

ACCOUNTABILITY REPORT 2011 - 2012



DEPARTMENT OF QUALITY AND PLANNING

GREENVILLE TECHNICAL COLLEGE

2011 – 2012 ACCOUNTABILITY REPORT

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I. EXECUTIVE SUMMARY

1.1. ORGANIZATION PURPOSE, VISION, MISSION AND VALUES

VISION: Greenville Technical College's (GTC) vision is to be the best community and technical college for students seeking career and educational opportunities.

MISSION: GTC drives personal and economic growth through learning.

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

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

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

VALUES: GTC is committed to the following values:

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

STANDARDS OF BEHAVIOR:

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

1.2. MAJOR ACHIEVEMENTS FROM PAST YEAR

CORPORATE AND CAREER DEVELOPMENT

- Developed and delivered a transportation manufacturing program in collaboration with Greenville Region Workforce Collaborative and transportation manufacturing employer partners. Placement rate for completers is 82% for the first three classes.
- Recruited 23 employers, 9 staffing agencies, and 5 community agencies to participate in GTC's first manufacturing job/career fair, organized to support manufacturers' employee and training pipeline needs.
- Conducted two innovation days involving all CCD employees in supporting GTC's strategic imperative of Innovation. Focus was on innovation in programming, customer service, and marketing.
- Collaborated with sister Upstate technical colleges in advanced mechatronics programming (funded by a grant from AdvanceSC), defining curriculum, updating equipment, training instructors, and launching pilots of several modules.
- CCD programs gained national recognition:
 - Ophthalmic Assistant program, Angie Brown, department head, named Exemplary Program of the Year by National Council for Continuing Education and Training.
 - Joy Finch, department head for Environmental and Safety, received the Environmental Information Association's Education Award for her many contributions toward their mission.
 - 2012 Innovation Award from League of Innovation in Community Colleges awarded to Rufus Perry, department head for Skilled Trades, and Joy Finch for Building Operator Certification program, in collaboration with state technical colleges and SC energy offices.

EDUCATION

- Established a Learning Commons at the Brashier Campus housing the library, tutorial services, and adjacent open computer lab facilities.
- Completed the comprehensive Academic and Facilities Master Plan through JMZ Architects and Planners. This plan serves as a blueprint for the next 10 years.
- Established agreement with Clemson University to create pathways for students to transfer to Clemson (Clemson Connect), established a reverse transfer program to award Greenville Tech associate degrees to past GTC students who transferred to Clemson, and created links for Clemson students to transfer to GTC to complete technology or associate degree studies.
- Partnered with Clemson and several other technical colleges in a National Science Foundation grant to develop modular based learning in automotive and aviation programs using simulation and virtual reality technologies. The grant, titled Center for Aviation and Automotive Technology Education using Virtual E-Schools (CAAVES) will bring \$194,000 to GTC over a 4-year period to create new learning models in these disciplines.
- Developed new associate degree in Mechatronics

Technology.

- Initiated a First Year Experience program as part of the Achieving the Dream initiative.
- Started an “English Plus” course that combines ENG 100 and ENG 101 together in one semester allowing students to progress faster through developmental English and into College English.
- Initiated Early Alert program as part of the Unlock Your Future grant to allow faculty to quickly identify and refer students to counseling, tutoring, and other support services focused on student success.
- Created an accelerated format for the CNC Prep certificate programs to help address manpower shortages in regional Advanced Manufacturing industries.
- Provided EMT-basic training to the new class of medical students at the Medical School of the Greenville Hospital System University Medical Center.

FINANCE

- **FACILITY IMPROVEMENTS**
 - Constructed new IT/Logistics building.
 - Constructed Animal Science building to move them from a portable classroom.
 - Added chiller at McAlister Square Complex.
 - Completed Phase I of multi-phase project to repair/replace damaged walkways.
- **ENERGY EFFICIENCY:**
 - Retrofitted Engineering Technology building with new energy efficient lighting fixtures and lamps.
 - Added variable speed drive to chiller at Northwest to save energy with slower start up and shut down cycles on machine.
 - Added variable speed drives to water circulating pump motors in Central Energy Plan – Barton Campus to save energy with slower starts and shut down cycles on pump motors.
- **ENVIRONMENTAL SAFETY:**
 - Earned exemption for air permitting on campus boilers.
 - Coordinated creation and installation of road striping and bike lanes on Barton Campus.
 - Implemented used cooking oil recycling program in Culinary Arts, eliminating disposal fees and generating revenues.
 - Acquired and installed EVAC chairs for Barton, Brashier, Greer, and Northwest campuses to facilitate safe evacuation of individuals with mobility issues in building emergency situations.
- **GROUNDS MAINTENANCE:**
 - Instituted campus-wide tree inventory and management plan.
 - Collaborated with the City of Greenville in the development and construction of the Swamp Rabbit Trail adjacent to the Barton Campus.
 - Successfully transitioned from outsourced to in-house turf maintenance.
- **LOGISTICS:**
 - Acquired surplus backhoe valued at \$17,000; back in service at cost of \$4,000.
 - Implemented new inventory scanning system.
 - Implemented use of electric vehicles for many work

activities.

- Obtained Intelligent Mail Barcode through USPS to reduce postage costs and retain existing discounts.
- Transitioned to in-house maintenance of Grounds equipment in conjunction with in-house turf maintenance.
- **CUSTODIAL SERVICES:**
 - Ranked 22nd out of 269 participating institutions in Recyclemania 2012.
 - Initiated mini-bin/recycling program in three facilities as first phase of college-wide recycling program.
 - Enhanced metal recycling efforts resulting in creation of small revenue stream from sale of items such as scrap metal, power cords, and cables.
- **BOOKSTORE:**
 - Renegotiated the copy contract with Toshiba to reduce copier expenses by \$12,000 per year. Four years left on contract for a savings of \$48,000.
 - New contracts in place for vending of drinks and snacks, half year results reveal a 10% increase.
- **INTERNAL AUDIT:**
 - Improved and reviewed cash handling procedures for departments that offer services to the community.
 - Assisted with audit of the GTC Bookstore annual inventory count to improve process and reduce cost of outside firm.
- **POLICE DEPARTMENT:**
 - Coordinated with Greenville Police Department and reached agreement to allow all GTCPD Police Officers to attend GPD annual in-service training to comply with SCCJA Requirements. This will reduce travel and personnel costs to Columbia for annual in-service training.
 - Four personnel received NCIC Recertification.
- **FINANCE AND BUSINESS OFFICE:**
 - Received the Certificate of Achievement for Excellence in Financial Reporting for the college’s Comprehensive Annual Financial Report (CAFR) for the fourth consecutive year.
 - Performed a comprehensive review and update of their risk footprint.
 - Created balanced budget using the new budget process involving more of the college community.
 - In accordance with the Higher Education Efficiency and Administrative Policies Act (HEEPA), the Finance Business Office has established a financial transparency website. The site provides all the college’s accounts payable transactions, procurement card statements, CAFRs, links to the SC Comptroller General’s Office, Fraud and Abuse Policy and SC Tech System Hotline.

GREENVILLE TECH FOUNDATION

- Raised more than \$1.1 million in new cash and pledges.
- Raised more than \$670,000 in in-kind gifts.
- Generated \$329,031 from endowment earnings and donations to fund 384 scholarships.

- Raised \$55,000 in planned/estate gifts.

HUMAN RESOURCES

- Enhanced recruiting sources to include a variety of diversity related job boards resulting in GTC's ranking of second among South Carolina Technical Colleges for Affirmative Action Goal Attainment in seventh among all state agencies.
- Received a no fault determination on all EEO charges.
- Researched, identified, and selected a comprehensive Employee Assistance Program for all faculty and staff and their dependents.
- Improved time to fill open positions to less than half the stated goal, to an average of 34 days.

INSTITUTIONAL EFFECTIVENESS

- Relocated complete data center to a new building over the course of 4-weeks with minimal disruption of service and no complaints from students, faculty or staff.
- Implemented a technology Help Desk to serve faculty, staff, and students; fielding up to 1,400 calls per month during peak registration periods.
- Developed a more streamlined process for entering faculty credentialing information by bringing together different areas of the college impacted including: Center for Teaching and Learning, Human Resources, and Office of Information Technology (OIT).
- GTC's monitoring report charts were used as an early model by WEAVEonline™ for a chart report template in their online application used by colleges and universities nationwide for housing assessment records.
- The Quality and Planning Department in conjunction with OIT developed a static database for academic departments to be able to calculate persistence and retention rates.
- Deployed the Motorola wireless network on the Barton Campus which improved wireless coverage from hot spots to full coverage, with remote campus WiFi expansion planned for the coming fiscal year.
- A grand opening of Greenville Tech's section of the Swamp Rabbit Trail was held on June 5th at 11 a.m. A large crowd, which included students and many former employees, joined in the celebration.
- Over 2,000 people attended the Manufacturing Job and Training Fair on June 20th, where they had the opportunity to meet with more than 30 area employers including BMW, Bosch Rexroth, and GE; Marketing and Communications played a key role in planning the event, as well as ensuring successful attendance through its advertising and marketing campaign.
- A community engagement initiative, Greenville Tech Gives Back, in its first six months contributed 579 volunteer hours and \$12,616 to the economy based on the value of volunteer hours. Its greatest value, however, is in the relationships formed in the community and in the connections made between faculty, staff, and students.

STUDENT, DIVERSITY AND COMMUNITY AFFAIRS

- Piloted a mentoring program at Brashier Campus.
- Implemented student orientation at satellite campuses.
- Advisors implemented program of in class information sessions to prepare students for upcoming registration and to inform them of student services at the Brashier

Campus.

- Implemented a Hispanic Student Task Force to create a GTC Latino Association on campus.
- Implemented a community outreach for the "Call Me Mister" students with Mt. Pleasant Community Center.
- The Student Activities Department expanded student activities to all of the satellite campuses.
- Began investigating a lounge for veterans which lead to development of the Command Central that will serve military personnel who have retired from the military or served in a war operation.
- The Student Activities Department partnered with K180 to provide a location for students to participate in a fitness/wellness program. Students, staff, and faculty can join K180 fitness at a reduced rate.
- Implementation of the mini-summer orientation process for the summer 2012. This allowed students to participate in a scaled down version of orientation prior to the start of their summer classes while still providing them the opportunity to meet with an advisor to discuss their academic plans. 933 students participated.
- The Call Center was created to answer incoming calls and enhance customer service to constituencies.

1.3. KEY STRATEGIC GOALS

Key strategic goals for the present and future years are:

- Teaching and Learning
- Student Success
- Employee Development
- Innovation
- Community Focus

1.4. STRATEGIC CHALLENGES

The college continued to focus on student success during 2011-12. In the coming fiscal year, the college will focus on the following:

- Managing the college through a successful reaccreditation process which includes aligning programs and services with continuous quality improvement processes.
- Maintaining a laser focus on student retention and persistence through enhancing programs.
- Developing a dynamic budget driven by the strategic goals and institutional success measures which reflect current funding realities.
- Increasing the completion rates of all students.
- Developing a fluid employee diversity plan which reflects the diversity of the student population, the community, and includes ongoing training.
- Creating an environment whereby change is perceived as an opportunity, not a threat.

1.5. USE OF ACCOUNTABILITY REPORT TO IMPROVE ORGANIZATIONAL PERFORMANCE

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

II. ORGANIZATIONAL PROFILE

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

MAIN EDUCATIONAL PROGRAMS	Business, public service, arts and sciences, health sciences, nursing, engineering technologies, industrial technologies, transportation technologies, and university transfer
AWARD OFFERINGS	36 associate degrees 11 diplomas 75 certificate programs
PRIMARY DELIVERY METHODS	Traditional didactic classroom instruction, online distance learning, hands-on laboratory application, and hybrid/blended
STUDENT SERVICES PROVIDED	Academic advising, veterans assistance, career services, counseling services, student disabilities services, tutoring, student activities, financial aid, and library services

2.2. KEY STUDENT SEGMENTS, STAKEHOLDERS, AND MARKET SEGMENTS

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

FIGURE 2.2-1: STUDENT ETHNICITY PROFILE

POPULATION	GTC					GREENVILLE COUNTY	
	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	2000 US Census	2010 US Census
White	66.6%	66.9%	61.7%	66.6%	63.1%	77.5%	70.3%
Black	24.9%	24.2%	22.2%	23.5%	24.1%	18.3%	17.9%
Hispanic	3.7%	4.0%	3.7%	4.6%	5.4%	0.4%	8.1%
Two or More Races	n/a	n/a	n/a	0.8%	1.4%	n/a	1.4%
All Others	4.8%	4.8%	12.4%	4.5%	6.0%	4.2%	2.3%

FIGURE 2.2-2: ACADEMIC PROGRAM HEADCOUNT

	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Headcount	15,070	14,582	15,109	14,885	14,464

FIGURE 2.2-3: CORPORATE AND CAREER DEVELOPMENT ENROLLMENT

	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Enrollment (Duplicated)	23,261	21,958	32,188	25,293	56,324

FIGURE 2.2-4: STAKEHOLDERS AND EXPECTATIONS

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

2.3. OPERATING LOCATIONS

GTC maintains seven satellite locations throughout Greenville County including:

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

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

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

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

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

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

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

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

2.4. NUMBER OF EMPLOYEES

FIGURE 2.4-1: 2011-12 HUMAN RESOURCES IPEDS DATA

GTC EMPLOYEES			
	Full Time	Part Time	Total
Faculty	337	457	794
Staff	353	300	653
Total	690	757	1,447

2.5. REGULATORY ENVIRONMENT

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

2.6. GOVERNANCE SYSTEM

GTC's president is directly responsible for organization and operation of the college under the direction of the Greenville County Commission for Technical Education (Area Commission). This Commission is an administrative agency of Greenville County established by the South Carolina General Assembly. The Area Commission, Figure 2.6-1, is responsible for the development and operation of GTC in accordance with Act 743 of 1962 as last amended by Act 310 of 2010 and the standards set forth by the State Board for Technical and Comprehensive Education, as well as representing the college before the county council and state agencies.

FIGURE 2.6-1: GREENVILLE COUNTY COMMISSION FOR TECHNICAL EDUCATION

POSITION HELD	VOTING RIGHTS	TERM LENGTH	APPOINTED BY
Superintendent of Greenville County School District	Ex officio non-voting	As long as they hold their position	
Director of Workforce Development of Greenville County	Ex officio non-voting	As long as they hold their position	
University Center of Greenville Representative	Non-voting	Two-year term	Chairman of the Greenville County Legislative Delegation
Not a current Greenville County Council member	Voting	Two-year term	Chairman of the Greenville County Council
	Voting	Two-year term	Chairman of the Greenville County Legislative Delegation
House District 17 or House District 18	Voting	Four-year term	
House District 20 or House District 22	Voting	Four-year term	
House District 23 or House District 25	Voting	Four-year term	
House District 19 or House District 26	Voting	Four-year term	
House District 21 or House District 24	Voting	Four-year term	
House District 27 or House District 28	Voting	Four-year term	
Member at large	Voting	Four-year term	

2.7. PARTNERS AND KEY SUPPLIERS

GTC maintains ongoing strategic alliances with a variety of partners for the purpose of 1) recruiting new students, 2) transferring existing students to four-year college and university programs, 3) providing workforce development and job skills training, 4) job placement opportunities, and 5) to conduct business of the college. Organizations include local secondary and postsecondary institutions; Upstate workforce and economic development agencies; civic, community, and faith-based groups; as well as industry leaders and employers.

2.8. KEY COMPETITORS

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

2.9. FACTORS DETERMINING COMPETITIVE SUCCESS

<u>FACTORS IMPACTING COMPETITIVE SUCCESS</u>	<u>ACTIONS AND ACTIVITIES TO ENSURE SUCCESS</u>
<ol style="list-style-type: none"> 1. Maintaining a diversity of educational options 2. Expanding partnerships with secondary and four-year institutions 3. Hiring and maintaining talented and professionally engaged faculty 4. Providing competency-based curriculums that have real-life applications and meet specific professional and occupational skill sets/standards 5. Creating a multidimensional learning environment to accommodate the broad range of students' learning styles, as well as their varying academic, career, and personal goals 6. Developing new industry-driven training options 7. Recognizing opportunities to recruit non-traditional student populations 8. Using technology to optimally serve students, faculty, and staff 9. Establishing a sense of community and collegiate spirit on campus 10. Seeking additional external funding 11. Dealing with cumbersome state processes 12. Dealing with cumbersome and constantly changing federal regulations. 	<p><u>Data Driven Decision-Making</u> as a priority of the college by administering institutional assessments and using college data to improve programs and services.</p> <p><u>Enhancing internal assessments</u> by aligning annual assessment reporting by all academic programs and administrative units with the strategic imperatives of the college.</p> <p><u>Restructuring Human Resource</u> policies and improving recruitment, hiring, and retention procedures.</p> <p><u>Implementing a continuous improvement model</u> where data will be used to drive decisions and college processes and initiatives are aligned with the mission of the college.</p> <p><u>Negotiating agreements</u> with historically black colleges, Clemson, USC, and USC Upstate.</p> <p><u>Expanding and improving facilities</u> to meet growing needs with the implementation of the Academic and Facilities Master Plan.</p> <p><u>Continue to move towards a learning-centered focus</u> in all areas of the college.</p>

2.10. PERFORMANCE IMPROVEMENT SYSTEMS

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

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

ANNUAL ASSESSMENT RECORDS: In order to provide a consistent method of reporting assessment efforts, GTC uses WEAVEonline™ to manage and centralize the annual assessment records of the college. All units of the college are expected to develop and maintain annual assessment records. Administrative

units are required to have an annual assessment record that assesses what that unit is expected to do, accomplish, or achieve. Academic areas of the college, which includes all certificates, diplomas, and associate degrees, are required to have an annual assessment record to document what the college expects its graduates to know, think, or do upon completion of an academic program or academic experience.

All areas of the college will begin to incorporate the Excellence in Higher Education process in the 2012-13 assessment records to align departmental assessment and planning with overarching college initiatives.

PROGRAM REVIEWS: Annually the Center for Teaching and Learning coordinates a review of each associate degree, diploma, and certificate program based on a four-year cycle. The college has been reviewing the process to eliminate unrelated reporting elements, streamline it with other assessment activities, connect the process to student learning outcomes, and to make it a more comprehensive four-year assessment of degree, diploma, and certificate programs.

2.11. ORGANIZATIONAL STRUCTURE

The college's organizational structure, Figure 2.11-1, is comprised of an eight-member president's cabinet charged with establishing procedures, providing direction, and vision for the institution. The academic division of the college is made up of 11 leaders which include two associate vice presidents and five academic deans, Figure 2.11-2.

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

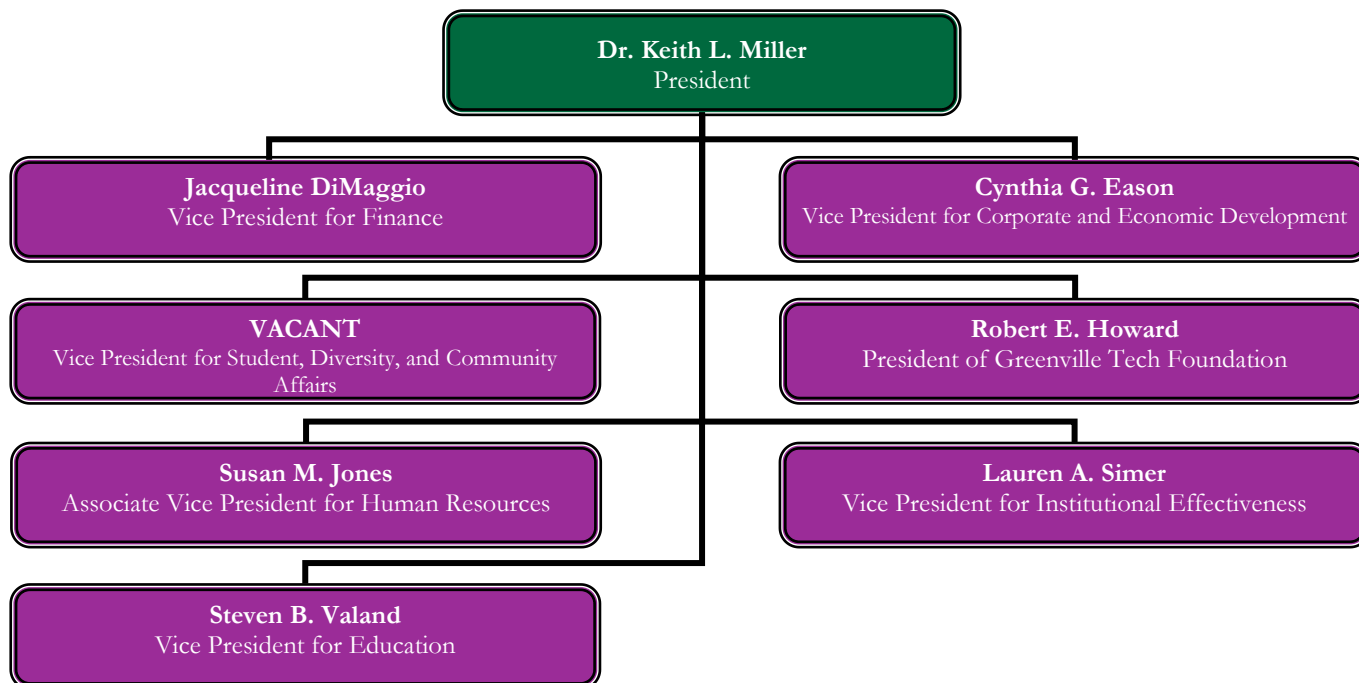
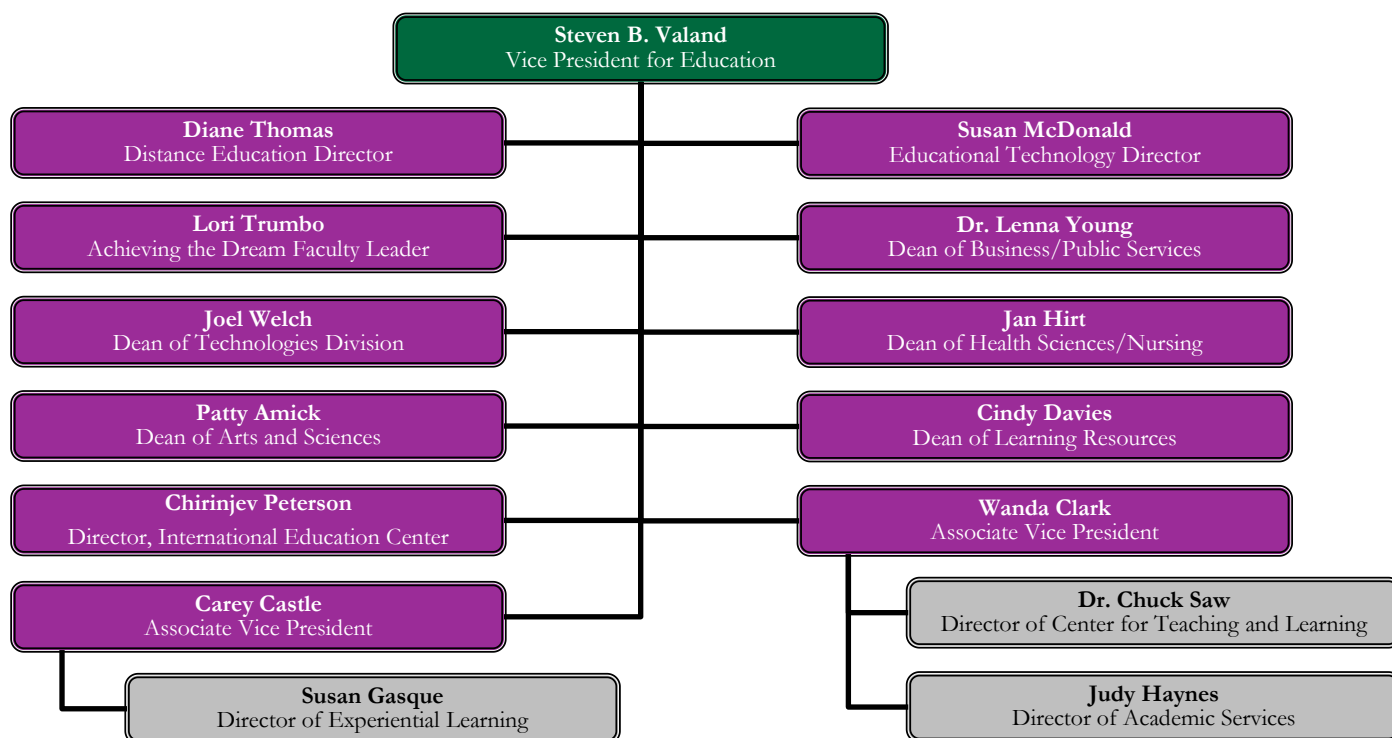


FIGURE 2.11-2: ACADEMIC DIVISION ORGANIZATIONAL CHART



2.12. EXPENDITURES/APPROPRIATIONS CHART

Major Budget Categories	FY 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	\$46,273,567	\$10,417,323	\$46,715,124	\$10,330,045	\$51,053,471	\$10,679,445
Other Operating	\$16,137,003	-	\$14,972,232	-	\$15,627,641	\$37,784
Special Items	\$10,094,666	-	\$11,766,706	-	\$7,572,935	-
Permanent Improvements	\$866,226	-	\$859,776	-	\$411,216	-
Case Services	-	-	-	-	-	-
Distributions to Subdivisions	-	-	-	-	-	-
Fringe Benefits	\$12,323,425	\$4,242,538	\$12,776,359	\$4,470,433	\$13,863,614	\$4,762,090
Non-recurring	\$11,712,107	-	\$8,962,802	-	\$4,225,898	-
Total	\$97,406,994	\$14,659,861	\$96,052,999	\$14,800,478	\$92,754,775	\$15,479,319

Other Expenditures

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

2.13. MAJOR PROGRAM AREAS CHART

Accountability Report Major Program Areas Chart: Greenville Technical College

Major Program Areas

Program Number and Title	Major Program Area Purpose (Brief)	FY 10-11 Budget Expenditures	FY 11-12 Budget Expenditures	Key Cross References for Financial Results*
II. Instruction		State: \$10,975,028.00 Federal: \$0.00 Other: \$31,775,012.00 Total: \$42,750,040.00 % of Total Budget: 44%	State: \$9,467,915.00 Federal: \$0.00 Other: \$32,971,349.00 Total: \$42,439,264.00 % of Total Budget: 44%	3.7.1-1, 3.7.1-2 3.7.1-3, 3.7.1-4a, 3.7.1-4b, 3.7.1-7 3.7.1-8, 3.7.1-10d 3.7.2-5
III. Academic Support		State: \$2,231,285.00 Federal: \$0.00 Other: \$6,460,039.00 Total: \$8,691,324.00 % of Total Budget: 9%	State: \$1,832,683.00 Federal: \$0.00 Other: \$6,382,192.00 Total: \$8,214,875.00 % of Total Budget: 9%	3.7.1-10a, 3.7.1-10b, 3.7.1-10c, 3.7.4-6
IV. Student Support		State: \$1,561,764.00 Federal: \$0.00 Other: \$4,521,636.00 Total: \$6,083,400.00 % of Total Budget: 6%	State: \$1,246,756.00 Federal: \$0.00 Other: \$4,341,739.00 Total: \$5,588,495.00 % of Total Budget: 6%	3.7.1-11a, 3.7.1-11b, 3.7.1-11c, 3.7.2-2
V. Plant Maintenance		State: \$0.00 Federal: \$0.00 Other: \$9,022,517.00 Total: \$9,022,517.00 % of Total Budget: 9%	State: \$0.00 Federal: \$0.00 Other: \$8,927,419.00 Total: \$8,927,419.00 % of Total Budget: 9%	3.7.2-2
VI. Administrative Support		State: \$2,447,584.00 Federal: \$192,382.00 Other: \$6,893,888.00 Total: \$9,533,854.00 % of Total Budget: 10%	State: \$2,253,124.00 Federal: \$209,013.00 Other: \$7,637,334.00 Total: \$10,099,471.00 % of Total Budget: 10%	3.7.4-3
VII. Auxiliary Enterprises		State: \$0.00 Federal: \$0.00 Other: \$7,819,275.00 Total: \$7,819,275.00 % of Total Budget: 8%	State: \$0.00 Federal: \$0.00 Other: \$7,374,873.00 Total: \$7,374,873.00 % of Total Budget: 8%	

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*
VIII. Restricted Operations		State: \$1,141,299.00 Federal: \$9,654,185.00 Other: \$0.00 Total: \$10,795,484.00 % of Total Budget: 11%	State: \$2,195,350.00 Federal: \$5,400,634.00 Other: \$0.00 Total: \$7,595,984.00 % of Total Budget: 8%	
IX. Capital Expenditures		State: \$0.00 Federal: \$0.00 Other: \$2,711,100.00 Total: \$2,711,100.00 % of Total Budget: 3%	State: \$0.00 Federal: \$0.00 Other: \$5,812,618.00 Total: \$5,812,618.00 % of Total Budget: 6%	
		\$97,406,994.00 100%	\$96,052,999.00 100%	

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

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

III. ELEMENTS OF MALCOLM BALDRIGE CRITERIA

CATEGORY 1 – SENIOR LEADERSHIP, GOVERNANCE, AND SOCIAL RESPONSIBILITY

SENIOR LEADERSHIP: GTC embraces a *learning approach to leadership* where the president’s cabinet facilitates learning in others (staff and faculty), Figure 3.1-1, so they can develop as professionals and peers, assume more collective responsibility relative to their work, engage in group planning and decision-making activities, as well as set continuous goals for the institution. Senior leaders hold themselves and each other accountable to the Standards of Behavior. In order to fully share information and ideas generated at all levels of the organization, a variety of formats

is in place to ensure open and ongoing communication as noted in Figure 3.1-2.

GOVERNANCE: A variety of groups is responsible for leading, managing, and controlling the college’s talent, energy, and resources. Administrators, faculty/staff committees, and 57 advisory committees provide internal direction while external guidance comes from local commissions, state boards, and the South Carolina Technical College System. GTC’s president works as the liaison between these influences so that the college receives consistent direction while the president’s cabinet provides the expertise to ensure the educational quality of the institution.

FIGURE 3.1-1: LEADERSHIP RESPONSIBILITIES

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

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

FIGURE 3.1-2: DEPLOYMENT OF INSTITUTIONAL IDEALS

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

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

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

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

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

FIGURE 3.1-3: PERFORMANCE MEASURES

STUDENT SUCCESS	Actual 2011	Target 2012	Progress 2012	Goal 2015
Persistence (F-S)	67.52%	12 th in SC	73.58%	Within top 5 in SC
First-time, Full-Time Retention (F-F)	51.1%	55%	54.6%	
Completion: Certificate Attainment	1,259	1,284	1,475	
Completion: Diploma Attainment	233	238	290	
Completion: Degree Attainment	965	1,013	1,194	
General Education Skill Proficiency	443.71 mean	445		
Engagement	CCSSE		CCSSE	
	Benchmark	2010	Benchmark	2012
	Active & Collaborative Learning	45.8	Active & Collaborative Learning	47.2
	Student Effort	47.4	Student Effort	47.7
	Academic Challenge	50.4	Academic Challenge	52.7
	Student-Faculty Interaction	51.5	Student-Faculty Interaction	50.8
	Support for Learners	48.4	Support for Learners	49.6
Satisfaction – Current Student*	5.43	TBD	Reported 2013	
Satisfaction – Graduate***	3.52	TBD	3.49	
EMPLOYEE SUCCESS	Actual 2011	Target 2012	Progress 2012	Goal 2015
Satisfaction **	3.83		Reported 2013	
COMMUNITY SUCCESS	Actual 2011	Target 2012	Progress 2012	Goal 2015
Employed in field or continued education	72%	74%	76.7%	
Employer Satisfaction***	3.51	TBD		
MARKET SHARE/NICHE TARGET GROUP	Actual 2011	Target 2012	Progress 2012	Goal 2015
Market Penetration for credit students based on GTC's service area population**	4.48% (2 nd in SC)	Be #1 in SC	4.40%	Reach 90 th percentile
Market Penetration for non-credit students based on GTC's service area population**	4.33% (1 st in SC)	Maintain Leader in SC	3.71%	Reach 90 th percentile

* Seven-point scale

** Five-point scale

*** Four-point scale

CATEGORY 2 – STRATEGIC PLANNING

3.2.1. STRATEGIC PLANNING PROCESS

Within the strategic imperatives there are outcomes to set priorities of the college. These outcomes are aligned with divisional and departmental assessment plans. The progress of the imperatives is reported annually in the college report card which is distributed to all employees at Convocation. The president's cabinet is held responsible for the achievement and/or implementation of each imperative.

A. STRENGTHS, WEAKNESSES, OPPORTUNITIES, AND THREATS:

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

B. FINANCIAL, REGULATORY, OTHER POTENTIAL RISKS:

The state has strict guidelines on how the college may invest money; all investments must be fully collateralized or supported by an irrevocable letter of credit, and must bear no market risk or fluctuation of principal. There is a system of internal controls in effect to protect the college from fraudulent activity. An allowance for bad debt is created for a portion of any account over six months old and for all debt over six-months old. The college has procedures in place for separating duties so that employees dealing with cash will not be reconciling accounts. An internal auditor monitors adherence to policies and procedures.

The college has an established risk management committee comprised of members from the campus community. This committee assists in identifying activities that occur in their department along with the associated risks and controls in place for the activities. The controls are periodically tested. Select areas of the college perform comprehensive reviews and revise their risk footprint each year.

C. SHIFTS IN TECHNOLOGY, DEMOGRAPHICS, MARKETS,

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

Demographic shifts are being addressed internally through a Diversity Task Force which meets on an ad hoc basis and externally through a Multicultural Advisory Committee that meets quarterly and reports to the Area Commission. The Enrollment Management Team mapped the current enrollment processes, examines demographic trends, reviews program offerings, and continues to make recommendations for changes based on the data they mine and business processes that are mapped out.

In May 2012, the college adopted the Academics and Facilities Master Plan that was developed in conjunction with JMZ Architects. This 10-year plan will guide the college through a period of growth and renewal.

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

In addition, the college administers the Noel Levitz College Employee Satisfaction Survey every 18 months to identify strengths and weaknesses college-wide.

E. LONG-TERM ORGANIZATIONAL SUSTAINABILITY AND CONTINUITY IN EMERGENCIES:

GTC has an Emergency Management Operations Plan that provides comprehensive oversight for each of the college's campuses. This plan is designed to identify procedures to protect lives and property, provide organized and safe response actions, and effectively use college resources in the event of a major emergency and/or disaster. The college has the Emergency Committee, which meets monthly, to plan for and mitigate risk, as well as communicate with the college community regarding training opportunities and emergency preparedness events.

F. ABILITY TO EXECUTE THE STRATEGIC PLAN: The President's Cabinet is committed to executing the strategic imperatives, their respective outcomes, and the success measures of the college. The activities of the college are aligned with these priorities to ensure execution and achievement of the imperatives. In addition, the college's budget process now aligns with the strategic imperatives by requiring all budget items to be aligned to at least one imperative. This allows the college to adequately plan for and provide resources as appropriate. Further, the president's performance objectives are aligned with the college's success measures.

3.2.2. ADDRESSING THE STRATEGIC CHALLENGES

The strategic imperatives are directly related to the strategic challenges identified in section 1.4 of this report. Figure 3.2.1 shows the alignment of each identified challenge with the strategic imperatives and outcomes for 2011-12.

3.2.3. EVALUATION OF STRATEGIC PLANNING PROCESS

The GTC president's cabinet reviews the strategic imperatives and each respective outcome to determine progress and success and to evaluate the need for any strategic change in direction. The college adopted the Excellence in Higher Education model as the college's continuous improvement model. It is through this model that all areas of the colleges undergo a comprehensive internal review of the area. Included in this model is a review of purposes and plans. Through the EHE process all areas review the strategic planning process for their area and incorporate any need for change in their annual assessment records.

3.2.4. DEVELOPING AND TRACKING ACTION PLANS AND ALLOCATING RESOURCES

Implementation of the strategic imperatives includes a process for tracking the outcomes and success measures set for the college, communicating the progress, and monitoring and adjusting the plans as necessary. Each department develops an annual assessment plan that aligns with the outcomes set by the college for the year. Reporting on the assessment plans and action plans ranges from quarterly updates to annual reports that allow the college to monitor the progress of each outcome. At year's end, final results are the basis for developing future outcomes. Resources are allocated based on the priorities of the college. This is made possible by having the college's budget process aligned with the strategic imperatives. All budgets now must align with at least one imperative.

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

The strategic imperatives, outcomes identified by the President's Cabinet, and the success measures are reported in the annual College Report Card that is distributed to all employees at Convocation. The strategic imperatives and outcomes are posted on the college website for all stakeholders to review. The success measures and supporting information are posted internally on the college web portal for college employees to access. Departmental action plans are developed by aligning their annual assessment plans with the outcomes set by the President's Cabinet. These plans are stored in WEAVEonline™, a web-based application available for all areas of the college to view.

3.2.6. MEASURING THE PROGRESS ON ACTION PLANS

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

3.2.7. STRATEGIC IMPERATIVES ACCESSIBILITY

Information on the colleges' strategic imperatives is located on GTC's website <http://www.gvltec.edu/strategicimperatives>. Internally, employees can find progress and additional information on the strategic imperatives on the internal portal GTC4me at <https://gtc4me.gvltec.edu/GTC-info/initiatives/strategicimperatives/default.aspx>.

FIGURE 3.2-1: ADDRESSING STRATEGIC CHALLENGES

STRATEGIC CHALLENGE	ASSOCIATED 2011-12 STRATEGIC IMPERATIVE	ASSOCIATED 2011-12 OUTCOME
Managing the college through a successful reaccreditation process which includes aligning programs and services with continuous quality improvement processes.	II. Student Success	A. Practices, processes, and policies that enhance student progression toward educational goals.
Maintaining a laser focus on student retention and persistence through enhancing programs.	I. Teaching and Learning	B. Dynamic learning environment that promotes student engagement.
Developing a dynamic budget driven by the strategic goals and institutional success measures which reflect current funding realities.	I. Teaching and Learning	A. Strong institutional resources to support teaching.
Increasing the completion rates of all students.	V. Community Focus	A. Alignment with employer needs.
Developing a fluid employee diversity plan which reflects the diversity of the student population, the community, and includes ongoing training.	V. Community Focus	B. College and community engagement.
Creating an environment whereby change is perceived as an opportunity, not a threat.	IV. Employee Development	B. Culture of quality and service excellence.

3.2.8. STRATEGIC PLANNING CHART

FIGURE 3.2.8-1: STRATEGIC PLANNING CHART

Strategic Planning*			
Program Number and Title	Supported Agency Strategic Planning Goal/Objective	<u>Related FY 11-12 and beyond</u> Key Agency Action Plan/ Plan/Initiative(s) and Timeline for Accomplishing the Plan(s)	Key Cross References for Performance Measures*
I. Return to Teaching and Learning as Our Core Mission	1. Mobilize instructional resources needed for teaching and learning.	<p>1. Integrate comprehensive library services into the instructional process. Δ</p> <p>a. Redesign library facilities to accommodate small workgroups by fall 2012. Δ</p> <p>b. Establish academic success center concept into library services by fall 2012. Δ</p> <p>2. Implement Blackboard Learn into teaching and learning incorporating 100% course shells by fall 2010. \checkmark</p> <p>3. Increase services the Center for Teaching Excellence provides to faculty including an area to stage new technologies by fall 2012. Δ</p> <p>4. Expand online learning with establishment of a management/administrative structure and training policy/procedures by fall 2012. Δ</p> <p>5. Establish a deployable mobile device learning program to connect with the mobile student population anywhere, anytime; pilot project spring 2012. \odot</p>	3.7.2-2, 3.7.2-5, 3.7.3-2, 3.7.3-4, 3.7.3-6
I. Return to Teaching and Learning as Our Core Mission	2. Provide a dynamic learning environment that promotes openness and inquiry for student engagement.	<p>1. Establish six learning zones across the college by fall 2011. \odot</p> <p>2. Provide innovative learning strategies to improve instruction, i.e., Supplemental Instruction, Learning Communities. Δ</p> <p>3. Upgrade 50% of classroom/lab facilities based on standards to support instructional technology by fall 2011. Δ</p>	3.7.1-10a, 3.7.1-10b, 3.7.1-10c, 3.7.1-10d, 3.7.1-11a, 3.7.1-11b, 3.7.1-11c, 3.7.2-2, 3.7.2-3, 3.7.2-5
I. Return to Teaching and Learning as Our Core Mission	3. Provide innovative curriculum structured to meet the learning needs of a diverse student body.	<p>1. Implement 5-year academic plan by fall 2010. Δ</p> <p>2. Map all curricula to College-Wide General Education Outcomes and program outcomes; preliminary draft spring 2011. \odot</p> <p>3. Develop curriculum content standard to meet the needs of program completers; preliminary draft spring 2011. Δ</p> <p>4. Expand and integrate international programming into the college; establish baseline of current programs, provide growth projections by spring 2011. Δ</p>	3.7.1-1, 3.7.1-2, 3.7.1-3, 3.7.1-7, 3.7.1-10d
II. Ensuring Student Focus: Student Success	1. Assess current practices, processes, and policies to determine if they enhance or impede a student's progression toward their educational goals.	<p>1. With implementation of a new phone system, provide staff training on all aspects to fully utilize enhanced features; including unified messaging and a call center to be fully operational by spring 2012. Δ</p> <p>2. Develop and implement a dashboard to monitor student progress, demographic information and student engagement; preliminary baseline compare the number of applications received to the number of registrations completed and the time required to complete the process. \odot</p> <p>3. Develop a comprehensive live orientation for students tracking participation against retention, initial cohort to begin fall. \checkmark</p> <p>4. Develop a comprehensive student recruitment and enrollment system as evidenced by a 10% increase in the number of participants at financial aid and other college information sessions. Δ</p>	3.7.1-1, 3.7.1-4a, 3.7.1-4b, 3.7.1-5, 3.7.1-6, 3.7.1-8, 3.7.2-1, 3.7.2-2, 3.7.5-1

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

Strategic Planning*			
Program Number and Title	Supported Agency Strategic Planning Goal/Objective	Related FY 11-12 and beyond Key Agency Action Plan/ Plan/Initiative(s) and Timeline for Accomplishing the Plan(s)	Key Cross References for Performance Measures*
II. Ensuring Student Focus: Student Success	2. Impact the surrounding community by participating in the development of an educated and productive workforce.	<p>1. Increase the number of active student organizations annually from 10 currently to 5 additional per year through 2016. Δ</p> <p>2. Develop and implement a student leadership fellows program to further engage students measuring success on number of participants who achieve fellows status, first cohort to begin program in fall 2011. Δ</p> <p>3. Reactivate Student Government program, increasing the number of student activities across campuses by 3 annually. \checkmark</p> <p>4. Expand career services to include all satellite campuses by 2012. Δ</p> <p>5. Develop a comprehensive student diversity program to include a holistic support system; assign responsibility for oversight to specific person(s); begin tracking first cohort of students by fall of 2010. \odot</p>	3.7.2-1, 3.7.2-2, 3.7.2-4, 3.7.5-10
III. Improve Technology Infrastructure	1. Provide state-of-the-art technology to students, faculty, and staff at the college.	<p>1. Implement Blackboard Learning Management System supporting college initiatives of increasing online course delivery and enhance faculty – student collaboration. \checkmark</p> <p>2. Implement a robust, scalable, and integrated portal solution encompassing the needs of all campus constituencies. \checkmark</p> <p>3. Implement instructional delivery systems in support of innovative learning initiatives. Δ</p> <p>4. Implement Google Apps – a cost-effective, collaborative solution providing email, data storage, and shared applications to support student learning. \checkmark</p> <p>5. Implement a 24/7 Central Helpdesk providing tier-1 support for all campus constituencies in support of college applications and technologies. \checkmark</p>	3.7.2-1b, 3.7.2-2
III. Improve Technology Infrastructure	2. Streamline the processes of the college by improving and strengthening the college's technologies.	<p>1. Implement a data warehouse supporting data-driven decisions through query and analysis. Δ</p> <p>2. Upgrade and improve scanning and imaging software to tightly integrate systems, streamline workflow, improve efficiencies, and staff productivity. \checkmark</p> <p>3. Implement Schedule 25 to improve room utilization and course scheduling. \checkmark</p> <p>4. Implement portal and website assessment recommendations in support of college goals. \checkmark</p> <p>5. Increase functionality of Datatel ERP improving department productivity through process improvements and workflow. Δ</p> <p>6. Improve phone system and telecommunications through a unified communications platform. \checkmark</p>	3.7.2-1b, 3.7.2-2
III. Improve Technology Infrastructure	3. Improve the technology infrastructure by developing a comprehensive technology plan.	<p>1. Develop an Information Technology Strategic Plan aligning IT initiatives in support of the college strategic plan. \checkmark</p> <p>2. Develop a network and infrastructure roadmap providing the planning and scalability positioning the college for future growth. \checkmark</p> <p>3. Develop a technology refresh plan to maintain currency in all technology systems. \checkmark</p> <p>4. Establish an IT Governance Structure to ensure priorities, funding, and projects remain aligned to college initiatives. \checkmark</p> <p>5. Perform a network security review to identify network vulnerabilities and threats, recommend solutions to mitigate risk and strengthen current policies. \checkmark</p>	3.7.2-1b, 3.7.2-2

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

Strategic Planning*			
Program Number and Title	Supported Agency Strategic Planning Goal/Objective	Related FY 11-12 and beyond Key Agency Action Plan/ Plan/Initiative(s) and Timeline for Accomplishing the Plan(s)	Key Cross References for Performance Measures*
IV. Foster Continuous Employee Development	1. Develop, achieve, and maintain the professional skills, and knowledge of Greenville Technical College team members at the highest possible level.	1. Implement professional development requirement for staff to engage in professional development related to targeted areas (i.e., customer service, technology, safety). Δ 2. Implement professional development requirement for managers to engage in professional development related to targeted areas (i.e., conflict resolution, finance, performance management). Δ 3. Implement an annual High-Middle-Low Performer Assessment. \odot 4. Implement professional development requirement for employees to engage in professional development related to ethical and professional behaviors. \checkmark	3.7.3-6, 3.7.4-1, 3.7.4-2, 3.7.4-3
IV. Foster Continuous Employee Development	2. Build and maintain a constant culture of service and quality excellence among all GTC employees.	1. Develop and implement a service excellence infrastructure delivered through Service Excellence teams. Δ	3.7.4-4
IV. Foster Continuous Employee Development	3. Develop and retain high performing employees from hire to retire.	1. Track and monitor monthly and year-to-date employee retention rate. \odot 2. Track and monitor monthly and year-to-date employee voluntary turnover rate. Δ 3. Improve and expand New Employee Orientation. Δ 4. Develop a one-year anniversary celebration toolkit. \odot 5. Develop temporary employee service awards recognition. \odot 6. Develop a process to aggregate exit interview data by division and distribute to senior leadership. \checkmark	3.7.4-4, 3.7.4-5, 3.7.4-6
IV. Foster Continuous Employee Development	4. Provide an infrastructure to support employee development.	1. Establish a staff development committee to promote ongoing professional development; provide opportunities for personal and professional growth, resulting in highly-engaged, productive employees. \checkmark 2. Establish a leadership development committee to reignite the leadership program and develop leaders from within the college. \checkmark	3.7.3-6, 3.7.4-1, 3.7.4-2, 3.7.4-3
IV. Foster Continuous Employee Development	5. Measure employee satisfaction to build and maintain positive employee engagement at GTC.	1. Work with the Office of Quality and Assessment to establish and implement an annual employee engagement survey. \checkmark 2. Establish an employee feedback/suggestion program. \checkmark 3. Establish a “Thank You Note” system. Δ	3.7.4-4

\odot = Pending or Not Started

Δ = Still in Progress

\checkmark = Completed

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

CATEGORY 3 – STUDENT, STAKEHOLDER, AND MARKET FOCUS

3.3.1. DETERMINING STUDENT AND MARKET SEGMENTS

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

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

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

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

3.3.2. MAINTAINING CURRENCY OF STUDENT AND STAKEHOLDER EXPECTATIONS

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

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

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

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

degree, diploma, and certificate programs undergo rigorous evaluation that includes: examination of student data, technical program advisory committees, faculty credentials, assessment of program costs, assessment of the number of graduates and placement, number of graduates transferring to senior institutions, and evaluation of program resources and facilities. This information is used by the academic leadership team to determine future program direction. In addition, the annual advisory committee review provides recommendations for response by department heads.

GTC shares information and data from all surveys, focus groups, and reports with the President's Cabinet, Management Team, academic divisions, faculty, academic leaders, the governing board, and technical program advisory committees.

3.3.4. DETERMINING STUDENT AND STAKEHOLDER SATISFACTION

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

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

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

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

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

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

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

3.3.6. ENSURING EFFICIENT COMPLAINT RESOLUTION

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

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

A less formal complaint process provides students with a chain of command to follow if they have a complaint or question regarding a particular class. This procedure is outlined in all course syllabi.

It directs students to first seek resolution through the class instructor followed by the department head, associate dean, dean, associate vice president, the Vice President for Academics, and finally the President of the college. The intent of this is to resolve student complaints about their class at the lowest possible level. Issues that are purely academic are routed through academics while others are managed by Student Affairs. Additionally, procedures do exist for complaint resolution at various campus centers such as the testing center, open computer labs and the libraries. Student complaints are usually ratified by staff in those specific areas.

Student misconduct categorized as a behavioral issue are managed by the Dean of Students. Student academic misconduct is managed through the academic chain of command.

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

FIGURE 3.3.2-1: LISTENING & LEARNING STRATEGIES

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

CATEGORY 4 – MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

3.4.1. SELECTING OPERATIONS, PROCESSES AND SYSTEMS FOR MEASUREMENT

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

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

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

The Institutional Assessment Council reviews college-wide assessment data and makes recommendations for improvements to the President's Cabinet.

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

To evaluate the needs of new academic programs, service area, employment, and anticipated enrollment data are required for

applications for a new academic program. Academic program evaluation, graduate placement status and enrollment data are used to determine whether or not a program is in compliance with the South Carolina State Board of Technical Education's requirements.

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

3.4.3. KEY MEASURES

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

3.4.4. SELECTING KEY COMPARATIVE DATA TO SUPPORT DECISION MAKING

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

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

FIGURE 3.4.4-1: SURVEYS

SURVEY INSTRUMENT	OFFICE RESPONSIBLE	SURVEY TYPE	TIMELINE	DESCRIPTION
College Employee Satisfaction Survey	Quality and Planning	Online	Every 18 months (Dec 2012)	Assess faculty and staff perceptions of institutional goals, the campus work environment, and satisfaction and priorities.
Community College Faculty Survey of Student Engagement	Quality and Planning	Online	Biennially (Spring 2014)	Online survey to all full- and part-time faculty members to gather data on professional activities and their input for one section on many of the CCSSE items.
Community College Survey of Student Engagement	Quality and Planning	In-class	Biennially (Spring 2014)	Administered to randomly-selected classes to obtain student feedback on their involvement in and satisfaction with various aspects of the college.
Employer Evaluation of Graduates	Quality and Planning	Mailed/online	Annually	Distributed to area businesses and organizations to obtain employer satisfaction and preparation of GTC graduates.
ETS Proficiency Profile	Quality and Planning	In-class	Biennially (Spring 2014)	Administered to a random sampling of classes to assess the College-Wide General Education Outcomes.
Graduate Follow-Up	Quality and Planning	Mailed/online	Annually	Distributed to all award-recipients to determine employment/education status and satisfaction/competency ratings.
Graduate Satisfaction Survey	Quality and Planning	Mailed/online	Annually	Distributed with Graduate Follow-Up to obtain graduate satisfaction with programs and services.
Student Evaluation of Instruction	Academic Support	In-class; electronic	Each term	Administered to all sections of all courses annually in order to gather data on student satisfaction with the instruction received. Courses exempted from evaluation are early college courses and courses with student enrollment of two or less, and courses not active during the established evaluation timeframe.
Student Satisfaction Inventory	Quality and Planning	Online	Biennially (Spring 2013)	Administered to all students to assess their satisfaction and priorities.
Survey of Entering Student Engagement	Quality and Planning	In-class	Biennially (Fall 2012)	Administered to randomly-selected classes to obtain student feedback on their experience during the first few weeks of classes.

3.4.5. DATA ACCESSIBILITY TO WORKFORCE, STUDENTS, AND STAKEHOLDERS

Data and information are available via several sources – GTC's web-based statistical system, Ellucian's Enterprise Resource Planning (ERP) system Colleague User Interface (UI) reports and Safari. All users with network login capability have access to GTC's statistical system (certain features are controlled by further secured access). UI access is limited to certain staff members, department heads and deans. Safari access follows the security of UI, though not all UI users have requested access to Safari. Safari internal security controls access to data. External stakeholders' access to reports is generally provided through internal sources. Internal stakeholders without access to certain systems receive reports in a similar manner. Student access to data is generally limited to personal information. Efforts are underway to expand access to data for various institutional constituencies, including but not limited to, implementing a data warehouse to support data-driven decisions through query and analysis.

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

With respect to the college's databases, the overall integrity of the data is the responsibility of the users of GTC's selected ERP technology, Ellucian's Colleague. Although the system is generally protected against entering meaningless data via field definitions and types, the entered value of the data is a user responsibility. As for overall data integrity, the data are verified via rule bases within the Colleague Application for data clarity. Users are individually assigned access to as-needed menus and fields within Colleague based upon job roles. Security policies, combined with a variety of security technologies and vulnerability scans are in place to control, audit, and manage access to sensitive data while mitigating risk to the college. In the Colleague Oracle environment the data is backed up each Friday during the maintenance window. The logs are backed up each night during incremental backups. The college needs to investigate if it can regain the ability to write a copy of the archived logs to a remote computer throughout the day. Backups are retained in accordance with appropriate regulations. Personally identifiable data contained in the ERP system is not available for extract into reporting views, as described in section 3.4.5. There are safeguards within the system which prevent some user errors – for example, prerequisite checking and class size limits. In addition, data being downloaded to the state are subjected to rules that produce error reports.

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

Through the Excellence in Higher Education (EHE) continuous improvement model, based on the Baldrige Criteria for Performance Excellence, GTC uses the data collected to set priorities and monitor the progress. This process guides the annual assessment activities across the college and provides opportunities for efficient resource allocation. Generally performance review findings become priorities for continuous improvement through the activities listed in Figure 3.4.7-1.

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

Organizational knowledge is preserved and maintained through:

- GTC website;
- GTC4me, the employee internal portal;
- Institutional Research Library housed in the Department of Quality and Planning;
- individual area archives and procedures manuals;
- Employee Handbook produced by the Office of Human Resources;
- Greenville Technical College Administrative Policies;
- faculty/department head manuals coordinated by the Center for Teaching and Learning;
- Campus Police department manual; and
- GTC emergency protocol.

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

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

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

The Center for Teaching and Learning was created to provide a supportive community to the college's faculty that fosters teaching and learning. It coordinates the adoption and implementation of new teaching technologies, instructional support, and professional development opportunities. Its stated purpose is to offer comprehensive, faculty-driven professional development, promote innovation, and facilitate the integration of technology into the teaching and learning process. Through knowledge transfer, the goal is for improved teaching and learning, and ultimately, greater student success.

Through the center, faculty members have resources that will help them:

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

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- think and talk about teaching and learning; and
- share, study, and mentor.

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

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

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

FIGURE 3.4.7-1: PERFORMANCE ACTIVITIES

PERFORMANCE REVIEW ACTIVITIES	CONTINUOUS IMPROVEMENT ACTIVITIES
Annual assessment results where measures’ achievement targets are not met or partially met	Action plans and timelines are developed and tracked with results
Academic Program Review recommendations or suggestions	Follow-up reports are required for two years and may also be reflected in annual assessment plans
Advisory committee recommendations	Departments respond annually
College Report Card on strategic imperatives and success measures	Reported annually; plans and timelines adjusted as necessary

CATEGORY 5 – FACULTY AND STAFF FOCUS

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

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

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

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

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

The TIP program was created by the college's Employer of Choice team in 2011. It is a college-wide program designed to encourage employees to utilize forward thinking to create a positive impact for the college. 32 TIPS were received this year.

- 7 were approved and implemented;
- 10 completed the workflow and moved to the process of implementation;
- 9 were pending and waiting for further investigation; and
- 6 were not approved.

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

Employees also benefit from the college's approval to use flexible work schedules when possible. The college president takes an active role in providing personal positive feedback to faculty and staff members when he learns of occasions when employees exhibit excellent job performance. He and his cabinet participate

in service award ceremonies where he personally presents incremental service awards to all college faculty and staff. Additionally, employees are recognized during Convocation, on the employee portal – GTC4me, as well as through their supervisors.

3.5.2. ACHIEVING EFFECTIVE COMMUNICATION AND SHARING

In order to meet the ongoing challenge of effective communication, GTC utilizes GTC4me to foster effective communication across all of its campuses. The college has implemented communications guidelines with clear messaging on the use of all communication vehicles available through the college including voice, web, portal, e-mail, social media, etc. It not only provides guidelines for proper use but also assists employees with understanding which media is appropriate for the type of message and the audience. The college also uses campus-wide email messages to ensure that important announcements and information are made available to all employees. Open forums regarding best practices are also encouraged by the college's leadership and groups within the college system to provide a mechanism for sharing ideas and practices. Additionally, GTC4me, the internal portal, and GTC4me Highlights are among the multiple types of media the college uses to effectively share knowledge and best practice information among all faculty and staff.

3.5.3. FPMS/EPMS SUPPORT OF PERFORMANCE

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

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

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

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

3.5.4. ACCOMPLISHING SUCCESSION PLANNING AND CAREER PROGRESSION

The college maintains a faculty/employee skills database that serves as a vital tool that can be used to identify employees for proactive succession planning. The college's FPMS and EPMS data also provides pertinent information that is utilized to make effective succession planning decisions. The leadership professional development committee developed the President's Leadership Academy (PLA), a 10-month program that was implemented this year. One of the primary goals of the academy is to advance the leadership skills and knowledge of 25 existing and future leaders for career progression. This goal will be accomplished through seminars, keynote addresses, team projects, and self aware assessments.

Additionally, the President's Cabinet continues to promote, support, and utilize other leadership development programs, including the South Carolina Technical College Leadership Academy, the USC Leadership Cohort, Leadership Greenville, and The Riley Diversity Leadership Institute, for the purpose of developing individuals for succession planning initiatives.

3.5.5. DEVELOPMENT AND LEARNING SYSTEMS

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

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

3.5.6. ASSESSMENT OF NEEDS, SKILLS AND COMPETENCIES

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

Senior leaders monitor staffing levels within their divisions, including temporary to full-time employee ratios. Vice presidents request new positions based on needs identified during budget planning sessions. The President's Cabinet meet and reach consensus for approval of any new or replacement position requests.

3.5.7. RECRUITMENT AND RETENTION OF EMPLOYEES

GTC follows all applicable state and SBTCE guidelines in its recruiting and hiring processes. The college makes every effort to identify internal candidates to fill open positions before utilizing various media options for the external recruitment of talent. These media options include, but are not limited to, the GTC job board, other online job posting boards, professional organization websites and professional journals. These recruiting efforts are aimed at attracting a diverse and qualified applicant pool. The peer interview selection process at GTC utilizes a diverse hiring committee and is considered a best practice within the human resources community and the EEOC. The college had an outstanding performance with regards to its Affirmative Action goals during FY 11-12. GTC ranked second among all state higher education institutions and seventh among all state agencies in its Affirmative Action goal achievement rate.

GTC is devoted to creating and sustaining a harmonious and inclusive work environment through good employee relations and practices, as well as having a clearly defined mission that unites employees. Additionally, the college communicates important information to employees to keep them informed and engaged. GTC is proud to employ the SC State Technical College System's longest serving active employee who has been employed with the college for more than 47 years.

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

3.5.8. EDUCATION, TRAINING AND DEVELOPMENT EFFECTIVENESS

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

The college adopted programs that offer ongoing professional development training sessions made available to all employees. These classes are based on training needs identified by college employees, through benchmarking, and through internal surveys.

3.5.9. FACULTY/STAFF DEVELOPMENT EFFECTIVENESS

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

The new professional development training sessions for all employees are assessed through feedback surveys and focus group input. Some programs are directly linked to the college

Performance Management System. All programs were designed to be directly applicable, relevant to the employee's job, and based on identified work competencies. As such, transfer of learning is quickly evident and its impact described through self reporting.

3.5.10. ASSESSMENT MEASURES AND METHODS

GTC surveys its employees for satisfaction and engagement levels in the work environment, college culture, and goal priorities every eighteen months. The survey is administered by a third party whose survey instrument solicits feedback that includes employees' satisfaction with their work assignments, their supervision, and their professional development opportunities. The results of the survey are used to celebrate strengths in those areas and to develop action plans to address priority areas of improvement. The current employee satisfaction rate is 3.83 on a 5 point rating scale.

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

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

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

GTC management shares employee survey results with all employees with the purpose of working together to identify and celebrate strengths and identify priority areas for improvement. Together they develop action plans to address and communicate progress of the plans at least quarterly.

3.5.12. MAINTAINING SAFE, SECURE, AND HEALTHY WORK ENVIRONMENT

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

police officers are sworn law enforcement officers and commissioned as state constables by the Governor of South Carolina.

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

A warning system is in place, and tools include emails, announcements on the college information portal, and alerts to cell phones. GTC campus police routinely initiate severe weather warnings to the campus community by way of various campus communication outlets. In addition, each building has a building marshal and floor captains in place.

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

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

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

CATEGORY 6 – PROCESS MANAGEMENT

3.6.1. CORE COMPETENCIES

The college's mission statement, "*Greenville Technical College drives personal and economic growth through learning*," clearly defines and guides the college by the language used to identify:

- **Who we are** – A technical college: "*Greenville Technical College*"
- **What our outcome is** – "*drive personal and economic growth*"
- **Who the stakeholders of the college are** – "*personal*" – academic students, continuing education students, employees, and employers; "*economic*" – service area of the college
- **How we accomplish our outcome** – "*through learning*"

By using the language *personal and economic growth*, the mission statement enables the college to address the needs of all constituencies to include students, employees, and the community. The mission statement of the college serves as an umbrella for the college's programs and services. Specific areas of proficiency include:

- Teaching
- Accessibility
- Innovation
- Entrepreneurism
- Comprehensive educational offerings
- Diversity
- Knowledgeable faculty
- Career placement and transfer services
- Professional staff
- Business and industry training
- Regional and program accreditation

By serving as an umbrella for the college's programs and services, it includes key words the divisions of the college use to align their purpose statements with to identify the functions of each area. These purpose statements are included in unit annual assessment records.

3.6.2. KEY WORK PROCESSES

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

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

3.6.3. INPUT FOR DETERMINING KEY WORK PROCESS REQUIREMENTS

Integrating feedback from internal and external sources of information is accomplished by a systematic process involving the administration, division deans, and each individual program director. Student evaluations, for instance, are primarily reviewed at the departmental and division level. Each program department head, collaborating with the area's academic dean, carefully review all student evaluations to monitor faculty performance and assess course value. Trends over several terms are monitored, results are linked to other measures of course success, and adjustments are made as needed.

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

In addition, Deans evaluate annual productivity reports recording enrollment, budget, graduation rates, and efficiency. Deans summarize their annual reports citing opportunities and limitations. This information is then used in budget development, program revisions facility upgrades, and program sustainability.

The collection of data to measure achievement of programs and newly developed general education learning outcomes was initiated in mid 2008. College-wide General Education Outcomes were measured by the ETS Proficiency Profile administered in spring 2010 and 2012. Results are used to assess student learning in five general education areas. All programs have developed specific program outcomes and measurement criteria. Results are used to evaluate student achievement and adjust outcome measures, as well as serving as measurement of student learning and achievement. In addition, program productivity is being measured against a set of standards. Data collected is shared with departments and follow-up reports are required justifying performance. Results are used to determine program sustainability.

The college participated in the 2007, 2010, and 2012 administration of *CCSSE*. Data collected from this national survey benchmarks five areas (Active and Collaborative Learning, Student Effort, Academic Challenge, Student-Faculty Interaction, and Support for Learners). The 2012 results are being evaluated to assess where the college is and the effectiveness of the programs implemented based on the 2007 and 2012 results.

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

FIGURE 3.6.2-1: KEY WORK PROCESSES

KEY PROCESSES	PROGRAM REQUIREMENTS	KEY MEASURES
Curriculum and Instructional Development	<ul style="list-style-type: none"> Designing and developing high quality curriculum based on state/college requirements and procedures Meeting student/stakeholders needs Meeting all regulatory/ accreditation requirements Curriculum committee evaluation and approval Program outcome development and measurement criteria Curriculum and instructional design evaluation 	<ul style="list-style-type: none"> Student success in programs Student job placement data/gainful employment Compliance with guidelines New program approvals by state agencies/accreditation entities/Department of Education Outcome measurement criteria for all programs Center for Teaching and Learning
Educational Delivery	<ul style="list-style-type: none"> Meeting state reporting requirements on program productivity Meeting curriculum design requirements Student and program learning outcomes Unlock Your Future (Title III grant) Developmental Learning Outcomes Designing effective learning spaces throughout the college through the Center for Teaching and Learning Use of outcome data to improve student learning 	<ul style="list-style-type: none"> Compliance with state productivity requirements for instructional programs Student success with program completion Stakeholder satisfaction Student performance Persistence/Retention/attrition/graduation rates Student learning outcomes and program outcome measurement Redesigned developmental courses as part of Unlock Your Future (Title III grant) Five Achieving the Dream goals (Successful completion of all developmental courses, enroll in and successful completion of “gatekeeper” courses, complete all courses with a grade of “C” or better, persist from term to term, and earn certificate, diploma or associate degree).
Student Instructional Support	<ul style="list-style-type: none"> Providing comprehensive tutorial services Providing special services in federally funded TRIO programs Learning communities Learning Commons for Developmental students Early Alert for Developmental Students Math and English Immersion projects to improve student placement and performance College Skills (COL 103) required of students in 3 developmental courses 	<ul style="list-style-type: none"> Tracking student requests for tutors and quantity of tutorial assistance on all campuses Monitoring student subscribers to “Smarthinking” tutorial software Special tutorial services (TRIO) to assist qualified students seek assistance and career planning Monitoring student performance in “Learning Communities” against students in same courses Measuring student performance after Math Immersion courses Follow-up on student persistence with Early Alert System Measuring student performance in developmental classes and subsequent “gatekeeper” credit courses Tracking developmental student performance with “Learning Coaches” Measurement of African American male and female performance and persistence in Achieving the Dream “PILOT” project Establishment of Learning Commons sites on Brashier and Greer Campuses Measuring student performance in English Plus classes
Educational Effectiveness and Accountability	<ul style="list-style-type: none"> Assessing student learning outcomes Continuously improving student success College-wide General Education Outcomes Unlock Your Future Outcomes Achieving the Dream Strategy Measures Comprehensive Academic Program Review (APR) of all programs every four years. 	<ul style="list-style-type: none"> Student job placement and/or continuation of education Stakeholder feedback on program/graduate performance Credentialing of graduates Measurement of College-wide General Education Outcomes Student performance in post-developmental course work in selected “gateway” courses Measurement of program learning outcomes and subsequent strategies to improve student learning
Student Support Services	<ul style="list-style-type: none"> Advising Admissions Financial Aid Testing Student Orientation 	<ul style="list-style-type: none"> Graduate Satisfaction Survey Student retention year to year Student persistence term to term Student Satisfaction Survey

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

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

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

Other processes impacting organizational effectiveness include:

- implementation of communication management utilizing Ellucian's Colleague as an institutional student data/management system;
- developing electronic roadmaps for students;
- early warning reporting procedures for student performance risks;
- e-advising; and
- constant communication with all students.

Similarly, training conducted to facilitate the integration of e-recruiting and e-registration with current student intake processes benefits all students, particularly those students enrolled in online courses.

3.6.5. SYSTEMATIC EVALUATION AND IMPROVEMENT OF WORK PROCESSES

All academic programs undergo an academic program review (APR) every four years. This is a staggered process, so that all academic programs across the college are not going through this review simultaneously. Associate degree, diploma, and certificate programs are assessed through annual advisory committee evaluations, external programmatic accreditations,

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

3.6.6. KEY SUPPORT PROCESSES

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

The Department of Assessment and Accreditation provides support to the college by assisting with continuous improvement, promoting best assessment and quality practices, and outcomes assessment in all areas of the college. The Department of Quality and Planning assists the institution with integration of strategic planning, evaluation, and policy-making, as well as the use of data for decision making.

3.6.7. ENSURING ADEQUATE BUDGETARY AND FINANCIAL RESOURCES

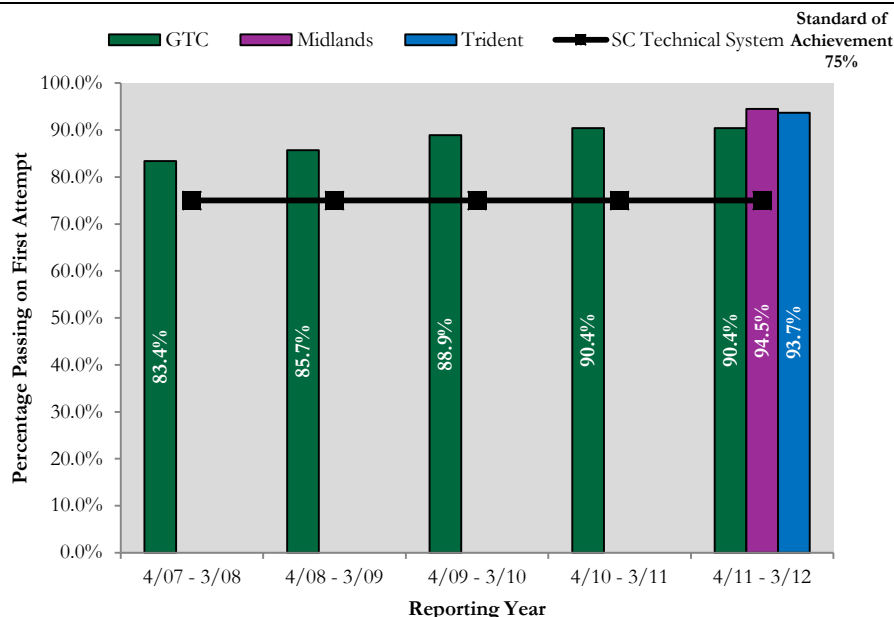
The college conducts an annual budgetary review process allowing management to identify and evaluate financial needs associated with the institution's strategic and long range plans. Appropriate contingencies are included in the annual budget which derives its funding from government, private, institutional,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

CATEGORY 7 – ORGANIZATIONAL PERFORMANCE RESULTS

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

FIGURE 3.7.1-1

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



Source: GTC's Institutional Effectiveness Reports

FIGURE 3.7.1-2

GTC Summary of Proficiency Classification

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

Skill Dimension and Level	Proficiency Classification								
	Proficient			Marginal			Not Proficient		
	2010	2012		2010	2012		2010	2012	
Reading, Level 1	64%	64%	↔	19%	21%	↑	17%	15%	↓
Reading, Level 2	31%	33%	↑	25%	23%	↓	44%	44%	↔
Critical Thinking	4%	4%	↔	13%	16%	↑	83%	80%	↓
Writing, Level 1	57%	56%	↓	33%	35%	↑	10%	9%	↓
Writing, Level 2	16%	16%	↔	37%	35%	↔	47%	49%	↑
Writing, Level 3	9%	9%	↔	16%	17%	↑	75%	73%	↓
Math, Level 1	57%	61%	↑	22%	23%	↑	21%	17%	↓
Math, Level 2	31%	32%	↑	25%	28%	↑	44%	40%	↓
Math, Level 3	7%	8%	↑	15%	18%	↑	78%	75%	↓

FIGURE 3.7.1-3

Success Rates

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

Source: GTC SAFARI views
ASSESSMENT_SECTIONS and
ASSESSMENT_SUCCESS

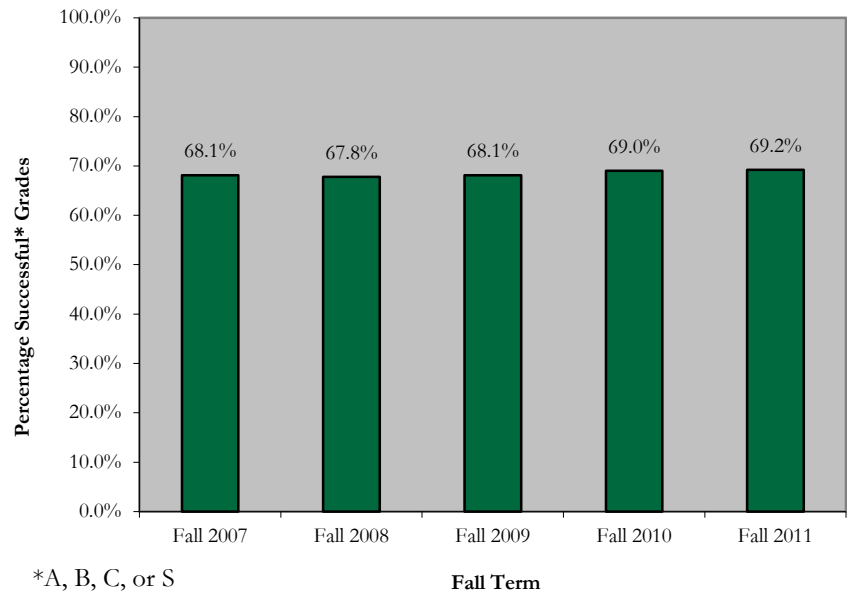


FIGURE 3.7.1-4A

Total Number of Graduates by Award

Source: GTC Graduate Follow-Up Report

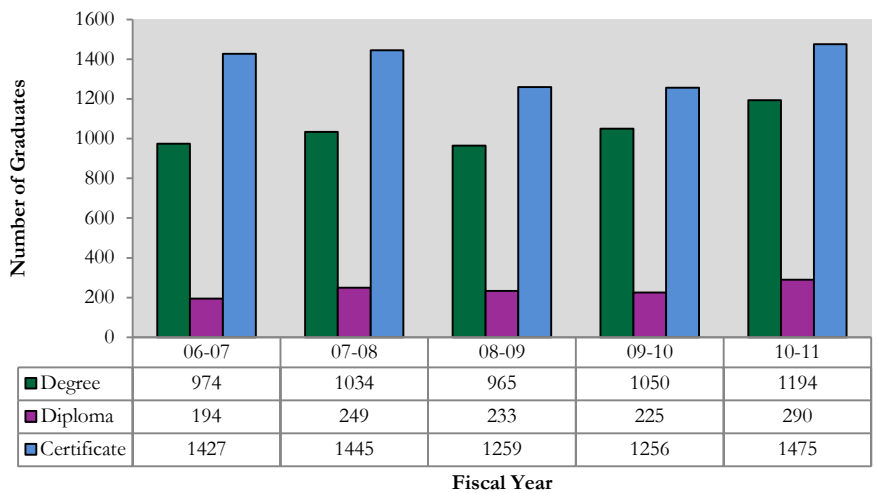


FIGURE 3.7.1-4B

Total Number of Graduates

Source: GTC Graduate Follow-Up Report

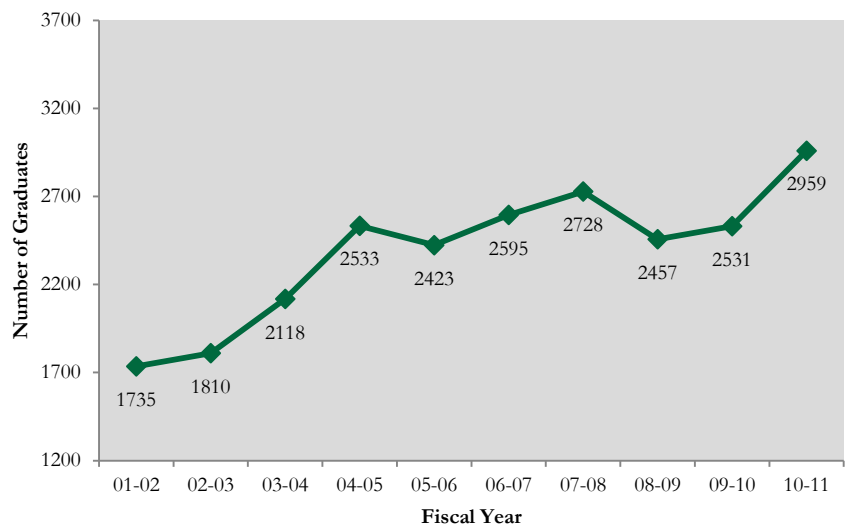


FIGURE 3.7.1-5

Persistence Rates

GTC participates in the National Community College Benchmarking Project (NCCBP). The definition for persistence of fall to spring is:

Denominator = (Fall ending headcount – dual credit) – graduates

Numerator = (Those in the denominator who returned the following spring)

Source: SC Technical College System

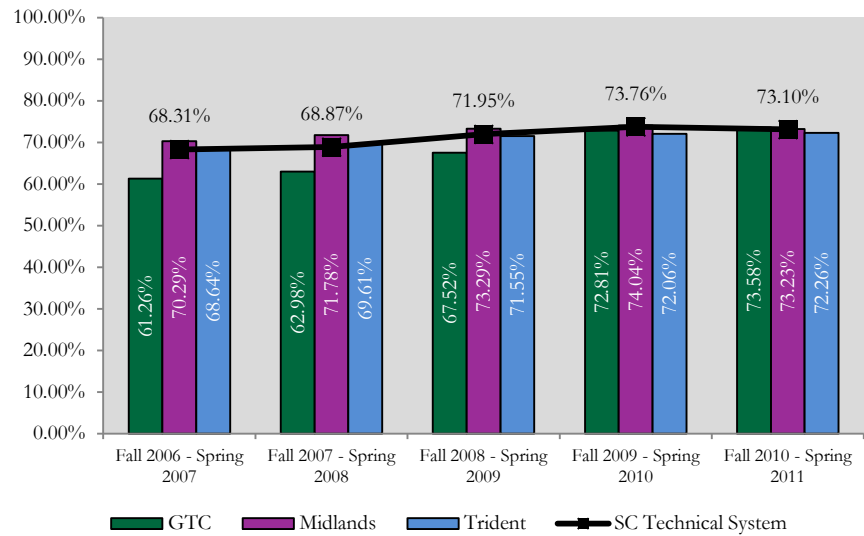


FIGURE 3.7.1-6

Retention Rates

GTC participates in the National Community College Benchmarking Project (NCCBP). The definition for retention of fall to fall is:

Denominator = (Fall ending headcount – dual credit) – graduates

Numerator = (Those in the denominator who returned the following fall)

Source: SC Technical College System

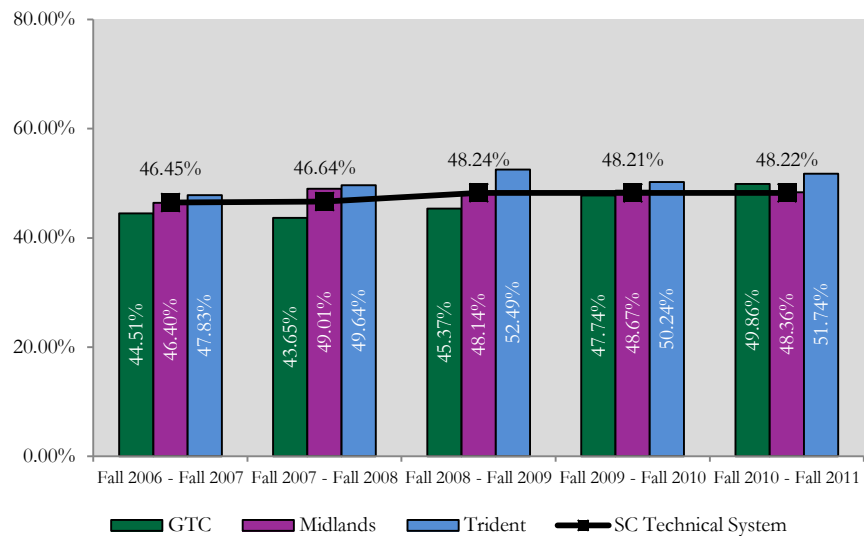


FIGURE 3.7.1-7

Employer Evaluation of Graduates

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

Source: GTC Employer Evaluation of Graduates Reports

	2011-12 Mean Rating	2012-13 Mean Rating
Communication	3.35	3.39
Information Technology & Technical Literacy	3.58	3.47
Critical Thinking/Reasoning	3.32	3.37
Professionalism & Personal Responsibility	3.55	3.52
Diversity	3.32	3.37
Technical Knowledge and Skills	3.42	3.42

FIGURE 3.7.1-8

Success Rates from Performance Funding Indicator 7A

A cohort of full-time, first-time postsecondary award-seeking students is determined and tracked for three years. The success rate is based on the number of those cohort students who have completed an award within 150% of program time, have transferred to another college, or are still enrolled the fall term after the three-year period. Figure 3.7.1-8 shows GTC's success rate compared to that of all technical colleges and two sister institutions. It should be noted that GTC reports data on out-of-state transfers, but not all of the technical colleges collect and report that information.

Source: SC Commission on Higher Education's website

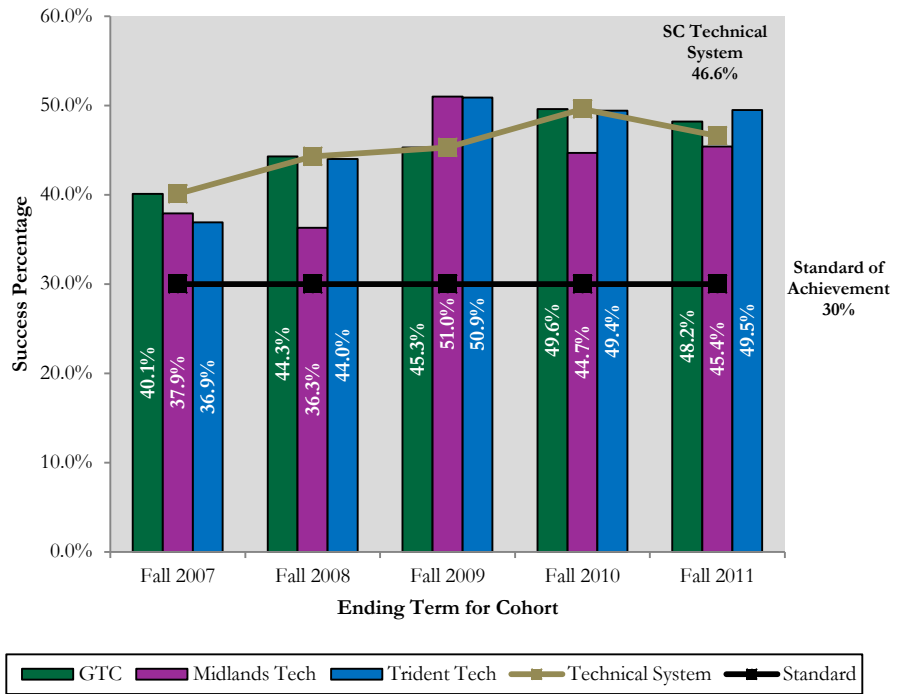
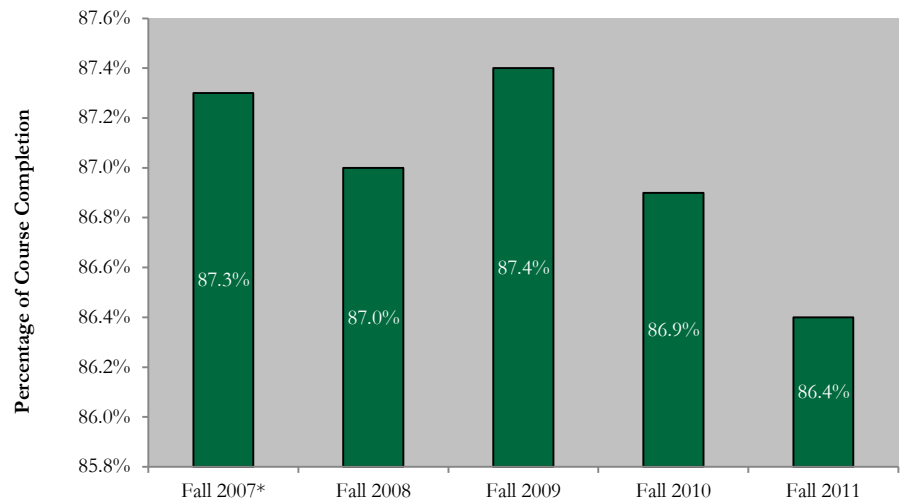


FIGURE 3.7.1-9

Retention Rates within Courses

* Adjusted to reflect final incomplete grade change

*Source: GTC's SAFARI view
ASSESSMENT_NOT_W and
ASSESSMENT_ENROLLMENTS*



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

FIGURE 3.7.1-10A

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

* The 2007 and 2012 cohort was compared to large colleges. GTC's headcount increased during the 2010 administration and moved the college into the ex-large comparison group for this year.

	Active & Collaborative Learning			Student Effort		
	2007	2010	2012	2007	2010	2012
GTC	48.2	45.8	47.2	47.6	47.4	47.7
Large Colleges*	49.1	49.2	49.4	49.5	49.0	49.2
AtD	–	49.9	49.6	–	50.1	50.3
CCSSE Cohort	50.0	50.0	50.0	50.0	50.0	50.0

	Academic Challenge		
	2007	2010	2012
GTC	52.6	50.4	52.7
Ex-large Colleges*	49.8	49.8	49.6
AtD	–	50.0	49.7
CCSSE Cohort	50.0	50.0	50.0

	Student-Faculty Interaction			Support for Learners		
	2007	2010	2012	2007	2010	2012
GTC	51.9	51.5	50.8	52.0	48.4	49.6
Large Colleges*	49.4	48.3	49.1	49.3	48.9	48.8
AtD	–	50.3	49.6	–	51.9	50.6
CCSSE Cohort	50.0	50.0	50.0	50.0	50.0	50.0

FIGURE 3.7.1-10B

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

* The 2007 and 2012 cohort was compared to large colleges. GTC's headcount increased during the 2010 administration and moved the college into the ex-large comparison group for this year.

	Active & Collaborative Learning			Student Effort		
	2007	2010	2012	2007	2010	2012
GTC	43.3	41.1	43.2	44.7	44.6	44.7
Large Colleges*	45.8	46.0	45.5	46.4	46.0	45.8
AtD	–	46.6	45.8	–	47.1	47.1
CCSSE Cohort	46.6	46.4	46.2	46.8	47.0	46.9

	Academic Challenge		
	2007	2010	2012
GTC	49.8	47.7	49.7
Ex-large Colleges*	46.5	46.7	46.1
AtD	–	46.9	46.2
CCSSE Cohort	46.4	46.5	46.3

	Student-Faculty Interaction			Support for Learners		
	2007	2010	2012	2007	2010	2012
GTC	47.1	48.9	47.8	50.1	47.7	48.0
Large Colleges*	46.1	45.4	45.7	47.3	47.0	46.8
AtD	–	47.4	46.5	–	49.9	48.8
CCSSE Cohort	46.8	46.8	47.0	48.4	48.3	48.4

FIGURE 3.7.1-10C

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

* The 2007 and 2012 cohort was compared to large colleges. GTC's headcount increased during the 2010 administration and moved the college into the ex-large comparison group for this year.

	Active & Collaborative Learning			Student Effort		
	2007	2010	2012	2007	2010	2012
GTC	55.1	51.8	51.7	52.1	51.0	51.0
Large Colleges*	54.8	54.4	54.8	54.7	53.8	54.0
AtD	–	55.9	55.2	–	55.0	54.9
CCSSE Cohort	56.2	55.7	55.7	55.5	54.8	54.7

	Academic Challenge		
	2007	2010	2012
GTC	56.9	53.9	56.2
Ex-large Colleges*	55.3	54.9	54.7
AtD	–	54.9	54.9
CCSSE Cohort	55.6	55.0	55.0

	Student-Faculty Interaction			Support for Learners		
	2007	2010	2012	2007	2010	2012
GTC	51.9	55.0	54.1	54.9	54.9	51.5
Large Colleges*	55.0	53.1	53.8	52.5	51.9	51.6
AtD	–	54.9	54.2	–	54.9	53.3
CCSSE Cohort	56.0	55.5	55.2	53.8	53.4	53.2

FIGURE 3.7.1-10D

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

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

Selected Questions*	2007		2010		2012	
	All Students	All Faculty	All Students	All Faculty	All Students	All Faculty
acquiring a broad general education	69%	72%	70%	72%	72.7%	74.7%
acquiring job or work-related knowledge and skills	57%	80%	53%	79%	52.3%	72.2%
writing clearly and effectively	54%	51%	60%	50%	62.7%	52.9%
speaking clearly and effectively	53%	48%	55%	51%	58.2%	53.7%
thinking critically and analytically	72%	81%	70%	80%	70.8%	85.2%
solving numerical problems	56%	36%	58%	39%	58.4%	34.2%
using computing and information technology	64%	58%	63%	66%	62.5%	62.0%

FIGURE 3.7.1-11A

Survey of Entering Student Engagement Benchmark Summary Table –
All Students

	Early Connections	High Expectations & Aspirations
	2010	2010
GTC	51.5	51.9
Extra Large Colleges	46.5	48.6
SENSE Cohort	50.0	50.0

	Clear Academic Plan & Pathway	Effective Track to College Readiness
	2010	2010
GTC	40.0	52.0
Extra Large Colleges	46.2	51.2
SENSE Cohort	50.0	50.0

	Engaged Learning	Academic & Social Support Network
	2010	2010
GTC	46.0	49.9
Extra Large Colleges	49.9	48.5
SENSE Cohort	50.0	50.0

FIGURE 3.7.1-11B

Survey of Entering Student Engagement Benchmark Summary Table –
All Part-Time Students

	Early Connections	High Expectations & Aspirations
	2010	2010
GTC	51.1	53.0
Extra Large Colleges	45.3	48.7
SENSE Cohort	50.3	50.7

	Clear Academic Plan & Pathway	Effective Track to College Readiness
	2010	2010
GTC	39.0	52.5
Extra Large Colleges	45.1	50.8
SENSE Cohort	50.1	49.4

	Engaged Learning	Academic & Social Support Network
	2010	2010
GTC	41.7	46.6
Extra Large Colleges	47.7	46.9
SENSE Cohort	47.6	48.5

FIGURE 3.7.1-11C

Survey of Entering Student Engagement
Benchmark Summary Table –
All Full-Time Students

	Early Connections	High Expectations & Aspirations
	2010	2010
GTC	51.9	50.5
Extra Large Colleges	48.4	48.6
SENSE Cohort	53.5	49.1

	Clear Academic Plan & Pathway	Effective Track to College Readiness
	2010	2010
GTC	41.3	51.4
Extra Large Colleges	48.0	51.8
SENSE Cohort	51.9	50.7

	Engaged Learning	Academic & Social Support Network
	2010	2010
GTC	51.6	54.2
Extra Large Colleges	53.6	51.2
SENSE Cohort	54.3	52.9

3.7.2. KEY MEASURES ON STUDENT AND STAKEHOLDER SATISFACTION AND DISSATISFACTION

FIGURE 3.7.2-1A																																																									
2011 Student Satisfaction Inventory																																																									
GTC administers the Noel-Levitz’s Student Satisfaction Inventory (SSI) to all GTC students biennially to gather data from students on their expectations and satisfaction levels of their college experience.	<table><tr><th></th><th>GTC</th><th>National Community Colleges</th><th>Mean Difference</th></tr><tr><td>So far, how has your college experience met your expectations?</td><td>4.74</td><td>4.79</td><td>-0.05</td></tr><tr><td>Rate your overall satisfaction with your experience here thus far.</td><td>5.43</td><td>5.46</td><td>-0.03</td></tr><tr><td>All in all, if you had to do it over, would you enroll here again?</td><td>5.76</td><td>5.72</td><td>0.04</td></tr></table>		GTC	National Community Colleges	Mean Difference	So far, how has your college experience met your expectations?	4.74	4.79	-0.05	Rate your overall satisfaction with your experience here thus far.	5.43	5.46	-0.03	All in all, if you had to do it over, would you enroll here again?	5.76	5.72	0.04																																								
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All in all, if you had to do it over, would you enroll here again?	5.76	5.72	0.04																																																						
FIGURE 3.7.2-1B																																																									
2011 Student Satisfaction Inventory																																																									
GTC Summary Scale Data Students respond to each item on a 1 to 7 Lichert scale, with 7 being high.	<table><tr><th colspan="4">Greenville Technical College</th></tr><tr><th>Scale</th><th>Importance</th><th>Satisfaction/Standard Deviation</th><th>Gap</th></tr><tr><td>Student Centeredness</td><td>6.27</td><td>5.42/1.30</td><td>0.85</td></tr><tr><td>Instructional Effectiveness</td><td>6.52</td><td>5.59/1.19</td><td>0.93</td></tr><tr><td>Responsiveness to Diverse Population</td><td></td><td>5.74/1.33</td><td></td></tr><tr><td>Campus Support Services</td><td>5.97</td><td>5.27/1.41</td><td>0.70</td></tr><tr><td>Safety and Security</td><td>6.41</td><td>5.40/1.21</td><td>1.01</td></tr><tr><td>Academic Advising/ Counseling</td><td>6.46</td><td>5.31/1.51</td><td>1.15</td></tr><tr><td>Admission and Financial Aid</td><td>6.47</td><td>5.46/1.28</td><td>1.01</td></tr><tr><td>Academic Services</td><td>6.36</td><td>5.76/1.09</td><td>0.60</td></tr><tr><td>Registration Effectiveness</td><td>6.47</td><td>5.62/1.08</td><td>0.85</td></tr><tr><td>Service Excellence</td><td>6.31</td><td>5.40/1.19</td><td>0.91</td></tr><tr><td>Concern for the Individual</td><td>6.41</td><td>5.31/1.36</td><td>1.10</td></tr><tr><td>Campus Climate</td><td>6.31</td><td>5.40/1.22</td><td>0.91</td></tr></table>	Greenville Technical College				Scale	Importance	Satisfaction/Standard Deviation	Gap	Student Centeredness	6.27	5.42/1.30	0.85	Instructional Effectiveness	6.52	5.59/1.19	0.93	Responsiveness to Diverse Population		5.74/1.33		Campus Support Services	5.97	5.27/1.41	0.70	Safety and Security	6.41	5.40/1.21	1.01	Academic Advising/ Counseling	6.46	5.31/1.51	1.15	Admission and Financial Aid	6.47	5.46/1.28	1.01	Academic Services	6.36	5.76/1.09	0.60	Registration Effectiveness	6.47	5.62/1.08	0.85	Service Excellence	6.31	5.40/1.19	0.91	Concern for the Individual	6.41	5.31/1.36	1.10	Campus Climate	6.31	5.40/1.22	0.91
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FIGURE 3.7.2-2

Graduate Satisfaction with Selected College Services – All Campuses

The *Graduate Satisfaction Survey* is sent to each graduate in the *Graduate Follow-Up Survey*.

Item	FY 2010-11
Academic Experience	
Quality of instruction	3.50
Quality of your academic program	3.45
Information provided about degree requirements	3.44
Administrative Services	
Student Records/Registrar	3.25
Student billing and paying	3.29
On-line Registration	3.35
Financial Aid Services	3.09
Admissions Services	3.32
Quality of academic advising	3.06
Availability of academic advising	3.09
Campus Life Services	
Veterans' Services	3.47
Student Disability Services	3.61
Career Services	2.88
Information and Other Services	
Library Services	3.44
Internet and computer resources	3.35
Facilities	
Physical classroom environment	3.35
Science labs	3.29
Computer labs	3.39
Space for studying	3.19
Library facilities	3.46

FIGURE 3.7.2-3

Graduate Satisfaction with Major Program

Figure 3.7.2-3 compares FY 03-04 through FY 10-11 from the *Graduate Follow-Up Survey* that is distributed to graduates of the previous fiscal year. Respondents are asked to rate their satisfaction with their major programs using a scale of one to four with four representing "Very Satisfied".

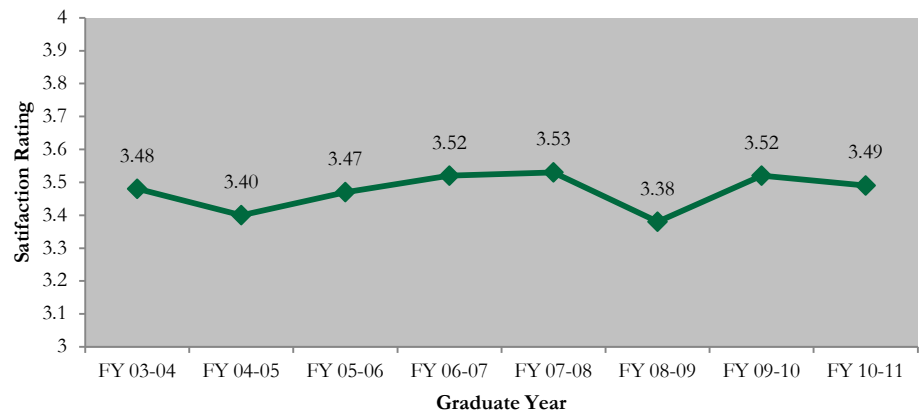


FIGURE 3.7.2-4

Employer Evaluation of Graduates

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

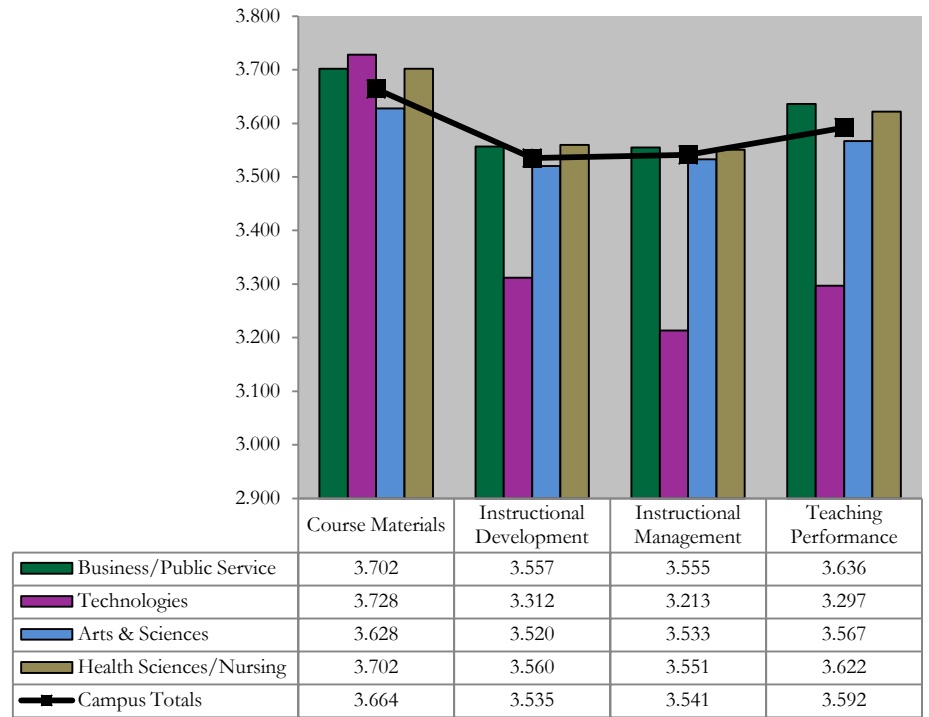
Source: *GTC Employer Evaluation of Graduates Reports*

	2011-12	2012-13
Overall Job Preparation	3.50	3.45
Overall Employer Satisfaction	3.51	3.52

FIGURE 3.7.2-5A

Student Satisfaction with Instruction –
Division Trends as Compared to Campus
Totals – Fall 2011

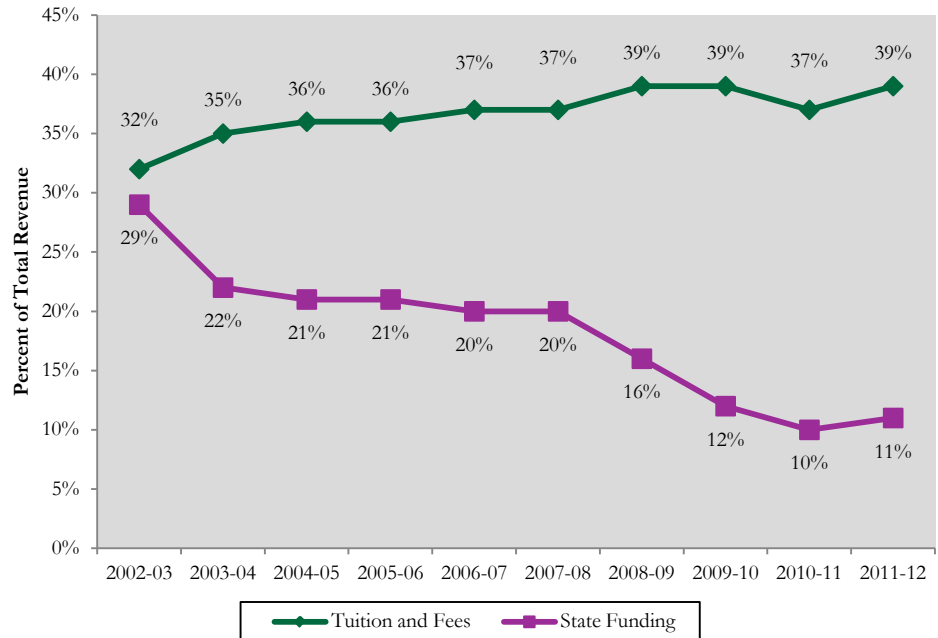
The Student Evaluation of Instruction is administered to all sections of all courses annually in order to gather data on student satisfaction with the instruction received. Courses exempted from evaluation are early college courses, courses with student enrollment of two or less, and courses not active during the established evaluation timeframe.



3.7.3. KEY MEASURES ON BUDGETARY AND FINANCIAL PERFORMANCE

FIGURE 3.7.3-1

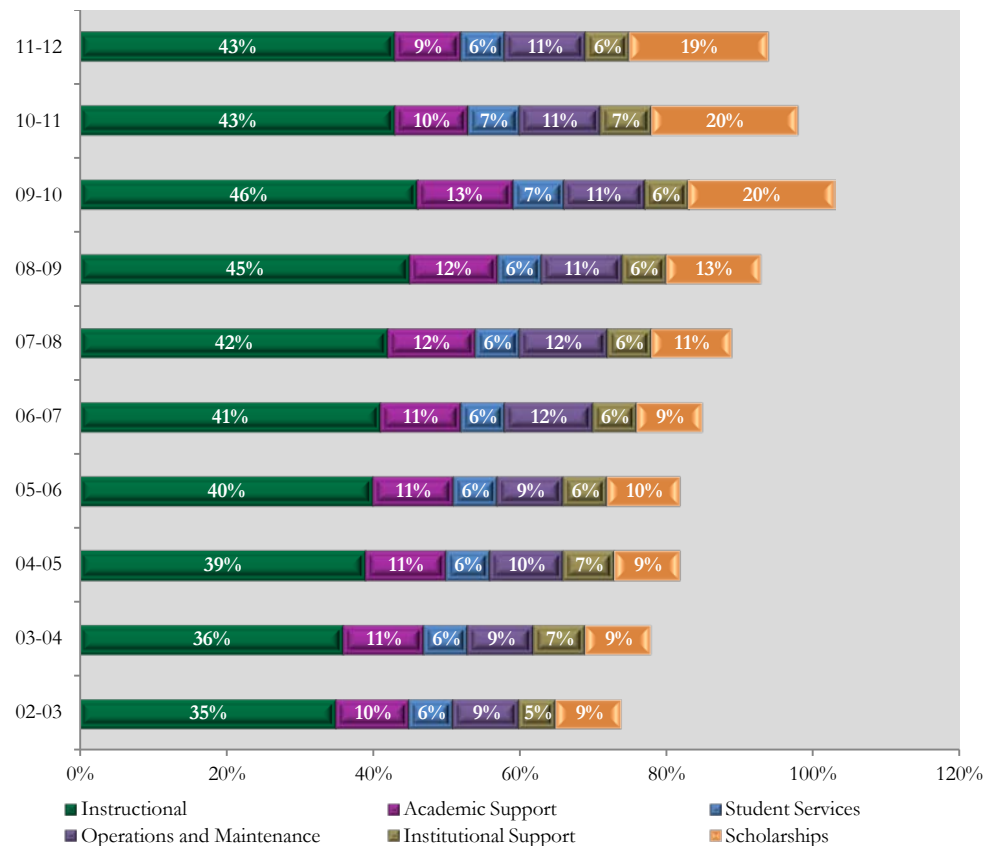
Tuition and State Appropriations as Percentage of Total Revenue



Source: GTC Financial Division

FIGURE 3.7.3-2

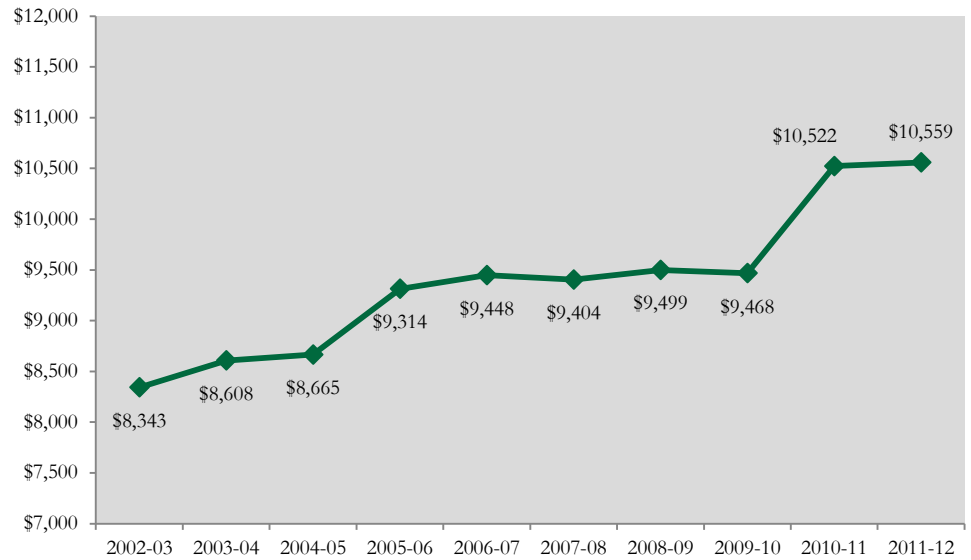
Expenditures as a Percent of Total by Function for the academic year



Source: GTC Financial Division

FIGURE 3.7.3-3

Expenditures per FTE



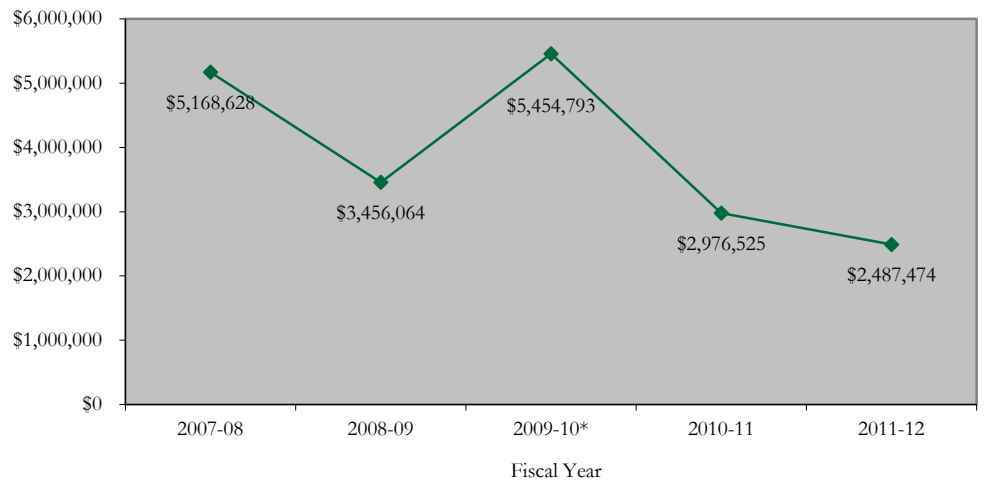
Source: GTC Financial Division

FIGURE 3.7.3-4

External Grant Funds

Effective in Fiscal Year

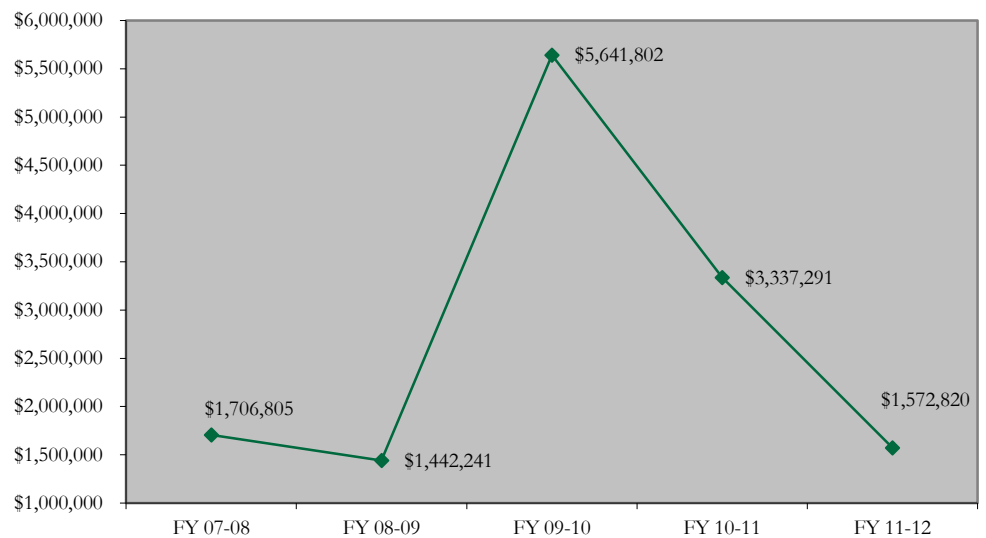
* Amount adjusted to reflect two award notices were received after November 2010.



Source: GTC Office of Research and Grants

FIGURE 3.7.3-5

Financial Support Provided by
Greenville Tech Foundation, Inc.



Source: Greenville Tech Foundation, Inc.

FIGURE 3.7.3-6

Greenville Tech Foundation, Inc.
 Donor Restricted of Endowed Funds

	2008-2009	2009-2010	2010-2011	2011-2012
Student Scholarships	\$269,015	\$196,908*	\$170,212*	\$329,031
College Departmental Supplies and Activities	\$216,924	\$223,601	\$470,870	\$433,628
Student Programs	\$69,955	\$178,515	\$140,374	\$62,294
Equipment Purchases/Gifts-in-kind/property	\$661,382	\$5,026,805**	\$2,555,835**	\$747,867

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

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

Source: Greenville Tech Foundation, Inc.

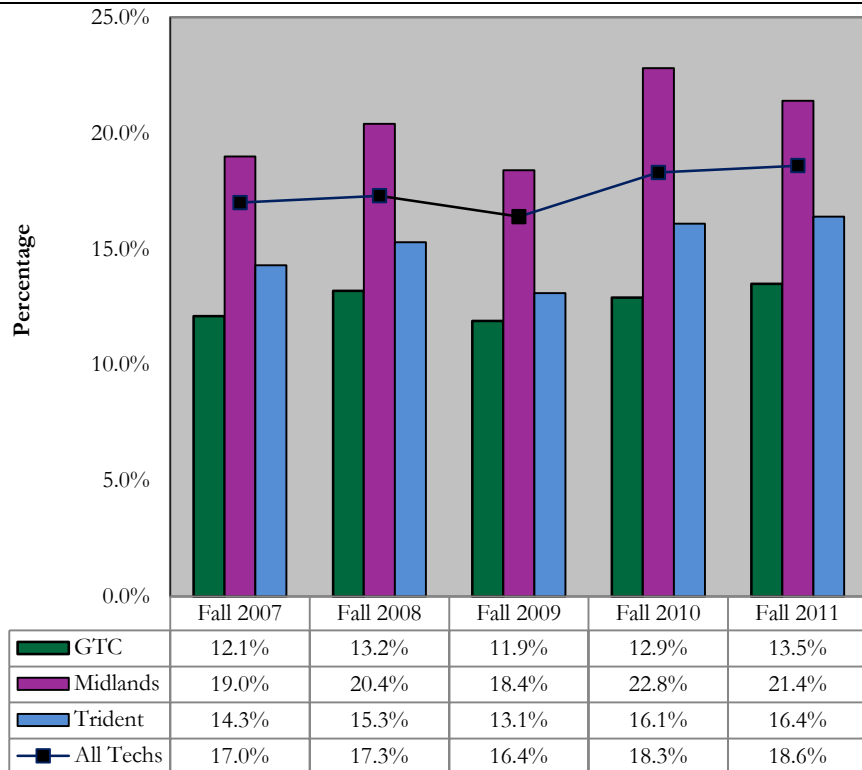
3.7.4. KEY MEASURES ON WORK SYSTEM PERFORMANCE

FIGURE 3.7.4-1 GTC Employees' Years of Service In 2012, GTC had a fourth of its full-time faculty and staff with more than 15 years of experience at the college. <i>Source: GTC Human Resources</i>	<table><tr><th>Years at GTC</th><th colspan="5">Percentage of FT Employees</th></tr><tr><th></th><th>2008</th><th>2009</th><th>2010</th><th>2011</th><th>2012</th></tr><tr><td><1</td><td>6.40%</td><td>2.84%</td><td>3.87%</td><td>4.76%</td><td>3.01%</td></tr><tr><td>1 – 5</td><td>33.50%</td><td>35.60%</td><td>33.57%</td><td>30.40%</td><td>28.68%</td></tr><tr><td>6 – 10</td><td>23.10%</td><td>23.87%</td><td>23.96%</td><td>23.92%</td><td>27.80%</td></tr><tr><td>11 – 15</td><td>12.80%</td><td>12.16%</td><td>13.34%</td><td>15.13%</td><td>14.70%</td></tr><tr><td>16 – 20</td><td>12.80%</td><td>12.46%</td><td>11.48%</td><td>9.80%</td><td>10.04%</td></tr><tr><td>21 – 25</td><td>7.10%</td><td>9.16%</td><td>8.75%</td><td>9.51%</td><td>9.17%</td></tr><tr><td>26 – 30</td><td>1.90%</td><td>1.65%</td><td>2.87%</td><td>3.89%</td><td>4.22%</td></tr><tr><td>31 – 35</td><td>1.70%</td><td>1.5%</td><td>1.30%</td><td>1.73%</td><td>1.46%</td></tr><tr><td>36 – 40</td><td>0.70%</td><td>0.6%</td><td>0.72%</td><td>0.72%</td><td>0.58%</td></tr><tr><td>41 – 45</td><td>n/a</td><td>0.2%</td><td>0.14%</td><td>n/a</td><td>0.15%</td></tr><tr><td>46+</td><td>n/a</td><td>n/a</td><td>n/a</td><td>0.14%</td><td>0.15%</td></tr></table>	Years at GTC	Percentage of FT Employees						2008	2009	2010	2011	2012	<1	6.40%	2.84%	3.87%	4.76%	3.01%	1 – 5	33.50%	35.60%	33.57%	30.40%	28.68%	6 – 10	23.10%	23.87%	23.96%	23.92%	27.80%	11 – 15	12.80%	12.16%	13.34%	15.13%	14.70%	16 – 20	12.80%	12.46%	11.48%	9.80%	10.04%	21 – 25	7.10%	9.16%	8.75%	9.51%	9.17%	26 – 30	1.90%	1.65%	2.87%	3.89%	4.22%	31 – 35	1.70%	1.5%	1.30%	1.73%	1.46%	36 – 40	0.70%	0.6%	0.72%	0.72%	0.58%	41 – 45	n/a	0.2%	0.14%	n/a	0.15%	46+	n/a	n/a	n/a	0.14%	0.15%
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FIGURE 3.7.4-2 Professional Development Funding Faculty and staff have many options with respect to professional development. In addition to departmental funds, professional development funding is allocated through some Perkins Grant monies. The Greenville Tech Foundation, Inc., also provides professional development funds to faculty and staff. <i>Source: GTC Office of Academic Support</i>	<table><tr><th colspan="6">Professional Development Funds</th></tr><tr><th></th><th>2007-2008</th><th>2008-2009</th><th>2009-2010</th><th>2010-2011</th><th>2011-2012</th></tr><tr><td>Perkins Grant</td><td>\$69,790.01</td><td>\$82,813.32</td><td>\$72,180.88</td><td>\$67,241.00</td><td>\$62,895</td></tr><tr><td>Greenville Tech Foundation, Inc.</td><td>\$9,498.00</td><td>\$19,010.00</td><td>\$15,973.00</td><td>\$103,439.00</td><td>\$30,293</td></tr><tr><td>TOTAL</td><td>\$149,666.74</td><td>\$178,357.06</td><td>\$183,046.91</td><td>\$170,680.00</td><td>\$93,188</td></tr></table>	Professional Development Funds							2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	Perkins Grant	\$69,790.01	\$82,813.32	\$72,180.88	\$67,241.00	\$62,895	Greenville Tech Foundation, Inc.	\$9,498.00	\$19,010.00	\$15,973.00	\$103,439.00	\$30,293	TOTAL	\$149,666.74	\$178,357.06	\$183,046.91	\$170,680.00	\$93,188																																																
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FIGURE 3.7.4-3 Professional Development Workshops Offered and Attended * updated to reflect corrected audit <i>Source: GTC Office of Academic Support</i>	<table><tr><th colspan="3">Professional Development Workshops</th></tr><tr><th></th><th>Number Offered</th><th>Number of Participants</th></tr><tr><td>July 2007 – June 2008</td><td>305</td><td>3,856</td></tr><tr><td>July 2008 – June 2009*</td><td>333</td><td>4,634</td></tr><tr><td>July 2009 – June 2010</td><td>223</td><td>4,114</td></tr><tr><td>July 2010 – June 2011</td><td>229</td><td>3352</td></tr><tr><td>July 2011 – June 2012</td><td>148</td><td>2,200</td></tr></table>	Professional Development Workshops				Number Offered	Number of Participants	July 2007 – June 2008	305	3,856	July 2008 – June 2009*	333	4,634	July 2009 – June 2010	223	4,114	July 2010 – June 2011	229	3352	July 2011 – June 2012	148	2,200																																																									
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FIGURE 3.7.4-4 College Employee Satisfaction Survey Spring 2011 GTC administered Noel Levitz's College Employee Satisfaction Survey to all employees.	<table><tr><th></th><th>GTC</th><th>Comparison Group Mean</th><th>Mean Difference</th></tr><tr><td>Rate your overall satisfaction with your employment here so far.</td><td>3.83</td><td>3.95</td><td>p < .01</td></tr></table> * Will be administered again in November 2012.		GTC	Comparison Group Mean	Mean Difference	Rate your overall satisfaction with your employment here so far.	3.83	3.95	p < .01																																																																						
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FIGURE 3.7.4-5

Percent of Minority Faculty

Performance Funding Indicator 8C4



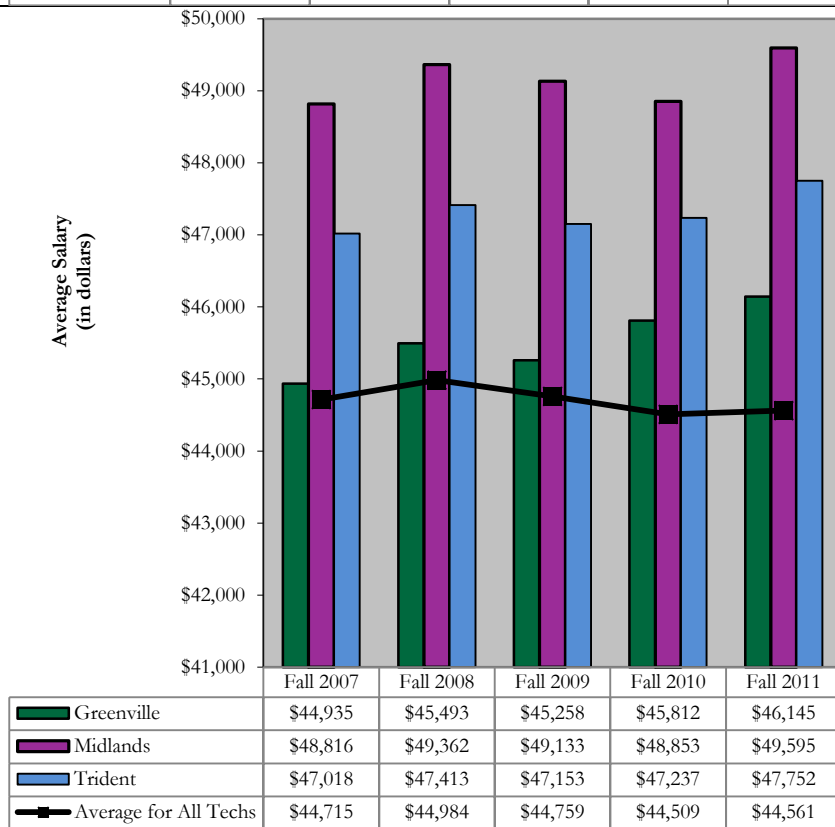
Source: SC Commission on Higher Education's website

FIGURE 3.7.4-6

GTC Average Faculty Salary
Compared to that of All Technical
Colleges

Performance Funding Indicator 2D

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



Source: SC Commission on Higher Education's website

3.7.5. KEY MEASURES OF ORGANIZATIONAL EFFECTIVENESS/OPERATIONAL EFFICIENCY

FIGURE 3.7.5-1A

Fall Headcount

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

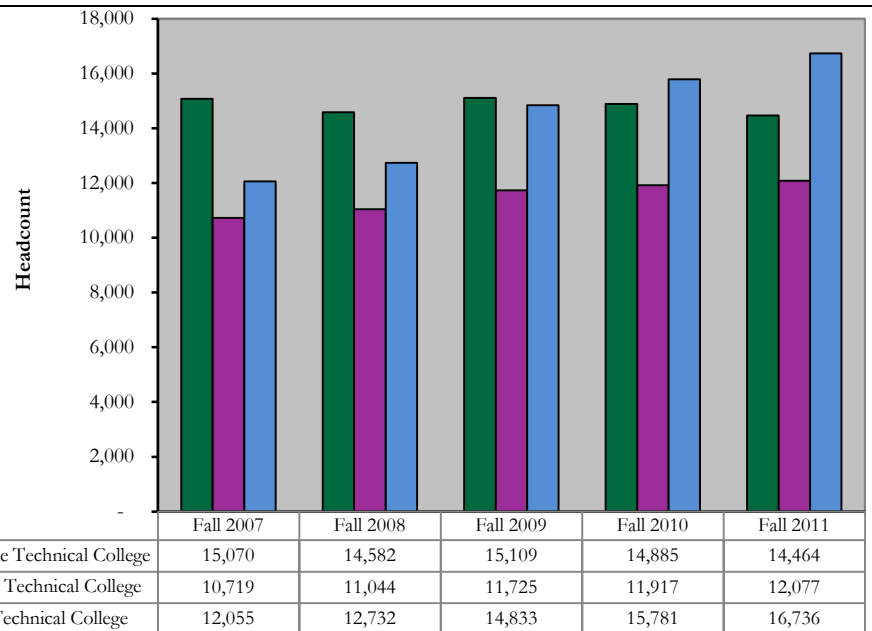


FIGURE 3.7.5-1B

Fall Full Time Equivalent (FTE)

* FTE includes a rounding error.

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

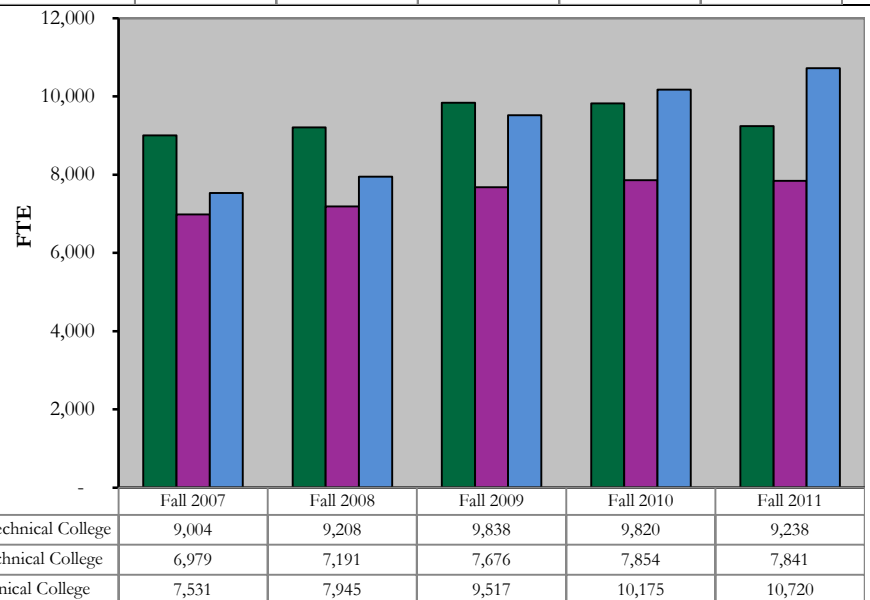


FIGURE 3.7.5-1C

Fall 2011 Headcount by Ethnicity

Source: CERS_EE_ES

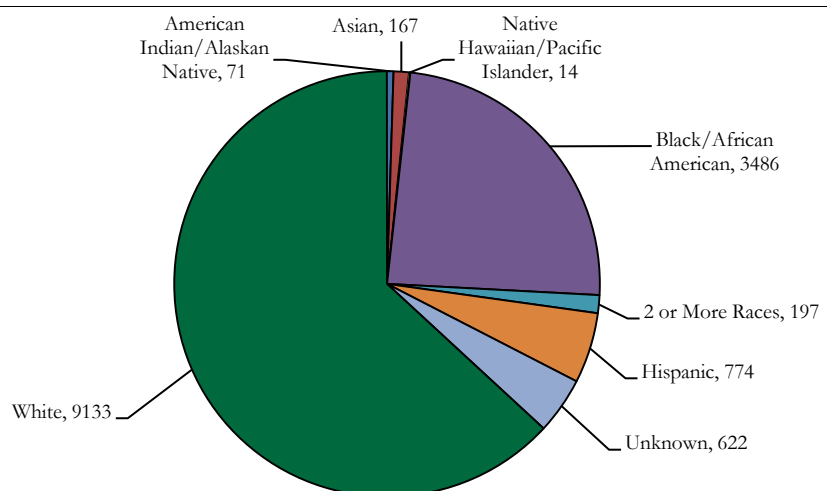


FIGURE 3.7.5-1D

Fall Enrollment and Headcount by Location

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

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

All headcounts are unduplicated only for the specific location.

Source: GTC's SAFARI view
ASSESSMENT_HEAD_LOCATION and
ASSESSMENT_ENROLL_LOCATION

Fall Enrollment Data by Site						
	FALL 2009		FALL 2010		FALL 2011	
	ENROLLMENT	HEADCOUNT	ENROLLMENT	HEADCOUNT	ENROLLMENT	HEADCOUNT
BARTON CAMPUS	28,074	13,491	28,074	13,491	26,649	12,657
BRASHIER CAMPUS	3,624	1,531	3,624	1,531	3,656	1,567
GREER CAMPUS	4,655	1,998	4,655	1,998	4,170	1,804
NORTHWEST CAMPUS	2,598	1,192	2,598	1,192	2,509	1,167
DONALDSON CENTER	529	132	529	132	622	172
McKINNEY AUTOMOTIVE	1,026	321	1,026	321	806	250

FIGURE 3.7.5-2

Alternative Format Sections as a Percentage of All Class Sections

The number of alternative sections as a percentage of all class sections.

Source: GTC's SAFARI view
ASSESSMENT_MOI

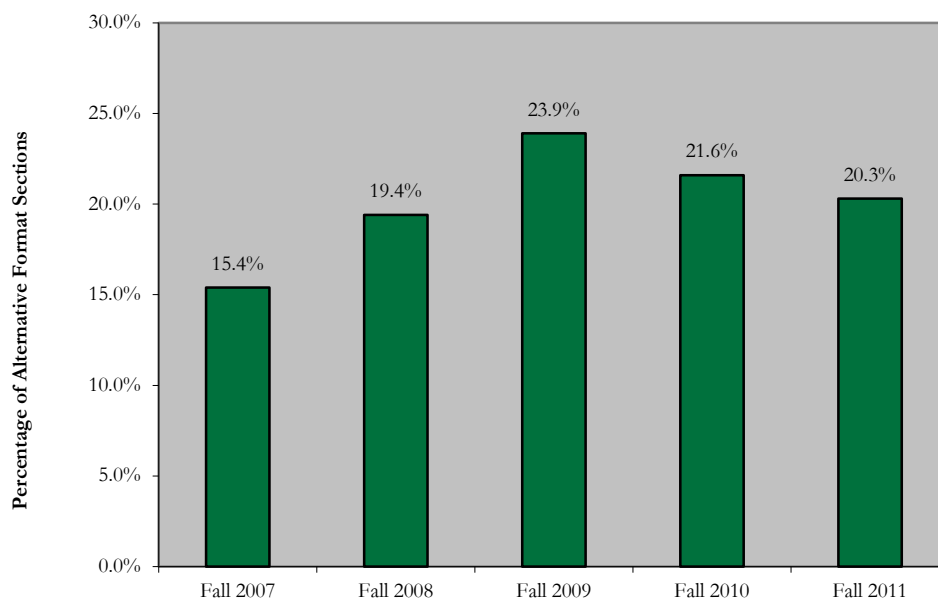


FIGURE 3.7.5-3

Fall total credit hours

Source: CERS reporting

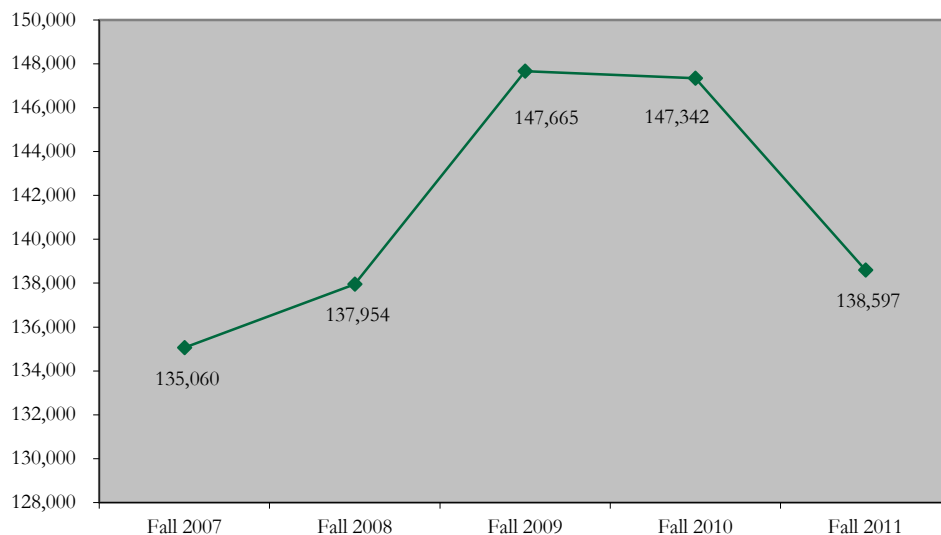


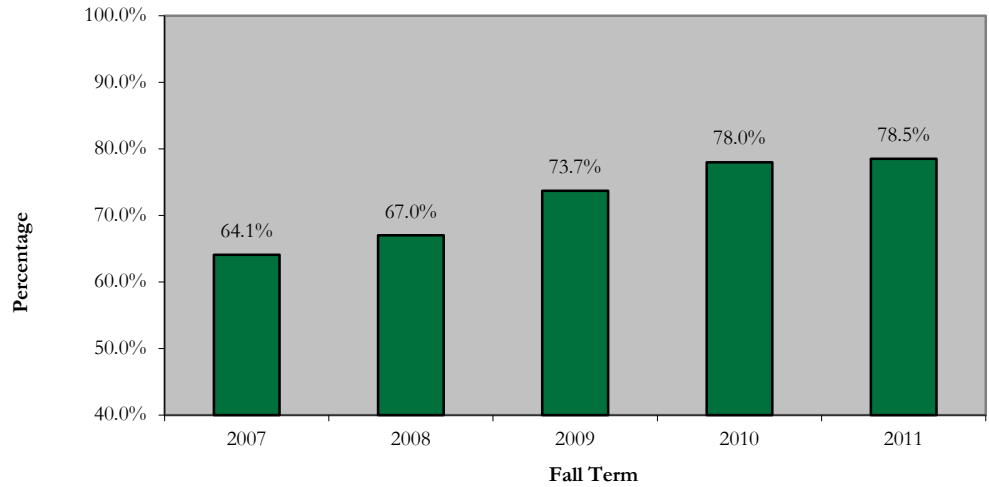
FIGURE 3.7.5-4A GTC's Corporate and Career Development's new classes and partnerships in 2011-12.\ Business and Industry	CCD Area	Need Met	New Partnerships
	Business and Industry 50 New Classes	<ul style="list-style-type: none"> • 3M- Scissor Lift, TTT, PRIMEed • AC Delco-Series on auto mechanical • AIMS International-Safety • ATS- Excel, Business Writing, Public Speaking, Access, Finance/Accounting, Project Management • Baldor Dodge-ISO 9000, Time Management, Essential Supervisory • BMW- ISO • Blood Connection-Lean 101, Value Stream Mapping • Bosch Rexroth- Excel Level 1-2, CNC Machining • Certus Bank- Excel • Comatrol Supervisory classes • DHEC- Lean Boot Camp • Einstein Academy-Power Point • Eurokera- Team Building • FabriKal -Accelerate Math, Mechatronics classes • Fisher Barton- ISO, TS • Fluor- MBTI, Basic Statistical Process Control, Pipe Welding • Greenville Chamber members for Manufacturing -Supervisory classes • GE Aviation-Office 2010 • GE Energy-Maintenance Assessments • GE NDE –Precision Measurements • GE-Employability skills, GSC training, QE Welding, Composites, Advanced manufacturing , Welding overview • GHS Finance & Accounting • Honeywell-Excel, Power Point, TTT • Kemet- Project management • M33 Integrated Solutions-Excel • Leath Correctional-Warehousing • Lockheed-avionics training • Magna Drive ISO, Excel, Hubtex, Forklift TTT, Lathes, • Miliken- PRIMEed maintenance training • PNC-Coaching, Mentoring • Resurgent- Lean Six Sigma Yellow Belt • Sage Automotive-PRIMEed • Southeast Broach-machining • Sealed Air – Standards, Business Writing • Standard Motor Products-Supply chain management, Soldering • TWSI- Forklift training • Tyger River- Blue Print Reading • Vocational Rehab (SC) - Spanish • Vulcan-Electrical course • ZF - Lean 	<ul style="list-style-type: none"> • University of Texas @ Arlington: partnered together for standardizing master black belt Lean Six Sigma training and purchasing perpetual rights to materials • Partnered with Chamber of Commerce to deliver Supervisory training to Manufacturing group • International Human Resource Development Corporation: working towards an agreement for GTC to provide competency measures for the Oil & Gas industry in an online educational product • IBM: opportunity to incorporate their developed specialty training classes into our offerings and receive TTT for instructors

Source: GTC Corporate and Career Development

FIGURE 3.7.5-4B	CCD Area	Need Met	New Partnerships
<p>GTC's Corporate and Career Development's new classes and partnerships in 2011-12.</p> <p>Environmental/Safety Healthcare</p> <p><i>Source: GTC Corporate and Career Development</i></p>	<p>Environmental / Safety</p> <p>22 New Classes</p>	<ul style="list-style-type: none"> • BMW-Asbestos class • Bons Secours St. Francis-CPR, ACLS and Pals • Canal Insurance-First Aid/CPR • CompX National; CPR/AED/Blood Borne Pathogens • Cliffs at Glassy; CPR, ACLS, PALS • GE/Castrol Fall/Lockout/Space classes • GHS – TACT and CPR classes • Greenville Law Enforcement classes: Nobility of Policing, Policing @Speed of Trust, International Crime Prevention Specialist, Mexican Drug Trafficking, Law Enforcement Tactics for Veterans in Crisis • Magna Drive-First Aid/CPR and Rigging and Crane classes • Mauldin Methodist Church-CPR • MP Husky; FA/CPR/AED/ BBP • Nutra: First Aid/CPR classes • Pierre Foods: Hazwoper • Synterra Asbestos class 	<ul style="list-style-type: none"> • NW Energy Efficiency Council, SC Technical College worked together to build Building Operator Certification • Collaborated with International Ground Source Heat Pump Association for geothermal curriculum • Rescue Training Specialties to offer swiftwater rescue classes • Collaborated with Institute of Inspection, Cleaning and Restoration in implementation of curriculum development • Collaborated with National Center for Healthy Housing in their approval of curricula • Collaborated with 70 police departments across the county to deliver 100 classes under grants specific for law enforcement
	<p>Healthcare</p> <p>14 New Classes</p>	<ul style="list-style-type: none"> • Area hospitals and physician practices- added classes for employees to maintain certifications and build new skills • Greenville County Disability and Special Needs-back safety and body mechanics • Greenville County School District: Healthy School Lunch training for food staff • GHS-customized basic arrhythmia online class • Kershaw County Prison-ServSafe food handling 	<ul style="list-style-type: none"> • Phillips Respronics in conjunction with SleepWorks, Inc, donated equipment for the Polysomnographic Technician Quick Job • Southeast Rural Group partnered to offer Waste Water Conference

FIGURE 3.7.5-5

GTC's Percentage of students receiving financial assistance



Source: GTC Financial Aid Office

FIGURE 3.7.5-6

GTC's Market Penetration

Market Penetration:

Credit =
credit annualized headcount / service
area population

	2010 - 11	2011 - 12	
Market Penetration: Credit Students	3.79	3.93	↑

Source: SCTCS EDSS and South
Carolina Budget and Control Board

FIGURE 3.7.5-7

GTC Advisory Committees and Memberships

Source: GTC's Academic and Corporate
and Career Divisions

Advisory Committees and Membership		
	Number of Committees	Number of Members
2007-2008	62	805
2008-2009	60	827
2009-2010	58	790
2010-2011	58	1,029
2011-2012	57	1,103

FIGURE 3.7.5-8

GTC Corporate and Career
Development Contact Hours

Source: GTC's Corporate and Career
Division

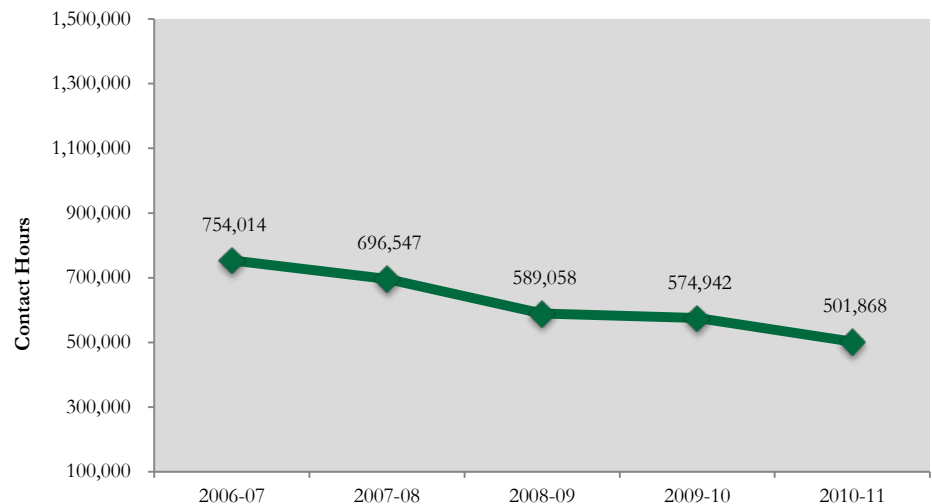


FIGURE 3.7.5-9

GTC Corporate and Career Development Quick Jobs Registrations

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

Source: GTC's Corporate and Career Division

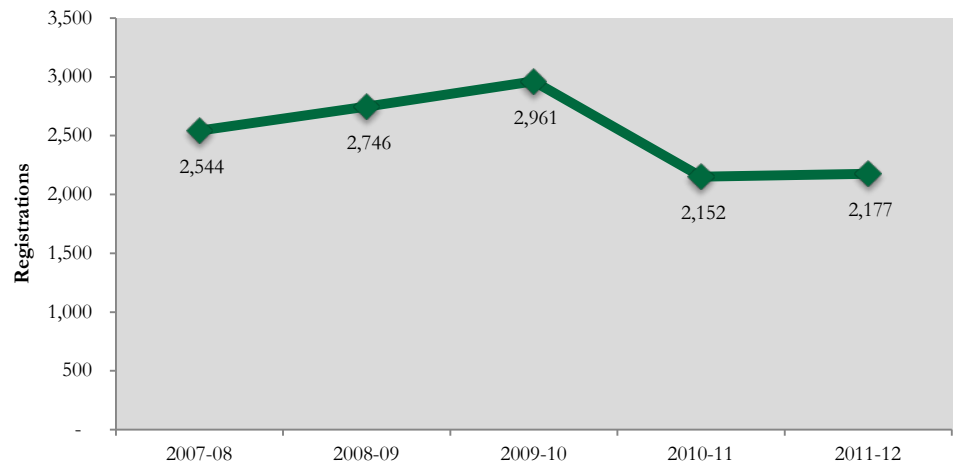
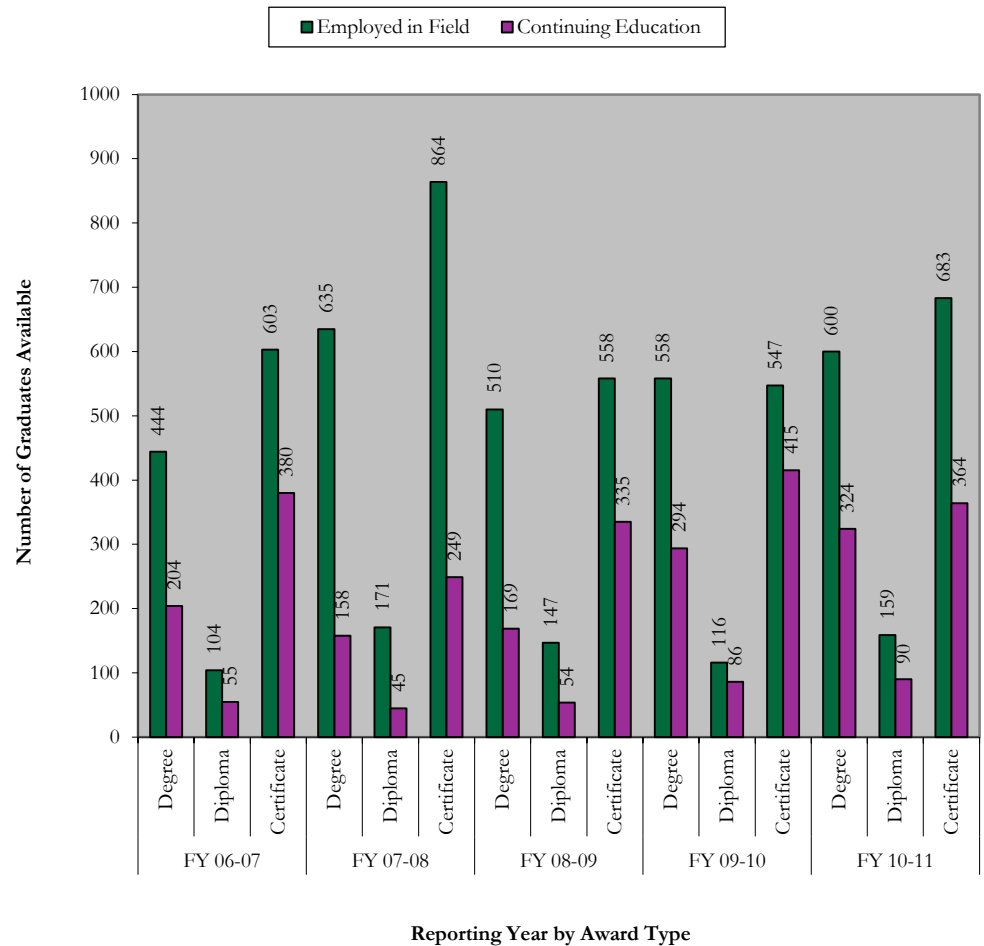


FIGURE 3.7.5-10

GTC Graduate Follow-up Status

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

Source: GTC Graduate Follow-Up Reports



3.7.6. KEY MEASURES RELATED TO LEADERSHIP AND SOCIAL RESPONSIBILITY

FIGURE 3.7.6-1A

GTC Crime Statistics

Reportable criminal offenses
occurring on the properties listed.

*Source: 2011 Campus Police Safety and
Fire Reports*

Reportable Criminal Offenses Occurring on						
	2006	2007	2008	2009	2010	2009 to 2010
Barton	6	29	25	4	18	↑
Student housing (included in Barton)	3	24	23	2	18	↑
Non campus (Barton)	1	2	0	2	1	↓
Public properties (Barton)	3	0	2	0	2	↑
Brashier	0	1	0	0	0	↔
Non campus (Brashier)	0	0	0	2	0	↓
Public properties (Brashier)	0	0	0	0	0	↔
Greer	0	0	0	0	0	↔
Public properties (Greer)	0	0	0	0	0	↔
Northwest	1	0	1	1	1	↔
Public properties (Northwest)	0	0	0	0	0	↔

FIGURE 3.7.6-1B

GTC Crime Statistics

Disciplinary actions on properties
listed.

*Source: 2011 Campus Police Safety and
Fire Reports*

Disciplinary Actions on						
	2006	2007	2008	2009	2010	2009 to 2010
Barton	6	39	33	8	22	↑
Student housing (included in Barton)	N/A	N/A	31	2	18	↑
Non campus (Barton)	0	0	0	1	0	↓
Public properties (Barton)	0	0	0	0	0	↔
Brashier	0	0	0	2	0	↓
Non campus (Brashier)	0	0	0	0	0	↔
Public properties (Brashier)	0	0	0	0	0	↔
Greer	0	0	1	0	0	↔
Public properties (Greer)	0	0	0	0	0	↔
Northwest	0	1	0	0	0	↔
Public properties (Northwest)	0	0	0	0	0	↔

FIGURE 3.7.6-1C

GTC Crime Statistics

Arrests on properties listed.

Source: 2011 Campus Police Safety and Fire Reports

Arrests on						
	2006	2007	2008	2009	2010	2009 to 2010
Barton	5	19	20	4	16	↑
Student housing (included in Barton)	4	17	18	3	9	↑
Non campus (Barton)	0	1	0	2	0	↓
Public properties (Barton)	0	0	1	0	0	↔
Brashier	0	2	1	0	1	↑
Non campus (Brashier)	0	0	0	0	0	↔
Public properties (Brashier)	0	0	0	1	0	↓
Greer	0	0	0	0	0	↔
Public properties (Greer)	0	0	0	0	0	↔
Northwest	0	0	0	0	0	↔
Public properties (Northwest)	0	0	0	0	0	↔

FINANCIAL AUDITS

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

The college also has an audit of federal student aid awards in accordance with the Single Audit Act. The college has conducted a risk assessment to identify risks and ensure that proper internal controls are in place to mitigate risk. The risk assessment is reviewed and updated annually as part of the audit process. The college employs an internal auditor that performs audits of

financial aid, finance, departmental expenditures, and revenue generating areas. The auditor also reviews and assesses internal controls, procedures and reviews transactions for compliance with procedures.

DISABILITIES ACT

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