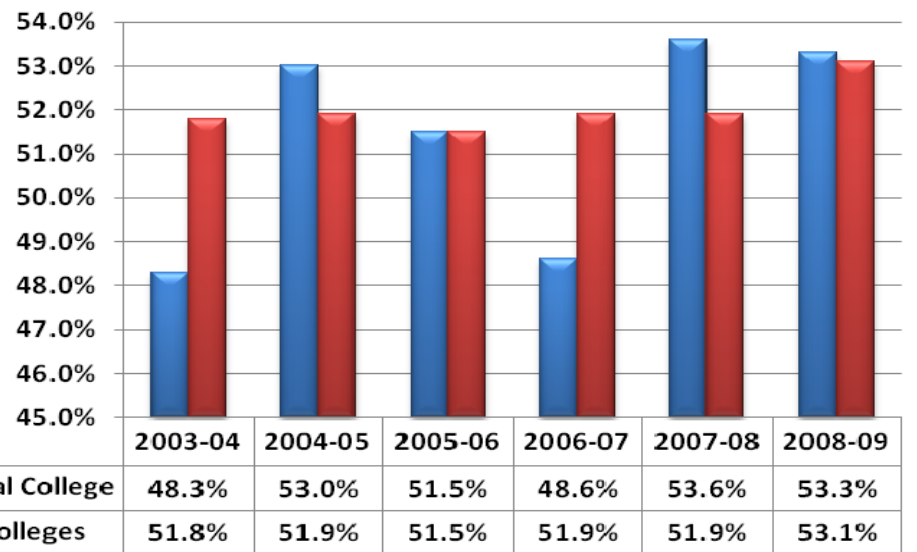
7.1.6 Number of Academic Programs Accredited FY03 – FY09
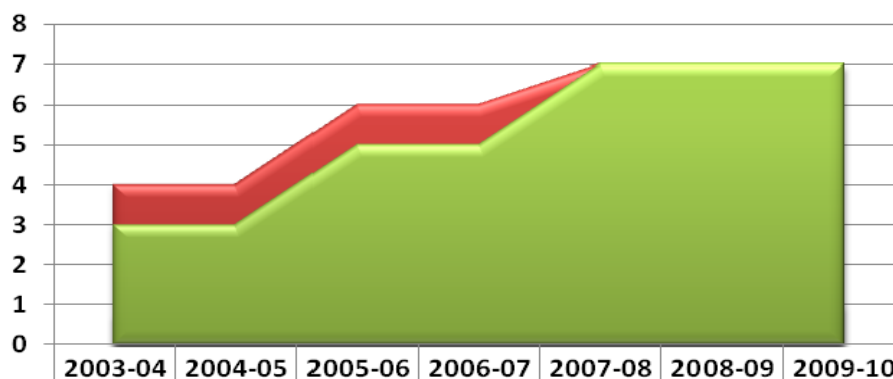
	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Percent of Accredited Programs	75%	75%	83%	83%	100%	100%	100%
Number Eligible	4	4	6	6	7	7	7
Number Accredited	3	3	5	5	7	7	7

7.1.7 GRS Graduation Rate FY05 – FY09
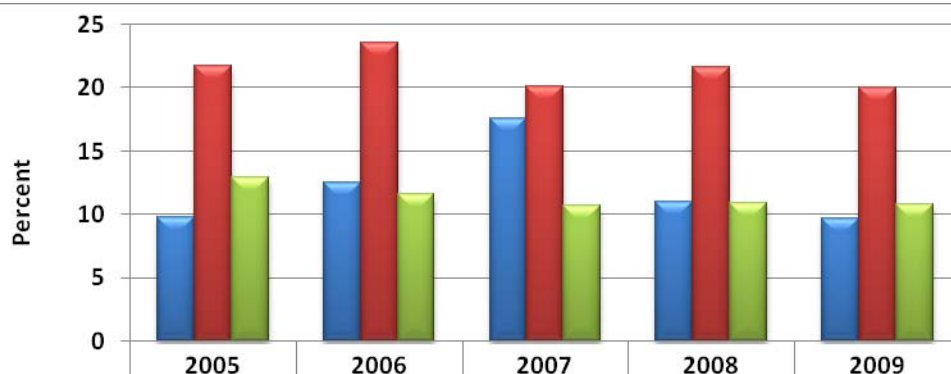
	2005	2006	2007	2008	2009
Aiken Technical College	9.8	12.5	17.6	11	9.7
National Peer Group	21.7	23.5	20.1	21.6	20
SC Technical Colleges	12.9	11.6	10.7	10.9	10.8

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

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

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

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

7.2.1 Overall Student Satisfaction – Student Evaluation of Course and Instruction Fall 2006-Spring 2010		2006	2007	2008	2009	2010
Fall: Overall		94.4%	90.5%	95.3%	95.3%	
Spring: Overall		94.4%	96.2%	91.8%	95.1%	91.5%
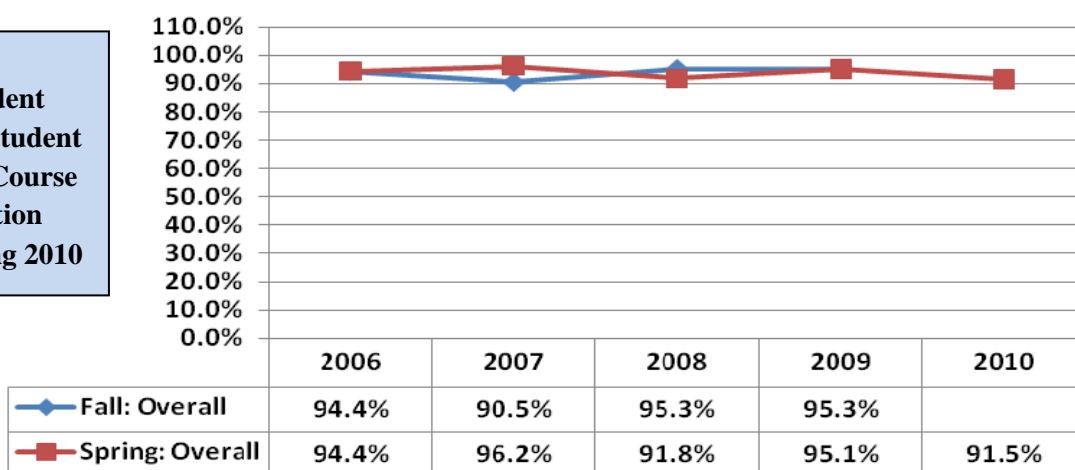
7.2.2 Student Evaluation of Overall Educational Experience [2007-09 CCSSE Results]

How would you evaluation your overall education experience at Aiken Technical College? (% good/excellent)			
Cohort	Part-Time	Full-Time	All Students
2007	86.9	88.5	87.6
2008	88.7	90.7	89.3
2009	90.6	89.6	90.1
2010	84.9	80.6	82.7
CCSSE Cohort	86.2	85.8	86

A higher percent of students evaluated their overall educational experience at ATC as "Excellent/Good" in 2009 than in 2007 or 2008. The mean rating for ATC exceeded the rating for institutions in the CCSSE Small College Cohort for the following variables: enrollment status; credit hours earned; gender; ethnicity; first generation students; developmental coursework; and, age.

7.2.3 Comparison of CCSSE Benchmark Scores: ATC to CCSSE Colleges Spring 2010

	Active and Collaborative Learning	Student Effort	Academic Challenge	Student-Faculty Interaction	Support for Learners
Aiken Technical College	45.8	51.1	48.6	51.0	53.1
CCSSE Cohort	50.0	50.0	50.0	50.0	50.0
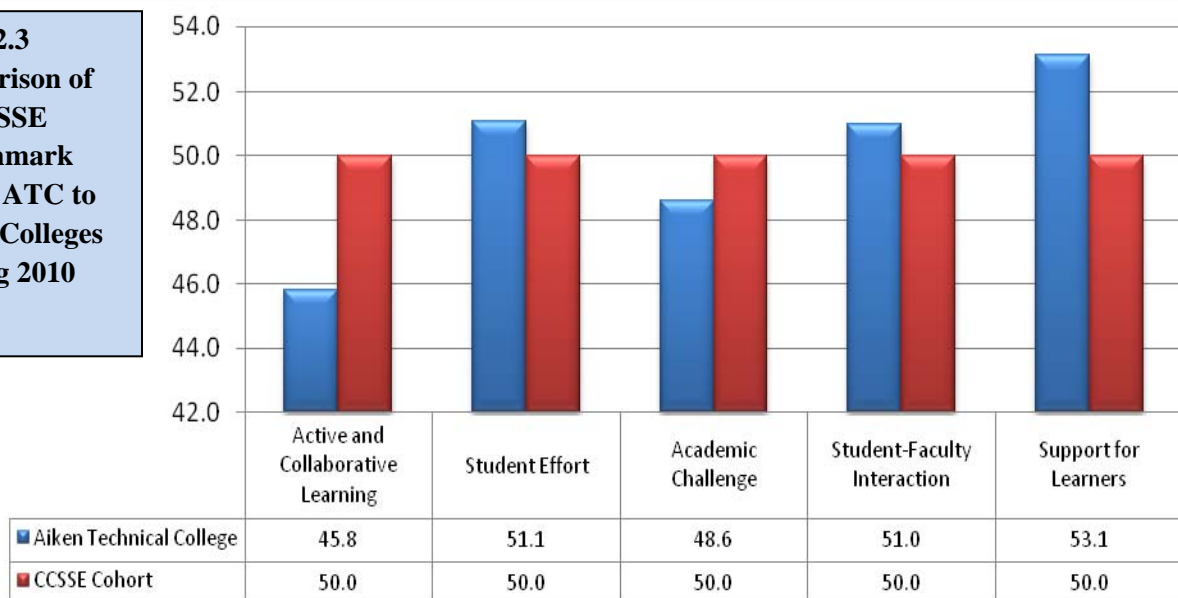
7.2.4 Comparison of CCSSE Benchmark Scores: ATC to CCSSE Small Colleges Spring 2010

	Active and Collaborative Learning	Student Effort	Academic Challenge	Student-Faculty Interaction	Support for Learners
Aiken Technical College	45.8	51.1	48.6	51.0	53.1
CCSSE Small Colleges	51.2	50.8	50.2	51.6	51.3
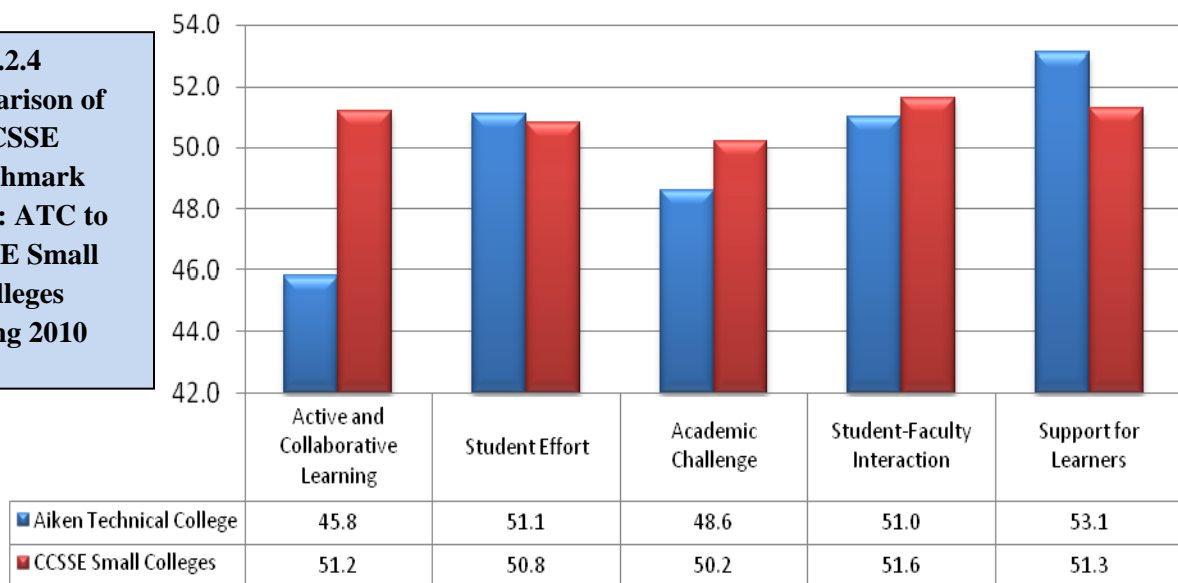
7.2.5 Comparison of CCSSE Benchmark Scores: ATC to Achieve the Dream Colleges Spring 2010

	Active and Collaborative Learning	Student Effort	Academic Challenge	Student-Faculty Interaction	Support for Learners
Aiken Technical College	45.8	51.1	48.6	51.0	53.1
ATD Cohort Colleges	49.5	50.0	50.1	49.4	51.0
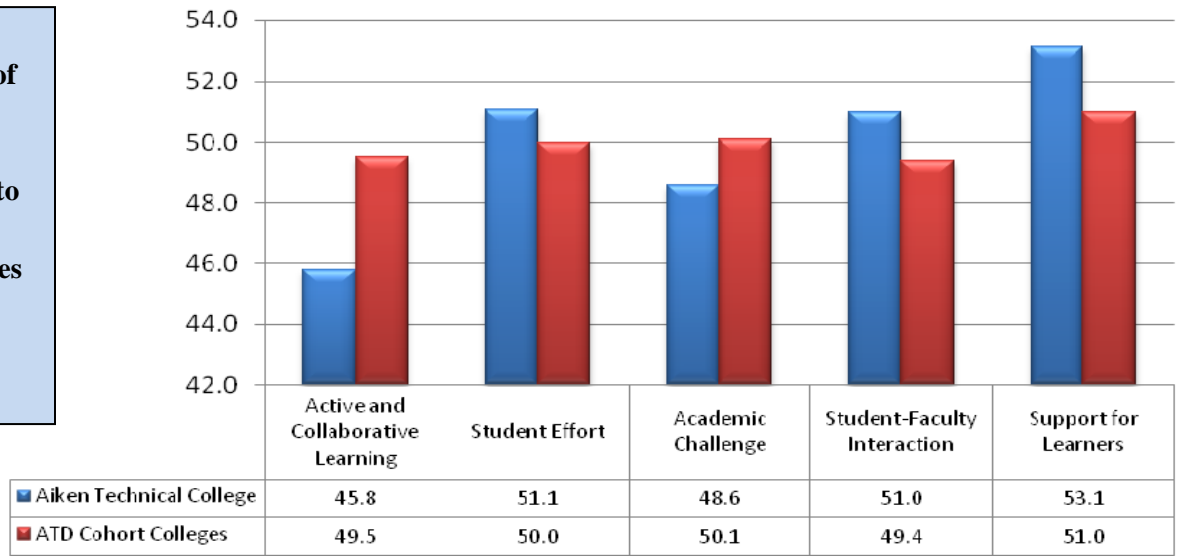
III.7.3 What are your performance levels for your key measures on budgetary and financial performance, including measures of cost containment, as appropriate?

7.3.1 ATC Revenue Sources FY04 – FY10

	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010 est
Tuition	$6,661,515	$7,324,269	$7,484,816	$8,547,404	$9,110,257	$10,404,238	$11,833,460
State Approp.	$4,760,942	$4,827,691	$4,957,554	$5,156,737	$5,610,875	$4,271,986	$3,969,461
County Approp.	$1,722,684	$1,621,000	$1,402,300	$1,506,285	$1,627,300	$1,600,000	$1,648,000
Other Revenue	$612,183	$380,382	$466,526	$735,716	$720,554	$611,369	$705,266
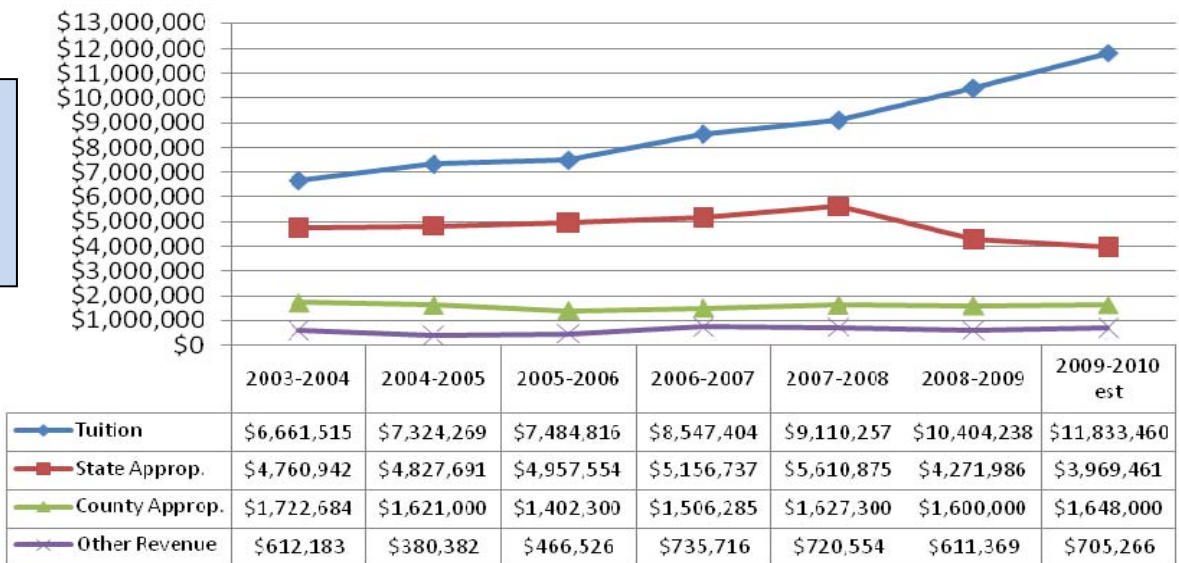
This chart compares the major revenue categories available to ATC. The change from State Appropriations to Tuition reflects a widening gap in funding source, as Tuition revenue continues to be the largest source of revenue. County Revenue and Other Revenue have remained relatively constant since FY02.

<table>
<tr><td rowspan="8">7.3.2
ATC Total
Operating Revenue
Compared to State
Revenue Operating
Appropriations
FY05 – FY10</td></tr>
</table>

	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009	FY2010
Total Operating Revenue	$18,577,031	$18,474,102	$19,751,375	$21,573,011	$21,420,516	$23,427,011
State Revenue Operating Appropriations	$4,827,691	$4,957,554	$5,156,737	$5,610,875	$4,271,986	$3,969,461
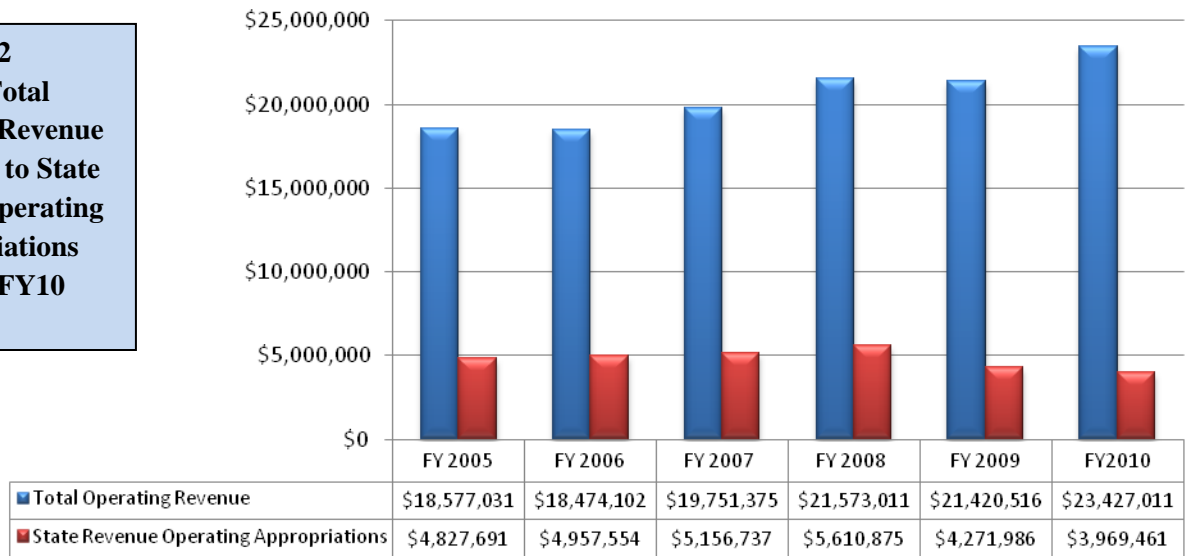
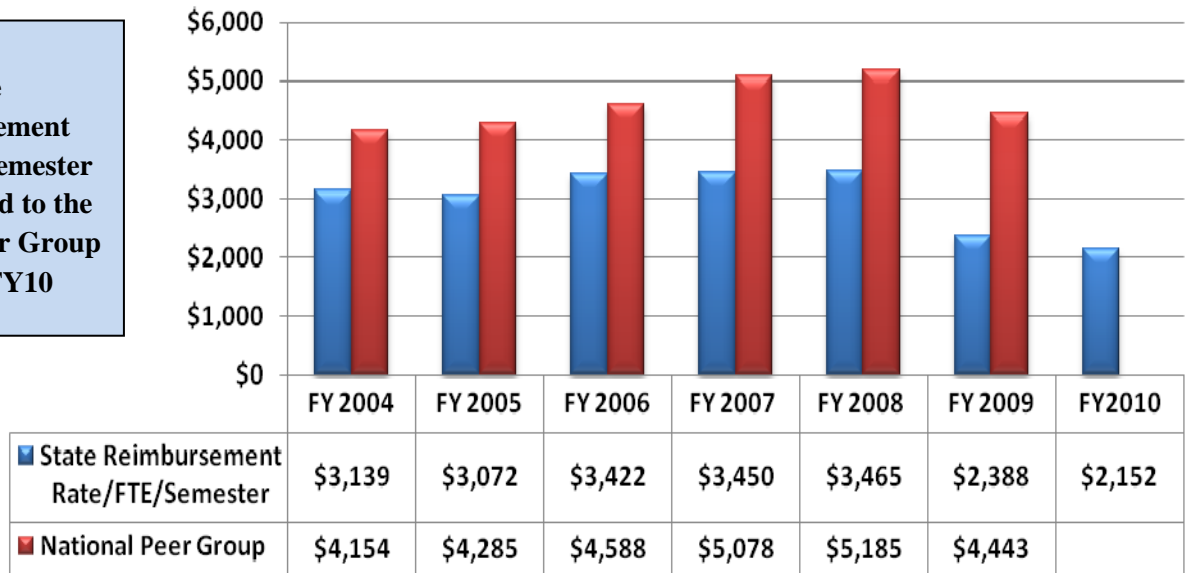The comparisons of State Revenue for Operating Appropriations to overall Operating Revenues notes the continuing trend of reduced state funding has leveled off. Increased state funding from the current low levels is not anticipated in the near future.

7.3.3 State Reimbursement Rate/FTE/Semester as Compared to the National Peer Group FY04 – FY10

	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009	FY2010
State Reimbursement Rate/FTE/Semester	$3,139	$3,072	$3,422	$3,450	$3,465	$2,388	$2,152
National Peer Group	$4,154	$4,285	$4,588	$5,078	$5,185	$4,443	

The trend remains downward for the state dollars received for each student FTE. The rate remains substantially below earlier years and is substantially below that of the national peer group, a difference of $2,055 per FTE for FY09. National Peer Group Data for FY 2010 was not ready in time for this report.

<table>
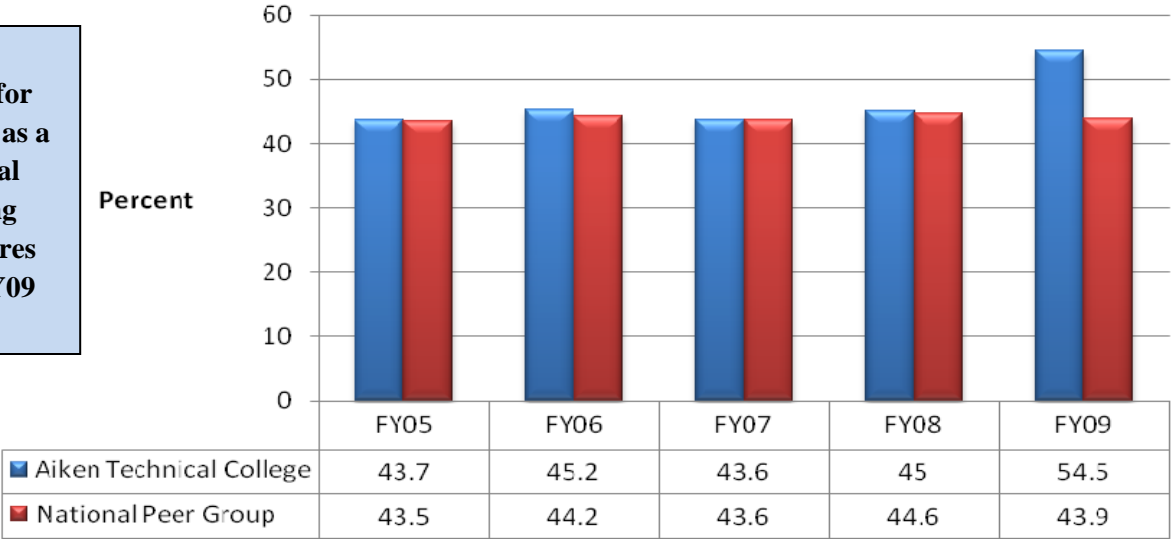<tr><td rowspan="2">**7.3.4**
Total Salaries and
Fringe (Direct
Cost) and
Instructional
Salaries as a % of
Operational
Expenditures
FY03 – FY10</td></tr>
</table>

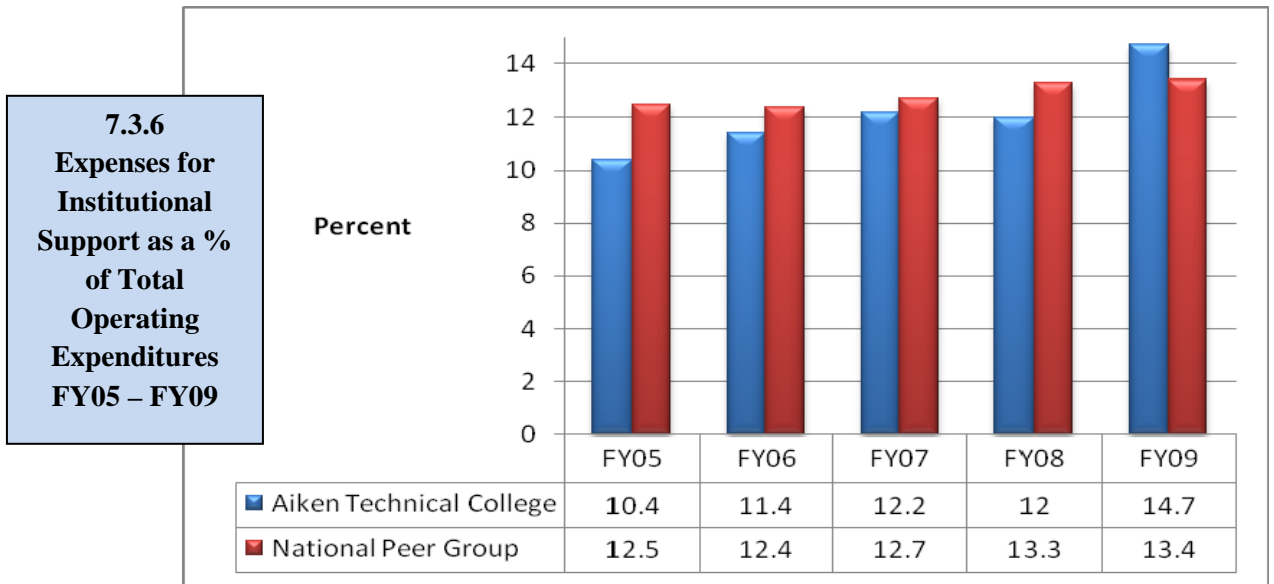|	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009	FY2010
Salaries and Fringe as a % of operational expenditures (Direct Cost)	57.48%	53.35%	58.34%	66.63%	66.33%	60.03%	60.88%	57.40%
Instruction as a % of operational expenditures	43.33%	43.28%	43.74%	44.79%	42.13%	42.61%	44.56%	43.25%
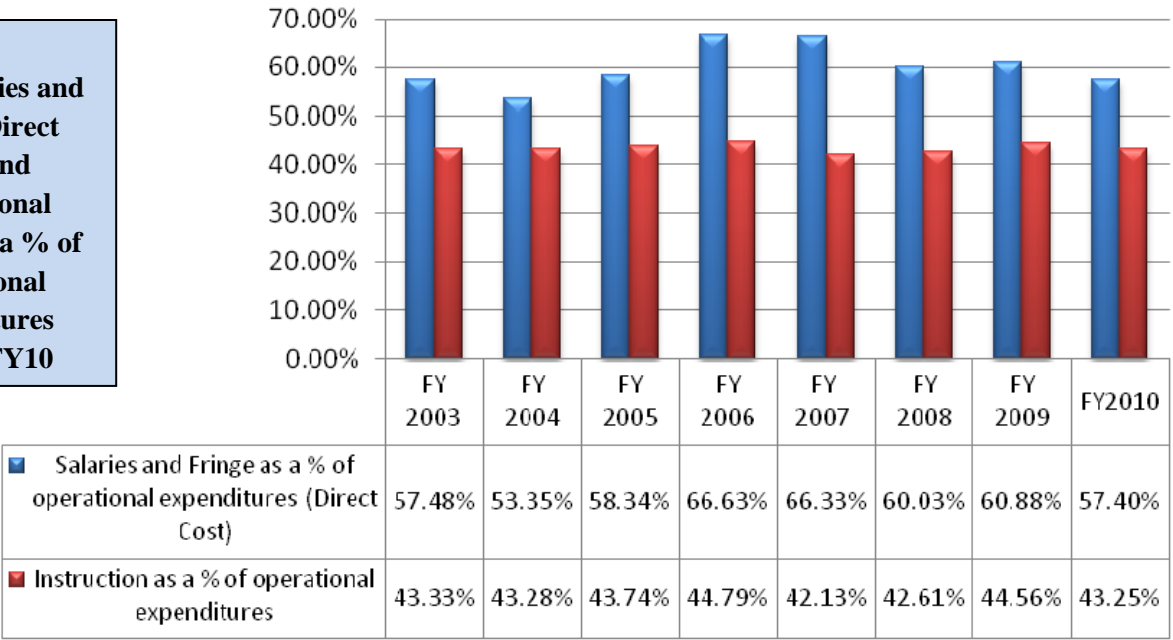
Overall instruction expense has remained an overall uptrend in relation to operational expenditures, while the relation of all salaries and fringe to operating expenses dipped and increased with FY07's and FY08's estimate. The dip occurred in years when start up programs increased overall non-salary expenditures for non-capitalized equipment.

7.3.5
Expenses for
Instruction as a
% of Total
Operating
Expenditures
FY05 – FY09

	FY05	FY06	FY07	FY08	FY09
Aiken Technical College	43.7	45.2	43.6	45	54.5
National Peer Group	43.5	44.2	43.6	44.6	43.9

ATC's expenditures for Instruction have been equal to or greater than the expenditures for the National Peer Group from FY05 to FY09.

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

| 7.3.6 Expenses for Institutional Support as a % of Total Operating Expenditures FY05 – FY09 | |

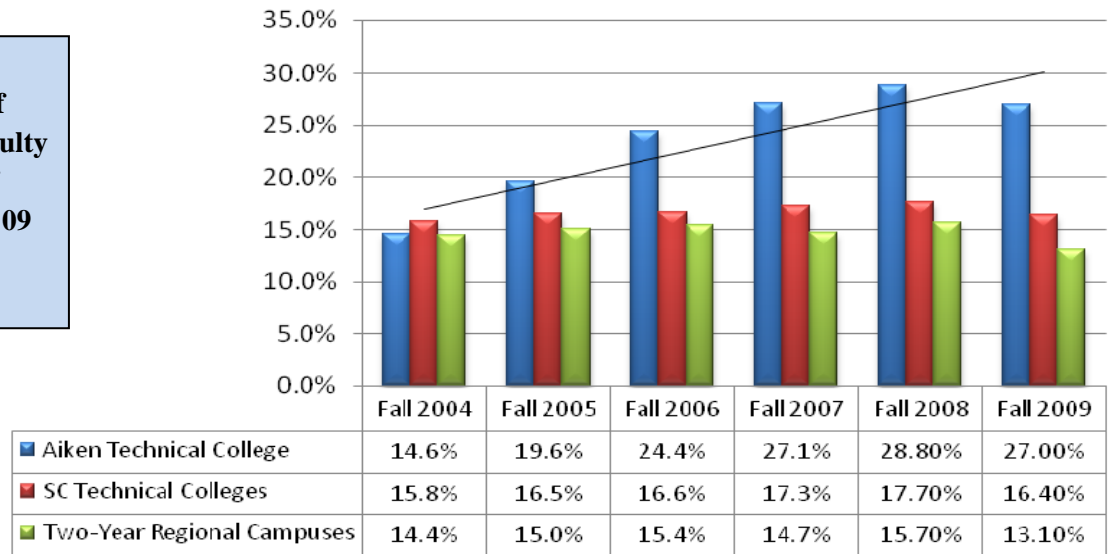| Percent		FY05	FY06	FY07	FY08	FY09
Aiken Technical College		10.4	11.4	12.2	12	14.7
National Peer Group		12.5	12.4	12.7	13.3	13.4

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

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

| 7.4.1 Equal Employment Opportunity Goal Attainment Fall 03-Fall 09 | |

	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Aiken Technical College	95.5%	98.4%	92.6%	96.3%	92.3%	96.6%	94.3%
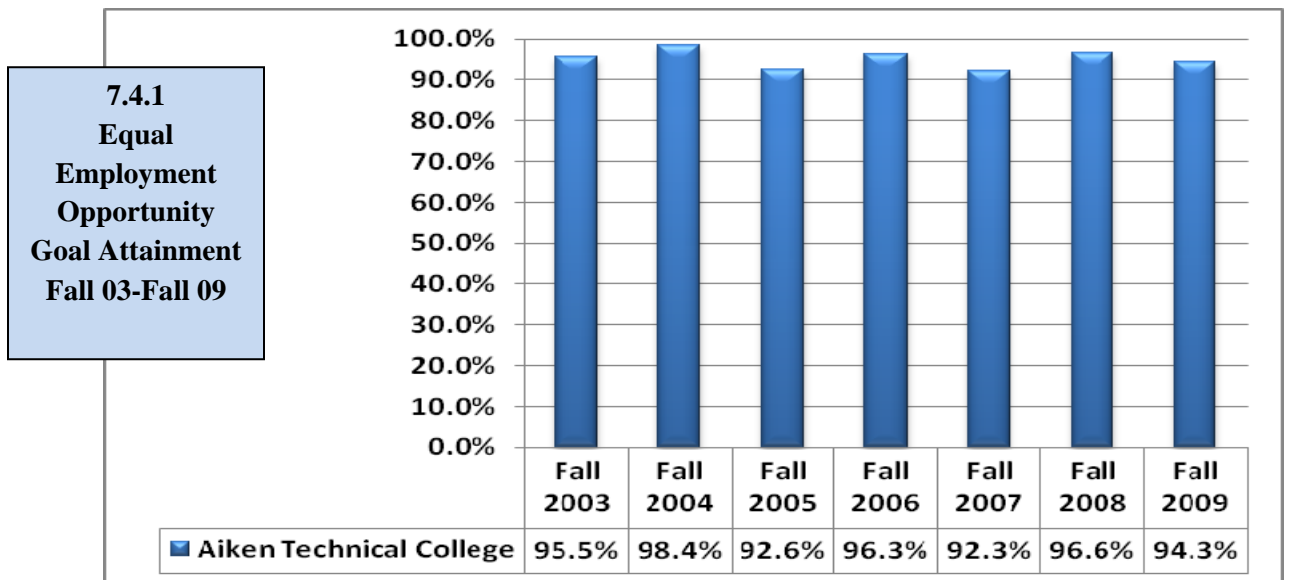
**7.4.2
Percent of
Minority Faculty
and Staff
Fall 04-Fall 09**

	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Aiken Technical College	14.6%	19.6%	24.4%	27.1%	28.80%	27.00%
SC Technical Colleges	15.8%	16.5%	16.6%	17.3%	17.70%	16.40%
Two-Year Regional Campuses	14.4%	15.0%	15.4%	14.7%	15.70%	13.10%

**7.4.3
Average Faculty
Salaries
Fall 04-Fall 09**

	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Aiken Technical College	$44,971	$46,767	$47,228	$47,885	$48,905	$47,769
SC Technical Colleges	$40,405	$42,078	$43,136	$46,016	$46,396	$44,759
Two-Year Regional Campuses	$48,399	$50,446	$47,169	$47,136	$47,073	$47,509
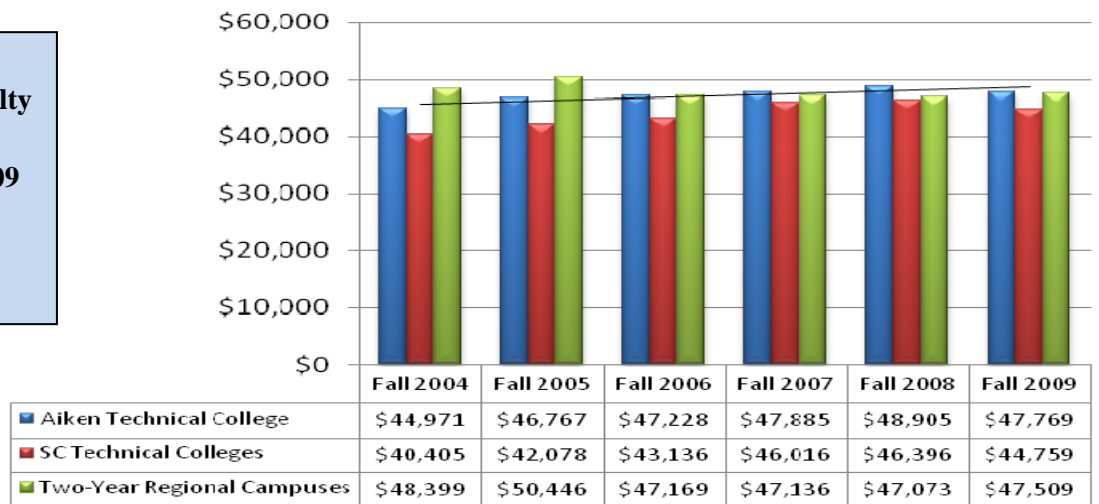
**7.4.4
Full-Time
Employees
Years of Service
Fall 09**

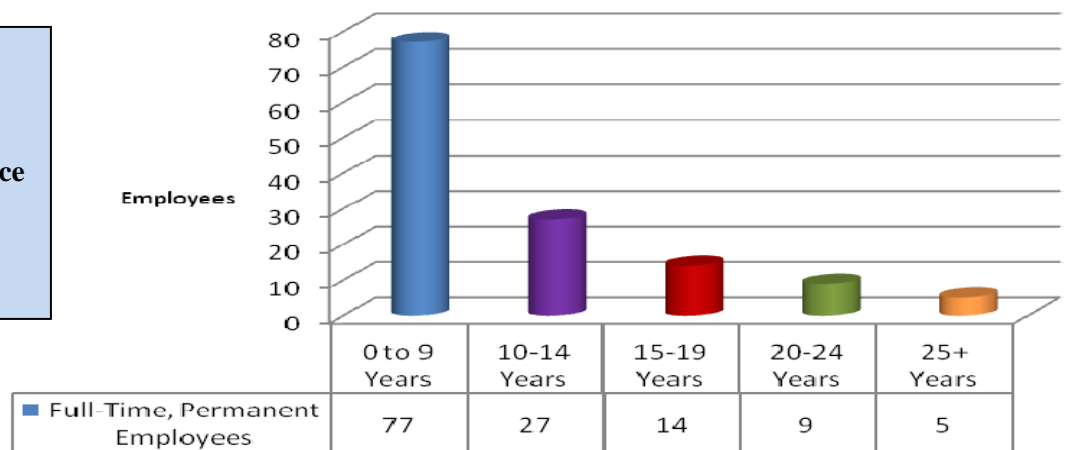|	0 to 9 Years	10-14 Years	15-19 Years	20-24 Years	25+ Years
Full-Time, Permanent Employees	77	27	14	9	5

56

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

**7.5.1
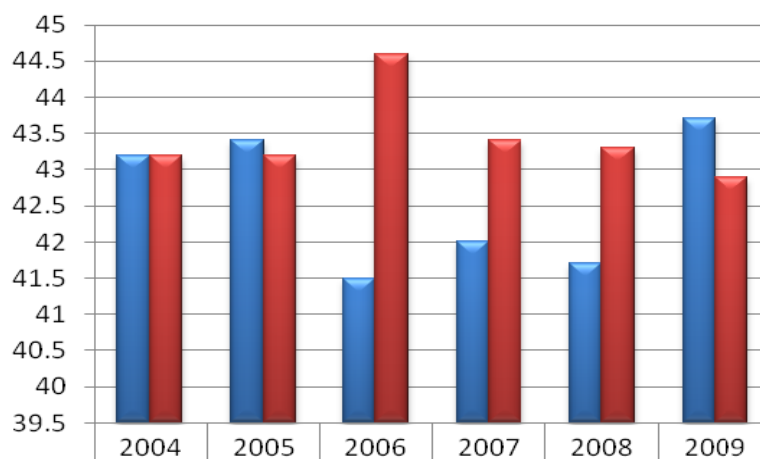Ratio of FTE
Students to FTE
Faculty
Fall 04-Fall 09**
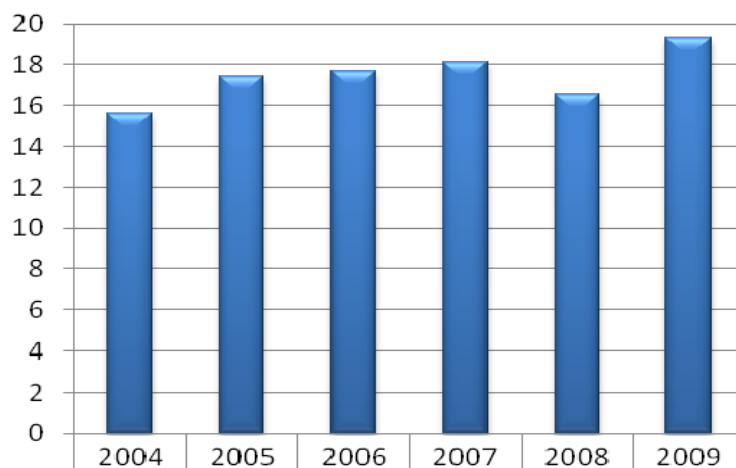
	2004	2005	2006	2007	2008	2009
Ratio of FTE Students: FTE Faculty	15.6	17.4	17.7	18.1	16.57	19.29

**7.5.2
Percent of
Full-Time
Faculty to
Total Full-
Time
Employees
Fall 04-Fall 09**

	2004	2005	2006	2007	2008	2009
Aiken Technical College	43.2	43.4	41.5	42	41.7	43.7
National Peer Group	43.2	43.2	44.6	43.4	43.3	42.9

<table>
<tr><td rowspan="2">

7.5.3 Electricity Usage in Kilowatt Hours FY05-FY10

</td></tr>
</table>

7.5.3 Electricity Usage in Kilowatt Hours FY05-FY10	
The 2006 spike in usage is attributed to the opening of the Health Science Building (50,948 sq. ft.). Since 2006, the College has reduced electrical usage to below FY05 levels.	
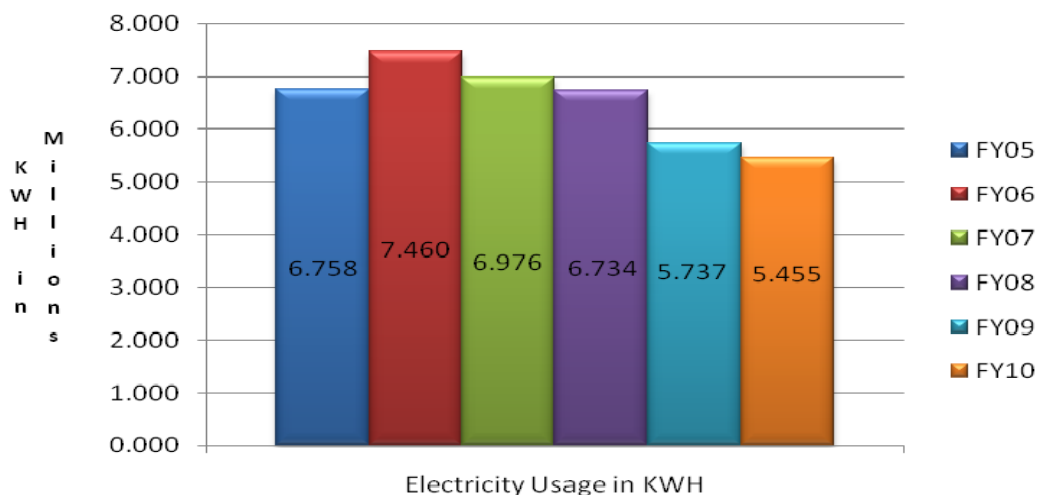
7.5.4 Natural Gas Usage in Therms FY05-FY10	
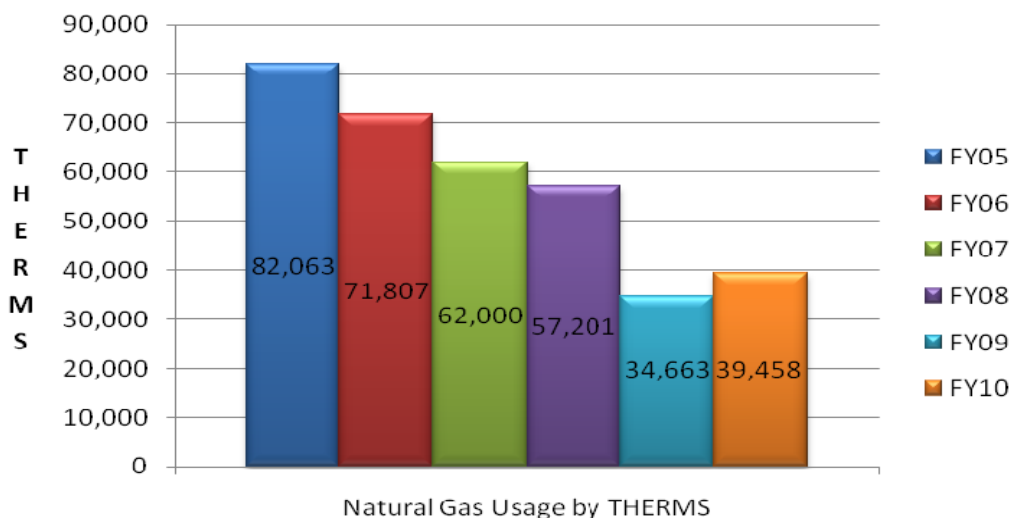
The College has reduced natural gas consumption each fiscal year since FY05 due to implementation of numerous conservation practices and the goal to become more energy efficient.

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

7.6.1 Accomplishment of Organizational Strategy and Action Plans

<table>
<tr>
<td rowspan="6">

7.6.1 Major Objectives Accomplished in 2009-10 Annual Plan

</td>
</tr>
</table>

Status of Action Step	Number	Percent
Completed	45	70.3%
Partially Completed	8	12.5%
Carried Forward	11	17.2%
In Progress	0	0%
TOTAL	64	100.0%

7.6.2 Stakeholder Trust in Senior Leaders and Governance

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

- Savannah River Site Community Reuse Organization
- Lower Savannah Council of Governments (LSCOG) Workforce Investment Board
- One Stop Committee of the LSCOG
- Greater Aiken Chamber of Commerce
- South Carolina Education and Economic Development Coordinating Council
- Lower Savannah Regional Education Center Board
- Nuclear Workforce Taskforce
- SCANA Advisory Board
- South Carolina Technical College System Leadership Development Committee
- Southern Association of Colleges and Schools C&R Committee
- Aiken Rotary Club
- Aiken County Community Partnership
- United Way of Aiken County
- Rotary Club of Aiken Sunrise
- Dollars for Scholars
- Leadership Aiken County
- Knights of Columbus
- Foothills Area Health Education Center (AHEC)
- North Augusta Chamber of Commerce
- Citizens for Nuclear Technology Awareness

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

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

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

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

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

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

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

Accountability Report Transmittal Form

Agency Name   Aiken Technical College

Date of Submission: September 10, 2010

Agency Director   Dr. Susan A. Winsor, President

Agency Contact Person: Mr. Donald Miles

Agency Contact's Telephone No.   803-593-9954, ext. 1382