Accountability Report Transmittal Form

Organization Name: Central Carolina Technical College

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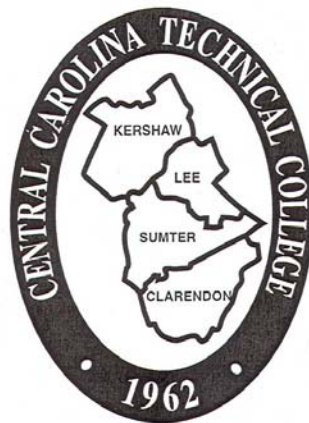# Higher Education Accountability Report
2010 - 2011

CENTRAL CAROLINA
TECHNICAL COLLEGE

Central Carolina Technical College

Higher Education Accountability Report
2010-2011

September 15, 2011

Central Carolina Technical College
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Table of Contents

Central Carolina Technical College
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I.   Executive Summary

In accordance with Sections 1-1-810 and 1-1-820 of the 1976 Code of Laws, Central Carolina Technical College (CCTC) submits the following accountability report covering the period of July 1, 2010, through June 30, 2011, to the Governor and the General Assembly.

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

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

Central Carolina Technical College serves the four-county area of Sumter, Clarendon, Lee, and Kershaw. During the 2010-2011 academic year, the College offered 53 programs of study (32 certificate programs, 14 associate degree programs, and 7 diploma programs). These programs are offered in the following fields: business, engineering technology, health sciences, industrial, public service, associate in arts, and associate in science programs.

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

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

The College's vast array of associate degree, diploma, and certificate programs prepares students to enter the job market, to transfer to senior colleges and universities, and to achieve their professional and personal goals. Specifically, Central Carolina offers academic programs in business, the health sciences, public service, industrial and engineering technology, and the arts and sciences. Through its comprehensive programs and support services, the College annually serves over 6,000 credit students and 3,000 continuing education students through traditional and non-traditional formats in multiple learning environments including online, electronic, and distance learning.

> **Vision**
>
> Central Carolina Technical College will be the first choice for exceptional, quality, affordable technical and comprehensive education, provided in an innovative, student-centered learning environment.
>
> **Values**
>
> Central Carolina respects the diversity of its student body and recognizes the worth and potential of each student. The College values an environment that fosters creativity and resourcefulness among its students, faculty, staff, and administrators and encourages teamwork, open communication, and free exchange of ideas. In its attitudes and principles, the College affirms the following values and beliefs in providing its programs and services: Excellence, Integrity, and Innovation.

I.2.   Major Achievements from July 1, 2010, through June 30, 2011

The College realized many accomplishments supporting the Central Carolina Technical College 2010-2011 Annual Goals between July 1, 2010, and June 30, 2011. The following accomplishments were realized as aligned with the goal statement:

❖ Provide ongoing marketing and promotion of the College to support a collegiate image generating greater interest and awareness in the public arena that Central Carolina Technical College offers postsecondary educational opportunities.
   Accomplishments:
   - Conducted an institutional process for the compilation of the 2010-2015 Strategic Plan
   - Produced publications communicating the College's role in the community including the College Catalog and Student Handbook, program brochures, and course schedules
   - Launched a new website for the College
   - Promoted the College's role in the economic development of the community at local Chambers of Commerce, Economic Development Boards, and the Workforce Investment agencies
   - Focused promotional activities on quality educational opportunities and quality of life for the graduates of the College's programs of study
   - Increased number of Open House events and expanded to outreach locations
   - Created Patriot Scholarship program to increase awareness by military personnel and family
   - Created program profiles to promote individual programs of study

❖ Provide relevant curricula in all academic divisions through the assessment of workforce and economic development needs of the College's service area.
   Accomplishments:
   - Graduated 702 graduates in current IPEDS reporting cycle
   - Placed 94% of the graduates in the workplace
   - Maintained a program completion tracking system for all academic programs
   - Implemented the Massage Therapy Certificate and the Human Services Certificate programs
   - Conducted academic program reviews in accordance with the College's Program Review Cycle for continuous improvement
   - Gained appropriate approvals for the implementation of the Human Services Associate Degree, Gerontology Certificate, Environmental, Health, and Safety Certificate, Pharmacy Technician Certificate, Emergency Medical Technician Certificate, and Basic Machining and CNC Fundamentals Certificate for Fall 2011

- Conducted advisory committee meetings in all academic programs to ensure linkage between workplace competencies and the curriculum
- Completed all NATEF requirements for the Automotive Technology Program for the interim report
- Satisfactorily completed the NLNAC accreditation team visit for the new Health Sciences Center
- Established college-wide learning outcomes linked to program outcomes
- Implemented strategies for the Course and Student Success Evaluation Team
- Submitted Paralegal Interim Report for continued ABA program approval

❖ Provide continuing education training opportunities that support the College's service area business and industry through a collaborative relationship between credit and noncredit programs.
  Accomplishments:
  - Collaborated with business and industry to identify and deliver training needs for workforce development through CCTC and ReadySC for three industry expansions
  - Collaborated with Academic Affairs to develop new programs of study
  - Registered five new apprenticeship programs with the USDOL (DeRoyal, EMS, Charleston Water System, Berkeley County Water & Sanitation, and CCTC)
  - Provided training for approximately 450 "water" professionals at the Main Campus by the SC Environmental Training Center
  - Presented at two national water conferences (ABC & AWWA) and maintained a representative on the SC Environmental Certification Board
  - Offered credit and non-credit welding programs

❖ Compile the Fifth-Year Report for continued SACS accreditation and monitoring of the results of the Quality Enhancement Plan, "Bridging the Digital Divide."
  Accomplishments:
  - Began compilation of the SACS Fifth-Year Report through college-wide integration of resources
  - Completed the Quality Enhancement Plan and adopted this project on an ongoing basis for the College
  - Implemented a new organizational structure for the responsibilities of the SACS Liaison
  - Reviewed Substantive Change Policy and implemented internal procedures to ensure compliance
  - Structured the Administration and Planning Division to manage SACS compliance, planning, institutional effectiveness, and reporting functions

❖ Continue to implement facilities master plan in order to ensure sufficient and improved internal and external space is available to meet the College's needs.
  Accomplishments:
  - Completed the college-wide information technology upgrade project including the hardware and network infrastructure and the wireless network implementation
  - Opened the Health Sciences Center in downtown Sumter
  - Completed renovations to the Science Building (Building 600) resulting in additional biology labs, faculty offices, and student labs
  - Replaced and expanded interior and exterior wayfinding signage at Main Campus, Kershaw County Campus, Health Sciences Center, F.E. DuBose Campus (exterior only), and Shaw Center
  - Implemented renovations to Building 700 for the Early Care and Education Associate Degree and the Human Services Associate Degree programs

- Initiated the renovation of the entrance to Main Campus for increased student safety and more efficient traffic flow
- Expanded the lab facilities for the Natural Resources Center

❖ Attract and retain appropriately credentialed, diverse, and talented faculty and staff by offering competitive salaries and benefits.
  Accomplishments:
  - Added full-time faculty positions in Massage Therapy, Human Services, Welding, Mathematics, Biology, and Information Technology
  - Added staff positions in all major divisions of the College based upon identified needs
  - Offered comprehensive college-wide Professional Development Program
  - Implemented a CCTC Wellness Program for employees
  - Offered comprehensive Adjunct Faculty Orientation and New Faculty Orientation programs
  - Implemented Administrative Specialist Apprenticeship Program for educational and on-the-job training resulting in a 3% pay increase upon successful completion by participants

❖ Continue to address expansion of Kershaw County campus by securing additional funding resources necessary for continued growth of this campus.
  Accomplishments:
  - Worked collaboratively with Kershaw County partners to strategically plan for the postsecondary needs through a local option sales tax initiative
  - Continued to partner with the Kershaw County Economic Development Board and other partners to strengthen economic development for business and industry

❖ Provide a comprehensive approach for the delivery of quality distance education courses and programs through the integration of academic and student services that facilitate accessibility of institutional resources for student success.
  Accomplishments:
  - Provided extensive training for faculty and staff in the online learning environment
  - Increased online course offerings
  - Implemented an Online Faculty Certification Program to support online faculty development
  - Developed online version of New Student Orientation to ensure accessibility for distance education students
  - Added student support resources on the Intranet to improve distribution of policies, procedures, and available services

❖ Develop and implement learning outcomes for student support services in an effort to provide quality services that support the learning environment and address student concerns such as financial need and personal development.
  Accomplishments:
  - Identified student learning outcomes for student support services, activities, and programs to support student success
  - Developed PBI grant proposal to expand student support services for high-need students
  - Expanded Student Activities offered to the students with the addition of several student organizations and community service opportunities
  - Conducted a Classroom and Student Management Workshop for faculty and staff to support a positive instructional environment and provide positive intervention strategies

- Provided training to faculty on financial aid policies and procedures to improve communications with students
- Secured Trio Student Support Services grant
- Conducted several process/program reviews in an effort to better serve students
- Held Awards Convocation and other related award programs to recognize student success

❖ Develop a plan for increased awareness of the College Education Foundation through alumni involvement and scholarship donor activities.
   Accomplishments:
   - Added a staff position to manage an Alumni Affairs Program in the Administration and Planning Division
   - Began initial activities to expand Foundation programs and services

❖ Establish an effective and timely approach for collecting and analyzing data which supports decision-making and improves overall institutional effectiveness.
   Accomplishments:
   - Conducted internal and external surveys to determine level of effectiveness for programs and services
   - Administered program surveys for all new programs of study to determine workforce needs
   - Developed strategies for effective management of data to support sound decision making for student success
   - Collaborated with Information Learning Technologies Department to identify data needs
   - Added a staff position to determine institutional needs to pursue grant funding

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

Every five years, the College produces a strategic plan with institutional long-range goals developed to accomplish its mission. In March 2010, the College developed the *2010-2015 Strategic Plan*. The Central Carolina Technical College 2010-2015 Strategic Plan includes the following seven goals with supporting strategies:

Strategic Goals and Strategies	
2010-2015 Strategic Goals	**Key Strategic Challenges**
GOAL 1: **The College will expand the training and educational programs' scope and effectiveness within the community.**	• Increase the number of apprenticeships by 25% by 2015. • Partner with business and industry including small businesses, governmental agencies, and economic development entities to determine workforce needs. • Integrate programs and services with local Economic Development offices in the four-county area. • Identify avenues to collaborate with businesses and industry to provide equipment for training. • Maintain strong, effective communication with business and industry to better understand and anticipate their needs. • Implement a marketing plan for the Workforce Development
GOAL 2: **The College with strengthen its role with K-12 institutions and become a first-choice option for high school students.**	• Market the College aggressively as a postsecondary, collegiate institution of higher education. • Work with K-12 institutions to forge a seamless transition to college for secondary students. • Market dual enrollment courses to parents and secondary students to instill the image of CCTC as a first-choice postsecondary option and as a gateway to professional careers and a sound financial future. • Enroll at least 20% of the four-county area's public high schools' recent graduates into programs of study by 2015. • Increase the number of dual enrolled courses offered to high school students by 20% by 2015, including an expansion of the technical program dual enrollment partnerships.
GOAL 3: **The College with strengthen students' pathways to four-year colleges.**	• Increase the number of postsecondary Bridge programs by 5 or more to facilitate transfer to senior institutions. • Implement a comprehensive marketing plan for Bridge programs. • Collaborate with SC colleges to forge stronger articulation agreements.
GOAL 4: **The College will expand its accessibility and program offerings.**	• Increase the number of distance learning programs as determined by needs assessment and ongoing evaluation of delivery of instruction methodology by 2015. • Expand the College's electronic delivery methods to include lecture capture, podcasting, and other evolving electronic asynchronous delivery tools. • Implement a comprehensive marketing plan for distance learning. • Provide more support services and courses at Outreach campuses.

	• Expand facilities at Outreach campuses as recommended in the College's Facility Master Plan. • Implement at least one new program each academic year based upon workplace needs for programs of study.
GOAL 5: **The College will foster an environment conducive to student success.**	• Expand tutoring services offered at the Tutoring Center by offering tutoring services electronically and at Outreach locations. • Assess the feasibility of a Student Center as recommended in the College's Facility Master Plan. • Engage students with meaningful professional-related extra-curricular activities to cultivate a sense of community on campus. • Provide comprehensive counseling services to meet the diverse needs of the student population in a changing society. • Identify and evaluate program technology competencies in all programs supporting workforce requirements. • Develop a plan to provide instruction and mentoring in the area of soft skills in classroom instruction to aid students in their future job search. • Increase the number of degrees, certificates, and diplomas awarded annually to 25% of the annual fall enrollment by 2015. • Continue implementation of a comprehensive Retention Plan.
GOAL 6: **The College will attract and retain quality faculty and staff.**	• Increase full-time faculty positions to provide instructional and support services to students in programs and courses. • Evaluate the staffing resources to ensure staffing is adequate to achieve the College's mission and goals. • Provide comprehensive training and resources for faculty and staff to support teaching and learning in all environments, including electronic, traditional, remedial, and advanced technology delivery methods. • Ensure CCTC's faculty and staff compensation is competitive with salaries within the South Carolina Technical College System. • Identify resources to recognize faculty and staff achievement. • Implement a succession plan.
GOAL 7: **The College will practice effective stewardship of its resources and seek new avenues of funding.**	• Increase fall semester enrollment to 5000 students by 2015. • Establish an Alumni Association by Fall 2011. • Seek increased funding from Clarendon, Kershaw, Lee, and Sumter county governments. • Increase revenue through Workforce Development course and program offerings. • Develop more private partners and donors to support the College's mission. • Explore and develop resources to expand the Kershaw County Campus. • Seek grant opportunities to support the College's mission. • Partner with industries to share resources. • Review internal processes and continue to implement effective financial measures. • Integrate SACS standards into all areas of the College to effectively impact student success. • Identify a QEP topic that will positively affect student success for the 2015 reaffirmation visit.

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

The Executive Leadership Team (ELT) uses the Accountability Report to identify strategic challenges and needs. The ELT ensures that the College's Annual Plan of Action, which includes the College's annual goals and the individual plans of action for each of the major divisions, addresses these challenges and annually evaluates how well the objectives of the plan have been accomplished. During the development phase of the 2011-2012 Annual Goals, the ELT linked all goals to a specific strategy in the 2010-2015 Strategic Plan.

II.   Organizational Profile

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

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

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

Services include the following:
• Student support services, including admissions, counseling, financial aid, library, TRiO, placement, testing, career services, and student records
• Business services, including financial management, information systems, security, and maintenance

- Administrative support
- Central Carolina Technical College Foundation

Academic programs are delivered though various delivery methods:
- Traditional classrooms and/or labs
- Outreach locations in all four counties of the service area
- Distance learning
- Hybrid courses

Student Services maintains a customer focus through a "one-stop" service concept. Business services and administrative support services are clearly delineated to provide efficient, effective delivery of services. All areas have detailed plans of action with expected outcomes identified for each objective.

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

The College serves two primary market segments: students and local employers. The primary expectation of students is to acquire an affordable, accessible, quality education consisting of skills and knowledge to be leveraged into high-earning, readily accessible jobs and an improved standard of living. The College's student population consists largely of non-traditional, often first-generation, adult students primarily from low-to middle- income families. Due to family and work commitments and lack of college preparation, many of these students require significant financial aid, student services, and developmental classes. A campus in close proximity to the student with convenient scheduling of classes is often a critical factor in a student's decision to pursue postsecondary education. Accessibility is a key element in the College's development of campuses at sites in each of the four counties served. In addition, more classes are being offered on-line to provide accessibility to higher education, and the College also offered courses in a condensed Maymester format in May 2010 and 2011.

CCTC's key student segments include the following:

o **High School:** Central Carolina Technical College serves the secondary student population through its dual enrollment program. Dual-enrolled students from the area high schools constituted 4.1% (179 students) of the Fall 2010 and 4.3% (209 students) of the Spring 2011 student body.

o **Transfer Students:** The students who intend to transfer to a four-year institution of higher education comprised 14.4% (632 students) of the Fall 2010 student body.

o **Technical:** Students enrolled in academic programs outside of the college-transfer associate degrees programs equate to 86% of the student body.

o **Continuing Education:** Students enrolled in courses or programs to improve job skills. CCTC served 1,963 (unduplicated) students in non-credit continuing education programs the 2010-2011 academic year.

o **Military Personnel & Dependents:** CCTC continues to have a strong relationship with Shaw Air Force Base. In Fall 2010, the College enrolled 114 active duty military personnel and 157 of their dependents. In Spring 2011, 109 active duty military personnel and 152 of their dependents were enrolled at CCTC.

CCTC Fall 2010 Student Profile (4382 Students)			
Student Load	Full-Time	1674	38.2%
	Part-Time	2708	61.8%
Gender	Female	3041	69.4%
	Male	1341	30.6%
Ethnicity	Black/African American	2178	49.7%
	American Indian/Alaska	2	0.05%
	Asian	45	1.03%
	Hispanic	96	2.19%
	Native Hawaiian/Other Pacific Is	0	0.0
	White	1876	42.81%
	Non-Resident Alien	0	0.0
	Two or More Races	7	.16%
	Unknown	178	4.06%
County of Residence	Clarendon	591	13.5%
	Kershaw	665	15.2%
	Lee	247	5.6%
	Sumter	2578	58.8%
	Other	301	6.9%
Age	<25	2146	49%
	>=25	2236	51%
	Average Student Age		28

The second primary market segment consists of local employers who hire the College's graduates. The College works closely with advisory committees to identify the skills and knowledge required for business and industry and to build appropriate competencies into each program of study. The College conducted twenty Advisory Committee meetings in the 2010-11 academic year. The College is actively involved in economic development efforts in the four-county area. The College serves as an important partner in attracting new and expanding current businesses and industries. The partnerships with local employers are components of the College's success in the accomplishment of its mission. The College developed four models for registered apprenticeships in 2010-2011 in the area of administration support, wastewater, mechatronics, and chemical operator.

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

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

II.3. Operating Locations

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

- *Sumter County*
  - o Main Campus, 506 N. Guignard Drive, Sumter, SC
  - o The Natural Resources Management Center, 725 Brewington Road, Sumter, SC
  - o Environmental Training Center, 506 N. Guignard Drive, Sumter, SC
  - o Health Science Center, 131 S. Main Street, Sumter, SC
  - o Shaw Center, 2140 Peach Orchard Drive (Highway 441), Sumter, SC
  - o Shaw Base Education Office, 398 Shaw Drive, Shaw AFB, Sumter, SC
- *Clarendon County*
  - o F.E. DuBose Campus, US Highway 521, Manning, SC
- *Lee County*
  - o Lee County Site, 200 N. Main Street, Bishopville, SC
- *Kershaw County*
  - o Kershaw County Downtown Campus, 1125 Little Street, Camden, SC**.**
  - o Kershaw County Campus, 80 Campus Drive, Camden, SC (New campus; opened May 2010).

II.4. Number of Employees

The number of employees at CCTC during 2010-2011 is as follows (per IPEDS):

Employees	Full-time	Temporary/ Part-time	Total
Faculty	93	137	230
Staff	98	71	169
Total	191	208	399

II.5. Regulatory Environment

The College operates under the following regulatory environment:

- *General Assembly of South Carolina and the South Carolina Commission on Higher Education (CHE):* The General Assembly of South Carolina grants authority to award degrees through CHE in accordance with Act Number 42 of 1963 as detailed in Section 59-53-51 and Section 59-53-52 of the 1976 South Carolina Code of Laws, as amended.
- *Southern Association on Colleges and Schools (SACS*): SACS requires a comprehensive review every 10 years to determine if the College meets SACS core requirements, comprehensive standards, and federal requirements. In June, 2006, the College received its ten-year reaccreditation. A Fifth-Year Interim Report was completed in the 2010-2011 year to be submitted in September 2011.
- *State Board for Technical and Comprehensive Education (SBTCE):* The SBTCE maintains State program degree models, which are approved by the Commission on Higher Education and coordinates information exchanges among the State's sixteen technical colleges.
- *Federal Title IV Regulations:* The College ensures that it maintains compliance with pertinent federal regulations, particularly Title IV and has had no limitations on adverse actions from the US Department of Education.

II. 6. Governance System

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

policy, review College operations, and provide overview of programs. The Area Commission selects and evaluates the College President. The Area Commission and ELT meet six times a year.

II. 7.   Key Suppliers and Partners
Key partners of the College include the following:
- *South Carolina Commission on Higher Education (CHE):* The General Assembly of South Carolina grants authority to award degrees through the Commission on Higher Education.
- *Local and State Officials:* Local and state officials facilitate the securing of funds and locations to allow the College to offer its programs and services and expand facilities as needed.
- *Secondary and Postsecondary Education Institutions:* Local secondary schools are partners in preparing students academically to transition to college. Postsecondary education institutions are partners who accept the College's associate degree graduates at four-year colleges and universities.
- *Business and Industry:* Business and industry hire graduates from the College and provide insight regarding program exit competencies.

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

II.8.   Key Competitors
Other educational systems that directly compete for the same type of students, grants, etc., are Morris College and the University of South Carolina – Sumter. Other competitors include Troy University, online colleges like the University of Phoenix, and colleges with a presence on Shaw Air Force Base: Saint Leo, Embry-Riddle Aeronautical University, and Webster.

II.9.   Principal Factors Determining Competitive Success
The key factors determining competitive success include the following:
- Campuses in all four counties, which make CCTC more accessible for residents
- Transfer to four-year colleges or universities through the Associate in Arts Degree or the Associate in Science Degree and the "Bridge Program" with USC – Columbia
- Programs of study that lead to gainful employment
- Incorporation of technology into programs of study
- Incorporation of technology into student services facilitating accessible, efficient, and effective admission and registration procedures
- Availability of courses and accessibility to higher education at nine SACS approved sites
- Online associate degree and certificate programs
- Integration of EEDA legislative mandates in the College's delivery of services
- State funding and low tuition cost
- Lottery assistance and other student financial aid
- Small classes and personal attention provided by faculty and staff
- Comprehensive Professional Development Program for faculty and staff
- Technology – based classroom environment
- Integrated, comprehensive planning and assessment process
- Strong working relationship with K-12 partners

II.10.   Performance Improvement Systems

College planning and evaluation processes are described in College Directive 8.02, Planning for Institutional Effectiveness. The College's annual Plan of Action and Effectiveness Reports, Institutional Effectiveness

Reports, Program Reviews, Program Evaluations, Performance Indicator Reports, Technology Plan, Quality Enhancement Plan, Budget Reports, Safety/Security Reports, Employee/Faculty Performance Management Systems, and other documents reflect the results of the systematic assessment of outcomes for continuous improvement. Results are reviewed, changes are made, and continuous improvement measures are integrated into all areas of the College.

II.11. **Organizational Structure –** See Chart 7.6.3.

II.12. **Expenditures/Appropriations Chart –** See Table 7.3.5.

II.13. **Major Program Areas Chart –** See Table 7.3.6.

III. **Elements of Malcolm Baldrige Award Criteria**

Category 1 – Senior Leadership, Governance, and Social Responsibility
1. How do senior leaders develop and deploy their organization's vision and values throughout the leadership system, to the workforce, to key suppliers and partners, and to students and stakeholders, as appropriate? How do their personal actions reflect a commitment to the organizational values?

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

- The actions of the senior leadership team demonstrate a commitment to organizational values; they lead by example and develop a culture supporting these values. Critical decisions regarding the strategic actions of the College are reviewed by the ELT to determine if the actions reflect the College's mission, vision, and values. In addition, the senior leaders are active participants on many College committees and teams.

- The Vision statement and Values statement of Central Carolina Technical College are published on the College's website and are widely distributed through a number of publications, including the *College Catalog* and *Student Handbook*, the *Faculty Handbook*, the *Adjunct Faculty Handbook*, and the *Central Carolina Technical College Planning Guide*.

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

Affairs formerly served as President of the YWCA and Chairman of the Board of Trustees at a local church. She has received service awards from the College and from the National Environmental Trainers Association. As an entrepreneur, she was President of McMaster Training Company for 15 years and held Train-the-Trainers workshops across the country for 15 years at colleges, universities, and corporations.

2. *How do senior leaders create a sustainable organization with a focus on action to accomplish the organization's mission, strategic objectives, improve performance, and attain your vision?*
The College leaders create a sustainable organization with a focus on actions to accomplish its objectives, improve performance, and attain its vision through a systematic planning and evaluation system. The senior leaders hold College-wide events, such as Fall Kickoff, to set the stage for the next year's objectives as well as to celebrate the previous year's accomplishments. In addition, all new faculty and staff and all adjunct faculty attend workshops to help them understand the College's vision and goals to ensure everyone is working together to achieve objectives and improve performance. Annually, the Professional Development Program Team prepares a Professional Development Program Calendar and appropriates funds for internal and external programs, workshops, and conferences

Every department/unit develops a plan of action linked to the College's strategic directions and annual objectives. Then each employee develops a personal plan of action in the form of an Employee Performance Management System (EPMS) or Faculty Performance Management System (FPMS) designed to accomplish the College's mission, vision, and values. All departments/units and major divisions are evaluated annually to ensure that objectives are met. Each department/unit and major division prepares an Annual Effectiveness Report stating its results and how the results will be used for continuous improvement. The College has created directives, handbooks, and manuals to capture institutional intelligence so that the College's functions are sustainable after key employees retire or leave the College. The Vice President for Business and the Vice President for Administration and Planning conduct annual budget and planning workshops.

The Quality Enhancement Plan (QEP) is an excellent example of how senior leaders accomplish the College's objectives, improve performance, and attain the College's vision. The administration formed cross-functional teams, including a QEP Leadership Team and numerous work teams, to develop the concept, implementation plan, assessment criteria, and a comprehensive five-year plan to use results for continuous improvement that addresses technology competencies of students and graduates in bridging the digital divide. The QEP was successfully completed in 2010 and has been adopted by the College as an ongoing project.

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

4. *How do senior leaders create an environment for organizational and workforce learning?*
Annually, the Professional Development Program Team prepares a Professional Development Program Calendar and appropriates funds for internal and external programs, workshops, and conferences. The Director of Advancement and Development chaired the 2010-2011 PDP Team as one of the responsibilities of the

Administration and Planning Division. The College provides training on a regular basis, including outside consultants and in-house workshops, such as Technology Tuesdays, to facilitate faculty and staff technology skills. Cross-functional teams work together to improve processes, build communication among stakeholders, deliver training, and access data on a real-time basis to make timely decisions. All staff and faculty professional development and evaluation documents clearly define responsibilities for professional development. The College also supports internal and external learning opportunities for faculty and staff through the Personnel Department, and throughout the 2010-2011 academic year, personal interest workshops were held to help employees achieve personal goals. In addition, every employee has the opportunity to submit a PDP request and receive funding for external training, workshops, or conferences.

The College implemented a registered apprenticeship program with the U.S. Department of Labor (USDOL) for administrative assistances. The Customer and Administrative Services apprenticeship program combines education and on-the-job training for the employees. The education focuses on customer service, professional improvement, and internal training. A wage progression is linked to benchmarks throughout the program and at the completion. The apprentices will earn a credential through the USDOL after successful completion of the program. The first cycle of participants will complete their program in October 2011.

On-campus programs provide a plethora of training opportunities. New full-time and adjunct faculty received training in policies, procedures, and technology as part of their orientation to the College. All adjunct faculty attend a workshop at least once a year to support their professional development.

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

The senior leaders supported internal promotions by hiring employees who have demonstrated leadership qualities through their experience and credentials. The College provides ample opportunity for employees to participate in the Professional Development Program and on teams where they can develop their leadership skills. Specific opportunities for professional growth include participation in the South Carolina Technical College Leadership Program as well as Leadership Sumter, and graduate programs. Throughout the College, there are opportunities for cross-training and opportunities to develop professionally. Several faculty and staff have been promoted in the 2010-2011 year to positions of greater responsibility.

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

The senior leaders communicate with, engage, empower, and motivate all faculty and staff through College-wide and individual meetings, such as Fall Kickoff, annual budget meeting, Registration Feedback, faculty and staff meetings, weekly ELT, Deans and Directors, Student Affairs meetings and monthly AMT meetings support internal communication channels. The College President meets with every prospective full-time, permanent employee to discuss the institution's vision and values and the person's role and responsibilities as a member of the team. When the budget permits, performance increases are awarded for exceptional contributions to the College. Faculty and staff receive recognition such as the Kneece Teaching Excellence Award and the School Service award. The faculty and staff are aware of the parameters of actions and behavior the College expects of its employees. Therefore, it has been appropriate to empower each department/unit to make decisions concerning day-to-day operations of its department/unit within established guidelines and directives. For example, the College has clearly established expectations for the faculty's actions and behavior in the classroom, which are communicated at orientation sessions. Each full-time employee has an evaluation planning document that clearly identifies job duties and responsibilities.

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

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

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

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

8. What performance measures do senior leaders regularly review to inform them of needed actions?
 The senior leaders regularly review the following reports of performance measures:
- Academic Program Reviews (five-year cycle)
- Student Affairs Administrative Program Review (annually)
- SBTCE Program Evaluation Reports (annually)
- Course/Instructor Evaluations (each semester)
- Student and Course Success Reports (each semester)
- Admissions, Vitality and Retention Reports (periodically each semester)
- Employee/Faculty Performance Management System Reports (annually)
- Enrollment Reports (periodically each semester)
- Financial Audit Reports (annually)
- Inventory Reports (annually)
- Program and Services Surveys (annually)
- Graduate/Alumni/Job Placement Surveys (annually)
- SACS Accreditation Reports (every ten years)
- Security/Safety Reports (annually)

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

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

successful continuation of graduates to senior institutions. Key processes, goals, and measures involve the following aspects:

- Appropriate funding
- Collaboration with community stakeholders to attract business and industry
- Appropriate courses offered at locations at the optimum times
- Marketing to the targeted audiences through the appropriate media
- Implementation of EEDA
- Communication resulting in an appropriate image for the College
- Support services for first-time college entrants, including financial aid
- Improved retention through quality instruction and student services
- Integrated technology services for accessibility
- Development of new programs of study
- Compliance with accreditation standards
- Increased grant development opportunities
- Compliance with program and regional accreditation standards

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

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

In 2010-2011, the College expanded program offerings with new programs in Gerontology, Pharmacy Technician, Basic Machining and CNC Fundamentals, and Emergency Medical Technician. Also, in August 2010, the College relocated the health science programs to the new Health Science Center to support growth in the health sciences programs and the statewide need for nurses. Additionally, the number of distance education courses was also expanded, offering students an optional delivery method to better accommodate their busy lifestyles.

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

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

Advisory committees support business and community partnerships. The College leadership and faculty work with approximately 150 advisory committee members to design curricula that meet the needs of local businesses and industries. Meetings are held annually to facilitate communication with the business and industrial community through these committees, and some committees meet more frequently during the year. The College encourages students to participate in organizations that contribute time and energy to improving the community and recognizes this participation at annual awards ceremonies. The students' main contribution to the community is the knowledge and skills they gain while attending the College so they can contribute to the effectiveness and efficiency of local businesses and industries.

Category 2 – Strategic Planning
1. What is your Strategic Planning process, including key participants, and how does it address:
    a. Your organizations' strengths, weaknesses, opportunities and threats;
    b. Financial, regulatory, and other potential risks;
    c. Shifts in technology, student and community demographics, markets, student and stakeholder preferences,
      and competition
    d. Workforce capabilities and needs;
    e. Long-term organizational sustainability and organizational continuity in emergencies;
    f. Your ability to execute the strategic plan

a. The College's strategic planning team included a variety of stakeholders from the community and the College in this planning process. In April 2010, the College held a Strategic Planning Forum with community leaders, College faculty/staff, and students in attendance. The College used strategies gathered from the forum to create the *2010-2015 Strategic Plan.*

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

The College reorganized its administrative functions in February 2011 to better meet its needs in the area of accreditation compliance, institutional effectiveness, grants, and alumni affairs. As a result, an internal needs analysis has been conducted to develop initiatives and projects for external funding. As an output of this process, the College has developed a college-wide abstract of needs to address gaps in serving students, faculty, and staff.

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

c. The College has planned for shifts in technology. For example, the College has a plan to replace computers on a regular basis. Classrooms have been updated to become "smart classrooms," and there is a systematic plan for replacement of equipment. Each department submits an annual request for new equipment and capital improvements. The College has also converted to a new operating system on all computers. In 2010-2011, the College added a print monitoring system in all of its computer labs in order to limit and monitor student printing

with College resources. Students are given a base allowance of printing for a semester and may purchase additional amounts if needed.

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

d. All faculty meet or exceed the qualifications required by the Southern Association of Colleges and Schools. In 2009-2010, the Academic Affairs Division revised the Academic and Professional Preparation (APP) Form to better ensure documentation of SACS credential requirements and this process has been fully implemented for all new hires. This is an ongoing project and will be completed by December 2011. Because South Carolina salaries are not competitive with the region, it is often challenging to hire faculty and staff.

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

f. The annual planning process begins in January when the ELT developed the College's Annual Goals to accomplish the 2010-2015 Strategic Plan and allow flexibility to respond to immediate opportunities that support the College's mission. The Vice President for Administration and Planning and the Vice President for Business Affairs conducted planning and budgeting workshops for all areas of the College. Planning processes were reviewed and assistance was provided to help with the planning process.

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

Ultimately, the plans of all major divisions of the College served as the core of the College's Annual Plan of Action, along with the College's annual goals, strategic directions, and mission statement. After having been incorporated into the annual budget process and reviewed by the College's Area Commission, the Annual College Plan of Action was officially disseminated through the College's website at www.cctech.edu/aboutus.htm. The objectives in the 2010-2011 College Plan of Action were reported in the 2010-2011 Annual Effectiveness Report.

*2. How do your strategic objectives address the strategic challenges you identified in your Executive
   Summary?*
The College adopted strategic goals supporting the mission of the College and providing a framework for developing annual objectives responsive to the current economic environment and the College's initiatives.

Strategic Challenges	Related Strategic Objectives
• As the population in Kershaw County rapidly increases, there is a need for more educational services. The first building at a new site off I-20 in Camden, SC, opened in May 2010, but additional funding is needed to fulfill the new Kershaw County Campus vision as outlined in the CCTC Facility Master Plan.	• Strategic Plan Goal 1: The College will expand the training and educational programs' scope and effectiveness within the community • Strategic Plan Goal 4: The College will expand its accessibility and program offerings.
• Economically disadvantaged students result in a high percentage of students needing financial assistance. State and federal financial aid (lottery monies and grants) are not keeping up with student costs for tuition and books.	• Strategic Plan Goal 5: The College will foster an environment conducive to student success.
• The industry base needs to be expanded in the four-county service area to support the overall economic development.	• Strategic Plan Goal 1: The College will expand the training and educational programs' scope and effectiveness within the community.
• Additional funding is needed to increase counseling staff to expand implementation of the EEDA, which will ensure a clear pathway from high school to the College, so that a skilled employee base for the community will be available.	• Strategic Plan Goal 4: The College will expand its accessibility and program offerings. • Strategic Plan Goal 6: The College will attract and retain quality faculty and staff.
• A key challenge is to reduce student barriers to education caused by the increase in gasoline prices. The College is expanding distance education courses and providing on-line faculty certification training to meet this need.	• Strategic Plan Goal 4: The College will expand its accessibility and program offerings. • Strategic Plan Goal 7: The College will practice effective stewardship of its resources and seek new avenues of funding.
• Another key challenge is to secure new equipment, hardware, and software to keep programs current. An example is that the College is installing a new operating system for all computers in the College, and the industrial and engineering division is constantly under pressure to acquire new technologies. Local funding for maintenance and upkeep of facilities.	• Strategic Plan Goal 7: The College will practice effective stewardship of its resources and seek new avenues of funding.
• Main Campus is "landlocked" which results in limited options for facility expansion.	
• Some entry-level students are under-prepared.	• Strategic Plan Goal 2: The College with strengthen its role with K-12 institutions and become a first-choice option for high school students.
• Current economic environment is unstable.	
• Technology needs continue to expand, and students continue to have a digital divide. Information literacy and technology skills are very important in the ongoing management of student learning outcomes.	• Strategic Plan Goal 4: The College will expand its accessibility and program offerings.

3. How do you evaluate and improve your strategic planning process?
In developing the (*2010-2015 Strategic Plan*) the College's ELT and Director of Research and Institutional Effectiveness agreed on enhancements to the strategic planning process designed to streamline strategic planning, making it more flexible and responsive to change. A key component of the process involved ensuring

maximum involvement by the College's key stakeholders: faculty, staff, students, community leaders, education leaders, and business leaders. The resulting goals of the new plan address the strategic challenges identified by the College and its stakeholders, while allowing the College the flexibility to adapt to a changing economic environment.

The 2010-2015 Strategic Plan employed a dynamic system of annual planning, budgeting, and evaluation. Institutional Effectiveness/Use of Results Reports enables the College to use the findings to make continuous improvements and effectively accomplish its mission.

The strategic planning process is reviewed and evaluated annually. The College has formed the Administration and Planning Division to be responsible for all planning at the College and provide a centralized process. The College reviewed and updated its annual goals. Plans of actions for every division and department were based on strategic directions and College goals. The College systematically aligns the divisional goals to accomplish the College's mission.

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

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

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

5. How do you communicate and deploy your strategic objectives, action plans and related performance measures?
The Strategic Plan, Plans of Actions, and Annual Effectiveness/Use of Results Reports, containing a detailed listing of assessment activities/performance measures, were distributed to every division and department/unit in the College. The status of plans were reviewed and discussed at unit meetings.

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

6. How do you measure progress on your action plans?
Measurement is based upon attainment of specific and quantifiable goals. Each department/unit throughout the College met to develop plans of action. Each full-time employee has a role in developing a Faculty Performance

Management System (FPMS) or Employee Performance Management System (EPMS) form, which outlined how each employee will contribute to reaching the Annual College Goals. The appropriate supervisor for the department/unit/division evaluated how well each person accomplished their objectives. All departments and major divisions reported their results and how the results will be used for continuous improvement. Employees were rated as "Exceeds," "Meets," or "Below" achievement of goals.

7.   If the organization's strategic plan is available to the public through the organization's internet homepage, please provide an address for that plan on the website.
The College's strategic plan is available to the public through its Internet homepage at the following web address: http://www.cctech.edu/about/3422.htm.

Category 3 – Student, Stakeholder, and Market Focus
1.   How do you identify the student and market segments your educational programs will address? How do you determine which student and market segments to pursue for current and future educational programs, offerings, and services?
The College determines which educational programs it addresses by surveying the needs of and responding to requests of local business and industry (who are the employers of its graduates) and other stakeholders before implementing a new program. The College surveyed local businesses and determined the job market existed for new programs of study slated to begin in Fall 2011. The College involved advisory committees in identifying program exit competencies and providing feedback on the skills graduates need to demonstrate in the workplace. Graduates were surveyed to help the College determine the satisfaction with their programs of study and the College's offerings and services.

The College has determined which student and market segments to pursue for current and future educational programs, offerings, and services in accordance with its mission statement and legislative mandate. The targeted market segments include the citizens in its four-county service area who have attained a minimum of a high school diploma from an accredited high school or a GED and seek skills that will result in employment and/or further education. Typical market segments within the local population include the following:
- Students who desire to acquire skills and knowledge leading to a skilled job or a better job with higher income
- Students who are already employed, at least part-time
- Career-oriented students
- Students who will eventually pursue four-year college degrees.
- Non-traditional college students with an average age of 28
- First-generation college students
- Displaced workers
- Students who require financial aid
- Students who wish to reside in the area while attending college
- Military personnel and dependents
- Students from local businesses and industries that have requested customized training
- Students who perform well in small classes with personal attention.

2.   How do you keep your listening and learning methods current with changing student and stakeholder needs and expectations (including educational programs, offerings, and service features)? How do you determine the relative importance of the expectations to these groups' decisions related to enrollment?
The College researched and implemented methods that are proven to be successful with its student population including the following:
- Using distance education as well as traditional instructional methods.
- Maintaining small class size with focused instructional attention from the faculty

- Implemented a Quality Enhancement Plan, "Bridging The Digital Divide," focused on student learning through technology
- Using technology to enhance new course delivery modes, including "smart" classrooms throughout the College
- Implementing a new information system to facilitate student registration, communication, and accessibility to information about the College
- Acquiring new electronic databases and teaching faculty and students how to access credible information on the web
- Implemented use of Desire2Learn system to improve distance education course delivery and/or to provide supplementary learning for face-to-face or hybrid courses
- Providing student services to non-traditional students, such as first-generation college students
- Conducting workshops to keep faculty current with innovative practices and technology.

Annually, the College uses an Alumni Survey, a Graduate Survey, a Course/Instructor Evaluation Survey, and a Program and Services Survey, which allow the College to determine student satisfaction with courses, instructors, programs, and student support services. The Spring 2011Survey indicated a 95% overall student satisfaction rate on 57 questions in the Programs and Services survey. Specific results are shared with all support areas.

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

3. *How do you use information and feedback from current, former, and future students and stakeholders to keep services and programs relevant, and provide for continuous improvement?*
The College surveys current students, graduates, and alumni to determine if graduates have acquired the skills and knowledge to either acquire a job, progress in existing jobs, or pursue a four-year degree. In addition Student Affairs has implemented campus-wide: 1) customer service survey, 2) have made "Registration Feedback" available online, 3) use evaluations from all Student Affairs workshop to make improvements, and 4) used an "Outreach Campus" survey.

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

To maintain currency in services and programs, the College has advisory committees for every academic department. The members are stakeholders who represent local businesses and industries and are the employers for the College's graduates. They advise the department chairs/program managers on how to maintain the academic programs.

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

4. *How do you determine student and stakeholder satisfaction and dissatisfaction and use this information to improve?*
Students complete a course evaluation and a program and services survey at least annually. Graduate, alumni, and advisory committee surveys are conducted annually to indicate satisfaction or dissatisfaction with the College's programs and services. Specifically, surveys solicit feedback on how well the College provides knowledge, skills, and support services necessary for success during the College experience and on the job. Results of the surveys are used for continuous improvement and incorporated into plans of action. All surveys

and feedback reports are reviewed by the appropriate departments and leadership teams, and changes are implemented as appropriate.

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

The College actively pursues ways to attract and retain students and stakeholders to enhance student performance and to meet and exceed their expectations. The College continues to use student satisfaction feedback from surveys to improve instruction, facilities, and programs and services. Also, the College continues to teach students study skills and job preparation skills through COL 103: College Skills, and continues a Tutoring Center to help struggling students master course content.

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

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

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

The complaint and appeals process is fully detailed in the CCTC Catalog and *Student Handbook*, and it provides for a quick response time from the Chief Student Services Officer or other members of the administration to all complaints against students, staff or faculty. The Student Grievance process is provided on the College's website and in course syllabi regardless of mode of delivery.

Category 4 – Measurement, Analysis, and Knowledge Management

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

The College selected key operations, processes, and systems essential to the success of the College, particularly quality analysis, financial analysis, and program vitality, to assess its overall performance. Multiple measures were used to track performance. The College used both qualitative and quantitative data to track progress relative to strategic objectives and action plans. For example, budget and enrollment information was available in real time on-line. Measures of student learning were varied and reflected appropriate assessment techniques as established by each academic discipline. The College continued to identify learning outcomes and measure the achievement of learning outcomes through a variety of assessment techniques.

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

In March of 2011, the College hired a new Director of Research and Institutional Effectiveness. The Director has supported decision-making by profiling specific areas of interest, such as distance education, College Studies certificate students, and first-time freshmen. He serves on College teams, providing requested data to support the teams' focused efforts, and his office continues to provide official trend reporting and survey analysis. Additionally, the department of Information and Learning Technologies (ILT) continues to develop and modify real-time reports used for budgeting, enrollment, and program vitality decision-making. As an

example, the ILT created a "Dashboard" on the web in myCCTC (the College's Intranet), which tracks student enrollment daily and provides a comparison over several years. The College uses the created Vitality and Admissions Reports on a weekly basis to gauge program performance and enrollment.

The College identified trends and projected future needs for identification of new programs and expansion of current offerings. When available, the College used national examinations, such as NCLEX for the nursing program, a nationally normed examination in chemistry, and WorkKeys for math and industrial programs as benchmarks to measure student learning. The College also used a pre-test for applicants, including a measurement of reading, math, English, and basic technology skills. The College continued to identify program exit competencies. On a five-year cycle all programs undergo a program review, and the data, including enrollment, graduation, and retention statistics were used to make decisions regarding programs. Job placement, graduation, and FTE data were submitted to the SBTCE for all programs each year and used to evaluate program vitality. The College works with the local industry and business personnel to monitor the workforce trends and respond accordingly. Individual program accreditation is maintained in Accounting, Management, Administrative Office Technology, Computer Technology, Early Care and Education, Paralegal, and Nursing associate degree programs, in the Medical Assisting, Surgical Technology, Practical Nursing and Machine Tool Technology diploma programs, and the Automotive Technology certificate programs.

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

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

4.   How do you select and use key comparative data and information from within and outside the academic community to support operational and strategic decision making?
The College compares program vitality, including headcount, FTEs, program enrollment, graduation rates, and job placement rates with other technical colleges. The College gathers and maintains three-year trend lines to compare this data from year to year. The College uses data to determine appropriate courses/programs for each county. Enrollment trends at all outreach locations are reviewed. The ELT is also active in community groups, such as the Industrial Association, Chambers of Commerce committees, and Economic Development groups; the ELT uses input from these partnerships to support strategic decision making. Results of data analysis are incorporated into plans of action. The College also compares enrollment, program vitality, and retention with other South Carolina Technical Colleges and with state and national norms to set benchmarks for continuous improvement.

5.   How do you make needed data and information available? How do you make them accessible to your workforce, students, and stakeholders?
The College posts its Institutional Effectiveness Report, State Accountability Report, Annual Plan of Action, and Annual Effectiveness Reports online at www.cctech.edu/aboutus.htm for public accessibility. A Quick Facts document is made available online as soon as official data has cleared the Commission on Higher Education in the fall. Additionally, every August, the College posts the previous year's annual Factbook online, as well.

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

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

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

7. How do you translate organizational performance review findings into priorities for continuous improvement?
The College compares actual results of performance review findings against expected results. If a gap exists between actual and expected results, the College evaluates the objective and determines the validity of the objective. The objective is retained, revised, or incorporated into new objectives in accordance with the changing environment. Objectives vital to the accomplishment of the College's mission are incorporated into the following year's plan of action. The ELT reviews the previous year's annual goals and strategies prior to the development of the next year's goals as well as a review of any developing external factors.

8. How do you collect, transfer, and maintain organizational and employee knowledge (knowledge assets)? How do you identify and share best practices?
The College collects "knowledge assets" by ensuring that all new employees meet or exceed job requirements. The College website and workshops, such as New Employee Orientation, New Faculty Orientation, Adjunct Faculty Orientation, and the Academic Leadership Workshop series (offered periodically), are the primary ways the College maintains and transfers organizational and employee knowledge. The College's website explains the planning and evaluation process; states the College's mission, vision, and values; and provides directives and manuals. Professional development workshops, research materials, peer group meetings, and conferences are used to identify and share best practices. Academic program managers maintain communication with accrediting agencies and review standards for relevancy and best practices.

Category 5 – Workforce Focus

1. How do you organize and manage work to motivate and enable your workforce to develop and utilize their full potential, aligned with the organization's objectives, strategies, and action plans and promote cooperation, initiative, empowerment, innovation, and your organizational culture?
Once plans of actions are developed for the College and every division and department, all full-time employees annually complete an individual plan of action in accordance with the Employee Performance Management System (EPMS) or the Faculty Performance Management System (FPMS). These individual action plans support the College's goals and objectives and include professional development activities designed to help employees reach their full potential.

CCTC promotes cooperation, initiative, empowerment, and innovation through providing a collegial organizational culture. The ELT, the Council of Deans and Directors, and the Academic Management Team have a free exchange of communication, and each group is empowered to implement creative solutions to current issues. The College has consistently provided cross-training among groups. A Professional

Development Program Calendar is developed by a cross-functional team, which incorporates workshops for faculty and staff across the College.

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

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

4.   How do you accomplish effective succession planning? How do you manage effective career progression for your entire workforce throughout the organization?
The College builds leadership skills among the entire workforce and recognizes the importance of succession planning. Through cross-training, team assignments and individual plans of action, employees are given opportunities to strengthen their ability to manage, lead, and create cooperation in order to achieve goals. Those who currently have a leadership position serve as mentors to other employees seeking leadership positions. The College has a very active Professional Development Program, which sponsors participation in graduate courses and Leadership Sumter, and the South Carolina Technical College System Leadership programs. The College will occasionally offer a series of department chair and program manager Academic Leadership workshops. The College is committed to promoting individuals from within to support succession within the organization. As examples, the President of the College served as Vice President for Administration. The Vice President for Academic Affairs, the Vice President for Business Affairs, the Vice President for Student Affairs, and the Vice President for Administration and Planning have risen through the ranks of the organization. The Dean of Business and the Dean of General Education was formerly a department chair, and the Information Technology Department and the Humanities and Social Sciences Department Chairs' positions were filled by faculty members. The Dean of Learning Resources and Statewide Programs was formerly the Director of Learning Resources. The Dean of Health Sciences, who was appointed in September 2008, was formerly the Department Chair of ADN and PN. Subsequently, an ADN faculty member replaced the promoted chair of the ADN and PN departments after her promotion. Additionally, the Director of Admissions and Records was formerly the Testing Coordinator and the Director of TRIO was formerly an administrative assistant.

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

a. The development and learning system for leaders was described in the answer to Question #4 above.
b. Employees serve on teams where they receive organizational knowledge. On the myCCTC Intranet website, employees have access to handbooks, manuals, and College directives. Workshops are also provided on an on-going basis to share organizational knowledge.
c. Ethical practices are demonstrated through role modeling, clear College policies and directives (available to the entire workforce online), and through zero tolerance of unethical practices.
d. In addition to the College's Annual Plan of Action, supported by departmental and individual plans of action, the College reviews its core competencies and strategic challenges at the Fall Kickoff for employees. The College reports the accomplishment of actions at a spring College-wide meeting. Both the College's Annual Plan of Action and the Annual Effectiveness Report are published on the College's public website.

6. How do you assess your workforce capability and capacity needs, including skills, competencies and staffing level?
The College's capability and capacity needs are closely tied to the number of students who attend the College – the more students, the greater the workforce. The College benchmarks the skills, competencies, and staffing level needed throughout the College by comparing these factors to the requirements set by SACS and other accrediting groups and to colleges with similar student populations. Capability and capacity needs are also closely monitored and determined through CCTC's annual departmental planning and staff's EPMS and faculty's FPMS evaluations.

7. How do you recruit, hire, and retain new employees?
To recruit and hire new employees, the College follows the policies outlined by the South Carolina State Board for Technical and Comprehensive Education. The College does not discriminate in employment on the basis of race, color, sex, age, national origin, religion, or certain legally defined physical or mental disabilities. The College complies with the provisions of Titles VI and VII of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; Sections 503 and 504 of the Rehabilitation Act of 1973; and the South Carolina Human Affairs Law of 1972. A statement of the non-discrimination policy appears in major publications and in newspaper advertisements.

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

To retain new employees, the College provides workshops to help new employees become familiar with their rights and responsibilities. All employees participate in the Faculty or Staff Employment Management System, described earlier in this report, so they are aware of their expected contributions to the achievement of College's annual goals and objectives. The College has added fourteen additional faculty positions in the FY 10 – FY12 time period to accommodate the growth in student enrollment.

8. How does your workforce education, training, and development address your key organizational needs? How do you encourage on the job use of new knowledge and skills?
The Professional Development Committee plans staff education/training based on the objectives set forth in the plans of action. A total of 126 classes were offered during 2010-2011 academic year. Classes focused on online training, better student advisement, retention tracking, and employee orientations. Other courses focused on

improving and varying teaching methodologies. This training related directly to new initiatives in plans of action. As part of the FPMS and EPMS process, employees demonstrated how they have applied new knowledge and skills. Employees with exceptional performance will have an opportunity to receive merit increases through the annual pay plan when the budget allows merit raises.

Participants in each professional development activity on campus completed evaluation forms. The College compiled the results of the evaluation, and these results were used to improve professional development activities. As a result of previous evaluations and requests from the faculty/staff, the PDP Team learned the employees wanted more personal enrichment workshops. The College had Come See Me events to improve internal information about the College's various departments and their responsibilities.

9.   How do you evaluate the effectiveness of your workforce and leader training and development systems?
A cross-functional team from across the College serves as the Professional Development Team. Based on results of the previous year's evaluations and requests from the workforce, the team develops an annual calendar of events. As an example of this evaluation process, the College offered Come See Me events to improve institutional knowledge about the College's departments, their responsibilities, and their staff members. PDP events are all evaluated and results are used for improvement of offerings and services. Annual needs assessment survey is used to identity training needs. Summative evaluations are used to evaluate training programs. The 2011-2012 PDP calendar has been developed using results from the previous year's assessments.

10.   What formal and/or informal assessment methods and measures do you use to obtain information on workforce well-being, satisfaction, and motivation?
Periodically, surveys are distributed to the faculty and staff to obtain information on faculty and staff well-being, satisfaction, and motivation. Also, at the mid-point of the year, faculty and staff are assessed to ensure that they are "on- track" with their FPMS or EPMS performance reviews. The College also performs exit interviews. In addition, groups such as the Council of Deans and Directors, the Academic Management Team, and the Faculty Assembly provide feedback on faculty and staff well-being, satisfaction, and motivation. Faculty and staff meetups also provide an opportunity for this exchange of ideas and concerns in an open form.

11.   How do you use workforce satisfaction assessment findings to identify and determine priorities for improvement?
Findings are incorporated into the individual and departmental plans of action and effectiveness reports, which are used for continuous improvement. Focus groups are also formed to examine issues and address any areas of concern. Program learning outcomes are assessed to improve individual programs of study.

12. How do you maintain a safe, secure, and healthy work environment? (Include your workplace preparedness for emergencies and disasters.)
The College has taken steps to provide a healthy, safe, and secure environment for all members of the campus community – faculty, staff, students, and visitors. Central Carolina Technical College developed and implemented a comprehensive wellness program named fitCentral. Many CCTC employees have participated in the wellness program, and have expressed appreciation and enthusiasm for the opportunities the program provides, as well as the College's concern for employee health and well-being.

 In 2010-2011, the College continued to re-assess security issues based on events at other educational facilities; to ensure safety on campus, the College contracted to have a Sumter City police officer on site. Safety is maintained by a number of policies, services, and programs supported by a variety of administrative and academic offices and committees. Information about services, programs, and policies is widely available (e.g., Central Carolina *Technical College (CCTC) Directives Manual*, *Faculty Handbook*, *Environmental, Health, and Safety Manual*, *Student Handbook/Calendar*, *Central Carolina Technical College Catalog 2010-2011*, *Security Manual*, and the CCTC Website). These publications describe instructions on how to be prepared for emergencies and disasters. Additionally, the College has installed television monitors in the hallways to alert

the College community of potential threats. Surveillance systems were added in buildings M100, M300, and M400. A telephone software feature allows for text messages to be sent to individuals' cell phones. The telephone system also has an intercom system which allows for voice messages to be sent over all campus telephones. Special workshops were held to identify ways to diffuse disturbances.

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

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

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

The Director of Safety and Security is also responsible for providing safety training for the College community. This is accomplished in several ways:
- The Director of Safety and Security speaks to faculty and students about safety, security, and the College's related policies and procedures at the Adjunct Faculty, New Student, and New Employee Orientation sessions each semester.
- Annual, mandatory, online training is provided for all College employees in permanent positions. All employees must pass the tests associated with safety training.

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

Gained appropriate approvals for the implementation of the for Fall 2011

Category 6 – Process Management
1. How do you determine, and what are your organization's core competencies, and how do they relate to your mission, competitive environment, and action plans?
The College derives its core competencies from its mission statement, vision statement, and statement of values, which were developed by all College stakeholders and reviewed periodically by the Area Commission, administrators, faculty, and staff. Following is a list of the College's core competencies:
- *Quality, Innovative Programs:* The College received SACS approval to implement the following certificates in Fall 2011: Human Services Associate Degree, Gerontology Certificate, Environmental, Health, and Safety Certificate, Pharmacy Technician Certificate, Emergency Medical Technician Certificate and Basic Machining and CNC Fundamentals Certificate. Also, the College completed an evaluation of the effectiveness and impact of the College Studies Certificate during this academic year.
- *Accessible Programs:* Campuses/sites are now available in all four of the College's service counties. Also, students register themselves from any location with Internet access. In addition, the College continues to add more distance education classes.

- *Affordable Programs:* The College's tuition is very reasonable compared to other colleges. The College's information system makes it much easier for students to access eligibility information for financial aid. With high gas prices, the addition of more classes at outreach locations and distance education classes has made the College more affordable as well as accessible.
- *Accessible Student Support Services*: The TRiO program, provides services for first-generation, low-income students. Additionally, the College offers the following services at all locations: Special Populations, Disability Services, Career Services, Student Activities, Academic Advisement and Registration Assistance, Financial Aid Counselors, New Student Orientation, and Outreach Services. Counselors provide student services, and myCCTC provides students with instant access to information. The Library purchased new databases and provided classes on how to conduct research through the Internet. The College also implemented new distance education software, Desire2Learn, to provide better course delivery to distance students.
- *Organizational Planning:* The College's action plans are clearly tied to the College's core competencies and strategic directions. The College's planning process was revised in 2010-2011 and strategies for more integration were developed.

2. What are your organization's key work processes?
The key work process of the College is to provide quality, exceptional, affordable technical and comprehensive education in an innovative, student-centered learning environment. Also, the College is engaged in meeting the needs of the local employers for a knowledgeable and skilled workforce, which in turn will improve the economic well-being of the citizens and the State of South Carolina. Key support processes are listed below:
- Provide a quality teaching and learning environment that prepares students to go to work and/or continue their education
- Provide student support services that make a college education accessible to adult students in the four-county service area
- Provide responsible financial support services that result in an on-going, non-profit concern
- Provide comprehensive planning and assessment processes

3. How do you incorporate input from students, faculty, staff, stakeholders, suppliers, and partners for determining your key work process requirements?
Following are methods the College uses to incorporate input into learning-centered processes:
- *Students:* Annually, surveys are administered to students, graduates, and alumni. Students complete the student evaluation of instruction and the programs and services evaluation. The results are shared with the appropriate departments and used for continuous improvement.
- *Faculty and Staff:* College employees have input through the development of individual plans of action through the Employee/Faculty Performance Management System. These individual plans support the divisional and College's mission, strategic directions, and annual goals. In addition, faculty and staff input was an important factor in the College's Quality Enhancement Plan, which supports students and faculty in using new technology. There is also widespread participation through the Registration Feedback and numerous committees and teams, such as the Academic Management Team.
- *Stakeholders:* Each program has an advisory committee that has input on program outcomes. In 2010-2011 approximately 150 business and industry representatives served on advisory committees. Also, the Area Commission is appointed to represent all four counties in the College's service area. In addition, key College personnel are active on numerous boards and organizations in the community.
- *Business/Industry:* The Industrial Association and Economic Development agencies and businesses participate in the planning process so that the College can implement new courses and/or programs for acquisition of new skills. Credit and continuing education programs have collaborated with industry to

prepare graduates for the workplace. An example is an acclaimed welding program that is a collaborative effort among credit and non-credit personnel at the College as well as industry and local public agencies.

- *Suppliers:* Suppliers often demonstrate technology devices that are considered for implementation. For example, the College investigated and selected new technology to improve communication and security.
- *Partners:* The College works closely with secondary schools as part of the EEDA legislation to ensure a smooth transition of students from high school to college. A primary emphasis this year was working with counselors and students at high schools to define clear pathways from high school to college. Dual enrollment was incorporated into several new departments.

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

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

- *Organizational Knowledge:* The College uses an extensive, aligned, systematic process to plan, evaluate, and improve programs. This process involves all employees of the College. Cross-functional teams are created to implement action plans.
- *New Technology:* The College has completed its fifth year of an extensive five-year Quality Enhancement Plan with specific objectives, evaluation measures, and use of results components; this plan is an ambitious plan to incorporate new technology and train faculty and students to use technology in the classroom. The College implemented a new administrative software system and continues to provide training to all faculty, staff, and students on how to use this new information technology. A new delivery software system for distance education courses, Desire2Learn, has been implemented, as well. Programs of study have incorporated recommendations from Advisory committees to update technology to keep programs current.
- *Cost Controls:* The College has received recognition for its accounting practices and inventory control methods for many years. Budget controls are integrated into the electronic requisition system.
- *Efficiency Factors:* The College has developed, analyzed, and used numerous reports to make decisions for optimum academic programs and services, including the Admissions and Vitality Reports. The College used feedback from students, faculty, and staff, to implement a Student Services Center, which has significantly improved the efficiency of admissions, advisement, and registration.
- *Effectiveness Factors:* Each department and division measures their achievements against performance criteria identified at the beginning of the year's planning cycle. Any objectives that are on-going or need improvement are included in the subsequent plans of action. All personnel, departments, and divisions are held accountable for the accomplishment of objectives agreed upon at the beginning of the planning cycle.

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

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

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

Key support processes are as follows:

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

- Planning and Institutional Effectiveness

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

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

The College ensures that adequate budgetary and financial resources are available to support operations by 1) making requests for funding to County Councils and the local legislative delegation, 2) pursuing grant opportunities, 3) working with other technical colleges to secure state funding, 4) accessing federal funds to support special projects and populations, 5) identifying business partners as a source for funds and equipment, and 6) increasing enrollment.

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

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

Section III – Category 7
Organizational Performance Results

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

Notes	CHART 7.1.1 – Passage Rates on Professional Examinations
CCTC's passage rate for the ADN Licensure Examination exceeds both the state and the national pass rate.	
CCTC's passage rate for the LPN Licensure Examination exceeds both the state and the national pass rate.	

ADN - National Council Licensure Exam
2010-2011
% of 1st Time Examinees Passing

	Pass Rate %
National	87.42%
South Carolina	89.53%
Central Carolina Technical College	96.49%

LPN - National Coucil Licensure Exam
2010-2011
% of 1st TimeExaminees Passing

	Pass Rate %
National	87.06%
South Carolina	95.09%
Central Carolina Technical College	100%

CCTC's passage rates for the Surgical Technologist National Certifying Exam has remained high for first-time examinees.

Surgical Technologist National Certifying Examination
% of 1st Time Examinees Passing

	2008-2009	2009-2010	2010-2011
CCTC's % Passing	100%	83%	79%
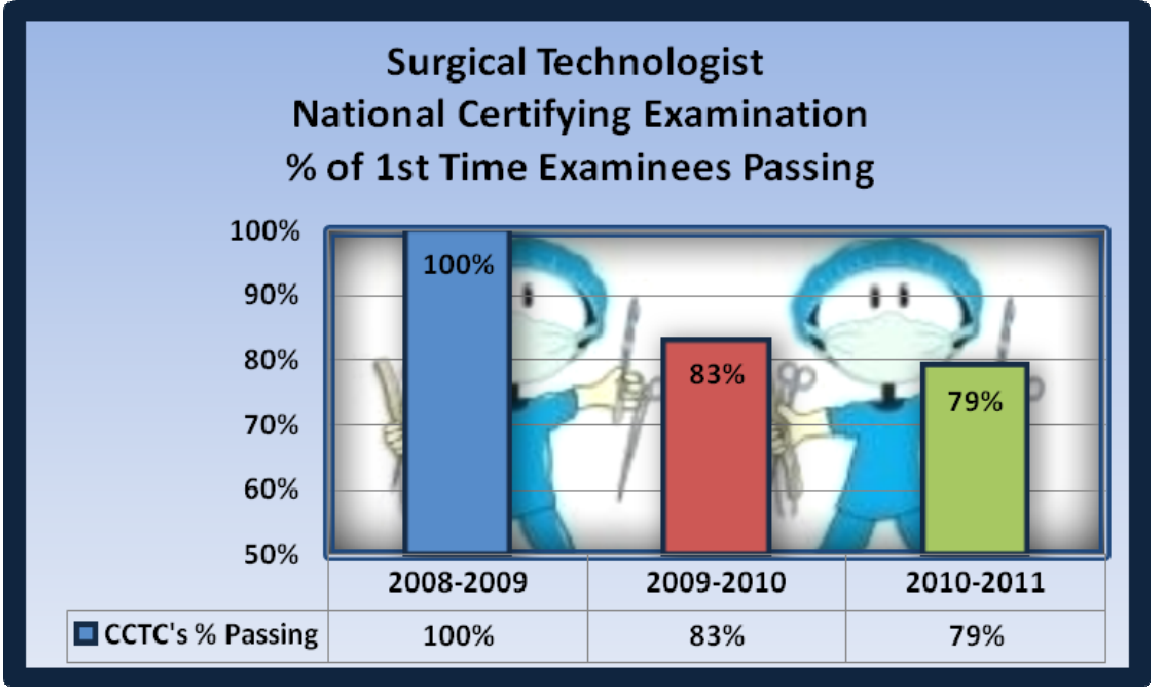
CCTC's passage rate for the Certified Medical Assistant Exam increased during the 2010-2011 academic year.

Certified Medical Assistant Exam
% of 1st Time Examinees Passing

	2008-2009	2009-2010	2010-2011
CCTC's % Passing	100%	86%	90%

CHART   7.1.2 – Completions
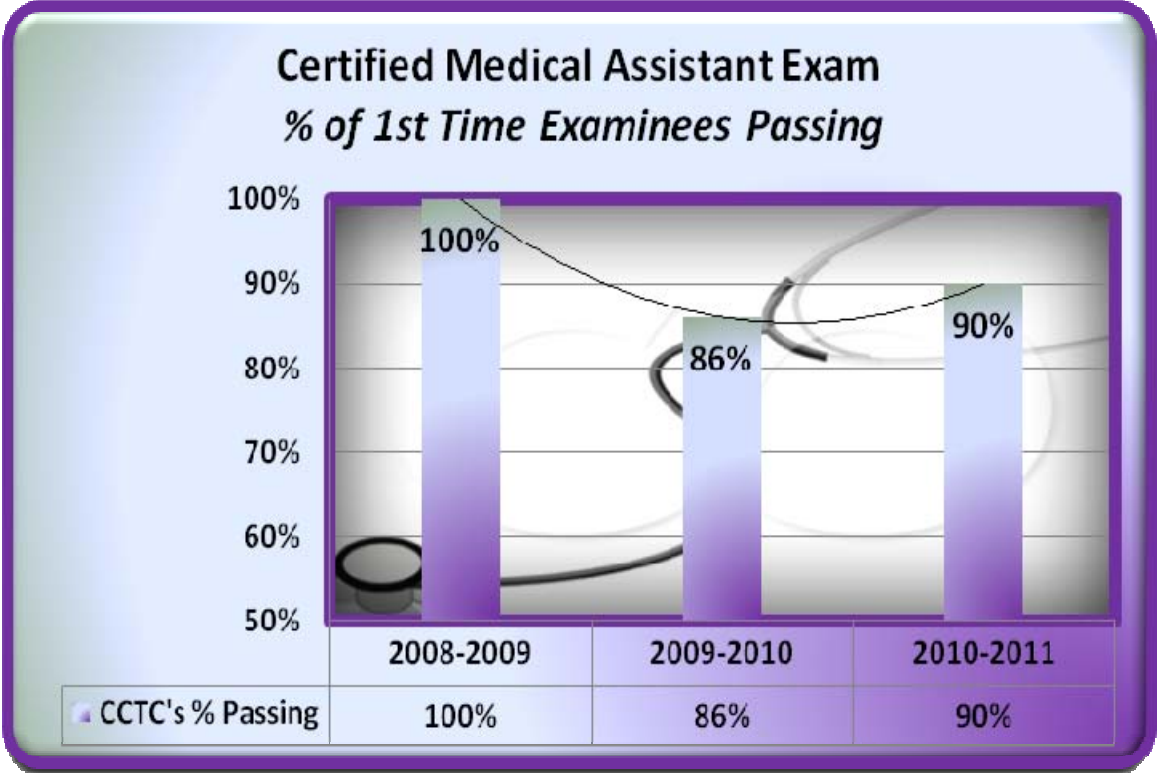
CCTC continues to serve a broad range of students. In particular the General Education programs have shown strong growth in completion.

CCTC and 15 Technical Colleges
2009-2010 Completions By Cluster
Number of Degrees/Diplomas/Certificates Awarded

	UNK	AGR	ARCH	ARTS	BUS	EDU	FIN	GEN	HEA	HOS	HUS	IT	LAW	MFG	MKT	STEM	TRAN
CCTC	0	0.71	0	0	10.4	7.26	2.85	28.06	31.77	0	0	5.7	2.99	7.98	0	2.28	0
15 Tech	0.03	0.55	2.28	1.4	10.3	3.24	2.59	14.82	32.66	1.15	2.42	4.74	4.36	14.46	0.79	3.18	1.03

CHART 7.1.3 - Placement Rates

CCTC maintained a high job placement rate during these difficult economic times.

Program Evaluation
Placement Rates

	2006-07	2007-08	2008-09	2009-10
Placement Rates	96%	98%	94%	94%
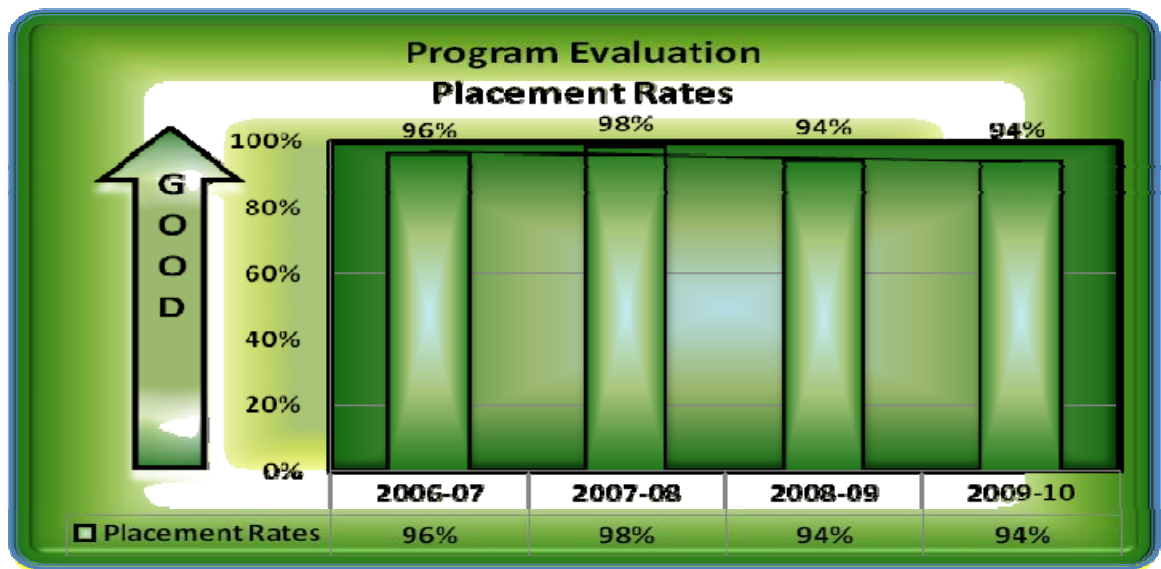
CHART   7.1.4 – Dual Enrollment Comparison Rates

CCTC experienced a slight decrease in dual- enrolled students from the previous year. One of the College's goals is to expand the dual enrollment program options in the coming years to increase participation.
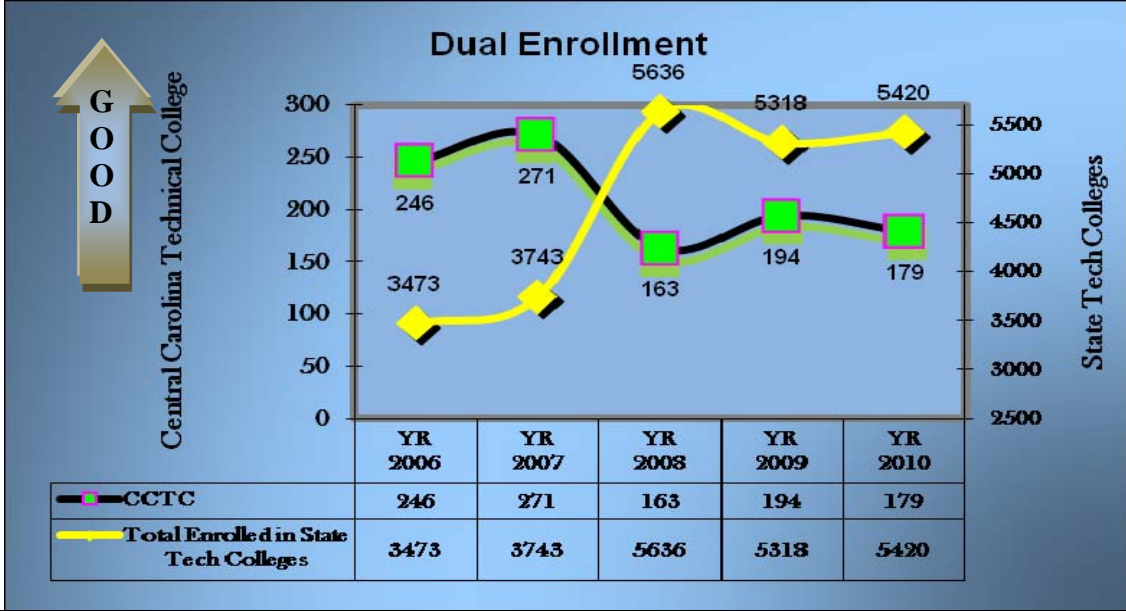
CHART   7.1.5 – Enrollment by Headcount and FTE

CCTC continues to experience a slight increase in enrollment percentage growth.
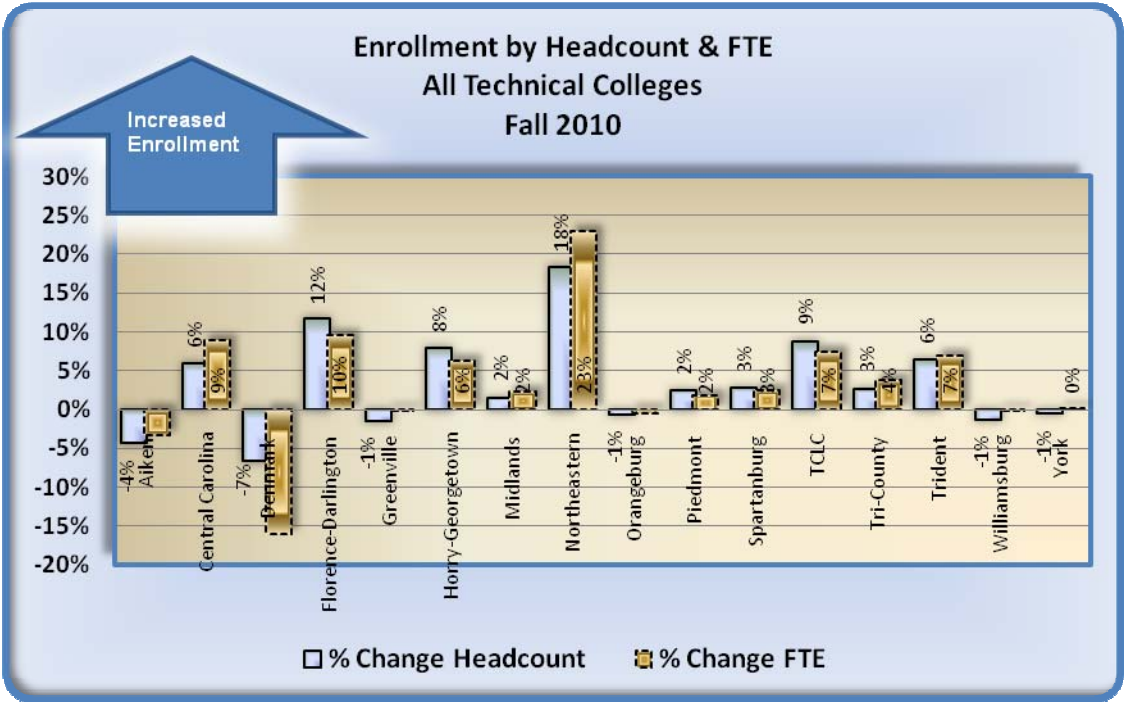
7.2   What are your performance levels and trends for your key measures on student and stakeholder satisfaction and dissatisfaction? How do your results compare with competitors and comparable organizations?

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

CHART   7.2.1 - Student Evaluation of Instruction Survey College Mean

Student Evaluation of Instruction
College Mean
Fall 2006 - 2010

Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
3.56	3.59	3.61	3.62	3.63
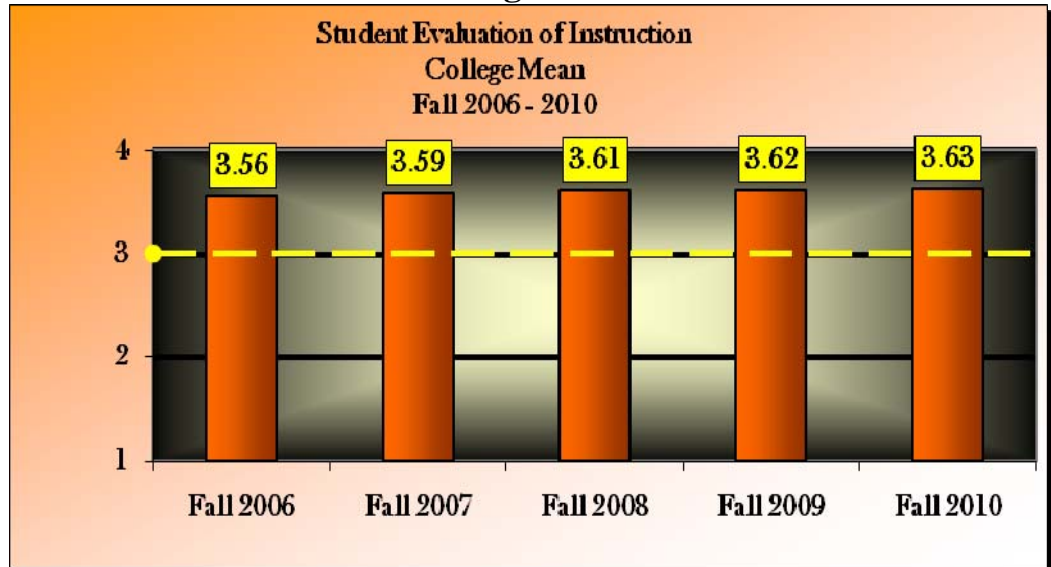
The chart includes the most current data. Alumni are surveyed 3 years after graduation. More than 92% of alumni indicated they were "satisfied" to "very satisfied." This percentage increased from the previous year's 81% overall satisfaction.

CHART   7.2.2
Alumni Survey
Overall Satisfaction Ratings with Academic Experience

Alumni Survey
Overall Satisfaction Level

	Very Satisfied	Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Dissatisfied	Very Dissatisfied
Cohort 2005	55.9%	38.2%	1.5%	2.9%	0.0%	1.5%
Cohort 2006	47.3%	34.4%	11.8%	3.2%	0.0%	3.2%
Cohort 2007	53.6%	39.3%	3.6%	1.8%	1.8%	0.0%
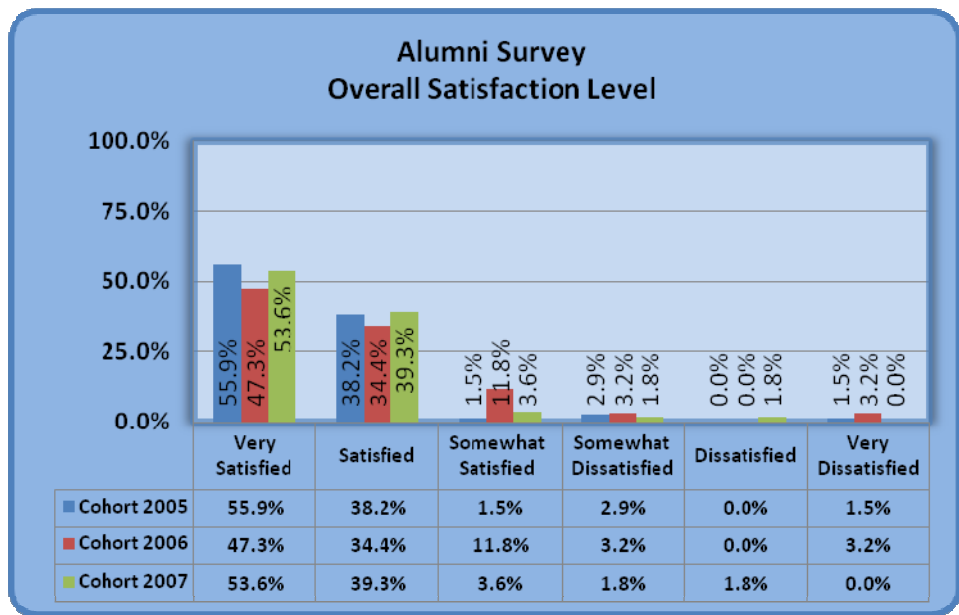
CCTC's first-time, full-time, degree-seeking students' retention rate has remained high.

CHART 7.2.3 – Central Carolina Technical College Retention Rates

Cohort of First-Time, Full-Time Freshman Retained from Fall to Fall
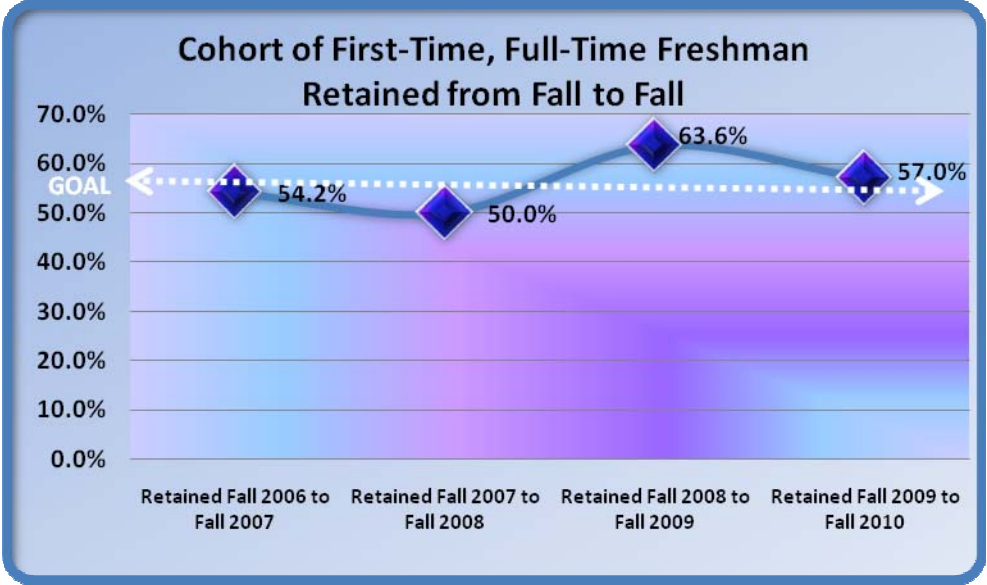
CCTC continues to receive over 90% satisfaction rates (very satisfied and satisfied) with programs and services.

CHART 7.2.4 – Programs & Services Survey Overall Satisfaction Ratings

Programs and Services Survey
Overall Satisfaction Ratings
Years 2009 - 2011

GOAL

2011 Overall Satisfaction Rating=95%

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatified
Year 2009	35%	57%	6%	2%
Year 2010	36%	58%	4%	2%
Year 2011	34%	61%	4%	1%
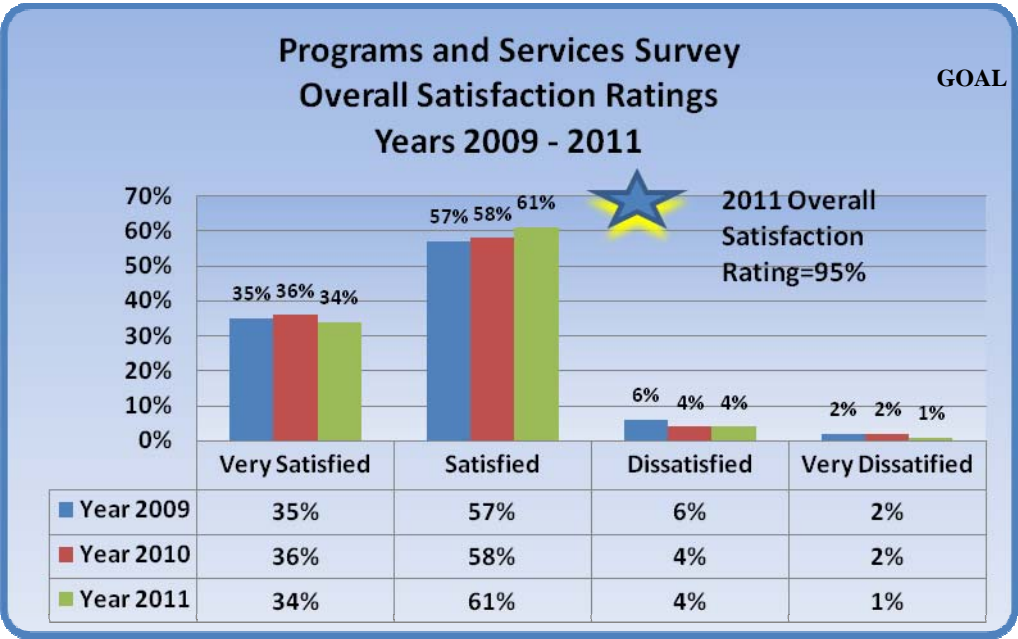
7.3   What are your performance levels for your key measures on budgetary and financial performance, including measures of cost containment, as appropriate?

CHART 7.3.1
Tuition Rate Comparison

CCTC Tuition Rate Compared With Other 2 Year Colleges In South Carolina

Tuition Costs

Year	2 Year College Average	Central Carolina Technical College
2010	$3,843	$3,380
2009	$3,740	$3,308
2008	$3,583	$3,020
2007	$3,412	$2,920
2006	$3,289	$2,900
2005	$3,132	$2,700
2004	$2,978	$2,500
2003	$2,761	$2,500
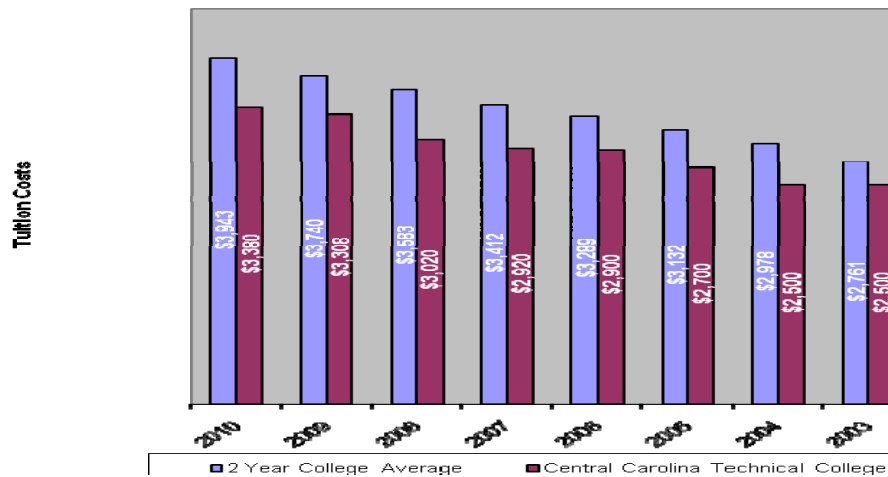
Note: Tuition increases over the past seven years have been significantly less than the other two-year colleges in the state, and the College has remained below the state average for two-year colleges.

The College strives to minimize tuition increases to students; however, since the decline in state revenue began in 2002, increases in tuition have been a part of the financial strategies used by the College to sustain programs and services for students.

CHART 7.3.2
Student Tuition & Fees Revenue

Student Tuition & Fees Revenue

Tuition and Fees Revenue

Year	Revenue
2003	$7,277,347
2004	$7,408,909
2005	$7,940,517
2006	$8,252,636
2007	$8,543,757
2008	$9,438,395
2009	$9,522,708
2010	$12,723,947
2011	$13,876,365
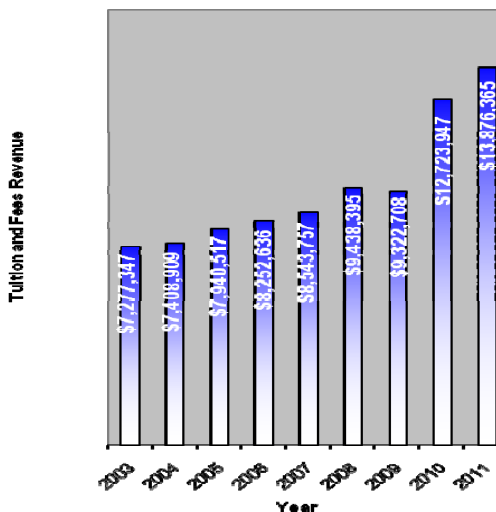
Note: Student tuition and fees revenue has increased from $7.28 million in fiscal year 2003 to $13.88 million in fiscal year 2011. Tuition and fee revenue is the largest source of operating revenue for the College.

CHART 7.3.3
Correlation between State Appropriations and Tuition and Fees

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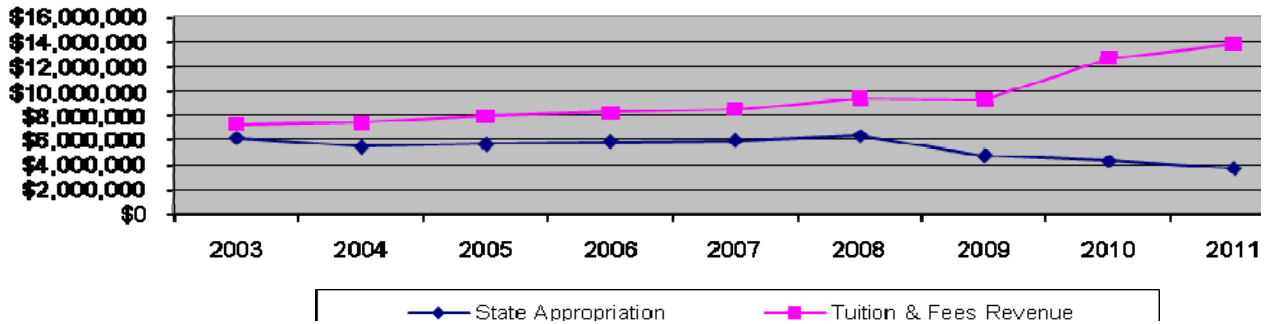
Note: The relationship between the decrease in direct state dollars and the increase in tuition from students is depicted in graph 7.3.3. As State funding has decreased, tuition revenue has increased to allow the College to sustain programs and services for students.

CHART 7.3.4
State and Local Grants and Contracts

Note: Although direct state appropriations to the College have decreased, state supported funding to students in the form of scholarships, grants and aid has increased, which has helped to offset the increase in tuition. In 2004, state and local grants and contracts revenue was approximately $2.1 million, and increased to almost $3.6 million in fiscal year 2011, largely due to the South Carolina Lottery Tuition Assistance program.

State grants and contracts
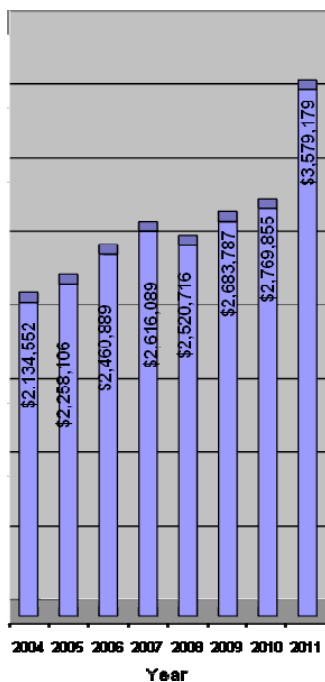
> *Note: Although direct state appropriations to the College have decreased, state supported funding to students in the form of scholarships, grants and aid has increased, which has helped to offset the increase in tuition. In 2004, state and local grants and contracts revenue was approximately $2.1 million, and increased to almost $3.6 million in fiscal year 2011, largely due to the South Carolina Lottery Tuition Assistance program.*

TABLE 7.3.5
Accountability Report Appropriations/Expenditures Chart

Base Budget Expenditures and Appropriations

Major Budget Categories	FY 09-10 Actual Expenditures		FY 10-11 Actual Expenditures		FY 11-12 Appropriations Act	
	Total Funds	**General Funds**	**Total Funds**	**General Funds**	**Total Funds**	**General Funds**
Personal Service	$12,694,725	$3,469,180	$13,397,333	$3,160,169	$13,482,855	$2,847,670
Other Operating	$5,957,940		$6,589,287		$6,385,308	
Special Items						
Permanent Improvements						
Case Services						
Distributions to Subdivisions						
Fringe Benefits	$3,292,513	$899,769	$3,607,453	$840,045	$3,687,944	$803,189
Non-recurring	$41,590		$188,976		$71,742	
Total	$21,986,768	$4,368,949	$23,783,049	$4,000,214	$23,627,849	$3,650,859

Other Expenditures

Sources of Funds	FY 09-10 Actual Expenditures	FY 10-11 Actual Expenditures
Supplemental Bills		
Capital Reserve Funds		
Bonds		

TABLE 7. 3.6
Major Program Areas
Central Carolina Technical College

Program Number and Title	Major Program Area Purpose (Brief)		FY 09-10 Budget Expenditures		FY 10-11 Budget Expenditures	Key Cross References for Financial Results*
ll.A., B., & E. Instructional Programs	The College provides opportunities for individuals to acquire the knowledge and skills necessary for employment, transfer to senior colleges and universities, or graduate with an Associate Degree, Diploma or Certificate	State: Federal: Other: Total	4,368,949 21,986,768	State: Federal: Other: Total	4,000,214 23,783,049	
		% of Total Budget: 100%		% of Total Budget: 100%		

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

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

TABLE 7.4.1
Professional Development Programs
PDP Attendance and Evaluation Results AY 2010-2011

DATE	COURSE TITLE	Attendance	Course Average	Presenter Average	Presenter	Note
			PDP Fall 2010			
07/28/10	Forklift Vehicle - Continue Education	9	3.79	3.88	Elizabeth Williams - Facilitator	
07/28/10	CPR Train the Trainer	5	No survey	*No Data	Jim Shrift and Deborah Richardson	
7/20-29/2010	Automated Leave System_SSB Training	113	3.44	3.45	Rebecca Vipperman	
8/10/10	New Employee Orientation	18	3.38	3.46	Ronalda Stover	
08/12/10	New Faculty Orientation	10	3.75	3.82	Susan McMaster	
08/13/10	Program Outcomes - How to Measure (Faculty)	21	3.77	3.90	Susan McMaster	
08/14/10	Adjunct Faculty Orientation	104	3.74	3.74	Ann Cooper and Susan McMaster	
08/14/10	Adjunct Faculty Orientation - Technology Session	20	3.49	3.50	Chris Hall	
08/14/10	Adjunct Faculty Orientation - Technology Session	18	3.07	3.09	Mickey Wheeler	
08/14/10	Adjunct Faculty Orientation - Technology Session	9	3.69	3.67	Barbara Wells	
08/14/10	Adjunct Faculty Orientation - Technology Session	18	3.50	3.41	Nancy Bishop	
08/14/10	Adjunct Faculty Orientation - Technology Session	10	3.64	3.50	Elizabeth Bastedo	
08/16/10	Personnel Policies & Procedures (online course)	201	see course specific survey	see course specific survey	Ronalda Stover	Online Course
08/31/10	New Employee Orientation	3	3.33	3.67	Ronalda Stover	
08/31/10	Classroom Management & Discipline Referral Process	29	3.79	3.84	Lisa Bracken and Ann Cooper	
09/07/10	Program Outcomes - How to Measure (Staff)	14	3.81	3.86	Susan McMaster	
09/08/10	Faculty Certification (Online Course)	20	see course specific survey	see course specific survey	Nancy Bishop	Online Course
09/15/10	Come See Me - Shaw Center	14	3.90	3.90	Lisa Bracken - Facilitator	
09/16/10		N/A	N/A	*No Data	N/A	Supervisor Training Cx
09/16/10	Benefits Fair	72	3.28	2.22	Carol Sanders - Facilitator	
09/20/10	Copyright Issues & Fair Use	15	3.13	3.08	David E. Lehmann	
9/20-21/2010	Conflict Management Part 1	50	3.56	4.00	Constance Lane	
09/22/10	Retention: Look Who's Talking - Prequel Survey #1	26	3.91	4.00	Dr. Cheryl Davids	
9/27-30/2010	Conflict Management (Train the Trainer) Part 2	45	3.41	3.90	Constance Lane	
10/01/10	Information Security_Online_Session_November_2010	203	see course specific survey	see course specific survey	Dr. Vicky Maloney	Online Course

DATE	COURSE TITLE	Attendance	Average	Presenter Average	Presenter	
10/07/10	Advisement Workshop	18	3.60	3.56	David Watson and Kenneth Bernard	
10/14/10	Fall Kickoff - October	160	3.14	3.57	Dr. Way	
10/15/10	American Heart Association - CPR Class	20	3.83	3.90	Deborah Richardson and James Shrift	
10/18-21/2010	Communication Toolkit Part 1	37	3.33	3.84	Constance Lane	
10/22/10	New Faculty Orientation	11	3.65	3.88	Susan McMaster	
10/25-28/2010	Communication Toolkit Part 2	27	3.83	3.89	Constance Lane	
11/07/10	Faculty Certification (Online Course)	21	see course specific survey	see course specific survey	Nancy Bishop	
10/28/10	Drug and Alcohol Awareness	19	3.58	3.50	Holly Goddard	
11/10/10	Come See Me - Kershaw Campus	25	3.02	*No Data	Lara Stephenson	
11/17/10	Time Management - Course for Apprentices	11	4.00	4.00	Nancy Bishop	
11/18/10	A Perfect Blend: D2L & Faculty Development	3	No survey	*No Data	Karen Franklin	
11/22/10	New Employee Orientation	2	4.00	4.00	Carol Sanders	Add-On
11/29/10	Get Financially Fit for 2011	26	3.69	4.00	Amy Brown	No Survey/Evals
12/07/10	myPersonalTab Setup	11	no survey	*No Data	Lynda Marshall	
PDP Spring						
DATE	COURSE TITLE	Attendance	Average	Presenter Average	Presenter	
1/4/2011	New Employee Orientation	13	3.80	3.73	Ronalda Stover	
01/06/11	New Employee Orientation (NEO)	5	3.33	4.00	Ronalda Stover	
01/07/11	NetTutor	17	No survey	*No Data	Coley Ray Summerlin	
01/08/11	Adjunct Faculty Orientation	29	3.79	3.85	Ann Cooper and Susan McMaster	
01/07/11	Adjunct Faculty Orientation - Technology Training (Survey Monkey)	3	3.36	3.00	Nancy Bishop	
01/24/11		N/A	N/A	*No Data	N/A	Personal Enrichment Cx
02/06/11	Faculty Certification (Online Course)	14	see course specific survey	see course specific survey	Nancy Bishop	
02/22/11	Open House for 600 Building	49	No survey	*No Data	N/A	
01/26/11	Come See Me - Library (Main Campus)	13	3.85	3.92	Linda Heimburger	
02/08/11	Apprenticeship Education - Business Writing	9	3.91	4.00	Susan McMaster	
02/23/11	Come See Me - F.E. Dubose Center	16	3.94	4.00	Lisa Bracken	
03/23/11	Come See Me -Lee County Campus	14	2.93	2.57	Lisa Bracken - Facilitator	
03/28/11	Personal Enrichment - Nutrition for Wellness	16	3.24	3.25	Caroline Thompson / Priscilla Haile Coordinator	
03/28/11	Personal Enrichment - Nutrition for Wellness	16	No survey	*No Data	Priscilla Haile-Coord	
04/14/11	Fit Challenge "FITEMONY"	40	3.63	3.84	Terry Booth	
04/27/11	Understanding and Adapting to Change	26	3.71	3.85	Debbie Kennedy, Presenter Elizabeth Williams, Coordinator Session 1	
04/27/11	Understanding and Adapting to Change	24	3.73	3.85	Debbie Kennedy, Presenter Elizabeth Williams, Coordinator Session 2	

04/28/11	Apprenticeship - Business Office Training	3	3.08	3.67	Elizabeth Williams	
03/03/11	Apprenticeship Education - Document Management	11	3.68	3.64	Dr. Vicky Maloney	
05/05/11	Apprenticeship Education - Time Management	4	3.96	4.00	Nancy Bishop	
04/21/11	Personal Enrichment Program - 401(k) and 457	32	3.46	3.52	Kathy Diehl - SC Deferred Comp. Prog. Ronalda Stover - Coordinator	
05/23/11	Protect Yourself Financially	19	3.76	3.86	Amy Brown - Wachovia / Ronalda Stover - Coordinator	
05/24/11	Fit Challenge: Blood Pressure Wellness Prevention Workshop	22	2.84	2.85	Sara Price - DHEC, Presenter / Priscilla Haile, Coordinator	
05/25/11	Apprenticeship Education - Banner Training	2	4.00	4.00	Jenny Szupka - presenter Elizabeth Williams, Coordinator	
05/10/11	Financial Aid Update	48	2.24	2.31	David Waton	
05/11/11	Financial Aid Update	23	3.90	3.96	Mima Laney	
06/16/11	FitCentral - Massage Therapy	6	3.92	4.00	Charlette Rose, Presenter / Priscilla Haile, Coordinator	
06/27/11	Communicating with Confidence	19	3.27	3.68	Ronalda Stover - Coordinator	
06/29/11	New Employee Orientation (NEO)	6	3.92	4.00	Ronalda Stover - Coordinator	
Summary						
PDP Evaluations for Year 2010-10						
		Number of PDPs offered	Number of PDPs Cancelled			
		67	2			
		Total Attendance	Total Course Average	Presenter Total Average		
		1926	3.56	3.63		
		Total Adjunct Faculty Attendance	Total Adjunct Faculty Orientation Course Average	Presenter Total Average		
		133	3.55			
		Total New Faculty Orientation Attendance	Total New Faculty Orientation Course Average	Presenter Total Average		
		21	3.70			
	Legend					
	* = Sessions Added Italic = Sessions Combined					
	Fall 2010					
	Spring 2011					

PDP Attendance and Evaluation Results AY 2010-2011
Online Orientation Summary

DATE	COURSE TITLE	Attendance	Average	Trainer Average	Trainer	Note
Online Orientation Spring 2010						
DATE	COURSE TITLE	Attendance	Average	Trainer Average	Trainer	Note
05/13,14,17,18/2011	Online Orientation (4x)	115	3.81	3.85	Nancy & Lynda	
Online Orientation Fall 2010						
DATE	COURSE TITLE	Attendance	Average	Trainer Average	Trainer	Note
08/18,19,23,24/2010	Online Orientation (4x)	134	3.63	3.79	Nancy & Lynda	
10/14,18,19/2010	Online Orientation (3x)	27	3.89	3.9	Nancy & Lynda	
2010 Total Session		**2010 Total Attendance**	**2010 Total Average Course**	**2010 Total Average Instructor**		
11		276	3.78	3.85		
Online Orientation Spring 2011						
DATE	COURSE TITLE	Attendance	Average	Trainer Average	Trainer	Note
1/5/2011	New Student Online Orientation	19	3.75	3.75	Lynda Marshall	
1/6/2011	New Student Online Orientation	13	3.74	3.67	Lynda Marshall	
1/7/2011	New Student Online Orientation	25	3.77	3.76	Lynda Marshall	
1/12/2011	New Student Online Orientation	4	3.84	3.75	Lynda Marshall	
1/13/2011	New Student Online Orientation	12	3.82	3.92	Lynda Marshall	
1/13/2011	New Student Online Orientation	13	3.81	4.00	Nancy Bishop	
2/28 - 3/4 2011	Online Orientation Mini II (5x)	31	3.85	3.96	Lynda Marshall	
Online Orientation Summer 2011						
DATE	COURSE TITLE	Attendance	Average	Trainer Average	Trainer	Note
5/11/2011	Online Orientation	32	3.90	3.95	Lynda Marshall	
5/12/2011	Online Orientation	20	3.51	3.60	Lynda Marshall	
5/13/2011	Online Orientation	20	3.82	3.93	Lynda Marshall	
5/13/2011	Online Orientation	12	4.00	4.00	Lynda Marshall	
5/16/2011	Online Orientation	20	3.63	3.83	Lynda Marshall	
5/17/2011	Online Orientation	13	3.86	4.00	Lynda Marshall	
2011 Total Session		**2011 Total Attendance**	**2011 Total Average Course**	**2011 Total Average Instructor**		
17		234	3.79	3.86		

PDP Attendance and Evaluation Results AY 2010-2011
Technology Tuesday Summary

DATE	COURSE TITLE	Attendance	Average	Average Presenter	Notes	Presenters
8/17/10	Technology Tuesday - Elluminate	3	3.94	4.00		Nancy
08/10/10	D2L BootCamp	10	3.88	4.00		Nancy & Lynda
08/10/10	D2L BootCamp	14	3.85	4.00		Nancy & Lynda
08/11/10	D2L BootCamp	11	3.29	3.27		Nancy & Lynda
09/11/10	D2L BootCamp	13	3.92	4.00		Nancy & Lynda
08/12/10	D2L BootCamp	11	3.97	4.00		Nancy & Lynda
08/12/10	D2L BootCamp	9	3.71	3.88		Nancy & Lynda
08/17-19/2010	D2L BootCamp	6	3.28	4.00		Nancy & Lynda
09/07/10	Technology Tuesday - Classroom Technology Tools	2	4.00	4.00		Nancy
09/14/10	Technology Tuesday - D2L Content/File Management	1	N/A	N/A	No survey	Lynda
09/21/10		N/A	N/A	N/A	D2L Classlist & Email (CX)	

Date	Session	Attendance	Avg Course	Avg Presenter	Notes	Presenter
09/28/10	Technology Tuesday - Outlook & MOWA	13	3.93	3.90		Lynda & Rica
10/05/10	Technology Tuesday - D2L Discussion	2	N/A	N/A	No survey	Lynda
10/12/10	Technology Tuesday - PowerPoint (Basics)	17	3.86	3.82		Nancy, Lynda, & Coley
10/19/10	Technology Tuesday - D2L Quizzes	1	N/A	N/A	No survey	Nancy
10/26/10	Technology Tuesday - Excel (Basics)	16	3.60	3.94		Elizabeth Bastedo
11/02/10	Technology Tuesday - D2L Grade Book/Intelligent Agent	1	N/A	N/A	No survey	Lynda
11/09/10	Technology Tuesday - Camtasia (Screen Capture)	5	3.63	3.80		Lynda
11/16/10	Technology Tuesday - D2L Copy Course Components	3	4.00	4.00		Lynda
11/18/10	Technology Tuesday - A Perfect Blend D2L & Faculty Development	3	N/A	N/A	No survey	Webinar Speaker: Karen Franklin
11/23/10	Technology Tuesday - Digital Video Recording (Flip)	3	4.00	4.00		Lynda
11/30/10	Technology Tuesday - SSB & INB (CX)	N/A	N/A	N/A	Technology Tuesday - SSB & INB (CX)	
12/07/10	Technology Training - myPersonalTab Setup (Health Sciences Faculty)	11	N/A	N/A	No survey	Lynda & Mark Duffie
01/18/11	Digital Recording (Flip Camcorder)	2	4.00	4.00		Lynda
01/25/11	Technology Tuesday - Classroom Tech. (Basics)	4	3.78	4.00		Lynda
02/01/11	Tech. Tuesday - Self Service & Internet Native Banner	16	4.00	4.00		Nancy
02/08/11	Technology Tuesday - D2L Content & File Management	4	3.96	4.00		Lynda
02/15/11	Technology Tuesday - D2L Classlist & Email	1	4.00	4.00		Lynda
02/22/10	Technology Tuesday - Outlook Email & myCCTC	6	4.00	4.00		Lynda & Rica
03/08/11	Technology Tuesday - D2L Open Forum	3	4.00	4.00		Lynda
03/15/11	Technology Tuesday - D2L Quizzes	7	3.62	3.86		Lynda
03/22/11	Technology Tuesday - Excel (Basics)	5	3.77	3.80		Lynda
04/12/11	Technology Tuesday - D2L Grade Book/Intelligent Agent	2	4.00	4.00		Lynda
04/19/11	Technology Tuesday - Camtasia (Screen Capture)	5	4.00	4.00		Lynda
04/27/11	Technology Tuesday D2L DE Faculty Forum Group Discussion	17	3.02	3.06		Nancy & Lynda
4/26/2011	Technology Tuesday: D2L Copy Course Components	2	4.00	4.00		Lynda
		Total Attendance	Total Average Course	Total Average Presenter	Total Number Tech Tue offered	Total Number Tech Tue Cancelled
Summary of PDP Evaluations for Year 2010-11		229	3.82	3.93	35	2
	Legend					
	* = Sessions Added Italic = Sessions Combined					
	Fall 2010					
	Spring 2011					

Satisfaction ratings are based on a 4.0 scale: 4:00—Very Satisfied; 3:00—Satisfied; 2:00—Dissatisfied; 1.00—Very Dissatisfied. The College's Target goal was 3.0

TABLE 7.4.2 - Faculty, Staff and Student Well-Being

CCTC has made a substantial investment in security and communication equipment.

Current Safety & Security Improvements

Digital signage – large screen monitors installed throughout campus to communicate emergency messages

Telephone communication system – installed CISCO PA intercom system

Emergency text messaging – capability to text message students in crises

Messaging to classroom computers – VISTA installed on desktops in all computer labs. VISTA messaging captures computers to put emergencies messages on screen.

Locks on classroom doors

Email & Marquee (weather)

Emergency Management Plan

OSHA Compliance - walk down to insure building and grounds are OSHA compliance

Surveillance cameras have been added to buildings M100, M300, and M400.

TABLE 7.4.3 - Annual Crime Statistics - 2008 Through 2010

The chart indicates Main Campus experienced a decrease in crime from the previous year. The College hired Sumter police officers to patrol the campus.

	Main Campus			Non-campus building or property			Public Property		
	'08	'09	'10	'08	'09	'10	'08	'09	'10
Murder	0	0	0	0	0	0	0	0	0
Sex Offense									
Forcible	0	0	0	0	1	0	0	0	0
Nonforcible	0	0	0	0	0	0	0	0	0
Robbery	0	0	0	0	0	0	0	0	0
Aggravated Assault	0	0	0	0	0	0	0	0	0
Burglary	0	0	0	0	0	0	0	0	0
Motor Vehicle Theft	0	0	0	0	0	1	0	0	0
Manslaughter	0	0	0	0	0	0	0	0	0
Arson	0	0	0	0	0	0	0	0	0
Hate/Bias Crimes	0	0	0	0	0	0	0	0	0
Larceny	0	0	0	0	0	0	0	0	0
Simple Assault	0	0	0	0	0	0	0	0	0
Intimidation	0	0	1	0	0	0	0	0	0
Destruction, Damage, or Vandalism	0	0	4	0	0	0	0	0	0
Arrests/College Disciplinary Actions									
Liquor Law Violations	0	0	1	0	0	0	0	0	0
Drug Violations	0	2	0	0	0	0	0	0	0
Weapons Possession Violations	0	1	0	0	0	0	0	0	0
Thefts	6	12	9	0	0	1	0	0	0

TABLE 7.5.1 - Environmental Training Center

The chart indicates the number of contract students has considerably decreased this year, likely due to the poor economy. However, the number of open enrollment students has grown from the previous year.

South Carolina Environmental Training Center

	2006	2007	2008	2009	2010
Number Companies Served	**29**	**32**	23	18	21
Number Contract Courses	**58**	**92**	71	37	38
Environmental	24	24	17	22	16
Safety	15	55	26	8	10
Leadership	19	13	28	7	12
Number Contract Students	**571**	**1076**	937	548	352
Environmental	188	253	231	251	117
Safety	130	674	399	125	89
Leadership	253	149	307	172	146
Number Open Enrollment Courses	**115**	**134**	121	110	151
Environmental	98	109	106	100	132
Safety	14	25	15	10	13
Leadership	3	0	0	0	6
Number Open Enrollment Students	**633**	**680**	497	680	807
Environmental	508	638	445	632	677
Safety	109	142	52	48	69
Leadership	16	0	0	0	61

TABLE 7.5.2 -
Unduplicated Dual-Enrolled Students 2006-2010

The overall number of unduplicated dual-enrolled students decreased slightly during 2010-2011. The loss of Sumter High School's students remains evident in the enrollment numbers for the past two academic years, however.

County Names	2006	2007	2008	2009	2010
Clarendon County					
Total Classes	22	26	27	25	29
Total Students Enrolled	163	152	129	124	125
Total Credits Earned	1224	916	1023	1134	1056
Kershaw					
Total Classes	8	10	11	16	18
Total Students Enrolled	68	117	116	117	95
Total Credits Earned	429	594	819	459	597
Lee County					
Total Classes	6	6	6	7	10
Total Students Enrolled	69	55	33	51	52
Total Credits Earned	411	264	390	732	498
Sumter County					
Total Classes	16	22	5	5	7
Total Students Enrolled	162	221	30	37	15
Total Credits Earned	762	1062	187	225	149
Total					
Classes	52	64	49	53	64
Students	462	545	308	329	287
Credits	2826	2836	2419	2550	2300

TABLE 7.5.3
MIGRATION OF FIRST-TIME UNDERGRADUATE STUDENTS
From Central Carolina Technical College to Postsecondary Institutions in South Carolina Only
FALL 2010

Transferring To:	#			Transferring To:	#
Public Senior				**Independent Senior**	
Clemson	3			Allen University	
Citadel	1			Anderson College	
College of Charleston	1			Benedict College	
Coastal Carolina				Bob Jones Univ.	
Francis Marion	13			Southern Wesleyan Univ.	
Lander				Charleston Southern Univ.	1
SC State	5			Claflin University	2
USC Columbia	13			Coker College	
Winthrop				Columbia Int'l Univ.	1
				Columbia College	
				Converse College	
				Erskine College	
				Furman Univ.	
Sub-Total Public	*36*			Limestone College	8
				Lutheran Theological	
Two-Year Regional				Morris College	15
USC Beaufort				Newberry College	
USC Upstate	1			North Greenville College	
USC Salkehatchie				Presbyterian College	
USC Sumter	24			Southern Methodist College	
				Voorhees College	4
Sub-Total Regional	*25*			Wofford College	
				South University	5
Technical Colleges				Spartanburg Methodist	
				Sub-Total Independent	*36*
Aiken	2				
Central Carolina					
Denmark				*Total All SC Institutions*	189
Florence Darlington	24				
Greenville	2				
Horry-Georgetown	2				
Midlands	32				
Northeastern	1				
Orangeburg/Calhoun	5				
Piedmont	4				
Spartanburg					
T.C. of the Low Country	2				
Tri-County					
Trident	10				
Williamsburg	6				
York	2				
Sub-Total Technical	*92*				

CHART 7.5.4
Expenditures as Percent of Budget

CCTC Comparison

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Scholarships	7%	6%	5%	6%	9%	11%	15%	17%
Institutional Support	14%	13%	15%	14%	10%	11%	8%	7%
Operation and Maintenance of Plant	7%	6%	7%	9%	10%	9%	11%	13%
Student Services	7%	7%	8%	9%	8%	8%	6%	7%
Academic Support	9%	9%	7%	7%	6%	6%	5%	4%
Instructional Expenditures	45%	48%	47%	46%	46%	44%	41%	39%
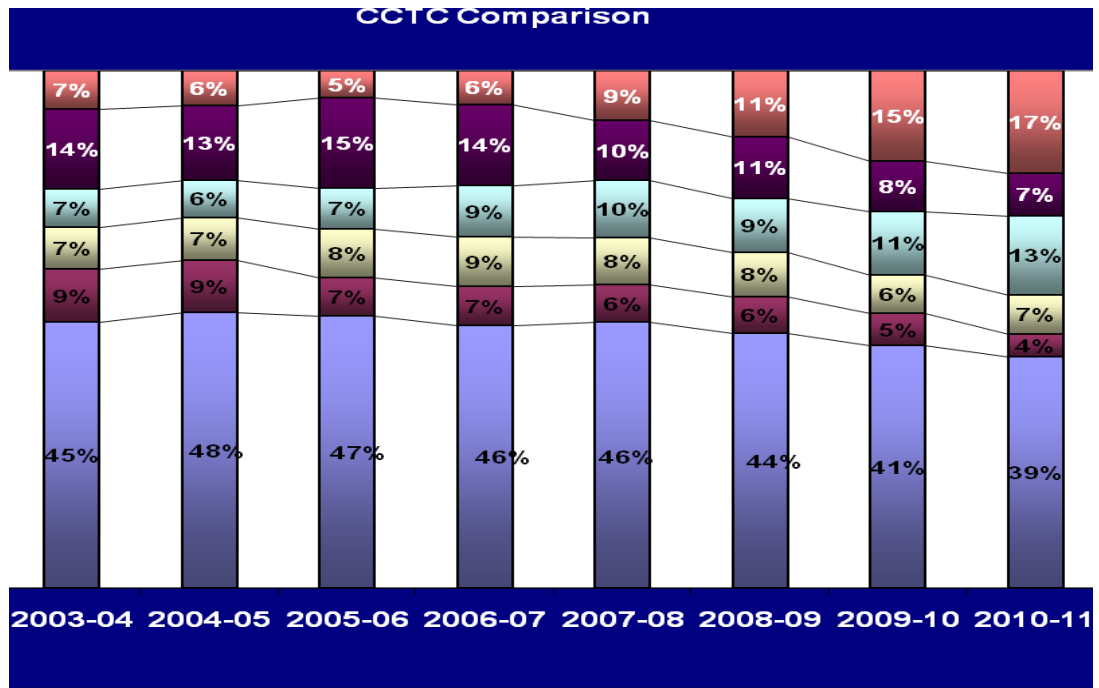
■ Scholarships as a percent of total
■ Institutional Support as a percent of total
□ Operation and Maintenance of Plant as a percent of total
□ Student Services as a percent of total
■ Academic Support as a percent of total
■ Instructional Expenditures as a percent of total

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

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

Operation and Maintenance of Plant as a percent of total

2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
7%	6%	7%	9%	10%	9%	11%	13%
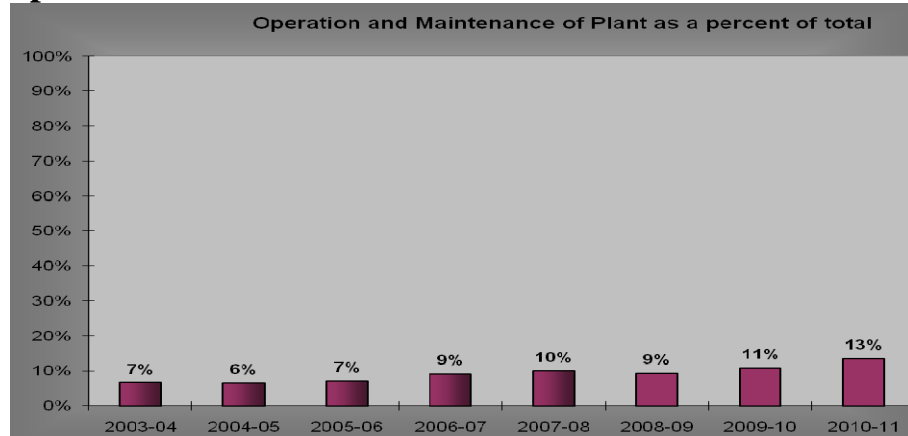
Note: The percentage of total costs allocated to operation and maintenance of plant is 13%. This expense has increased slightly over the past few years due to an increase in the number of locations operated by the College, as well as an increase in utility costs.

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

TABLE 7.6.1(a)
Strategic Planning Chart

Strategic Goals and Strategies		
Supported Organization Strategic Planning Goal/Objective	**Related FY 10-11 Key Action Plan/Initiatives and Timeline for Accomplishing the Plans**	**Key Cross References for Performance Measures**
GOAL 1: WORKFORCE DEVELOPMENT **The College will expand the training and educational programs' scope and effectiveness within the community.**	• Increase the number of apprenticeships by 25% by 2015. • Partner with business and industry including small businesses, governmental agencies, and economic development entities to determine workforce needs. • Integrate programs and services with local Economic Development offices in the four-county area. • Identify avenues to collaborate with businesses and industry to provide equipment for training. • Maintain strong, effective communication with business and industry to better understand and anticipate their needs. • Implement a marketing plan for the Workforce Development	• 7.1.5 – Enrollment by Headcount and FTE • 7.3.6 – Major Program Areas • 7.6.4 – Summary of Curricula Offered to Achieve College Mission • 7.6.5 – Strategic Planning SWOT Analysis Chart
GOAL 2: EDUCATIING STUDENTS **The College will strengthen its role with K-12 institutions and become a first-choice option for high school students.**	• Market the College aggressively as a postsecondary, collegiate institution of higher education. • Work with K-12 institutions to forge a seamless transition to college for secondary students. • Market dual enrollment courses to parents and secondary students to instill the image of CCTC as a first-choice postsecondary option and as a gateway to professional careers and a sound financial future. • Enroll at least 20% of the four-county area's public high schools' recent graduates into programs of study by 2015. • Increase the number of dual enrolled courses offered to high school students by 20% by 2015, including an expansion of the technical program dual enrollment partnerships.	• 7.1.5 – Enrollment by Headcount and FTE • 7.3.6 – Major Program Areas • 7.5.2 – Unduplicated Dual-Enrolled Students 2006-2010 • 7.6.4 –Summary of Curricula Offered to Achieve College Mission

GOAL 3: EDUCATING STUDENTS **The College will strengthen students' pathways to four-year colleges**.	• Increase the number of postsecondary Bridge programs by 5 or more to facilitate transfer to senior institutions. • Implement a comprehensive marketing plan for Bridge programs. • Collaborate with SC colleges to forge stronger articulation agreements.	• 7.3.6 – Major Program Areas • 7.5.3 – Migration of First-Time Undergraduate Students
GOAL 4: EDUCATING STUDENTS **The College will expand its accessibility and program offerings.**	• Increase the number of distance learning programs as determined by needs assessment and ongoing evaluation of delivery of instruction methodology by 2015. • Expand the College's electronic delivery methods to include lecture capture, podcasting, and other evolving electronic asynchronous delivery tools. • Implement a comprehensive marketing plan for distance learning. • Provide more support services and courses at Outreach campuses. • Expand facilities at Outreach campuses as recommended in the College's Facility Master Plan. • Implement at least one new program each academic year based upon workplace needs for programs of study.	• 7.1.5 - Enrollment by Headcount and FTE • 7.3.6 - Major Program Areas • 7.2.1 – Student Evaluation of Instruction • 7.2.2 – Alumni Overall Satisfaction Ratings with Academic Experience • 7.2.3 – Retention Rates • 7.3.6 – Major Program Areas • 7.5.2 – Unduplicated Dual-Enrolled Students 2006-2010 • 7.5.3 – Migration of First-Time Undergraduate Students • 7.6.3 – Organization Chart • 7.6.4 – Summary of Curricula Offered to Achieve College Mission
GOAL 5: EDUCATING STUDENTS **The College will foster an environment conducive to student success.**	• Expand tutoring services offered at the Tutoring Center by offering tutoring services electronically and at Outreach locations. • Assess the feasibility of a Student Center as recommended in the College's Facility Master Plan. • Engage students with meaningful professional-related extra-curricular activities to cultivate a sense of community on campus. • Provide comprehensive counseling services to meet the diverse needs of the student population in a changing society. • Identify and evaluate program technology competencies in all programs supporting workforce requirements. • Develop a plan to provide instruction and mentoring in the area of soft skills in classroom instruction to aid students in their future job search. • Increase the number of degrees, certificates, and diplomas awarded annually to 25% of the annual fall student enrollment by 2015. • Continue implementation of a comprehensive Retention Plan.	• 7.1.1 – Passage Rates on Professional Exams • 7.1.2 – Completions • 7.1.3 – Placement Rates • 7.1.4 – Dual Enrollment Comparison Rates • 7.2.1 – Student Evaluation of Instruction • 7.2.2 – Alumni Overall Satisfaction Ratings with Academic Experience • 7.2.4 – Programs & Services Survey • 7.5.2 – Unduplicated Dual-Enrolled Students 2006-2010 • 7.5.3 – Migration of First-Time Undergraduate Students • 7.6.2 – Clubs and Organizations • 7.6.4 – Summary of Curricula Offered to Achieve College Mission • 7.6.5 – Strategic Planning SWOT Analysis Chart • 7.6.6 – Number of Accredited Programs

| GOAL 6: FACULTY AND STAFF

The College will attract and retain quality faculty and staff. | • Increase full-time faculty positions to provide instructional and support services to students in programs and courses.
• Evaluate the staffing resources to ensure staffing is adequate to achieve the College's mission and goals.
• Provide comprehensive training and resources for faculty and staff to support teaching and learning in all environments, including electronic, traditional, remedial, and advanced technology delivery methods.
• Ensure CCTC's faculty and staff compensation is competitive with salaries within the South Carolina Technical College System.
• Identify resources to recognize faculty and staff achievement.
• Implement a succession plan. | • 7.6.3 – Organization Chart
• 7.4.1 – Professional Development Programs
• 7.3.5 – Accountability Report Appropriations/Expenditures Chart
• 7.6.5 – Strategic Planning SWOT Analysis Chart
• 7.3.1 – Tuition Rate Comparison
• 7.3.2 – Student Tuition & Fees Revenue |
| **GOAL 7: RESOURCES**

The College will practice effective stewardship of its resources and seek new avenues of funding. | Increase fall semester enrollment to 5000 students by 2015.
• Establish an Alumni Association by Fall 2011.
• Seek increased funding from Clarendon, Kershaw, Lee, and Sumter county governments.
• Increase revenue through Workforce Development course and program offerings.
• Develop more private partners and donors to support the College's mission.
• Explore and develop resources to expand the Kershaw County Campus.
• Seek grant opportunities to support the College's mission.
• Partner with industries to share resources.
• Review internal processes and continue to implement effective financial measures.
• Integrate SACS standards into all areas of the College to effectively impact student success.
• Identify a QEP topic that will positively affect student success for the 2015 reaffirmation visit. | • 7.3.1 – Tuition Rate Comparison
• 7.3.2 – Student Tuition & Fees Revenue
• 7.3.3 – Correlation Between State Appropriations and Tuition and Fees
• 7.3.4 – State and Local Grants and Contracts
• 7.3.5 – Accountability Report Appropriations/Expenditures Charts
• 7.3.6 – Major Program Areas
• 7.5.2 – Unduplicated Dual-Enrolled Students 2006-2010
• 7.5.4 – Expenditures as Percent of Budget
• 7.6.4 – Summary of Curricula Offered to Achieve College Mission |

Major goals were evaluated and achieved.
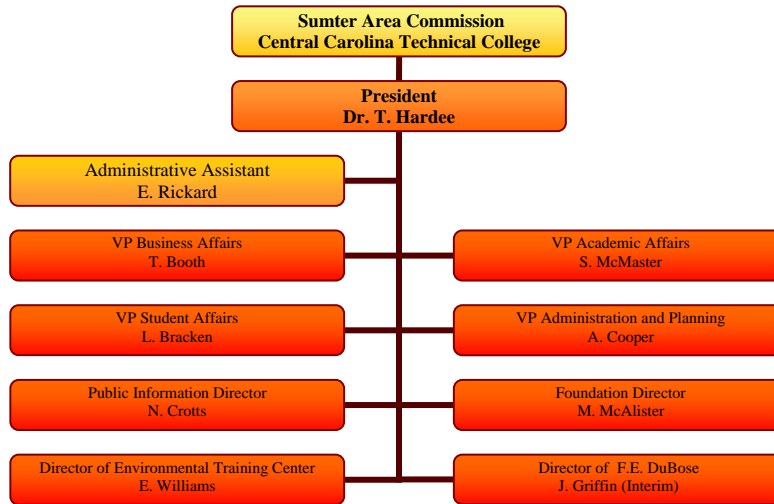
CHART 7.6.3(b)
Organization Chart

Sumter Area Commission **Central Carolina Technical College**	
President **Dr. T. Hardee**	
Administrative Assistant E. Rickard	
VP Business Affairs T. Booth	VP Academic Affairs S. McMaster
VP Student Affairs L. Bracken	VP Administration and Planning A. Cooper
Public Information Director N. Crotts	Foundation Director M. McAlister
Director of Environmental Training Center E. Williams	Director of F.E. DuBose J. Griffin (Interim)

CHART 7.6.4 (c)
Summary of Curricula Offered to Achieve College Mission
Assessed by the Commission on Higher Education
Central Carolina Technical College

Total # of Academic Programs	Total # of Academic Programs Meeting All CHE College Mission Criteria	CHE Compliance If All Programs Meet Criteria
14	14	Compliance

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

TABLE 7.6.5(c)
Strategic Planning SWOT Analysis

Consensus of Internal and External Focus Groups
for the Central Carolina Technical College 2010-2015 Strategic Plan of Action

STRENGTHS	WEAKNESSES	OPPORTUNITIES	THREATS
Accessibility at Off-Site Locations with Expanded Programs and Services	Need for Greater Collaboration with Secondary Sector	Collaborating with External Agencies for Increased Effectiveness	Decreased State Funding and Volatility of Economy
Quality Customer Service and User-Friendliness of Faculty and Staff	Marketing/Technical College Image	Improving Overall Image and Marketing and Services	Competition for Resources and Funding Among Higher Education Community
Leadership Capacity of Administration, Faculty,	Physical Limitations of Main Campus (Land-locked, insufficient	Expanding Outreach Opportunities	Lack of Financial Resources for

and Staff	space)		Competitive Faculty/Staff Salaries
Faculty/Staff Expertise in Content Areas	Low Graduation Rate from Low Retention of Students Through Program Completion	Increased Distance Education Programs and Courses for Improved Accessibility	Failure to Change in Response to Globalization and Workplace Changes
Affordability for Students	Level of Technology and Equipment for Technical Programs	Expanding Use of Internal Technology for all Users	Continued Stigma of Negative Image of Technical Education
Improved Reputation and Recognition of Contributions to Workforce Development	Need for Increased Faculty and Staff to Accommodate Enrollment Growth	Expanding Workforce Development Training to Support Local Business and Industry	Reduced Overall Effectiveness Due to Sparse Resources
Financially Sound Position	Lack of Institutional Grant Development	Addressing Globalization and Rapid Workplace Changes Through New Curricula	Lack of Academic Preparation of Entering Students
Good Working Relationship with K-12 Partners	Lack of Expertise Among Faculty and Staff to Adequately Engage the High-Risk and Millennium Student	Expand Dual Enrollment and Secondary Partnerships	Continued Digital Divide for Entering Students as Technology Expands
Integrated Process for Planning and Assessment of Learning		Expand Bridge and Transfer Programs to Support Student Transfer Opportunities	Poor economy and decrease in number of jobs for graduates
State-of-the-Art Technology and Resources at the Health Sciences Center		Support for the Expanding Military Environment with Third Army Relocation to Service Area	High-Risk, Low-Income, First-Generation Students Without a Plan for College Education
			Increasing Tuition and Fees for Students
			Some Aging Facilities and Increased Cost of Maintenance

TABLE 7.6.6(c)
Number of Accredited Programs

ACCREDITED PROGRAM	ACCREDITATION, APPROVALS, and MEMEBERSHIPS
Associate Degree Nursing program	SC Labor, Licensing, and Regulation Board of Nursing and is accredited by the National League for Nursing Accrediting Commission (NLNAC)
Practical Nursing Diploma program	SC Labor, Licensing and Regulation Board of Nursing and is accredited by the National League for Nursing Accrediting Commission (NLNAC)
Medical Assisting Diploma program	Commission on Accreditation of Allied Health Education Programs (CAAHEP)
Surgical Technology program	Commission on Accreditation of Allied Health Education Programs (CAAHEP)
Early Care and Education Associate Degree program	National Association for the Education of Young Children (NAEYC)
The Legal Assistant/Paralegal program	American Bar Association (ABA)

Accounting, Management, Administrative Office Technology, and Computer Technology Associate Degree programs	Association of Collegiate Business Schools and Programs (ACBSP)
Machine Tool Technology Diploma program	National Institute for Metalworking Skills (NIMS)
Automotive Mechanics program	National Automotive Technicians Education Foundation (NATEF)
Total Number of Accredited Programs	**12**

TABLE 7.6.2(d)
Clubs and Organizations

AHANA

This club was developed to help students improve college life relationships on campus and in the community. Its purpose is to promote the achievement of overall excellence for students. Membership is open to all students with specific invitation to African Americans, Hispanics, Asians, and Native Americans.

Central Carolina Student Nurses' Association

Community service, fellowship, learning, and fun! These are the four key components of the Central Carolina Technical College Student Nurses' Association. As part of the National Student Nurses' Association, the club's purpose is to help prepare students for their roles as professionals in the nursing field, and is open to all students enrolled in the ADN program.

Central Carolina Criminal Justice Society

The goals of the Criminal Justice Association are to involve students in college and community service projects, develop teamwork, and foster civic responsibility. The Criminal Justice Association is open to students, faculty, and staff who wish to share their knowledge, skills, and abilities.

Creative Arts Society

This club was organized to encourage writers and artists on the Central Carolina campus to express their creative work and improve their skills. The Creative Arts Society is open to students, faculty, and staff who wish to share their creativity and who are willing to give and take constructive criticism.

Natural Resources Management Club

Natural Resources club is an organization founded by the CCTC Natural Resources Program along with the assistance of the Environmental Training Center. Through this organization, experiences are provided for students who are interested in the outdoors and helping the environment.

Phi Theta Kappa

Phi Theta Kappa seeks to recognize and encourage scholarship among associate degree students. According to its international guidelines, the organization "provides opportunity for the development of leadership and service, for an intellectual climate to exchange ideas and ideals, for lively fellowship for scholars, and for stimulation of interest in continuing academic excellence." Membership in the Central Carolina chapter of Phi Theta Kappa is limited to associate degree students who have attained a grade point average of 3.25 after completion of 12 or more credit hours.

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