

Accountability Report Transmittal Form

Organization Name: Central Carolina Technical College

Date of Submission: September 13, 2012

Organization Director: Bryan May

Organization Contact Person: Bryan May

Organization Contact's Telephone Number: 803-778-7841

Higher Education Accountability Report 2011 - 2012

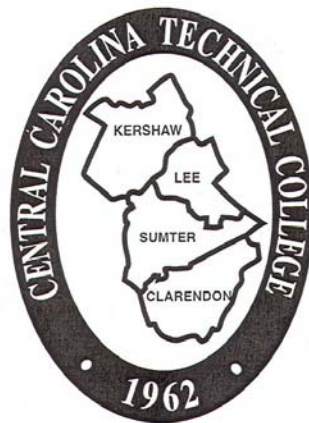


CENTRAL CAROLINA

TECHNICAL COLLEGE

Central Carolina Technical College
Higher Education Accountability Report
2011-2012

September 14, 2012



**Central Carolina Technical College
Higher Education Accountability Report 2011-2012
Table of Contents**

I. Executive Summary	1
I.1. Central Carolina Technical College’s Purpose, Mission, and Values	1
I.2. Major Achievements from July 1, 2010, through June 30, 2011	2
I.3. Key Strategic Goals for the Present and Future Years, and	6
I.4. Key Strategic Challenges.....	6
I.5. How Accountability Report Is Used to Improve Organizational Performance	7
II. Organizational Profile	7
II. 1. Organization’s Educational Programs, Offerings, and Services/ Methods of Delivery	7
II.2. Key Student Segments, Stakeholder Groups, and Market Segments and Their Key Requirements/Expectations	8
II.3. Operating Locations	9
II.4. Number of Employees.....	10
II.5. Regulatory Environment	10
II.6. Governance System	10
II.7. Key Suppliers and Partners	10
II.8. Key Competitors	11
II.9. Principal Factors Determining Competitive Success	11
II.10. Performance Improvement Systems.....	11
II.11. Organizational Structure	11
II.12. Expenditures/Appropriations Chart.....	12
II.13. Major Program Areas Chart	12
III. Elements of Malcolm Baldrige Award Criteria	12
Category 1 – Senior Leadership, Governance, and Social Responsibility	12
Category 2 – Strategic Planning	17
Category 3 – Student, Stakeholder, and Market Focus.....	21
Category 4 – Measurement, Analysis, and Knowledge Management	24
Category 5 – Workforce Focus	26
Category 6 – Process Management	30
Category 7 – Organizational Performance Results	34

Central Carolina Technical College Higher Education Accountability Report 2011-2012

I. Executive Summary

In accordance with Sections 1-1-810 and 1-1-820 of the 1976 Code of Laws, Central Carolina Technical College (CCTC) submits the following accountability report covering the period of July 1, 2011, through June 30, 2012, to the Governor and the General Assembly.

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

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

Central Carolina Technical College serves the four-county area of Sumter, Clarendon, Lee, and Kershaw. During the 2011-2012 academic year, the College offered 52 programs of study (31 certificate programs, 16 associate degree programs, and 5 diploma programs). These programs are offered in the following fields: business, engineering technology, health sciences, industrial, public service, associate in arts, and associate in science programs.

Purpose

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

Mission

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

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

Vision

Central Carolina Technical College will be the first choice for exceptional, quality, affordable technical and comprehensive education, provided in an innovative, student-centered learning environment.

Values

Central Carolina respects the diversity of its student body and recognizes the worth and potential of each student. The College values an environment that fosters creativity and resourcefulness among its students, faculty, staff, and administrators and encourages teamwork, open communication, and free exchange of ideas. In its attitudes and principles, the College affirms the following values and beliefs in providing its programs and services: Excellence, Integrity, and Innovation.

I.2. Major Achievements from July 1, 2011, through June 30, 2012

The College realized many accomplishments supporting the Central Carolina Technical College 2011-2012 Annual Goals between July 1, 2011, and June 30, 2012. The following accomplishments were realized as aligned with the goal statement:

1. Ensure student learning outcomes through a sound academic approach to identifying, measuring, and continuously improving instruction. (As referenced in CCTC's Strategic Plan 2010-2015: Goal 5E - Identify and evaluate program technology competencies in all programs supporting workforce requirements.)

Measure: Measurable program outcomes will be published and measured for academic programs and student services.

- All academic programs of study identified measurable outcomes and aligned these with each program's mission.
- The evaluation of student learning outcomes was completed for all programs of study, and results of the assessments were used for specific improvements in academic programs.
- Results of assessment of learning outcomes were reported as a component of the annual effectiveness reports for academic programs.
- Compilation and formatting standards were established for the consistent reporting of results of student learning outcomes for academic programs.
- Advisory committee meetings were conducted with business and industry partners for all academic programs.

2. Deliver quality distance education courses and programs through the integration of academic and student services that facilitate accessibility while ensuring consistency in student learning outcomes. (As referenced in CCTC's Strategic Plan 2010-2015: Goal 4A - Increase the number of distance learning programs as determined by needs assessment and ongoing evaluation of delivery of instruction methodology by 2015.)

Measure: The performance of students enrolled in distance education courses will be compared to traditional courses.

- Extensive training was provided for faculty and staff to support the online learning environment.
- Online course enrollment increased by 16% to 3,765 unduplicated students for the 2011-2012 academic year.
- Online courses were evaluated by the Student and Course Success Team to ensure consistency between online and traditional courses.

3. Increase the number of graduates in certificate, diploma, and degree programs by 5%. (As referenced in CCTC's Strategic Plan 2010-2015: Goal 5G - Increase the number of degrees, certificates, and diplomas awarded annually to 25% of the annual fall student enrollment by 2015.)

Measure: The number of graduates for July 1, 2010, through June 30, 2011, will be 735.

- The College graduated 702 students in the 2011-2012 graduation cycle.
- The College increased its graduation rate to 19.5% from 10.4%.
- The College increased its success rate for first-time, full-time students to 44.6% from 41.7%.
- The College entered into an agreement with Francis Marion University to offer Associate Degree Nursing graduates a track to the Bachelor of Science in Nursing degree.

4. Implement Phase 1 of a comprehensive Career Services Center to meet the employment needs of students. (As referenced in CCTC's Strategic Plan 2010-2015: Goal 5C - Engage students with meaningful professional-related extra-curricular activities to cultivate a sense of community on campus; Goal 5D - Provide comprehensive counseling services to meet the diverse needs of the student population in a changing society; and Goal 5F - Develop a plan to provide instruction and mentoring in the area of soft skills in classroom instruction to aid students in their future job search.)

Measure: The Career Services Center Phase 1 will be completed.

- The Career Center was opened in February 2012 to serve the students' needs in career planning and assessment as related to the following Strategic plan goals: Goal 5D - Provide comprehensive counseling services to meet the diverse needs of the student population in a changing society; and Goal 5F - Develop a plan to provide instruction and mentoring in the area of soft skills in classroom instruction to aid students in their future job search.
- The College earned a 93% placement rate for graduates as reported in April 2012.

5. Offer two new programs of study by Fall of 2012 based on assessment of workforce and economic development needs of the College's service area. (As referenced in CCTC's Strategic Plan: Goal 4F - Implement at least one new program each academic year based upon workplace needs for programs of study.)

Measure: The College will offer two new programs of study by Fall 2012.

- The College offered 6 new programs of study in the following content areas: Human Services Associate Degree; Basic Computer Numeric Control Certificate; Emergency Medical Technician Certificate; Gerontology Certificate; Environmental, Health, and Safety Certificate; and Pharmacy Technician Certificate.
- The College collaborated with local economic development entities to continuously assess workforce needs to support existing business and industry in the College's service area.
- The College partnered with multiple local and state entities to support the recruitment and/or expansion of the following industries: Continental Tire, Au'Some Candies, Caterpillar-Hydraulics, Canfor, Treleoni, Georgia Pacific, Accuride, Becton-Dickinson, Porters Fabrications, Martech Research, and Welchem.
- The number of apprenticeships increased to 19 approved apprenticeships sponsored by the College.

6. Increase the percentage of high school graduates from the ten public high schools in the four-county area enrolling at CCTC from 13% to 15%. (As referenced in CCTC's Strategic Plan 2010-2015: Goal 2D - Enroll at least 20% of the four-county area's public high schools recent graduates into programs of study by 2015.)

Measure: The number of high school graduates attending CCTC will be 2% greater in the Fall of 2011 than in the Fall of 2010.

- 13.08% of the College's service area high school graduates enrolled at CCTC during the Fall of 2011.
- The College collaborated with area high schools to facilitate the dual enrollment courses to offer 56 sections of classes with 327 students participating in these college-level courses.
- The College initiated the Lee Scholars, Clarendon Scholars, and Kershaw Scholars programs to offer rising 9th graders a CCTC scholarship upon graduation if program criteria are satisfied.

7. Increase the number of business and industry constituents/students served by the Career Training and Development Division including ReadySC training by 10%. (As referenced in CCTC's Strategic Plan 2010-2015: Goal 1B - Partner with business and industry including small businesses, governmental agencies, and economic development entities to determine workforce needs.)

Measure: The number of business and industry constituents/students served will be at least 1,350.

- The College served 1,406 business and industry constituents/students through the Career Training and Development Division including ReadySC training during the 2011-2012 year which represented a decrease of 30.4%
- The College partnered with ReadySC and Continental Tire to identify training facilities, needs, and potential new programs to be offered to support the hiring for this new industry.

8. Continue to implement the College's Facility Master Plan by upgrading Main Campus traffic control and safety and providing gathering spaces for students and staff as well as improving pedestrian traffic flow. (As referenced in CCTC's Strategic Plan 2010-2015: Goal 4E - Expand facilities at Outreach campuses as recommended in the College's Facility Master Plan; Goal 5B - Assess the feasibility of a Student Center as recommended in the College's Facility Master Plan; and Goal 7F - Explore and develop resources to expand the Kershaw County Campus.)

Measure: The project will be completed on Main Campus for the traffic control and safety flow.

- The Main Campus entranceway project was completed in January 2012 supporting better traffic control and safety for students and vehicles
- The College's Facility Master Plan was considered in making decisions regarding physical facilities for sound decision making.
- Capital projects were identified and completed during the year to support and enhance the College's physical environment.

9. Increase the collaboration between Academic Affairs and Student Affairs to develop a systematic and focused approach to facilitate more effective scheduling of courses at Main Campus and outreach locations. (As referenced in CCTC's Strategic Plan 2010-2015: Goal 4D - Provide more support services and courses at Outreach campuses; and Goal 4E - Expand facilities at Outreach campuses as recommended in the College's Facility Master Plan.)

Measure: A procedure will be implemented integrating resources to effectively schedule courses.

- Greater collaboration and communication between Academic Affairs and Student Affairs was facilitated for more effective scheduling for Main Campus and outreach locations.
- Guidelines were established to monitor class size during the registration period to offer more cost-efficient sized courses.

10. Increase average faculty and staff salaries in order to remain competitive within the SC Technical College System and continue to attract and retain appropriately credentialed, diverse, and talented faculty and staff. (As referenced in CCTC's Strategic Plan 2010-2015: Goal 6D – Ensure CCTC' faculty and staff compensation is competitive with salaries within the South Carolina Technical College System.)

Measure: Increase average faculty and staff salaries.

- Faculty and staff salaries were increased by 3% in July 2011.
- College academic and administrative unit managers worked to attract and retain credentialed and diverse faculty and staff.
- Succession planning continued through the internal promotion of faculty and staff implemented throughout the institution with 12 employees promoted from within the College.

11. Increase College's opening enrollment by 3% by Fall 2011 to serve the educational and training needs of the College's service area. (As referenced in CCTC's Strategic Plan 2010-2015: Goal 7A – Increase fall semester enrollment to 5,000 students by 2015.)

Measure: The College's opening enrollment will be 4,500 students by Fall 2011.

- The College's opening enrollment for Fall 2011 was 4,522 students which represented a 3.2% increase in HC and a 1.8% increase in FTE over Fall 2010.

12. Develop a systematic approach to identifying areas of need within the College to align with potential grant opportunities and initiatives and subsequently compile and submit grant proposals. (As referenced in CCTC's Strategic Plan 2010-2015: Goal 7J – Integrate SACS standards into all areas of the College to effectively impact student success, and Goal 7K – Identify a QEP topic that will positively affect student success for the 2015 reaffirmation visit.)

Measure: A needs assessment will be conducted of the College's gaps in delivery of services and programs and matched to potential grants and initiatives.

- Needs assessment sessions were conducted in all areas of the College to identify any existing gaps to be addressed through grant funding sources.
- Grant proposals were submitted for the Trade Adjustment Act Grant, Predominately Black Institutions Grant (Competitive and Formula), Health and Human Services Grant, Growing Resources for Information Technology for a total of 6 grant proposals with 5 awards being made totaling in excess of \$5.5M in awards.

13. Create an electronic resource through the College's website and the Intranet to meet the personal and financial needs of a diverse student body. (As referenced in CCTC's Strategic Plan 2010-2015: Goal 4B – Expand the College's electronic delivery methods to include lecture capture, podcasting, and other evolving electronic asynchronous delivery tools, and Goal 5D – Provide comprehensive counseling services to meet the diverse needs of the student population in a changing society.)

Measure: The electronic resources will be published on the website and the Intranet.

- Electronic resources were provided to students via the website to improve communication to current and potential students.
- Resources published electronically included Net Price Calculator, Gainful Employment, and Student Health and Community Resources links.

14. Establish an Alumni Affairs program to facilitate partnerships with graduates and support the College's mission. (As referenced in CCTC's Strategic Plan 2010-2015: Goal 4F – Implement at least one new program each academic year based upon workplace needs for programs of study.)

Measure: The initial organizational process for an Alumni Affairs program will be completed by June 30, 2012.

- An Alumni Partnership program was formed during the 2011-2012 academic year.
- Two Outstanding Alumni were recognized at the 2012 Graduation Ceremony.
- Initial member appointments to the Alumni Advisory Council were made to establish this group.

15. Ensure cohesive and consistent planning for institutional effectiveness to facilitate teaching, learning, and overall effective use of resources to support the College’s vision, values, and regional accreditation. (As referenced in CCTC’s Strategic Plan 2010-2015: Goal 7J – Integrate SACS standards into all areas of the College to effectively impact student success.)

Measure: A comprehensive planning process will be completed throughout the institution from the college-wide strategic plan level through the academic program outcomes level, and the College’s Fifth-Year Report will be submitted to SACS.

- College-wide, integrated planning was completed based upon sound, data-based decision making processes.
- Annual Effectiveness Reports (AER) were completed for all major divisions and departments at the College.
- Guidelines for administrative unit outcomes were identified and adopted for implementation during the upcoming year.
- The College’s Fifth-Year Report was submitted to the Commission on Colleges (COC) and a follow up report was provided with no further findings required by the COC.

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

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

Strategic Goals and Strategies	
2010-2015 Strategic Goals	Key Strategic Challenges
GOAL 1: The College will expand the training and educational programs’ scope and effectiveness within the community.	<ul style="list-style-type: none"> • Increase the number of apprenticeships by 25% by 2015. • Partner with business and industry including small businesses, governmental agencies, and economic development entities to determine workforce needs. • Integrate programs and services with local Economic Development offices in the four-county area. • Identify avenues to collaborate with businesses and industry to provide equipment for training. • Maintain strong, effective communication with business and industry to better understand and anticipate their needs. • Implement a marketing plan for the Workforce Development
GOAL 2: The College will strengthen its role with K-12 institutions and become a first-choice option for high school students.	<ul style="list-style-type: none"> • Market the College aggressively as a postsecondary, collegiate institution of higher education. • Work with K-12 institutions to forge a seamless transition to college for secondary students. • Market dual enrollment courses to parents and secondary students to instill the image of CCTC as a first-choice postsecondary option and as a gateway to professional careers and a sound financial future. • Enroll at least 20% of the four-county area’s public high schools’ recent graduates into programs of study by 2015. • Increase the number of dual enrolled courses offered to high school students by 20% by 2015, including an expansion of the technical program dual enrollment partnerships.
GOAL 3: The College will strengthen students’ pathways to four-year colleges.	<ul style="list-style-type: none"> • Increase the number of postsecondary Bridge programs by 5 or more to facilitate transfer to senior institutions. • Implement a comprehensive marketing plan for Bridge programs. • Collaborate with SC colleges to forge stronger articulation agreements.
GOAL 4: The College will expand its accessibility and program offerings.	<ul style="list-style-type: none"> • Increase the number of distance learning programs as determined by needs assessment and ongoing evaluation of delivery of instruction methodology by 2015. • Expand the College’s electronic delivery methods to include lecture capture, podcasting, and other evolving electronic asynchronous delivery tools. • Implement a comprehensive marketing plan for distance learning. • Provide more support services and courses at Outreach campuses. • Expand facilities at Outreach campuses as recommended in the College’s Facility Master Plan. • Implement at least one new program each academic year based upon workplace needs for programs of study.
GOAL 5: The College will foster an environment conducive to student success.	<ul style="list-style-type: none"> • Expand tutoring services offered at the Tutoring Center by offering tutoring services electronically and at Outreach locations. • Assess the feasibility of a Student Center as recommended in the College’s Facility Master Plan. • Engage students with meaningful professional-related extra-curricular activities to cultivate a sense of community on campus. • Provide comprehensive counseling services to meet the diverse needs of the student population in a changing society. • Identify and evaluate program technology competencies in all programs supporting workforce requirements.

	<ul style="list-style-type: none"> • Develop a plan to provide instruction and mentoring in the area of soft skills in classroom instruction to aid students in their future job search. • Increase the number of degrees, certificates, and diplomas awarded annually to 25% of the annual fall enrollment by 2015. • Continue implementation of a comprehensive Retention Plan.
<p>GOAL 6: The College will attract and retain quality faculty and staff.</p>	<ul style="list-style-type: none"> • Increase full-time faculty positions to provide instructional and support services to students in programs and courses. • Evaluate the staffing resources to ensure staffing is adequate to achieve the College's mission and goals. • Provide comprehensive training and resources for faculty and staff to support teaching and learning in all environments, including electronic, traditional, remedial, and advanced technology delivery methods. • Ensure CCTC's faculty and staff compensation is competitive with salaries within the South Carolina Technical College System. • Identify resources to recognize faculty and staff achievement. • Implement a succession plan.
<p>GOAL 7: The College will practice effective stewardship of its resources and seek new avenues of funding.</p>	<ul style="list-style-type: none"> • Increase fall semester enrollment to 5000 students by 2015. • Establish an Alumni Association by Fall 2011. • Seek increased funding from Clarendon, Kershaw, Lee, and Sumter county governments. • Increase revenue through Workforce Development course and program offerings. • Develop more private partners and donors to support the College's mission. • Explore and develop resources to expand the Kershaw County Campus. • Seek grant opportunities to support the College's mission. • Partner with industries to share resources. • Review internal processes and continue to implement effective financial measures. • Integrate SACS standards into all areas of the College to effectively impact student success. • Identify a QEP topic that will positively affect student success for the 2015 reaffirmation visit.

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

The Executive Leadership Team (ELT) uses the Accountability Report to identify strategic challenges and needs. The ELT ensures the College's Annual Plan of Action, which includes the College's annual goals and the individual plans of action for each of the major divisions, addresses these challenges and annually evaluates how well the objectives of the plan have been accomplished. During the development phase of the 2012-2013 Annual Goals, the ELT linked all goals to a specific strategy in the 2010-2015 Strategic Plan.

II. Organizational Profile

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

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

The College's primary educational programs and offerings are as follows:

- Credit programs in applied science (business, engineering technology, health sciences, industrial, and public service), associate in arts, and associate in science transfer programs
- Non-credit continuing education programs, primarily in customized training for workforce development programs

Services include the following:

- Student support services, including admissions, counseling, tutoring, student activities, financial aid, library, TRiO, Men in Motion, placement, testing, career services, and student records
- Business services, including financial management, information systems, security, and maintenance
- Administrative support
- Central Carolina Technical College Foundation

Academic programs are delivered through various delivery methods:

- Traditional classrooms and/or labs
- Outreach locations in all four counties of the service area
- Distance learning

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

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

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

CCTC’s key student segments include the following:

- **High School:** Central Carolina Technical College serves the secondary student population through its dual enrollment program. Dual-enrolled students from the area high schools constituted 4.9% (222 students) of the Fall 2011 and 6.4% (272 students) of the Spring 2012 student body.
- **Transfer Students:** The students who intend to transfer to a four-year institution of higher education comprised 20.7% (938 students) of the Fall 2011 student body
- **Technical:** Students enrolled in academic programs outside of the college-transfer associate degrees programs equate to 79.3% of the student body
- **Continuing Education:** Students enrolled in courses or programs to improve job skills. CCTC served 1,406 (unduplicated) students in non-credit continuing education programs the 2011-2012 academic year.
- **Military Personnel & Dependents:** CCTC continues to have a strong relationship with Shaw Air Force Base. In Fall 2011, the College enrolled 82 active duty military personnel and 170 of their dependents. In Spring 2012, 75 active duty military personnel and 186 of their dependents were enrolled at CCTC.

CCTC Fall 2011 Student Profile (4522 Students)

CCTC Fall 2011 Student Profile (4522 Students)			
Student Load	Full-Time	1607	35.5%
	Part-Time	2915	64.5%
Gender	Female	3188	70.5%
	Male	1334	29.5%
Ethnicity	Black/African American	2167	47.9%
	American Indian/Alaska	5	0.1%
	Asian	35	0.8%
	Hispanic	104	2.3%
	Native Hawaiian/Other Pacific Is	1	0%
	White	1965	43.5%
	Non-Resident Alien	0	0.0%
	Two or More Races	22	.5%
	Unknown	223	4.9%
County of Residence	Clarendon	589	13.0%
	Kershaw	803	17.8%
	Lee	255	5.6%

	Sumter	2601	57.5%
	Other	274	6.1%
Age	<25	2288	51%
	>=25	2234	49%
	Average Student Age		28

The second primary market segment consists of local employers who hire the College’s graduates. The College works closely with advisory committees to identify the skills and knowledge required for business and industry and to build appropriate competencies into each program of study. The College conducted twenty Advisory Committee meetings in the 2011-12 academic year. The College is actively involved in economic development efforts in the four-county area. The College serves as an important partner in attracting new and expanding current businesses and industries. The partnerships with local employers are components of the College’s success in the accomplishment of its mission. The College developed four models for registered apprenticeships in 2010-2011 in the area of administration support, wastewater, mechatronics, and chemical operator.

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

CCTC Stakeholders
<ul style="list-style-type: none"> • Community: The College serves the community by providing access to education wherever, whenever, and however necessary to meet community and individual needs for affordable education opportunities leading to an improved quality of life. • K-12 Students: The College provides opportunities for K-12 students to experience career exploration and planning, have access to a seamless progression toward a career or higher education, and have an opportunity to accelerate their learning for employability and/or advanced placement through faculty/staff collaboration. The College offers a dual enrollment program to qualifying area secondary students. • Other Educational Institutions: The College endeavors to have a high utilization of resources through partnerships with other institutions, such as Adult Education and other post-secondary institutions, who are collaborative partners working to expand education programs while minimizing duplication. • Central Carolina Technical College Foundation: While not under the governance of the College, the Foundation plays a key role in securing ancillary funds, such as scholarships to support students.

II.3. Operating Locations

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

- **Sumter County**
 - Main Campus, 506 N. Guignard Drive, Sumter, SC
 - The Natural Resources Management Center, 725 Brewington Road, Sumter, SC
 - Environmental Training Center, 506 N. Guignard Drive, Sumter, SC
 - Health Science Center, 131 S. Main Street, Sumter, SC
 - Shaw Center, 2140 Peach Orchard Drive (Highway 441), Sumter, SC
 - Shaw Base Education Office, 398 Shaw Drive, Shaw AFB, Sumter, SC
- **Clarendon County**
 - F.E. DuBose Campus, US Highway 521, Manning, SC

- **Lee County**
 - Lee County Campus, 200 N. Main Street, Bishopville, SC
- **Kershaw County**
 - Kershaw County Downtown Campus, 1125 Little Street, Camden, SC.
 - Kershaw County Campus, 80 Campus Drive, Camden, SC.

II.4. Number of Employees

The number of employees at CCTC during 2011-2012 is as follows:

Employees	Full Time	Part Time	Total
Faculty	99	159	258
Staff	111	77	188
Totals	210	236	446

II.5. Regulatory Environment

The College operates under the following regulatory environment:

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

II. 6. Governance System

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

II. 7. Key Suppliers and Partners

Key partners of the College include the following:

- **South Carolina Commission on Higher Education (CHE):** The General Assembly of South Carolina grants authority to award degrees through the Commission on Higher Education.
- **Local and State Officials:** Local and state officials facilitate the securing of funds and locations to allow the College to offer its programs and services and expand facilities as needed.

- **Secondary and Postsecondary Education Institutions:** Local secondary schools are partners in preparing students academically to transition to college. Postsecondary education institutions are partners who accept the College's associate degree graduates at four-year colleges and universities.
- **Business and Industry:** Business and industry hire graduates from the College and provide insight regarding program exit competencies.

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

II.8. Key Competitors

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

II.9. Principal Factors Determining Competitive Success

The key factors determining competitive success include the following:

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

II.10. Performance Improvement Systems

College planning and evaluation processes are described in College Directive 8.02, Planning for Institutional Effectiveness. The College's annual Plan of Action and Effectiveness Reports, Institutional Effectiveness Reports, Program Reviews, Program Evaluations, Performance Indicator Reports, Technology Plan, Quality Enhancement Plan, Budget Reports, Safety/Security Reports, Employee/Faculty Performance Management Systems, and other documents reflect the results of the systematic assessment of outcomes for continuous improvement. Results are reviewed, changes are made, and continuous improvement measures are integrated into all areas of the College.

II.11. Organizational Structure – See Chart 7.6.2 (b).

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

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

III. Elements of Malcolm Baldrige Award Criteria

Category 1 – Senior Leadership, Governance, and Social Responsibility

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

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

- The actions of the senior leadership team demonstrate a commitment to organizational values; they lead by example and develop a culture supporting these values. Critical decisions regarding the strategic actions of the College are reviewed by the ELT to determine if the actions reflect the College's mission, vision, and values. In addition, the senior leaders are active participants on many College committees and teams.
- The Vision statement and Values statement of Central Carolina Technical College are published on the College's website and are widely distributed through a number of publications, including the *College Catalog* and *Student Handbook*, the *Faculty Handbook*, the *Adjunct Faculty Handbook*, and the *Central Carolina Technical College Planning Guide*.

The commitment of the senior leaders to the vision and values is evident in their active participation in the many civic, industrial, business, and governmental committees and boards in local communities. Examples include the following: The President is an active member of the Clarendon County Chamber of Commerce, Sumter County Chamber of Commerce, SC Technical Education Association, SC Association of School Administrators, SC Career and Technology Education Association, Santee Lynches Workforce Investment Board, Sumter Rotary Club, graduate of Leadership South Carolina, and graduate of SC Economic Developers School; the Vice President for Administration and Planning is an active member of the Lee County Economic Development Alliance and has served as Chairman, past Chair of the Chief Academic Officers Peer Group, serves on the Covenant Place Board of Trustees, serves as a member of the Lee County Arts Council Foundation, serves as the Vice President of the Lee County Historical Society, member of the Lee County Clemson Extension Advisory Committee, the SC Technical Education Association, and the National Business Education Association. She has served on state and national boards and in leadership positions for numerous organizations. The Vice President for Business Affairs is a past Chair of the South Carolina Technical College System Chief Business Officers Peer Group, Government Finance Officers Association of SC (former Membership Committee Chair, former Treasurer, and former Certification Committee Chair), Southern Association of College and University Business Officers, Dalzell United Methodist Church (Chair of Finance Committee and Treasurer) and graduate of Leadership Sumter. The Vice President for Student Affairs is a past Chair of the South Carolina Technical College System Chief Student Services Officers (CSSO) Peer Group, served on the Executive Council of the CSSO Peer Group, served as the CSSO liaison to the Admissions Peer Group, and the Records Managers Peer Group, is a member of the South Carolina Technical Education Association. She is a graduate of the South Carolina Technical College System Leadership Academy and the South Carolina Technical College System's Leadership Cohort Program. She is also a graduate of Leadership Sumter, serves as Secretary of the Sumter Sunrise Rotary Club (Paul Harris Fellow), and serves on the Leadership Sumter Board of Regents. The Vice President of Academic Affairs formerly served as President of the YWCA and Chairman of the Board of Trustees at a local church. She has received service awards from the College and from the National Environmental Trainers Association. As an entrepreneur, she was President of McMaster Training Company for 15 years and held Train-the-Trainers workshops across the country for 15 years at colleges, universities, and corporations.

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

The College leaders create a sustainable organization with a focus on actions to accomplish its objectives, improve performance, and attain its vision through a systematic planning and evaluation system. The College's current 2010-2015 Strategic Plan which was adopted by the Area Commission serves as a plan to direct the institution in the appropriate direction. The Strategic Plan is followed by the College's Executive Leadership Team and serves as a roadmap to accomplish the mission of the College. The senior leaders hold College-wide events, such as Fall Kickoff, to set the stage for the next year's objectives as well as to celebrate the previous year's accomplishments. In addition, all new faculty and staff and all adjunct faculty attend workshops to help them understand the College's vision and goals to ensure everyone is working together to achieve objectives and improve performance. Annually, the Professional Development Program Team prepares a Professional Development Program Calendar and appropriates funds for internal and external programs, workshops, and conferences.

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

The Quality Enhancement Plan (QEP) was an excellent example of how senior leaders accomplished the College's objectives, improve performance, and attain the College's vision. The administration formed cross-functional teams, including a QEP Leadership Team and numerous work teams, to develop the concept, implementation plan, assessment criteria, and a comprehensive five-year plan to use results for continuous improvement that addresses technology competencies of students and graduates in bridging the digital divide. The QEP was successfully completed in 2010 and has been adopted by the College as an ongoing project. The Commission on Colleges accepted the QEP report in 2012 with no further actions required.

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

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

4. *How do senior leaders create an environment for organizational and workforce learning?*

Annually, the Professional Development Program Team prepares a Professional Development Program Calendar and appropriates funds for internal and external programs, workshops, and conferences. The Director of Advancement and Development chaired the 2011-2012 PDP Team as one of the responsibilities of the

Administration and Planning Division. The College provides training on a regular basis, including outside consultants and in-house workshops to facilitate faculty and staff technology skills. Cross-functional teams work together to improve processes, build communication among stakeholders, deliver training, and access data on a real-time basis to make timely decisions. All staff and faculty professional development and evaluation documents clearly define responsibilities for professional development. The College also supports internal and external learning opportunities for faculty and staff through the Personnel Department; and throughout the 2011-2012 academic year, personal interest workshops were held to help employees achieve personal goals. In addition, every employee has the opportunity to submit a PDP request and receive funding for external training, workshops, or conferences.

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

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

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

The senior leaders supported internal promotions by hiring employees who have demonstrated leadership qualities through their experience and credentials. The College provides ample opportunity for employees to participate in the Professional Development Program and on teams where they can develop their leadership skills. Specific opportunities for professional growth include participation in the South Carolina Technical College Leadership Program as well as Leadership Sumter, and graduate programs. Throughout the College, there are opportunities for cross-training and opportunities to develop professionally. Twelve faculty and staff have been promoted in the 2011-2012 year to positions of greater responsibility supporting the succession plan. Several staff members have completed advanced educational degrees in academic content areas which has allowed them to transition into faculty positions with the additional credentials earned through these degrees.

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

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

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

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

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

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

8. *What performance measures do senior leaders regularly review to inform them of needed actions?*

The senior leaders regularly review the following reports of performance measures:

- Academic Program Reviews (five-year cycle)
- Student Affairs Administrative Program Review (annually)
- SBTCE Program Evaluation Reports (annually)
- Course/Instructor Evaluations (each semester)
- Student and Course Success Reports (each semester)
- Admissions, Vitality and Retention Reports (periodically each semester)
- Employee/Faculty Performance Management System Reports (annually)
- Enrollment Reports (periodically each semester)
- Financial Audit Reports (annually)
- Inventory Reports (annually)
- Program and Services Surveys (annually)
- Graduate/Alumni/Job Placement Surveys (annually)
- SACS Accreditation Reports (every ten years)
- Security/Safety Reports (annually)
- Semester Academic Reports (each semester)

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

The primary adverse impacts on the College's programs, offerings, services, and operations result from any reduction in enrollment and funding, the economic environment, the need for expansion of programs and services, and the need for a broader industrial base. The key factor to reverse these possible adverse impacts

includes a steady increase in the number of students and job placement of qualified graduates and/or the successful continuation of graduates to senior institutions. Key processes, goals, and measures involve the following aspects:

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

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

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

In 2011-2012, the College expanded program offerings with new programs in Gerontology, Pharmacy Technician, Basic Machining and CNC Fundamentals, Emergency Medical Technician, Human Services and Environmental Health and Safety. Also, in August 2010, the College relocated the health science programs to the new Health Science Center to support growth in the health sciences programs and the statewide need for nurses. Additionally, the number of distance education courses was also expanded, offering students an alternative delivery method to better accommodate their busy lifestyles.

The senior leaders determine areas of emphasis for the College's involvement and support by setting priorities based on the College's mission, vision, values, role and scope, which appear in the *Catalog* and *Student Handbook* and on the College's website. Areas of emphasis include building a knowledgeable and skilled workforce in order to attract and retain business and industry. As an example of supporting the local community the College President, Dr. Tim Hardee, has served as a member of the Sumter Industrial Association and the Kershaw County Committee of 100 to enhance workforce development in our region. The College provides knowledge and skills to the local citizenry so they can contribute to the local economy and improve their employability skills and standard of living.

The College's workforce has supported activities to enrich the relationship between the College and the community through its support of the Chambers of Commerce, Junior Achievement, the Relay for Life, and the United Way. The College leadership and other personnel serve as members of numerous civic organizations and

work on these events to strengthen the communities in the local service area. Many faculty and staff contribute to the communities by building partnerships with secondary schools and post-secondary schools through multiple grant programs and recruitment efforts. Faculty and staff help students decide on a career path and provide a seamless transition from the secondary schools to the technical college and to the four-year colleges and universities or directly into the workforce.

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

Category 2 – Strategic Planning

1. What is your Strategic Planning process, including key participants, and how does it address:

- a. your organizations' strengths, weaknesses, opportunities and threats;***
- b. financial, regulatory, and other potential risks;***
- c. shifts in technology, student and community demographics, markets, student and stakeholder preferences, and competition***
- d. workforce capabilities and needs;***
- e. long-term organizational sustainability and organizational continuity in emergencies;***
- f. your ability to execute the strategic plan***

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

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

The College reorganized its administrative functions in February 2011 to better meet its needs in the area of accreditation compliance, institutional effectiveness, grants, and alumni affairs. As a result, an internal needs analysis has been conducted to develop initiatives and projects for external funding. As an output of this process, the College has developed a college-wide abstract of needs to address gaps in serving students, faculty, and staff. During 2011-2012, the College submitted six major grant proposals and was awarded five of these resulting in over \$5.5 million in funding.

b. The College must constantly acquire new technology for academic programs and attract and retain qualified faculty despite financial constraints. Another financial risk results from the shortfall between federal and state financial aid for students compared to actual student expenses, including books and transportation. In addition, the College has had to spend funds to institute new communication devices to respond to emergencies, given the current college environment across the country. The College can send emergency messages, including weather threats and criminal threats through the telephone/computer system. The College has also installed television

monitors in high-traffic areas, which can be used to communicate threats. The entire College community can sign up to receive emergency messages on their personal cell phones.

c. The College has planned for shifts in technology. For example, the College has a plan to replace computers on a regular basis. Classrooms have been updated to become “smart classrooms,” and there is a systematic plan for replacement of equipment. Each department submits an annual request for new equipment and capital improvements. The College has also converted to a new operating system on all computers. In 2011-2012, the College updated and expanded IT Resources as follows: developed a directive and implemented a process to allow employees to access College resources on mobile devices; upgraded computer labs and offices as scheduled; purchased and deployed approximately 176 laptops for the PBI and BTOP grant programs; implemented DegreeWorks to assist with student advisement and registration; continued to improve and enhance the User Support Services single point of contact process; replaced the infrastructure at F.E. DuBose; Implemented PacketShaper to assist in allocating bandwidth use; improved Luminis (myCCTC); and implemented a campus-wide, standardized email signature block.

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

d. All faculty meet or exceed the qualifications required by the Southern Association of Colleges and Schools. In 2009-2010, the Academic Affairs Division revised the Academic and Professional Preparation (APP) Form to better ensure documentation of SACS credential requirements, and this process has been fully implemented for all new hires. The College has purchased software to support the management of faculty credentials. This is an ongoing project and will be completed by December 2012. Because South Carolina salaries are not competitive with the region, it is often challenging to hire faculty and staff.

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

f. The annual planning process begins in January when the ELT developed the College’s Annual Goals to accomplish the 2010-2015 Strategic Plan and allow flexibility to respond to immediate opportunities that support the College’s mission. On April 3, 2012, the Vice President for Administration and Planning and the Vice President for Business Affairs conducted planning and budgeting workshops for all areas of the College. Planning processes were reviewed and assistance was provided to help with the planning process.

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

Ultimately, the plans of all major divisions of the College served as the core of the College’s Annual Plan of Action, along with the College’s annual goals, strategic directions, and mission statement. After having been

incorporated into the annual budget process and reviewed by the College’s Area Commission, the Annual College Plan of Action was officially disseminated through the College’s website at www.cctech.edu/aboutus.htm. The objectives in the 2011-2012 College Plan of Action were reported in the 2011-2012 Annual Effectiveness Report for the College.

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

The College adopted strategic goals supporting the mission of the College and providing a framework for developing annual objectives responsive to the current economic environment and the College’s initiatives.

Strategic Challenges	Related Strategic Objectives
<ul style="list-style-type: none"> • As the population in Kershaw County rapidly increases, there is a need for more educational services. The first building at a new site off I-20 in Camden, SC, opened in May 2010, but additional funding is needed to fulfill the new Kershaw County Campus vision as outlined in the CCTC Facility Master Plan. • Economically disadvantaged students result in a high percentage of students needing financial assistance. State and federal financial aid (lottery monies and grants) are not keeping up with student costs for tuition and books. • The industry base needs to be expanded in the four-county service area to support the overall economic development. • Additional funding is needed to increase counseling staff to expand implementation of the EEDA, which will ensure a clear pathway from high school to the College, so that a skilled employee base for the community will be available. • A key challenge is to reduce student barriers to education caused by the increase in gasoline prices. The College is expanding distance education courses and providing on-line faculty certification training to meet this need. • Another key challenge is to secure new equipment, hardware, and software to keep programs current. An example is that the College is installing a new operating system for all computers in the College, and the industrial and engineering division is constantly under pressure to acquire new technologies. Local funding for maintenance and upkeep of facilities. • The Sumter Campus is “landlocked” which results in limited options for facility expansion. • Some entry-level students are under-prepared. • Current economic environment is unstable. • Technology needs continue to expand, and students continue to have a digital divide. Information literacy and technology skills are very important in the ongoing management of student learning outcomes. 	<ul style="list-style-type: none"> • Strategic Plan Goal 1: The College will expand the training and educational programs’ scope and effectiveness within the community • Strategic Plan Goal 4: The College will expand its accessibility and program offerings. • Strategic Plan Goal 5: The College will foster an environment conducive to student success. • Strategic Plan Goal 1: The College will expand the training and educational programs’ scope and effectiveness within the community. • Strategic Plan Goal 4: The College will expand its accessibility and program offerings. • Strategic Plan Goal 6: The College will attract and retain quality faculty and staff. • Strategic Plan Goal 4: The College will expand its accessibility and program offerings. • Strategic Plan Goal 7: The College will practice effective stewardship of its resources and seek new avenues of funding. • Strategic Plan Goal 7: The College will practice effective stewardship of its resources and seek new avenues of funding. • Strategic Plan Goal 2: The College will strengthen its role with K-12 institutions and become a first-choice option for high school students. • Strategic Plan Goal 4: The College will expand its accessibility and program offerings.

3. *How do you evaluate and improve your strategic planning process?*

In developing the (2010-2015 Strategic Plan) the College's ELT and Director of Research and Institutional Effectiveness agreed on enhancements to the strategic planning process designed to streamline strategic planning, making it more flexible and responsive to change. A key component of the process involved ensuring maximum involvement by the College's key stakeholders: faculty, staff, students, community leaders, education leaders, and business leaders. The resulting goals of the new plan address the strategic challenges identified by the College and its stakeholders, while allowing the College the flexibility to adapt to a changing economic environment.

The 2010-2015 Strategic Plan employed a dynamic system of annual planning, budgeting, and evaluation. Institutional Effectiveness/Use of Results Reports enables the College to use the findings to make continuous improvements and effectively accomplish its mission. The College has also identified guidelines for the development of administrative unit outcomes. A schedule for the review of all administrative units was developed for implementation during 2012-2013.

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

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

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

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

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

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

The Strategic Plan, Plans of Actions, and Annual Effectiveness/Use of Results Reports, containing a detailed listing of assessment activities/performance measures, were distributed to every division and department/unit in the College. The status of plans were reviewed and discussed at unit meetings.

The College has a strong record of on-going, integrated, systematic review of all its programs as well as its academic, support, and administrative departments/units. Every employee had an opportunity to contribute to

the development of specific objectives for the plans of action and developed with his/her supervisor a personal plan of action, reported on results, and stated how the results will be used for continuous improvement. This process is formalized through the Faculty/Employee Performance Management System, which provides a means of integration, communication, and accountability.

6. *How do you measure progress on your action plans?*

Measurement is based upon attainment of specific and quantifiable goals. Each department/unit throughout the College met to develop plans of action. Each full-time employee has a role in developing a Faculty Performance Management System (FPMS) or Employee Performance Management System (EPMS) form, which outlined how each employee will contribute to reaching the Annual College Goals. The appropriate supervisor for the department/unit/division evaluated how well each person accomplished their objectives. All departments and major divisions reported their results and how the results will be used for continuous improvement. Employees were rated as “Exceeds,” “Meets,” or “Below” achievement of goals.

7. *If the organization’s strategic plan is available to the public through the organization’s internet homepage, please provide an address for that plan on the website.*

The College’s strategic plan is available to the public through its Internet homepage at the following web address: <http://www.cctech.edu/aboutus.htm>.

Category 3 – Student, Stakeholder, and Market Focus

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

The College determines which educational programs it addresses by surveying the needs of and responding to requests of local business and industry (who are the employers of its graduates) and other stakeholders before implementing a new program. The College surveyed local businesses and determined the job market existed for new programs of study slated to begin in Fall 2011. The College involved advisory committees in identifying program exit competencies and providing feedback on the skills graduates need to demonstrate in the workplace. Graduates were surveyed to help the College determine the satisfaction with their programs of study and the College’s offerings and services.

The College has determined which student and market segments to pursue for current and future educational programs, offerings, and services in accordance with its mission statement and legislative mandate. The targeted market segments include the citizens in its four-county service area who have attained a minimum of a high school diploma from an accredited high school or a GED and seek skills that will result in employment and/or further education. Typical market segments within the local population include the following:

- Students who desire to acquire skills and knowledge leading to a skilled job or a better job with higher income
- Students who are already employed, at least part-time
- Career-oriented students
- Students who will eventually pursue four-year college degrees
- Non-traditional college students with an average age of 28
- First-generation college students
- Displaced workers
- Students who require financial aid
- Students who wish to reside in the area while attending college
- Military personnel and dependents
- Students from local businesses and industries that have requested customized training
- Students who perform well in small classes with personal attention.

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

The College researched and implemented methods that are proven to be successful with its student population including the following:

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

Annually, the College uses an Alumni Survey, a Graduate Survey, a Course/Instructor Evaluation Survey, and a Programs and Services Survey, which allow the College to determine student satisfaction with courses, instructors, programs, and student support services. The Spring 2012 Survey indicated a 95% overall student satisfaction rate on 57 questions in the Programs and Services survey. Specific results are shared with all support areas.

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

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

The College surveys current students, graduates, and alumni to determine if graduates have acquired the skills and knowledge to either acquire a job, progress in existing jobs, or pursue a four-year degree. In addition Student Affairs has implemented campus-wide: 1) customer service survey, 2) "Registration Feedback" available online, 3) used evaluations from all Student Affairs workshop to make improvements, and 4) used an "Outreach Campus" survey.

Recruiters and staff members in various grant programs are working with future students in secondary schools to help students identify career paths from high school to college. Staff members are also providing test preparation sessions, administering the College's placement exam, and conducting workshops which focus on transitioning from the secondary to post-secondary environment. The College also awards credit for collegiate courses taught in secondary schools through its dual enrollment program.

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

Additionally, results of the Outreach Survey have been used to streamline processes at all locations, hire additional staff, determine appropriate course offerings, and to revise hours of operation.

Survey results have shown that finances and the need to work are concerns for students. To better meet financial needs of the student body, the College has expanded institutional scholarship opportunities for targeted populations (Patriot Scholarship and IET Scholarship), has expanded work study opportunities, and implemented a food pantry for students in need.

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

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

Students complete a course evaluation and a program and services survey at least annually. Graduate, alumni, and advisory committee surveys are conducted annually to indicate satisfaction or dissatisfaction with the College's programs and services. Specifically, surveys solicit feedback on how well the College provides knowledge, skills, and support services necessary for success during the College experience and on the job. Results of the surveys are used for continuous improvement and incorporated into plans of action. All surveys and feedback reports are reviewed by the appropriate departments and leadership teams, and changes are implemented as appropriate.

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

The College actively pursues ways to attract and retain students and stakeholders to enhance student performance and to meet and exceed their expectations. The College continues to use student satisfaction feedback from surveys to improve instruction, facilities, and programs and services. Also, the College continues to teach students study skills and job preparation skills through the 3-hour credit course - COL 103 College Skills.

To meet the varying career and academic needs of students, the College implemented a comprehensive Career Services Center which focuses on academic and career planning. Strategies were developed to work with undecided students, students on academic suspension, and student graduates. Center staff are working with faculty to infuse Career Services throughout the curriculum.

Additionally, the College is offering more services through the Student Learning Center (Tutoring Services). The Center continues to offer one-on-one tutoring and group tutoring, but has also implemented an online tutoring service, online appointment system, and has developed a comprehensive workshop schedule to address academic and personal needs of students. The Center also oversees a newly implemented accelerated learning program (AIM) for students requiring various forms of remediation.

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

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

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

The complaint and appeals process is fully detailed in the *CCTC Catalog and Student Handbook*, and it provides for a quick response time from the Chief Student Services Officer or other members of the administration to all complaints against students, staff or faculty. The *Catalog and Student Handbook* is located on the College's website and intranet. The Student Grievance process is provided on the College's website and in the course syllabi regardless of mode of delivery. Students who wish to file a complaint, appeal, or grievance are directed to the office of the Vice President for Student Affairs by faculty, staff, and administrators. Issues raised by students are fully investigated and meetings are held with students and stakeholders as needed. Informal communication usually resolves any issues or complaints. Results of meetings, complaints, and appeals are well-documented within the office of the Vice President for Student Affairs.

The Discipline Referral Process is used by all faculty who experience difficulty with students in the classroom. Updated information regarding the process is made available to all faculty annually through faculty trainings and in the College's intranet. The Vice President for Student Affairs meets with all students who are referred for disciplinary reasons and investigates each situation thoroughly. Results of meetings are shared with appropriate faculty and staff members as needed. Each referral is well-documented within the office of the Vice President for Student Affairs.

Category 4 – Measurement, Analysis, and Knowledge Management

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

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

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

The Director of Research and Institutional Effectiveness has supported decision-making by profiling specific areas of interest, such as distance education, College Studies certificate students, and first-time freshmen. He serves on College teams, providing requested data to support the teams' focused efforts, and his office continues to provide official trend reporting and survey analysis. Additionally, the department of Information and Learning Technologies (ILT) continues to develop and modify real-time reports used for budgeting, enrollment, and program vitality decision-making. As an example, the ILT created a "Dashboard" on the web in myCCTC (the College's intranet), which tracks student enrollment daily and provides a comparison over several years. The College uses the Vitality and Admissions Reports on a weekly basis to gauge program performance and enrollment.

The College identified trends and projected future needs for identification of new programs and expansion of current offerings. When available, the College used national examinations, such as NCLEX for the nursing program, a nationally normed examination in chemistry, and WorkKeys for math and industrial programs as

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

3. *How do you keep your measures current with educational service needs and directions?*

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

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

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

The College compares program vitality, including headcount, FTEs, program enrollment, graduation rates, and job placement rates with other technical colleges. The College gathers and maintains three-year trend lines to compare this data from year to year. The College uses data to determine appropriate courses/programs for each county. Enrollment trends at all outreach locations are reviewed. The ELT is also active in community groups, such as the Industrial Association, Chambers of Commerce committees, and Economic Development groups; the ELT uses input from these partnerships to support strategic decision making. Results of data analysis are incorporated into plans of action. The College also compares enrollment, program vitality, and retention with other South Carolina Technical Colleges and with state and national norms to set benchmarks for continuous improvement. Additionally the College participated in The Center for Community College Student Engagement survey to compare performances to 2-year colleges nationally.

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

The College posts its Institutional Effectiveness Report, State Accountability Report, Annual Plan of Action, Gainful Employment disclosures, and Annual Effectiveness Reports online at www.cctech.edu/aboutus.htm for public accessibility. A Quick Facts document is made available online as soon as official data has cleared the Commission on Higher Education in the fall. Additionally, every August, the College posts the previous year's annual Factbook online, as well.

Other public sources for official Central Carolina Technical College data include the Commission on Higher Education (http://www.che.sc.gov/New_Web/Rep&Pubs/DataRepts.htm), IPEDS (<http://nces.ed.gov/ipeds.gov>) and Gainful Employment (<http://studentaid.ed.gov/about/data-center/school>).

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

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

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

7. *How do you translate organizational performance review findings into priorities for continuous improvement?*

The College compares actual results of performance review findings against expected results. If a gap exists between actual and expected results, the College evaluates the objective and determines the validity of the objective. The objective is retained, revised, or incorporated into new objectives in accordance with the changing environment. Objectives vital to the accomplishment of the College's mission are incorporated into the following year's plan of action. The ELT reviews the previous year's annual goals and strategies prior to the development of the next year's goals as well as a review of any developing external factors. During 2011-2012, the guidelines for the review of administrative units were developed to measure organizational performance and efficiency.

8. *How do you collect, transfer, and maintain organizational and employee knowledge (knowledge assets)? How do you identify and share best practices?*

The College collects "knowledge assets" by ensuring that all new employees meet or exceed job requirements. The College website and workshops, such as New Employee Orientation, New Faculty Orientation, Adjunct Faculty Orientation, Professional Development Program, and the Academic Leadership Workshop series (offered periodically), are the primary ways the College maintains and transfers organizational and employee knowledge. The College's website explains the planning and evaluation process; states the College's mission, vision, and values; and provides directives and manuals. Professional development workshops, research materials, peer group meetings, and conferences are used to identify and share best practices. Academic program managers maintain communication with accrediting agencies and review standards for relevancy and best practices. The College has adopted guidelines for the development of administrative unit outcomes. Based on identified criteria, a schedule of administrative units to be reviewed has been adopted for 2012-2013.

Category 5 – Workforce Focus

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

Once plans of actions are developed for the College and every division and department, all full-time employees annually complete an individual plan of action in accordance with the Employee Performance Management System (EPMS) or the Faculty Performance Management System (FPMS). These individual action plans support the College's goals and objectives and include professional development activities designed to help employees reach their full potential.

CCTC promotes cooperation, initiative, empowerment, and innovation through providing a collegial organizational culture. The ELT, Deans Council, the Student Affairs Team, and the Academic Management Team have a free exchange of communication, and each group is empowered to implement creative solutions to current issues. The College has consistently provided cross-training among groups. A Professional Development Program Calendar is developed by a cross-functional team, which incorporates workshops for

faculty and staff across the College. Additionally, professional development opportunities are provided to faculty and staff through various grant program initiatives.

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

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

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

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

4. *How do you accomplish effective succession planning? How do you manage effective career progression for your entire workforce throughout the organization?*

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

departments after her promotion. Additionally, the Director of Admissions and Records was formerly the Testing Coordinator and the Director of TRIO was formerly an administrative assistant.

5. How does your development and learning system for leaders address the following:

- a. development of personal leadership attributes;**
- b. development of organizational knowledge**
- c. ethical practices**
- d. your core competencies, strategic challenges, and accomplishment of action plans?**

a. The development and learning system for leaders was described in the answer to Question #4 above

b. Employees serve on teams where they receive organizational knowledge. On the myCCTC intranet website, employees have access to handbooks, manuals, and College directives. Workshops are also provided on an on-going basis to share organizational knowledge

c. Ethical practices are demonstrated through role modeling, clear College policies and directives (available to the entire workforce online), and through zero tolerance of unethical practices

d. In addition to the College's Annual Plan of Action, supported by departmental and individual plans of action, the College reviews its core competencies and strategic challenges at the Fall Kickoff for employees. The College reports the accomplishment of actions at a spring College-wide meeting. Both the College's Annual Plan of Action and the Annual Effectiveness Report are published on the College's public website

6. How do you assess your workforce capability and capacity needs, including skills, competencies and staffing level?

The College's capability and capacity needs are closely tied to the number of students who attend the College – the more students, the greater the workforce. The College benchmarks the skills, competencies, and staffing level needed throughout the College by comparing these factors to the requirements set by SACS and other accrediting groups and to colleges with similar student populations. Capability and capacity needs are also closely monitored and determined through CCTC's annual departmental planning and staff's EPMS and faculty's FPMS evaluations. Data is gathered and disaggregated by program of study to determine faculty and staffing needs prior to the budget request each year to identify gaps.

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

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

All faculty meet or exceed the requirements of the Southern Association of Colleges and Schools. Job opportunities are published on the College's website, South Carolina's E-Recruitment System (www.jobs.sc.gov), and in newspapers as appropriate. Applications are reviewed to ensure applicants meet specified requirements. A team, including but not limited to the appropriate supervisor, Vice President, and the President, are involved in interviewing and hiring prospective applicants.

To retain new employees, the College provides workshops to help new employees become familiar with their rights and responsibilities. All employees participate in the Faculty or Staff Employment Management System, described earlier in this report, so they are aware of their expected contributions to the achievement of College's annual goals and objectives. The College added thirteen instructors and three academic program directors in the FY 11 – FY12 time period to accommodate the growth in student enrollment.

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

The Professional Development Committee plans staff education/training based on the objectives set forth in the plans of action. A total of 51 classes were offered during 2011-2012 academic year. Classes focused on online training, better student advisement, retention tracking, and employee orientations. Other courses focused on improving and varying teaching methodologies. This training related directly to new initiatives in plans of action. As part of the FPMS and EPMS process, employees demonstrated how they have applied new knowledge and skills. Employees with exceptional performance will have an opportunity to receive merit increases through the annual pay plan when the budget allows merit raises.

Participants from each campus participating in a professional development activity completed evaluation forms. The College compiled the results of the evaluations, and these results were used to improve professional development activities. As a result of previous evaluations and requests from the faculty/staff, the PDP Team learned the employees wanted more personal enrichment workshops.

9. *How do you evaluate the effectiveness of your workforce and leader training and development systems?*

A cross-functional team from across the College serves as the Professional Development Team. Based on results of the previous year's evaluations and requests from the workforce, the team develops an annual calendar of events. PDP events are all evaluated and results are used for improvement of offerings and services. An annual needs assessment survey is used to identify training needs. Summative evaluations are used to evaluate training programs. The 2012-2013 PDP calendar has been developed using results from the previous year's assessments.

10. *What formal and/or informal assessment methods and measures do you use to obtain information on workforce well-being, satisfaction, and motivation?*

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

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

Findings are incorporated into the individual and departmental plans of action and effectiveness reports, which are used for continuous improvement. Focus groups are also formed to examine issues and address any areas of concern. Program learning outcomes are assessed to improve individual programs of study.

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

The College has taken steps to provide a healthy, safe, and secure environment for all members of the campus community – faculty, staff, students, and visitors. Central Carolina Technical College developed and implemented a comprehensive wellness program named fitCentral. Many CCTC employees have participated in the wellness program and have expressed appreciation and enthusiasm for the opportunities the program provides, as well as the College's concern for employee health and well-being.

In 2011-2012, the College continued to re-assess security issues based on events at other educational facilities; to ensure safety on campus, the College contracted to have a Sumter City police officer on site. Safety is maintained by a number of policies, services, and programs supported by a variety of administrative and academic offices and committees. Information about services, programs, and policies is widely available (e.g., *Central Carolina Technical College (CCTC) Directives Manual, Faculty Handbook, Environmental, Health,*

and Safety Manual, Student Handbook/Calendar, Central Carolina Technical College Catalog 2011-2012, Security Manual, and the CCTC Website). These publications describe instructions on how to be prepared for emergencies and disasters. Additionally, the College has installed television monitors in the hallways to alert the College community of potential threats. Surveillance systems were added in buildings M100, M300, and M400. A telephone software feature allows for text messages to be sent to individuals' cell phones. The telephone system also has an intercom system which allows for voice messages to be sent over all campus telephones. Special workshops were held to identify ways to diffuse disturbances.

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

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

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

The Director of Safety and Security is also responsible for providing safety training for the College community. This is accomplished in several ways:

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

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

Category 6 – Process Management

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

The College derives its core competencies from its mission statement, vision statement, and statement of values, which were developed by all College stakeholders and reviewed periodically by the Area Commission, administrators, faculty, and staff. Following is a list of the College's core competencies:

- ***Quality, Innovative Programs:*** The College received SACS approval to implement the following certificates in Fall 2011: Human Services Associate Degree, Gerontology Certificate, Environmental, Health, and Safety Certificate, Pharmacy Technician Certificate, Emergency Medical Technician Certificate and Basic Machining and CNC Fundamentals Certificate. Also, the College completed an evaluation of the effectiveness and impact of the College Studies Certificate during this academic year.

- **Accessible Programs:** Campuses are now available in all four of the College's service counties. Also, students register themselves from any location with Internet access. In addition, the College continues to add more distance education classes.
- **Affordable Programs:** The College's tuition is very reasonable compared to other colleges. The College's information system makes it much easier for students to access eligibility information for financial aid. With high gas prices, the addition of more classes at outreach locations and distance education classes has made the College more affordable as well as accessible.
- **Accessible Student Support Services:** The TRiO program provides services for first-generation, low-income students. Two newly awarded PBI grant programs provide services for secondary students and college students to include test preparation, college preparation, career services, accelerated learning programs, male mentoring programs, laptop lending programs, tutoring services, and a focus on retention initiatives. Support services have been strategically located in the same vicinity on campus to ensure convenience, accessibility, and efficiency. Additionally, the College offers the following services at all locations: Special Populations Program, Disability Services, Career Services, Student Life, Academic Advisement and Registration Assistance, Financial Aid Assistance, Admissions and Records, and Outreach Services. Counselors provide student services, and myCCTC provides students with instant access to information. New Student Orientation is offered each semester on the College's main campus and online to ensure access by all students regardless of location. All support services are promoted to students at orientation. A new Information Technology Center was created in the Library to provide increased technology training to students. The Library purchased new databases and provided classes on how to conduct research through the Internet. The College also implemented new distance education software, Desire2Learn, to provide better course delivery to distance students.
- **Organizational Planning:** The College's action plans are clearly tied to the College's core competencies and strategic directions. The College's planning process was revised in 2011-2012 and strategies for more integration were developed.

2. *What are your organization's key work processes?*

The key work process of the College is to provide quality, exceptional, affordable technical and comprehensive education in an innovative, student-centered learning environment. Also, the College is engaged in meeting the needs of the local employers for a knowledgeable and skilled workforce, which in turn will improve the economic well-being of the citizens and the State of South Carolina. Key support processes are listed below to provide:

- Quality teaching and learning environment that prepares students to go to work and/or continue their education
- Student support services that make a college education accessible to adult students in the four-county service area
- Responsible financial support services that result in an on-going, non-profit concern
- Comprehensive planning and assessment processes

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

Following are methods the College uses to incorporate input into learning-centered processes:

- **Students:** Annually, surveys are administered to students, graduates, and alumni. Students complete the student evaluation of instruction and the programs and services evaluation. The results are shared with the appropriate departments and used for continuous improvement.
- **Faculty and Staff:** College employees have input through the development of individual plans of action through the Employee/Faculty Performance Management System. These individual plans support the divisional and College's mission, strategic directions, and annual goals. In addition, faculty and staff input

was an important factor in the College's Quality Enhancement Plan, which supports students and faculty in using new technology. There is also widespread participation through the Registration Feedback and numerous committees and teams, such as the Academic Management Team.

- **Stakeholders:** Each program has an advisory committee that has input on program outcomes. In 2011-2012 approximately 160 business and industry representatives served on advisory committees. Also, the Area Commission is appointed to represent all four counties in the College's service area. In addition, key College personnel are active on numerous boards and organizations in the community.
- **Business/Industry:** The Sumter Industrial Association and local Economic Development agencies and businesses participate in the planning process so that the College can implement new courses and/or programs for acquisition of new skills. Credit and continuing education programs have collaborated with industry to prepare graduates for the workplace. An example is an acclaimed welding program that is a collaborative effort among credit and non-credit personnel at the College as well as industry and local public agencies.
- **Suppliers:** Suppliers often demonstrate technology devices that are considered for implementation. For example, the College investigated and selected new technology to improve communication and security.
- **Partners:** The College works closely with secondary schools as part of the EEDA legislation to ensure a smooth transition of students from high school to college. A primary emphasis this year was working with counselors and students at high schools to define clear pathways from high school to college. Dual enrollment was incorporated into several new departments.

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

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

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

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

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

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

Key support processes are as follows:

- Student Services
- Support of Outreach Campuses
- Facilities and Inventory Management
- Accounting and Finance
- Information Systems
- Administration
- Workforce Development
- Tutoring and Mentoring Services
- Research and Institutional Effectiveness

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

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

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

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

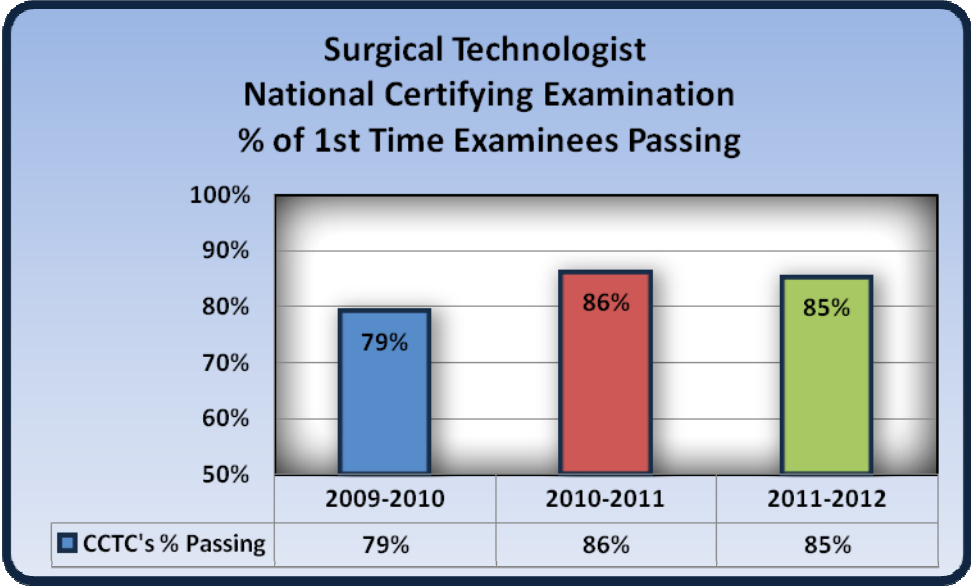
The College's financial statements are audited annually by external auditors in accordance with generally acceptable auditing standards. The College has received an unqualified opinion, and there have not been any management letter comments for over a decade. The College also has an audit of federal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

Section III – Category 7
Organizational Performance Results

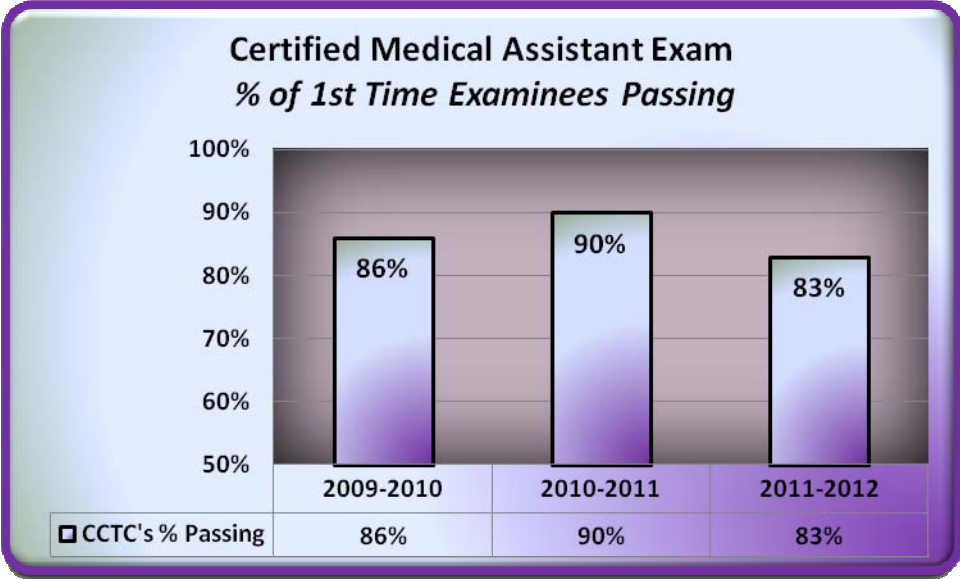
7.1 What are your performance levels and trends for your key measures on student learning, and improvements in student learning? How do your results compare to those of your competitors and comparable organizations?

Notes	CHART 7.1.1 – Passage Rates on Professional Examinations								
<p><i>CCTC's passage rate for the ADN Licensure Examination exceeds both the state and the national pass rate.</i></p>	<div style="text-align: center;"> <p>ADN - National Council Licensure Exam 2011-2012</p> <p><i>% of 1st Time Examinees Passing</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Pass Rate %</td> <td>87.90%</td> <td>89.66%</td> <td>91.30%</td> </tr> <tr> <td></td> <td>National</td> <td>South Carolina</td> <td>Central Carolina Technical College</td> </tr> </table> </div>	Pass Rate %	87.90%	89.66%	91.30%		National	South Carolina	Central Carolina Technical College
Pass Rate %	87.90%	89.66%	91.30%						
	National	South Carolina	Central Carolina Technical College						
<p><i>CCTC's passage rate for the LPN Licensure Examination exceeds both the state and the national pass rate.</i></p>	<div style="text-align: center;"> <p>LPN - National Council Licensure Exam 2011-2012</p> <p><i>% of 1st Time Examinees Passing</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Pass Rate %</td> <td>84.84%</td> <td>95.16%</td> <td>96.55%</td> </tr> <tr> <td></td> <td>National</td> <td>South Carolina</td> <td>Central Carolina Technical College</td> </tr> </table> </div>	Pass Rate %	84.84%	95.16%	96.55%		National	South Carolina	Central Carolina Technical College
Pass Rate %	84.84%	95.16%	96.55%						
	National	South Carolina	Central Carolina Technical College						

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

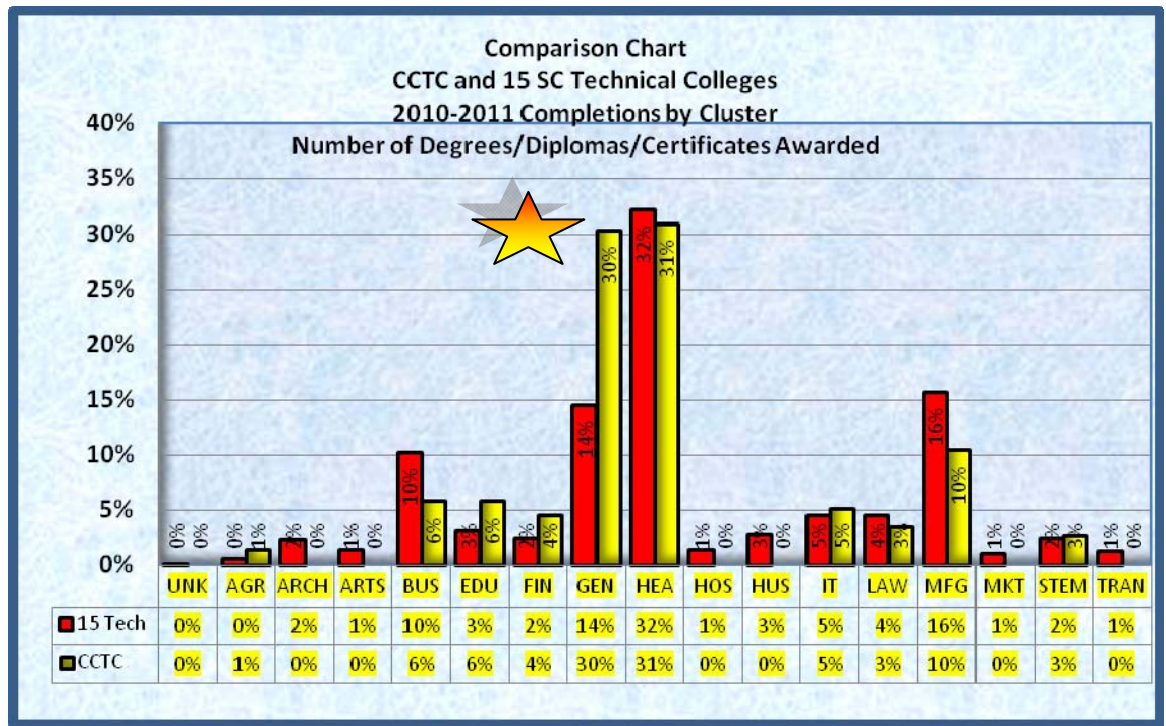


CCTC's passage rate for the Certified Medical Assistant Exam remains high for the first-time examinees.



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

CHART 7.1.2 – Completions



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

CHART 7.1.3 - Placement Rates



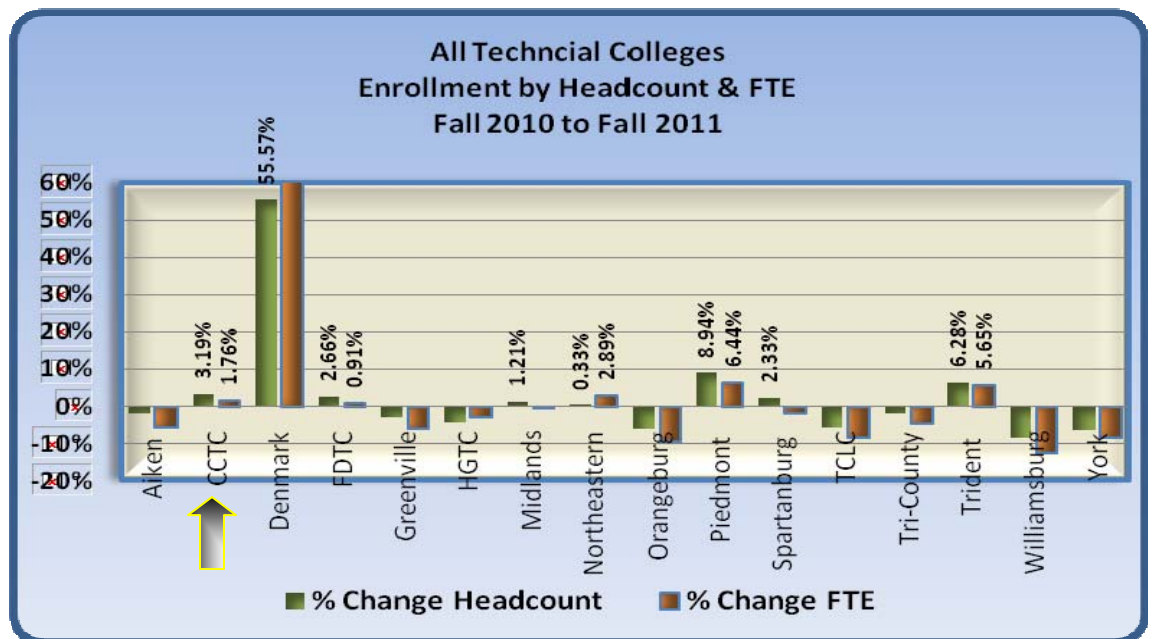
**TABLE 7.1.4 – Dual Enrollment Comparison Rates
 All Technical Colleges
 Fall 2010 – Fall 2011**

College	Fall 2010			Fall 2011			% Change In HS Hdct
	HS Hdct	Total Hdct	% HS Hdct	HS Hdct	Total Hdct	% HS Hdct	
Aiken Tech College	45	3,128	1%	57	3,071	2%	27%
Central Carolina Tech College	179	4,382	4%	222	4,522	5%	24%
Denmark Tech College	0	1,033	0%	0	1,607	0%	0%
Florence-Darlington Tech College	84	5,855	1%	48	6,011	1%	-43%
Greenville Tech College	916	14,879	6%	934	14,453	6%	2%
Horry-Georgetown Tech College	416	7,826	5%	515	7,487	7%	24%
Midlands Tech College	161	12,078	1%	216	12,224	2%	34%
Northeastern Tech College	108	1,219	9%	91	1,223	7%	-16%
Orangeburg Tech College	479	3,200	15%	562	3,003	19%	17%
Piedmont Tech College	609	5,703	11%	846	6,213	14%	39%
Spartanburg Community College	287	5,871	5%	471	6,008	8%	64%
Tech College of the Lowcountry	149	2,792	5%	218	2,633	8%	46%
Tri-County Tech College	482	6,941	7%	495	6,800	7%	3%
Trident Tech College	677	15,790	4%	730	16,781	4%	8%
Williamsburg Tech College	24	723	3%	0	661	0%	-100%
York Tech College	804	6,000	13%	550	5,621	10%	-32%
Total	5,420	97,420	6%	5,955	98,318	6%	10%

One of CCTC's goals was to expand the dual enrollment program options in the past year and results show a slight increase. As depicted in the table; CCTC is ranked 6th for increased dual enrollment within the state's technical colleges.

Note: State Tech System counts dual-enrolled students who are taking classes that are designated for dual enrolled students only. They do not count students attending mixed classes with enrolled college students.

**CHART 7.1.5 – Enrollment by Headcount and FTE
 All Technical Colleges**



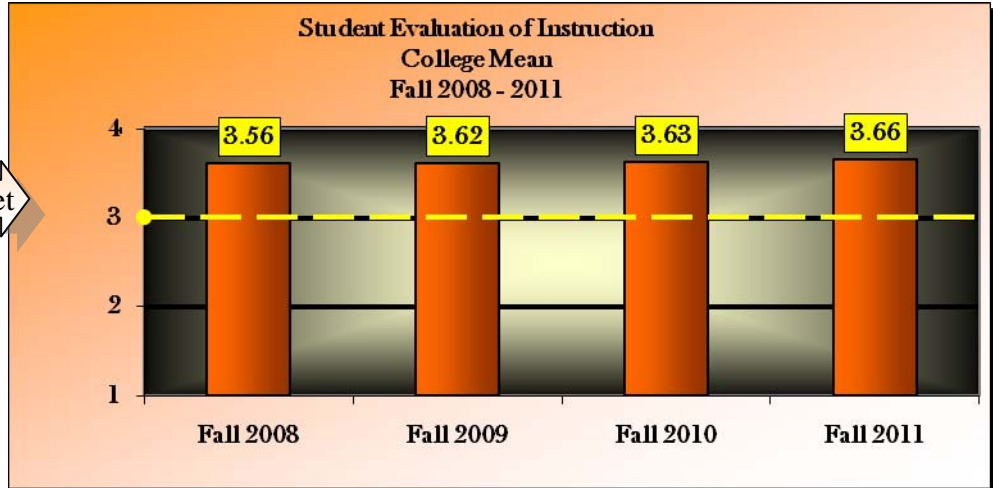
CCTC continues to experience a slight increase in enrollment growth.

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

Each year, the student evaluation of instruction shows an increase in student's approval rating for faculty and course content.

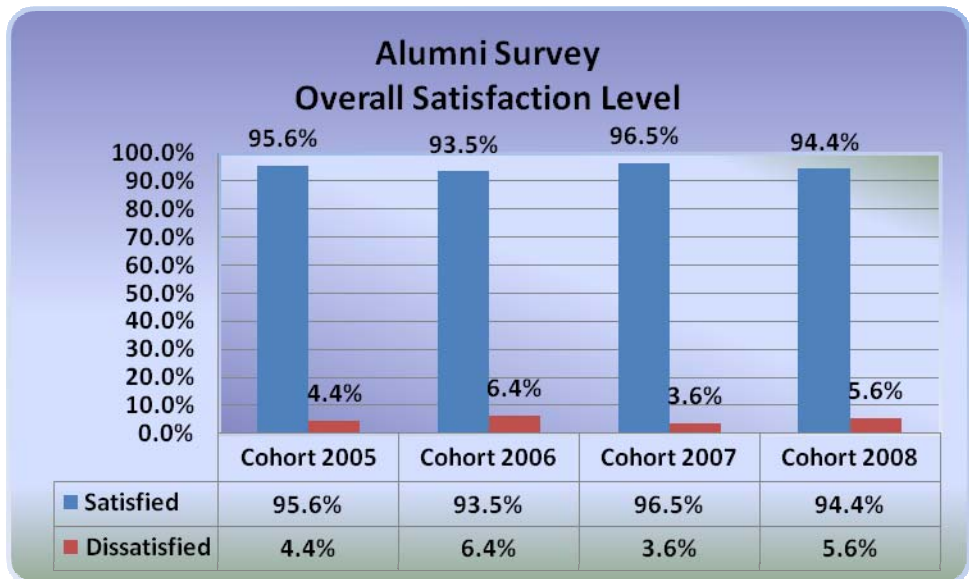


**CHART 7.2.1 - Student Evaluation of Instruction Survey
College Mean**



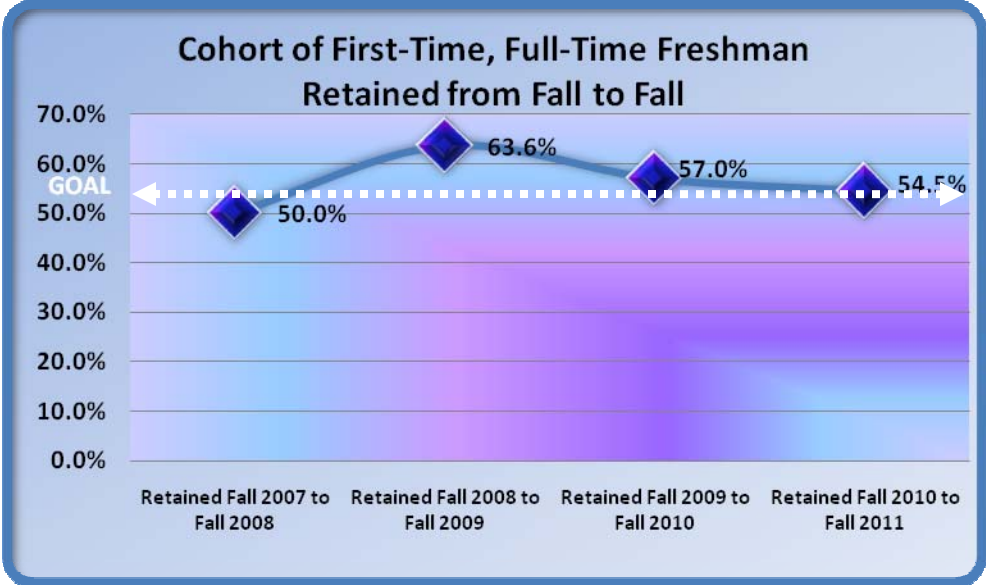
Alumni are surveyed 3 years after graduation. The 94.4% of Alumni overall satisfaction is down slightly from the previous year of 96.5%.

**CHART 7.2.2
Alumni Survey
Overall Satisfaction Ratings with Academic Experience**



CCTC's first-time, full-time, degree-seeking students' retention rate has remained high.

CHART 7.2.3 – Central Carolina Technical College Retention Rates



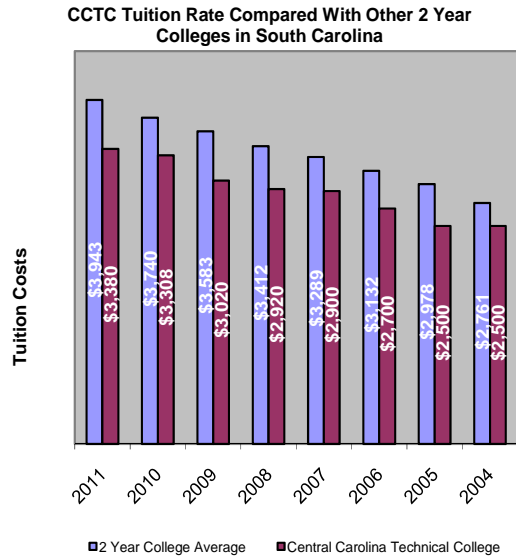
CCTC continues to receive over 90% satisfaction rates (very satisfied and satisfied) with programs and services.

CHART 7.2.4 – Programs & Services Survey Overall Satisfaction Ratings



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

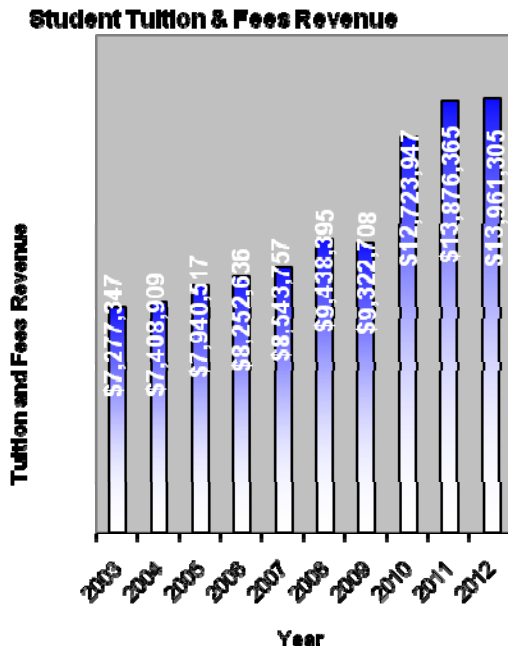
**CHART 7.3.1
 Tuition Rate Comparison**



Note: Tuition increases over the past seven years have been significantly less than the other two-year colleges in the state, and the College has remained below the state average for two-year colleges.

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

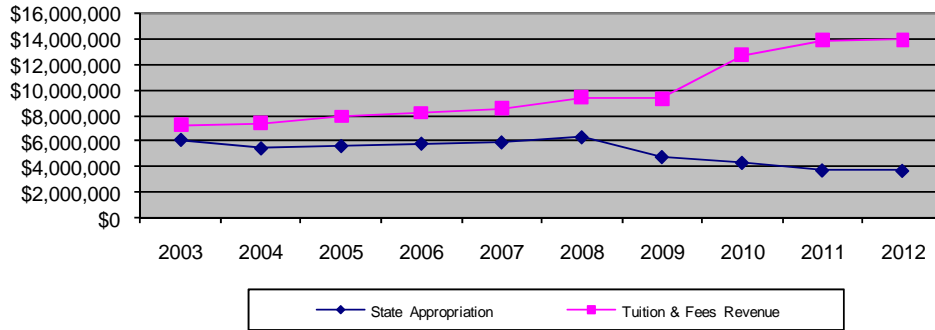
**CHART 7.3.2
 Student Tuition & Fees Revenue**



Note: Student tuition and fees revenue has increased from \$7.28 million in fiscal year 2003 to \$13.96 million in fiscal year 2012. Tuition and fee revenue is the largest source of operating revenue for the College.

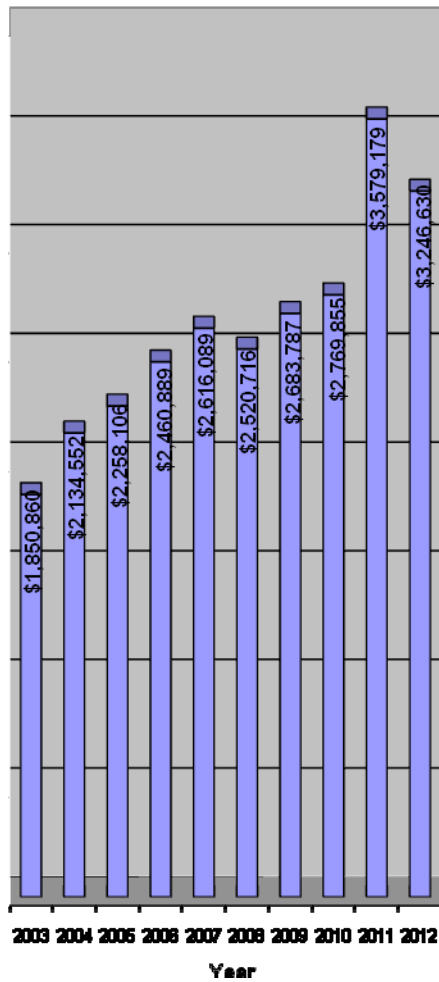
CHART 7.3.3 Correlation between State Appropriations and Tuition and Fees

Correlation between State Appropriations and Student Tuition and Fee Revenues



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

CHART 7.3.4 State and Local Grants and Contracts



Note: Although direct state appropriations to the College have decreased, state supported funding to students in the form of scholarships, grants and aid has increased, which has helped to offset the increase in tuition. In 2003, state and local grants and contracts revenue was approximately \$1.9 million, and increased to almost \$3.3 million in fiscal year 2012, largely due to the South Carolina Lottery Tuition Assistance program.

TABLE 7.3.5
Accountability Report Appropriations/Expenditures Chart

Base Budget Expenditures and Appropriations

Major Budget Categories	FY 10-11 Actual Expenditures		FY 11-12 Actual Expenditures		FY 12-13 Appropriations Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	\$13,397,333	\$3,160,169	\$14,370,712	\$2,888,903	\$14,623,436	\$2,879,561
Other Operating	\$6,589,287		\$6,839,589		\$7,117,928	
Special Items						
Permanent Improvements						
Case Services						
Distributions to Subdivisions						
Fringe Benefits	\$3,607,453	\$840,045	\$4,018,822	\$814,819	\$4,187,599	\$835,374
Non-recurring	\$188,976		\$67,957		\$144,133	
Total	\$23,783,049	\$4,000,214	\$25,297,080	\$3,703,722	\$26,073,096	\$3,714,935

Other Expenditures

Sources of Funds	FY 10-11 Actual Expenditures	FY 11-12 Actual Expenditures
Supplemental Bills		
Capital Reserve Funds		
Bonds		

TABLE 7.3.6
Major Program Areas

Program Number and Title	Major Program Area Purpose (Brief)		FY 10-11 Budget Expenditures		FY 11-12 Budget Expenditures	Key Cross References for Financial Results*
II.A., B., & E. Instructional Programs	The College provides opportunities for individuals to acquire the knowledge and skills necessary for employment, transfer to senior colleges and universities, or graduate with an Associate Degree, Diploma or Certificate	State:	4,000,214	State:	3,703,722	
		Federal: Other: Total	23,783,049	Federal: Other: Total	25,297,080	
		% of Total Budget:	100%	% of Total Budget:	100%	

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

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

TABLE 7.4.1
Professional Development Programs
PDP Attendance and Evaluation Results AY 2011-2012
Central Carolina Technical College

Professional Development Programs							
Date	Course Title	Attendance	Excellent	Good	Fair	Poor	Presenter
PDP Fall 2011							
			Course Content Overall Rating				
Date	Course Title	Attendance	Excellent	Good	Fair	Poor	Presenter
August 2011							
8/3/2011	Communicate with Confidence Part 2	9	55.6%	44.4%			Ronalda Stover
8/9/2011	New Employee Awareness	14	69.2%	30.8%			Ronalda Stover
8/16/2011	Classroom Technology Session 1	4	100.0%				James M Barfield
8/13/2011	Adjunct Orientation	98	81.2%	18.8%			Susan McMaster
8/15/2011	D2L Boot camp	5	100.0%				Lynda Marshall
8/16/2011	New Faculty Orientation	11	100.0%				Cheryl Davids
8/16/2011	D2L Boot camp	5	80.0%	20.0%			Lynda Marshall
8/17/2011	D2L Boot camp	12	72.7%	27.3%			Lynda Marshall
8/18/2011	D2L Boot camp	9	88.9%	11.1%			Lynda Marshall
8/30/2011	All About Eye Health	11	81.8%	18.2%			Priscilla Haile & Lisa Dimitriadis
September 2011							
9/13/2011	Drug and Alcohol Awareness	6	100.0%				Patricia Moseley
9/15/2011	Benefits Fair	70	84.6%	11.5%	3.8		Ronalda Stover/Becky Vipperman
9/20/2011	Mail Merge	6	100.0%				Dawn Atkins
9/27/2011	Dealing with Difficult People	27	84.6%	15.4%			Ronalda Stover/Becky Vipperman
October 2011							
10/11/2011	Beginning Excel Workshop	14	36.4%	54.5%	9.1		Lynda Marshall
10/13/2011	Fall Kickoff/Recycling	53	94.2%	5.8%			Josh Castleberry
10/13/2011	Fall Kickoff/Financial Planning	48	77.1%	22.9%			Mr. Zimpleman/Edward Jones
10/13/2011	Teaching and Learning	22	90.5%	9.5%			Nancy Bishop

10/20/2011	Breast Cancer Awareness	7	71.4%	28.6%			Mary Jo Ardis
10/27/2011	Self-Defense Training	18	76.5%	23.5%			Holly Goddard
November 2011							
11/1/2011	Student Engagement	11	66.7%	33.3%			Nancy Bishop
11/9/2011	Couponing 101	22	95.2%	4.8%			Lisa Dimitriadis
11/14/2011	New Employee Orientation	14	72.7%	18.2%	9.1		Ronalda Stover
11/15/2011	Diabetes Prevention	10	75.0%	25.0%			Pricilla Haile/Sara Price
December 2011							
12/6/2011	Holiday De-stressing	32	100.0%				Pricilla Haile/Patricia Moseley
PDP Spring 2012							
			Course Content Overall Rating				
			Excellent	Good	Fair	Poor	
January 2012							
1/7/2012	Adjunct Orientation	15	93.3%	6.7%			S. McMaster
1/23/2012	New Employee Orientation	7	85.7%	14.3%			R. Stover
1/24/2012	Saving for Retirement	17	66.7%	33.3%			R. Stover
February 2012							
2/7/2012	Suicide Prevention	16	80.0%	20.0%			Dr. Justice
2/7/2012	Supervisor Training	4	100.0%				Ronalda Stover
2/10/2012	Teaching Generation neXT/Faculty	94	32.8%	42.6%	19.7	4.9	Mark Taylor
2/9/2012	Teaching Generation neXT/Student Services	73	50.0%	16.7%			Mark Taylor
2/16/2012	Exercise at Your Desk	15	85.7%	14.3%			Yvonne Davis
2/28/2012	Outlook 2010 (Hybrid)						Cancelled (no attendance)
March 2012							
3/12/2012	Advisement with DegreeWorks	18	93.3%	6.7%			D. Watson (2:45-3:45 PM session)
3/12/2012	Advisement with DegreeWorks	13	84.6	15.4%			D. Watson (4-5 PM session)
3/13/2012	Advisement with DegreeWorks	23	87.5	12.5%			D. Watson (2:45-3:45 PM session)
3/13/2013	Advisement with DegreeWorks	24	91.7%	8.3%			D. Watson (4-5 PM session)
3/14/2012	Advisement with DegreeWorks	13	84.6%	15.4%			D. Watson (2:45-3:45 PM session)
			Course Content Overall Rating				
Date	Course Title	Attendance	Excellent	Good	Fair	Poor	Presenter
3/14/2012	Advisement with DegreeWorks	5	100.0%				D. Watson (4-5 PM session)
3/16/2012	Advisement with DegreeWorks	12	91.7%	8.3%			D. Watson (9-10 AM session)
3/22/2012	Cooking for a Healthy Lifestyle	11	100.0%				Josh Castleberry
April 2012							
4/3/2012	Annual Planning & Budget Mtg	38	73.7%	26.3%			Ann Cooper, Terry Booth
4/4/2012	7 Habits of Highly Effective People	32	89.3%	7.1%	3.6		Raymond Watkins, Emily Ward
4/6/2012	New Employee Orientation	9	75.0%	25.0%			Ronalda Stover/B. Vipperman
4/4/2012	Measuring Student Success	9	100.0%				Nancy Bishop/David Watson
4/18/2012	Economic Development/Workforce Issues	30	57.9%	21.1%	21.1		E. Williams/Annette McCoy
4/24/2012	Time Management	29	71.4%	28.6%			Ronalda Stover/B. Vipperman
May 2012							
5/17/2012	Supervisor Training	11	90.9%	9.1%			Ronalda Stover
5/24/2012	New Employee Orientation	4	50.0%	50.0%			Ronalda Stover
June 2012							
6/14/2012	Supervisor Training	12	90.9%	9.1%			Ronalda Stover
TOTALS		51 Sessions	1072				

Course content overall ratings are based on a 100% scale. The majority of participants have rated the PDP sessions 94% excellent to good.

TABLE 7.4.2 - Faculty, Staff and Student Well-Being

CCTC continues to make substantial investments in security and communication equipment.

Current Safety & Security Improvements

- Digital signage – large screen monitors installed throughout campus to communicate emergency messages**
- Telephone communication system – installed CISCO PA intercom system**
- Emergency text messaging – capability to text message students in crises**
- Messaging to classroom computers – VISTA installed on desktops in all computer labs. VISTA messaging captures computers to put emergencies messages on screen.**
- Locks on classroom doors**
- Email & Marquee (weather)**
- Emergency Management Plan**
- OSHA Compliance - walk down to insure building and grounds are OSHA compliance**
- Surveillance cameras have been added to buildings 100 and 400 corridors, bookstore and student canteen and M300 Student Services building.**

**TABLE 7.4.3 - Annual Crime Statistics
 January 1, 2009 Through December 31, 2011**

The table indicates Main Campus experienced an increase in crime from the previous year. The College continues to employ Sumter police officers to patrol the campus.

	Main Campus			Non-campus building or property			Public Property		
	'09	'10	'11	'09	'10	'11	'09	'10	'11
Murder	0	0	0	0	0	0	0	0	0
Sex Offense									
Forcible	0	0	0	1	0	0	0	0	0
Nonforcible	0	0	0	0	0	0	0	0	0
Robbery	0	0	1	0	0	0	0	0	0
Aggravated Assault	0	0	0	0	0	0	0	0	0
Burglary	0	0	0	0	0	0	0	0	0
Motor Vehicle Theft	0	0	0	0	1	0	0	0	0
Manslaughter	0	0	0	0	0	0	0	0	0
Arson	0	0	0	0	0	0	0	0	0
Hate/Bias Crimes									
Larceny	0	0	0	0	0	0	0	0	0
Simple Assault	0	0	0	0	0	0	0	0	1
Intimidation	0	1	0	0	0	0	0	0	0
Destruction, Damage, or Vandalism	0	4	0	0	0	0	0	0	0
Arrests/College Disciplinary Actions									
Liquor Law Violations	0	1	1	0	0	0	0	0	0
Drug Violations	2	0	2	0	0	0	0	0	0
Weapons Possession Violations	1	0	0	0	0	1	0	0	0
Thefts	12	9	22	0	1	5	0	0	0

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

TABLE 7.5.1 - Environmental Training Center

The chart indicates the number of contract students has decreased this year.

South Carolina Environmental Training Center					
	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
Number Companies Served	32	23	18	21	21
Number Contract Courses	92	71	37	38	29
Environmental	24	17	22	16	14
Safety	55	26	8	10	9
Leadership	13	28	7	12	6
Number Contract Students	1076	937	548	352	377
Environmental	253	231	251	117	191
Safety	674	399	125	89	132
Leadership	149	307	172	146	54
Number Open Enrollment Courses	134	121	110	151	111
Environmental	109	106	100	132	96
Safety	25	15	10	13	15
Leadership	0	0	0	6	0
Number Open Enrollment Students	680	497	680	807	450
Environmental	638	445	632	677	349
Safety	142	52	48	69	101
Leadership	0	0	0	61	0

TABLE 7.5.2 - Unduplicated Dual-Enrolled Students 2007-2011

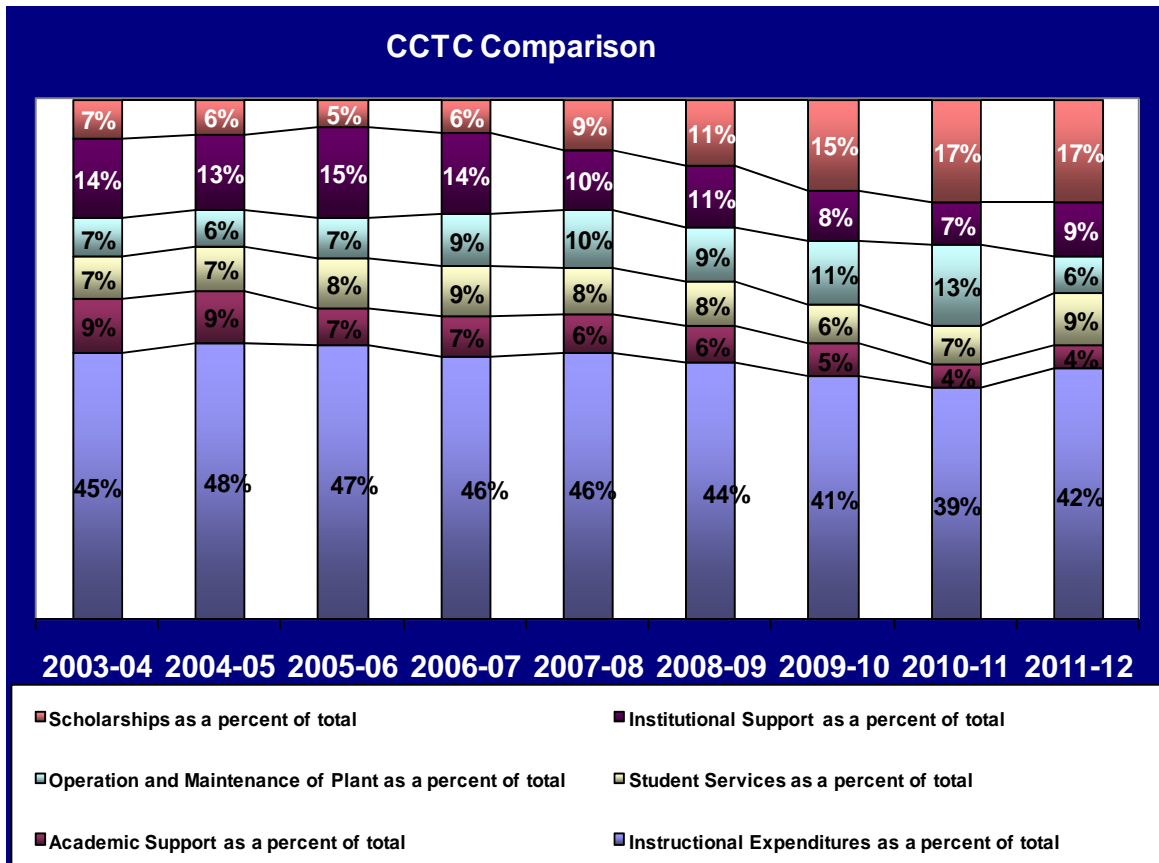
*The overall number of unduplicated dual-enrolled students increases dramatically due to the fact that the College waives tuition for students taking 6 or more college credit hours. Students chose to take additional classes because of the change in cost.
 Note: This count includes all dual-enrolled students.*

	2007	2008	2009	2010	2011
County Names					
Clarendon County					
Total Classes	26	27	25	24	24
Total Students Enrolled	152	129	124	125	113
Total Credits Earned	916	1023	1134	1047	1305
Kershaw					
Total Classes	10	11	16	16	18
Total Students Enrolled	117	116	117	95	166
Total Credits Earned	594	819	459	597	1161
Lee County					
Total Classes	6	6	7	10	10
Total Students Enrolled	55	33	51	52	39
Total Credits Earned	264	390	732	567	477
Sumter County					
Total Classes	22	5	5	6	4
Total Students Enrolled	221	30	37	15	9
Total Credits Earned	1062	187	225	87	102
Total Classes	64	49	53	56	56
Students	545	308	329	287	327
Credits	2836	2419	2550	2298	3045

TABLE 7.5.3
MIGRATION OF FIRST-TIME UNDERGRADUATE STUDENTS
From Central Carolina Technical College to Postsecondary Institutions in South Carolina Only
FALL 2011

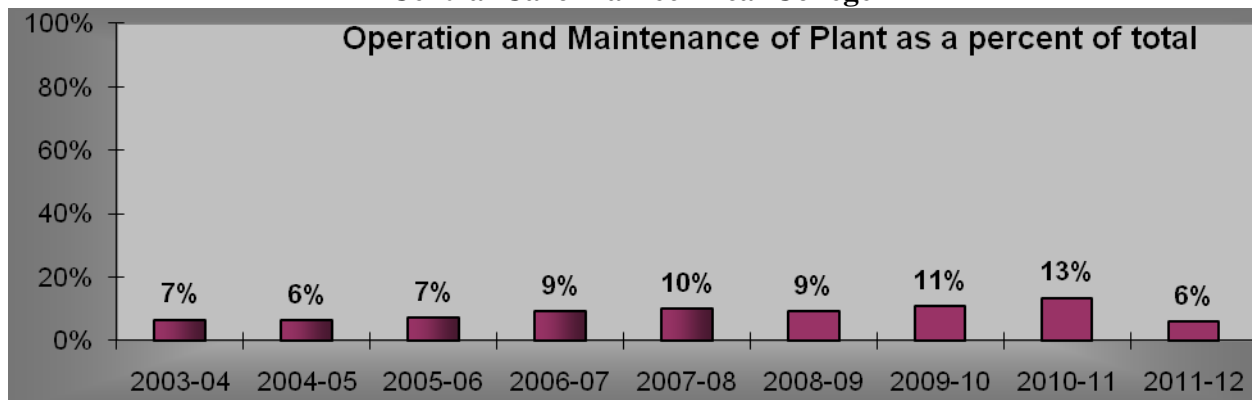
Transferring To:	#	Transferring To:	#
Public Senior		Independent Senior	
Clemson	3	Allen University	
Citadel		Anderson College	
College of Charleston	1	Benedict College	
Coastal Carolina	3	Bob Jones Univ.	
Francis Marion	4	Charleston Southern Univ.	1
Lander	1	Claffin University	1
SC State	2	Coker College	2
USC Columbia	16	Columbia Int'l Univ.	
Winthrop	6	Columbia College	
		Converse College	
		Erskine College	
		Furman Univ.	
		Limestone College	1
Sub-Total Public	36	Lutheran Theological	
		Morris College	16
Two-Year Regional		Newberry College	
<i>USC Beaufort</i>		North Greenville College	
USC Upstate	3	Presbyterian College	
USC Salkehatchie		South University	2
USC Sumter	29	Southern Methodist College	
		Southern Wesleyan Univ.	
Sub-Total Regional	32	Spartanburg Methodist	
		Voorhees College	
Technical Colleges		Wofford College	
Aiken	1	Sub-Total Independent	23
Central Carolina			
Denmark	2	Total All SC Institutions	219
Florence Darlington	34		
Greenville	8		
Horry-Georgetown	2		
Midlands	56		
Northeastern	1		
Orangeburg/Calhoun	1		
Piedmont	2		
Spartanburg			
T.C. of the Low Country			
Tri-County	3		
Trident	9		
Williamsburg	6		
York	3		
Sub-Total Technical	128		

CHART 7.5.4
Expenditures as Percent of Budget
Central Carolina Technical College



Note: The College budgets and spends the largest dollars to support its mission on instruction and scholarships followed by student services and auxiliary enterprises. Scholarships have grown significantly over recent years.

CHART 7.5.5
Operation and Maintenance of Plant as a Percent of Total
Central Carolina Technical College



Note: The percentage of total costs allocated to operation and maintenance of plant is 6%. This expense increased slightly for a few years as expenses for capital projects increased, but has leveled off now.

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

TABLE 7.6.1(a)
Strategic Planning Chart

Strategic Goals and Strategies		
Supported Organization Strategic Planning Goal/Objective	Related FY 11-12 Key Action Plan/Initiatives and Timeline for Accomplishing the Plans	Key Cross References for Performance Measures
<p>GOAL 1: WORKFORCE DEVELOPMENT</p> <p>The College will expand the training and educational programs' scope and effectiveness within the community.</p>	<ul style="list-style-type: none"> • Increase the number of apprenticeships by 25% by 2015. • Partner with business and industry including small businesses, governmental agencies, and economic development entities to determine workforce needs. • Integrate programs and services with local Economic Development offices in the four-county area. • Identify avenues to collaborate with businesses and industry to provide equipment for training. • Maintain strong, effective communication with business and industry to better understand and anticipate their needs. • Implement a marketing plan for the Workforce Development 	<ul style="list-style-type: none"> • 7.1.5 – Enrollment by Headcount and FTE • 7.3.6 – Major Program Areas • 7.6.3 (c) – Summary of Curricula Offered to Achieve College Mission • 7.6.4 (c) – Strategic Planning SWOT Analysis Chart
<p>GOAL 2: EDUCATING STUDENTS</p> <p>The College will strengthen its role with K-12 institutions and become a first-choice option for high school students.</p>	<ul style="list-style-type: none"> • Market the College aggressively as a postsecondary, collegiate institution of higher education. • Work with K-12 institutions to forge a seamless transition to college for secondary students. • Market dual enrollment courses to parents and secondary students to instill the image of CCTC as a first-choice postsecondary option and as a gateway to professional careers and a sound financial future. • Enroll at least 20% of the four-county area's public high schools' recent graduates into programs of study by 2015. • Increase the number of dual enrolled courses offered to high school students by 20% by 2015, including an expansion of the technical program dual enrollment partnerships. 	<ul style="list-style-type: none"> • 7.1.4 – Dual Enrollment Comparison Rates • 7.1.5 – Enrollment by Headcount and FTE • 7.3.6 – Major Program Areas • 7.5.2 – Unduplicated Dual-Enrolled Students 2007-2011 • 7.6.3 (c) – Summary of Curricula Offered to Achieve College Mission

<p>GOAL 3: EDUCATING STUDENTS</p> <p>The College will strengthen students' pathways to four-year colleges.</p>	<ul style="list-style-type: none"> • Increase the number of postsecondary Bridge programs by 5 or more to facilitate transfer to senior institutions. • Implement a comprehensive marketing plan for Bridge programs. • Collaborate with SC colleges to forge stronger articulation agreements. 	<ul style="list-style-type: none"> • 7.1.2 - Completions • 7.3.6 – Major Program Areas • 7.5.3 – Migration of First-Time Undergraduate Students • 7.6.4 (c) – Strategic Planning SWOT Analysis
<p>GOAL 4: EDUCATING STUDENTS</p> <p>The College will expand its accessibility and program offerings.</p>	<ul style="list-style-type: none"> • Increase the number of distance learning programs as determined by needs assessment and ongoing evaluation of delivery of instruction methodology by 2015. • Expand the College's electronic delivery methods to include lecture capture, podcasting, and other evolving electronic asynchronous delivery tools. • Implement a comprehensive marketing plan for distance learning. • Provide more support services and courses at Outreach campuses. • Expand facilities at Outreach campuses as recommended in the College's Facility Master Plan. • Implement at least one new program each academic year based upon workplace needs for programs of study. 	<ul style="list-style-type: none"> • 7.1.5 - Enrollment by Headcount and FTE • 7.3.6 - Major Program Areas • 7.2.1 – Student Evaluation of Instruction • 7.2.2 – Alumni Overall Satisfaction Ratings with Academic Experience • 7.2.3 – Retention Rates • 7.3.6 – Major Program Areas • 7.5.2 – Unduplicated Dual-Enrolled Students 2006-2010 • 7.5.3 – Migration of First-Time Undergraduate Students • 7.5.5 – Operation & Maintenance Cost • 7.6.2 – Organization Chart • 7.6.3 (c) – Summary of Curricula Offered to Achieve College Mission • 7.6.4 (c) – Strategic Planning SWOT Analysis
<p>GOAL 5: EDUCATING STUDENTS</p> <p>The College will foster an environment conducive to student success.</p>	<ul style="list-style-type: none"> • Expand tutoring services offered at the Tutoring Center by offering tutoring services electronically and at Outreach locations. • Assess the feasibility of a Student Center as recommended in the College's Facility Master Plan. • Engage students with meaningful professional-related extra-curricular activities to cultivate a sense of community on campus. • Provide comprehensive counseling services to meet the diverse needs of the student population in a changing society. • Identify and evaluate program technology competencies in all programs supporting workforce requirements. • Develop a plan to provide instruction and mentoring in the area of soft skills in classroom instruction to aid students in their future job search. • Increase the number of degrees, certificates, and diplomas awarded annually to 25% of the annual fall student enrollment by 2015. • Continue implementation of a comprehensive Retention Plan. 	<ul style="list-style-type: none"> • 7.1.1 – Passage Rates on Professional Exams • 7.1.2 – Completions • 7.1.3 – Placement Rates • 7.1.4 – Dual Enrollment Comparison Rates • 7.2.1 – Student Evaluation of Instruction • 7.2.2 – Alumni Overall Satisfaction Ratings with Academic Experience • 7.2.4 – Programs & Services Survey • 7.5.2 – Unduplicated Dual-Enrolled Students 2007-2011 • 7.5.3 – Migration of First-Time Undergraduate Students • 7.6.6 (d) – Clubs and Organizations • 7.6.3 (c) – Summary of Curricula Offered to Achieve College Mission • 7.6.4 (c) – Strategic Planning SWOT Analysis Chart • 7.6.5 (c) – Number of Accredited Programs

<p>GOAL 6: FACULTY AND STAFF</p> <p>The College will attract and retain quality faculty and staff.</p>	<ul style="list-style-type: none"> • Increase full-time faculty positions to provide instructional and support services to students in programs and courses. • Evaluate the staffing resources to ensure staffing is adequate to achieve the College’s mission and goals. • Provide comprehensive training and resources for faculty and staff to support teaching and learning in all environments, including electronic, traditional, remedial, and advanced technology delivery methods. • Ensure CCTC’s faculty and staff compensation is competitive with salaries within the South Carolina Technical College System. • Identify resources to recognize faculty and staff achievement. • Implement a succession plan. 	<ul style="list-style-type: none"> • 7.3.1 – Tuition Rate Comparison • 7.3.2 – Student Tuition & Fees Revenue • Development Programs • 7.3.5 – Accountability Report Appropriations/Expenditures Chart • 7.4.1 – Professional • 7.6.2 (b) – Organization Chart • 7.6.4 (c) – Strategic Planning SWOT Analysis Chart
<p>GOAL 7: RESOURCES</p> <p>The College will practice effective stewardship of its resources and seek new avenues of funding.</p>	<p>Increase fall semester enrollment to 5000 students by 2015.</p> <ul style="list-style-type: none"> • Establish an Alumni Association by Fall 2011. • Seek increased funding from Clarendon, Kershaw, Lee, and Sumter county governments. • Increase revenue through Workforce Development course and program offerings. • Develop more private partners and donors to support the College’s mission. • Explore and develop resources to expand the Kershaw County Campus. • Seek grant opportunities to support the College’s mission. • Partner with industries to share resources. • Review internal processes and continue to implement effective financial measures. • Integrate SACS standards into all areas of the College to effectively impact student success. • Identify a QEP topic that will positively affect student success for the 2015 reaffirmation visit. 	<ul style="list-style-type: none"> • 7.3.1 – Tuition Rate Comparison • 7.3.2 – Student Tuition & Fees Revenue • 7.3.3 – Correlation Between State Appropriations and Tuition and Fees • 7.3.4 – State and Local Grants and Contracts • 7.3.5 – Accountability Report Appropriations/Expenditures Charts • 7.3.6 – Major Program Areas • 7.5.2 – Unduplicated Dual-Enrolled Students 2007-2011 • 7.5.4 – Expenditures as Percent of Budget • 7.6.3 (c) – Summary of Curricula Offered to Achieve College Mission

Major goals were evaluated and achieved.

CHART 7.6.2(b) Organization Chart

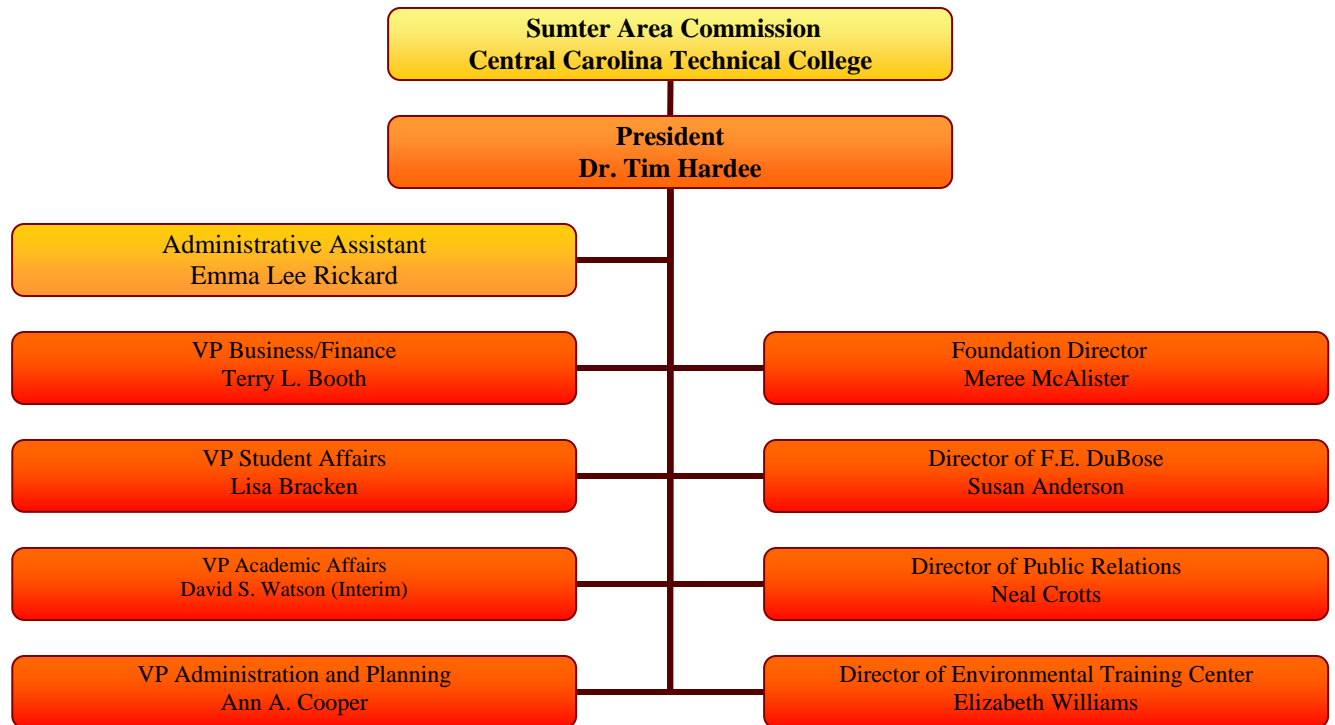


CHART 7.6.3 (c) Summary of Curricula Offered to Achieve College Mission Assessed by the Commission on Higher Education Central Carolina Technical College

Total # of Academic Programs	Total # of Academic Programs Meeting All CHE College Mission Criteria	CHE Compliance If All Programs Meet Criteria
16	16	Compliance

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

TABLE 7.6.4 (c)
2012 Strategic Planning SWOT Analysis Chart

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

STRENGTHS	WEAKNESSES	OPPORTUNITIES	THREATS
Accessibility at Off-Site Locations with Expanded Programs and Services	Need for Greater Collaboration with Secondary Sector	Collaborating with External Agencies for Increased Effectiveness	Decreased State Funding and Volatility of Economy
Quality Customer Service and User-Friendliness of Faculty and Staff	Marketing/Technical College Image	Improving Overall Image and Marketing and Services	Competition for Resources and Funding Among Higher Education Community
Leadership Capacity of Administration, Faculty, and Staff	Physical Limitations of Main Campus (Land-locked, insufficient space)	Expanding Outreach Opportunities in Kershaw County	Lack of Financial Resources for Competitive Faculty/Staff Salaries
Faculty/Staff Expertise in Content Areas	Lower Than Desired Graduation Rate from Low Retention of Students Through Program Completion	Increased Distance Education Programs and Courses for Improved Accessibility	Failure to Change in Response to Globalization and Workplace Changes
Affordability for Students	Level of Technology and Equipment for Industrial and Engineering Technology Programs	Expanding Use of Internal Technology for all Users	Continued Stigma of Negative Image of Technical Education
Improved Reputation and Recognition of Contributions to Workforce Development	Need for Increased Faculty and Staff to Accommodate Enrollment Growth	Expanding Workforce Development Training to Support Local Business and Industry	Reduced Overall Effectiveness Due to Sparse Resources
Financially Sound Position		Addressing Globalization and Rapid Workplace Changes Through New Curricula	Lack of Academic Preparation of Entering Students
Good Working Relationship with K-12 Partners	Lack of Expertise Among Faculty and Staff to Adequately Engage the High-Risk, Millennium, and Veteran Student	Expand Dual Enrollment and Secondary Partnerships Through the Lee Scholars, Clarendon Scholars, and Kershaw Scholars Programs	Continued Digital Divide for Some Entering Students as Technology Expands
Integrated Process for Planning and Assessment of Learning	Lack of Funding for the Expansion of the Kershaw Campus	Expand Bridge and Transfer Programs to Support Student Transfer Opportunities	Poor economy and decrease in number of jobs for graduates
State-of-the-Art Technology and Resources at all locations		Support for the Expanding Military Environment with Third Army Relocation to Service Area	High-Risk, Low-Income, First-Generation Students Without a Plan for College Education
Increased role in industry recruitment		Grant Development Staff Position to Address Gaps	Increasing Tuition and Fees for Students
Active and Engaged Advisory Committees		Development of the Alumni Partnership to Engage Alumni	Some Aging Facilities and Increased Cost of Maintenance
Improving Graduation and Success Rates			Increased Resource Allocation for US DOE Reporting Requirements
College's Fifth-Year Accreditation Report and Quality Enhancement Plan Accepted by COC			

TABLE 7.6.5 (c)
Number of Accredited Programs

ACCREDITED PROGRAM	ACCREDITATION, APPROVALS, and MEMEBERSHIPS
Associate Degree Nursing program	SC Labor, Licensing, and Regulation Board of Nursing and is accredited by the National League for Nursing Accrediting Commission (NLNAC)
Practical Nursing Diploma program	SC Labor, Licensing and Regulation Board of Nursing and is accredited by the National League for Nursing Accrediting Commission (NLNAC)
Medical Assisting Diploma program	Commission on Accreditation of Allied Health Education Programs (CAAHEP)
Surgical Technology program	Commission on Accreditation of Allied Health Education Programs (CAAHEP)
Early Care and Education Associate Degree program	National Association for the Education of Young Children (NAEYC)
The Legal Assistant/Paralegal program	American Bar Association (ABA)
Machine Tool Technology Diploma program	National Institute for Metalworking Skills (NIMS)
Automotive Mechanics program	National Automotive Technicians Education Foundation (NATEF)
Total Number of Accredited Programs	8

TABLE 7.6.6(d)
Clubs and Organizations

AHANA

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

Central Carolina Student Nurses' Association

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

Central Carolina Criminal Justice Society

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

Creative Arts Society

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

Natural Resources Management Club

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

Phi Theta Kappa

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

CENTRAL CAROLINA
TECHNICAL COLLEGE
www.cctech.edu