

ACCOUNTABILITY REPORT 2010 - 2011



DEPARTMENT OF QUALITY AND PLANNING

GREENVILLE TECHNICAL COLLEGE

2010 – 2011 ACCOUNTABILITY REPORT

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I. EXECUTIVE SUMMARY

1.1. ORGANIZATION PURPOSE, VISION, MISSION AND VALUES

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

MISSION: GTC drives personal and economic growth through learning.

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

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

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

VALUES: GTC is committed to the following values:

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

STANDARDS OF BEHAVIOR:

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

1.2. MAJOR ACHIEVEMENTS FROM PAST YEAR

CORPORATE AND CAREER DEVELOPMENT

- Successfully developed, outfitted class/lab space, and delivered a customized 25-hour Proterra Bus Assembly Technician training program in partnership with ReadySC.
- The first group of FabriKal employees completed, as a cohort, the Mechatronics Certificate program.
- Developed Hemodialysis Technician program which received BONENT accreditation. Developed a program for training the 50+ nurse in a technological savvy nursing environment through an ENCORE grant from the U.S. Department of Labor.
- GTC was one of six communities in the south and southwest to receive national funding for Workforce Solutions.
- Four instructors presented at five conferences. One of these instructors was the vice chair of the International Lean Six Sigma Conference.

EDUCATION

- The college completed the first year of its Achieving the Dream implementation. Three major initiatives were delivered and data collected on their effectiveness:
 - Math Immersion
 - New Student Orientation as part of First Year Experiences
 - Shining Star Merit Program (recently renamed the PILOT program)
- New academic programs established:
 - Advanced CNC Programmer Certificate
 - Industrial Biosystems Technology Certificate
 - Production Technician Associate | Certificate (developed in cooperation with BMW and in association with Tri-County Technical College and Spartanburg Community College utilizing a Tech Scholar model where BMW pays tuition and books for students.)
 - Solar Technician Certificate
- The Automotive Department received NATEF Certification.
- Restart of the colleges General Motors Automotive Service Educational Programs (GM ASEP) program.
- Establish a Learning Commons at the Greer campus housing a library, tutorial services and computer lab facilities.

FINANCE

- Facility Improvements
 - Replaced roofs on four buildings, replaced three HVAC systems and added one chiller.
 - Completed renovation on library computer lab, basement of student center, constructed new sanding area for automotive technologies, and upgraded 75 classrooms.
 - Replaced sidewalks, steps and landscaping at Technology Resource Center and created a more inviting and easier entrance for individuals with disabilities.

- Repaved most of perimeter road, repaved parking lot D, and added parking at the Northwest Campus.
- Deployed 57 benches and 22 tables to make the campus more comfortable and inviting.
- Installed new directional signage.
- Energy Efficiency:
 - Replaced 14 storefront doors.
 - Installed 325 low-flow toilets.
 - Installed occupancy sensors at Brashier, Greer, and Barton Campus to regulate lighting and temperature.
- Environmental Safety:
 - Activated safety training website available for all employees.
 - Safety page created on GTC4me (internal portal).
 - MSDS-online operational and on all desktops.
 - Hepatitis B vaccines completed for custodial, culinary, and childcare personnel.
 - 105 employees received Heartsaver AED/CPR certification.
- Grounds Maintenance:
 - Collaborated with Greenville City Parks and Recreation in obtaining grant for the mitigation and/or replacement of dead, dying, or diseased street trees at McAlister Square.
 - Worked to eliminate contracted grounds services and bring grounds keeping back in-house resulting in cost savings and quality improvement.
- Logistics:
 - Package tracking system in place has eliminated lost freight and improved customer service
 - Postage expenses decreased in part due to aggressive training effort of faculty and staff on mailing standards.
- Construction Activities:
 - Awarded construction contract and made significant progress on IT/Logistics Building.
 - Awarded construction contract and made significant progress on Animal Studies Building.
- Finance:
 - Completed fiscal year with a \$2.8 million increase in net assets.
 - Received the Certificate of Achievement for Excellence in Financial Reporting for the college’s Comprehensive Annual Financial Report (CAFR) for the third consecutive year.
 - Completed the first comprehensive Risk Assessment.
 - Revised budget process to make it more inclusive.
 - Implemented Egencia for travel allowing employees to be more involved in travel arrangements.
 - In collaboration with other college departments implemented R25 for external college reservations.
 - Assumed billing for Corporate and Career Development.
 - Remote deposit capture rolled out to branch campuses.
 - Implemented procedure to monitor Early College and Charter School lottery waiver process.

- Hired full-time Internal Auditor.
- Refunded Certificates of Participation saving the college \$140,000 annually.
- Replaced Central Stores with an office supply company that delivers to the campus daily saving the college \$75,000 annually.

GREENVILLE TECH FOUNDATION

- Raised more than \$1.5 million in new cash and pledges.
- Raised more than \$200,000 in in-kind gifts.
- Generated \$170,000 from endowment earnings to fund 187 scholarships.

HUMAN RESOURCES

- Developed and implemented ToP Innovative Practices (TIP) program for employees to submit forward thinking ideas that help to advance the college.
- Selected a third party administrator to conduct the College Employee Satisfaction Survey. Employees were surveyed in spring 2011 and a baseline was established. Results are benchmarked against peer colleges. GTC’s overall satisfaction rating was 3.83 on a 5 point scale.

INSTITUTIONAL EFFECTIVENESS

- College Marketing and Communication awards:
 - Bronze award for the “Liz” television spot
 - Silver award for the series of television spots
 - Gold award for the Greenville Drive print ad from District 2 of the National Council for Marketing and Public Relations (NCMPR)
- GTC chosen as one of the pilot schools for development and testing of the Voluntary Framework of Accountability (VFA).
- Implemented Schedule 25 (R25) to improve utilization and course scheduling.
- Improved phone systems and telecommunications through a unified communications platform by implementing VoIP.
- Developed an Information Technology Strategic Plan aligning IT initiatives in support of the college’s strategic plan.
- Established the IT Governance Council structure to ensure priorities, funding, and projects remain aligned to college initiatives.
- Continued to perform a network security review to identify network vulnerabilities and threats, recommended solutions to mitigate risk and strengthen current policies.
- Implemented an internal communications portal GTC4me.
- Received almost \$3 million in external funding for the college. Including a \$25,000 Geothermal Training Center grant from the SC Technical College System and \$700,000 for Franklin Covey Trainings from the U.S. Department of Justice.

STUDENT, DIVERSITY AND COMMUNITY AFFAIRS

- New Student Orientation (NSO) piloted with a small cohort spring 2011. It was scaled up to all new students fall 2011. NSO involves faculty, staff, president’s cabinet members, and technology support personnel. Students walk away with a schedule in their hands.
- Degree Audit was implemented for process

improvement. This has allowed the college to streamline the ability to advise students and keep them on track towards completion.

- Establishment of the African American Leadership Institute.
- Developed a Communications Management Module for Student Records to perform the following functions: send discrepancy letters to students; log in graduation applications; and document when students pick up awards/degrees.
- Upgraded the *Diplomas on Demand Software*, a new web version of software to print degrees and awards.
- Added an *Honors Code* through Datatel, which now shows on the students' permanent record and appears on the transcript.
- Inherited Academic Standings Process from counseling that is run and managed by Student Records.

1.3. KEY STRATEGIC GOALS

Key strategic goals for the present and future years:

- Return to teaching and learning as our core mission
- Ensuring student focus; student success
- Foster continuous employee development
- Foster a culture of innovation
- Become the college of choice in a competitive environment

1.4. STRATEGIC CHALLENGES

The college was focused on improving the retention and completion of students during 2010-2011. Despite reduced state funding and a slow recovering economy, the leadership anticipated opportunities through long-range planning, which included reviewing and updating of programs, services, and facilities. The

goal of the college was to raise its standards of accountability and incorporate excellence in all of its work, as well as become a role model for efficiency and effectiveness while maintaining its current sound fiscal foundation. In the coming fiscal year, the college will focus on the following:

- Improve student success by delivering a student-centered enrollment management process;
- Review, analyze, and alter academic programs based on employer and community needs or where student success is low;
- Focus on engaging students at all levels to improve graduation, retention and persistence rates;
- Foster a college culture of innovation that aligns with the institutional success measures;
- Increase the completion rates of all first-time, full-time degree seeking students;
- Develop a dynamic budget which reflects funding realities, education and capital needs, driven by strategic priorities and institutional success measures; and
- Benchmark success against competitors and increase service expectation standards.

1.5. USE OF ACCOUNTABILITY REPORT TO IMPROVE ORGANIZATIONAL PERFORMANCE

GTC will use the annual accountability reporting exercise as a means to drive its commitment to continuous organizational improvement. More specifically, this process will be one form of assessment the college uses to demonstrate progress towards the strategic imperatives and their outcomes. In addition, GTC has adopted the Baldrige Criteria as the continuous improvement model. This, along with the Accountability Report, will guide the college in aligning all college processes and initiatives.

II. ORGANIZATIONAL PROFILE

2.1. PRIMARY EDUCATIONAL PROGRAMS, OFFERINGS, SERVICES, AND DELIVERY METHODS

Main Educational Programs	Business, public service, arts and sciences, health sciences, nursing, engineering technologies, industrial technologies, transportation technologies, and university transfer
Award Offerings	36 associate degrees 8 diplomas 83 certificate programs
Primary Delivery Method	Traditional didactic classroom instruction, online distance learning, hands-on laboratory application, telecourses, and hybrid/blended
Student Service Provided	Academic advising, veterans assistance, career services, counseling services, student disabilities services, tutoring, student activities, financial aid, and library services

2.2. KEY STUDENT SEGMENTS, STAKEHOLDERS, AND MARKET SEGMENTS

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

FIGURE 2.2-1: STUDENT ETHNICITY PROFILE

Population	GTC					Greenville County	
	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	2000 US Census	2010 US Census
White	68%	66.6%	66.9%	61.7%	66.6%	77.5%	70.3%
Black	23%	24.9%	24.2%	22.2%	23.5%	18.3%	17.9%
Hispanic	3%	3.7%	4.0%	3.7%	4.6%	0.4%	8.1%
Two or More Races	n/a	n/a	n/a	n/a	0.8%	n/a	1.4%
All Others	5%	4.8%	4.8%	12.4%	4.5%	4.2%	2.3%

FIGURE 2.2-2: ACADEMIC PROGRAM HEADCOUNT

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Academic Program Headcount	14,322	15,070	14,582	15,109	14,885

FIGURE 2.2-4: STAKEHOLDERS AND EXPECTATIONS

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

2.3. OPERATING LOCATIONS

GTC maintains seven satellite locations throughout Greenville County including:

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

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

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

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

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

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

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

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

2.4. NUMBER OF EMPLOYEES

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

	GTC Employees		
	Full Time	Part Time	Total
Faculty	347	445	792
Staff	343	312	655
Total	690	757	1,447

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

2.5. REGULATORY ENVIRONMENT

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

2.6. GOVERNANCE SYSTEM

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

FIGURE 2.6-1: GREENVILLE COUNTY COMMISSION FOR TECHNICAL EDUCATION

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

2.7. PARTNERS AND KEY SUPPLIERS

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

2.8. KEY COMPETITORS

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

2.9. FACTORS DETERMINING COMPETITIVE SUCCESS

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

2.10. PERFORMANCE IMPROVEMENT SYSTEMS

STRATEGIC PLANNING: The college developed institutional success measures that are guiding improvements at the college. There are four broad areas of success: student success, employee success, community success, and market share/niche target group. The College Report Card was shared with the employee community at Convocation which provided an update on the Strategic Imperatives established in the previous year. Outcomes and Tactics progress status was noted in a dashboard style linking these activities with the institutional success measures. In the coming year, the college will develop an online dashboard to monitor progress.

SURVEYS AND STANDARDIZED TESTING: The Division of Institutional Effectiveness produces a number of in-house surveys and reports and uses externally-developed surveys and examinations to assess performance and satisfaction. For a complete listing, see Figure 3.4.4-1.

ANNUAL ASSESSMENT RECORDS: In order to provide a consistent method of reporting assessment efforts, GTC uses WEAVEonline™ to manage and centralize the annual assessment records of the college. All units of the college are expected to develop and maintain annual assessment records. Non-academic units are required to have an annual assessment record that assesses what that unit is expected to do, accomplish, or achieve. Academic areas of the college, which includes all certificates, diplomas, and associate degrees, are required to have an annual assessment record to document what the college expects its graduates to know, think, or do upon completion of an academic program or academic experience.

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

2.11. ORGANIZATIONAL STRUCTURE

The college's organizational structure, Figure 2.11-1, is comprised of an eight-member president's cabinet charged with establishing procedures, providing direction, and vision for the institution. The academic division of the college is comprised of two associate vice presidents and four academic deans, Figure 2.11-2.

FIGURE 2.11-1: GREENVILLE TECHNICAL COLLEGE PRESIDENT'S CABINET

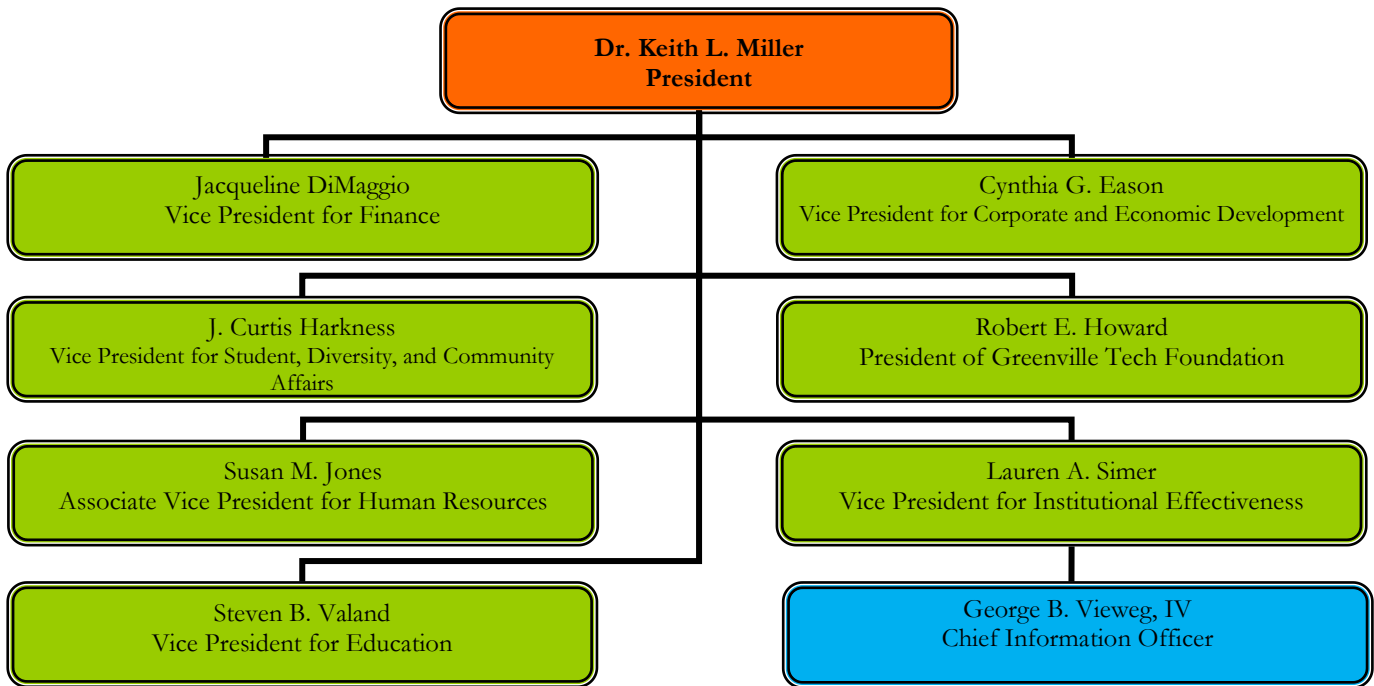
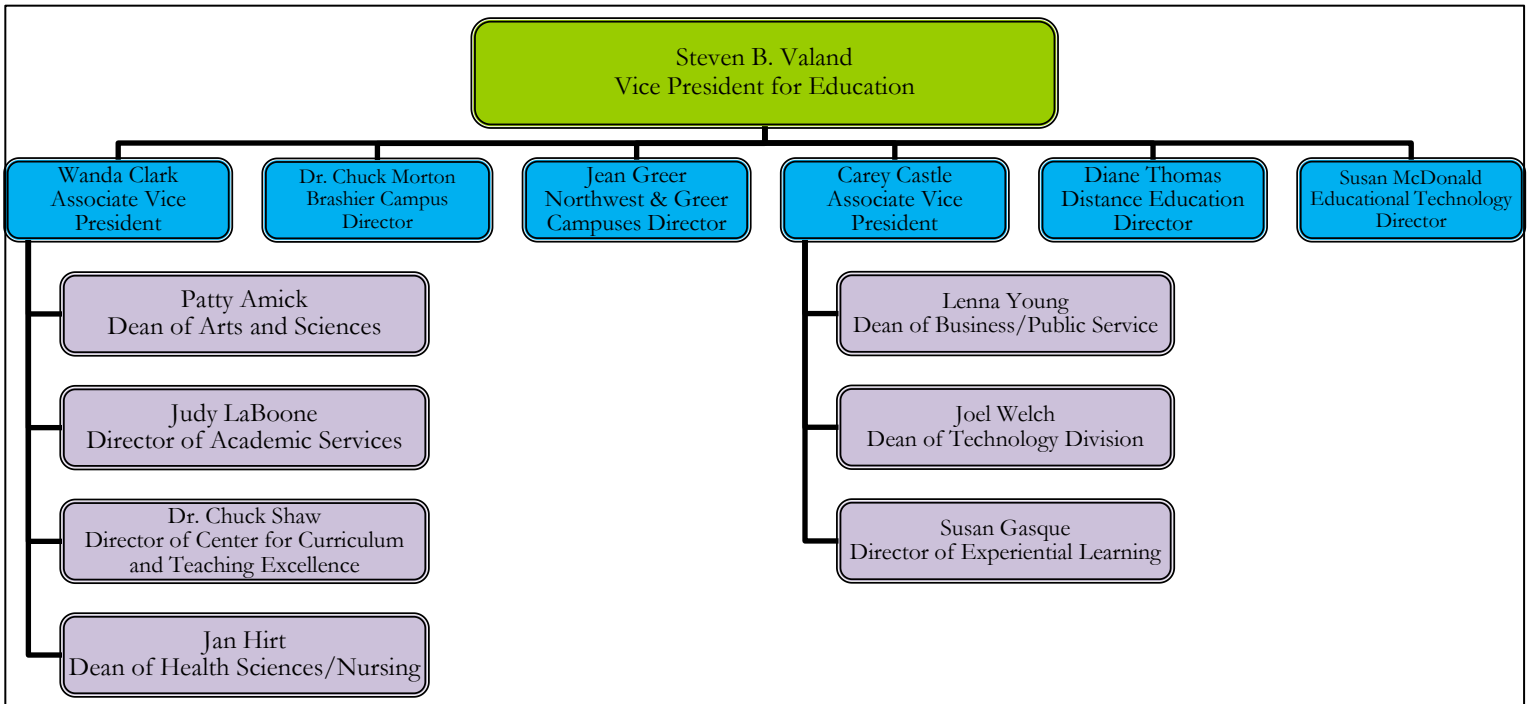


FIGURE 2.11-2: ACADEMIC DIVISION ORGANIZATIONAL CHART



2.12. EXPENDITURES/APPROPRIATIONS CHART

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	\$45,298,956	\$13,422,741	\$46,273,567	\$10,417,323	\$47,979,884	\$10,454,709
Other Operating	\$17,553,632	-	\$16,137,003	-	\$15,975,555	\$37,784
Special Items	\$8,777,409	-	\$10,094,666	-	\$8,537,071	-
Permanent Improvements	\$1,149,426	-	\$866,226	-	\$471,570	-
Case Services	-	-	-	-	-	-
Distributions to Subdivisions	-	-	-	-	-	-
Fringe Benefits	\$11,669,514	\$3,792,921	\$12,323,425	\$4,242,538	\$12,871,613	\$3,958,813
Non-recurring	\$7,769,005	-	\$11,712,107	-	\$11,555,450	-
Total	\$92,217,942	\$17,215,662	\$97,406,994	\$14,659,861	\$97,391,143	\$14,451,306

Other Expenditures

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

2.13. MAJOR PROGRAM AREAS CHART

Accountability Report Major Program Areas Chart: Greenville Technical College

Major Program Areas

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*
II. Instruction		State: 10,102,626.00 Federal: 0.00 Other: 29,259,446.00 Total: 39,362,072.00 % of Total Budget: 43%	State: 10,975,028.00 Federal: 0.00 Other: 31,775,012.00 Total: 42,750,040.00 % of Total Budget: 44%	3.7.1-3; 3.7.3-1; 3.7.3-2; 3.7.3-3; 3.7.1-2a; 3.7.1-2b; 3.7.1-2c; 3.7.1-4a; 3.7.1-4b; 3.7.1-1; 3.7.4-5; 3.7.4-6
III. Academic Support		State: 2,621,004.00 Federal: 0.00 Other: 7,591,010.00 Total: 10,212,014.00 % of Total Budget: 11%	State: 2,231,285.00 Federal: 0.00 Other: 6,460,039.00 Total: 8,691,324.00 % of Total Budget: 9%	3.7.3-4; 3.7.-5; 3.7.1-5; 3.7.1-9a; 3.7.1-9b; 3.7.1-9c
IV. Student Support		State: 1,360,276.00 Federal: 0.00 Other: 3,939,663.00 Total: 5,299,939.00 % of Total Budget: 6%	State: 1,561,764.00 Federal: 0.00 Other: 4,521,636.00 Total: 6,083,400.00 % of Total Budget: 6%	3.7.3-4; 3.7.3-5; 3.7.1-9a, 3.7.1-9b, 3.7.1-9c
V. Plant Maintenance		State: 0.00 Federal: 0.00 Other: 8,817,789.00 Total: 8,817,798.00 % of Total Budget: 10%	State: 0.00 Federal: 0.00 Other: 9,022,517.00 Total: 9,022,517.00 % of Total Budget: 9%	3.7.5-1d
VI. Administrative Support		State: 3,131,755.00 Federal: 231,965.00 Other: 8,838,294.00 Total: 12,202,014.00 % of Total Budget: 13%	State: 2,447,584.00 Federal: 192,382.00 Other: 6,893,888.00 Total: 9,533,854.00 % of Total Budget: 10%	
VII. Auxiliary Enterprises		State: 0.00 Federal: 0.00 Other: 7,518,976.00 Total: 7,518,976.00 % of Total Budget: 8%	State: 0.00 Federal: 0.00 Other: 7,819,275.00 Total: 7,819,275.00 % of Total Budget: 8%	

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*
VIII. Restricted Operations		State: 1,498,291.00 Federal: 5,470,320.00 Other: 0.00 Total: 6,968,611.00 % of Total Budget: 8%	State: 1,141,299.00 Federal: 9,654,185.00 Other: 0.00 Total: 10,795,484.00 % of Total Budget: 11%	
IX. Capital Expenditures		State: 0.00 Federal: 0.00 Other: 1,836,518.00 Total: 1,836,518.00 % of Total Budget: 2%	State: 0.00 Federal: 0.00 Other: 2,711,100.00 Total: 2,711,100.00 % of Total Budget: 3%	
		92,217,942.00 100%	97,406,994.00 100%	

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

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

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

III. ELEMENTS OF MALCOLM BALDRIGE CRITERIA

CATEGORY 1 – SENIOR LEADERSHIP, GOVERNANCE, AND SOCIAL RESPONSIBILITY

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

formats is in place to ensure open and ongoing communications as noted in Figure 3.1-1.

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

FIGURE 3.1-1: DEPLOYMENT OF INSTITUTIONAL IDEALS

DEPLOYMENT OF INSTITUTIONAL IDEALS			
HOW	WHAT	WITH WHOM	FREQUENCY
Convocation	Vision, values, direction	All employees	Annually
Area Commission Meetings	Directions, updates, new initiatives, evaluations	12 board members	Every other month
President’s cabinet meetings	Directions, updates, new initiatives, performance improvements	President’s cabinet	Weekly
Division and departmental staff meetings	Directions, updates, new initiatives, performance improvements	All employees	Determined by each department
Management team	Directions, updates, new initiatives	Upper-level management and directors	Every other month
<i>gtc101</i> (employee newsletter)	Campus information	All employees	Weekly
www.gvltec.edu (website)	Educational programs, student activities	Community-at-large	Ongoing
GTC4me	Internal activities and operations	All employees and students	Ongoing
Greenville Education Network (GEN cable TV)	Information and educational programming	Community-at-large	Ongoing
Foundation e-newsletter	Information on gifts, how money has been used, events, and recognitions	Donors and prospective donors	Every other month
GTC Announcements	Campus news	All employees	As needed
Media Relations	College achievements, programs, values	Local electronic and print media	Ongoing
Conversations with the President	Directions, updates, strategic imperative progress	All employees	Monthly
Lunch and Learns	Directions, updates, new initiatives, internal activities, and operations	All employees	Ongoing

**SECTION III – ELEMENTS OF MALCOLM BALDRIGE CRITERIA
CATEGORY 1 – SENIOR LEADERSHIP, GOVERNANCE, AND SOCIAL RESPONSIBILITY**

FIGURE 3.1-2: LEADERSHIP RESPONSIBILITIES

LEADERSHIP RESPONSIBILITIES		
LEADERSHIP RESPONSIBILITY	DELIVERY METHOD	IMPLEMENTATION
Providing organizational direction	President review and update Area Commission By-Laws, strategic imperatives, president cabinet review and update administrative policies	All staff, president's cabinet, supervisors, president, Area Commission
Ensuring legal and ethical behavior	Human Resource policies and procedures, diversity training workshops, Diversity Task Force, Standards of Behavior training, Multicultural Advisory Committee	Human Resources, Administration
Encouraging fiscal, legal, and regulatory accountability	Internal audits, compliance reporting to all federal, state, local and professional authorities	Finance Office, Office of Institutional Effectiveness, Student Services, Information Technology Governance Council
Promoting campus-wide learning	Funding for on-campus professional development, availability of in-house skills training	Interdepartmental, Academic Support Office, Center for Teaching Excellence, Professional Development Committee, Achieving the Dream, Unlock Your Future
Grooming future leaders and ongoing succession planning	President's Leadership Academy, President's Cabinet Leadership Retreat, African American Male Leadership Institute	Administration, Human Resources, supervisors at all levels, Student Services (Richard Dawkins)
Providing recognition and rewards	Convocation, service awards, Professor of the Year, Wade Martin Innovator of the Year, Extraordinary Employee Recognition, thank-you note program, Unsung Hero Program, Standards of Behavior – President's Excellence Award	Administration, Human Resources, supervisors
Obtaining feedback for president's cabinet and Area Commission evaluation	Annual evaluations of president, vice presidents, and Area Commission	Area Commission and president
Establishing methods to address adverse program/service impacts	Employee feedback/suggestion program (TIP), advisory committee evaluations, ITGC proposals, feedback, diversity committee, APR, annual assessment records, continuous quality improvement plan, Employee Satisfaction Survey, Employer Evaluation of Graduates, Student Satisfaction Inventory (SSI), Community College Survey of Student Engagement (CCSSE)	President's cabinet, Management Team, Faculty Senate, community leaders

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

- **LEARNING** – Economic and Workforce – EPA Lead Safety Curriculum – responding to a need to train individuals to meet the new EPA regulations for Lead and Asbestos safety, Center for Curriculum and Teaching Excellence focused on faculty development.
- **EXCELLENCE** – Service Excellence Teams and Standards of Behavior program for all employees.
- **DIVERSITY** – Development of a comprehensive student diversity program to include holistic support system.
- **INTEGRITY** – Through the annual assessment process GTC continues to reduce redundancy of certificates with degree programs streamlining the educational process for students.
- **COOPERATION** – Creating a community site or focal point for regional special events, fundraising activities, political gatherings, blood drives, and job fairs.
- **ACCOUNTABILITY** – Leadership's commitment to assess programs and use data to strengthen the institution's long-range planning and decision making processes.

**SECTION III – ELEMENTS OF MALCOLM BALDRIGE CRITERIA
CATEGORY 1 – SENIOR LEADERSHIP, GOVERNANCE, AND SOCIAL RESPONSIBILITY**

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

FIGURE 3.1-3: PERFORMANCE MEASURES

STUDENT SUCCESS	Actual 2011*	Target 2012	Progress 2012	Goal 2015
Persistence (F-S)**	67.52%	12 th in SC		Within top 5 in SC
Retention (F-F)	51.1%	55%		
Completion: Certificate Attainment	1259	1284		
Completion: Diploma Attainment	233	238		
Completion: Degree Attainment	965	1013		
General Education Skill Proficiency	443.71 mean	445		
Engagement	(CCSSE)			
Satisfaction – Current Student***	5.43			
Satisfaction – Graduate****	3.52			
EMPLOYEE SUCCESS	Actual 2011*	Target 2012	Progress 2012	Goal 2015
Satisfaction	3.83			
COMMUNITY SUCCESS	Actual 2011*	Target 2012	Progress 2012	Goal 2015
Employed in field or continued education	72%	74%		
Employer Satisfaction****	3.51	TBD		
MARKET SHARE/NICHE TARGET GROUP	Actual 2011*	Target 2012	Progress 2012	Goal 2015
Market Penetration for credit students based on GTC's service area population**	4.48% (2 nd in SC)	Be #1 in SC		Reach 90 th percentile
Market Penetration for non-credit students based on GTC's service area population**	4.33% (1 st in SC)	Maintain Leader in SC		Reach 90 th percentile

* Some reporting dates may lag by an academic year
 ** National Community College Benchmarking Project (NCCBP)
 *** Student Satisfaction Inventory
 **** Four-point scale

CATEGORY 2 – STRATEGIC PLANNING

3.2.1. STRATEGIC PLANNING PROCESS

Within the strategic imperatives there are outcomes and tactics to set priorities of the college. These outcomes and tactics are reported quarterly and updated annually. The president's cabinet is held responsible for the achievement and/or implementation of each imperative.

A. STRENGTHS, WEAKNESSES, OPPORTUNITIES, AND

THREATS: As part of planning retreats, internal and external data are analyzed to identify strengths, weaknesses, opportunities and threats. Trends and their potential impact on the college are identified to optimize the college's success.

B. FINANCIAL, REGULATORY, OTHER POTENTIAL RISKS:

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

C. SHIFTS IN TECHNOLOGY, DEMOGRAPHICS, MARKETS,

PREFERENCES, AND COMPETITION: The Information Technology Governance Council (ITGC) oversees the IT Strategic Plan and subcommittees to address changes and challenges in technology.

Spring 2011 the college partnered with JMZ Architects and Planners, P.C. to develop a facilities and academic master plan. The comprehensive plan is due for completion February 2012.

Demographic shifts are being addressed internally through a Diversity Task Force which meets on an ad hoc basis and externally through a Multicultural Advisory Committee that meets quarterly and reports to the Area Commission. An Enrollment Management Team has formed to map the current enrollment processes, examine demographic trends, review program offerings and make recommendations for changes based on the data they mine.

D. WORKFORCE CAPABILITIES AND NEEDS: The Faculty Performance Management System (FPMS) and Employee Performance Management System (EPMS) identify job duties and expected levels of performance. At the end of the performance assessment period, employee's work performance, strengths and weaknesses, identified areas of improvement and development are documented.

In addition, the college administered the Noel Levitz College Employee Satisfaction Survey spring 2011. The college is currently in the process of developing action plans based on the results.

E. LONG-TERM ORGANIZATIONAL SUSTAINABILITY AND

CONTINUITY IN EMERGENCIES: GTC has an Emergency Management Operations Plan that provides comprehensive oversight for each of the college's campuses. This plan is designed to identify procedures to protect lives and property, provide organized and safe response actions, and effectively use college resources in the event of a major emergency and/or disaster. The college has a Crisis Management Team which meets monthly to plan for and mitigate risk as well as

communicate with the college community regarding training opportunities and emergency preparedness events.

F. ABILITY TO EXECUTE THE STRATEGIC PLAN: The president's cabinet is committed to executing the strategic imperatives, their respective outcomes, and the success measures of the college. The activities of the college are aligned with these priorities to ensure execution and achievement of the imperatives. Further, the president's performance objectives are aligned with the college's success measures.

3.2.2. ADDRESSING THE STRATEGIC CHALLENGES

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

- Implement professional development requirement for employees related to ethical and professional behaviors. (*Foster Continuous Employee Development*)
- Develop a comprehensive live orientation for students tracking participation against retention. (*Student Success*)
- Implement Blackboard Learn into teaching and learning incorporating 100% course shells by fall 2010. (*Return to Teaching and Learning as Our Core Mission*)
- Improve phone system and telecommunications through unified communications platform – VoIP. (*Improve Technology Infrastructure*)

3.2.3. EVALUATION OF STRATEGIC PLANNING PROCESS

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

3.2.4. DEVELOPING AND TRACKING ACTION PLANS AND ALLOCATING RESOURCES

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

3.2.5. COMMUNICATING AND DEPLOYING STRATEGIC INITIATIVES, ACTION PLANS AND RELATED PERFORMANCE MEASURES

Communication of the strategic imperatives and the College Progress Report takes place in various ways. The major components and reports of the plan are communicated on the college's internal portal GTC4me and on the internet.

3.2.6. MEASURING THE PROGRESS ON ACTION PLANS

The progress of each strategic imperative are measured in a report submitted to the president's cabinet. This includes action taken to achieve the stated outcome and any barriers that are

prohibiting its success. These barriers are noted, monitored, and reported on in the following quarter.

3.2.7. STRATEGIC IMPERATIVES ACCESSIBILITY

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

3.2.8. STRATEGIC PLANNING CHART

FIGURE 3.2.8-1: STRATEGIC PLANNING CHART

Strategic Planning*			
Program Number and Title	Supported Agency Strategic Planning Goal/Objective	Related FY 10-11 and beyond Key Agency Action Plan/ Plan/Initiative(s) and Timeline for Accomplishing the Plan(s)	Key Cross References for Performance Measures*
I. Return to Teaching and Learning as Our Core Mission	1. Mobilize instructional resources needed for teaching and learning.	<ol style="list-style-type: none"> Integrate comprehensive library services into the instructional process. <ol style="list-style-type: none"> Redesign library facilities to accommodate small workgroups by fall 2012. Establish academic success center concept into library services by fall 2012. Implement Blackboard Learn into teaching and learning incorporating 100% course shells by fall 2010. Increase services the Center for Teaching Excellence provides to faculty including an area to stage new technologies by fall 2012. Expand online learning with establishment of a management/administrative structure and training policy/procedures by fall 2012. Establish a deployable mobile device learning program to connect with the mobile student population anywhere, anytime; pilot project spring 2012. 	3.7.2-2 3.7.2-5a 3.7.2-5b 3.7.2-5c 3.7.3-6 3.7.3-4
I. Return to Teaching and Learning as Our Core Mission	2. Provide a dynamic learning environment that promotes openness and inquiry for student engagement.	<ol style="list-style-type: none"> Establish six learning zones across the college by fall 2011. Provide innovative learning strategies to improve instruction, i.e., Supplemental Instruction, Learning Communities. Upgrade 50% of classroom/lab facilities based on standards to support instructional technology by fall 2011. 	3.7.1-9a; 3.7.1-9b 3.7.1-9c; 3.7.1-9d 3.7.2-3 3.7.2-5a; 3.7.2-5b 3.7.2-5c 6.7.3-4 3.7.3-6
I. Return to Teaching and Learning as Our Core Mission	3. Provide innovative curriculum structured to meet the learning needs of a diverse student body.	<ol style="list-style-type: none"> Implement 5-year academic plan by fall 2010. Map all curricula to College-Wide General Education Outcomes and program outcomes; preliminary draft spring 2011. Develop curriculum content standard to meet the needs of program completers; preliminary draft spring 2011. Expand and integrate international programming into the college; establish baseline of current programs, provide growth projections by spring 2011. 	3.7.1-2a 3.7.1-2b 3.7.1-2c 3.7.1-7 3.7.1-1 3.7.1-5
II. Ensuring Student Focus: Student Success	1. Assess current practices, processes, and policies to determine if they enhance or impede a student's progression toward their educational goals.	<ol style="list-style-type: none"> With implementation of a new phone system, provide staff training on all aspects to fully utilize enhanced features; including unified messaging and a call center to be fully operational by spring 2012. Develop and implement a dashboard to monitor student progress, demographic information and student engagement; preliminary baseline compare the number of applications received to the number of registrations completed and the time required to complete the process. Develop a comprehensive live orientation for students tracking participation against retention, initial cohort to begin fall. Develop a comprehensive student recruitment and enrollment system as evidenced by a 10% increase in the number of participants at financial aid and other college information sessions. 	3.7.1-9a; 3.7.1-9b 3.7.1-9c; 3.7.1-9d 3.7.2-2 3.7.2-1 3.7.5-5 3.7.5-1d 3.7.3-6 3.7.1-3

**SECTION III – ELEMENTS OF MALCOLM BALDRIGE CRITERIA
CATEGORY 2 – STRATEGIC PLANNING**

Strategic Planning*			
Program Number and Title	Supported Agency Strategic Planning Goal/Objective	Related FY 10-11 and beyond Key Agency Action Plan/ Plan/Initiative(s) and Timeline for Accomplishing the Plan(s)	Key Cross References for Performance Measures*
II. Ensuring Student Focus: Student Success	2. Impact the surrounding community by participating in the development of an educated and productive workforce.	<ol style="list-style-type: none"> 1. Increase the number of active student organizations annually from 10 currently to 5 additional per year through 2016. 2. Develop and implement a student leadership fellows program to further engage students measuring success on number of participants who achieve fellows status, first cohort to begin program in fall 2011. 3. Reactivate Student Government program, increasing the number of student activities across campuses by 3 annually. 4. Expand career services to include all satellite campuses by 2012. 5. Develop a comprehensive student diversity program to include a holistic support system; assign responsibility for oversight to specific person(s); begin tracking first cohort of students by fall of 2010. 	<p>3.7.1-5 3.7.2-2 3.7.5-1a 3.7.5-1b 3.7.5-1c 3.7.5-1d 3.7.5-6 3.7.5-8 3.7.5-9 3.7.5-10</p>
III. Improve Technology Infrastructure	1. Provide state-of-the-art technology to students, faculty, and staff at the college.	<ol style="list-style-type: none"> 1. Implement Blackboard Learning Management System supporting college initiatives of increasing online course delivery and enhance faculty – student collaboration. 2. Implement a robust, scalable, and integrated portal solution encompassing the needs of all campus constituencies. 3. Implement instructional delivery systems in support of innovative learning initiatives. 4. Implement Google Apps – a cost-effective, collaborative solution providing email, data storage, and shared applications to support student learning. 5. Implement a 24/7 Central Helpdesk providing tier-1 support for all campus constituencies in support of college applications and technologies. 	3.7.2-5c
III. Improve Technology Infrastructure	2. Streamline the processes of the college by improving and strengthening the college's technologies.	<ol style="list-style-type: none"> 1. Implement a data warehouse supporting data-driven decisions through query and analysis. 2. Upgrade and improve scanning and imaging software to tightly integrate systems, streamline workflow, improve efficiencies, and staff productivity. 3. Implement Schedule 25 to improve room utilization and course scheduling. 4. Implement portal and website assessment recommendations in support of college goals. 5. Increase functionality of Datatel ERP improving department productivity through process improvements and workflow. 6. Improve phone system and telecommunications through a unified communications platform. 	3.7.1-9d
III. Improve Technology Infrastructure	3. Improve the technology infrastructure by developing a comprehensive technology plan.	<ol style="list-style-type: none"> 1. Develop an Information Technology Strategic Plan aligning IT initiatives in support of the college strategic plan. 2. Develop a network and infrastructure roadmap providing the planning and scalability positioning the college for future growth. 3. Develop a technology refresh plan to maintain currency in all technology systems. 4. Establish an IT Governance Structure to ensure priorities, funding, and projects remain aligned to college initiatives. 5. Perform a network security review to identify network vulnerabilities and threats, recommend solutions to mitigate risk and strengthen current policies. 	3.7.1-9d

**SECTION III – ELEMENTS OF MALCOLM BALDRIGE CRITERIA
CATEGORY 2 – STRATEGIC PLANNING**

Strategic Planning*			
Program Number and Title	Supported Agency Strategic Planning Goal/Objective	Related FY 10-11 and beyond Key Agency Action Plan/ Plan/Initiative(s) and Timeline for Accomplishing the Plan(s)	Key Cross References for Performance Measures*
IV. Foster Continuous Employee Development	1. Develop, achieve, and maintain the professional skills, and knowledge of Greenville Technical College team members at the highest possible level.	<ol style="list-style-type: none"> 1. Implement professional development requirement for staff to engage in professional development related to targeted areas (i.e., customer service, technology, safety). 2. Implement professional development requirement for managers to engage in professional development related to targeted areas (i.e., conflict resolution, finance, performance management). 3. Implement an annual High-Middle-Low Performer Assessment. 4. Implement professional development requirement for employees to engage in professional development related to ethical and professional behaviors. 	<p>3.7.4-1 3.7.4-2 3.1.4-3 3.7.3-6</p>
IV. Foster Continuous Employee Development	2. Build and maintain a constant culture of service and quality excellence among all GTC employees.	<ol style="list-style-type: none"> 1. Develop and implement a service excellence infrastructure delivered through Service Excellence teams. 	3.7.4-4
IV. Foster Continuous Employee Development	3. Develop and retain high performing employees from hire to retire.	<ol style="list-style-type: none"> 1. Track and monitor monthly and year-to-date employee retention rate. 2. Track and monitor monthly and year-to-date employee voluntary turnover rate. 3. Improve and expand New Employee Orientation. 4. Develop a one-year anniversary celebration toolkit. 5. Develop temporary employee service awards recognition. 6. Develop a process to aggregate exit interview data by division and distribute to senior leadership. 	<p>3.7.4-5 3.7.4-6 3.7.4-7a 3.7.4-7b 3.7.5-2</p>
IV. Foster Continuous Employee Development	4. Provide an infrastructure to support employee development.	<ol style="list-style-type: none"> 1. Establish a staff development committee to promote ongoing professional development; provide opportunities for personal and professional growth, resulting in highly-engaged, productive employees. 2. Establish a leadership development committee to reignite the leadership program and develop leaders from within the college. 	<p>3.7.4-2 3.7.4-2</p>
IV. Foster Continuous Employee Development	5. Measure employee satisfaction to build and maintain positive employee engagement at GTC.	<ol style="list-style-type: none"> 1. Work with the Office of Quality and Assessment to establish and implement an annual employee engagement survey. 2. Establish an employee feedback/suggestion program. 3. Establish a “Thank You Note” system. 	3.7.4-1
V. Become the College of Choice in a Competitive Environment	1. Seek to be the College of Choice for students in our marketplace.	<ol style="list-style-type: none"> 1. Define “College of Choice” and what it means for Greenville Technical College. 2. Establish a comparison scorecard to benchmark Greenville Technical College against its competitors. 	3.1-3

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

CATEGORY 3 – STUDENT, STAKEHOLDER, AND MARKET FOCUS

3.3.1. DETERMINING STUDENT AND MARKET SEGMENTS

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

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

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

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

3.3.2. MAINTAINING CURRENCY OF STUDENT AND STAKEHOLDER EXPECTATIONS

Figure 2.2-4 outlines the college’s stakeholders and expectations they have. As shown in Figure 3.3.2-1 listening and learning strategies are outlined with the appropriate segments.

3.3.3. USING STUDENT AND STAKEHOLDER INFORMATION FOR PROGRAM & SERVICE CONTINUOUS IMPROVEMENT

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

All academic programs, certificates, diplomas, and associate degrees, are required to have an annual assessment record to document what GTC expect its graduates to know, think, or do upon completion of an academic program or academic experience. The annual assessment record is a two-part document developed to assess and monitor program student learning outcomes and non-academic process or performance outcomes. The academic quality of programs is also assessed through the Academic Program Review (APR) process. Every five years, associate degree programs undergo rigorous evaluation that includes: examination

of student data, technical program advisory committees, faculty credentials, assessment of program costs, assessment of the number of graduates and placement, number of graduates transferring to senior institutions, and evaluation of program resources and facilities. This information is used by the academic leadership team to determine future program direction. In addition, the annual advisory committee review provides recommendations for response by department heads. The APR process is under revision to eliminate unrelated reporting elements, streamline it with other assessment activities, and to make it a more comprehensive four-year assessment of degree and diploma programs.

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

3.3.4. DETERMINING STUDENT AND STAKEHOLDER SATISFACTION

As illustrated in Figure 3.3.2-1 and Figure 3.4.4-1, GTC gathers data from multiple venues and encourages open communication within and outside the institution. These listening and learning methods are integrated into a system of feedback loops to inform leadership at all levels, including, but not limited to, the CCSSE, Student Evaluation of Instruction, SSI, the Employer Evaluation of Graduates, and the College Employee Satisfaction Survey.

3.3.5. BUILDING POSITIVE RELATIONSHIPS TO ATTRACT AND RETAIN STUDENTS AND STAKEHOLDERS

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

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

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

- participation in community and civic organizations by college personnel;
- participation on the institution’s foundation board;
- mutually beneficial co-operative education programs for students;
- participation on program advisory committees;
- employment of adjuncts who work in industry

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- needs assessments
- customized training programs for business and industry; and
- joint programming and cooperative initiatives with workforce development agencies.

3.3.6. ENSURING EFFICIENT COMPLAINT RESOLUTION

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

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

A less formal complaint process provides students with a chain of command to follow if they have a complaint or question regarding a particular class. This procedure is outlined in all course syllabi. It directs students to first seek resolution through the class instructor followed by the department head, associate dean, dean and associate vice president. The intent of this is to resolve student complaints about their class at the lowest possible level. Additionally, procedures do exist for complaint resolution at various campus centers such as the testing center, open computer labs and the libraries. Student complaints are usually ratified by staff in those specific areas.

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

FIGURE 3.3.2-1: LISTENING & LEARNING STRATEGIES

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

CATEGORY 4 – MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

3.4.1. SELECTING OPERATIONS, PROCESSES AND SYSTEMS FOR MEASUREMENT

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

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

3.4.2. USING DATA/INFORMATION ANALYSIS TO PROVIDE EFFECTIVE SUPPORT FOR DECISION MAKING

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

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

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

To evaluate the needs of new academic programs service area, employment, and anticipated enrollment data are required for applications for new degree/diploma programs. For academic program evaluation, graduate placement status and enrollment data are used to determine whether or not a program is in compliance with the South Carolina State Board of Technical Education’s requirements.

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

3.4.3. KEY MEASURES

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

3.4.4. SELECTING KEY COMPARATIVE DATA TO SUPPORT DECISION MAKING

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

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

FIGURE 3.4.4-1: SURVEYS

Survey Instrument	Office Responsible	Survey Type	Timeline	Description
College Employee Satisfaction Survey	Quality and Planning with Human Resources	Online	Every 18 months (Sept. 2012)	Assess faculty and staff perceptions of institutional goals, the campus work environment, and satisfaction and priorities.
Community College Faculty Survey of Student Engagement	Quality and Planning	Online	Biennially (2012)	Online survey to all full- and part-time faculty members to gather data on professional activities and their input for one section on many of the CCSSE items.
Community College Survey of Student Engagement	Quality and Planning	In-class	Biennially (2012)	Administered to randomly-selected classes to obtain student feedback on their involvement in and satisfaction with various aspects of the college.
Employer Evaluation of Graduates	Quality and Planning	Mailed/online	Annually	Distributed to area businesses and organizations to obtain employer satisfaction and preparation of GTC graduates.
ETS Proficiency Profile	Quality and Planning	In-class	Biennially (2012)	Administered to a random sampling of classes to assess the College-Wide General Education Outcomes.
Graduate Follow-Up	Quality and Planning	Mailed/online	Annually	Distributed to all award-recipients to determine employment/education status and satisfaction/competency ratings.
Graduate Satisfaction Survey	Student Services	Mailed/online	Biennially (2011)	Distributed with Graduate Follow-Up to obtain graduate satisfaction with programs and services.
Student Evaluation of Instruction	Academic Support	In-class; electronic	Each term	Administered to at least one section of each course taught by an instructor in an academic year to gather data on student satisfaction with the instruction received.
Student Satisfaction Inventory	Quality and Planning	Online	Biennially (2013)	Administered to all students to assess their satisfaction and priorities.
Survey of Entering Student Engagement	Quality and Planning	In-class	Biennially (2012)	Administered to randomly-selected classes to obtain student feedback on their experience during the first few weeks of classes.

3.4.5. DATA ACCESSIBILITY TO WORKFORCE, STUDENTS, AND STAKEHOLDERS

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

3.4.6. ENSURING DATA INTEGRITY, TIMELINESS, ACCURACY, SECURITY AND AVAILABILITY

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

3.4.7. TRANSLATING ORGANIZATIONAL PERFORMANCE REVIEW FINDINGS INTO PRIORITIES FOR CONTINUOUS IMPROVEMENT

The college has adopted the Excellence in Higher Education continuous improvement model that is based on the Baldrige Criteria. Through this the college will use data to set the priorities of the college and monitor progress towards goals. Generally performance review findings become priorities for continuous improvement through the activities listed in Figure 3.4.7-1.

3.4.8. COLLECTING, TRANSFERRING, AND MAINTAINING ORGANIZATIONAL AND EMPLOYEE KNOWLEDGE

Organizational knowledge is preserved and maintained through:

- GTC website;
- GTC4me, the employee internal portal;
- quarterly conversations with the President held at each campus where employees are invited to attend and discuss future orientated issues related to the college and its mission;
- Institutional Research Library housed in the Division of Institutional Effectiveness;
- individual area archives and procedures manuals;
- Employee Handbook produced by the Office of Human Resources;
- Greenville Technical College Administrative Policies;
- faculty/department head manuals coordinated by the Office of Academic Support;
- Campus Police department manual; and
- GTC emergency protocol.

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

In addition to new employee orientation, new faculty members are required to take a one-semester orientation course during their first year of teaching at the college. They receive a one-course release from their regular teaching loads to participate in the faculty orientation course. Organization knowledge is also transferred through Management Team and departmental meetings, campus-wide training sessions, and department specific training sessions.

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

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

- focus on how to reach students and meet their needs;
- expand teaching and technology skills;
- learn and build on best practices;

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- develop and revise blended learning and online courses;
- incorporate technology into courses;
- integrate student learning outcomes into instruction;
- think and talk about teaching and learning; and
- share, study, and mentor.

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

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

- STEPS – a professional development certificate program;
- professional development workshops and seminars;
- President’s Leadership Academy;

FIGURE 3.4.7-1: PERFORMANCE ACTIVITIES

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

CATEGORY 5 – FACULTY AND STAFF FOCUS

3.5.1. ORGANIZING AND MANAGING WORK TO ENABLE FACULTY/STAFF DEVELOPMENT

The college utilizes a Faculty Performance Management System (FPMS) and an Employee Performance Management System (EPMS) to encourage faculty and staff development. All faculty and staff members participate in an annual planning stage where individuals work with their supervisors/department heads to identify individual goals for performance that is aligned with the college's mission and the outcomes identified within the strategic imperatives. Additionally, all employees self evaluate their comprehensive demonstration of the college's Standards of Behavior annually and meet with their supervisor to complete a Standards of Behavior Progress Plan.

Employees are encouraged by the administration of the college to take advantage of professional development opportunities throughout the year. These opportunities are identified through three professional development committees: faculty, staff, and leadership. Each committee is made up of multi-disciplinary employee groups. These committees identify professional development gaps, design, and deliver training for faculty, staff, and leaders of the college.

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

GTC employees are motivated by the college's core mission of teaching and learning and their desire to help students reach educational goals and milestones. The college promotes and provides an environment that supports and fosters this motivation by encouraging employees to think creatively, solve problems, and innovatively discover new and better ways to achieve the college's mission. Employees use the college's online employee idea program, TIP, to submit forward thinking ideas for consideration of implementation.

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

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

3.5.2. ACHIEVING EFFECTIVE COMMUNICATION AND SHARING

In order to meet the ongoing challenge of effective communication, GTC utilizes GTC4me to foster effective communication across all of its campuses. The college has

implemented communications guidelines with clear messaging on the use of all communication vehicles available through the college including voice, web, portal, e-mail, social media, etc. It not only provides guidelines for proper use but also assists employees with understanding which media is appropriate for the type of message and the audience. The college also uses campus-wide email messages to ensure that important announcements and information are made available to all employees. Open forums regarding best practices are also encouraged by the college's leadership and groups within the college system to provide a mechanism for sharing ideas and practices. Additionally, Microsoft Outlook Public Folders and *gtc101* are among the multiple media the college uses to effectively share knowledge and best practice information among all faculty and staff.

3.5.3. FPMS/EPMS SUPPORT OF PERFORMANCE

GTC evaluates the effectiveness of all full-time institutional officers, unclassified non-teaching personnel, classified employees and unclassified faculty (instructors, librarians, department heads and program directors) using the State Board for Technical and Comprehensive Education's Employee Performance Management System (EPMS) or the Faculty Performance Management System (FPMS). All appraisals are performed at least annually to directly influence faculty and staff job performance to the highest potential, with more frequent appraisals for those employees who need further development in order to meet job expectations.

The Performance Management System is a process that ensures employees know what is expected of them by having supervisors set and communicate expectations. It also provides the college with a method for employee evaluation that is consistent and flexible and promotes good communication between employees and their supervisors.

This system is completed in three phases of performance management. The first phase is the planning stage, where expectations for the employee for the upcoming year are set by the employee and the supervisor. The second phase is the ongoing communication stage that takes place during the entire evaluation period and helps build strong relationships between the supervisor and employee. The final phase is the evaluation phase where the supervisor meets with the employee to discuss how he/she performed throughout the year.

The Human Resources department oversees the administration and documentation of all employee evaluations, with the exception of the president's evaluation, which is accomplished annually by the Greenville Technical College Area Commission.

3.5.4. ACCOMPLISHING SUCCESSION PLANNING AND CAREER PROGRESSION

The college maintains a faculty/employee skills database that serves as a vital tool that can be used to identify employees for proactive succession planning. The college's FPMS and EPMS data also provides pertinent information that is utilized to make effective succession planning decisions. The leadership professional development committee developed the President's Leadership Academy (PLA), a 10-month program that will be implemented in FY 11-12. One of the primary goals of the academy is to advance the leadership skills and knowledge of

existing and future leaders for career progression. This goal will be accomplished through seminars, keynote addresses, team projects, assessments, as well as a mentoring and coaching component. Additionally, the president's cabinet continues to promote, support, and utilize other leadership development programs, including the South Carolina Technical College Leadership Academy, the USC Leadership Cohort, Leadership Greenville, and The Riley Diversity Leadership Institute, for the purpose of developing individuals for succession planning initiatives.

3.5.5. DEVELOPMENT AND LEARNING SYSTEMS

The president determines the agenda for all cabinet meetings after requesting suggested agenda items from his cabinet members. Standard agenda items include SACSCOC core requirement reviews, major upcoming initiatives planning, Standards of Behavior moments, action register reviews, and TIP discussions.

While many sessions are led by the president, he also assigns members of the management team to present topics related to leadership activities. The president's cabinet reviews the strategic measures and uses the progress results to guide decisions and action plans. The President's Leadership Academy was developed to further develop core leadership competencies of current and future leaders. Additionally, bi-monthly management meetings are held to allow members of the college's middle-management team to convene and provide updates on best practices, strategic accomplishments, and receive relevant leadership training.

3.5.6. ASSESSMENT OF NEEDS, SKILLS AND COMPETENCIES

Through the colleges' annual performance review process, each employee's performance and skill set is evaluated. Employee's needs and skills are also assessed and evaluated by one-on-one discussions, questionnaires, and exit interviews. Such discussions help identify deficiencies in skills and competencies and possible solutions for improvement. The Center for Curriculum and Teaching Excellence offer classes for faculty members who need to maintain or improve their skills in compliance, core teaching, classroom management, as well as technical competencies.

Senior leaders monitor staffing levels within their divisions, including temporary to full-time employee ratios. Vice presidents request new positions based on needs identified during budget planning sessions. The president's cabinet meets and reaches consensus for approval of any new position requests, and the president administers final approval of requested new positions.

3.5.7. RECRUITMENT AND RETENTION OF EMPLOYEES

GTC follows all applicable state and SBTCE guidelines in its recruiting and hiring processes. The college makes every effort to identify internal candidates to fill open positions before utilizing various media options for the external recruitment of talent – GTC job board, other online job posting boards, professional organization websites and professional journals, etc. The peer interview selection process at GTC utilizes a diverse hiring committee and is considered a best practice within the human resources community and the EEOC. The college had an outstanding performance with regards to its Affirmative Action goals during FY 09-10. GTC ranked second among all state higher education institutions and eighth among all state agencies in its Affirmative Action goal achievement rate.

Retention of talent is managed through identifying/and promoting employees ready for additional responsibilities, promoting continuing education of employees, and through analysis and adjustment of compensation and benefits such as tuition assistance, employee assistance, and voluntary benefits.

3.5.8. EDUCATION, TRAINING AND DEVELOPMENT EFFECTIVENESS

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

3.5.9. FACULTY/STAFF DEVELOPMENT EFFECTIVENESS

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

3.5.10. ASSESSMENT MEASURES AND METHODS

GTC surveys its employees for satisfaction and engagement levels in the work environment, college culture, and goal priorities every eighteen months. The survey is administered by a third party whose survey instrument solicits feedback that includes employees' satisfaction with their work assignments, their supervision, and their professional development opportunities. The results of the survey are used to celebrate strengths in those areas and to develop action plans to address priority areas of improvement. The overall employee satisfaction rate for 2010 was 3.85 on a 5 point rating scale.

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

3.5.11. USE OF ASSESSMENT FINDINGS TO IDENTIFY AND DETERMINE PRIORITIES FOR IMPROVEMENTS

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

GTC management shares employee survey results with all employees with the purpose of working together to identify and celebrate strengths and identify priority areas for improvement.

Together they develop action plans to address and communicate progress of the plans at least quarterly.

3.5.12. MAINTAINING SAFE, SECURE, AND HEALTHY WORK ENVIRONMENT

SECURITY: GTC's Campus Police Department demonstrates the college's commitment to maintain a secure environment for all people who come onto GTC campuses. Uniformed police officers, complemented by a force of safety officers, are a visible deterrent to crime. Officers are available on campus 24 hours a day and respond quickly to calls and emergencies. All campus police officers are certified by the South Carolina Criminal Justice Academy and commissioned as state constables by the Governor of South Carolina.

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

A warning system is in place, and tools include emails, announcements on the college information portal, and alerts to cell

phones. GTC campus police routinely initiate severe weather warnings to the campus community by way of various campus communication outlets. In addition, each building has a building marshal and floor captains in place.

The GTC campus police chief is a member of the Crisis Management Team and the Threat Assessment Team. The Crisis Management Team meets at least monthly ready to mobilize resources in the event of an incident. The team has been able to assist Campus Police in procuring safety resources including emergency telephones and cameras in student housing, as well as emergency telephones on the Barton Campus. Training on the emergency procedures manual is given by the GTC campus police on a yearly basis as well as updating the Emergency Management Operation Plan.

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

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

CATEGORY 6 – PROCESS MANAGEMENT

3.6.1. CORE COMPETENCIES

The college's mission statement effectively and accurately guides the institution's operations, action plans and defines the core competencies – that of “driving personal and economic growth through learning”. The college addresses this by delivering a broad array of programs and services to ensure the college meets its mission. These areas of proficiency include:

- teaching
- accessibility
- innovation
- entrepreneurship
- instructional and scheduling flexibility
- diverse learning environments
- student support systems
- comprehensive educational offerings
- instructional technology
- knowledgeable faculty
- career placement and transfer services
- professional staff
- external evaluation through program advisory committees
- business and industry training
- regional and program accreditation

3.6.2. KEY WORK PROCESSES

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

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

3.6.3. INPUT FOR DETERMINING KEY WORK PROCESS REQUIREMENTS

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

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

Program advisory committees provide annual reports summarizing their views on program effectiveness, including but not limited to faculty, facilities, and student outcomes. Recommendations made by advisory committees are evaluated and prioritized with consideration to institutional resources available to support their implementation and are acted upon as quickly as possible.

The collection of data to measure achievement of programs and newly developed general education learning outcomes was initiated in mid 2008. General education student learning outcomes were measured by the ETS Proficiency Profile administered in spring 2010. Results are used to assess student learning in five general education areas. All programs have developed specific program outcomes and measurement criteria. Results are used to evaluate student achievement and adjust outcome measures as well as serving as measurement of student learning and achievement. In addition, program productivity is being measured against a set of standards. Data collected is shared with departments and follow-up reports are required justifying performance. Results are used to determine program sustainability.

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

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

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FIGURE 3.6.2-1: KEY WORK PROCESSES

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

3.6.4. INCORPORATING ORGANIZATIONAL KNOWLEDGE, NEW TECHNOLOGY, COST CONTROLS, AND OTHER EFFICIENCY AND EFFECTIVENESS FACTORS INTO PROCESS DESIGN AND DELIVERY

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

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

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

3.6.5. SYSTEMATIC EVALUATION AND IMPROVEMENT OF WORK PROCESSES

All associate degree programs undergo an academic program review (APR) every five years. Currently the APR process is under review to streamline processes and eliminate unnecessary reporting requirements. This is a staggered process, so that all academic programs across the college are not going through this review simultaneously. Associate degree, diploma, and certificate programs are assessed through annual advisory committee evaluations, external programmatic accreditations,

and state graduate reporting/evaluation requirements. Program department heads and divisional deans review programs (including student outcomes, grade reports, student evaluations, etc.) to continually assess learning. These evaluation processes can occur semester by semester, annually, biannually, or less frequently. The strategic imperatives, their respective outcomes, and success measures are evaluated quarterly and improvements are made as necessary. The college, through its regional accrediting body, completes an institutional assessment process every five years to ensure accountability and integrity across all units of the college.

3.6.6. KEY SUPPORT PROCESSES

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

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

3.6.7. ENSURING ADEQUATE BUDGETARY AND FINANCIAL RESOURCES

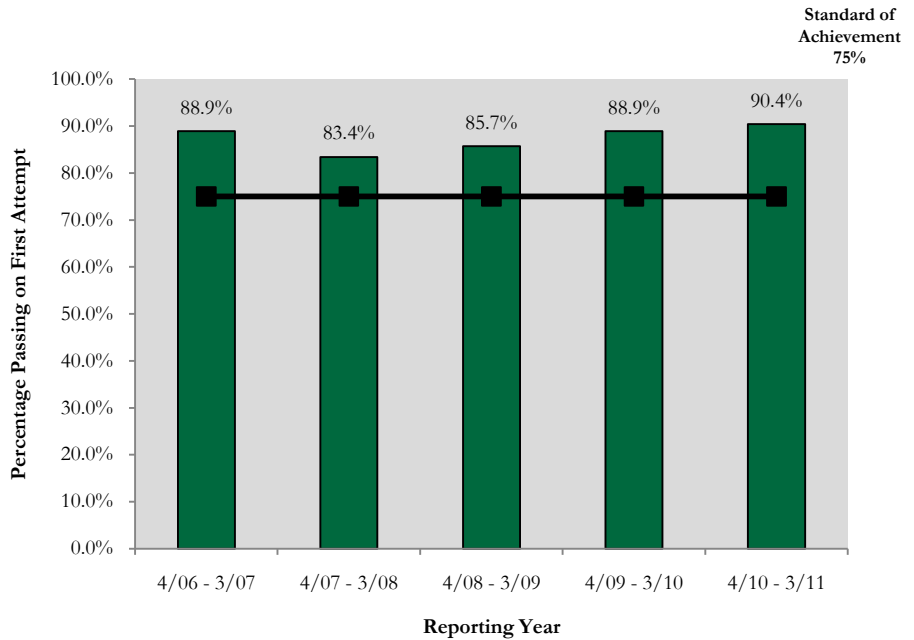
The college conducts an annual budgetary review process allowing management to identify and evaluate financial needs associated with the institution's strategic and long range plans. Appropriate contingencies are included in the annual budget which derives its funding from government, private, institutional,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

CATEGORY 7 – ORGANIZATIONAL PERFORMANCE RESULTS

3.7.1. KEY MEASURES ON STUDENT LEARNING AND IMPROVEMENTS IN STUDENT LEARNING

FIGURE 3.7.1-1

Results of Professional Examinations as reported to SC Commission on Higher Education



Source: GTC's Institutional Effectiveness Reports

FIGURE 3.7.1-2A

GTC Summary of Proficiency Classification

The college administers biennially the Proficiency Profile to assess the College-Wide General Education Outcomes and to promote dialogue to improve the quality of learning. This instrument measures the reading and critical thinking, writing, and mathematical skills of GTC associate degree students at the final stage of their programs.

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

FIGURE 3.7.1-2B

The sample population tested spring 2010 consisted of capstone courses identified by the department head of the associate degree program; equivalent of a capstone course. Based on the enrollment numbers of the courses chosen, 752 students, 140% target population, were asked to participate in the testing. Of the 752 students chosen, 557 students were tested and 507 are included in the statistics results. There are 50 students excluded from the analysis of the results. Students who answered fewer than 75% of the questions were not included in the statistical analysis.

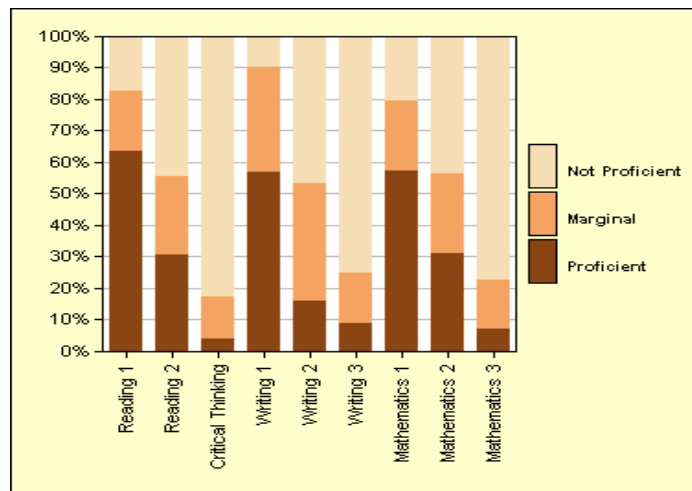


FIGURE 3.7.1-2C

All Students Associate’s Colleges Summary of Proficiency Classifications

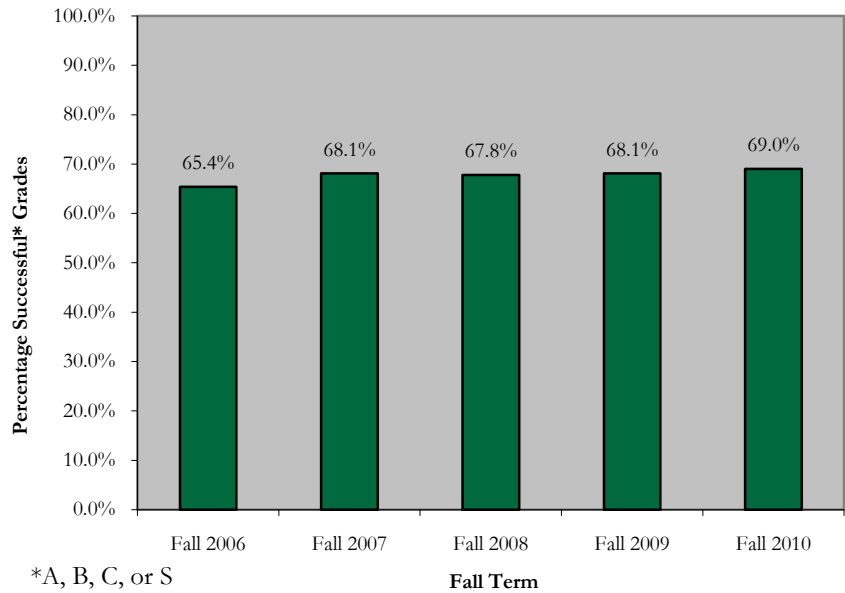
*The score distribution used to compute these statistics has been modified, to prevent the statistics from being dominated by a few very large institutions. If an institution contributed more than 2600 students to this data set, the score of each of its students has been weighted by the fraction 2600/n,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

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

FIGURE 3.7.1-3

Success Rates

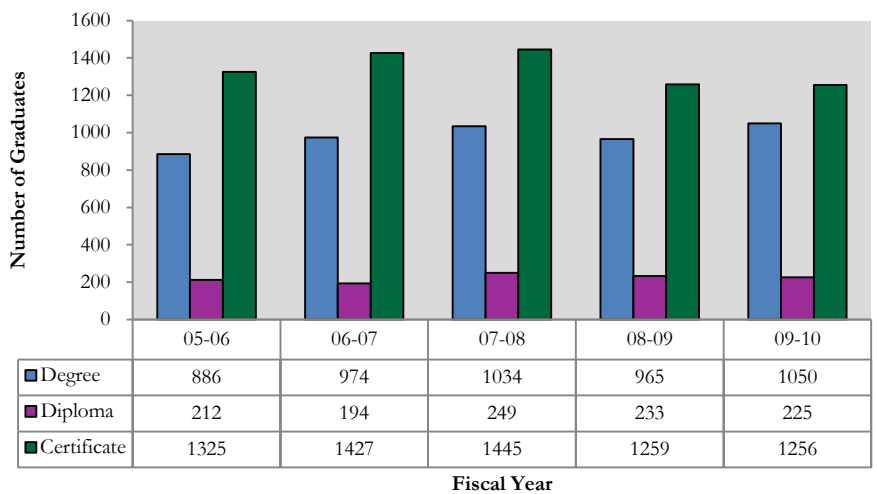
The percentage of successful grades for the past five fall terms. Successful grades are considered to be an “A”, “B”, “C”, or “S”.



Source: GTC SAFARI views ASSESSMENT_SECTIONS and ASSESSMENT_SUCCESS

FIGURE 3.7.1-4A

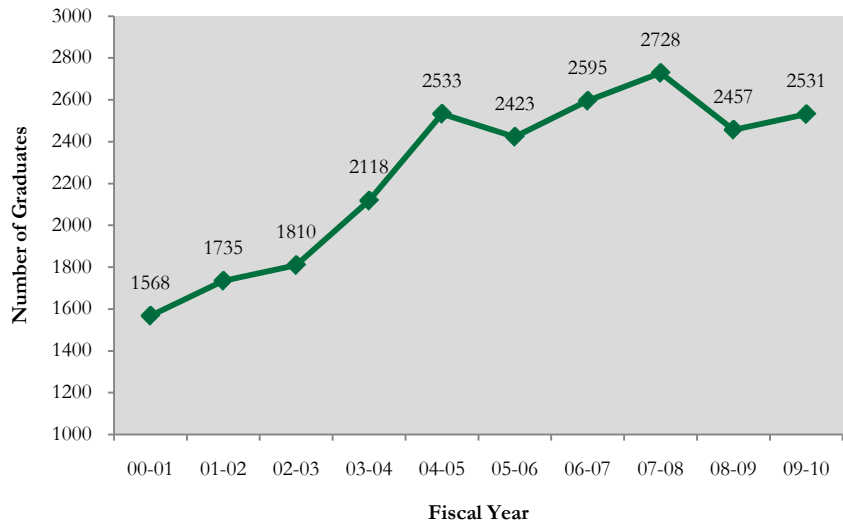
Total Number of Graduates by Award



Source: GTC Graduate Follow-Up Report

FIGURE 3.7.1-4B

Total Number of Graduates



Source: GTC Graduate Follow-Up Report

FIGURE 3.7.1-5

Persistence Rates

GTC participates in the National Community College Benchmarking Project (NCCBP). GTC's 2011 rate using the NCCBP definition and the median percentile are provided.

	GTC Rate 2011	50th Percentile
Fall to Fall Persistence	62.60%	49.50%
Fall to Spring Persistence	82.64%	71.80%

Source: GTC's NCCBP 2011 Report

FIGURE 3.7.1-6

Employer Evaluation of Graduates

The academic leadership identify area business and companies that have hired or are currently hiring GTC graduates to administer an institutional survey to assess their satisfaction with GTC graduate's performance and level of knowledge.

	2011-12 Mean Rating
Communication	3.35
Information Technology & Technical Literacy	3.58
Critical Thinking/Reasoning	3.32
Professionalism & Personal Responsibility	3.55
Diversity	3.32
Technical Knowledge and Skills	3.42

Source: GTC 2011 Employer Evaluation of Graduates

FIGURE 3.7.1-7

Success Rates from Performance Funding Indicator 7A

A cohort of full-time, first-time postsecondary award-seeking students is determined and tracked for three years. The success rate is based on the number of those cohort students who have completed an award within 150% of program time, have transferred to another college, or are still enrolled the fall term after the three-year period. Figure 3.7.1-7 shows GTC's success rate compared to that of all technical colleges and two sister institutions. It should be noted that GTC reports data on out-of-state transfers, but not all of the technical colleges collect and report that information.

Source: SC Commission on Higher Education's website

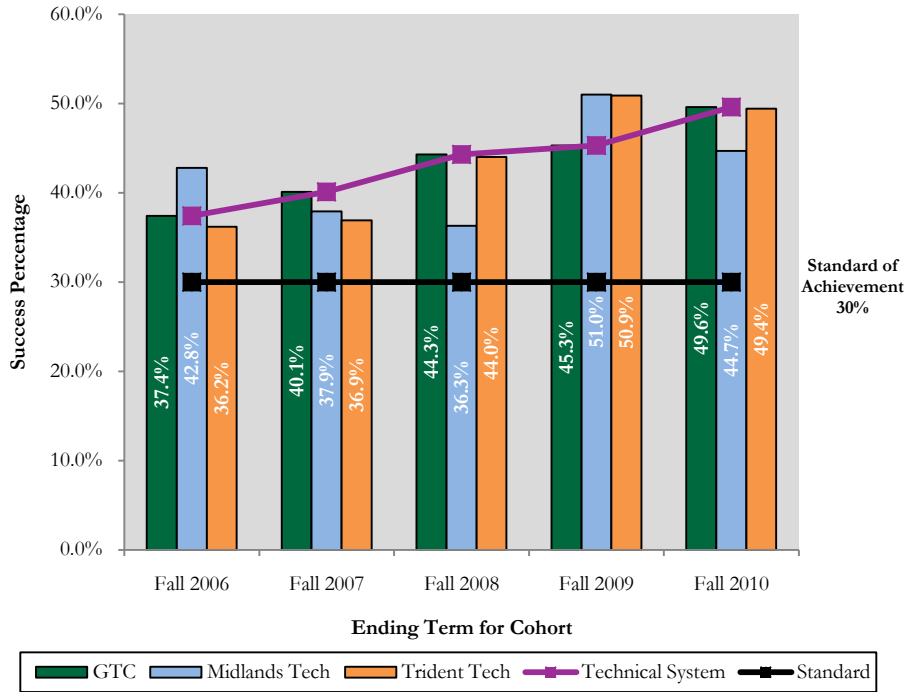


FIGURE 3.7.1-8

Retention Rates within Courses

* Adjusted to reflect final incomplete grade change

Source: GTC's SAFARI view ASSESSMENT_NOT_W and ASSESSMENT_ENROLLMENTS

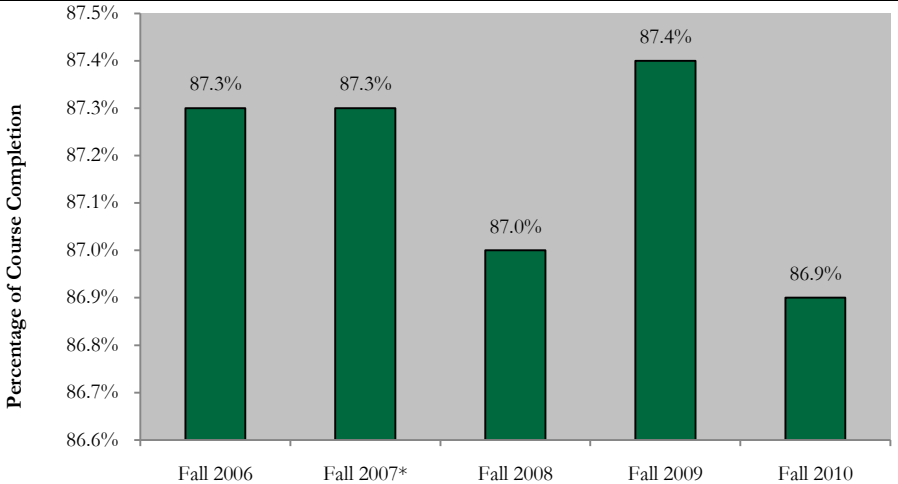


FIGURE 3.7.1-9A

Community College Survey of Student Engagement Benchmark Summary Table – All Students

GTC participated in CCSSE and CCFSSSE in 2007 and 2010. Figures 3.7.1-9a, 3.7.1-9b, 3.7.1-9c, and 3.7.1-9d show the 2010 results as compared to the 2007 benchmark. GTC scored lower in 2010 than 2007, which was consistent when compared to other similar-size colleges. When compared to other AtD schools, GTC again scored lower. These results will be analyzed further to identify any necessary interventions to increase the success of GTC students.

	All Students in Percentages					
	Active & Collaborative Learning		Student Effort		Academic Challenge	
	2007	2010	2007	2010	2007	2010
GTC	48.2	45.8	47.6	47.4	52.6	50.4
Ex-large Colleges*	49.1	49.2	49.5	49.0	49.8	49.8
AtD	–	49.9	–	50.1	–	50.0
CCSSE Cohort	50.0	50.0	50.0	50.0	50.0	50.0

	All Students in Percentages			
	Student-Faculty Interaction		Support for Learners	
	2007	2010	2007	2010
GTC	51.9	51.5	52.0	48.4
Ex-large Colleges*	49.4	48.3	49.3	48.9
AtD	–	50.3	–	51.9
CCSSE Cohort	50.0	50.0	50.0	50.0

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

**SECTION III – ELEMENTS OF MALCOLM BALDRIGE CRITERIA
CATEGORY 7 – ORGANIZATIONAL PERFORMANCE RESULTS**

FIGURE 3.7.1-9B

Community College Survey of Student Engagement Benchmark Summary Table – All Part-time Students

All Part-time Students in Percentages						
	Active & Collaborative Learning		Student Effort		Academic Challenge	
	2007	2010	2007	2010	2007	2010
GTC	43.3	41.1	44.7	44.6	49.8	47.7
Ex-large Colleges*	45.8	46.0	46.4	46.0	46.5	46.7
AtD	–	46.6	–	47.1	–	46.9
CCSSE Cohort	46.6	46.4	46.8	47.0	46.4	46.5

All Part-time Students in Percentages				
	Student-Faculty Interaction		Support for Learners	
	2007	2010	2007	2010
GTC	47.1	48.9	50.1	47.7
Ex-large Colleges*	46.1	45.4	47.3	47.0
AtD	–	47.4	–	49.9
CCSSE Cohort	46.8	46.8	48.4	48.3

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

FIGURE 3.7.1-9C

Community College Survey of Student Engagement Benchmark Summary Table – All Full-time Students

All Full-time Students in Percentages						
	Active & Collaborative Learning		Student Effort		Academic Challenge	
	2007	2010	2007	2010	2007	2010
GTC	55.1	51.8	52.1	51.0	56.9	53.9
Ex-large Colleges*	54.8	54.4	54.7	53.8	55.3	54.9
AtD	–	55.9	–	55.0	–	54.9
CCSSE Cohort	56.2	55.7	55.5	54.8	55.6	55.0

All Full-time Students in Percentages				
	Student-Faculty Interaction		Support for Learners	
	2007	2010	2007	2010
GTC	51.9	55.0	54.9	54.9
Ex-large Colleges*	55.0	53.1	52.5	51.9
AtD	–	54.9	–	54.9
CCSSE Cohort	56.0	55.5	53.8	53.4

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

FIGURE 3.7.1-9D

Community College Survey of Student Engagement as Compared to Community College Faculty Survey of Student Engagement

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

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

3.7.2. KEY MEASURES ON STUDENT AND STAKEHOLDER SATISFACTION AND DISSATISFACTION

<p>FIGURE 3.7.2-1 2011 Student Satisfaction Inventory</p> <p>GTC administers the Noel-Levitz’s Student Satisfaction Inventory (SSI) to all GTC students biennially to gather data from students on their expectations and satisfaction levels of their college experience.</p>	<table border="1"> <thead> <tr> <th></th> <th>GTC</th> <th>National Community Colleges</th> <th>Mean Difference</th> </tr> </thead> <tbody> <tr> <td>So far, how has your college experience met your expectations?</td> <td>4.74</td> <td>4.79</td> <td>-0.05</td> </tr> <tr> <td>Rate your overall satisfaction with your experience here thus far.</td> <td>5.43</td> <td>5.46</td> <td>-0.03</td> </tr> <tr> <td>All in all, if you had to do it over, would you enroll here again?</td> <td>5.76</td> <td>5.72</td> <td>0.04</td> </tr> </tbody> </table>		GTC	National Community Colleges	Mean Difference	So far, how has your college experience met your expectations?	4.74	4.79	-0.05	Rate your overall satisfaction with your experience here thus far.	5.43	5.46	-0.03	All in all, if you had to do it over, would you enroll here again?	5.76	5.72	0.04																																																																								
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<p>FIGURE 3.7.2-2 Graduate Satisfaction with College Services – All Campuses</p> <p>The <i>Graduate Satisfaction Survey</i> is a biennially administered survey that is sent to each graduate in the <i>Graduate Follow-Up Survey</i>. Satisfaction ratings on student services since fall 2005 are provided. The next administration of the <i>Graduate Satisfaction Survey</i> will be done fall 2011.</p>	<table border="1"> <thead> <tr> <th></th> <th>2005</th> <th>2007</th> <th>2009</th> </tr> </thead> <tbody> <tr><td>Academic Assessment Center (placement)</td><td>94%</td><td>96%</td><td>95%</td></tr> <tr><td>Admissions Services</td><td>92%</td><td>91%</td><td>84%</td></tr> <tr><td>Bookstore Services</td><td>84%</td><td>88%</td><td>90%</td></tr> <tr><td>Business Office Services</td><td>87%</td><td>88%</td><td>88%</td></tr> <tr><td>Cafeteria/Food Services</td><td>81%</td><td>81%</td><td>81%</td></tr> <tr><td>Campus Police</td><td>93%</td><td>90%</td><td>85%</td></tr> <tr><td>Career Center</td><td>86%</td><td>91%</td><td>89%</td></tr> <tr><td>Child Development Center (on-campus)</td><td>97%</td><td>94%</td><td>92%</td></tr> <tr><td>Counseling Services</td><td>87%</td><td>89%</td><td>90%</td></tr> <tr><td>Crisis Counseling/Special Needs</td><td>93%</td><td>96%</td><td>n/a</td></tr> <tr><td>Employment Assistance Office</td><td>73%</td><td>83%</td><td>71%</td></tr> <tr><td>Financial Aid Services</td><td>69%</td><td>73%</td><td>79%</td></tr> <tr><td>Library/Learning Resources Center</td><td>97%</td><td>97%</td><td>95%</td></tr> <tr><td>New Student Orientation</td><td>91%</td><td>96%</td><td>92%</td></tr> <tr><td>Registration Procedures</td><td>86%</td><td>90%</td><td>88%</td></tr> <tr><td>Student Activities</td><td>86%</td><td>86%</td><td>85%</td></tr> <tr><td>Student Disability Services</td><td>88%</td><td>99%</td><td>94%</td></tr> <tr><td>Student Records/Registrar’s Services</td><td>91%</td><td>91%</td><td>89%</td></tr> <tr><td>Student Support Services (non-tutoring)</td><td>90%</td><td>92%</td><td>93%</td></tr> <tr><td>Tutorial Services</td><td>93%</td><td>92%</td><td>93%</td></tr> <tr><td>Veterans’ Services</td><td>95%</td><td>93%</td><td>96%</td></tr> </tbody> </table>		2005	2007	2009	Academic Assessment Center (placement)	94%	96%	95%	Admissions Services	92%	91%	84%	Bookstore Services	84%	88%	90%	Business Office Services	87%	88%	88%	Cafeteria/Food Services	81%	81%	81%	Campus Police	93%	90%	85%	Career Center	86%	91%	89%	Child Development Center (on-campus)	97%	94%	92%	Counseling Services	87%	89%	90%	Crisis Counseling/Special Needs	93%	96%	n/a	Employment Assistance Office	73%	83%	71%	Financial Aid Services	69%	73%	79%	Library/Learning Resources Center	97%	97%	95%	New Student Orientation	91%	96%	92%	Registration Procedures	86%	90%	88%	Student Activities	86%	86%	85%	Student Disability Services	88%	99%	94%	Student Records/Registrar’s Services	91%	91%	89%	Student Support Services (non-tutoring)	90%	92%	93%	Tutorial Services	93%	92%	93%	Veterans’ Services	95%	93%	96%
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<p>FIGURE 3.7.2-3 Graduate Satisfaction with Major Program</p> <p>Figure 3.7.2-3 compares FY 05-06 through FY 09-10 from the <i>Graduate Follow-Up Survey</i> that is distributed to graduates of the previous fiscal year. Respondents are asked to rate their satisfaction with their major programs using a scale of one to four with four representing “Very Satisfied”.</p>	<table border="1"> <caption>Graduate Satisfaction Rating Data</caption> <thead> <tr> <th>Graduate Year</th> <th>Satisfaction Rating</th> </tr> </thead> <tbody> <tr><td>FY 02-03</td><td>3.43</td></tr> <tr><td>FY 03-04</td><td>3.48</td></tr> <tr><td>FY 04-05</td><td>3.40</td></tr> <tr><td>FY 05-06</td><td>3.47</td></tr> <tr><td>FY 06-07</td><td>3.52</td></tr> <tr><td>FY 07-08</td><td>3.53</td></tr> <tr><td>FY 08-09</td><td>3.38</td></tr> <tr><td>FY 09-10</td><td>3.52</td></tr> </tbody> </table>	Graduate Year	Satisfaction Rating	FY 02-03	3.43	FY 03-04	3.48	FY 04-05	3.40	FY 05-06	3.47	FY 06-07	3.52	FY 07-08	3.53	FY 08-09	3.38	FY 09-10	3.52																																																																						
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SECTION III – ELEMENTS OF MALCOLM BALDRIGE CRITERIA
CATEGORY 7 – ORGANIZATIONAL PERFORMANCE RESULTS

FIGURE 3.7.2-5A

Student Satisfaction with Instruction –
Division Trends as Compared to
Campus Totals – Fall 2010

Traditional Format

Every term the college administers the
Student Evaluation of Instruction
according to the guidelines of the
Commission on Higher Education in
Performance Funding Indicator 2B.

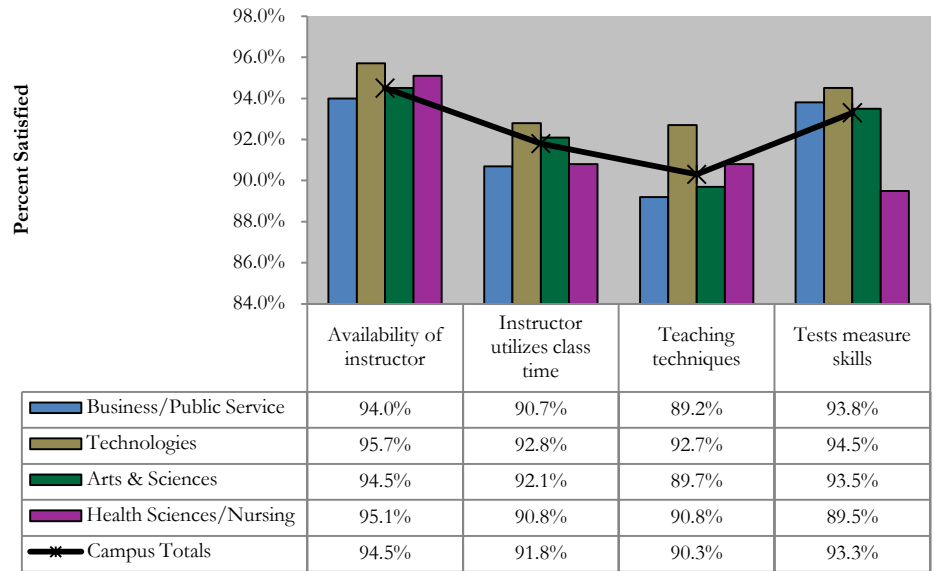


FIGURE 3.7.2-5B

Student Satisfaction with Instruction –
Division Trends as Compared to
Campus Totals – Fall 2010

Clinicals

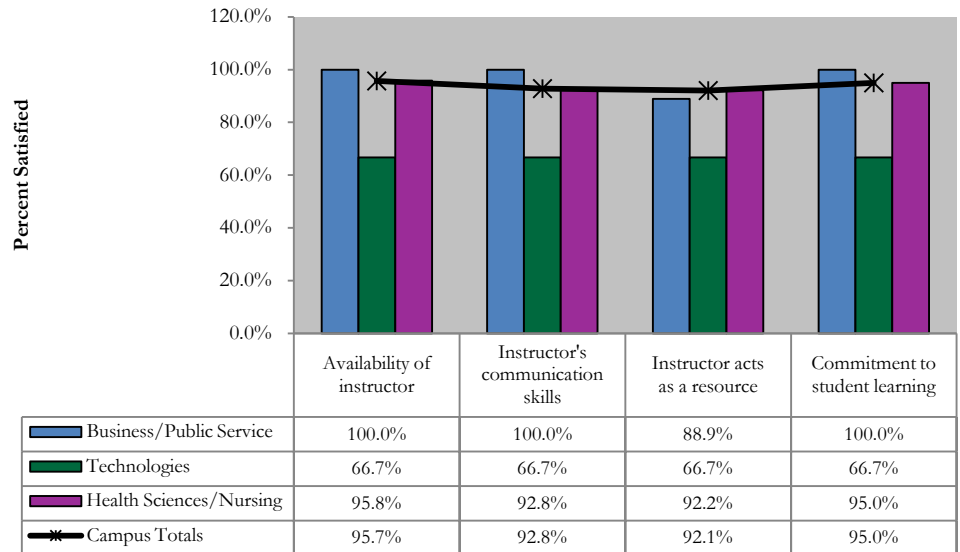
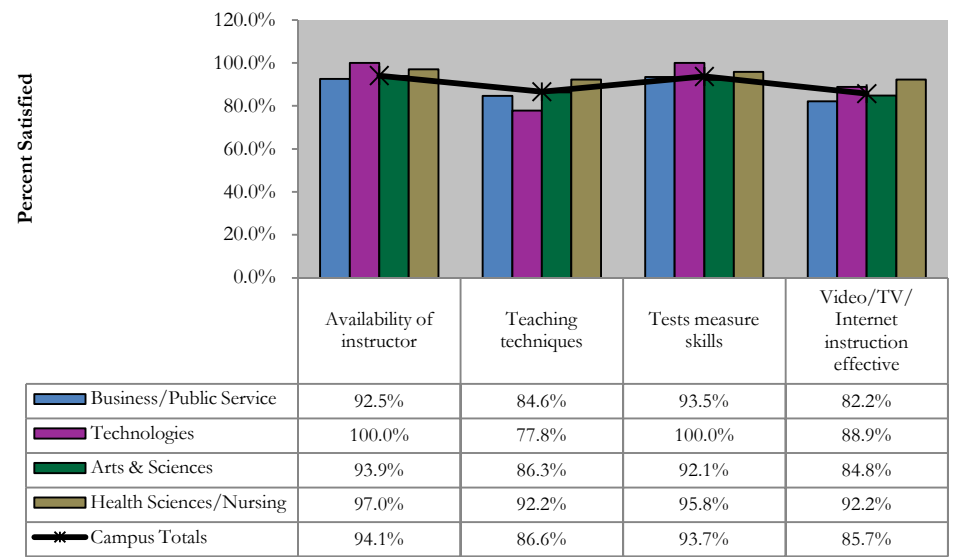


FIGURE 3.7.2-5C

Student Satisfaction with Instruction –
Division Trends as Compared to
Campus Totals – Fall 2010

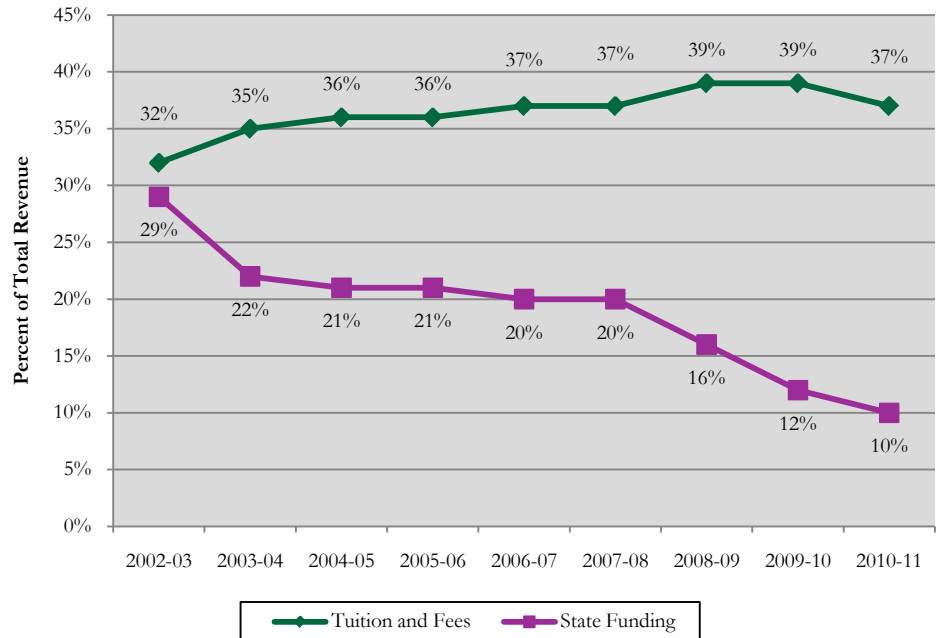
Alternative Format



3.7.3. KEY MEASURES ON BUDGETARY AND FINANCIAL PERFORMANCE

FIGURE 3.7.3-1

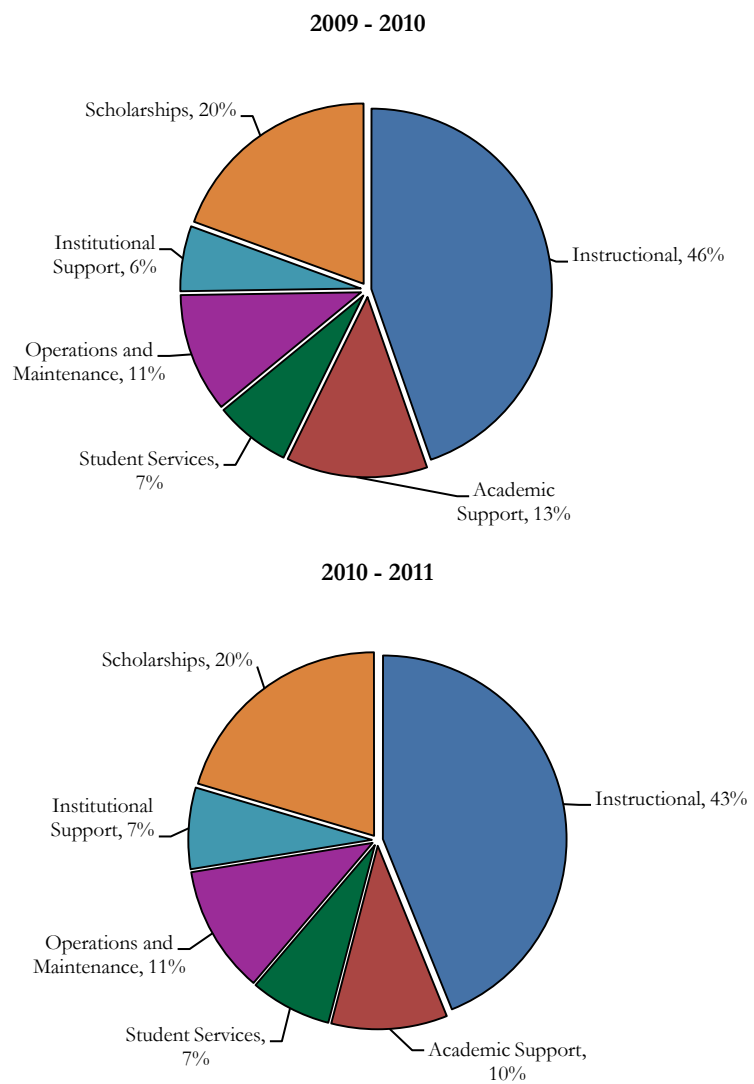
Tuition and State Appropriations as Percentage of Total Revenue



Source: GTC Financial Division

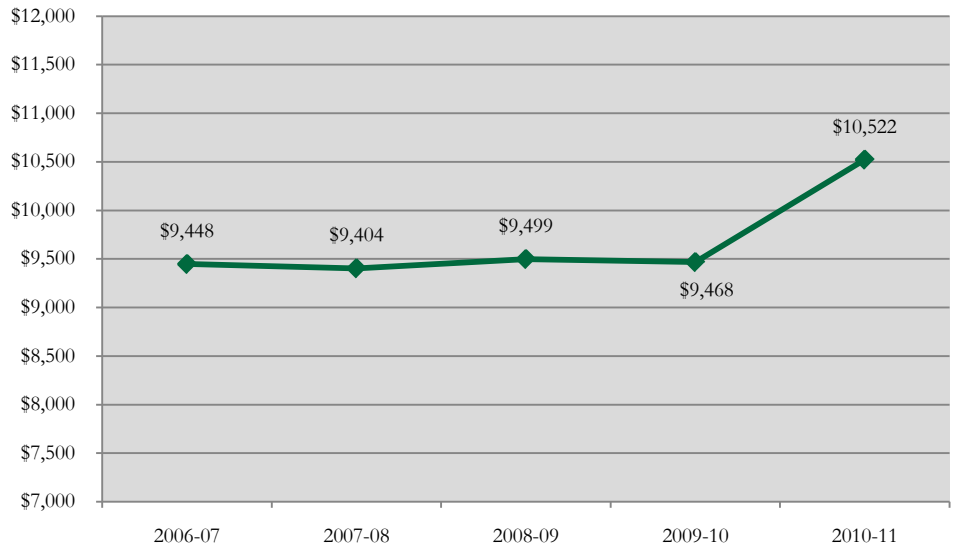
FIGURE 3.7.3-2

Expenditures as a Percent of Total by Function



Source: GTC Financial Division

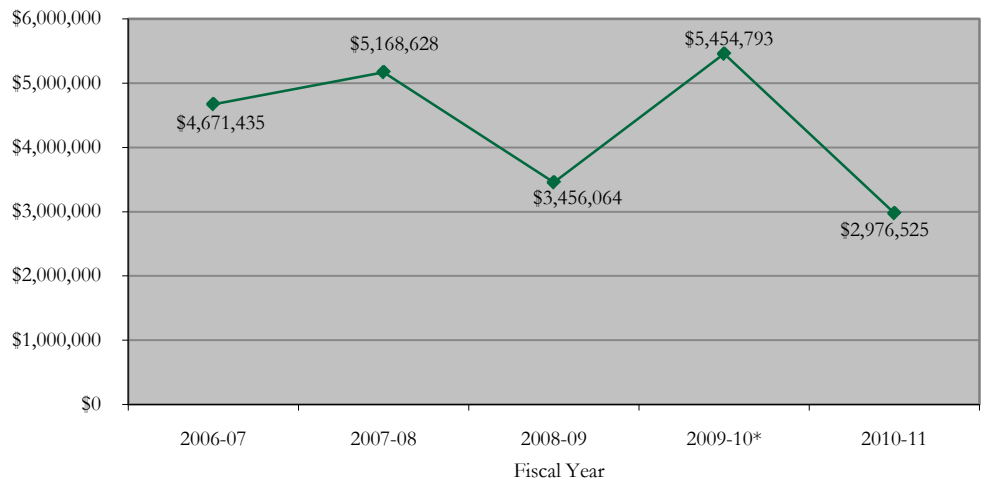
FIGURE 3.7.3-3
 Expenditures per FTE



Source: GTC Financial Division

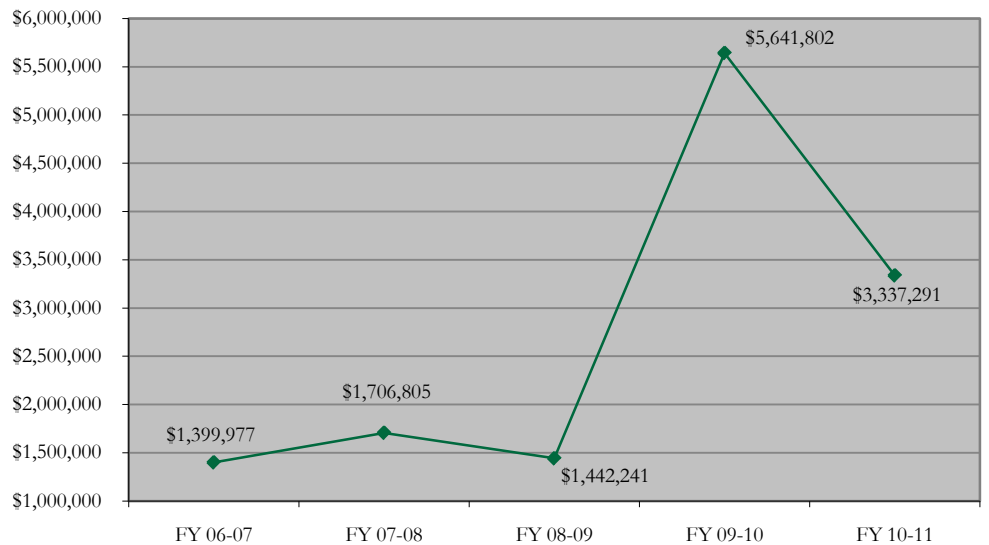
FIGURE 3.7.3-4
 External Grant Funds
 Effective in Fiscal Year

* Amount adjusted to reflect two award notices were received after November 2010.



Source: GTC Office of Research and Grants

FIGURE 3.7.3-5
 Financial Support Provided by
 Greenville Tech Foundation, Inc.



Source: Greenville Tech Foundation, Inc.

FIGURE 3.7.3-6

Greenville Tech Foundation, Inc.
Donor Restricted of Endowed Funds

	2008-2009	2009-2010	2010-2011
Student Scholarships	\$269,015	\$196,908*	\$170,212*
College Departmental Supplies and Activities	\$216,924	\$223,601	\$470,870
Student Programs	\$69,955	\$178,515	\$140,374
Equipment Purchases/Gifts-in-kind/property	\$661,382	\$5,026,805**	\$2,555,835**

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

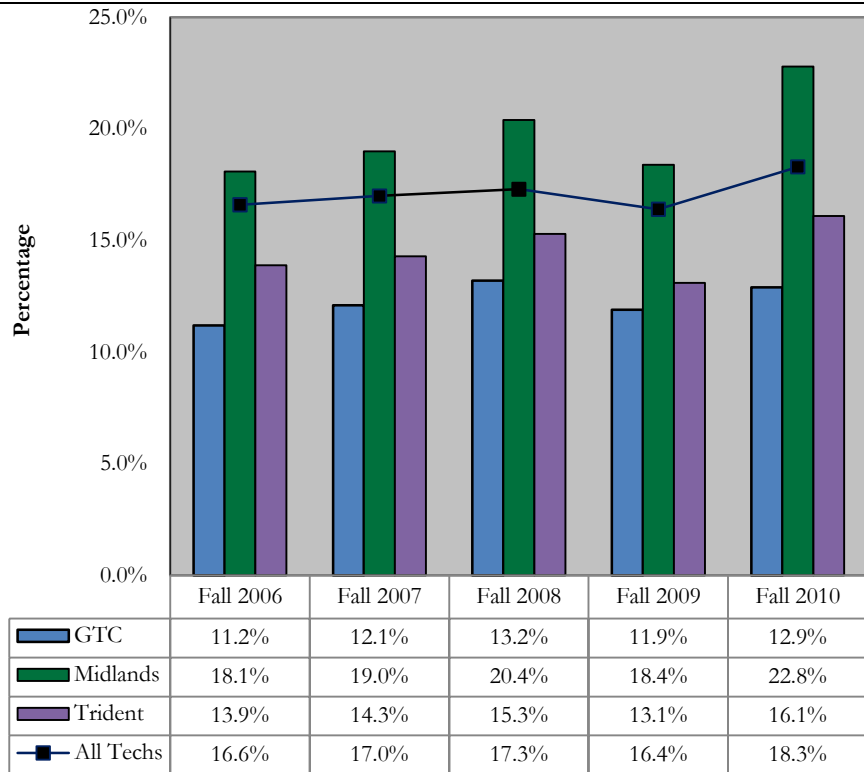
** Includes \$299,813 equipment/gifts-in-kind, and \$2,256,022 in student housing property

Source: Greenville Tech Foundation, Inc.

3.7.4. KEY MEASURES ON WORK SYSTEM PERFORMANCE

<p>FIGURE 3.7.4-1 GTC Employees' Years of Service</p> <p>In 2011, GTC had a fourth of its full-time faculty and staff with more than 15 years of experience at the college.</p> <p><i>Source: GTC Human Resources</i></p>	<table border="1"> <thead> <tr> <th rowspan="2">Years at GTC</th> <th colspan="4">Percentage of FT Employees</th> </tr> <tr> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> </tr> </thead> <tbody> <tr> <td><1</td> <td>6.40%</td> <td>2.84%</td> <td>3.87%</td> <td>4.76%</td> </tr> <tr> <td>1 – 5</td> <td>33.50%</td> <td>35.60%</td> <td>33.57%</td> <td>30.40%</td> </tr> <tr> <td>6 – 10</td> <td>23.10%</td> <td>23.87%</td> <td>23.96%</td> <td>23.92%</td> </tr> <tr> <td>11 – 15</td> <td>12.80%</td> <td>12.16%</td> <td>13.34%</td> <td>15.13%</td> </tr> <tr> <td>16 – 20</td> <td>12.80%</td> <td>12.46%</td> <td>11.48%</td> <td>9.80%</td> </tr> <tr> <td>21 – 25</td> <td>7.10%</td> <td>9.16%</td> <td>8.75%</td> <td>9.51%</td> </tr> <tr> <td>26 – 30</td> <td>1.90%</td> <td>1.65%</td> <td>2.87%</td> <td>3.89%</td> </tr> <tr> <td>31 – 35</td> <td>1.70%</td> <td>1.5%</td> <td>1.30%</td> <td>1.73%</td> </tr> <tr> <td>36 – 40</td> <td>0.70%</td> <td>0.6%</td> <td>0.72%</td> <td>0.72%</td> </tr> <tr> <td>41 – 45</td> <td>n/a</td> <td>0.2%</td> <td>0.14%</td> <td>n/a</td> </tr> <tr> <td>46+</td> <td>n/a</td> <td>n/a</td> <td>n/a</td> <td>0.14%</td> </tr> </tbody> </table>	Years at GTC	Percentage of FT Employees				2008	2009	2010	2011	<1	6.40%	2.84%	3.87%	4.76%	1 – 5	33.50%	35.60%	33.57%	30.40%	6 – 10	23.10%	23.87%	23.96%	23.92%	11 – 15	12.80%	12.16%	13.34%	15.13%	16 – 20	12.80%	12.46%	11.48%	9.80%	21 – 25	7.10%	9.16%	8.75%	9.51%	26 – 30	1.90%	1.65%	2.87%	3.89%	31 – 35	1.70%	1.5%	1.30%	1.73%	36 – 40	0.70%	0.6%	0.72%	0.72%	41 – 45	n/a	0.2%	0.14%	n/a	46+	n/a	n/a	n/a	0.14%
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<p>FIGURE 3.7.4-2 Professional Development Funding</p> <p>Faculty and staff have many options with respect to professional development. In addition to departmental funds, professional development funding is allocated through some Perkins Grant monies. The Greenville Tech Foundation, Inc., also provides professional development funds to faculty and staff.</p> <p><i>Source: GTC Office of Academic Support</i></p>	<table border="1"> <thead> <tr> <th colspan="6">Professional Development Funds</th> </tr> <tr> <th></th> <th>2006-2007</th> <th>2007-2008</th> <th>2008-2009</th> <th>2009-2010</th> <th>2010-2011</th> </tr> </thead> <tbody> <tr> <td>Perkins Grant</td> <td>\$99,320.22</td> <td>\$69,790.01</td> <td>\$82,813.32</td> <td>\$72,180.88</td> <td>\$67,241.00</td> </tr> <tr> <td>Greenville Tech Foundation, Inc.</td> <td>\$62,881.00</td> <td>\$9,498.00</td> <td>\$19,010.00</td> <td>\$15,973.00</td> <td>\$103,439.00</td> </tr> <tr> <td>TOTAL</td> <td>\$234,256.89</td> <td>\$149,666.74</td> <td>\$178,357.06</td> <td>\$183,046.91</td> <td>\$170,680.00</td> </tr> </tbody> </table>	Professional Development Funds							2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	Perkins Grant	\$99,320.22	\$69,790.01	\$82,813.32	\$72,180.88	\$67,241.00	Greenville Tech Foundation, Inc.	\$62,881.00	\$9,498.00	\$19,010.00	\$15,973.00	\$103,439.00	TOTAL	\$234,256.89	\$149,666.74	\$178,357.06	\$183,046.91	\$170,680.00																																		
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<p>FIGURE 3.7.4-3 Professional Development Workshops Offered and Attended</p> <p>* updated to reflect corrected audit</p> <p><i>Source: GTC Office of Academic Support</i></p>	<table border="1"> <thead> <tr> <th colspan="3">Professional Development Workshops</th> </tr> <tr> <th></th> <th>Number Offered</th> <th>Number of Participants</th> </tr> </thead> <tbody> <tr> <td>June 2005 – May 2006</td> <td>102</td> <td>1,876</td> </tr> <tr> <td>July 2006 – June 2007</td> <td>130</td> <td>1,991</td> </tr> <tr> <td>July 2007 – June 2008</td> <td>305</td> <td>3,856</td> </tr> <tr> <td>July 2008 – June 2009*</td> <td>333</td> <td>4,634</td> </tr> <tr> <td>July 2009 – June 2010</td> <td>223</td> <td>4,114</td> </tr> <tr> <td>July 2010 – June 2011</td> <td>229</td> <td>3,352</td> </tr> </tbody> </table>	Professional Development Workshops				Number Offered	Number of Participants	June 2005 – May 2006	102	1,876	July 2006 – June 2007	130	1,991	July 2007 – June 2008	305	3,856	July 2008 – June 2009*	333	4,634	July 2009 – June 2010	223	4,114	July 2010 – June 2011	229	3,352																																								
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<p>FIGURE 3.7.4-4 College Employee Satisfaction Survey</p> <p>Spring 2011 GTC administered Noel Levitz's College Employee Satisfaction Survey to all employees.</p>	<table border="1"> <thead> <tr> <th></th> <th>GTC</th> <th>Comparison Group Mean</th> <th>Mean Difference</th> </tr> </thead> <tbody> <tr> <td>Rate your overall satisfaction with your employment here so far.</td> <td>3.83</td> <td>3.95</td> <td>p < .01</td> </tr> </tbody> </table>		GTC	Comparison Group Mean	Mean Difference	Rate your overall satisfaction with your employment here so far.	3.83	3.95	p < .01																																																								
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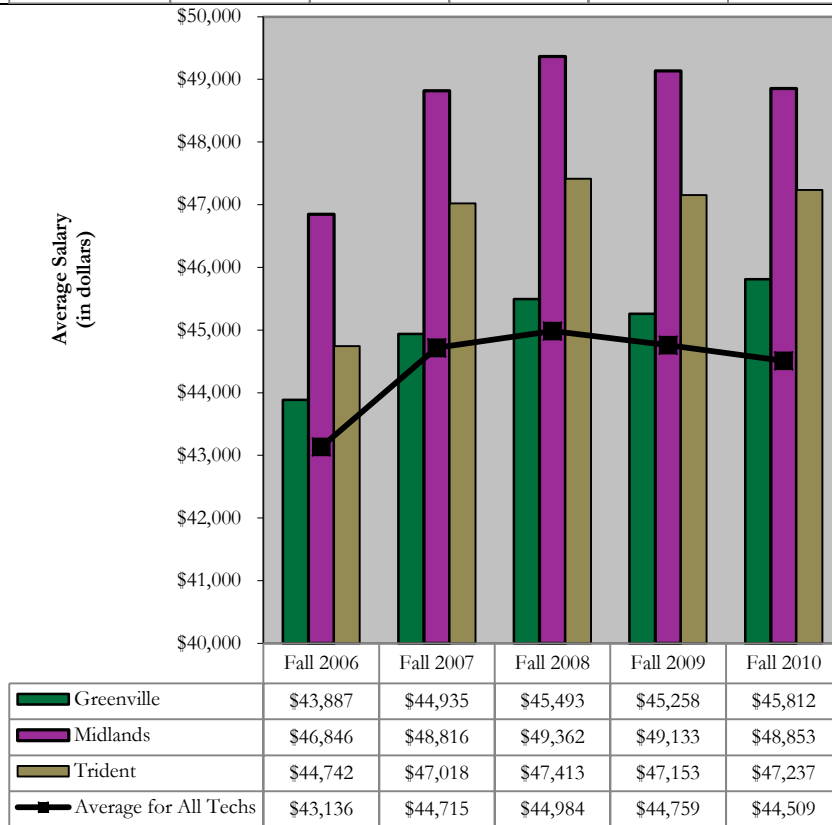
FIGURE 3.7.4-5
 Percent of Minority Faculty
 Performance Funding Indicator 8C4



Source: SC Commission on Higher Education's website

FIGURE 3.7.4-6
 GTC Average Faculty Salary
 Compared to that of All Technical Colleges
 Performance Funding Indicator 2D

* Average of State Technical College salaries has been updated to correct a rounding error in the 2009-10 Accountability Report.



Source: SC Commission on Higher Education's website

**SECTION III – ELEMENTS OF MALCOLM BALDRIGE CRITERIA
CATEGORY 7 – ORGANIZATIONAL PERFORMANCE RESULTS**

FIGURE 3.7.4-7A

Percent Level of Goal Attainment

In the status of equal employment opportunity in South Carolina state government, the annual report to the general assembly from the South Carolina Human Affairs Commission, GTC ranks among the top percentage of goal attainment of the 16 technical colleges.

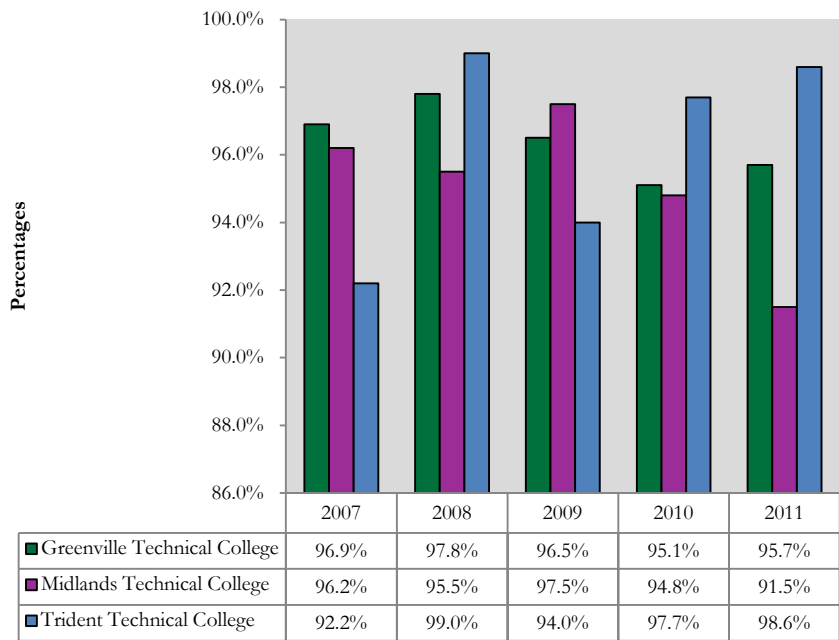
Source: Annual Report to the General Assembly from the SC Human Affairs Commission

Percentage Level of Goal Attainment					
Agency	2007	2008	2009	2010	2011
Aiken Technical College	96.3	92.23	96.6	94.3	92.6
Central Carolina Technical College	92.0	86.2	92.9	83.8	84.6
Denmark Technical College	69.7	77.1	80.7	75.2	85.1
Florence-Darlington Technical College	81.0	82.0	80.0	81.2	80.4
Greenville Technical College	96.9	97.8	96.5	95.1	95.7
Horry-Georgetown Technical College	87.8	88.0	87.2	84.9	84.1
Low Country, Technical College of the	84.1	88.4	86.5	89.0	89.7
Midlands Technical College	96.2	95.5	97.5	94.8	91.5
Northeastern Technical College	83.8	83.5	83.0	80.6	83.9
Orangeburg-Calhoun Technical College	79.2	85.8	85.3	87.0	86.3
Piedmont Technical College	93.9	93.4	93.4	92.2	90.4
Spartanburg Community College	94.9	96.2	94.7	93.0	92.6
Tri-County Technical College	93.5	90.1	91.6	91.2	88.8
Trident Technical College	92.2	99.0	94.0	97.7	98.6
Williamsburg Technical College	77.5	76.8	77.9	78.1	87.5
York Technical College	90.4	81.6	81.2	85.3	92.4

FIGURE 3.7.4-7B

GTC Percentage Level of Goal Attainment as compared to peer institutions.

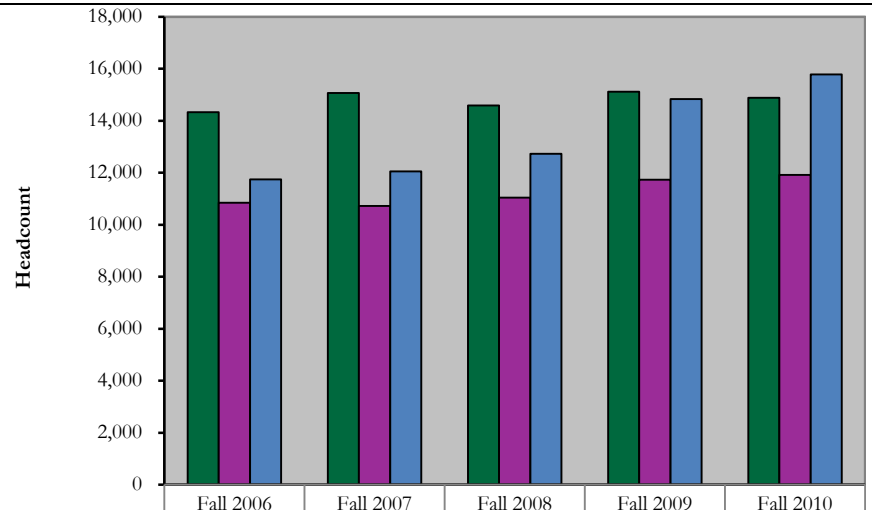
Source: Annual Report to the General Assembly from the SC Human Affairs Commission



3.7.5. KEY MEASURES OF ORGANIZATIONAL EFFECTIVENESS/OPERATIONAL EFFICIENCY

FIGURE 3.7.5-1A

Fall Headcount



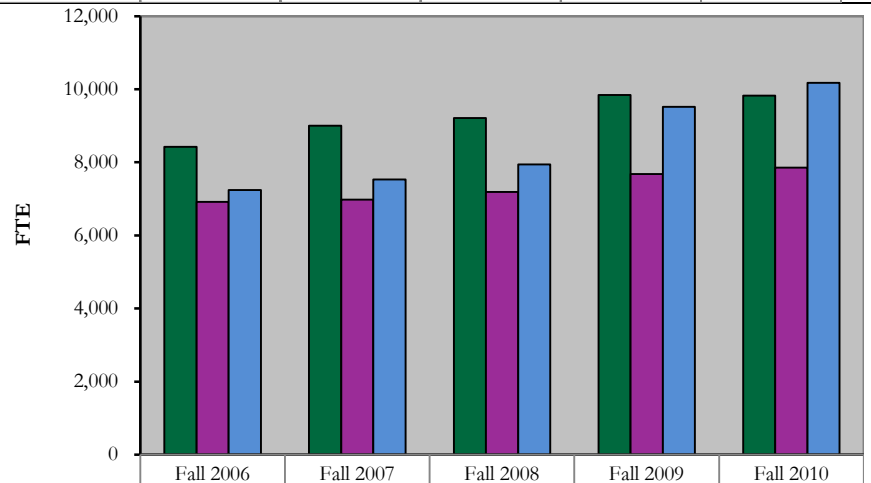
Source: EDSS report – EDSS-ST-ENR102 (Tech Ed Headcount, Credit Hours, and FTE)

Greenville	14,322	15,070	14,582	15,109	14,885
Midlands Technical College	10,849	10,719	11,044	11,725	11,917
Trident Technical College	11,747	12,055	12,732	14,833	15,781

FIGURE 3.7.5-1B

Fall Full Time Equivalent (FTE)

* FTE includes a rounding error.



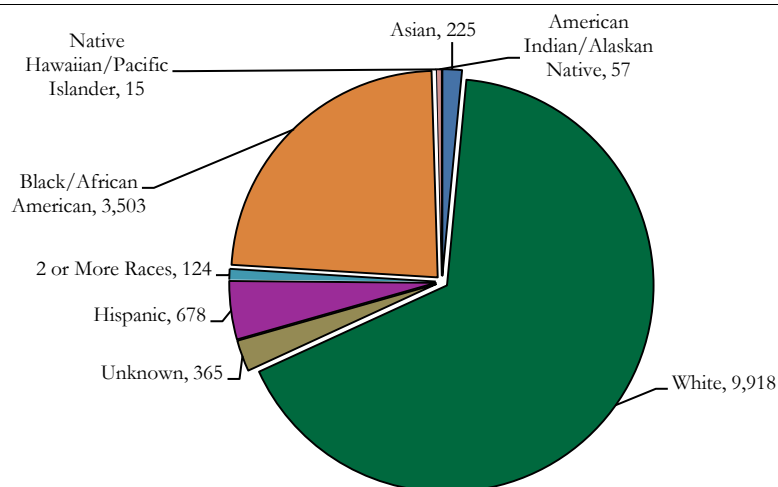
Source: EDSS report – EDSS-ST-ENR102 (Tech Ed Headcount, Credit Hours, and FTE)

Greenville	8,421	9,004	9,208	9,838	9,820
Midlands Technical College	6,915	6,979	7,191	7,676	7,854
Trident Technical College	7,241	7,531	7,945	9,517	10,175

FIGURE 3.7.5-1C

Fall 2010 Headcount by Ethnicity

Reporting individuals as one category is being phased out because of the New Race/Ethnicity Standards in IPEDS. Beginning in 2010-11 all race reporting will be using the new formats.



Source: GTC's SAFARI view ASSESSMENT_RACE_2009

FIGURE 3.7.5-1D

Fall Enrollment and Headcount by Location

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

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

All headcounts are unduplicated only for the specific location.

Source: GTC's SAFARI view
ASSESSMENT_HEAD_LOCATION and
ASSESSMENT_ENROLL_LOCATION

Fall Enrollment Data by Site						
	FALL 2008		FALL 2009		FALL 2010	
	ENROLLMENT	HEADCOUNT	ENROLLMENT	HEADCOUNT	ENROLLMENT	HEADCOUNT
BARTON CAMPUS	25,309	12,145	28,074	13,491	27,528	13,345
BRASHIER CAMPUS	4,020	1,528	3,624	1,531	4,019	1,686
GREER CAMPUS	7,271	1,777	4,655	1,998	4,648	2,035
NORTHWEST CAMPUS	2,790	1,234	2,598	1,192	2,869	1,296
BUCK MICKEL CENTER	35	26	0	0	0	0
MCALISTER SQUARE	20	20	0	0	0	0
DONALDSON CENTER	620	190	529	132	628	165
MCKINNEY AUTOMOTIVE	993	297	1,026	321	947	301

FIGURE 3.7.5-2

Credit Hours Taught by Full-time and Adjunct Faculty

Source: GTC's SAFARI view
ASSESSMENT_TAUGHT_FTADJ

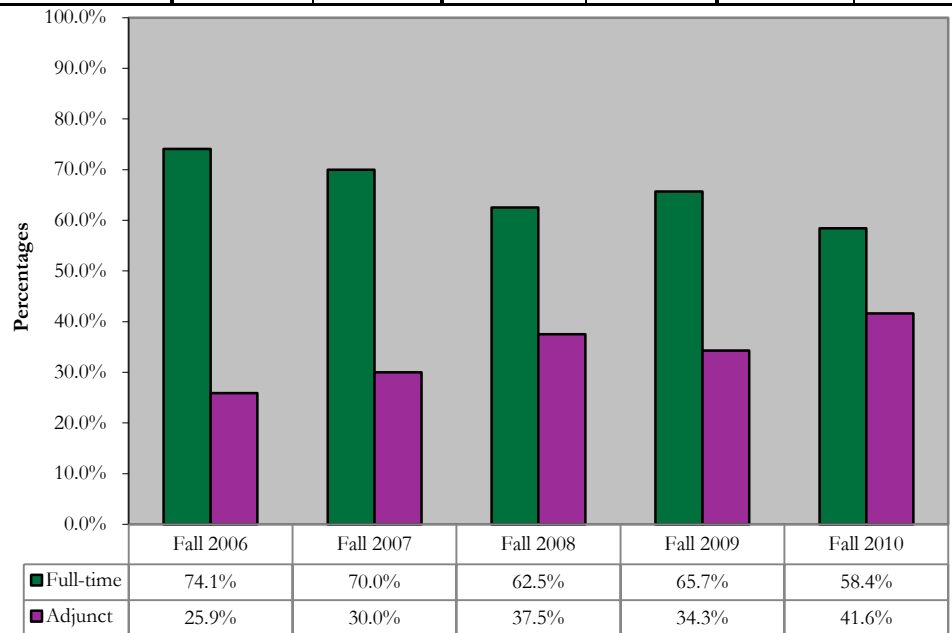
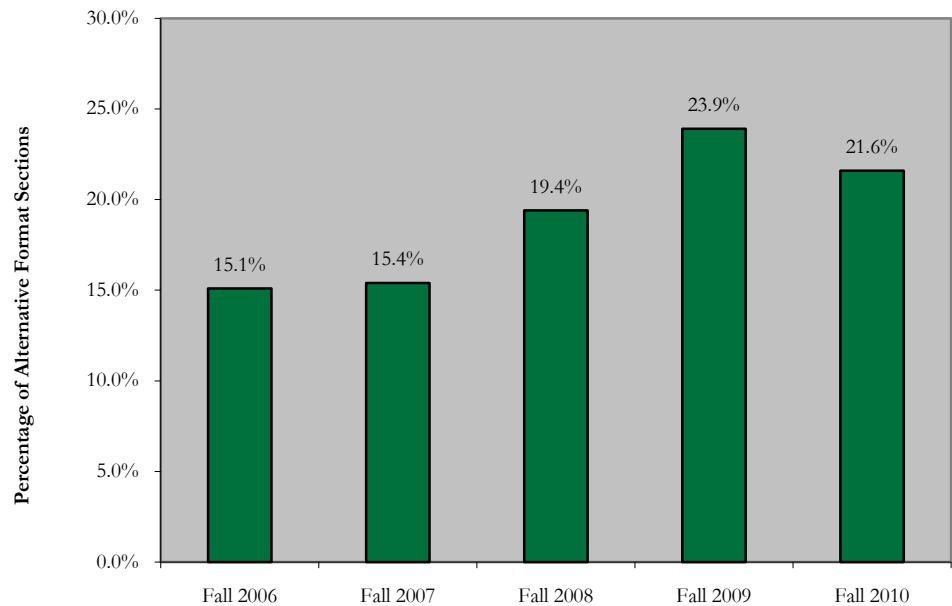


FIGURE 3.7.5-3

Alternative Format Sections as a Percentage of All Class Sections

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

Source: GTC's SAFARI view
ASSESSMENT_MOI



**SECTION III – ELEMENTS OF MALCOLM BALDRIGE CRITERIA
CATEGORY 7 – ORGANIZATIONAL PERFORMANCE RESULTS**

FIGURE 3.7.5-4A	CCD Area	Need Met	New Partnerships
<p>GTC's Corporate and Career Development's new classes and partnerships in 2010-11.\</p> <p>Business and Industry</p>	<p>Business and Industry</p> <p>68 New Classes</p>	<ul style="list-style-type: none"> • Lockheed Martin: Weld Quality and Welding Overview GMAW-SMAW; Access 2007 • GE; SQE Welding Component • GE Aviation – Office 2010 Skill upgrade • Aviation industry cluster manufacturing employees Blueprint Reading and Geometric Dimensioning • Amamco: Cutting Tool training on high carbon material • Protterra Bus Mfg Fiberglass Technician Training • Walker & Whiteside , – Hayes & Lunsford Electrical , Delta Contractors Electrical Training • Saati Corp, Magna Drive TWSI, Carolina First ,Eaton Corp::Forklift Certification • Magna Drive Corp:Hubtex Training • City of Greenville: Mechanic Testing – • SC Dept of Corrections: Workplace Safety • Au Pair visa requirements of 30 hours twice a year • Mandatory annual CPE for Tax Professionals, preparation for upcoming competency exams • Alcohol Awareness Training for Seniors – for staff at Cascades Continuing Care Retirement Community • Spanish and Cultural training for employees who deal with Hispanic colleagues and clients • Certification in Professional Home Staging • IWT Pharmaceutical Consortium- SuperVISION, Lean 101, & Problem Solving • Magna Drive – MSA, APQP, FMEA, SPC • Robert Bosch LLC – MSA • 3M – ISO 9001:2008 Standard & Internal Auditor • Agilysys – Project Management Core Week • Cryovac – Project Management • AFL – ISO 9001 Internal Auditor • UPM Raflatac – Consulting • ADEX – Project Management Core Week • Warehouse Services – FMEA, 8 D, Mistake Proofing • BMW – ISO 9001:2008 Standard & Internal Auditor • Bostik – Lean 101 • Steuken – 8D, FMEA, Mistake Proofing • Sealed Air – DDI Change Leadership • Bausch & Lomb – Consulting, Train the Trainer • Honeywell – Train the Trainer • Robert Bosch - Change Management • GTC International Students – Supervisory Cert • Baldor Dodge – Communications • Standard Motor Products – Management Assimilation • Cytec – Pivot Tables • ATS – Supervisory Classes • Fluor – MBTI Overviews • JEKT – Harassment Prevention • REWA – Office 2010 • Perrigo – Maximizing Performance • Godshall – Calming Upset Customers • Greer Police – Strategic Planning 	<ul style="list-style-type: none"> • Greenville Works (City of Greenville, GADC, Greenville Chamber, Greenville County Schools, Greenville County Workforce Investment Board, Personal Pathways for Success, ReadySC, SC Dept of Employment and Workforce, SCMEP, United Way of Greenville County and University Center of Greenville) • Au Pair Care • ITS (The Income Tax School) • Certified Staging Professionals • APICS Upstate Industrial Crescent Chapter

Source: GTC Corporate and Career Development

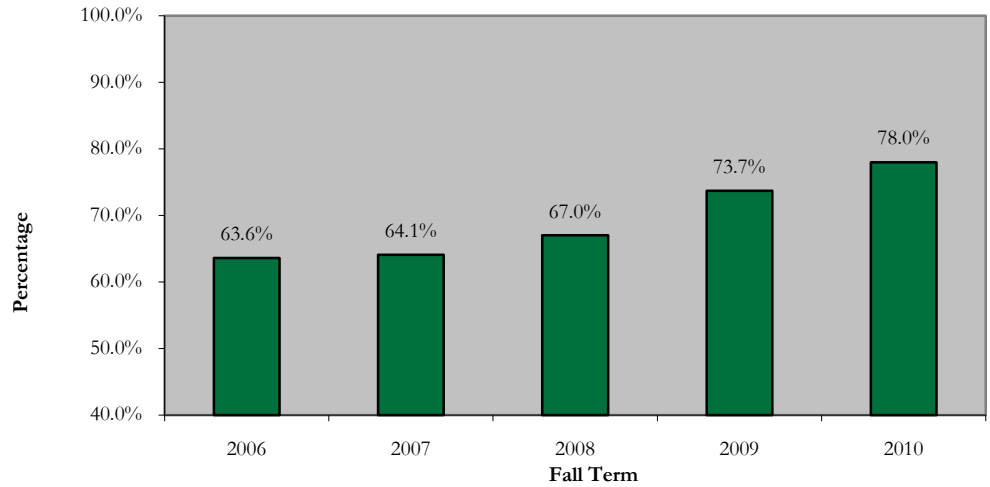
**SECTION III – ELEMENTS OF MALCOLM BALDRIGE CRITERIA
CATEGORY 7 – ORGANIZATIONAL PERFORMANCE RESULTS**

<p>FIGURE 3.7.5-4B</p> <p>GTC's Corporate and Career Development's new classes and partnerships in 2010-11.</p> <p>Environmental/Safety Healthcare</p>	<p align="center">CCD Area</p>	<p align="center">Need Met</p>	<p align="center">New Partnerships</p>
	<p>Environmental / Safety</p> <p>15 New Classes</p>	<p>GREENVILLE COUNTY</p> <ul style="list-style-type: none"> • Saati – provided training on handling and shipping of hazardous substances • Magna – continued to provide Crane and Rigging training regularly for Magna employees and developed refresher format for previously trained attendees • GE/Castrol – provided contractor safety training on confined space entry, lockout/tagout, and fall protection • SCDHEC – continued to provide First Aid/CPR training for SCDHEC employees and serve as the training center for their in-house instructors • Various manufacturing facilities – provided American Heart Association First Aid/CPR/AED training for in-house employees • Local Hospitals – provided American Heart Association Basic Life Support (BLS) training, advanced emergency cardiac care training such as ACLS and PALS, and Therapeutic Alternatives in Crisis Training for hospital employees • Provided initial and refresher asbestos training to site contractors and consultants at Parris Island and discussed future opportunities with Technical College of the LowCountry • Milliken – continued to provide annual asbestos and lead regulatory update to Milliken environmental specialists • Savannah River Nuclear Solutions – continued to provide mandatory asbestos certification training • Continued to provide asbestos training for Brock Services in TX to employees located at several manufacturing facilities in SC and NC 	<ul style="list-style-type: none"> • International Ground Source Heat Pump Association (IGSHPA) – national certifying agency for geothermal training • National Association of Board Certified Energy Professionals (NABCEP) – national certifying agency for solar design and installation training • Partnership for Environmental Training and Education – possible inclusion in Community College Citizen Preparedness training grant in partnership with FEMA'S Citizen Corps and the American Association of Community Colleges • Rescue Training Specialties – partnership training for specialty rescue such as Swiftwater for first responders; this training used to be available through TARS but their travel budget is now limited • IESO, LLC – partnership to provide OSHA 30-Hour training customized for the Healthcare Industry • OccuHealth – new partner for Pulmonary Function Training • Sister colleges – strengthened relationships for offering EPA and SCDHEC approved asbestos and lead curricula through partnerships with sister colleges and continued to provide training for new EPA Certified Renovator contractors • K2D Environmental – partnered in providing asbestos training to power company contractors tailored to specific site needs
<p>Healthcare</p> <p>9 New Classes</p>	<ul style="list-style-type: none"> • Waste water and water treatment conference delivered to update operators and human resource personnel on the current "best practices" • Delivered Trauma Nurse Core Course for area emergency room nurses. Added specialty for pediatric nurses. 	<ul style="list-style-type: none"> • Southeast Rural Community Assistance Project • Aid Upstate Company • York, Tech College of the Upstate, Florence Darlington • Partnership with United Way for training underemployed/under educated women in the Upstate • DaVita, Inc. • Added 14 new sites for healthcare experience for students through agreements with Johnson Regional Medical Center, Helena Medical Center, Summit, Allendale, DaVita, Landrum Family Practice, DHEC, Health Related Home Care, Magnolia Manor, New Horizons, Minute Clinic and north Grove Clinics - Spartanburg 	

Source: GTC Corporate and Career Development

FIGURE 3.7.5-5

GTC's Percentage of students receiving financial assistance



Source: GTC Financial Aid Office

FIGURE 3.7.5-6

GTC's Market Penetration

GTC participates in the National Community College Benchmarking Project (NCCBP). GTC's 2011 rate using the NCCBP definition and the median percentile are provided.

	GTC Rate 2011	50 th Percentile
Credit Students	4.72%	3.45%
Non-Credit Students	5.20%	1.23%

Source: GTC's NCCBP 2011 Report

FIGURE 3.7.5-7

GTC Advisory Committees and Memberships

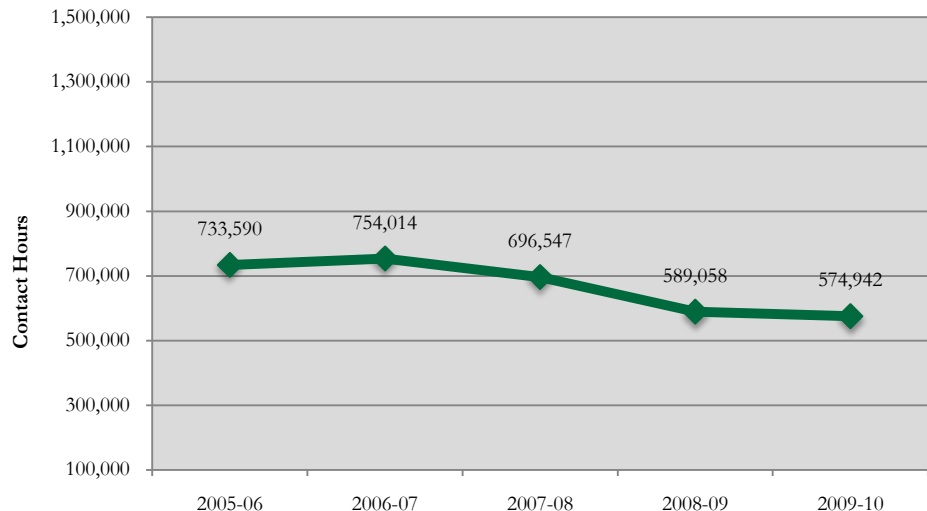
GTC utilizes many advisory committees comprised of community leaders and members of business and industry. Their continued involvement in and support of the college illustrate the trust of these stakeholders.

Advisory Committees and Membership		
	Number of Committees	Number of Members
2006-2007	60	803
2007-2008	62	805
2008-2009	60	827
2009-2010	58	790
2010-2011	58	1029

Source: GTC's Academic and Corporate and Career Divisions

FIGURE 3.7.5-8

GTC Corporate and Career Development Contact Hours



Source: GTC's Corporate and Career Division

FIGURE 3.7.5-9

GTC Corporate and Career Development Quick Jobs Registrations

Quick Jobs with a Future™ is an award-winning program designed to provide short-term (90 days or less) training to those in need of a job or a better job.

Source: GTC's Corporate and Career Division

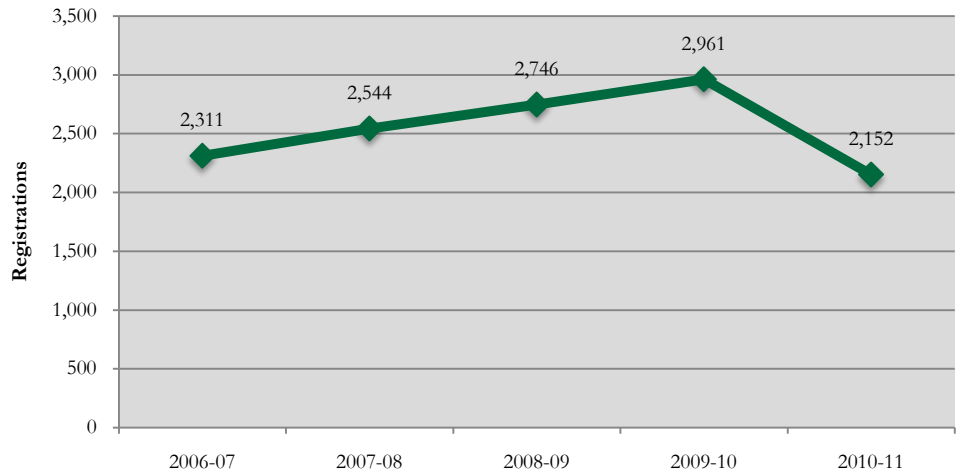
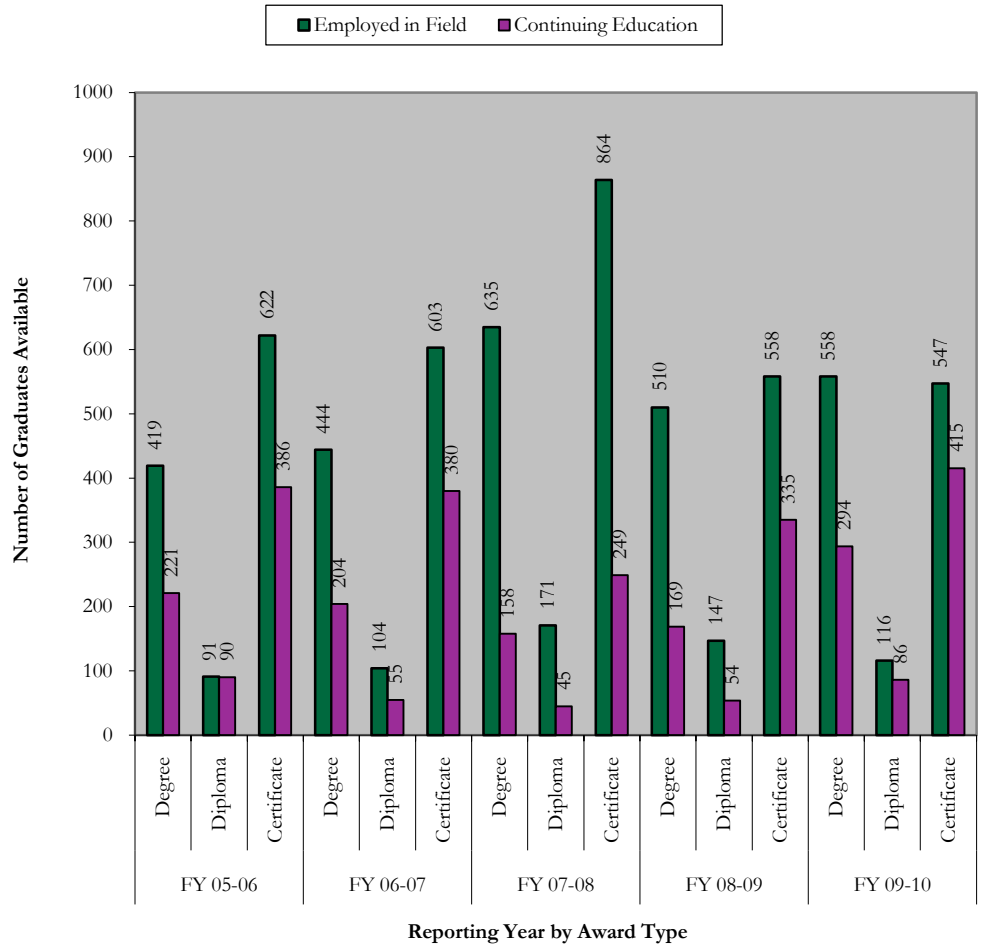


FIGURE 3.7.5-10

GTC Graduate Follow-up Status

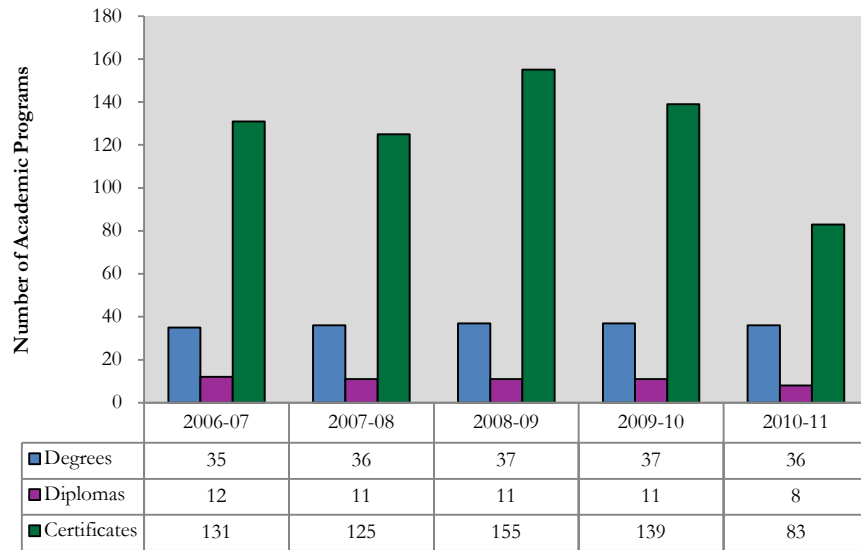
The college surveys all graduates of a fiscal year and reports the findings to the System Office. Figure 3.7.5-10 shows the number of graduates employed in related fields or continuing their education within a year after receiving their awards.

Source: GTC Graduate Follow-Up Reports



3.7.6. KEY MEASURES RELATED TO LEADERSHIP AND SOCIAL RESPONSIBILITY

FIGURE 3.7.6-1
 GTC Academic Programs



Source: GTC's Office of Academic Support

FIGURE 3.7.6-2A
 GTC Crime Statistics
 Reportable criminal offenses occurring on the properties listed.

Reportable Criminal Offenses Occurring on					
	2005	2006	2007	2008	2009
Barton	4	6	29	25	4
Student housing (included in Barton)	N/A	3	24	23	2
Non campus (Barton)	0	1	2	0	2
Public properties (Barton)	3	3	0	2	0
Brashier	0	0	1	0	0
Non campus (Brashier)	N/A	0	0	0	2
Public properties (Brashier)	0	0	0	0	0
Greer	0	0	0	0	0
Public properties (Greer)	0	0	0	0	0
Northwest	0	1	0	1	1
Public properties (Northwest)	0	0	0	0	0

Source: Campus Police Safety and Fire Reports

**SECTION III – ELEMENTS OF MALCOLM BALDRIGE CRITERIA
CATEGORY 7 – ORGANIZATIONAL PERFORMANCE RESULTS**

<p>FIGURE 3.7.6-2B GTC Crime Statistics Disciplinary actions on properties listed.</p> <p><i>Source: Campus Police Safety and Fire Reports</i></p>	Disciplinary Actions on					
		2005	2006	2007	2008	2009
	Barton	0	6	39	33	8
	Student housing (included in Barton)	N/A	N/A	N/A	31	2
	Non campus (Barton)	0	0	0	0	1
	Public properties (Barton)	0	0	0	0	0
	Brashier	0	0	0	0	2
	Non campus (Brashier)	N/A	0	0	0	0
	Public properties (Brashier)	0	0	0	0	0
	Greer	0	0	0	1	0
	Public properties (Greer)	0	0	0	0	0
	Northwest	0	0	1	0	0
Public properties (Northwest)	0	0	0	0	0	

<p>FIGURE 3.7.6-2C GTC Crime Statistics Arrests on properties listed.</p> <p><i>Source: Campus Police Safety and Fire Reports</i></p>	Arrests on					
		2005	2006	2007	2008	2009
	Barton	2	5	19	20	4
	Student housing (included in Barton)	N/A	4	17	18	3
	Non campus (Barton)	0	0	1	0	2
	Public properties (Barton)	7	0	0	1	0
	Brashier	0	0	2	1	0
	Non campus (Brashier)	N/A	0	0	0	0
	Public properties (Brashier)	0	0	0	0	1
	Greer	1	0	0	0	0
	Public properties (Greer)	0	0	0	0	0
	Northwest	0	0	0	0	0
Public properties (Northwest)	0	0	0	0	0	

SECTION III – ELEMENTS OF MALCOLM BALDRIGE CRITERIA
CATEGORY 7 – ORGANIZATIONAL PERFORMANCE RESULTS

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

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

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