



ANNUAL ACCOUNTABILITY REPORT

2009 - 2010

GREENVILLE TECHNICAL COLLEGE ANNUAL ACCOUNTABILITY REPORT

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I. Executive Summary

1.1. Organization Purpose, Vision, Mission and Values

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

Mission: GTC drives personal and economic growth through learning.

Purpose: GTC is the largest public two-year college in South Carolina, serving a fall headcount of more than 15,000 curriculum students. The college provides exceptional learning opportunities primarily to the residents of Greenville County.

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

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

Values: GTC is committed to the following values:

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

Standards of Behavior:

Collaboration:	Working in partnership with all members of the GTC community.
Forward Thinking:	Utilizing innovative and creative approaches in order to foster an atmosphere of learning, service, and growth.
Communication:	Employing effective and positive interaction that reflects pride in GTC.
Professionalism:	Displaying an attitude of excellence while providing an exceptional level of service and quality in all actions and interactions.

1.2. Major Achievements from Past Year

Corporate and Economic Development

- Introduced an EPA-approved program in Lead Renovation, Repair, and Painting in response to new regulations. Established a network of partners including 18 associations, 13 colleges, 14 companies, 6 government agencies and 4 training partners to deliver the course. Certified 4,000 individuals in 12 states through the program.
- Launched a new Physician Health Information Technician program, which became the basis for Greenville Hospital System’s apprenticeship program for administrative health care positions in its physician practices. This is the first such apprenticeship program in the state.
- Introduced a daytime Certified Medical Assistant program, doubling our capacity to train people for this occupation, which is one of the fastest growing careers in our area.
- Received two ARRA-funded grants: one for Quick Jobs programs (\$398,000) and one for Quick Skills programs (\$100,000) that are funding equipment and supplies for programs as well as tuition support for WIA-sponsored students.
- Exceeded our margin goal of 1.39 (ratio of program revenues to expenses), allowing us to cover all CCD expenses with CCD revenues.

Education

- Center for Teaching Excellence (CTE) established and staffed. CTE now serves as the center for faculty professional development planning and delivery, curriculum and instructional design (in concert with the Curriculum Committee), training for new technologies, coordination of required new faculty training during the first year of employment, classroom utilization design, and training on the use of instructional technology.
- The college joined the Achieving the Dream (AtD) initiative and entered the planning year phase. During this period data was researched and evaluated to determine potential targets for AtD to address to improve student success. An organizational structure was created and teams assigned. Three major strategies were identified for GTC to address in years 2 – 4:
 - Redesign Student Intake System including a First-Year Experience component and an Enrollment Tracking System.
 - Math and English Immersion Program designed to help students improve placement and class performance in math and English.
 - Shining Star Merit Program designed to focus on special and intrusive mentoring/tutoring/advising for African American male students.

- New Faculty Mentoring Community Project completed its first year. All new full-time faculty hired this past year went through yearlong structured mentoring activities. Each was assigned a faculty mentor to work closely with them across the entire year. The first-year evaluation was excellent with all mentees feeling that the program helped them tremendously.
- A new full-time faculty orientation program was developed requiring all new full-time faculty to participate in prescribed professional development. Additionally, they are all required to take a hybrid class addressing principles of teaching. The faculty who have completed it have been thrilled with the course and all indicated it helped them better prepare to teach.
- Unlock Your Future held its third “Faculty Institute” in April focusing on keys to learning resources. In addition, developmental faculty participating in the Title III project have since been active redesigning the first set of developmental courses (MAT101, ENG100 and RDG100). Faculty Learning Circles have also been created for Math, English and Reading.
- GTC, in concert with USC-Upstate, has designed a new transfer model to be titled and marketed as “Upstate Direct Connect”. Students will travel a “direct” route through GTC to selected majors at USC-Upstate. Students must complete their Associate Degree at GTC and are then guaranteed admission and junior status when entering USC-Upstate. The project will create a direct, guaranteed route for high school graduates to follow.
- GTC has been named as one of the two recipients of two “Green” focused grants from the South Carolina Energy Office. (Solar Training Centers of South Carolina and Geothermal Training Centers of South Carolina)
- GTC opened an additional Welding Center on the Barton Campus.

Finance

- Completed renovation of the Student Center including all new flooring, ceiling, lighting and paint. The newly renovated Student Center now includes a dining area, computer counter, wireless internet access, and large gathering spaces for students. The building is LEED certified, reflecting Greenville Tech’s commitment to environmentally sound and sustainable practices.
- Completed renovation of the C Wing of the Industrial Complex for a second welding shop including new electrical service, paint and lighting. The new welding area now includes 40 welding stations, 10 cutting stations, 8 grinding booths and 9 individual work stations, along with a state-of-the-art dust collection system, space for 12 future welding stations, and office and classroom areas.
- Completed renovation of the University Transfer Auditorium including all new flooring, ceiling, lighting and paint. The auditorium now seats 220, plus 5 handicap spaces and includes state-of-the-art video and audio systems with stage lighting, wireless internet access, storage areas for stage production equipment, and a lobby/lounge area with tables and chairs.
- Received the Certificate of Achievement for Excellence in Financial Reporting for the college’s Comprehensive Annual Financial Report [CAFR] for the second consecutive year.

- Established an agreement between GTC and Greenville Transit Authority to provide bus service for the Northwest campus.

Greenville Tech Foundation

- Raised more than \$850,000 in new cash and pledges.
- Raised more than \$750,000 in in-kind gifts.
- Generated \$197,000 from endowment earnings to fund 164 scholarships.
- Opened new classroom building on Brashier Campus which was built by Foundation and leased to the college.

Human Resources

- Developed and implemented Standards of Behavior.
- Began posting vacant positions internally with the goal of maximizing existing resources before advertising to external candidates.

Institutional Effectiveness

- Implemented Blackboard Learning Management System to support college initiatives of increasing online course delivery and enhance faculty-student collaboration.
- Implemented Google Apps as a cost effective collaboration solution providing email, data storage, and shared applications to support student learning.
- Implemented a 24/7 Central Helpdesk providing Tier-1 support for all campus constituencies in technologies.

Student, Diversity and Community Affairs

- Veteran Affairs received special recognition as a Military Friendly School for 2011. This recognition is awarded to the 15% of the colleges in our country by GI Jobs Magazine.
- The college launched its face to face New Student Orientation for Fall 2010. Over 4000 students participated.
- The College implemented its first Application Deadline of August 1, 2010.
- To assist with student retention and development through increase student engagement, the college hired a Director of Student Activities
- Greenville Technical College graduated its first class of Call Me Mister students who are now attending senior institutions in the state of South Carolina.
- The college received special recognition from the South Carolina Human Affairs Commission for being in the top 10 agencies in the state for Affirmative Action goal achievement.
- Dr. Keith Miller, President and Curtis Harkness, Vice President for Student, Diversity, and Community Affairs received recognition for the college’s commitment to the community by the HBCU Classic.
- Greenville Technical College signed a Memorandum of Agreement on August 26, 2009, with the Alliance for Collaboration with the Hispanic Community for the purpose of addressing the education and training needs of the Upstate with a specific focus on the Hispanic/Latino community.

1.3. Key Strategic Goals

Spring 2009 the college began a new strategic planning initiative. A group of executive leadership and representatives from around the college participated in the initial process. The following were identified as the five strategic imperatives of the college.

- Return to Teaching and Learning as Our Core Mission
- Ensuring Student Focus: Student Success
- Improve Technology Infrastructure
- Foster Continuous Employee Development
- Become the College of Choice in a Competitive Environment

1.4. Strategic Challenges

The college continued to work toward improving the effectiveness and efficiency of all institutional functions during 2009-2010. While reduced state funding has presented challenges, the leadership has turned them into opportunities to position the college to look beyond immediate “fixes” with longer-range processes that will carry-over when the economy improves. The goal of the college is to raise its standards of accountability and incorporate excellence in all of its work, as well as become a role model for efficiency and effectiveness. In the coming fiscal year, the college will focus on the following:

- Seek ways to improve student success with access to more comprehensive student support services.
- Review, analyze, and alter academic programs which

are based on employer needs or where student success is low.

- Seek ways to improve graduation, retention and persistence rates.
- Attract and enroll more students from diverse and underrepresented populations.
- Foster a college culture that aligns with the institution’s strategic imperatives.
- Advance the collection of data processes to enable the college to improve how it analyzes its strengths and weaknesses for making decisions.
- Seek ways to improve physical plant by investigating green technologies.
- Seek ways to benchmark success against competitors and increase service expectation standards.
- Increase/attract more minority faculty to reflect current student populations and projected trends.

1.5. Use of Accountability Report to Improve Organizational Performance

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

II. Organizational Profile

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

Main Educational Programs	Business, public service, arts and sciences, health sciences, nursing, engineering technologies, industrial technologies, transportation technologies, and university transfer
Award Offerings	37 associate degrees 11 diplomas 139 certificate programs
Primary Delivery Method	Traditional didactic classroom instruction, online distance learning, hands-on laboratory application, telecourses, and hybrid/blended
Student Service Provided	Academic advising, veterans assistance, career services, counseling services, student disabilities services, tutoring, student activities, and library services

2.2. Key Student Segments, Stakeholders, and Market Segments

As an open admission institution, GTC's population includes traditional students entering college directly from high school and a growing number of non-conventional students including adults in mid-life career change, displaced or under-employed workers, newly arriving immigrants, transplants from neighboring states, and those seeking enhanced workforce training. The student body, Figures 2.2-2 and 2.2-3, is diverse and generally reflects the ethnic makeup of the service area, Greenville County, South Carolina, as noted in Figure 2.2-1. Stakeholders and their expectations are outlined in Figure 2.2-4.

FIGURE 2.2-1: STUDENT ETHNICITY PROFILE

Population	GTC			Greenville County
	Fall 2007	Fall 2008	Fall 2009	
				2000 US Census
White (non-Hispanic)	66.6%	66.9%	61.7%	77.5%
Black	24.9%	24.2%	22.2%	18.3%
Hispanic	3.7%	4.0%	3.7%	0.4%
Other	4.8%	4.8%	12.4%	4.2%

FIGURE 2.2-2: ACADEMIC PROGRAM HEADCOUNT

	Fall 2008	Fall 2009
Academic Program Headcount	14,582	15,109

FIGURE 2.2-3: CORPORATE AND CAREER DEVELOPMENT

	2007-08	2008-09
Corporate and Career Development	23,261	21,958

FIGURE 2.2-4: STAKEHOLDERS AND EXPECTATIONS

Stakeholders	Expectations
Students	<ul style="list-style-type: none"> Earn credits for transfer to four-year college or university Obtain associate degree, diploma, or certificate Obtain skills needed for career advancement Receive entry-level job skills training Obtain technical or job development skills Engage in personal growth opportunities.
State and local community	Ensure institution serves the public interest.
Faculty	The institution upholds the standards of the academic disciplines.

2.3. Operating Locations

GTC maintains seven satellite locations throughout Greenville County including:

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

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

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

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

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

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

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

Other operating locations of interest are the Admissions and Registration Center (ARC) situated at **McAlister Square** (several blocks from the main campus) and **Student Housing**.

2.4. Number of Employees

FIGURE 2.4-1: 2009-10 HUMAN RESOURCES IPEDS DATA

GTC Employees			
	Full Time	Part Time	Total
Faculty	330	441	771
Staff	333	308	641
Total	663	749	1,412

GTC contracted with SunGard Higher Education to improve our information technology services in December 2009. The high profile nature of this service led the institution to recognizing other non-state employee groups which might be identified as contract employees. GTC will be evaluating this process and will develop a consistent and accurate method of identifying and tracking contracted employees.

2.5. Regulatory Environment

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

2.6. Governance System

GTC’s president is directly responsible for organization and operation of the college under the direction of the Greenville County Commission for Technical Education (Area Commission). This Commission is an administrative agency of Greenville County established by the South Carolina General Assembly. The Area Commission, Figure 2.6-1, is responsible for the development and operation of GTC in accordance with the standards set forth by the State Board for Technical and Comprehensive Education, as well as representing the college before the county council and state agencies.

FIGURE 2.6-1: GREENVILLE COUNTY COMMISSION FOR TECHNICAL EDUCATION

Position Held	Voting Rights	Term Length	Appointed By
Superintendent of Greenville County School District	Ex officio non-voting	As long as they hold their position	
Director of Workforce Development of Greenville County	Ex officio non-voting	As long as they hold their position	
University Center of Greenville Representative	Non-voting	Two-year term	Chairman of the Greenville County Legislative Delegation
Not a current Greenville County Council member	Voting	Two-year term	Chairman of the Greenville County Council
	Voting	Two-year term	Chairman of the Greenville County Legislative Delegation
House District 17 or House District 18	Voting	Four-year term	
House District 20 or House District 22	Voting	Four-year term	
House District 23 or House District 25	Voting	Four-year term	
House District 19 or House District 26	Voting	Four-year term	
House District 21 or House District 24	Voting	Four-year term	
House District 27 or House District 28	Voting	Four-year term	
Member at large	Voting	Four-year term	

2.7. Partners and Key Suppliers

Greenville Tech maintains ongoing strategic alliances with a variety of partners for the purpose of 1) recruiting new students, 2) transferring existing students to four-year college and university programs, and 3) providing workforce development and job skills training. Organizations include local secondary and postsecondary institutions; Upstate workforce and economic development agencies; civic, community, and faith-based groups; as well as industry leaders and employers.

2.8. Key Competitors

Two public institutions (Spartanburg Community College and Tri-County Technical College) are located in service areas close to Greenville Tech. Additionally, private vocational schools in the immediate vicinity are increasing with the introduction of Virginia College and Brown Mackie to the existing ECPI College of Technology and ITT Technical Institute. These private schools also provide programming to populations targeted by GTC.

2.9. Factors Determining Competitive Success

Factors Impacting Competitive Success	Actions and Activities to Ensure Success
<ol style="list-style-type: none"> 1. Maintaining a diversity of educational options 2. Expanding partnerships with secondary and four-year institutions 3. Hiring and maintaining talented and professionally engaged faculty 4. Providing competency-based curriculums that have real-life applications and meet specific professional and occupational skill sets/standards 5. Creating a multidimensional learning environment to accommodate a variety of students with varying academic, career, and personal goals 6. Developing new industry-driven training options 7. Recognizing opportunities to recruit non-traditional student populations 8. Using technology to optimally serve students, faculty, and staff 9. Establishing a sense of community and collegiate spirit on campus 10. Seeking additional extramural funding 11. Dealing with cumbersome state processes 	<p><u>Enhancing internal assessments</u> including annual assessment reporting by all academic programs and non-academic units</p> <p><u>Restructuring Human Resource</u> policies and improving recruitment, hiring, and retention procedures</p> <p><u>Moving to a resource planning</u> model where data are used to drive decisions</p> <p><u>Negotiated articulation agreements</u> with historically black colleges, as well as transfer agreements with Clemson, USC, and USC Upstate</p> <p><u>Expanding facilities</u> to meet growing needs with new Center for Teaching Excellence, new Welding Center, new Student Center, and new student orientation process that requires all new students to go through a face-to-face orientation.</p> <p><u>Moving to learning-centered focus</u> in all areas of the college</p>

2.10. Performance Improvement Systems

Strategic Planning: After involving the college community in surveys and interviews, a group of faculty and staff from across the college met June 23-24, 2009, to analyze the data collected about the college's current situation. From that research, the group identified five Strategic Imperatives that will guide the college to achieving our core mission of teaching and learning. Within each imperative there are outcomes established by the represented areas to set the priorities of the college. Those outcomes are reported on quarterly and updated annually.

Surveys and Standardized Testing: The Office of Institutional Effectiveness produces a number of in-house surveys and reports and uses externally-developed surveys and examinations to assess performance and satisfaction. For a complete listing, see Figure 3.4.4-1.

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

Program Reviews: Annually the Office of Academic Support coordinates a review of each associate degree program based on a five-year cycle. For the 2010-2011 academic year, the Academic Program Review (APR) process has been placed on hold for process improvement. The college is reviewing the current process to eliminate unrelated reporting elements, streamline it with other assessment activities, and to make it a more comprehensive five-year assessment of the program.

2.11. Organizational Structure

The college’s organizational structure, Figure 2.11-1, is comprised of a eight-member president’s cabinet charged with setting policy, direction, and vision for the institution. The academic division of the college is comprised of two associate vice presidents and four academic deans, Figure 2.11-2.

FIGURE 2.11-1: GREENVILLE TECHNICAL COLLEGE ORGANIZATIONAL CHART

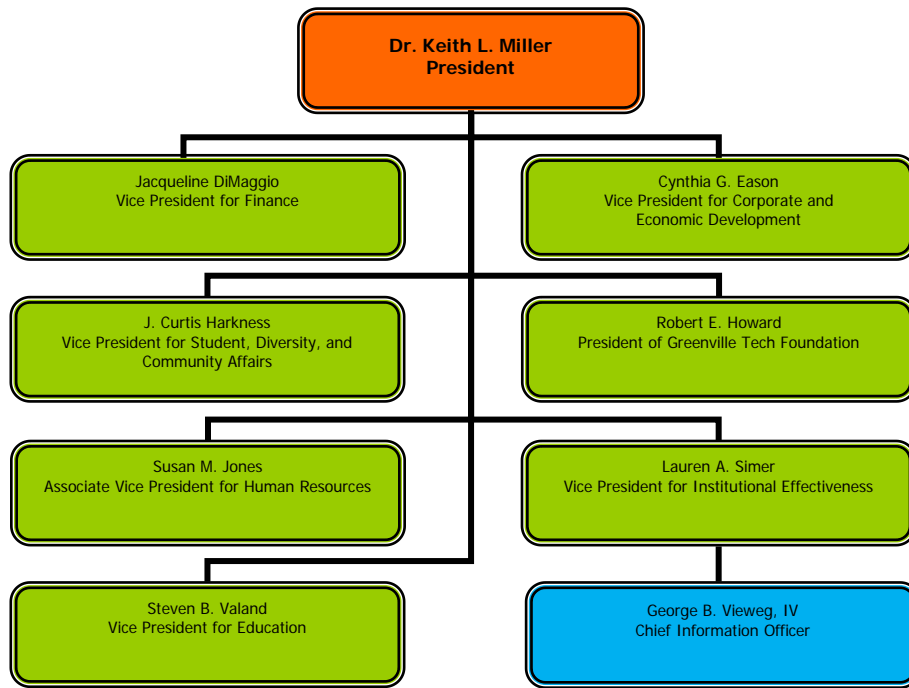
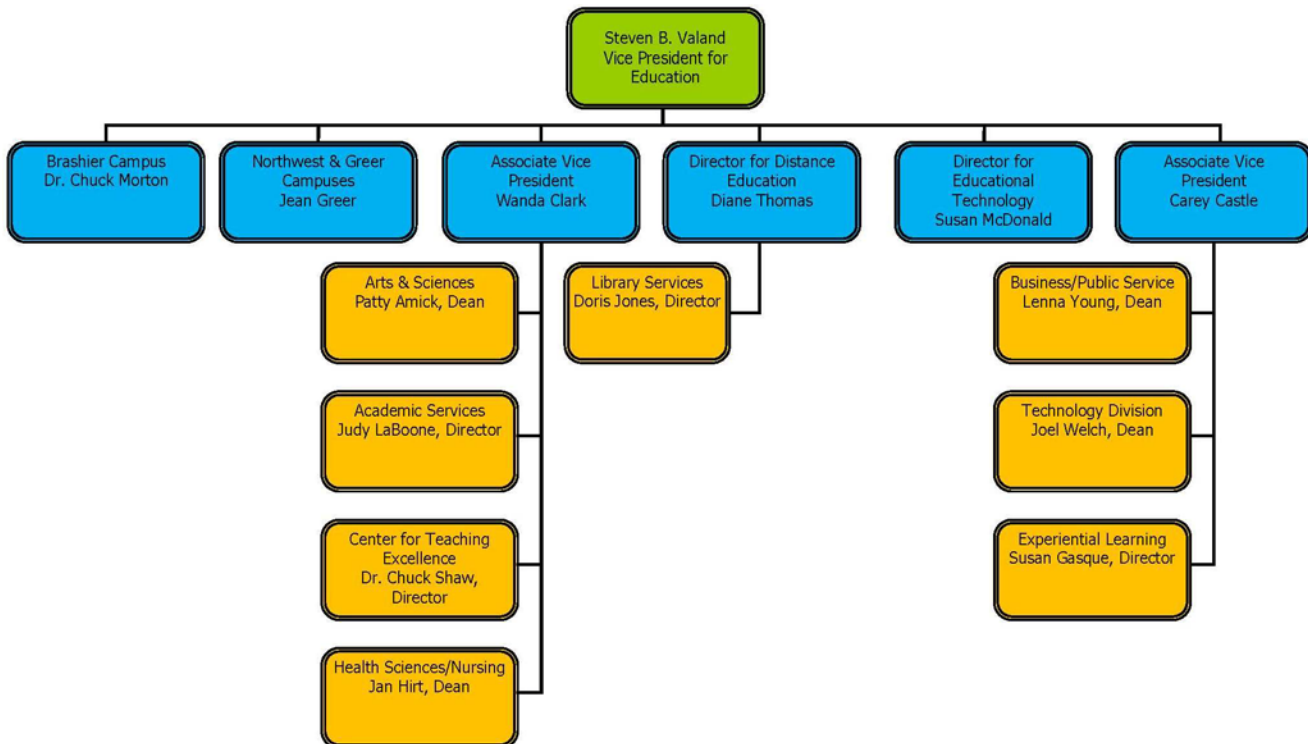


FIGURE 2.11-2: ACADEMIC DIVISION ORGANIZATIONAL CHART



2.12. Expenditures/Appropriations Chart

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

Major Budget Categories	FY 08-09 Actual Expenditures		FY 09-10 Actual Expenditures		FY 10-11 Appropriations Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	\$44,894,312	\$14,823,831	\$45,298,956	\$13,422,741	\$47,979,884	\$10,454,709
Other Operating	\$15,730,880	-	\$17,553,632	-	\$15,975,555	\$37,784
Special Items	\$8,784,622	-	\$8,777,409	-	\$8,537,071	-
Permanent Improvements	\$200,364	-	\$1,149,426	-	\$471,570	-
Case Services	-	-	-	-	-	-
Distributions to Subdivisions	-	-	-	-	-	-
Fringe Benefits	\$11,475,030	\$3,816,610	\$11,669,514	\$3,792,921	\$12,871,613	\$3,958,813
Non-recurring	\$7,266,756	-	\$7,769,005	-	\$11,555,450	-
Total	\$88,351,964	\$18,640,441	\$92,217,942	\$17,215,662	\$97,391,143	\$14,451,306

Other Expenditures

Sources of Funds	FY 08-09 Actual Expenditures	FY 09-10 Actual Expenditures
Supplemental Bills		
Capital Reserve Funds		
Bonds	\$108,986	

2.13. Major Program Areas Chart

Accountability Report Major Programs Areas Chart: Greenville Technical College

Major Program Areas

Program Number and Title	Major Program Area Purpose (Brief)	FY 08-09 Budget Expenditures	FY 09-10 Budget Expenditures	Key Cross References for Financial Results*
II. Instruction		State: 11,059,622.00 Federal: 0.00 Other: 26,988,899.00 Total: 38,048,521.00 % of Total Budget: 43%	State: 10,102,626.00 Federal: 0.00 Other: 29,259,446.00 Total: 39,362,072.00 % of Total Budget: 43%	3.7.1-4; 3.7.3-1; 3.7.3-2; 3.7.1-2a; 3.7.1-2b; 3.7.1-2c; 3.7.4-1
III. Academic Support		State: 2,991,610.00 Federal: 0.00 Other: 7,300,455.00 Total: 10,292,065.00 % of Total Budget: 12%	State: 2,621,004.00 Federal: 0.00 Other: 7,591,010.00 Total: 10,212,014.00 % of Total Budget: 11%	3.7.1-5a; 3.7.1-5b; 3.7.1-5c
IV. Student Support		State: 1,470,908.00 Federal: 0.00 Other: 3,589,472.00 Total: 5,060,380.00 % of Total Budget: 6%	State: 1,360,276.00 Federal: 0.00 Other: 3,939,663.00 Total: 5,299,939.00 % of Total Budget: 6%	3.7.1-5a; 3.7.1-5b; 3.7.1-5c
V. Plant Maintenance		State: 0.00 Federal: 0.00 Other: 9,179,738.00 Total: 9,179,738.00 % of Total Budget: 10%	State: 0.00 Federal: 0.00 Other: 8,817,798.00 Total: 8,817,798.00 % of Total Budget: 10%	3.7.5-2
VI. Administrative Support		State: 3,118,300.00 Federal: 179,902.00 Other: 7,429,716.00 Total: 10,727,918.00 % of Total Budget: 12%	State: 3,131,755.00 Federal: 231,965.00 Other: 8,838,294.00 Total: 12,202,014.00 % of Total Budget: 13%	
VII. Auxiliary Enterprises		State: 0.00 Federal: 0.00 Other: 6,608,349.00 Total: 6,608,349.00 % of Total Budget: 7%	State: 0.00 Federal: 0.00 Other: 7,518,976.00 Total: 7,518,976.00 % of Total Budget: 8%	

Program Number and Title	Major Program Area Purpose (Brief)	FY 08-09 Budget Expenditures	FY 09-10 Budget Expenditures	Key Cross References for Financial Results*
VIII. Restricted Operations		State: 2,468,088.00 Federal: 4,464,630.00 Other: 0.00 Total: 6,932,718.00 % of Total Budget: 8%	State: 1,498,291.00 Federal: 5,470,320.00 Other: 0.00 Total: 6,968,611.00 % of Total Budget: 8%	
IX. Capital Expenditures		State: 0.00 Federal: 0.00 Other: 1,502,275.00 Total: 1,502,275.00 % of Total Budget: 2%	State: 0.00 Federal: 0.00 Other: 1,836,518.00 Total: 1,836,518.00 % of Total Budget: 2%	

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

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

III. Elements of Malcolm Baldrige Criteria

Category 1 – Senior Leadership, Governance, and Social Responsibility

Senior Leadership: GTC embraces a *learning approach to leadership* where the president’s cabinet management facilitates learning in others (staff and faculty), Figure 3.1-2, so that they can develop as professionals and peers, assume more collective responsibility relative to their work, engage in group planning and decision-making activities, as well as set continuous goals for the institution. Senior leaders hold themselves and each other accountable to the Standards of Behavior. In order to more fully share information and ideas generated at all levels of the

organization, a variety of formats is in place to ensure open and ongoing communications as noted in Figure 3.1-1.

Governance: A variety of groups is responsible for leading, managing, and controlling the college’s talent, energy, and resources. Administrators, faculty/staff committees, and 58 advisory committees provide internal direction while external guidance comes from local commissions, state boards, and the South Carolina Technical College System. GTC’s president works as the liaison between these influences so that the college receives consistent direction while the president’s cabinet provides the expertise to ensure the educational quality of the institution.

FIGURE 3.1-1: DEPLOYMENT OF INSTITUTIONAL IDEALS

DEPLOYMENT OF INSTITUTIONAL IDEALS			
HOW	WHAT	WITH WHOM	FREQUENCY
Convocation	Vision, values, direction	All employees	Annually
Area Commission Meetings	Directions, updates, new initiatives, evaluations	12 board members	Every other month
President’s cabinet meetings	Directions, updates, new initiatives, performance improvements	President’s cabinet	Weekly
Departmental staff meetings	Directions, updates, new initiatives, performance improvements	All employees	Determined by each department
Management team	Directions, updates, new initiatives	Upper-level management and directors	Quarterly
<i>gtc101</i> (employee newsletter)	Campus information	All employees	Weekly
www.gvltec.edu (website)	Educational programs, student activities	Community-at-large	Ongoing
GTC intraweb	Internal activities and operations	All employees	Ongoing
Greenville Education Network (GEN cable TV)	Information and educational programming	Community-at-large	Ongoing
Foundation e-newsletter	Information on gifts, how money has been used, events, and recognitions	Donors and prospective donors	Every other month
GTC Announcements	Campus news	All employees	Daily; as needed
Media Relations	College achievements, programs, values	Local electronic and print media	Ongoing
Conversations with the President	Directions, updates, strategic imperative progress	All employees	Monthly

FIGURE 3.1-2: LEADERSHIP RESPONSIBILITIES

LEADERSHIP RESPONSIBILITIES		
LEADERSHIP RESPONSIBILITY	DELIVERY METHOD	IMPLEMENTATION
Providing organizational direction	President review and update Area Commission By-Laws, strategic imperatives, president cabinet review and update administrative policies	All staff, president’s cabinet, supervisors, president, Area Commission
Ensuring legal and ethical behavior	Human Resource policies and procedures, diversity training workshops, Diversity Task Force, Standards of Behavior training, Multicultural Advisory Committee	Human Resources, Administration
Encouraging fiscal, legal, and regulatory accountability	Internal audits, compliance reporting to all federal, state, local and professional authorities	Finance Office, Office of Institutional Effectiveness, Student Services, Information Technology Governance Council
Promoting campus-wide learning	Funding for on-campus professional development, availability of in-house skills training	Interdepartmental, Academic Support Office, Center for Teaching Excellence, Professional Development Committee, Achieving the Dream, Unlock Your Future
Grooming future leaders and ongoing succession planning	President’s Leadership Institute, President’s Cabinet Leadership Retreat	Administration, Human Resources, supervisors at all levels
Providing recognition and rewards	Convocation, service awards, Professor of the Year, Wade Martin Innovator of the Year, Extraordinary Employee Recognition, thank-you note program, Unsung Hero Program	Administration, Human Resources, supervisors
Obtaining feedback for president’s cabinet and Area Commission evaluation	Annual evaluations of president, vice presidents, and Area Commission	Area Commission and president
Establishing methods to address adverse program/service impacts	Employee feedback/suggestion program, advisory committee evaluations, internal and external feedback, diversity committee, APR, annual assessment records, Continuous Quality Improvement Plan (2010)	President’s cabinet, deans, department heads, directors, supervisory staff, faculty, community leaders

Social Responsibility: GTC has a rich history of providing lifelong educational opportunities to the greater Greenville metropolitan area. Since 1962, the college has been the driving force of the community and cognizant of both its academic and social responsibilities steeped in the college value system including:

- **Learning:** Economic and Workforce – EPA Lead Safety Curriculum – responding to a need to train individuals to meet the new EPA regulations for Lead and Asbestos safety, a curriculum was developed which trained over 4,000 students this year; Center for Teaching Excellence focused on faculty development.
- **Excellence** – Development of Service Excellence Teams and Standards of Behavior program for all employees.
- **Diversity** – Development of a comprehensive student diversity program to include holistic support system.
- **Integrity** – Through annual assessment process reduce redundancy of certificates with degree programs streamlining the educational process for students.
- **Cooperation** – Creating a community site or focal point for regional special events, fundraising activities, political gatherings, blood drives, and job fairs.
- **Accountability** – Leadership’s commitment to assess programs and use data to strengthen the institution’s long-range planning and decision making processes as evidenced by the hiring of a Vice President for Institutional Effectiveness and restructuring of the department.

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

Performance Measures: Performance measures regularly reviewed by senior leaders to inform them on needed actions are shown in Figure 3.1-3.

FIGURE 3.1-3: PERFORMANCE MEASURES

STUDENT SUCCESS	
Persistence	Cohort of full-time, first-time, degree-seeking freshmen retained fall to fall public institutions
Student Learning Outcomes	What students know, think, or do upon completion
Satisfaction	Administer assessment tools to establish baseline: include quantitative and qualitative assessments
EMPLOYEE SUCCESS	
Voluntary Turnover	The number of voluntary resignations divided by the total number of employees at the beginning of the period
Professional Development	Total number of workshops offered and total number of participants
Engagement	Obtain an instrument (climate survey, department survey)
COMMUNITY SUCCESS	
Employment	Job placement in field of study or continuing in school
Degree Attainment	The number of degree, diplomas, and certificates awarded annually
Employer Satisfaction	Obtain an instrument(s) to establish baseline
MARKET SHARE	
Sustainable Growth	Goal of enrollment growth with focus on programs and services offered to ensure student success
Niche Target Group Admissions	Establish baselines by program, by age group, by professions, by gender, by ethnicity
TECHNOLOGY IMPROVEMENT	
Customer Satisfaction	Technician response is professional, timely, provides effective resolution, demonstrates expertise—Help Desk call abandon rate, number of open/closed tickets, first call resolution
IT Performance	System availability during peak/non-peak (Datatel, phone, infrastructure); IT projects completed on time, within budget; meet expectations; cost savings/ROI; organization productivity

Category 2 – Strategic Planning

3.2.1. Strategic Planning Process

Within the five imperatives there are outcomes and tactics to set priorities of the college. These outcomes and tactics are reported on quarterly and updated annually. The president's cabinet is held responsible for the achievement and/or implementation of each imperative. Outcomes and tactics are established based on continuous improvement efforts from all areas of the college.

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

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

c. Shifts in Technology, Demographics, Markets, Preferences, and Competition: Improve Technology Infrastructure, one of the college's five strategic imperatives, has been a focus of the college. In 2010 the Information Technology Governance Council was formed to oversee the technology initiatives of the college. This council developed the IT Strategic Plan and subcommittees to address changes and challenges in technology.

Demographic shifts are being addressed internally through a Diversity Task Force which meets on an ad hoc basis and externally through a Multicultural Advisory Committee that meets quarterly and reports to the Area Commission.

d. Workforce Capabilities and Needs: One of the college's key strategic imperatives is to foster continuous employee development. Strategic outcomes and tactics to achieve this imperative are reported on quarterly and updated annually. The Faculty Performance Management System (FPMS) and Employee Performance Management System (EPMS) identifies job duties and expected levels of performance. At the end of the performance assessment period, employee's work performance, strengths and weaknesses, identified areas of improvement and development are documented.

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

f. Ability to Execute the Strategic Plan: The president's cabinet is committed to executing the five strategic

imperatives and their respective outcome. The activities of the college are aligned with these priorities to ensure execution and achievement of the imperatives.

3.2.2. Addressing the Strategic Challenges

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

- Inadequate staffing of Information Technology (IT) area resulting in slow response and inaccurate responses. (aligned with improve technology infrastructure imperative)
- Training for faculty, staff, and administrators needed on data access and use of data for decision making. (aligned with employee development imperative)
- Little faculty-student interaction outside of class. (aligned with focus on student success)

3.2.3. Evaluation of Strategic Planning Process

The GTC president's cabinet reviews the strategic imperatives and each respective outcome to determine progress and success and to evaluate the need for any strategic change in direction. The Office of Institutional Effectiveness is committed to maintaining an effective system of supporting and communicating the strategic direction.

3.2.4. Developing and Tracking Action Plans and Allocating Resources

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

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

Communication of the strategic imperatives takes place in various ways. The major components and reports of the plan are communicated on the college's intraweb and on the internet. An annual college progress report is published and distributed to all college personnel. The outcomes that are set at the beginning of the year are reported to college employees and other necessary stakeholders quarterly.

3.2.6. Measuring the Progress on Action Plans

The progress of each strategic imperative are measured in a report submitted to the president's cabinet. This includes action that has been taken to achieve the stated outcome and any barriers that are prohibiting its success. These barriers are noted, monitored, and reported on in the following quarter.

3.2.7. Strategic Imperatives Accessibility

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

3.2.8. Strategic Planning Chart

FIGURE 3.2.8-1: STRATEGIC PLANNING CHART

Strategic Planning*			
Program Number and Title	Supported Agency Strategic Planning Goal/Objective	<u>Related FY 09-10 and beyond</u> Key Agency Action Plan/ Plan/Initiative(s) and Timeline for Accomplishing the Plan(s)	Key Cross References for Performance Measures*
I. Return to Teaching and Learning as Our Core Mission	1. Mobilize instructional resources needed for teaching and learning.	<ol style="list-style-type: none"> 1. Integrate comprehensive library services into the instructional process. <ol style="list-style-type: none"> a. Redesign library facilities to accommodate small workgroups by fall 2012. b. Establish academic success center concept into library services by fall 2012. 2. Implement Blackboard Learn into teaching and learning incorporating 100% course shells by fall 2010. 3. Increase services the Center for Teaching Excellence provides to faculty including an area to stage new technologies by fall 2012. 4. Expand online learning with establishment of a management/administrative structure and training policy/procedures by fall 2012. 5. Establish a deployable mobile device learning program to connect with the mobile student population anywhere, anytime; pilot project spring 2012. 	3.7.2-7; 3.7.2-8; 3.7.2-9a; 3.7.2-9b; 3.7.2-9c; 3.7.5-3; 3.7.3-3; 3.7.4-6
I. Return to Teaching and Learning as Our Core Mission	2. Provide a dynamic learning environment that promotes openness and inquiry for student engagement.	<ol style="list-style-type: none"> 1. Establish six learning zones across the college by fall 2011. 2. Provide innovative learning strategies to improve instruction, i.e., Supplemental Instruction, Learning Communities. 3. Upgrade 50% of classroom/lab facilities based on standards to support instructional technology by fall 2011. 	3.7.1-5a; 3.7.1-5b; 3.7.1-5c; 3.7.1-5d; 3.7.2-6; 3.7.2-7 3.7.2-9a; 3.7.2-9b; 3.7.2-9c; 3.7.3-3; 3.7.3-4; 3.7.6-1
I. Return to Teaching and Learning as Our Core Mission	3. Provide innovative curriculum structured to meet the learning needs of a diverse student body.	<ol style="list-style-type: none"> 1. Implement 5-year academic plan by fall 2010. 2. Map all curricula to College-Wide General Education Outcomes and program outcomes; preliminary draft spring 2011. 3. Develop curriculum content standard to meet the needs of program completers; preliminary draft spring 2011. 4. Expand and integrate international programming into the college; establish baseline of current programs, provide growth projections by spring 2011. 	3.7.1-3a; 3.7.1-3b; 3.7.1-3c; 3.7.2-5; 3.7.5-5; 3.7.1-1; 3.7.1-2a; 3.7.1-2b; 3.7.1-2c; 3.7.1-4; 3.7.2-3
II. Ensuring Student Focus: Student Success	1. Assess current practices, processes, and policies to determine if they enhance or impede a student's progression toward their educational goals.	<ol style="list-style-type: none"> 1. With implementation of a new phone system, provide staff training on all aspects to fully utilize enhanced features; including unified messaging and a call center to be fully operational by spring 2012. 2. Develop and implement a dashboard to monitor student progress, demographic information and student engagement; preliminary baseline compare the number of applications received to the number of registrations completed and the time required to complete the process. 3. Develop a comprehensive live orientation for students tracking participation against retention, initial cohort to begin fall. 4. Develop a comprehensive student recruitment and enrollment system as evidenced by a 10% increase in the number of participants at financial aid and other college information sessions. 	3.7.1-5a; 3.7.1-5b; 3.7.1-5c; 3.7.1-5d; 3.7.2-8; 3.7.5-6; 3.7.1-4; 3.7.3-4; 3.7.4-6; 3.7.5-2

Section III – Elements of Malcolm Baldrige Criteria
Category 2 – Strategic Planning

Strategic Planning*			
Program Number and Title	Supported Agency Strategic Planning Goal/Objective	<u>Related FY 09-10 and beyond</u> Key Agency Action Plan/ Plan/Initiative(s) and Timeline for Accomplishing the Plan(s)	Key Cross References for Performance Measures*
II. Ensuring Student Focus: Student Success	2. Impact the surrounding community by participating in the development of an educated and productive workforce.	<ol style="list-style-type: none"> 1. Increase the number of active student organizations annually from 10 currently to 5 additional per year through 2016. 2. Develop and implement a student leadership fellows program to further engage students measuring success on number of participants who achieve fellows status, first cohort to begin program in fall 2011. 3. Reactivate Student Government program, increasing the number of student activities across campuses by 3 annually. 4. Expand career services to include all satellite campuses by 2012. 5. Develop a comprehensive student diversity program to include a holistic support system; assign responsibility for oversight to specific person(s); begin tracking first cohort of students by fall of 2010. 	3.7.2-4; 3.7.2-8; 3.7.2-2; 3.7.2-10 3.7.2-11
III. Improve Technology Infrastructure	1. Provide state-of-the-art technology to students, faculty, and staff at the college.	<ol style="list-style-type: none"> 1. Implement Blackboard Learning Management System supporting college initiatives of increasing online course delivery and enhance faculty – student collaboration. 2. Implement a robust, scalable, and integrated portal solution encompassing the needs of all campus constituencies. 3. Implement instructional delivery systems in support of innovative learning initiatives. 4. Implement Google Apps – a cost-effective, collaborative solution providing email, data storage, and shared applications to support student learning. 5. Implement a 24/7 Central Helpdesk providing tier-1 support for all campus constituencies in support of college applications and technologies. 	3.7.2-9c
III. Improve Technology Infrastructure	2. Streamline the processes of the college by improving and strengthening the college’s technologies.	<ol style="list-style-type: none"> 1. Implement a data warehouse supporting data-driven decisions through query and analysis. 2. Upgrade and improve scanning and imaging software to tightly integrate systems, streamline workflow, improve efficiencies, and staff productivity. 3. Implement Schedule 25 to improve room utilization and course scheduling. 4. Implement portal and website assessment recommendations in support of college goals. 5. Increase functionality of Datatel ERP improving department productivity through process improvements and workflow. 6. Improve phone system and telecommunications through a unified communications platform. 	3.7.1-5d
III. Improve Technology Infrastructure	3. Improve the technology infrastructure by developing a comprehensive technology plan.	<ol style="list-style-type: none"> 1. Develop an Information Technology Strategic Plan aligning IT initiatives in support of the college strategic plan. 2. Develop a network and infrastructure roadmap providing the planning and scalability positioning the college for future growth. 3. Develop a technology refresh plan to maintain currency in all technology systems. 4. Establish an IT Governance Structure to ensure priorities, funding, and projects remain aligned to college initiatives. 5. Perform a network security review to identify network vulnerabilities and threats, recommend solutions to mitigate risk and strengthen current policies. 	3.7.1-5d

Section III – Elements of Malcolm Baldrige Criteria
Category 2 – Strategic Planning

Strategic Planning*			
Program Number and Title	Supported Agency Strategic Planning Goal/Objective	<u>Related FY 09-10 and beyond</u> Key Agency Action Plan/ Plan/Initiative(s) and Timeline for Accomplishing the Plan(s)	Key Cross References for Performance Measures*
IV. Foster Continuous Employee Development	1. Develop, achieve, and maintain the professional skills, and knowledge of Greenville Technical College team members at the highest possible level.	<ol style="list-style-type: none"> 1. Implement professional development requirement for staff to engage in professional development related to targeted areas (i.e., customer service, technology, safety). 2. Implement professional development requirement for managers to engage in professional development related to targeted areas (i.e., conflict resolution, finance, performance management). 3. Implement an annual High-Middle-Low Performer Assessment. 4. Implement professional development requirement for employees to engage in professional development related to ethical and professional behaviors. 	3.7.4-4; 3.7.4-7; 3.7.3-4; 3.7.4-6
IV. Foster Continuous Employee Development	2. Build and maintain a constant culture of service and quality excellence among all GTC employees.	<ol style="list-style-type: none"> 1. Develop and implement a service excellence infrastructure delivered through Service Excellence teams. 	
IV. Foster Continuous Employee Development	3. Develop and retain high performing employees from hire to retire.	<ol style="list-style-type: none"> 1. Track and monitor monthly and year-to-date employee retention rate. 2. Track and monitor monthly and year-to-date employee voluntary turnover rate. 3. Improve and expand New Employee Orientation. 4. Develop a one-year anniversary celebration toolkit. 5. Develop temporary employee service awards recognition. 6. Develop a process to aggregate exit interview data by division and distribute to senior leadership. 	3.7.4-1; 3.7.4-2; 3.7.4-3; 3.7.6-3a; 3.7.6-3b; 3.7.5-1
IV. Foster Continuous Employee Development	4. Provide an infrastructure to support employee development.	<ol style="list-style-type: none"> 1. Establish a staff development committee to promote ongoing professional development; provide opportunities for personal and professional growth, resulting in highly-engaged, productive employees. 2. Establish a leadership development committee to reignite the leadership program and develop leaders from within the college. 	3.7.4-5; 3.7.4-7
IV. Foster Continuous Employee Development	5. Measure employee satisfaction to build and maintain positive employee engagement at GTC.	<ol style="list-style-type: none"> 1. Work with the Office of Quality and Assessment to establish and implement an annual employee engagement survey. 2. Establish an employee feedback/suggestion program. 3. Establish a “Thank You Note” system. 	3.7.4-4
V. Become the College of Choice in a Competitive Environment	1. Seek to be the College of Choice for students in our marketplace.	<ol style="list-style-type: none"> 1. Define “College of Choice” and what it means for Greenville Technical College. 2. Establish a comparison scorecard to benchmark Greenville Technical College against its competitors. 	3.7.3-1; 3.7.3-2; 3.7.3-3; 3.7.3-4; 3.7.6-2a; 3.7.6-2b; 3.7.6-2c; 3.7.2-1a; 3.7.2-1b; 3.7.2-10 3.7.2-11; 3.7.5-4

* 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.

Category 3 – Student, Stakeholder, and Market Focus

3.3.1. Determining Student and Market Segments

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

Originally designed as a technical training center supporting economic development, GTC continues to have a primary market focus on technical education.

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

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

3.3.2. Maintaining Currency of Student and Stakeholder Expectations

Figure 3.3.2-1 outlines the college's stakeholders and expectations they have.

3.3.3. Using Student and Stakeholder Information for Program & Service Continuous Improvement

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

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

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

GTC shares information and data in all surveys, focus groups, and reports with the president's cabinet, academic divisions, faculty, academic leaders, the governing board, and technical program advisory committees.

3.3.4. Determining Student and Stakeholder Satisfaction

As illustrated in Figure 3.3.2-1, GTC gathers data from multiple venues and encourages open communication within and outside the institution. These listening and learning methods are integrated into a system of feedback loops to inform leadership at all levels, including, but not limited to, the *CCSSE*, *Student Evaluation of Instruction*, and the *Alumni Survey*.

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

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

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

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

- participation in community and civic organizations by college personnel;
- participation on the institution's foundation board;
- mutually beneficial co-operative education programs for students;
- participation on program advisory committees;
- customized training programs for business and industry; and

- joint programming and cooperative initiatives with workforce development agencies.

3.3.6. Ensuring Efficient Complaint Resolution

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

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

A less formal complaint process provides students with a chain of command to follow if they have a complaint or question

regarding a particular class. This procedure is outlined in all course syllabi. It directs students to first seek resolution through the class instructor followed by the department head, associate dean, dean and associate vice president. The intent of this is to resolve student complaints about their class at the lowest possible level. Additionally, procedures do exist for complaint resolution at various campus centers such as the Testing Center, Open Computer labs and the Libraries. Student complaints are usually ratified by staff in those specific areas.

Complaints from external stakeholders are discussed at the president’s cabinet meetings and a specific response is determined. In some cases, short term research is needed to fully investigate the complaint. Complaints made directly to the State Board for Technical and Comprehensive Education or other state offices are forwarded to the college and are directed to the appropriate office on campus for resolution. Finally, the Southern Association of Colleges and Schools has established policies for complaints about accredited institutions that includes a procedure for external complaints (Third Party Comment by the Public) and complaints filed by institutional personnel and students (“Complaint Procedure Against the Commission or Its Accredited Institutions”)

FIGURE 3.3.2-1: LISTENING & LEARNING STRATEGIES

SEGMENT	LISTENING & LEARNING STRATEGIES
<u>STUDENTS & GRADUATES</u> <i>Program Areas</i> Technical programs University Transfer <i>Market Segments</i> High school students Recent high school graduates Out of school youth Older adults Individuals with limited English Career changers Workers upgrading skills Displaced workers	<ul style="list-style-type: none"> • College fairs, career talks and career fairs • Open house activities conducted by programmatic areas • <i>Community College Survey of Student Engagement</i> • <i>Biennial Academic Advising Survey</i> • <i>Annual Graduate Follow-Up</i> • Student evaluation of all courses, credit and non-credit • Student Government and other student groups • Participant evaluation of programs designed for special populations • Personal contact through e-mail, phone, or in-person with faculty, advisors, recruiters, and admissions personnel • Analysis of formal complaints through the office of the VP for Education • Other community venues (churches, prisons, community centers, etc.)
<u>FACULTY/STAFF</u>	<ul style="list-style-type: none"> • Management team • Input from faculty peer and professional groups/associations • Electronic bulletin board forums • GTC Leadership Institute
<u>STAKEHOLDERS & PARTNERS</u> Governing board Educational community (K-12, other 2-year colleges, universities) Community Employers/Industry	<ul style="list-style-type: none"> • Reports from local governing board (Area Commission) • Community relations/Multicultural Advisory Committee • Articulation and transfer agreements; dual credit programs • Boards, committees, and task forces • Periodic formal environmental scanning by the marketing department • Partnerships with workforce and economic development agencies • Program Advisory Committee participation and reports

Category 4 – Measurement, Analysis, and Knowledge Management

3.4.1. Selecting Operations, Processes and Systems for Measurement

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

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

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

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

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

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

FIGURE 3.4.4-1: SURVEYS

Survey Instrument	Office Responsible	Survey Type	Timeline	Description
Academic Advising	Institutional Effectiveness	In-class	Biennially (2010)	Administered to randomly-selected classes to obtain student satisfaction with quality of academic advising and availability of the advisor.
Alumni Survey	Institutional Effectiveness	Mailed/online	Biennially (2011)	Administered to associate degree graduates of three years prior to determine graduate satisfaction with the education experience.
Community College Faculty Survey of Student Engagement	Institutional Effectiveness	Online	Biennially (2012)	Online survey to all full- and part-time faculty to gather data on professional activities and their input for one section on many of the CCSSE items.
Community College Survey of Student Engagement	Institutional Effectiveness	In-class	Biennially (2012)	Administered to randomly-selected classes to obtain student feedback on their involvement in and satisfaction with various aspects of the college.
ETS Proficiency Profile	Institutional Effectiveness	In-class	Annually	Administered to a random sampling of classes to assess the College-Wide General Education Outcomes.
Graduate Follow-Up	Institutional Effectiveness	Mailed/online	Annually	Distributed to all award-recipients to determine employment/education status and satisfaction/competency ratings.
Graduate Satisfaction Survey	Student Services	Mailed/online	Biennially (2011)	Distributed with Graduate Follow-Up to obtain graduate satisfaction with programs and services.
Student Evaluation of Instruction	Academic Support	In-class; electronic	Each term	Administered to at least one section of each course taught by an instructor in an academic year to gather data on student satisfaction with the instruction received.
Survey of Entering Student Engagement	Institutional Effectiveness	In-class	Biennially (2010)	Administered to randomly-selected classes to obtain student feedback on their experience during the first few weeks of classes.

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

The college reports quarterly on the progress of each strategic imperative and their respective outcomes. The data gathered is used to monitor the success and to make adjustments in the initiatives. The college is developing benchmarks for college-level success measures, Figure 3.1-3, in student success, employee success, community success, market share, and technology improvements.

3.4.3. Key Measures

Key measures are kept current through the review of reporting requirements and definitions, input from college personnel on data/information needs, review of assessment/evaluation processes, and evaluation of the strategic imperatives and college success measures results.

3.4.4. Selecting Key Comparative Data to Support Decision Making

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

In addition to data measured in the *Annual Accountability Report*, Figure 3.4.4-1 provides information on several surveys that provide data used by various areas of the college.

3.4.5. Data Accessibility to Workforce, Students, and Stakeholders

Data and information are available via several sources – GTC’s web-based statistical system, Datatel User Interface reports and Safari. All users with network login capability have access to GTC’s statistical system (certain features are controlled by further secured access). Datatel User Interface access is limited to certain staff members, department heads and deans. Safari access follows the security of Datatel User Interface, though not all Datatel User Interface users have requested access to Safari. Safari internal security controls access to data. External stakeholders access to reports is generally provided through internal sources. Internal stakeholders without access to certain systems receive reports in a similar manner. Student access to data is generally limited to personal information. Efforts are underway to expand access to data for various institutional constituencies. These efforts include the outcomes under the Improve Technology Infrastructure Imperative for the institution to implement a data warehouse to support data-driven decisions through query and analysis. Planning and research is underway to realize this imperative.

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

With respect to the college’s databases, the overall integrity of the data is the responsibility of the users of the selected Enterprise Resource Planning (ERP) technology of GTC, Datatel’s Colleague platform. Although the system is generally protected against entering meaningless data via field definitions and types, the entered value of the data is a user responsibility. As for overall data integrity, the data are verified via rule bases within the Colleague Application for data clarity. Users are individually assigned access to as-needed menus and fields within Colleague based upon job roles. Security policies, combined with a variety of security technologies and vulnerability scans are in place to control, audit, and manage access to sensitive data while mitigating risk to the college. These data and all transaction data are backed up every night with transaction logs being backed up and stored interactively throughout the day at a remote computer system. Backups are retained in accordance with appropriate regulations. Personally identifiable data contained in the ERP system is not available for extract into reporting views, as described in section 3.4.5. There are safeguards within the system which prevent some user errors – for example, prerequisite checking and class size limits. In addition, data being downloaded to the state are subjected to rules that produce error reports.

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

Generally performance review findings become priorities for continuous improvement through the activities listed in Figure 3.4.7-1.

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

Organizational knowledge is preserved and maintained through:

- GTC website and internal web;
- Institutional Research Library housed in the Office of Institutional Effectiveness;
- individual area archives and procedures manuals;
- Employee Handbook produced by the Office of Human Resources;
- Greenville Technical College Administrative Policies;
- faculty/department head manuals coordinated by the Office of Academic Support; and
- GTC emergency protocol.

Organizational knowledge is initially transferred to employees through new employee orientation. During orientation, the president introduces himself to employees and shares information about the college’s mission, vision, and values as well as its culture. Additionally, the college provides informational sessions about the college’s Standards of Behaviors, benefits, college policies, the college’s performance management system, technology usage, and emergency protocols.

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

The Center for Teaching Excellence staffed with six employees and ten e-learning coaches, was created to provide a supportive community to the college’s faculty that fosters teaching and learning. It coordinates the adoption and implementation of new teaching technologies, instructional support, and professional development opportunities. Its stated purpose is to offer comprehensive, faculty-driven professional development, promote innovation, and facilitate the integration of technology into the teaching and learning process. Through knowledge transfer, CTE’s goal is for improved teaching and learning, and ultimately, greater student success. Through the CTE, faculty members have resources that will help them:

- focus on how to reach students and meet their needs;
- expand teaching and technology skills;
- learn and build on best practices;
- develop and revise blended learning and online courses;
- incorporate technology into courses;
- integrate student learning outcomes into instruction;
- think and talk about teaching and learning; and
- share, study, and mentor.

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

- STEPS – a professional development certificate program;
- professional development workshops and seminars;
- sharing processes within divisions/departments;
- mentoring systems within some divisions/departments;

**Section III – Elements of Malcolm Baldrige Criteria
Category 4 – Measurement, Analysis, and Knowledge Management**

- lead teachers within some divisions/departments;
- site visits to other colleges for the purpose of learning about specific best practices and incorporating them at GTC as appropriate;
- vendor demonstrations; and
- required travel reports with information on sharing knowledge with colleagues.

FIGURE 3.4.7-1: PERFORMANCE ACTIVITIES

Performance Review Activities	Continuous Improvement Activities
Annual assessment results where measures' achievement targets are not met or partially met	Action plans and timelines are developed and tracked with results
APR recommendations or suggestions	Follow-up reports are required for two years and may also be reflected in annual assessment plans
Advisory committee recommendations	Departments respond annually
College progress report on strategic imperatives	Reported quarterly and plans and timelines adjusted as necessary

Category 5 – Faculty and Staff Focus

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

The college utilizes a Faculty Performance Management System (FPMS) and an Employee Performance Management System (EPMS) to encourage faculty and staff development. All faculty and staff members participate in an annual planning stage where individuals work with their supervisors/department heads to identify individual goals for performance that is aligned with the college's mission and the outcomes identified within the strategic imperatives. Employees are encouraged by the administration of the college to take advantage of professional development opportunities throughout the year. These opportunities are identified through three professional development committees: faculty, staff, and management. Each committee is made up of multi-disciplinary employee groups.

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

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

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

Employees also benefit from the college's approval to use flexible work schedules when possible. The college president takes an active role in providing personal positive feedback to faculty and staff members when he learns of occasions when employees exhibit excellent job performance and he participates in service award ceremonies where he personally presents incremental service awards to all college faculty and staff. In addition to the president's recognition, employees are recognized during Convocation, in the employee newsletter—*gtc101*, as well as through their supervisors.

3.5.2. Achieving Effective Communication and Sharing

In order to meet the ongoing challenge of effective communication, GTC utilizes an extensive intranet presence to foster effective communication across all of its campuses. In 2009, a communications team was initiated to develop a plan to communicate the college's strategic imperatives. The college also uses campus-wide email messages to ensure that important announcements and information are made available to all employees. Open forums regarding best practices are also

encouraged by the college's leadership and groups within the college system to provide a mechanism for sharing ideas and practices. Additionally, Microsoft Outlook Public Folders and *gtc101*, a weekly electronic internal newsletter, are among the multiple media the college uses to effectively share knowledge and best practice information among all faculty and staff.

3.5.3. FPMS/EPMS Support of Performance

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

In the first step of the annual FPMS/EPMS cycle, the supervisor and employee meet to develop a planning stage, which identifies job duties and expected levels of performance. At the end of the assessment period, supervisors use this planning stage as a framework to complete the evaluation of the employee's work performance and document strengths and weaknesses and identify areas for development. In addition to expected employee efforts to improve areas in need of development, the college commits to providing resources that contribute to employee development. The employee information manager is responsible for assuring that all employee evaluations are completed as scheduled.

3.5.4. Accomplishing Succession Planning and Career Progression

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

3.5.5. Development and Learning Systems

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

administering a campus-wide employee satisfaction engagement survey that is scheduled for administration in spring 2011.

3.5.6. Assessment of Needs, Skills and Competencies

Through the colleges' annual performance review process, each employee's performance and skill set is evaluated. Employee's needs and skills are also assessed and evaluated by one-on-one discussions, questionnaires, and exit interviews. Such discussions help identify deficiencies in skills and competencies and possible solutions for improvement. Senior leaders monitor staffing levels within their divisions, including temporary to full-time employee ratios. Vice presidents request new positions based on needs identified during budget planning sessions. The president's cabinet meets and reaches consensus for approval of any new position requests.

3.5.7. Recruitment and Retention of Employees

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

3.5.8. Education, Training and Development Effectiveness

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

3.5.9. Faculty/Staff Development Effectiveness

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

3.5.10. Assessment Measures and Methods

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

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

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

3.5.12. Maintaining Safe, Secure, and Healthy Work Environment

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

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

GTC campus police routinely initiate severe weather warnings to the campus community by way of various campus communication outlets. The GTC campus police chief is a member of the Crisis Management Team and the Threat Assessment Team. Training on the emergency procedures manual is given by the GTC campus police on a yearly basis as well as updating the Emergency Management Operation Plan.

Fire is a major concern and the GTC Campus Police Department is tasked with inspecting all fire extinguishers, coordinating fire sprinkler inspections, and conducting fire inspections during the year. Fire drills are conducted within each building twice a year and within student housing twice a semester. Evacuation plans are posted within each room of the buildings.

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

Category 6 – Process Management

3.6.1. Core Competencies

The “Core Competencies” of the college are tied directly to our mission – that of “driving personal and economic growth through learning”. The college addresses this by delivering a broad array of capabilities and services to ensure we meet our mission. These areas of proficiency include teaching, accessibility, entrepreneurship, instructional innovation and scheduling flexibility, multiple learning environments, student support systems, comprehensive educational offerings, advanced instructional technology, quality faculty, career placement and transfer services, and external evaluation through program advisory committees.

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

3.6.2. Key Work Processes

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

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

3.6.3. Input for Determining Key Work Process Requirements

Integrating feedback from internal and external sources of information is accomplished by a systematic process involving the administration, division deans, and each individual program director. Student evaluations, for instance, are

primarily reviewed at the departmental and division level. Each program department head, collaborating with the area’s academic dean, carefully reviews all student evaluations to monitor faculty performance and assess course value. Trends over several terms are monitored, results are linked to other measures of course success, and adjustments are made as needed.

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

The collection of data to measure achievement of programs and newly developed general education learning outcomes was initiated in mid 2008. All programs have developed specific outcomes and measurement criteria. Results will be used to evaluate student achievement and adjust outcome measures as well as serving as measurement of student learning and achievement. In addition, program productivity is being measured against a set of standards. Data collected is shared with departments and follow-up reports are required justifying performance. Results are used to determine program sustainability.

The college participated in the 2007 and 2010 administration of *CCSSE*. Data collected from this national survey benchmarks five areas (Active and Collaborative Learning, Student Effort, Academic Challenge, Student-Faculty Interaction, and Support for Learners). The 2010 results are being evaluated to assess where the college is and the effectiveness of the programs implemented based on the 2007 results.

Finally, data collected from special projects (Unlock Your Future and Achieving the Dream) provides insight into student improvement, persistence, retention, movement into “gatekeeper” college level courses and achievement of educational goals (earning a certificate, diploma or Associate Degree). Data collected from interventions by these projects is used to measure their effectiveness. These processes are then modified as needed and will be institutionalized once fully evaluated.

FIGURE 3.6.2-1: KEY WORK PROCESSES

Key Processes	Program Requirements	Key Measures
Curriculum and Instructional Development	<ul style="list-style-type: none"> • Designing and developing high quality curriculum based on state/college requirements and procedures • Meeting student/stakeholders needs • Meeting all regulatory/ accreditation requirements • Curriculum committee evaluation and approval • Program outcome development and measurement criteria • Curriculum and instructional design evaluation 	<ul style="list-style-type: none"> • Student success in programs • Student job placement data • Compliance with guidelines • New program approvals by state agencies/accreditation entities • Outcome measurement criteria for all programs • Center for Teaching Excellence quality standards.
Educational Delivery	<ul style="list-style-type: none"> • Meeting state reporting requirements on program productivity • Meeting curriculum design requirements • Student learning outcomes • Unlock Your Future (Title III grant) Developmental Learning Outcomes • Designing effective learning spaces throughout the college through the Center for Teaching Excellence 	<ul style="list-style-type: none"> • Compliance with state productivity requirements for instructional programs • Student success with program completion • Stakeholder satisfaction • Student performance in courses • Retention/attrition/graduation rates • Student learning outcomes measurement • Redesigned developmental courses as part of Unlock Your Future (Title III grant) • Five (5) Achieving the Dream goals (Successful completion of all developmental courses, enroll in and successful completion of “gatekeeper” courses, complete all courses with a grade of “C” or better, persist from term to term and earn certificate, diploma or associate degree).
Student Instructional Support	<ul style="list-style-type: none"> • Providing comprehensive tutorial services • Providing special services in federally funded TRIO programs • Learning communities • Supplemental Instruction • Learning Commons for Developmental students • Early Alert for Developmental Students 	<ul style="list-style-type: none"> • Tracking student requests for tutors and quantity of tutorial assistance on all campuses • Monitoring student subscribers to “Smarthinking” tutorial software • Special tutorial services (TRIO) to assist qualified students seek assistance and career planning • Monitoring student performance in test “Learning Communities” against students in same courses • Measuring student performance supported by supplemental instruction. • Follow-up on student persistence with Early Alert System • Measuring student performance in developmental classes • Tracking developmental student performance with “Learning Coaches”
Educational Effectiveness and Accountability	<ul style="list-style-type: none"> • Assessing student learning outcomes • Continuously improving student success • General education Learning Outcomes • Unlock Your Future Outcomes • Achieving the Dream Strategy Measures 	<ul style="list-style-type: none"> • Student job placement and/or continuation of education • Stakeholder feedback on program/graduate performance • Credentialing of graduates • Measurement of general education learning outcomes • Student performance in post-developmental course work in selected “gateway” courses
Student Support Services	<ul style="list-style-type: none"> • Advising • Admissions • Financial Aid • Testing • New Student Orientation 	<ul style="list-style-type: none"> • Advising survey • New Student Orientation pre/post test • Student retention

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

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

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

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

3.6.5. Systematic Evaluation and Improvement of Work Processes

All associate degree programs undergo an APR every five years. Associate degree, diploma, and certificate programs are assessed through annual advisory committee evaluations, external programmatic accreditations, and state graduate

reporting/evaluation requirements. Program department heads and divisional deans review programs (including student outcomes, grade reports, student evaluations, etc.) to continually assess learning. The strategic imperatives, their respective outcomes, and success measures are evaluated quarterly and improvements are made as necessary.

3.6.6. Key Support Processes

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

The Office of Institutional Effectiveness provides support to the college by assisting continuous outcomes assessment in all areas of the college, assisting the institution with integration of strategic planning, evaluation, and policy-making, promoting best assessment and quality practices as well as the use of assessment for data driven decision making and coordinating the development and submission of grant proposals for funding for the college.

3.6.7. Ensuring Adequate Budgetary and Financial Resources

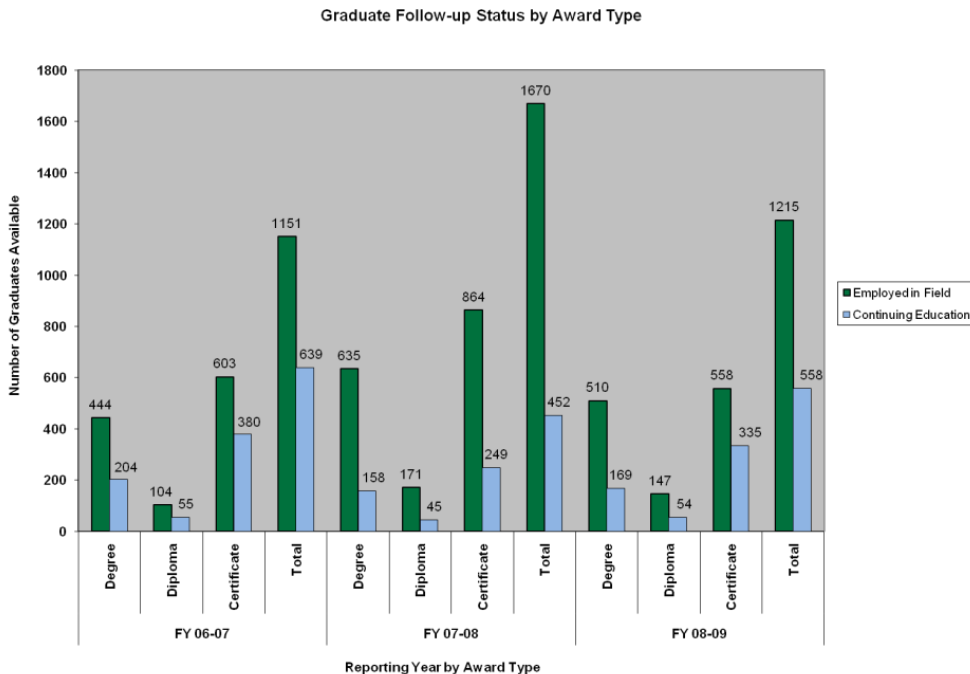
The college conducts an annual budgetary review process allowing management to identify and evaluate financial needs associated with the institution's strategic and long range plans. Appropriate contingencies are included in the annual budget which derives its funding from government, private, institutional,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

Category 7 – Organizational Performance Results

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

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

FIGURE 3.7.1-1



The second key measure is the percentage of graduates who pass a credentialing exam on their first attempt as compared to national and South Carolina scores. These data were defined and required as Performance Funding Indicator 7D and are reported in Figures 3.7.1-2a, 3.7.1-2b, and 3.7.1-2c.

FIGURE 3.7.1-2a

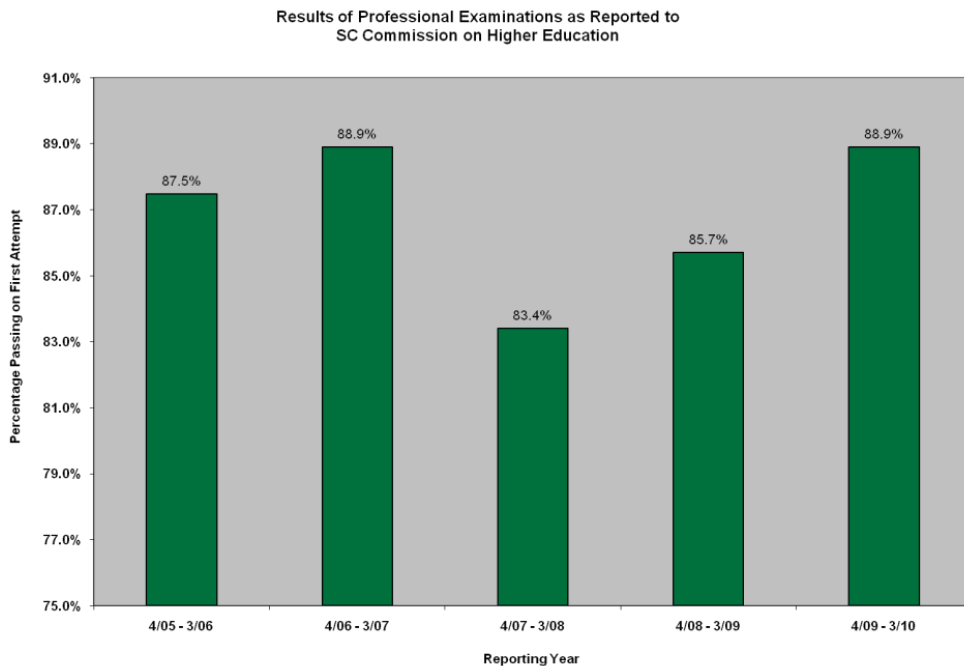


FIGURE 3.7.1-2b

GTC Pass Rates on Professional Examinations as Reported to SC Commission on Higher Education (Numbers are in Percent)		
Technical Sector	2009-10	2008-09
Aircraft Maintenance – Airframe	–	100.0
Aircraft Maintenance – General	33.3	100.0
Aircraft Maintenance – Powerplant	100.0	–
Certification Exam Respiratory Therapy	78.6	82.4
Certified Occupational Therapist Assistant	100.0	88.0
Cosmetology	100.0	100.0
EMT – NREMT Basic	84.0	69.4
EMT – NREMT Intermediate	78.9	68.8
EMT – NREMT Paramedic	66.7	68.4
Medical Laboratory Technician	66.7	91.7
Dental Hygiene	100.0	96.6
NCLE - Practical Nurse	98.4	98.0
NCLE - Registered Nurse (ADN)	92.1	89.3
Physical Therapist Assistant (PTA)	95.0	89.6
Radiography Exam, ARRT	100.0	100.0
Registered Health Information Technician	80.0	88.9
Practitioners (RRT)– Clinical	75.0	33.3
Practitioners (RRT) – Written	71.4	58.3
SRTA Regional Exam for Dental Hygienists	75.8	100.0
Surgical Technologist National Certifying Exam	100.0	69.2

FIGURE 3.7.1-2c

GTC, National, and SC Pass Rates on Professional Examinations as Reported to SC Commission on Higher Education (Numbers are in Percent)									
Technical Sector	2007-08			2006-07			2005-06		
	GTC	National	SC	GTC	National	SC	GTC	National	SC
Aircraft Maintenance – Airframe	100.0	92.0	100.0	100.0	93.0	100.0	100.0	93.0	100.0
Aircraft Maintenance – General	75.0	91.0	66.7	83.3	89.0	86.0	100.0	89.0	100.0
Aircraft Maintenance – Powerplant	100.0	89.0	100.0	100.0	91.0	100.0	100.0	91.0	100.0
Certification Exam Respiratory Therapy	89.5	–	87.2	100.0	–	84.0	71.4	–	85.0
Certified Occupational Therapist Assistant	83.3	85.0	87.1	93.1	88.0	95.0	90.9	89.0	92.0
Cosmetology	100.0	91.0	92.5	–	96.0	99.0	–	79.0	100.0
EMT – NREMT Basic	65.5	76.0	65.5	71.9	–	72.0	78.1	65.0	78.0
EMT – NREMT Intermediate	71.9	79.0	71.9	72.7	–	73.0	68.3	62.0	68.0
EMT – NREMT Paramedic	53.8	80.0	53.8	83.3	–	83.0	75.6	65.0	76.0
Medical Laboratory Technician	86.7	–	88.1	87.5	–	97.0	100.0	–	94.0
Dental Hygiene	88.6	–	88.5	100.0	–	90.0	96.9	–	95.0
NCLE - Practical Nurse	96.5	96.0	97.3	100.0	–	95.0	95.8	88.0	96.0
NCLE - Registered Nurse (ADN)	89.8	–	87.1	90.5	–	91.0	90.5	87.0	89.0
Physical Therapist Assistant (PTA)	89.3	81.0	91.5	88.9	–	88.0	92.9	89.0	96.0
Radiography Exam, ARRT	100.0	–	95.8	100.0	91.0	92.0	96.2	89.0	89.0
Registered Health Information Technician	75.0	–	68.2	62.5	73.0	50.0	100.0	71.0	60.0
Practitioners (RRT)– Clinical	46.7	–	65.1	62.5	–	69.0	72.7	–	88.0
Practitioners (RRT) – Written	66.7	–	73.9	70.0	–	73.0	81.8	–	81.0
SRTA Regional Exam for Dental Hygienists	100.0	95.0	97.9	–	–	67.0	95.2	–	97.0
Surgical Technologist National Certifying Exam	65.7	66.0	69.0	50.0	–	76.0	60.0	–	error

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

The college plans to use the results, Figures 3.7.1-3a, 3.7.1-3b, and 3.7.1-3c, from the Measure of Academic Proficiency Profile to assess the College-Wide General Education Outcomes and to promote dialogue to improve the quality of learning. This instrument measures the reading and critical thinking, writing, and mathematic skills of Greenville Technical College associate degree students at the final stage of their programs.

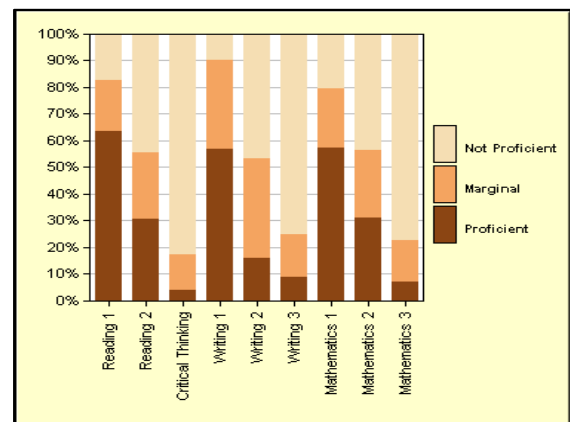
The sample population consisted of capstone courses identified by the department head of the associate degree program; equivalent of a capstone course. Based on the enrollment numbers of the courses chosen, 752 student, 140% target population, were asked to participate in the testing. Of the 752 students chosen, 557 students were tested and 507 are included in the statistics results. There are 50 students excluded from the analysis of the results. Students who answered fewer than 75% of the questions were not included in the statistical analysis.

GTC Summary of Proficiency Classifications

FIGURE 3.7.1-3a

Skill Dimension	Proficiency Classification		
	Proficient	Marginal	Not Proficient
Reading, Level 1	64%	19%	17%
Reading, Level 2	31%	25%	44%
Critical Thinking	4%	13%	83%
Writing, Level 1	57%	33%	10%
Writing, Level 2	16%	37%	47%
Writing, Level 3	9%	16%	75%
Mathematics, Level 1	57%	22%	21%
Mathematics, Level 2	31%	25%	44%
Mathematics, Level 3	7%	15%	78%

FIGURE 3.7.1-3b



**All Students
Associate's Colleges
Summary of Proficiency Classifications**

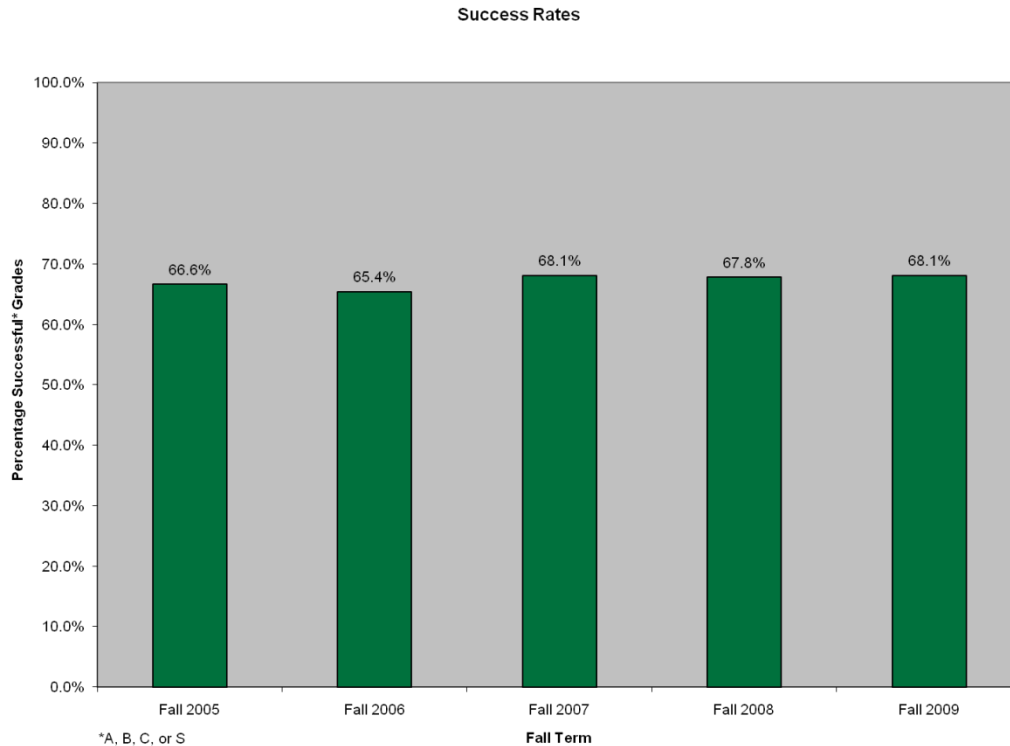
FIGURE 3.7.1-3c

Skill Dimension and Level	Percent of Students Classified as		
	Proficient	Marginal	Not Proficient
Critical Thinking	3%	13%	84%
Reading, Level 2	29%	21%	51%
Reading, Level 1	60%	22%	18%
Writing, Level 3	5%	22%	73%
Writing, Level 2	13%	36%	51%
Writing, Level 1	57%	29%	14%
Mathematics, Level 3	5%	12%	84%
Mathematics, Level 2	20%	26%	54%
Mathematics, Level 1	45%	30%	24%
Total Number of Students:		77,641	
Weighted Number of Students:		69,484*	

*The score distribution used to compute these statistics has been modified, to prevent the statistics from being dominated by a few very large institutions. If an institution contributed more than 2600 students to this data set, the score of each of its students has been weighted by the fraction 2600/n, where n is the number of students from that institution. For example, if an institution tested 5200 students, the score of each of its students would receive a weight of 2600/5200 = 1/2. In computing the statistics, each of its students would count only half as much as a student from an institution that tested 2600 or fewer students. Therefore, an institution testing 5200 students would influence the statistics just as much as if it had tested only 2600 students.

Figure 3.7.1-4 shows the percentage of successful grades for the past five fall terms. Successful grades are considered to be an “A”, “B”, “C”, or “S”.

FIGURE 3.7.1-4



GTC participated in CCSSE and CCFSSSE in 2007 and 2010. Figures 3.7.1-5a, 3.7.1-5b, 3.7.1-5c, and 3.7.1-5d show the 2010 results as compared to the 2007 benchmark. GTC scored lower in 2010 than 2007, which was consistent when compared to other similar-size colleges. When compared to other AtD schools, GTC again scored lower. These results will be analyzed further to identify any necessary interventions to increase the success of GTC students.

FIGURE 3.7.1-5a

Community College Survey of Student Engagement Benchmark Summary Table (All Students in Percentages)										
	Active & Collaborative Learning		Student Effort		Academic Challenge		Student-Faculty Interaction		Support for Learners	
	2007	2010	2007	2010	2007	2010	2007	2010	2007	2010
GTC	48.2	45.8	47.6	47.4	52.6	50.4	51.9	51.5	52.0	48.4
Ex-large Colleges*	49.1	49.2	49.5	49.0	49.8	49.8	49.4	48.3	49.3	48.9
AtD	–	49.9	–	50.1	–	50.0	–	50.3	–	51.9
CCSSE Cohort	50.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0	50.0

* 2007 cohort was compared to large colleges. GTC’s headcount increased since the 2007 administration and moved the college into the ex-large comparison group.

FIGURE 3.7.1-5b

Community College Survey of Student Engagement Benchmark Summary Table (All Part-time Students in Percentages)										
Part Time	Active & Collaborative Learning		Student Effort		Academic Challenge		Student-Faculty Interaction		Support for Learners	
	2007	2010	2007	2010	2007	2010	2007	2010	2007	2010
GTC	43.3	41.1	44.7	44.6	49.8	47.7	47.1	48.9	50.1	47.7
Ex-large Colleges*	45.8	46.0	46.4	46.0	46.5	46.7	46.1	45.4	47.3	47.0
AtD	–	46.0	–	47.1	–	46.9	–	47.4	–	49.9
CCSSE Cohort	46.6	46.4	46.8	47.0	46.4	46.5	46.8	46.8	48.4	48.3

* 2007 cohort was compared to large colleges. GTC’s headcount increased since the 2007 administration and moved the college into the ex-large comparison group.

FIGURE 3.7.1-5c

Community College Survey of Student Engagement Benchmark Summary Table (All Full-time Students in Percentages)										
Full Time	Active & Collaborative Learning		Student Effort		Academic Challenge		Student-Faculty Interaction		Support for Learners	
	2007	2010	2007	2010	2007	2010	2007	2010	2007	2010
GTC	55.1	51.8	52.1	51.0	56.9	53.9	59.1	55.0	54.9	54.9
Ex-large Colleges*	54.8	54.4	54.7	53.8	55.3	54.9	55.0	53.1	52.5	51.9
AtD	–	55.9	–	55.0	–	54.9	–	54.9	–	54.9
CCSSE Cohort	56.2	55.7	55.5	54.8	55.6	55.0	56.0	55.5	53.8	53.4

* 2007 cohort was compared to large colleges. GTC's headcount increased since the 2007 administration and moved the college into the ex-large comparison group.

FIGURE 3.7.1-5d

Community College Survey of Student Engagement as Compared to Community College Faculty Survey of Student Engagement				
Selected Questions*	2007		2010	
	All Students Responses %	All Faculty Responses %	All Students Responses %	All Faculty Responses %
acquiring a broad general education	69	72	70	72
acquiring job or work-related knowledge and skills	57	80	53	79
writing clearly and effectively	54	51	60	50
speaking clearly and effectively	53	48	55	51
thinking critically and analytically	72	81	70	80
solving numerical problems	56	36	58	39
using computing and information technology	64	58	63	66

* Scores are calculated by summing the responses "quite a bit" and "very much" then dividing by the total number of responses.

3.7.2. Key Measures on Student and Stakeholder Satisfaction and Dissatisfaction

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

FIGURE 3.7.2-1a

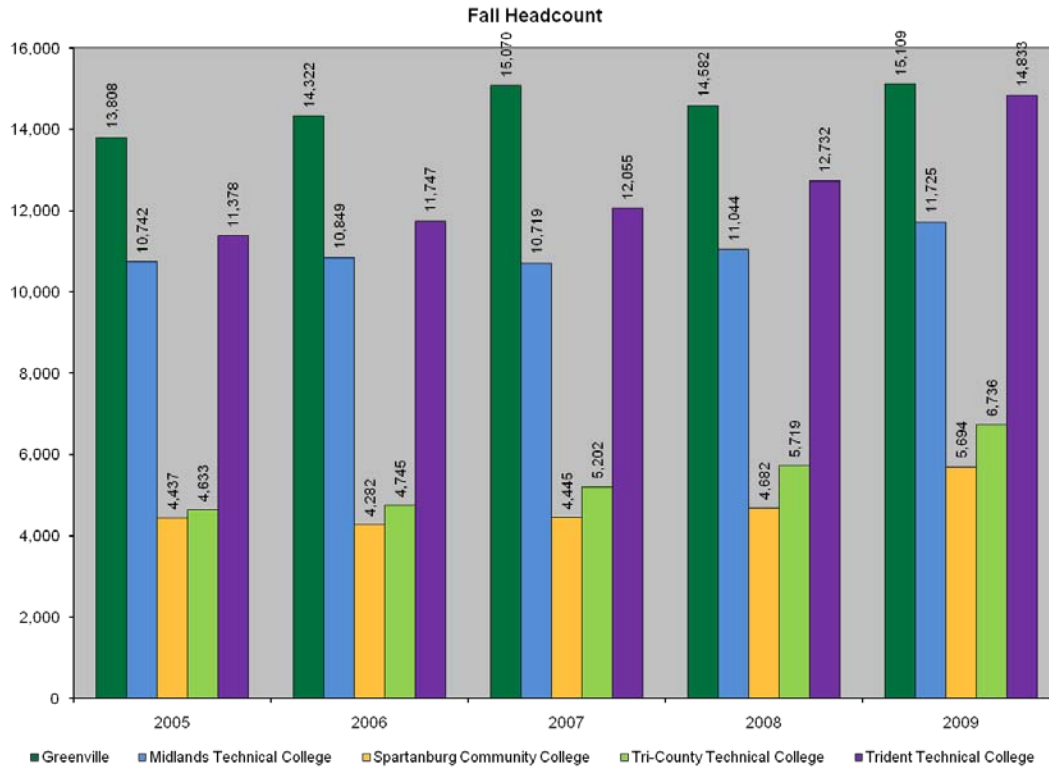


FIGURE 3.7.2-1b

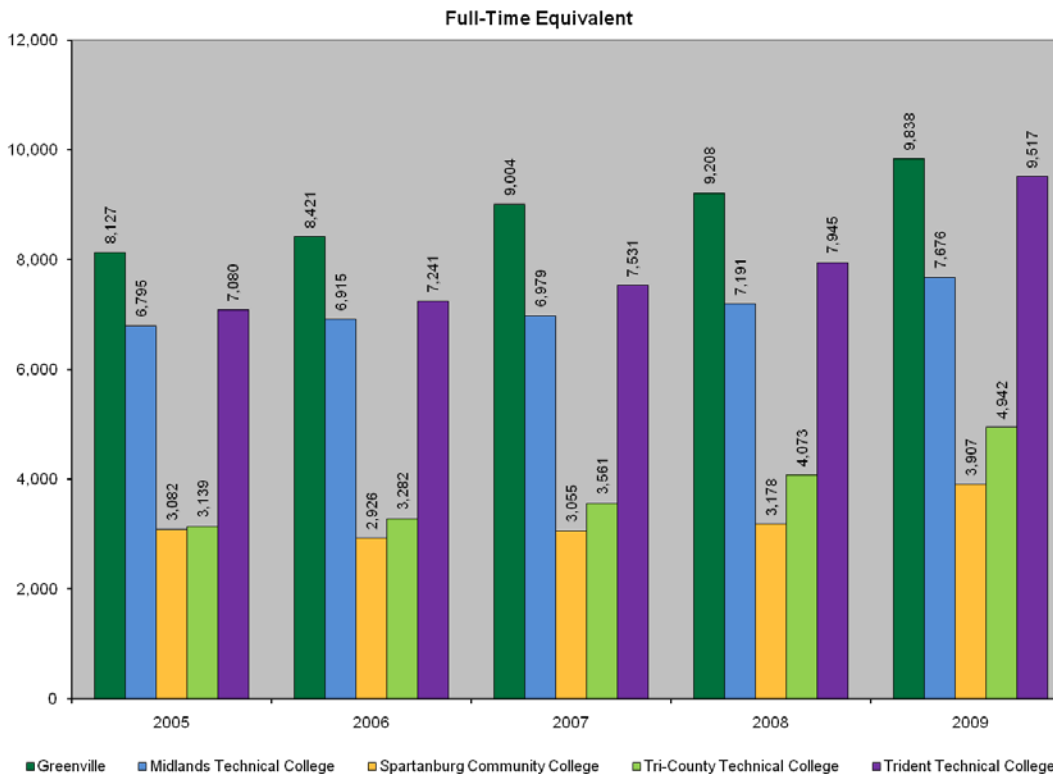
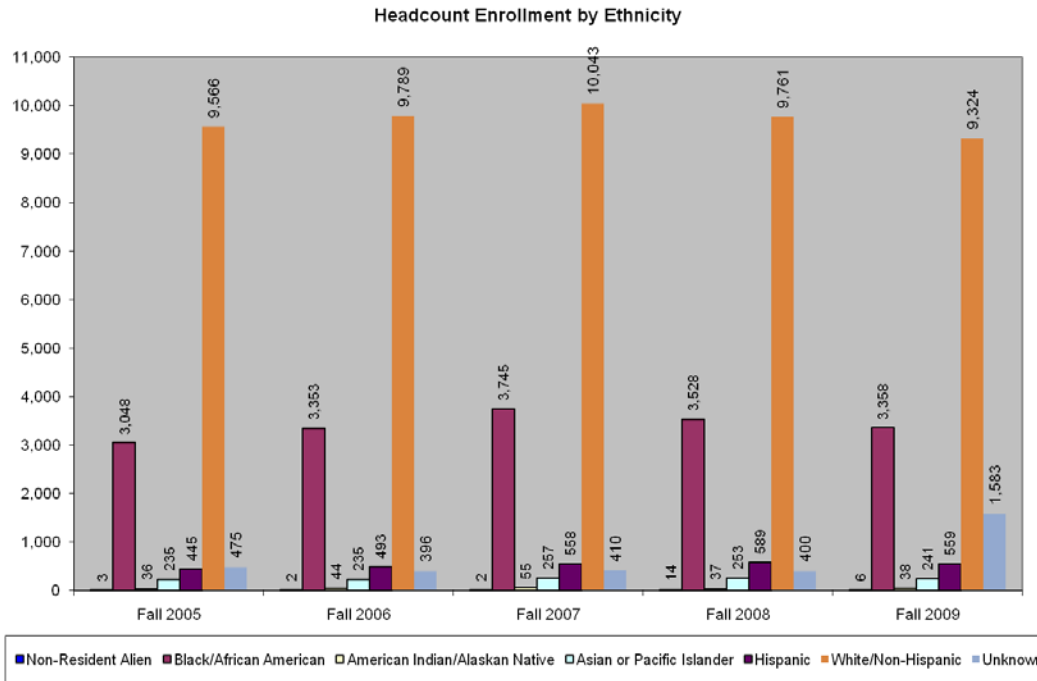


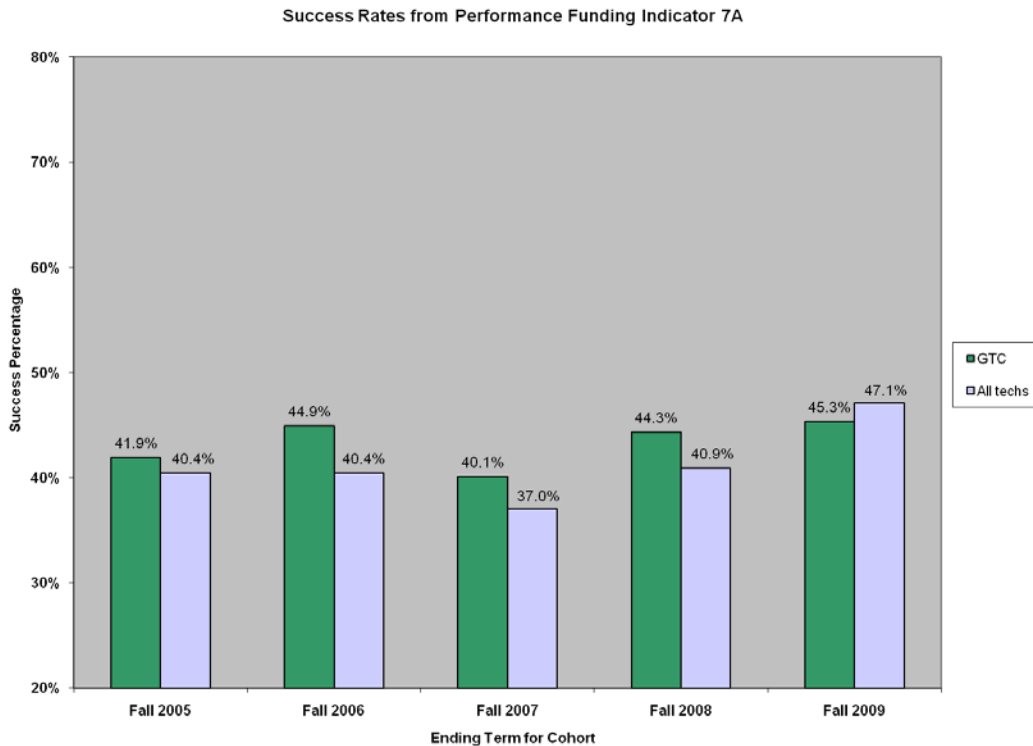
Figure 3.7.2-2 shows headcounts broken down into the reported ethnic subgroups since Fall 2005.

FIGURE 3.7.2-2



In addition to enrollment the college reviews success rates as defined by CHE for Performance Funding Indicator 7A. A cohort of full-time, first-time postsecondary award-seeking students is determined and tracked for three years. The success rate is based on the number of those cohort students who have completed an award within 150% of program time, have transferred to another college, or are still enrolled the fall term after the three-year period. Figure 3.7.2-3 shows Greenville Tech's success rate compared to that of all technical colleges. It should be noted that Greenville Tech reports data on out-of-state transfers, but not all of the technical colleges collect and report that information.

FIGURE 3.7.2-3



Indicator 8C2 is based on the fall-to-fall retention rates for minority South Carolina citizens. Figure 3.7.2-4 shows the retention rates for minority and non-minority students at Greenville Tech and all technical colleges since Fall 2004.

FIGURE 3.7.2-4

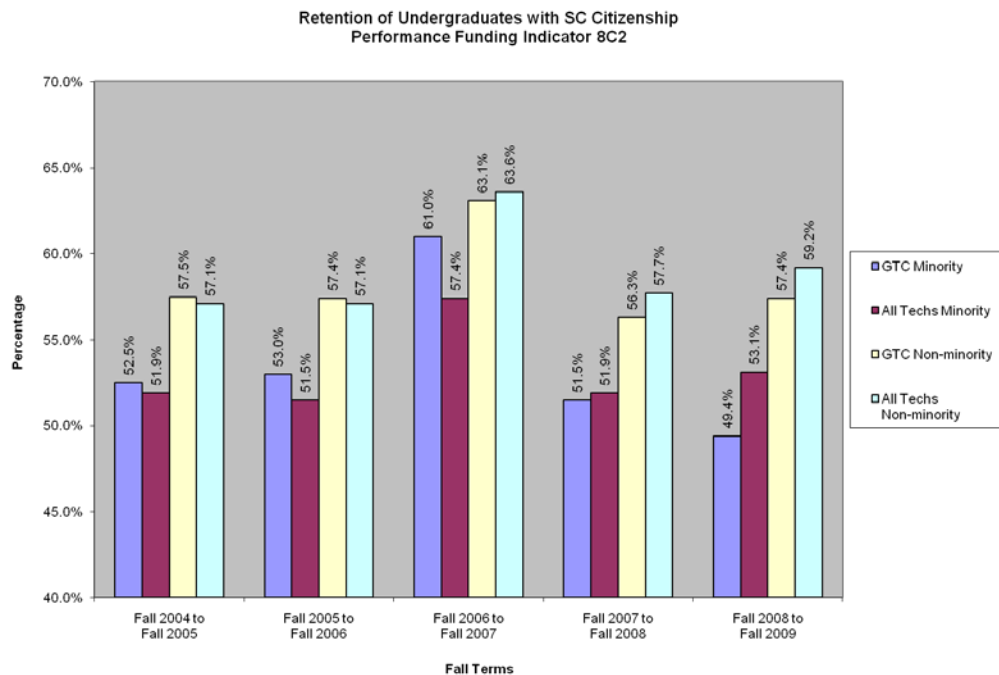
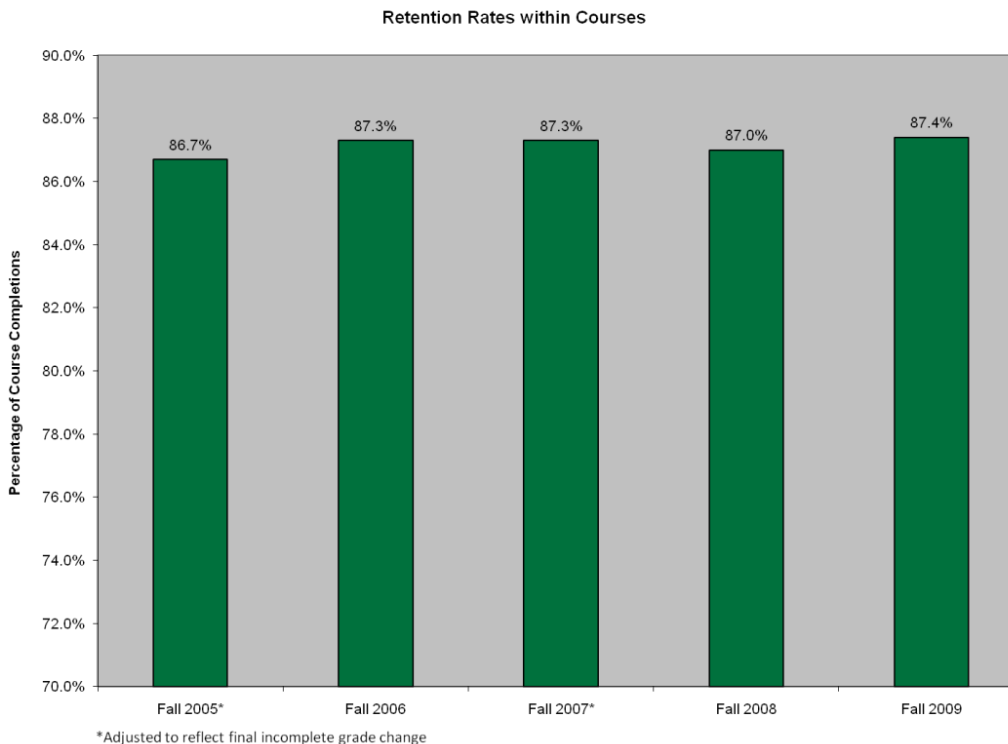


Figure 3.7.2-5 shows the within-course retention rates of students from Fall 2005 to Fall 2009. These are the percentages of students who remain in a course to earn a grade other than “W” (Withdrawn), “WA” (Administrative Withdrawal), or “WF” (Withdrawn Failing).

FIGURE 3.7.2-5



The college also gathers input on student satisfaction through various surveys and evaluations. Figure 3.7.2-6 provides data comparing FY 04-05 through FY 09-10 from the *Graduate Follow-Up* that is distributed to graduates of the previous fiscal year. Respondents are asked to rate their satisfaction with their major programs using a scale of one to four with four representing “Very Satisfied”.

FIGURE 3.7.2-6

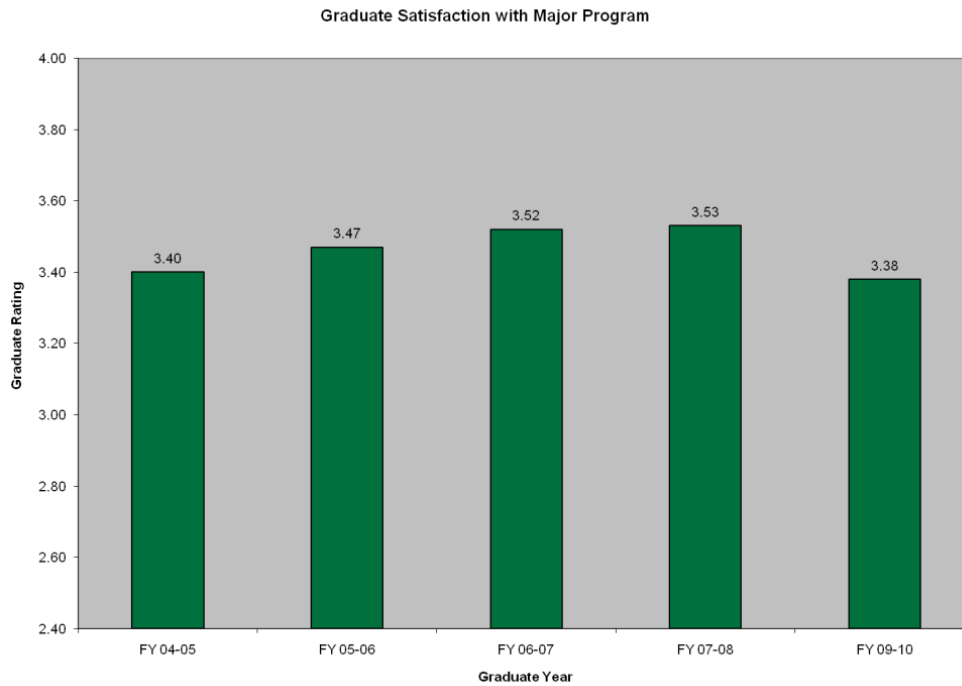


Figure 3.7.2-7 contains data on graduate satisfaction from the Alumni Survey that is administered every other year to degree graduates of three years prior.

FIGURE 3.7.2-7

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

The *Graduate Satisfaction Survey* is a biennially-administered survey that is sent to each graduate in the *Graduate Follow-Up*. Satisfaction ratings on student services since Fall 2005 are provided in Figure 3.7.2-8.

FIGURE 3.7.2-8

Graduate Satisfaction with College Services – All Campuses			
	2005	2007	2009
Academic Assessment Center (placement)	94%	96%	95%
Admissions Services	92%	91%	84%
Bookstore Services	84%	88%	90%
Business Office Services	87%	88%	88%
Cafeteria/Food Services	81%	81%	81%
Campus Police	93%	90%	85%
Career Center	86%	91%	89%
Child Development Center (on-campus)	97%	94%	92%
Counseling Services	87%	89%	90%
Crisis Counseling/Special Needs	93%	96%	n/a
Employment Assistance Office	73%	83%	71%
Financial Aid Services	69%	73%	79%
Library/Learning Resources Center	97%	97%	95%
New Student Orientation	91%	96%	92%
Registration Procedures	86%	90%	88%
Student Activities	86%	86%	85%
Student Disability Services	88%	99%	94%
Student Records/Registrar's Services	91%	91%	89%
Student Support Services (non-tutoring)	90%	92%	93%
Tutorial Services	93%	92%	93%
Veterans' Services	95%	93%	96%

Every term the college administers the *Student Evaluation of Instruction* according to the guidelines of the Commission on Higher Education in Performance Funding Indicator 2B. Figure 3.7.2-9a contains results from Fall 2009 for four items on the traditional format evaluation. Figure 3.7.2-9b contains results for four items on the clinical evaluation that is distributed to students in clinicals. Figure 3.7.2-9c contains results from Fall 2009 for four items on the alternative format evaluation that is distributed to students in online courses or telecourses.

FIGURE 3.7.2-9a

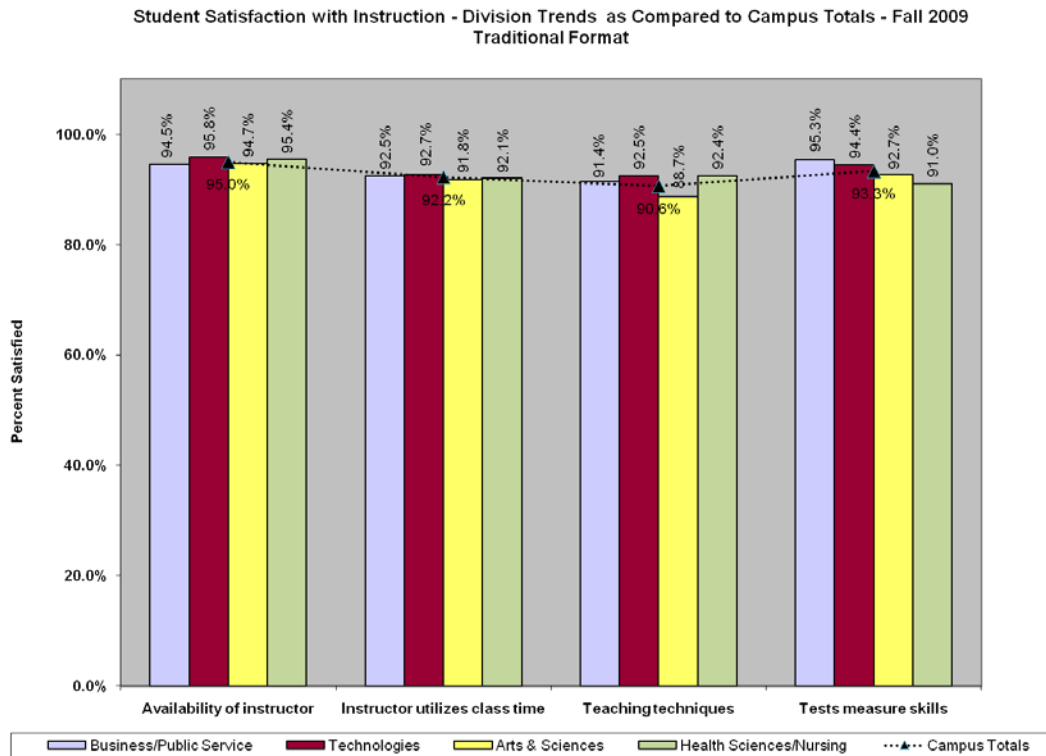


FIGURE 3.7.2-9b

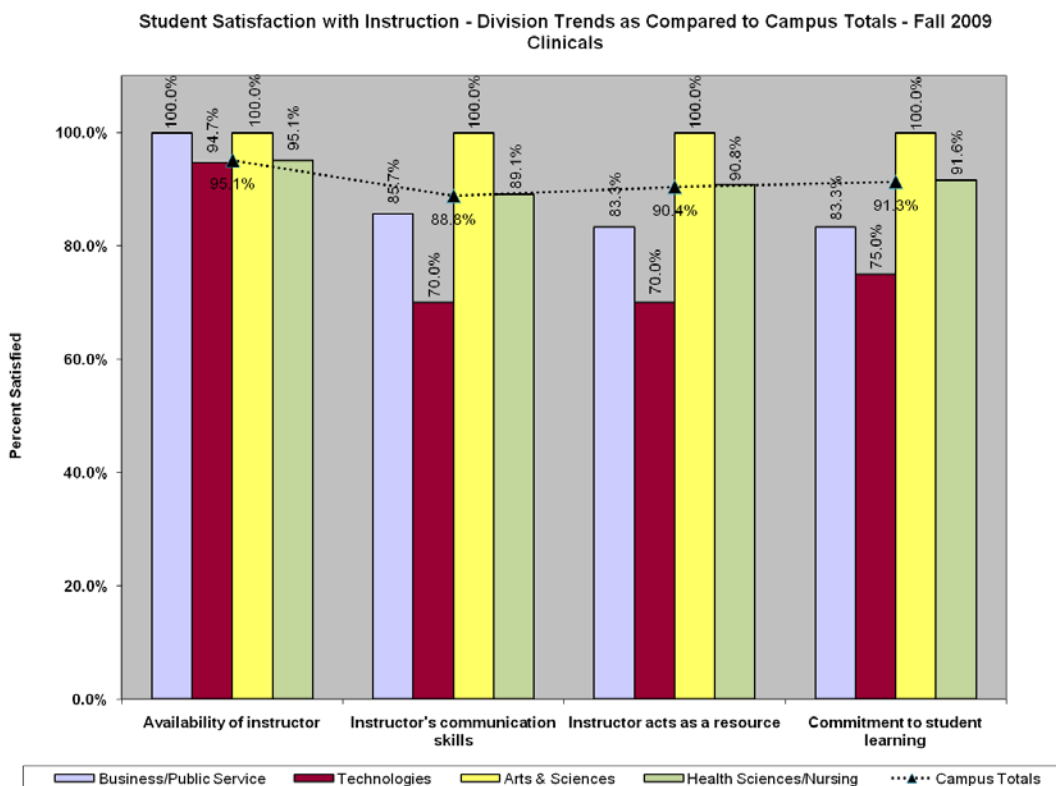


FIGURE 3.7.2-9c

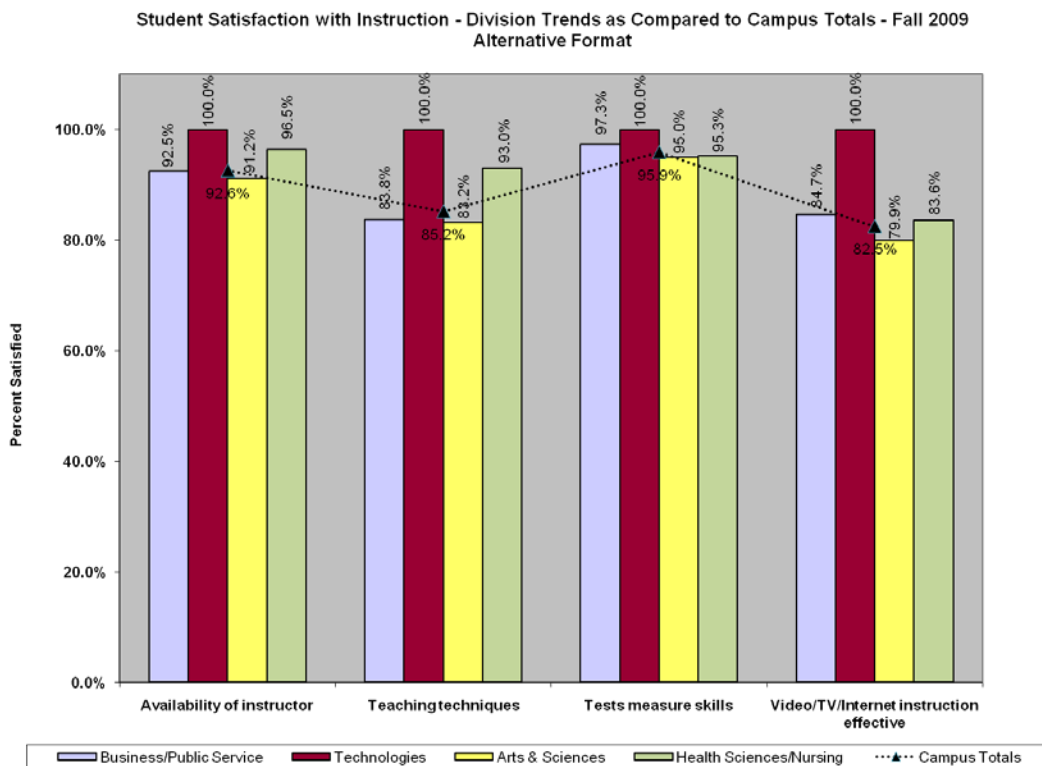
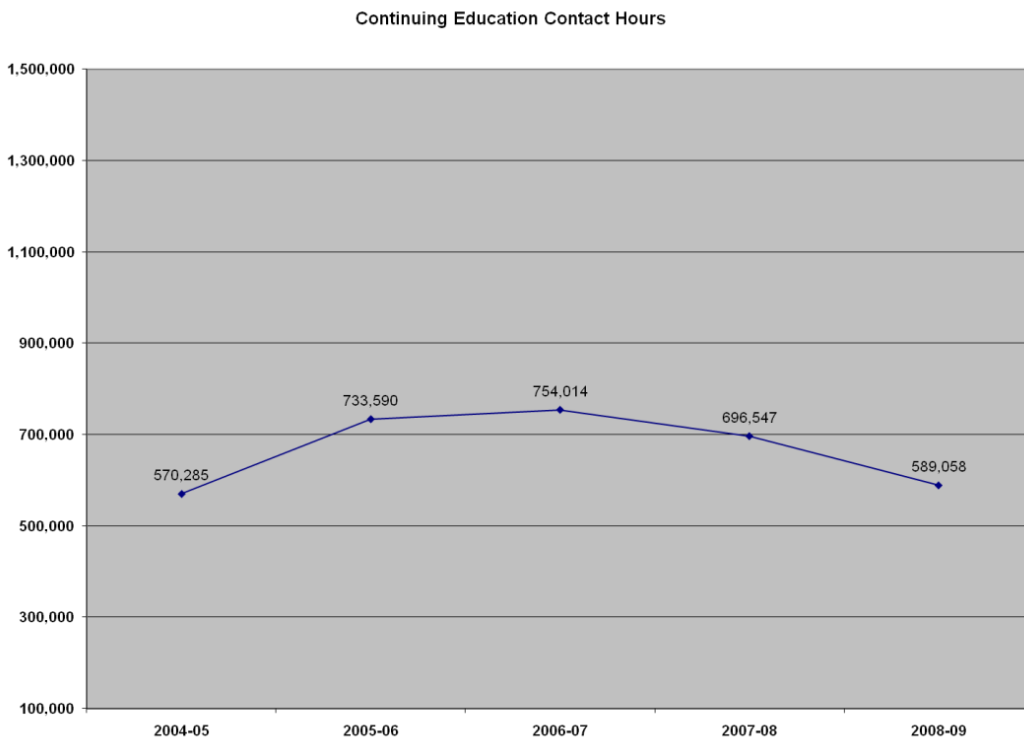


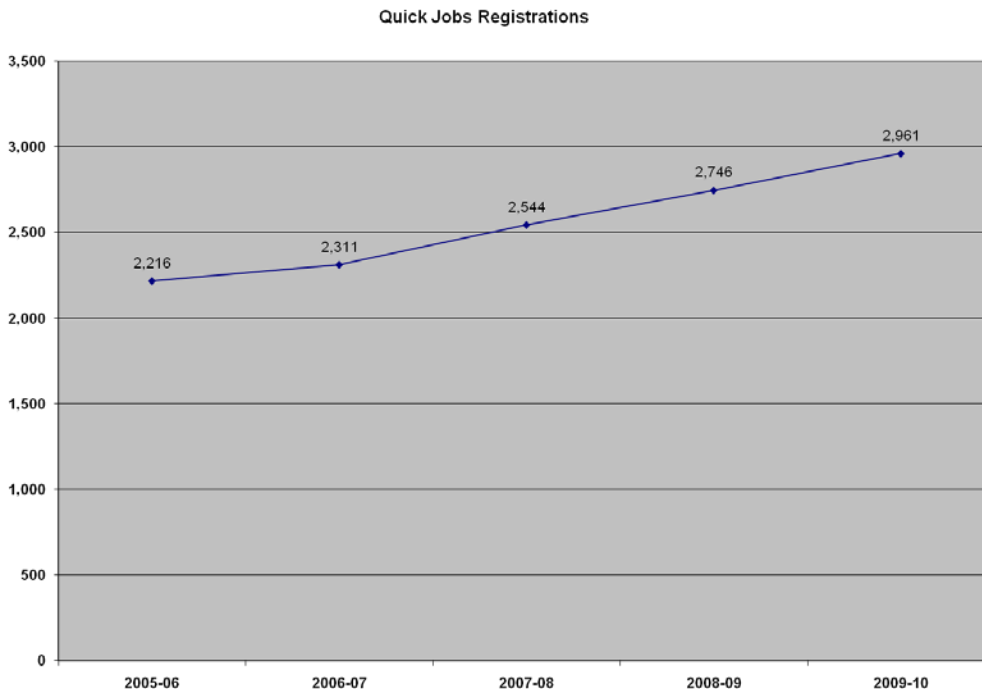
Figure 3.7.2-10 shows the Continuing Education non-credit contact hours since 2004-05.

FIGURE 3.7.2-10



Quick Jobs with a Future™ is an award-winning program designed to provide short-term (90 days or less) training to those in need of a job or a better job. Figure 3.7.2-11 provides the number of registrations for that program from 2005-06 to 2009-10.

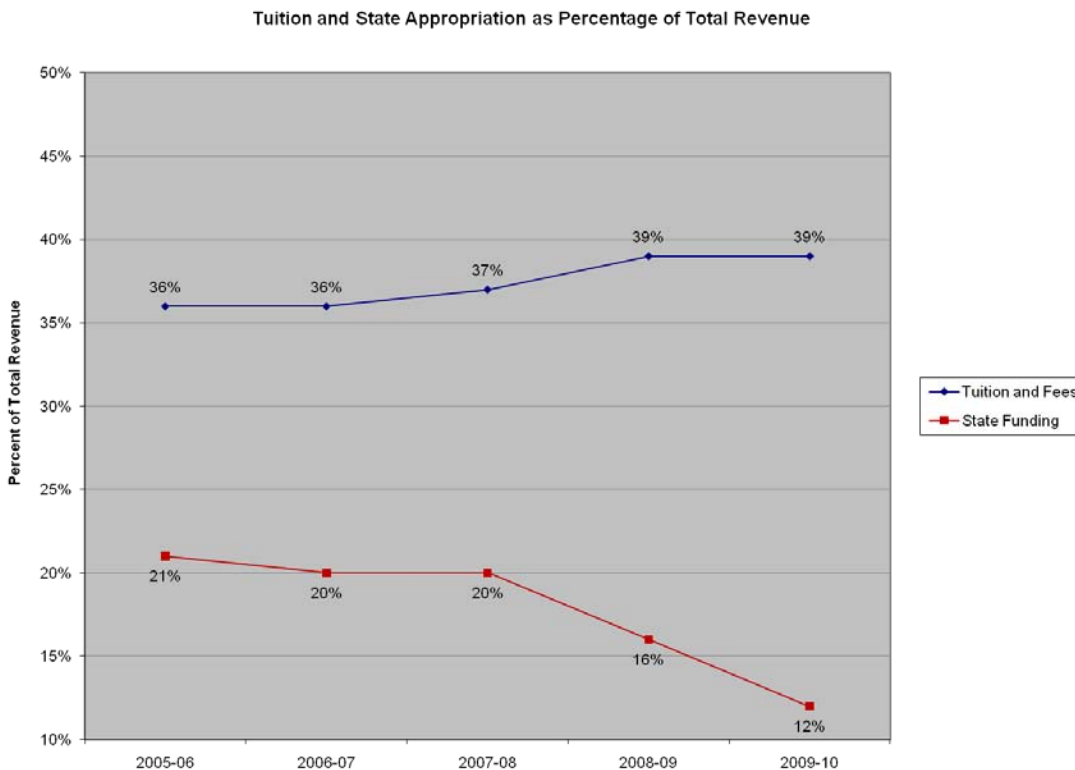
FIGURE 3.7.2-11



3.7.3. Key Measures on Budgetary and Financial Performance

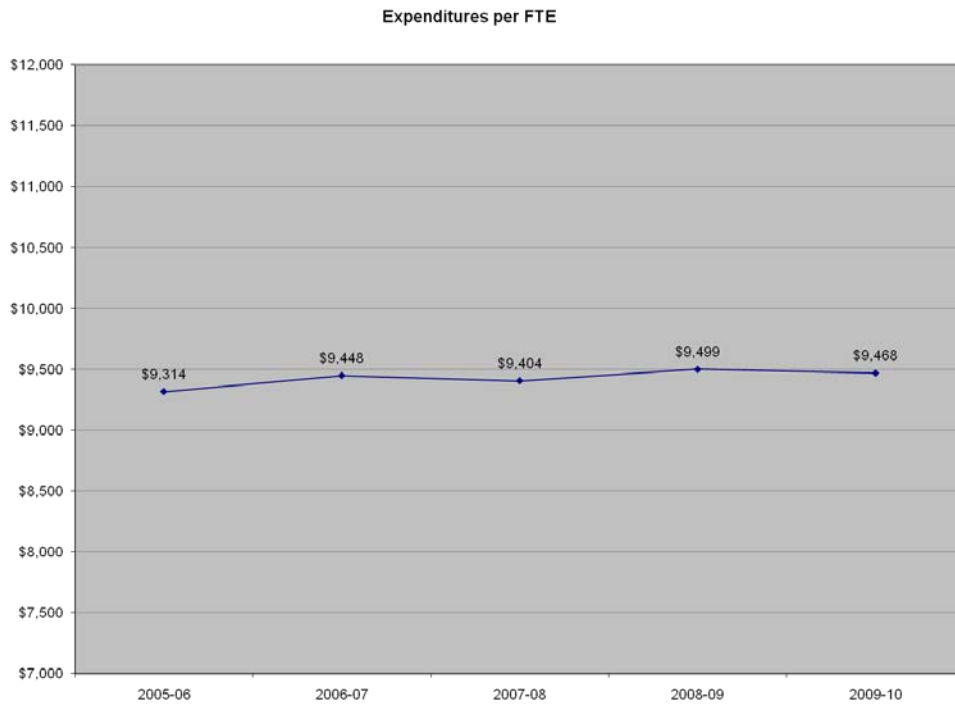
Tuition and the amount of state funds appropriated to the college as percentages of the college’s total revenue are key measures. Both of these are shown in Figure 3.7.3-1 for the past five years.

FIGURE 3.7.3-1



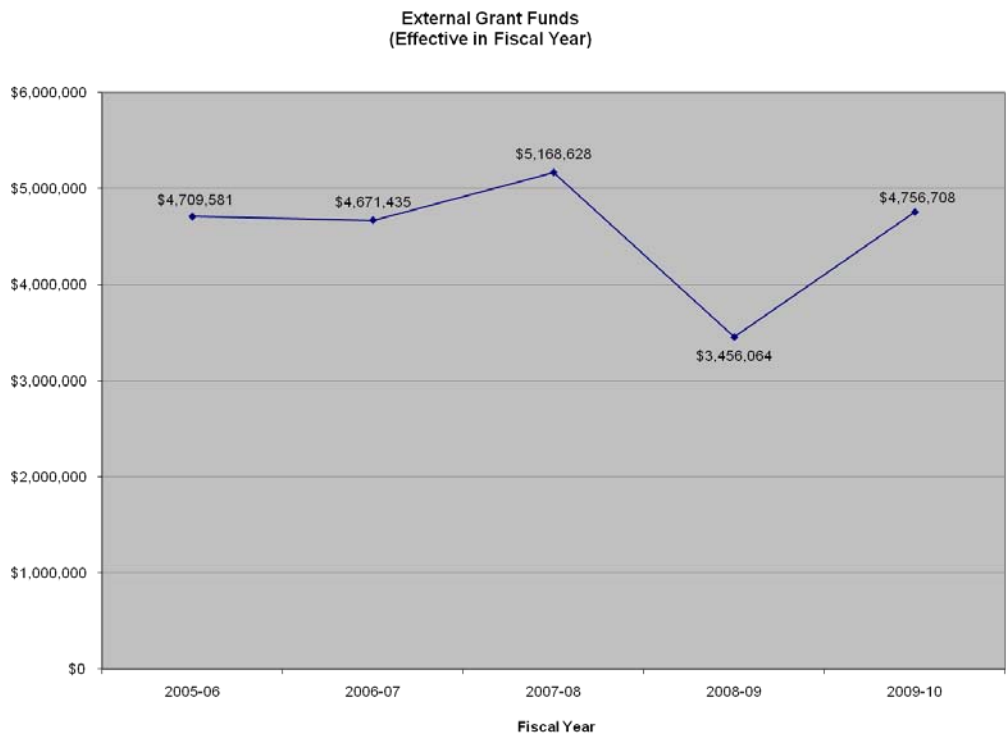
The annual cost to educate one full-time student is shown in Figure 3.7.3-2. The expenditure per FTE has remained consistent since 2005-06.

FIGURE 3.7.3-2



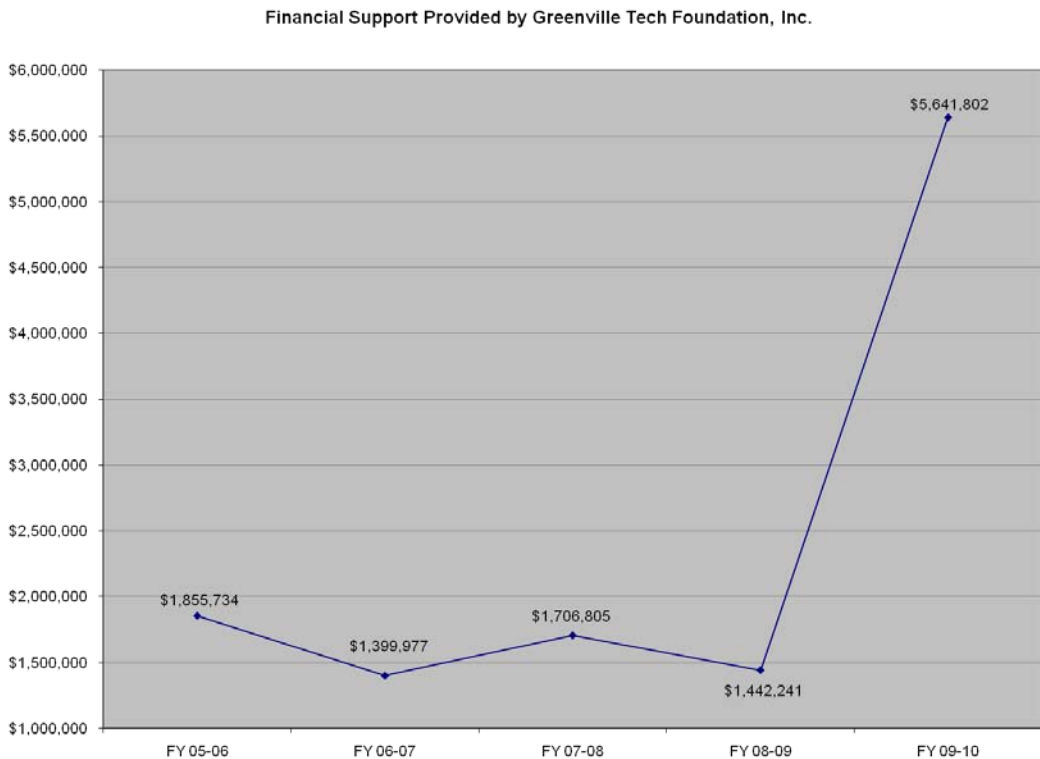
Greenville Tech actively seeks external grant funds to supplement other revenue sources. The amounts effective in the five most recent fiscal years are shown in Figure 3.7.3-3.

FIGURE 3.7.3-3



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

FIGURE 3.7.3-4



3.7.4. Key Measures on Work System Performance

One key measure for work system performance and faculty/staff satisfaction/development is the average faculty salary compared to that of all technical college faculty. Figure 3.7.4-1 compares GTC’s average faculty salary to each of the other technical colleges from Fall 2005 to Fall 2009. Average faculty compensation is reported as Performance Funding Indicator 2D.

FIGURE 3.7.4-1

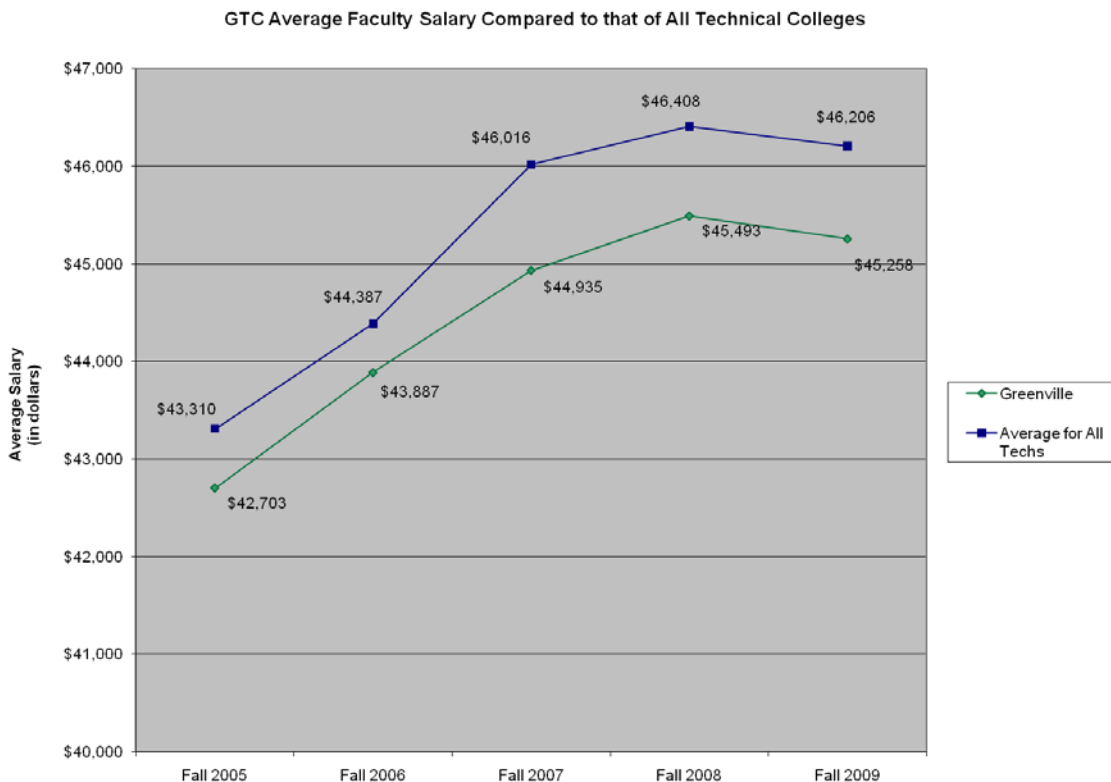
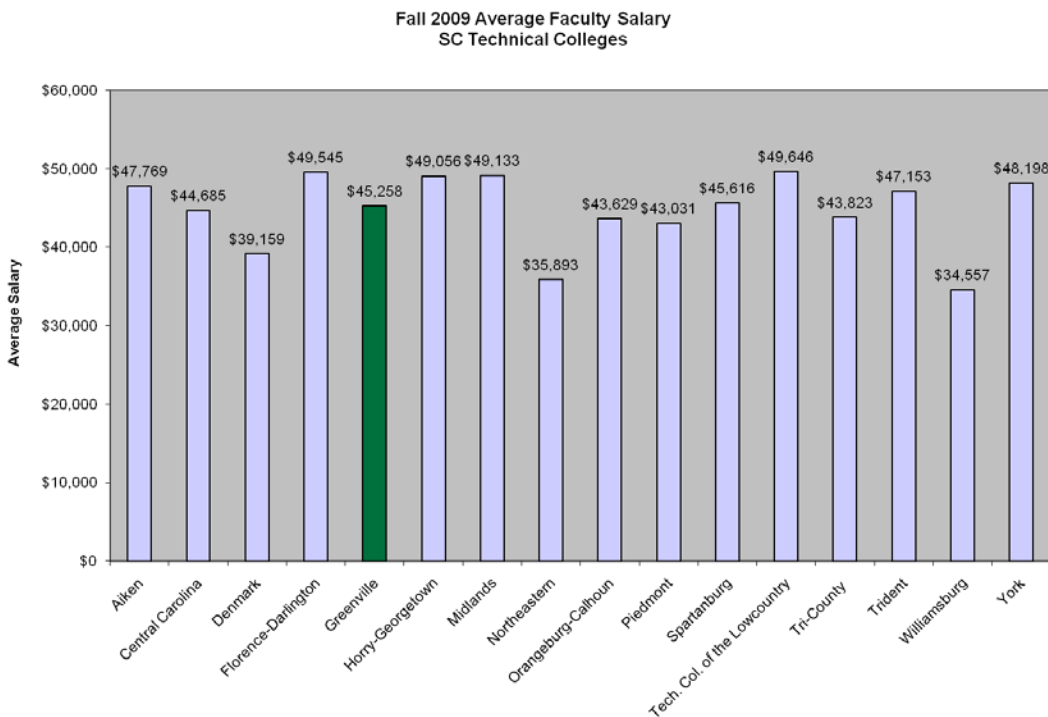
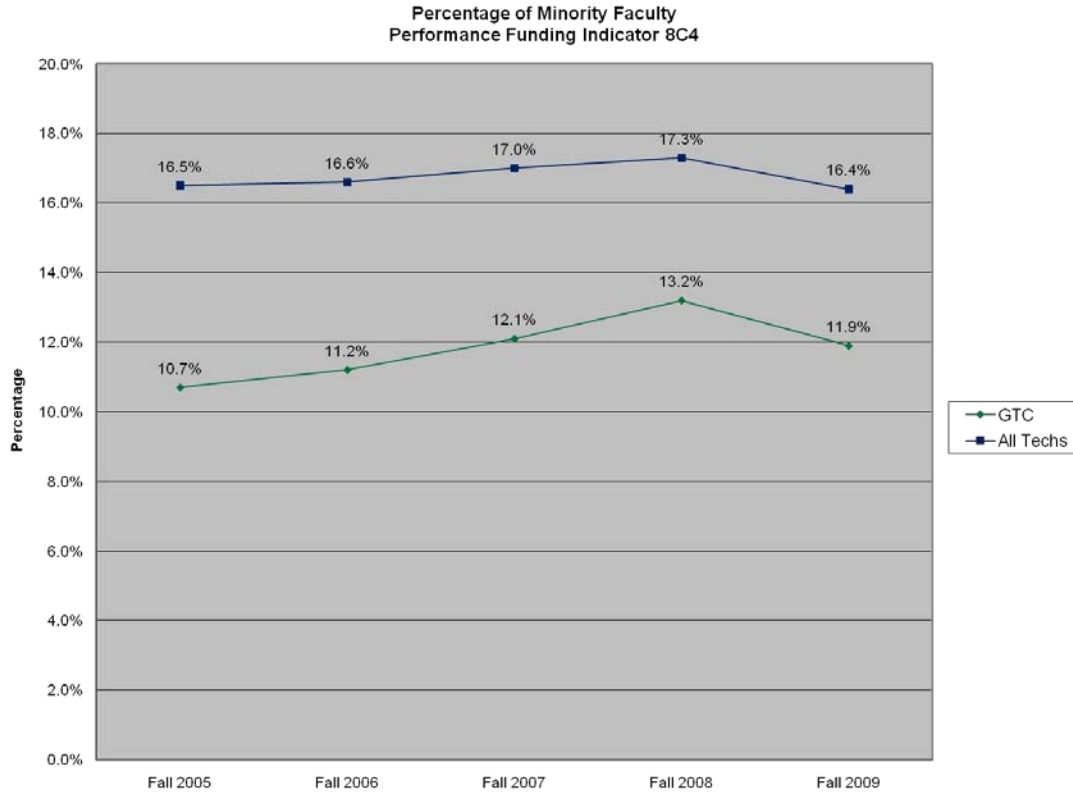


FIGURE 3.7.4-2



Another Performance Funding Indicator (8C4) that serves as a key measure is the percentage of minority faculty. Figure 3.7.4-3 shows Greenville Tech’s trend of percentage of minority faculty since Fall 2005.

FIGURE 3.7.4-3



In 2010, Greenville Tech had a fourth of its full-time faculty and staff with more than 15 years experience at the college. Figure 3.7.4-4 shows the percentage of employees by years of service at GTC for the past three years.

FIGURE 3.7.4-4

Years at GTC	Percentage of FT Employees		
	2008	2009	2010
<1	6.40%	2.84%	3.87%
1 – 5	33.50%	35.60%	33.57%
6 – 10	23.10%	23.87%	23.96%
11 – 15	12.80%	12.16%	13.34%
16 – 20	12.80%	12.46%	11.48%
21 – 25	7.10%	9.16%	8.75%
26 – 30	1.90%	1.65%	2.87%
31 – 35	1.70%	1.5%	1.30%
36 – 40	0.70%	0.6%	0.72%
41 – 45	n/a	0.2%	0.14%
46+	n/a	n/a	n/a

**Section III – Elements of Malcolm Baldrige Criteria
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Faculty and staff have many options with respect to professional development. In addition to departmental funds, the Office of Academic Support provides funds through a professional development budget and through some Perkins Grant monies. The Greenville Tech Foundation, Inc., also provides professional development funds to faculty and staff. In addition, the Foundation provided funding support to the college from donor restricted or endowed funds. Figures 3.7.4-5 and 3.7.4-6 show funded/awarded amounts from Academic Support and the Foundation.

FIGURE 3.7.4-5

Professional Development Funds				
	2006-2007	2007-2008	2008-2009	2009-2010
Office of Academic Support	\$77,055.67	\$70,378.73	\$76,533.74	\$94,893.03
Perkins Grant	\$99,320.22	\$69,790.01	\$82,813.32	\$72,180.88
Greenville Tech Foundation, Inc.	\$62,881.00	\$9,498.00	\$19,010.00	\$15,973.00
	\$234,256.89	\$149,666.74	\$178,357.06	\$183,046.91

FIGURE 3.7.4-6

Greenville Tech Foundation, Inc. Donor Restricted or Endowed Funds		
	2008-2009	2009-2010
Student Scholarships	\$269,015	\$196,908*
College Departmental Supplies and Activities	\$216,924	\$223,601
Student Programs	\$69,955	\$178,515
Equipment Purchases/Gifts-in-kind/property	\$661,382	\$5,026,805**

* Decrease in scholarships due to recession. Less money donated and earnings on endowment down resulted in less money to award.

** Includes \$830,267 equipment/gifts-in-kind; \$1,084,457 Brashier Charter Middle School new building; \$3,109,155 GTF Student Housing; and \$2,926 other property

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

FIGURE 3.7.4-7

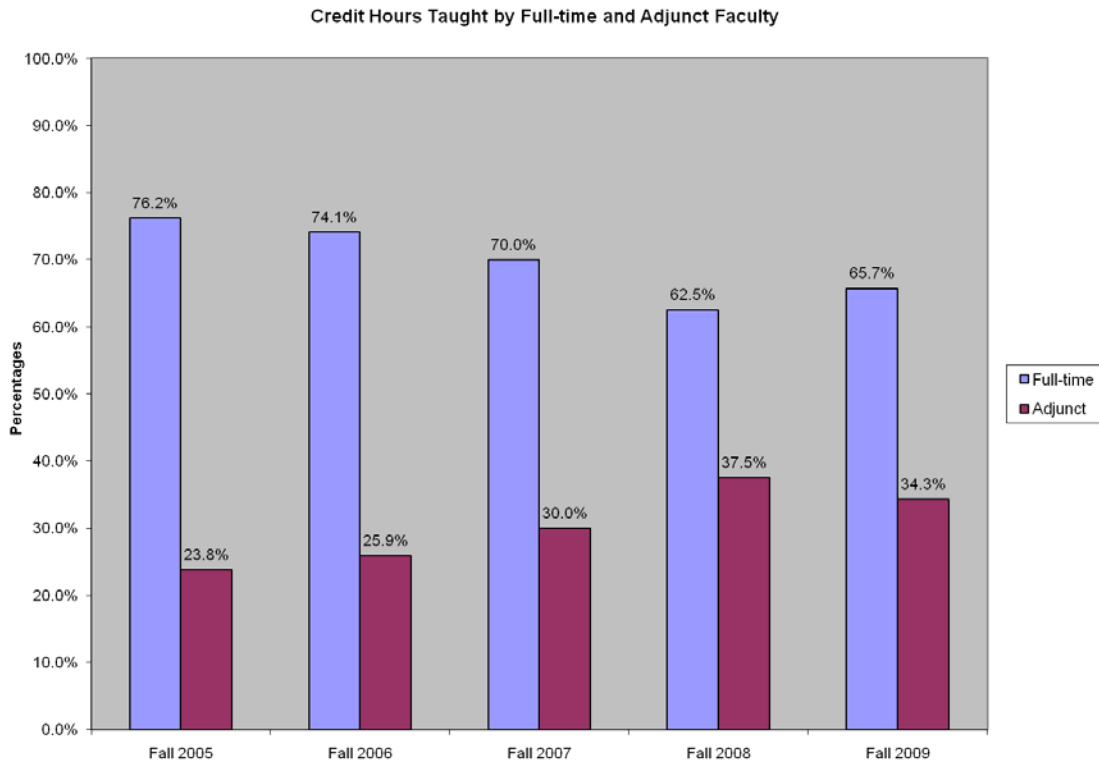
Professional Development Workshops		
	Number Offered	Number of Participants
June 2005 – May 2006	102	1,876
July 2006 – June 2007	130	1,991
July 2007 – June 2008	305	3,856
July 2008 – June 2009*	333	4,634
July 2009 – June 2010	223	4,114

* Updated to reflect corrected audit

3.7.5. Key Measures of Organizational Effectiveness/Operational Efficiency

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

FIGURE 3.7.5-1



Enrollment by site is also a key measure, and data for the Fall 2008 and Fall 2009 terms are provided in Figure 3.7.5-2.

FIGURE 3.7.5-2

Fall Enrollment Data by Site				
	FALL 2008		FALL 2009	
	ENROLLMENT	HEADCOUNT	ENROLLMENT	HEADCOUNT
BARTON CAMPUS	25,309	12,145	28,074	13,491
BRASHIER CAMPUS	4,020	1,528	3,624	1,531
GREER CAMPUS	7,271	1,777	4,655	1,998
NORTHWEST CAMPUS	2,790	1,234	2,598	1,192
BUCK MICKEL CENTER	35	26	0	0
MCALISTER SQUARE	20	20	0	0
DONALDSON CENTER	620	190	529	132
McKINNEY AUTOMOTIVE	993	297	1,026	321

Enrollment is defined as the number of seats filled at the college in credit courses.

Headcount is defined as the unduplicated count of students enrolled in at least one credit course.

Figure 3.7.5-3 shows the number of alternative sections (online, teleclass, telecourse) as a percentage of all class sections.

FIGURE 3.7.5-3

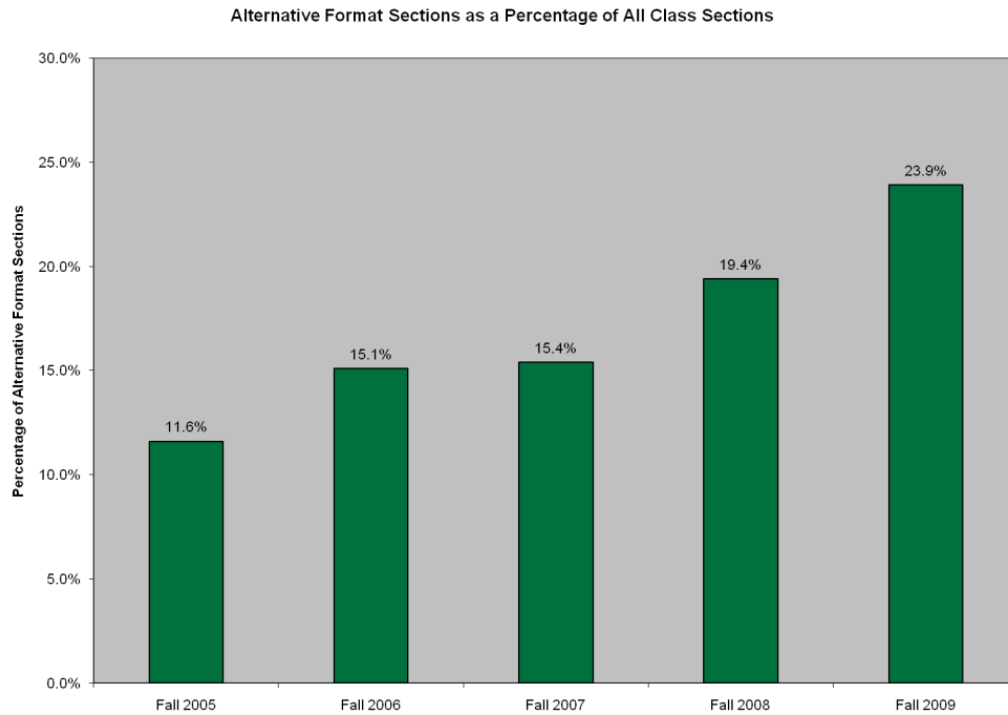


Figure 3.7.5-4 shows new classes and partnerships of Greenville Tech’s Continuing Education Division in 2009-10.

FIGURE 3.7.5-4

CE Area	New Classes	Need Met	New Partnerships
Business and Industry	15	<ul style="list-style-type: none"> • ATS - Organizational development • Eurokera - Team building • Fluor - Myers Briggs classes, first aid/combat fatigue • Sealed Air - Team building, project management • Carotell - Supervision • Standard Motor Products - Supervision • Bausch & Lomb - Train the trainer • Honeywell - Train the trainer • Saint Gobain - Problem solving, performance appraisal; ISO, quality classes • Brown & Brown - Customer service • Piedmont Rural Telephone - Consulting • GE - Technical writing, welding basics for design engineers • Ellcon - Lean training • Emitec - Six Sigma training • Span America - Lean training • Tygre River Correctional Facility - Basic skills for inmates about to be released seeking job opportunities in blueprint reading and warehouse work • ACDelco - Auto Tech-specialized automotive technology skills to upstate auto technicians • Lockheed Martin - foundational electric skills to maintenance personnel, sheet metal training • Goodwill - Forklift training for warehousing operations personnel • Sara Lee - Maintenance assessment • Baldor Dodge - WorkKeys testing • Michelin Tire - Job profiles 	<ul style="list-style-type: none"> • Raytheon Professional Services, Troy, MI

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

CE Area	New Classes	Need Met	New Partnerships
Environmental/Safety	11	<ul style="list-style-type: none"> Contractors in housing renovations - five classes for compliance with EPA lead regulations for renovators CompX - Special one-hour format of AHA Bloodborne pathogens in tandem with CPR SC Department of Energy - Certified energy manager class 	<ul style="list-style-type: none"> Established coalition of 55 partners for offering new EPA lead renovator classes in 12 states throughout US. These included 13 colleges, 18 associations (many were Home Builder's Associations), and 24 firms or agencies (such as other training provider partners or government agencies such as the SC Office of Economic Opportunity) Alternative Construction and Engineering Services in Augusta, GA – RRP partner, also partner to offer other asbestos and lead training in GA Association of Energy Engineers New River Center for Energy Research and Training, Christiansburg, VA National Center for Healthy Housing Center Coastal Training Consultants
Healthcare	40	<ul style="list-style-type: none"> Rolling Green Retirement Village - ServSafe training (provides instructional on proper food preparation and food handling) Flik Independent School - ServSafe training Broad River Correctional - ServSafe training Greenville Hospital System, Mt Lake Medical Center and Spartanburg Regional Hospital - Emergency Nurse Pediatric Course provides training for the pediatric emergency nurse to meet the standards of the Emergency Nurses Association Small Smiles and Carolina Smiles - Nitrous Oxide training (provides instruction on proper inhalation monitoring) Cytec Carbon Fibers, LLC - Biological Waste Water (treatment provides instruction to the operators on treating waste water as well as preparation for the D level certification exam) GHS physician offices - Physician Health Information Technician program and electronic medical records software 	<ul style="list-style-type: none"> Axzo Press Allscripts SC Certified Revenue Associates Healthcare Financial Medical Association Salem State College, Boston, MA

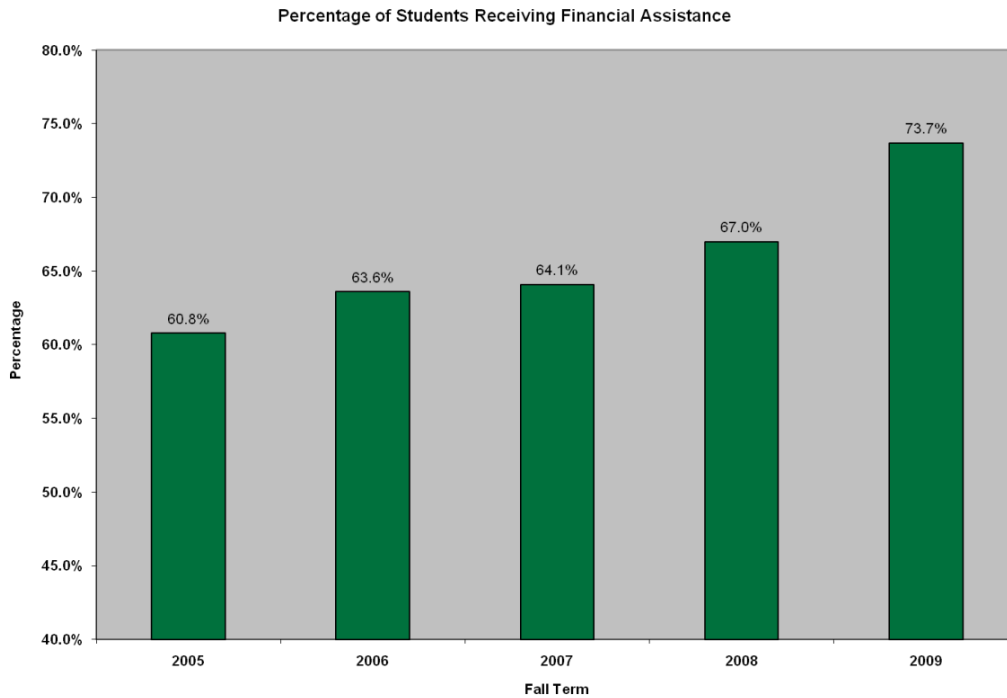
The college's Academic Program Review process as described in Sections 2.10 and 3.3.3 has been placed on hold for process improvement for the 2010-11 academic year. The five-year schedule that lists the programs which participated in 2009-10 is provided in Figure 3.7.5-5. The schedule will pick up with the 2010-11 rotation in 2011-12. All others will be shifted by one year.

FIGURE 3.7.5-5

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

Many students require financial assistance in order to attend college. Figure 3.7.5-6 shows the percentage of fall term students who received financial aid in the past five years.

FIGURE 3.7.5-6



3.7.6. Key Measures Related to Leadership and Social Responsibility

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

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

FIGURE 3.7.6-1

Advisory Committees and Membership		
	Number of Committees	Number of Members
2005-2006	56	783
2006-2007	60	803
2007-2008	62	805
2008-2009	60	827
2009-2010	58	790

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

Greenville Tech publishes crime statistics on the college website as required by law. Figures 3.7.6-2a, 3.7.6-2b, and 3.7.6-2c provides the data for each campus from 2005 to 2008.

FIGURE 3.7.6-2a

Reportable Criminal Offenses Occurring on				
	2005	2006	2007	2008
Barton	4	6	29	25
Student housing (included in Barton)	N/A	3	24	23
Non campus (Barton)	0	1	2	0
Public properties (Barton)	3	3	0	2
Brashier	0	0	1	0
Non campus (Brashier)	N/A	0	0	0
Public properties (Brashier)	0	0	0	0
Greer	0	0	0	0
Public properties (Greer)	0	0	0	0
Northwest	0	1	0	1
Public properties (Northwest)	0	0	0	0

FIGURE 3.7.6-2b

Disciplinary Actions on				
	2005	2006	2007	2008
Barton	0	6	39	33
Student housing (included in Barton)				31
Non campus (Barton)	0	0	0	0
Public properties (Barton)	0	0	0	0
Brashier	0	0	0	0
Non campus (Brashier)	N/A	0	0	0
Public properties (Brashier)	0	0	0	0
Greer	0	0	0	1
Public properties (Greer)	0	0	0	0
Northwest	0	0	1	0
Public properties (Northwest)	0	0	0	0

FIGURE 3.7.6-2c

Arrests on				
	2005	2006	2007	2008
Barton	2	5	19	20
Student housing (included in Barton)	N/A	4	17	18
Non campus (Barton)	0	0	1	0
Public properties (Barton)	7	0	0	1
Brashier	0	0	2	1
Non campus (Brashier)	N/A	0	0	0
Public properties (Brashier)	0	0	0	0
Greer	1	0	0	0
Public properties (Greer)	0	0	0	0
Northwest	0	0	0	0
Public properties (Northwest)	0	0	0	0

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

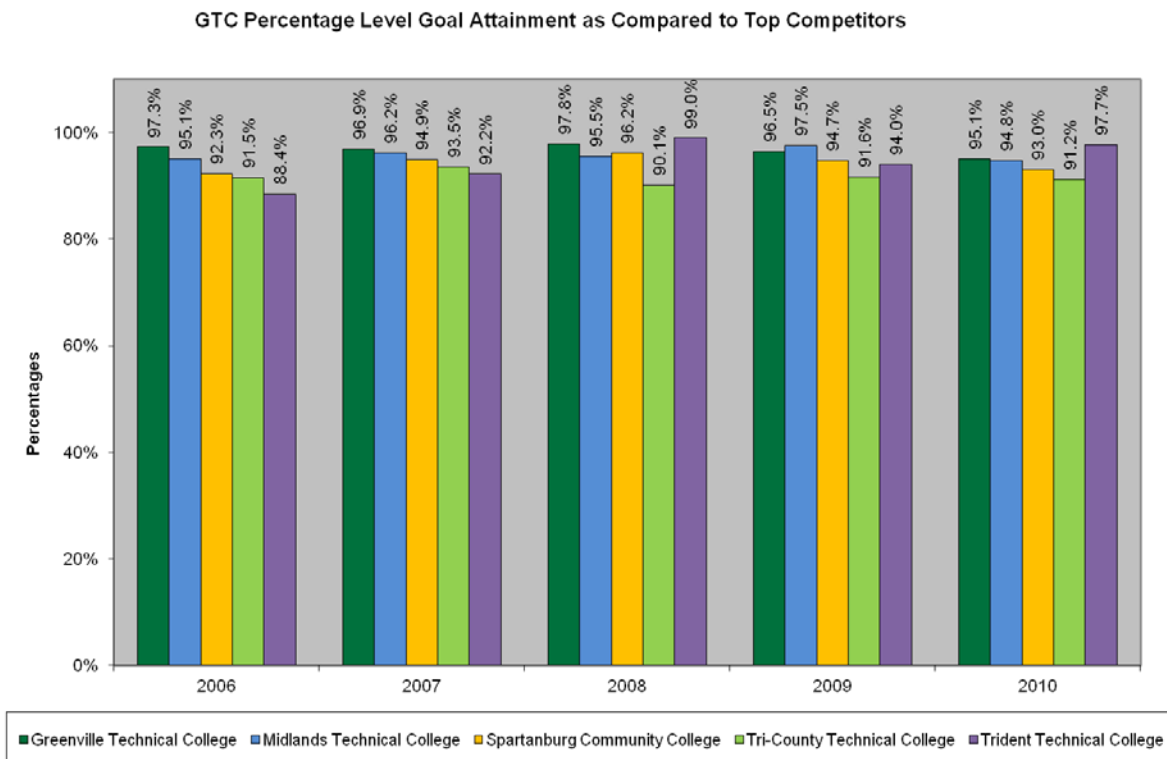
In the status of equal employment opportunity in South Carolina state government, the annual report to the general assembly from the South Carolina Human Affairs Commission, GTC ranks among the top percentage of goal attainment of the 16 technical colleges as shown in Figure 3.7.6-3a for the past five years.

FIGURE 3.7.6-3a

Percentage Level of Goal Attainment					
Agency	2010	2009	2008	2007	2006
Aiken Technical College	94.3	96.6	92.3	96.3	92.6
Central Carolina Technical College	83.8	92.9	86.2	92.0	87.0
Denmark Technical College	75.2	80.7	77.1	69.7	69.9
Florence-Darlington Technical College	81.2	80.0	82.0	81.0	78.1
Greenville Technical College	95.1	96.5	97.8	96.9	97.3
Horry-Georgetown Technical College	84.9	87.2	88.0	87.8	86.6
Low Country, Technical College of the	89.0	86.5	88.4	84.1	78.8
Midlands Technical College	94.8	97.5	95.5	96.2	95.1
Northeastern Technical College	80.6	83.0	83.5	83.8	83.1
Orangeburg-Calhoun Technical College	87.0	85.3	85.8	79.2	79.8
Piedmont Technical College	92.2	93.4	93.4	93.9	94.0
Spartanburg Community College	93.0	94.7	96.2	94.9	92.3
Technical and Comprehensive Education*	83.3	93.0	87.8	94.6	94.7
Tri-County Technical College	91.2	91.6	90.1	93.5	91.5
Trident Technical College	97.7	94.0	99.0	92.2	88.4
Williamsburg Technical College	78.1	77.9	76.8	77.5	76.6
York Technical College	85.3	81.2	81.6	90.4	91.8

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

FIGURE 3.7.6-3b



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

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

The college also has an audit of federal student aid awards in accordance with the Single Audit Act. The college is conducting a risk assessment to identify risks and ensure that proper internal controls are in place to mitigate risk. The risk assessment will be reviewed and updated at least annually as part of the audit process. The college employs an internal auditor that performs audits of financial aid, finance, departmental expenditures, and revenue generating areas. The auditor also reviews and assesses internal controls, procedures and reviews transactions for compliance with procedures.

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