

AIKEN TECHNICAL COLLEGE

STATE ACCOUNTABILITY REPORT 2013



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**Aiken Technical College
State Accountability Report
Fiscal Year 2013**

TABLE OF CONTENTS

SECTION 1 – EXECUTIVE SUMMARY	2
1. Mission, Vision and Values	2
2. Major Achievements of FY 2013	3
3. Key Strategic Goals	4
4. Opportunities and Barriers	4
5. Use of Accountability Report to Improve Performance	5
 SECTION II – ORGANIZATIONAL PROFILE	 5
1. Main Educational Programs, Offerings, Services and Delivery Methods	5
2. Key Student Segments, Stakeholder Groups and Market Segments	6
3. Operating Locations	6
4. Number of Employees	7
5. Regulatory Environment	7
6. Governance System	8
7. Key Suppliers and Partners	9
8. Key Competitors	9
9. Principle Factors That Determine Competitive Success	10
10. Performance Improvement Systems	10
11. Organizational Structure	12
12. Accountability Report Appropriations/Expenditures Chart	13
13. Major Program Areas Chart	14
 SECTION III – ELEMENTS OF MALCOLM BALDRIGE CRITERIA	 15
1. Category 1 – Senior Leadership, Governance, and Social Responsibility	15
2. Category 2 – Strategic Planning	21
3. Category 3 – Student, Stakeholder, and Market Focus	28
4. Category 4 – Measurement, Analysis, and Knowledge Management	32
5. Category 5 – Workforce Focus	36
6. Category 6 – Process Management	46
7. Category 7 – Organizational Performance Results	49

Section I: Executive Summary

I.1. Mission, Vision, and Values

MISSION

Aiken Technical College is a public, open-door, two-year, comprehensive institution of higher education established to provide citizens of Aiken County opportunities for educational, economic, professional, social and personal development. The College educates and trains students to provide an effective work force to support economic growth and community development through its focus on teaching and service.

VISION

We envision Aiken Technical College as a catalyst for developing educated, engaged and employable individuals whose collective energy will be the driving force for prosperity and the quality of life in our diverse communities.

VALUES

Aiken Technical College's core values define the College and provide the environment for all decisions and actions. These core values are:

Education - Education is the key to individual, community, and economic development in a complex technological society.

Commitment to Students - Students deserve the finest instruction, resources and services to enhance their growth and development.

Excellence - The College promotes excellence in personnel, programs and work environment while encouraging integrity, accountability and respect for individuals.

Community - Partnerships that develop solutions to community challenges are important to economic vitality and quality of life.

Diversity - Respect for diversity is an important part of the educational process.

I.2. Major Achievements of FY 2013

The College's major achievements for 2012-2013 included:

- Completion of a new ATC Enrollment Center offering “one stop” assistance to students with enrollment, advising, and financial aid.
- Completed design phase for the Center for Energy and Advanced Manufacturing.
- Launched public phase of capital campaign for Center for Energy and Advanced Manufacturing (CEAM) Building. Achieved 75% of the goal for private fundraising for the new building in Year One of a two year campaign.
- Conducted a Manufacturing Workforce Study and Summit for Aiken County.
- Completion of the expansion of ATC's Paramedic Program to include two certificates and a Associates in Applied Science degree.
- Began offering Nuclear Quality curriculum leading to nuclear quality certificates and an NQS Associates in Applied Science degree.
- Implementation of Accelerated developmental studies models in AVETS (grant-funded for veterans) as well as Boot Camps in both English and Mathematics.
- Completing acquisition of over \$500,000 in additional industrial maintenance equipment funded by the ASSIST Department of Labor grant.
- Development and implementation of PRESS Grant initiatives in tutoring, instructional technology, accelerated developmental programs, and faculty development.
- Expansion of Open Labs in computer sciences, mathematics, and industrial programs.
- Received initial program reaccreditations for Project Lead the Way and the Paramedic Program
- Achieved reaccreditations of Dental Assisting, Medical Assisting, Practical Nursing, and Business Programs.
- Completed Year Three of Quality Enhancement Plan (QEP).
- Revised Associates Degree in Nursing program.
- Implementation of a new career guidance/Placement Center in Student Development to assist students with employment preparation and placement.
- Revision and implementation of a revised Student Honor Code.

• ***1.3. Key Strategic Goals***

GOALS
<p>Aiken Technical College has adopted four goals to ensure the continuous improvement of the College:</p> <ol style="list-style-type: none"> 1 - Empower our students through life-changing education and training experiences to become productive and committed citizens. 2 - Promote the College as a regional leader of excellence in education, training, and workforce development. 3 - Establish collaborative partnerships to advance educational attainment of area citizens. 4 - Achieve a College culture of excellence through the deployment of an evidence-based continuous improvement system.

1.4. Opportunities and Barriers

Aiken Technical College has made many improvements and revisions in its physical facilities, operations, and programming in recent years to create new opportunities and ameliorate barriers. In some cases, issues present both opportunities and barriers, as noted below in the bulleted list:

Opportunities:

- New and renovated instructional buildings resulting in technically current labs in several program areas and aesthetically pleasing surroundings.
- Closing the achievement gap among low income and minority students through participation in the Achieving the Dream Initiative.
- New technologies implemented to enhance student services and academic programming.
- New academic and continuing education programs that provide educational opportunities for entry into high demand, high wage career fields especially related to nuclear, manufacturing and health industries.
- Organizational, work process and data management redesign leading to improved communications and effectiveness across all college divisions.
- Unique workforce development programs and facilities that are a major benefit to economic development efforts of the region.
- Emergence of new technology and labor sectors in the local economy that can be addressed by new College technical programming and partnerships with industry (credit and non-credit).
- Partnerships with K-12 to provide seamless educational pathways, such as the Pre-Engineering Academy.

Barriers:

- Reduced state support as a percent of total budget with significant increased reliance on student tuition and fees as a revenue source.
- No state bond funds to replace aging and dysfunctional buildings on campus, resulting in higher maintenance and technology replacement costs.
- Balancing allied health/nursing job and program enrollment demand with high program delivery costs in combination with the elimination of state funding to support allied health.
- Insufficient funding to begin new programming in response to community employment needs.
- Changing local economic profile that has resulted in growth in the manufacturing and nuclear sectors, creating a demand for program capacity and facilities that have no new funding source.
- Significant number of academically under-prepared students entering the College, resulting in the need for large numbers of remedial courses and decreased student retention due to low academic performance.
- Increased tuition as a result of decreased State recurring funding resulting in reduced ability of low income students to balance higher education and living expenses
- Federal Regulations increasingly impacting college operations.

1.5. Use of Accountability Report to Improve Performance

ATC uses the accountability process to seek continuous improvement in programs, services and operations. This serves as the foundation for the College's Institutional Effectiveness (IE) process, which in turn requires a College-wide comprehensive planning and assessment process that identifies needed change; selects a direction for the College; communicates that direction to its personnel; provides the mechanism to develop appropriate courses of action; allocates needed resources to ensure success; and evaluates results to continuously improve educational programs, services and operations. The IE process is described in detail in section III.4.1. The Baldrige criteria serve as the framework for the analysis of current action plans, for the modification of existing strategies and action plans, the development of new strategies and action plans, and the assessment of strategic results.

Section II: Organizational Profile

II.1. Main Educational Programs, Offerings and Services and Primary Delivery Methods

ATC provides Aiken County and the surrounding Central Savannah River Area (CSRA) with high quality education and training opportunities. (The College offers three associate degrees with 23 majors, three diplomas and 44 certificates in university transfer, health, public service, business, industrial, engineering, radiation protection, nuclear quality systems and computer technologies). The college in collaboration with the Aiken County Public School System (ACPSS) offers a dual enrollment pre-engineering academy for high school juniors and seniors and a manufacturing apprenticeship program that engages the ACPSS, the college and a manufacturing partner. The model is the first of its kind in South Carolina and was featured at one of the President's White House round tables in Washington D.C.

Primary delivery methods of courses include: traditional lecture/lab on campus as well as an open lab format for courses with intensive lab work; distance learning via two-way compressed audio/video systems and on-line; hybrid courses; practical experience via clinical instruction at affiliated healthcare facilities; and, cooperative learning experiences at employer work sites.

The Training and Business Development Department provides apprenticeship training programs, and short-term programs and courses in instructor led, on-line blended learning and computer based self-paced learning formats that are designed for occupational development, advancement and customized corporate training for business and industry. Non-credit programs and courses are offered both on and off-campus. Additionally, the Department provides full service testing and non-credit, life-long learning programs.

II.2. Key Student Segments, Stakeholder Groups and Market Segments

The primary stakeholder groups served by ATC include students, faculty, staff, college administrators, public and private employers, other higher education institutions, public schools, community organizations, taxpayers, and the general community at large. ATC's key student and market segments include new high school graduates attending college for the first time and adults seeking credit degrees or retraining, unemployed and underemployed adults seeking education and/or retraining, as well as currently employed adults seeking to upgrade their skills.

Market Segments (n=2,857)	Fall 2012
In State	87.16%
Out of State	12.84%
Demographics	
Black, African-American	33.02%
White, non Hispanic	61.42%
Female	63.50%
Male	36.52%
First-Time Freshmen	23.00%

Age	Fall 2012
18-24	55.40%
25-29	14.66%
30-39	16.00%
40-49	7.62%
50 and over	3.22%
Academic Awards	2012-13
Associate Degree	42.59%
Diploma	6.02%
Certificate	51.70%

Students Receiving State Financial Aid	Fall 2012
LIFE Scholarships (n=78 of 2,252)	3.46%
Need-Based Grants (n=346 of 2,252)	15.36%
Lottery Tuition (n= 721 of 2,252)	32.02%

II.3. Operating Location

ATC's single location's address is 2276 Jefferson Davis Highway, Graniteville, South Carolina, 29829. The mailing address is PO Drawer 696, Aiken, South Carolina, 29802-0696. The campus occupies 288 acres and

includes nine buildings that feature state-of-the-art classroom space and laboratories, as well as two buildings that house maintenance and public safety functions. Funding for a new building, to replace two 1970s buildings, has been obtained, and construction is scheduled to begin during calendar 2014.

II.4. Number of Employees

2013

Full-Time Employees	Male	Female	Total
Staff	25	62	87
Faculty	27	32	59
Total Full-Time	52	94	146
Part-Time Employees	Male	Female	Total
Adjunct Faculty	78	97	175
Temporary Contract	21	46	67
Total Part-Time	99	143	242



II.5. Regulatory Environment

ATC is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) to award associate degrees. Discipline-specific accreditation entities include the Association of Collegiate Business Schools and Programs; the Joint Review Committee on Education in Radiologic Technology; the American Dental Association Commission on Dental Education Accreditation; the Commission on Accreditation of Allied Health Programs; the Accreditation Review Committee for Surgical

Technology; the Accreditation Review Committee for Medical Assisting; the Accreditation Board for Engineering Technology; the National League of Nursing; Project Lead the Way; the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (initial accreditation); and the National Association of Health Systems Pharmacists.

ATC is a member of the South Carolina Technical College System (SCTCS) and is governed by the policies of the State Board for Technical and Comprehensive Education (SBTCE). The South Carolina Commission on Higher Education, the South Carolina Budget and Control Board, and the South Carolina Board of Nursing provide regulatory direction and oversight for the College. The federal Department of Education and the National Center for Educational Statistics provide regulatory direction regarding the disbursement of federal financial aid and the required data reporting system. ATC is an equal opportunity employer and is subject to the laws enacted by the South Carolina General Assembly and the United States Congress.

II.6. Governance System

ATC derives its legal authority from Act 1268 of Code of Laws of South Carolina, 1972, as amended by Act 654 (H3663 of 1976) that establishes the legal basis for the operation of the SBTCE. This ordinance gives the SBTCE authority to coordinate planning, academic, financial, and personnel actions throughout the system. S.C. Code of Laws 21-1099.11 through 21-1099.15 (1962) provides for an area commission to govern ATC in compliance with state laws and state-level policies and procedures promulgated by the SBTCE.

The Aiken County Commission for Technical and Comprehensive Education (Area Commission) is ATC's governing body. The Commission consists of nine registered electors of Aiken County appointed by the Governor, the chairman of the Aiken County Commission for Higher Education (ex-officio) and the District Superintendent of Education for Aiken County (ex-officio).

Policies developed to carry out the responsibilities delegated to the Area Commission are promulgated after approval by the Commission in numbered documents. The Commission also approves the operational and capital budgets of the College. Additionally, the Commission delegates to the President of ATC the authority to issue procedure guidelines of state laws, SBTCE and Commission policies. Policy documents issued by the Commission and procedures issued by the President have the force of law. The policies and procedures of ATC are kept in the College policy manual and posted on the intranet.

It is the policy of ATC for the President to designate and use an Executive Staff as an organizational unit to assist in making decisions on matters affecting operation and administration. The Executive Staff provides a vital communication link in the College's participatory management and decision-making process. The President is responsible for all final decisions. The Executive Staff includes the Vice President of Education and Training; the Vice President of Administrative Services; Associate Vice President of Marketing and Enrollment Management; and the Dean of Student Development.

II.7. Key Suppliers and Partners

CATEGORY	ROLE	FUNCTION
Community and State Government Agencies <ul style="list-style-type: none"> Department of Social Services Department of Employment and Workforce Aiken/Augusta Warrior Project 	Partner Supplier	Refer students and support joint grant and community programs to assist displaced workers, underemployed and unemployed citizens
Other Colleges	Supplier Partner	Benchmark programs and services and receive/send students in transfer
Lower Savannah Council of Governments	Partner	Fund WIA programs
K-12 to include Adult Education	Partner	Partner to develop secondary collaborations and recruitment base under the Education and Economic Development Act, Project Lead the Way and Workforce Investment Act
Healthcare Facilities <ul style="list-style-type: none"> Area Hospitals Medical Offices Long-term care facilities 	Supplier Partner	Provide clinical sites and preceptors for students Provide scholarships and financial support of programs
Community-based social agencies	Partner	Provide service projects for students; provide students and partnering opportunities
Community residents	Supplier	Provide students and financial support
Business and Industry and Armed Forces	Supplier Partner	Provide students, consortium members, advisory committee members, in-kind professional services, scholarships, guest lecturers, adjunct faculty, and work experience and equipment
Professional Organizations, Civic & Community Clubs <ul style="list-style-type: none"> Local and State Chambers of Commerce Rotary etc. 	Partner	Provide guest lectures and adjunct faculty Provide workforce information and partnerships
Vendors and Contractors	Supplier	Supply equipment, materials, supplies and expertise
Federal & State Regulatory Agencies	Supplier	Provide information, standards, and equipment
Accrediting and Oversight Agencies	Supplier	Provide program standards and requirements for recognition as an accredited institution or program
Economic Development Entities <ul style="list-style-type: none"> Economic Dev. Partnership WIA & SC Work Centers Apprenticeship South Carolina 	Partner	Provide standards, information, program oversight, support and collaboration
Governmental Agencies <ul style="list-style-type: none"> Department of Energy Department of the Army South Carolina Army National Guard 	Partner Supplier	Refer students, partnership opportunities, standards, information and program support collaboration

II.8. Key Competitors (Other educational systems that directly compete for the same type of students, research grants, etc.)

Located in the Central Savannah River Area (CSRA), Aiken Technical College has many local competitors. In addition to institutions located in South Carolina and neighboring counties in Georgia (Richmond and Columbia Counties), the U. S. Military base at Ft. Gordon (GA) hosts many institutions that provide educational programs

(campus and on-line) for local citizens. Proprietary colleges have recently located or expanded existing offerings in nearby Augusta and heavily market in the region.

II.9. Principle Factors That Determine Competitive Success (The key changes that are taking place that significantly impact ATC's competitive situation.)

Results from the Competitive Environment Scan (2011) supported previous data from student focus groups and the Community College Survey of Student Engagement (CCSSE) indicating the following factors as important to ATC's competitive advantage: affordability, financial aid availability, instructional quality, student activity programming, job placement opportunities after program completion, class size, and support services. To remain competitive, the College plans to continue to differentiate itself from competing institutions by marketing programs with minimal competition and unused capacity while emphasizing exceptional services, high quality academic programs, new academic programs and initiatives, workforce development activities that impact the local community, transfer programs and courses that save college costs for students seeking a bachelor's degree, and a strong collegiate experience for students. The College's reaffirmation of regional accreditation (formally announced in July 2011) was an important accomplishment in relation to maintaining the institution's positive image among competing higher education providers. In FY 2012 the College invested in the creation of a new Marketing & Enrollment Management division to better promote ATC offerings and build the College's brand throughout its service area. In FY 2013, the College opened an Enrollment Services Center to provide comprehensive enrollment services to students in a one-stop location. The College continues to anticipate and plan for environmental challenges such as diminishing state resources, changes in technology, new competitors both locally and nationally, and economic volatility in order to provide viable programs that enable students to obtain employment in high-demand vocational areas or to continue their pursuit of higher education by transferring to other institutions after earning credentials at ATC.

II.10. Performance Improvement Systems

The Office of Planning and Research assists ATC in the pursuit of its mission by:

- Developing, collecting, and communicating measures of institutional effectiveness
- Providing management information and policy analysis
- Promoting the College's institutional effectiveness model and planning process
- Compiling and reporting mandated information

The Institutional Effectiveness (IE) process includes a wide array of performance improvement systems. The IE process integrates the functions of Institutional Research, Planning, and Assessment to provide reporting and decision-making data and information to both internal and external constituents in support of efforts to improve the quality and functioning of the programs and services. **Institutional Research** provides data to be used for planning and/or assessment activities; survey services with regard to any planning and/or assessment technique or tool; external activities including completion of mandated federal and state reporting; and ad hoc external data requests. Internal activities include preparation of such data projects as the enrollment profiles, program review data, application and admissions' data, student satisfaction surveys, etc. **Planning** encompasses all

strategic and annual planning activities at the institutional level, as well as single-use plans for special activities. **Assessment** and evaluation assistance is provided to all administrative, academic, and academic support units through training and consultation with academic, academic support units, and individual faculty and staff as they endeavor to determine the impact of their planning and assessment initiatives.

Aiken Technical College Organizational Structure

ORGANIZATIONAL STRUCTURE

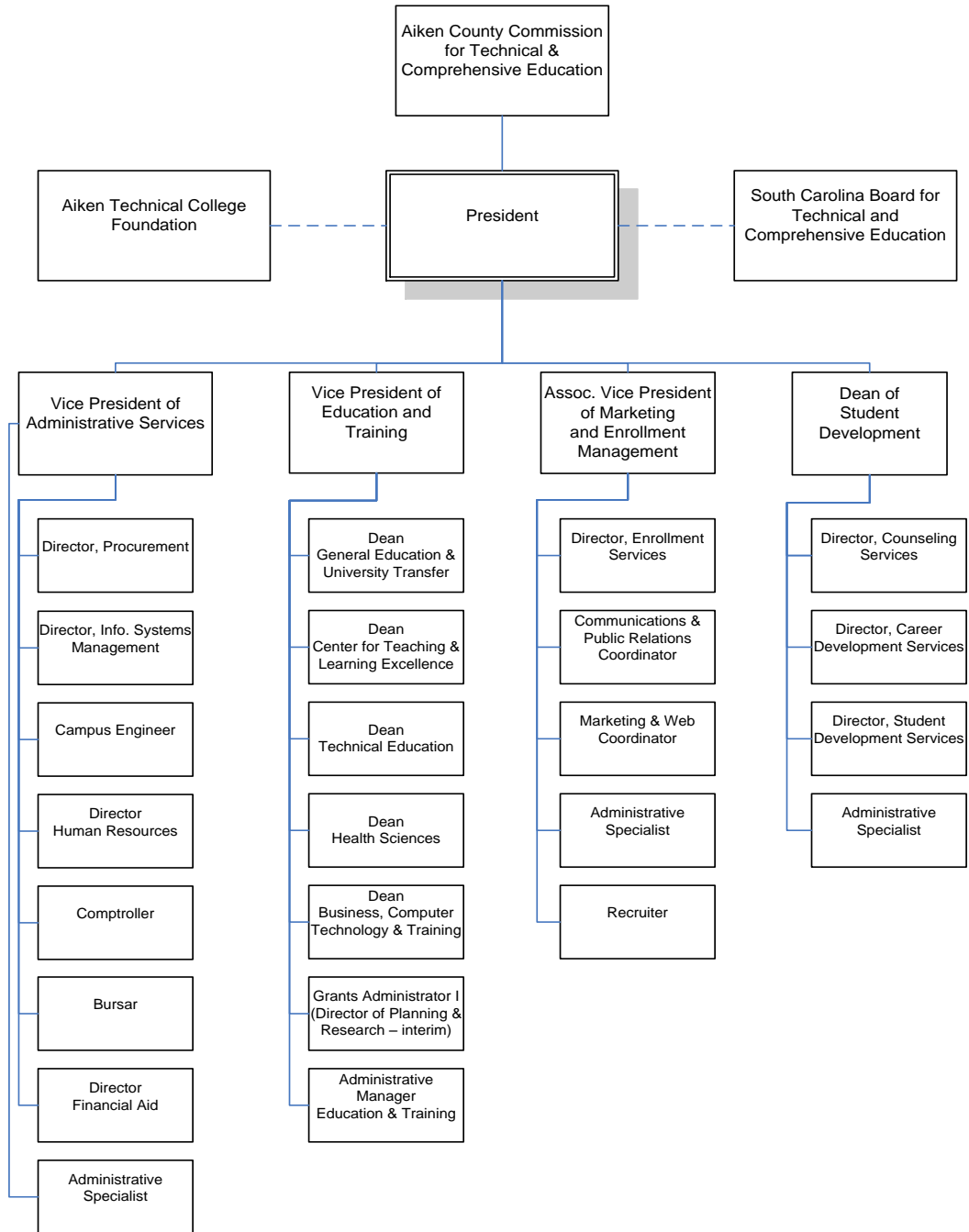


Figure 11.11 – Organizational Structure

II.12. Accountability Report Appropriations/Expenditures Chart

Base Budget Expenditures and Appropriations

Major Budget Categories	FY 11-12 Actual Expenditures		FY 12-13 Actual Expenditures		FY 13-14 Appropriations Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	\$ 10,700,535	\$ 2,256,801	\$ 9,740,626	\$ 2,358,703	\$ 9,392,954	\$ 2,362,143
Other Operating	\$ 5,684,587		\$ 5,166,886		\$ 4,385,630	
Special Items						
Permanent Improvements						
Case Services						
Distributions to Subdivisions						
Fringe Benefits	\$ 3,018,306	\$ 1,215,201	\$ 2,815,904	\$ 1,270,071	\$ 2,958,842	\$ 1,271,923
Non-recurring						
Total	\$ 19,403,428	\$ 3,472,002	\$ 17,723,416	\$ 3,628,774	\$ 16,737,425	\$ 3,634,066

Other Expenditures

Sources of Funds	FY 11-12 Actual Expenditures	FY 12-13 Actual Expenditures
Supplemental Bills		
Capital Reserve Funds		
Bonds		
Lottery Tech	\$ 131,354	\$ 142,000

II.13. Major Program Areas Chart

Major Program Areas

Program Number and Title	Major Program Area Purpose (Brief)	FY 11-12 Budget Expenditures	FY 12-13 Budget Expenditures	Key Cross References for Financial Results*
	Instruction	State: 3,472,002.00 Federal: Other: 4,487,231.00 Total: 7,959,233.00 % of Total Budget: 46%	State: 3,628,774.00 Federal: Other: 5,641,543.84 Total: 9,270,317.84 % of Total Budget: 49%	7.3
	Academic Support	State: Federal: Other: 838,014.00 Total: 838,014.00 % of Total Budget: 5%	State: Federal: Other: 1,103,379.00 Total: 1,103,379.00 % of Total Budget: 6%	7.3
	Student Services	State: Federal: Other: 1,731,321.00 Total: 1,731,321.00 % of Total Budget: 10%	State: Federal: Other: 1,950,411.00 Total: 1,950,411.00 % of Total Budget: 10%	7.3
	Operations & Maintenance	State: Federal: Other: 2,893,956.00 Total: 2,893,956.00 % of Total Budget: 17%	State: Federal: Other: 1,681,707.00 Total: 1,681,707.00 % of Total Budget: 9%	7.3
	Institutional Expense	State: Federal: Other: 3,590,613.00 Total: 3,590,613.00 % of Total Budget: 21%	State: Federal: Other: 4,557,471.00 Total: 4,557,471.00 % of Total Budget: 24%	7.3

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

Remainder of Expenditures:	State: Federal: Other: 362,125.00 Total: 362,125.00 % of Total Budget: 2%	State: Federal: Other: 356,918.00 Total: 356,918.00 % of Total Budget: 2%
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* Key Cross-References are a link to the Category 7 - Business Results. These References provide a Chart number that is included in the 7th section of this document.

Totals	State: 3,472,002.00 Federal: 0.00 Other: 13,541,135.00 Total: 17,375,262.00 % of Total Budget: 100%	State: 3,628,774.00 Federal: 0.00 Other: 15,291,429.84 Total: 18,920,203.84 % of Total Budget: 100%
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17,375,262.00

Note overall decline in expenditures due to stimulus grant supporting operational expenditures

100.0%

2012-2013 Strategic Planning Chart

GOALS	STRATEGIC OBJECTIVES
Goal I: Empower our students through life-changing education and training experiences to become productive and committed citizens.	<ol style="list-style-type: none"> 1. Evolve curricula to respond to current and future educational and workforce development needs. 2. Create teaching and learning environments to foster student access and success. 3. Engage students in holistic development experiences for personal and professional growth.
Goal II: Promote the College as a regional leader of excellence in education, training and workforce development.	<ol style="list-style-type: none"> 1. Develop a dynamic image and marketing plan to position ATC as the regional college of choice. 2. Identify and develop market niches that position the college to provide unique educational learning opportunities. 3. Convene community and business leaders to create opportunities for excellence in educational and economic development.
Goal III: Establish collaborative partnerships to advance educational attainment of area citizens.	<ol style="list-style-type: none"> 1. Partner with the business community to identify and develop resources and programs to assist regional economic development. 2. Collaborate with regional K-12 partners to create seamless educational pathways. 3. Create a continuum of educational opportunities with senior colleges and universities. 4. Forge alliances with community organizations to offer programs and services that support the college.
Goal IV: Achieve a college culture of excellence through the deployment of an evidence-based continuous improvement system.	<ol style="list-style-type: none"> 1. Create student centered systems to maximize student success. 2. Develop a college workforce of excellence that exceeds customer expectations in the delivery of programs and services. 3. Achieve excellence in programs and services through integrated planning, budgeting and assessment systems. 4. Deploy technology systems to enhance student learning, improve services and achieve administrative efficiency.

Section III: Elements of Malcolm Baldrige Award Criteria

CATEGORY 1 – SENIOR LEADERSHIP, GOVERNANCE, AND SOCIAL RESPONSIBILITY

III.1.1. How do senior leaders develop and deploy their organization's vision and values throughout the leadership system, to the work force, to key suppliers and partners, and to students and stakeholders, as appropriate? How do their personal actions reflect a commitment to the organizational values?

Development of ATC's vision and values begins with strategic and policy direction from the College's Commission. Every two years the Commission participates in a strategic planning process to review and update the vision, mission, values, and strategic goals of the College. These broad guidelines are communicated to

faculty and staff through monthly college-wide meetings and divisional meetings. Faculty and staff are engaged in developing the strategic objectives of the College and are actively involved in developing annual plans based on these strategic objectives. Annual plans are tied to individual faculty and staff annual evaluation criteria as appropriate to assure communication and execution of annual plans. Stakeholders and partners receive a copy of the annual report, which references the College's vision and values. Focus groups are routinely used to gain partner input to better serve their needs. A College overview is provided to state and local officials at informational dinners hosted by the College. Students receive this information through the ATC Catalog, open student meetings, student focus groups, Student Government Association events, student surveys of satisfaction, and on the College's Web site. Senior leaders model behavior reflective of the College's vision and values by being involved in the community. Senior leaders serve on Chamber of Commerce, United Way, Dollars for Scholars, Workforce Investment Board, Regional Education Center Board and other boards. The College sponsors United Way and Heart Association events and a high percent of employees donate to the College's foundation. Students groups and associations are involved in community organizations to raise funds or volunteer with various human services and civic groups.

III.1.2 How do senior leaders create a sustainable organization with a focus on action to accomplish the organization's mission, strategic objectives, improve performance, and attain your vision?

The planning and assessment processes drive the College's actions toward the fulfillment of its mission, strategic plan and vision. Measurement of various performance criteria drives areas of focus for improvement and action, which are then addressed in the annual planning processes. Additionally, new initiatives addressed in the annual plan are a result of routine environmental scanning and assessment results. As described earlier, annual plans are developed with stakeholder and faculty/staff input and tied to individual performance evaluations. Divisional teams develop annual plans specific to College functions, such as Student Development Services or Education and Training. Formally trained project teams are used to plan and execute complex annual plan items. College developed, state mandated and nationally normed surveys, as well as assessment data, are routinely used to identify gaps in performance and to plan corrective action. Faculty/staff and stakeholder input and the use of cross functional project teams leads to innovation in addressing opportunities and challenges and organizational agility. Cross training in key areas results in improved approaches to systems and processes. Recent reorganizations in the Student Services, Marketing and Enrollment Management, and Education and Training Divisions originated from employee and stakeholder input resulting in improved management systems and communication with employees, students and customers. Additionally, the College conducted an extensive environmental scan in 2011 and finalized revised strategic goals and objectives in 2012 based on broad research and input for key internal and external stakeholders. The College's new strategic plan was implemented beginning in July 2012.

III.1.3. How do senior leaders personally promote and support an organizational environment that fosters and requires: legal and ethical behavior; and, fiscal, legal, and regulatory accountability? How are those monitored?

College and State policies and procedures provide guidance on appropriate behavior and accountability standards. Key policies are reviewed with newly hired employees, including policies addressing harassment,

drug and alcohol abuse, and confidentiality of student and employee records (including any medical information). Periodic in-service training occurs on these topics for existing employees. An attorney review is performed when new procedures are drafted for implementation to assure legal and ethical standards are appropriately reflected in policies and documents. Annual fiscal audits are conducted for both the College's and the Foundation's fiscal assets with both entities consistently receiving "unqualified opinions" of financial performances. An internal audit/risk management system is in place and routinely used. Well established procedures are used to respond to employee and student complaints, including claims of harassment. Legal counsel is sought in personnel matters to assure consistent and appropriate actions are taken. Refer to II.5 and III.1.8 for additional information.

III.1.4.How do senior leaders create an environment for organizational and workforce learning?

The College's Professional Development Committee (PDC) identifies desired college-wide learning opportunities through employee surveys and assists in planning and developing training events. Recent learning events included sessions on critical thinking, diversity training, customer service and computer training. The Office of Human Resources implemented a Professional Development calendar and electronic registration to increase training opportunities participation. The Teaching and Learning Department identifies broad faculty development needs related to program improvements and the teaching and learning environment. The Department and Education and Training leadership plans appropriate events on campus. Recent on-campus events for faculty included the use of technology to enhance learning, facilitating student success, critical thinking, and student engagement. These are in addition to the six standing faculty academies and the new faculty orientation program. All full time and approximately 35% of part-time faculty participate in one or more Faculty Academies. Faculty development is a faculty evaluation criteria and individual development activity is assessed through the evaluation process. Staff development evaluation criteria may be included as an objective in the evaluation process. The College encourages further formal education through a tuition assistance program managed by the PDC guided by College procedures. Foundation funds are available to support faculty or staff development that is strategically tied to the College's planning objectives. A comprehensive professional development plan for faculty has been enhanced and more funds made available for faculty to assist with curricular and instructional improvement and maintaining currency in technologies related to the teaching discipline.

Based on an analysis of qualitative data derived from 30 plus focus groups conducted to support the PRESS grant initiative the College established two key initiatives to engage both faculty and staff in retention activities. Additionally, information technology enhancements to Datatel were implemented in the areas of Retention, Smart Registration, and Early Alert and eAdvising. Extensive faculty and staff training sessions were conducted in FY12 to support these upgrades. Ongoing initiatives in FY13 for full and part-time faculty participation in the critical thinking faculty academy, the College Skills and Developmental Faculty academy and Communities of Practice were implemented. During FY13 customer service training was launched campus wide. Organizational and workforce development are vital to the College's pursuit of a culture of excellence and a focus on student success.

III.1.5. How do senior leaders promote and personally participate in succession planning and the development of future organizational leaders?

A succession analysis has been completed for the College identifying the areas that are most vulnerable to employee and leadership loss due to retirements. This information is used to develop cross training plans and to identify individuals for selection for leadership development programs sponsored by the SCTCS, including the Graduate Certificate program sponsored by USC and the nine-month Leadership Institute and Faculty Academy Pilot offered by the System. The College also sponsors one or two individuals annually in Leadership Aiken and occasionally enrolls staff members in the Office of Human Resources' Supervisory Practices programs. The College has senior leaders as teaching faculty for the Graduate Certificate program and panelists for the Leadership Institute and Faculty Academy Pilot.

III.1.6. How do senior leaders communicate with, engage, empower, and motivate the entire workforce throughout the organization? How do senior leaders take an active role in reward and recognition processes to reinforce high performance throughout the organization?

The President holds monthly college-wide meetings for all faculty and staff to inform them of significant events, plans and accomplishments, and budgetary status. New employees are introduced, service pin recipients are recognized and individual or groups of employees make presentations regarding accomplishments or activities in their areas of responsibilities. New employees are also introduced at Commission meetings each month. College-wide meetings are supplemented by a monthly newsletter distributed via email to all employees to assure the campus community is well informed. The newsletter is also used to spotlight employee and student accomplishments. Retirement receptions are held for each retiree to celebrate accomplishments and provide a time for fellowship. Fellowship is further shared among all employees through five or six annual social events sponsored on campus. Vice presidents hold regular meetings with their divisions and the College President holds periodic listening sessions with all divisions to solicit input for the annual planning process.

Annually, the College selects a Faculty, Staff, and Administrator of the Year using established criteria and selection committees. Winners are recognized at graduation and receive a monetary award sponsored by the Foundation. Through the South Carolina Technical Education Association, the College also nominates a Faculty, Staff, and Administrator of the Year for state recognition. An annual nominee is also made for the A. Wade Martin Innovator of the Year Award (which an ATC faculty member received in 2005, 2009, and 2012). Additionally, a faculty member is nominated for the Commission on Higher Education Professor of the Year award. An ATC faculty member was selected for this statewide recognition in 2002. All recognitions are celebrated on campus in a public forum, published in the semi-monthly newsletter, featured in the College's annual report and on the College's Web site, and news releases are submitted to local media.

III.1.7. How does your organization evaluate the performance of your senior leaders including the head of the organization, and the governance board/policy making body? How do senior leaders use these performance reviews to improve their own leadership effectiveness and that of the board and leaderships system, as appropriate?

Senior leader evaluations are tied directly to the accomplishment of annual plan items and leadership of

divisional operations. Senior leaders are evaluated annually by the President. Likewise, the President's evaluation is tied to the accomplishment of annual objectives. The President is evaluated by the entire Commission annually. Senior leadership periodically participates in facilitated retreats, which include the analysis of leadership styles and group and organizational effectiveness. The Commission participates in a formal retreat annually to review and revise the College's mission, vision, and strategic goals. The Commissioners are formally oriented to the College and Board roles and responsibilities by the President, Executive Staff and Commission Chair. The Commission formally evaluates its performance during planning retreats. Various surveys are administered annually and used to guide leadership to improve the effectiveness of systems such as academic advisement and the use of technology. The College completed an Environmental Scan in 2011. Internal and external input was used to make numerous adjustments. Organizational structures of several college divisions have been revised and work processes adjusted to address the findings of the Environmental Scan. For instance, a Marketing and Enrollment Management Division was created with appropriate job function changes to improve communication to external constituents and to better portray the college's brand.

III.1.8. What performance measures do senior leaders regularly review to inform them on needed actions?

Senior leaders regularly review total and program level enrollment, FTE production, budget reports, program evaluation data (job placement, transfer, and continuing education), evaluation of various kinds measuring student and employer satisfaction, non-credit CEU production, revenue, national peer group data, grade distribution data, and graduation rates.

The Office of Planning and Research produces quantitative and qualitative data to support fact-based decision making and disseminates data to end users on an ongoing basis. Student enrollment, grade distribution, degree completion, graduation rates, pass rates on licensure/certification examinations, student engagement, student evaluation of courses and instruction, retention and persistence, transfer, and job placement represent some of the types of data available on a regular basis.

The College conducts the Community College Survey of Student Engagement (CCSSE); the Survey of Entering Student Engagement (SENSE); and the Community College Faculty Survey of Student Engagement (CCSFE) on a schedule such that each survey is conducted every other year. These surveys provide useful information on student engagement and satisfaction. Results from the 2012 surveys regarding students' evaluation of their overall educational experience at ATC are found in Category 7. Senior leaders also regularly review CAAP results which are used to measure general education courses for student proficiencies, as well as to provide supporting data for the Quality Enhancement Plan.

III.1.9. How does your organization address and anticipate any adverse impacts of its programs, offerings, services, and operations? What are the key compliance related processes, goals, and measures?

Risk management, privacy and internal auditing procedures are routinely used to identify adverse risks. The Vice President of Administrative Services and the Risk Management manager annually determine a short list of critical College functional areas that will be subject to review by the internal audit team during the fiscal year.

The results of the internal audits, including any recommendations for corrective action, are presented to the President in a report document. Legal counsel is regularly sought as part of due diligence practices in areas such as personnel and contracts. An annual financial audit is conducted by an independent auditing firm. The College has received “unqualified opinions” from its independent auditors since inception. In addition, the State conducts annual audits for the awarding of continuing education credits and inventory finding few, if any, exceptions. The College participates annually in the South Carolina Human Affairs Commission audit of hiring practices and has scored in the top group of state agencies for the past several years.

In addition, within the past five years the College has participated in a federal Program Review of its Financial Aid programs, a SBTCE Management audit, annual state FTE and Residency audits and annual state Financial Aid and Veteran Affairs audits. The College routinely has minimal findings in these regular reviews.

Lastly, through the College’s annual program review process, academic programs are evaluated and enhancements are made to strengthen viable programs and to delete non-viable programs. Where appropriate, the College seeks individual program accreditation and is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award Associate Degrees. These latter processes involve an in-depth review of the College’s programs, offerings, services and operations.

III.1.10. How do senior leaders actively support and strengthen the communities in which your organization operates?

Senior leadership is actively involved in community organizations, such as Rotary International, Chamber of Commerce, Workforce Investment Board, Regional Education Center, Heart Walk and United Way boards. Student organizations include service clubs that sponsor events such as blood and food drives. Programs and services of the College are developed to meet specific needs of the community, such as the FY 13 implementation of the Network Systems Management and Nuclear Quality Systems programs to meet local needs. In FY14 a new Physical and Chemical Sciences certificate will be added, along with a Pipe Welding program to assist the Nuclear Industry.

The college continues to partner with the Economic Development Partnership, and the Savannah River Site to develop instructional resources and facilities to support new and emerging energy technologies. These efforts are aimed at assisting the community in becoming a leader in the emerging workforce needs for the nuclear sector. The President of the College is chairing the regional Nuclear Workforce Initiative in collaboration with area colleges, school districts, nuclear employers, and economic developers. This approach is unique in the nation and has gained recognition and support from the Department of Energy. Based on the success of the Nuclear Workforce Study, the College President along with the Economic Development Partnership and the Aiken Public Schools, the University of South Carolina at Aiken, and Aiken County leadership worked on a similar study in support of the manufacturing sector during FY13. A key initiative for FY14, as a result of the study, is to conduct a “Day with Industry for Middle and High School counselors”. The counselors will spend time touring local manufacturing facilities as well as visiting Aiken Technical College and learning about manufacturing programs.

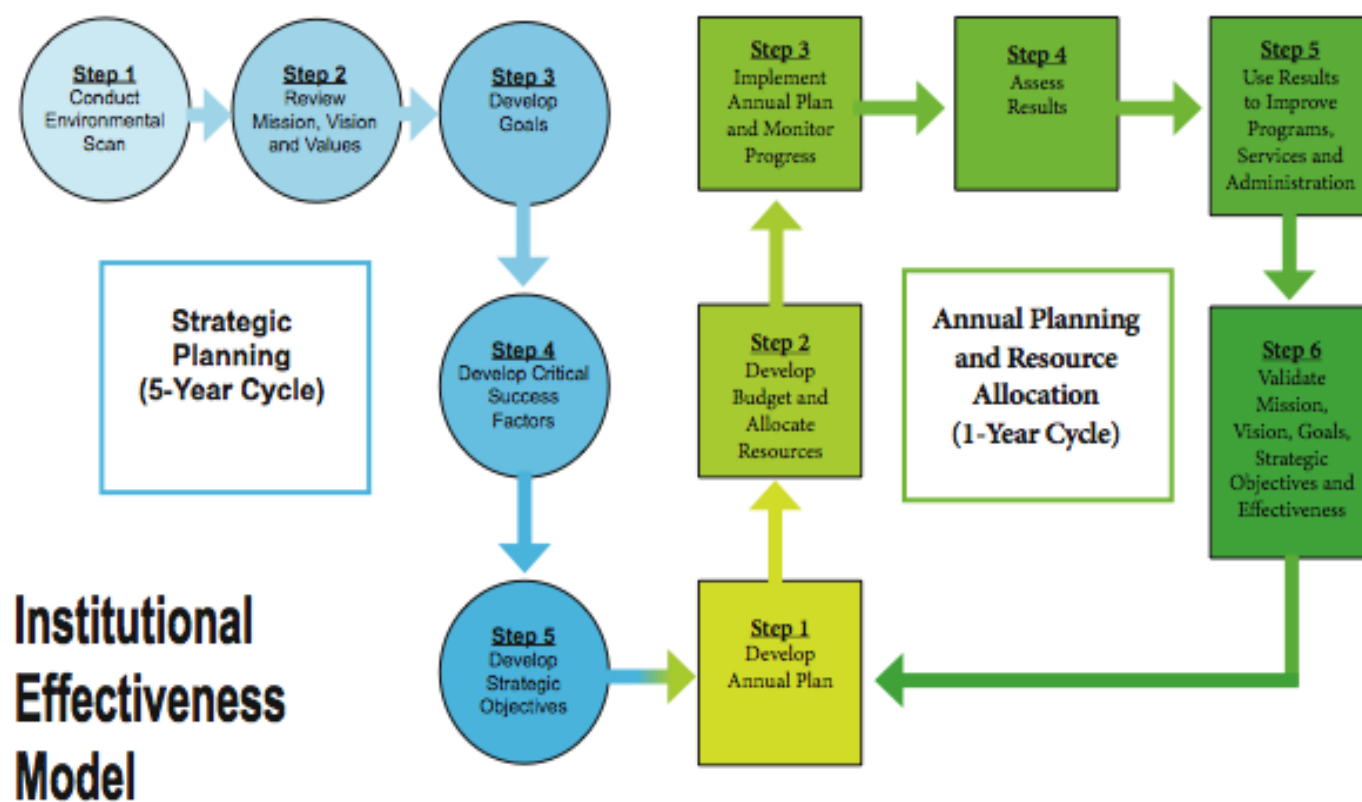
ATC's programs and staff are respected for excellence and innovation in education. Graduates of ATC are recognized as high achievers who are prepared to succeed in future academic or occupational endeavors. The positive benefit of ATC is quantified as a measure of the significant economic impact of Aiken Technical College on its service area.

CATEGORY 2 – STRATEGIC PLANNING

III.2.1. What is the Strategic Planning process, including key participants, and how does it address: a) the College's strengths, weaknesses, opportunities and threats, b) financial, regulatory, and other potential risks, c) shifts in technology, student and community demographics, markets, and competition, d) workforce capabilities and needs, e) long-term organizational sustainability and organizational continuity in emergencies, and f) your ability to execute the Strategic Plan?

ATC must anticipate and develop its own future if it is to fulfill its mission of providing quality education to the citizens of Aiken County. This is accomplished through a College-wide comprehensive planning and assessment process that identifies needed change; selects a direction for the College; communicates that direction to its personnel; provides the mechanism to develop appropriate courses of action; allocates needed resources to ensure success; and evaluates results. The results of these evaluations are used to continuously improve the College's educational programs, services and operations.

ATC employs a multi-faceted approach to planning, budgeting, and evaluation processes through a comprehensive Institutional Effectiveness model. This approach includes four major components: the development of the College's vision, mission and institutional values; the development and implementation of strategic and operational (annual) plans; outcomes-oriented research, assessment and evaluation; and a process for continuous improvement at all levels within the institution. ATC views Institutional Effectiveness as a catalyst for facilitating positive change and continuous improvement in the College's programs, services, and operations. This requires planning and evaluation processes at all levels of the administrative and academic enterprise that identifies needed change, selects direction for the College, communicates that direction to its personnel, provides a mechanism to develop appropriate courses of action, allocates resources to ensure success, evaluates results, and uses those results to seek continuous improvement.



The College utilizes a participative structure that includes the governing board, executive leadership, faculty, staff, students, educational partners, state system central office, business and industry leaders, and community leaders to ensure a representative, forward-looking, and fact-based quality of input. External stakeholders provide input through focus groups, listening sessions, planning retreats, academic program advisory committees, survey instruments, and day-to-day interaction with the College community. Internal stakeholders, including students, provide input through focus groups, listening sessions, department/division meetings, planning retreats, institutional surveys, and through representation on various committees. The College conducts an extensive environmental scan at least every five years with the most recent occurring in 2011. Environmental scans are typically facilitated by outside consultants. Results of the environmental scan and input from the participative structure are used to make appropriate revisions to the College's vision, mission, and institutional goals. Adherence to a published "Planning Through Evaluation" timetable ensures processes and actions are completed and then communicated to both internal and external stakeholders in a timely manner.

1.3 Engage students in holistic development	<ol style="list-style-type: none"> 1. Implement Bridge Program and COMPASS Preparation sessions for students on college entry. 2. Develop and implement certification programs for credit students to gain industry-recognized credentials. 3. Implement scheduled activities for the DOL ASSIST Grant. 4. Implement career guidance options that engage new students throughout the inquiry to enrollment process. 5. Provide expanded opportunities for students to develop knowledge of and skills in workplace professionalism that augments their curricular preparation for employment. 6. Develop individualized support services for students enrolled in two or more developmental courses at the 031 level. 7. Implement a structured support and accountability system for College Now participants. 8. Develop a student Honor Code. 9. Research best practices regarding support programs and services for students considered nontraditional due to gender in relation to their chosen program. 10. Provide in-class and out-of-class learning opportunities for students that support students' attainment of the core educational outcome related to understanding contemporary social values and developing an appreciation for cultural diversity. 	<p>Jun-13</p> <p>Jun-13</p> <p>Mar-13</p> <p>Jun-13</p> <p>Jun-13</p> <p>Jun-13</p> <p>May-13</p> <p>May-13</p> <p>May-12</p> <p>May-12</p>	7.1.3, 7.1.8
2.1 Develop a dynamic image and marketing plan to position ATC as the regional college of choice	<ol style="list-style-type: none"> 1. Develop and execute a comprehensive marketing & enrollment management plan for 2012-13 that addresses the findings of the Environmental Scan, targets key programs and audiences, impacts enrollment, and enhances the image of the College. 2. Redevelop website structure and redesign website to create a dynamic, engaging, and compelling front-door experience. 3. Develop a comprehensive branding and marketing plan for ATC athletics. 	<p>Jun-13</p> <p>Jun-13</p> <p>Jun-13</p>	7.2.1
2.2 Identify and develop market niches that position the college to provide unique educational learning opportunities.	<ol style="list-style-type: none"> 1. Develop a plan to promote manufacturing careers for Aiken County youth. 2. Develop and deliver curriculum for the Nuclear Quality Systems (NQS) program. 3. Develop and execute a plan to increase exposure of ATC's nuclear programs and its role in economic development of the nuclear industry. 4. Collaborate with Education and Training to identify market niches and create marketing strategies to position the College as a unique provider of educational learning opportunities. 5. Develop a marketing/sales strategy to leverage the new industrial equipment located in the MTTC building i.e. Amatrol trainers. 	<p>Apr-13</p> <p>Jun-13</p> <p>Apr-13</p> <p>Jun-13</p> <p>Dec-12</p>	7.1.1

2.3 Convene community and business leaders to create opportunities for excellence in educational and economic development.	1. Build working relationships and strategies with the ATC Foundation board members to increase individual giving during the capital campaign.	Jun-13	7.1.1
	2. Build working relationships and strategies with the ATC Foundation board members to solicit gifts from small to medium businesses in the community in support of the capital campaign.	Jun-13	
	3. Host a Manufacturing Summit for regional business and industry, community leaders and elected officials to present results of a manufacturing sector workforce study.	Jun-13	
3.1 Partner with the business community to identify and develop resources and programs to assist regional economic development.	1. Research and submit grants that are aligned with strategic objectives for departments.	Jun-13	7.5.1, 7.5.2
	2. Implement year one strategies for TBDD Sustainability and Profitability plan.	Jun-13	
	3. Review current industry and business workforce needs and review the feasibility of developing and implementing custom degrees to meet the requirement.	Jun-13	
	4. Complete the silent phase and enter the public phase of a capital campaign to assist with the construction of the Advanced Energy and Manufacturing Technology Building.	Jun-13	
	5. Partner with the Economic Development Partnership to complete a workforce projection study for the region's manufacturing sector.	Jun-13	
3.2 Collaborate with regional K-12 partners to create seamless educational pathways.	1. Conduct a review of the current dual enrollment programs and revise processes and offerings to meet student needs.	Jun-13	7.2.1, 7.4.1 7.4.2, 7.4.3, 7.4.4
	2. Design and implement activities to engage youth in career and STEM programs.	Jun-13	
3.3 Create a continuum of educational opportunities with senior colleges and universities.	1. Establish strong working relationships with the new leadership of area universities.	Jun-13	7.2.2, 7.2.3, 7.2.4, 7.2.5
	2. Establish active enrollment partnership with four-year institutions.	Jun-13	
3.4 Forge alliances with community organizations to offer programs and services that support the college.	1. Complete application process to become American Heart Association (AHA) and OSHA certified training center.	Jun-13	7.3.5, 7.3.6
4.1 Create student centered systems to maximize student success.	1. Implement and expand discipline and program Communities of Practice to increase faculty engagement across disciplines and programs.	Jun-13	7.1.4, 7.1.5
	2. Manage the construction process of the new Enrollment Center. Process contracts for all companies contracted by the College.	Mar-13	
	3. Secure an architect through a RFP and complete the design phase for The Center for Energy and Advanced Manufacturing.	Jun-13	
	4. Determine re-use priorities for the 300 Building based on program needs and space constraints.	Jun-13	
	5. Create and implement an enrollment services model for the College's student intake system.	Jan-13	

4.2 Develop a college workforce of excellence that exceeds customer expectations in the delivery of programs and services	1. Redesign the Nursing curriculum in accordance with the recommendation of the consultant.	Jun-13	7.1.5, 7.4.1, 7.4.2, 7.4.4
	2. Implement Developmental Studies and College Skills Faculty Academy.	Aug-12	
	3. Implement the proposed FPMS model.	Jun-13	
	4. Continue Datatel training as well as installation and implementation of Datatel modules that were purchased in prior fiscal years.	Jun-13	
	5. Research a pay for merit compensation program.	Jan-13	
	6. Develop a holistic ATC customer care strategy.	Jun-13	
	7. Develop and implement a systematic approach of the recruiting, selecting, hiring and orientating tutors.	Jun-13	
4.3 Achieve excellence in programs and services through integrated planning, budgeting and assessment systems.	1. Complete site visits for accreditation process for Project Lead the Way (PLTW), Business, Radiology Technology, Practical Nursing and Paramedic.	Jun-13	7.6.1
	2. Review current ATC assessment practices.	Jun-13	
	3. Implement electronic planning document database.	Dec-12	
	4. Investigate and recommend flooring options for the gym.	Jun-13	
	5. Increase backup capabilities of Finance managers.	Jun-13	
	6. Implement automated Academic Adjunct Faculty Assignment Contracts.	Jan-13	
	7. Work with State Office in implementing online EPMS/FPMS system.	Jun-13	
4.4 Deploy technology systems to enhance student learning, improve services and achieve administrative efficiency.	1. Implement initiatives outlined in year-one of the instructional technology plan.	Jun-13	7.3.6
	2. Research best practices to enable the use of virtual labs for on-line courses.	Jun-13	
	3. Conduct a feasibility study and beta test for best practices to broadcast "live streaming" hands-on training from MTTC to local industry via the internet.	Jun-13	
	4. Finalize document imaging recommendation and implement document imaging plan beginning with student records	Jan-13	
	5. Evaluate the cost benefit of outsourcing campus wide printing as a vendor supplied service.	Apr-13	
	6. Explore and test new Video Conference system/software for Dual Credit Classes.	Dec-12	

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

The College's governing board reviews the mission, vision, values and institutional goals on an annual basis. The Area Commission reviews the strategic and annual plans and recommends revisions to the President and Executive Staff.

The College publishes an Annual Planning Report each year that includes the current mission, vision, values, strategic plan, close-out annual plan, and new annual plan. Ongoing attention to assessment is provided to monitor progress and assess the extent to which outcomes are achieved. These assessments provide guidance to the college for use in developing planning strategies, monitoring the planning process, and judging whether the plan's action steps and strategies are successful in fulfilling the College's goals.

III.2.4. How do you develop and track action plans that address your key strategic objectives? Include how you allocate resources to ensure accomplishment of your action plans.

Planning consists of several components: a review of the mission and vision statement followed by a review of the College's institutional values and strategic planning component; an annual planning component concurrent with budget development; and an evaluation/assessment component. Each component has defined procedures with responsibilities assigned to the appropriate functional area.

III.2.5. How do you communicate and deploy your strategic objectives, action plans, and related performance measures?

After extensive planning and collaboration through the College, the strategic plan, annual plans, and performance measures are communicated throughout the College to all individuals from the President to the functional area vice presidents, who then relay the information to their functional area supervisors. Annual planning items are linked directly to employees' FPMS and EPMS evaluation planning stage documents through the College's automated Annual Planning System. Plan highlights are presented at a College-wide meeting and the full document is distributed to all faculty and staff via e-mail. The President presents the strategic plan to the Area Commission prior to communicating to other internal and external stakeholders.

III.2.6. How do you measure progress on your action plans?

Action steps within the Annual Plan are assigned to a member of the executive staff and must be accomplished according to an established timeline. The Office of Planning and Research monitors completion of action steps on an ongoing basis throughout the year. A mid-year review is conducted in January and a full report is completed in July. All staff and faculty responsible for specific results participate in the mid-year and full-year report preparation.

III.2.7. If the agency's strategic plan is available to the public through the agency's internet homepage, please provide an address for that plan on the website.

The College's mission, vision, values and institutional goals are available on the Web site at www.atc.edu. A copy of the 2007-2014 Strategic Plans may be obtained by contacting the Office of Planning and Research by telephone at 803.508-7275 or by email planning_mail@atc.edu.

CATEGORY 3 – STUDENT, STAKEHOLDER, AND MARKET FOCUS

III.3.1. How do you identify the student and market segments your educational programs will address? How do you determine which student and market segments to pursue for current and future educational programs, offerings, and services?

ATC identifies student and market segments by conducting environmental scans, focus groups, business and industry visits, employer needs surveys, developing partnerships that result in new market segments, and by convening program advisory committees. As an open door institution, the College seeks to assist those who can benefit from the College's classes and programs. The College concentrates its marketing efforts on recent high school graduates, unemployed or under-employed adults, and adults seeking to access careers in high skill, high pay careers that are new to the CSRA. In partnership with the local school system, the College has identified special activities through its EEDA Grant to assist those students who are unprepared to enroll in higher education by reducing their need for remedial courses as they enter the College after graduation. The College works very closely with WIA clients to ensure that their academic needs are addressed through participation in appropriate College credit and non-credit programs.

ATC seeks and utilizes many diverse opportunities to present its message throughout the CSRA. These efforts are often directed to a particular market segment (i.e. recruitment nights for specific programs, talks to civic groups, open meetings at local businesses, connections with the WIA-SC Works Centers, high school visitations etc.). In FY 2013, a series of recruitment nights for various academic programs (e.g., Nuclear Technology Night) were extensively marketed, with particular emphasis on high school students. The Training and Business Development Division determines future needs, expectations and opportunities through a structured feedback process (post sale evaluations, student and instructor evaluations), trends analysis, research and structured focus groups and customer councils. The Training and Business Development Division systematically determines needs and expectations and relative importance by maintaining a 'Customer Development Plan' and conducting needs assessments through a Customer Relations Management system. An interest list, customer list and registration form is used to obtain feedback on future needs and program expectations.

III.3.2. How do you keep your listening and learning methods current with changing student and stakeholder needs and expectations (including educational programs, offerings, and service features)? How do you determine the relative importance of the expectations to these groups' decisions related to enrollment?

ATC utilizes Advisory Committees for each of its programs to involve stakeholders in defining programs which meet their needs. In addition, the Office of Planning and Research regularly conducts student and employer surveys. Environmental scans and focus groups help determine customer educational needs. For example, a recently completed Competitive Environment Scan (2011) included a study of Aiken County and 14 adjoining counties in SC and GA. Data from the environmental scan was used to develop the College's 2012-2017 five-year strategic plan. Faculty subject matter experts remain current with changing student and stakeholder needs by reading professional journals, accessing the latest research, and attending conferences. Faculty members

participate in professional development courses both in their field of expertise and in educational methodology. New materials are reviewed by keeping in contact with publishing representatives. To compare the College with colleague institutions around the country, ATC participates in national surveys such as the Community College Survey of Student Engagement (CCSSE) in which the College is compared on multiple benchmarks to peer institutions. Data from surveys such as the CCSSE are used for program and service enhancements.

Through its student activities programming (called Campus Connections) the institution provides opportunities for student organization meetings, co-curricular presentations, and extracurricular activities. Feedback from students regarding these activities and events provide information relative to student needs and expectations. The Student Government Association (SGA) is the official student organization that functions as a communications liaison between the student body and the College's administration. The SGA utilizes a "Listening Session" forum as one means of communicating with Executive Staff members. In FY 2013, a Campus Ambassador program was added to utilize students in leadership activities and communication activities with both current and prospective students. Campus Ambassadors regularly provide feedback on campus activities and processes, allowing for greater service enhancements and connections with stakeholders. In addition, student focus group meetings are held to obtain needed input from students' perspectives that is then shared with College decision makers.

III.3.3. How do you use information and feedback from current, former, and future students and stakeholders to keep services and programs relevant, and provide for continuous improvement?

Information from stakeholders, particularly students and employers, is compiled, analyzed, and distributed to decision makers within the College for their use in program, operations, and service planning. College planners are required to cite assessment/evaluation data sources when an action step is proposed in the Annual Plan if the action step is a response to the data. Additionally, when the action step is completed, the respondent must first answer the question: "How were the results of each action step used to improve educational programs, service, and operations?" –the answers are recorded on the Annual Plan Report of Progress.

The Training and Business Development Department conducts three different surveys upon course completion: a student survey, an instructor survey and a post-sale evaluation for the business and industry client to complete. The data is collected and disseminated to the appropriate individuals and program improvement is made based on the results.

The college utilizes the Community College Survey of Student Engagement (CCSSE) to measure the extent to which students are "engaged" in their own learning. Benchmark data are analyzed around five major categories: Active and Collaborative Learning; Academic Challenge; Student Effort; Student-Faculty Interaction; and, Support for Learners. Within the Academic Challenge benchmark the College is able to analyze student achievement related to the seven Core Institutional Learning Outcomes. Student and faculty responses are compared and gaps identified around which intervention strategies can be developed and implemented.

III.3.4. How do you determine student and stakeholder satisfaction and dissatisfaction and use this information to improve?

In addition, to an “open, informal” opportunity to discuss concerns with College administrators, students can provide feedback in formal surveys and instruments utilized by the College for formal feedback (i.e. CCSSE survey, New Student Survey, Graduation Survey and Suggestion Boxes). Surveys or personal calls are sent or made to students who no longer attend the institution to determine if the barriers that exist can be removed to enable continued enrollment. To determine the effectiveness of the services of the College, an annual Customer Services Survey is completed by students using any of the services provided through the Student Services division during the November-December time period.

The Education Division conducts a student survey at the end of each course or program. The 5-point scale indicates a level of satisfaction (Very Dissatisfied, Dissatisfied, Satisfied, Very Satisfied, and Neutral). Data are collected and disseminated following each semester for review. Faculty not meeting the 3.0 satisfaction threshold, which is tied into faculty FMPS, meet with their respective department chair/program coordinator, and develop and implement a carefully-monitored improvement plan to track improvement.

The College conducts the Community College Survey of Student Engagement (CCSSE) on an annual basis to provide useful information on student engagement and satisfaction. Results from the 2012 survey regarding students’ evaluation of their overall educational experience at ATC are found in Category 7.

III.3.5. How do you build positive relationships to attract and retain students and stakeholders, to enhance student performance, and to meet and exceed their expectations for learning? Indicate any key distinctions between different student and stakeholder groups

Positive relationships between the College and students require (1) a high-quality and responsive advising process; (2) enrollment and financial aid services that are easy to navigate and provide the information students need; and (3) specific services for specific student stakeholder groups which help to ensure retention and academic success.

Academic advising for new students who are in their first year or are not “program ready” is handled by dedicated Enrollment Advisors who have the expertise needed to advise students who are not yet integrated into an academic program. As the student progresses, especially in technical programs, the advisor then changes to the academic coordinator of the program who is also often the student’s primary instructor.

To provide “one stop shopping” for admissions, advisement, financial aid, and enrollment services, the College implemented an Enrollment Services Center in FY13. The Center allows a student to access almost all the basic information and services they need in a central location staffed by professionals who can handle a broad spectrum of requests and needs.

The College increasingly utilizes special techniques and services to improve success rates for specific populations of students. For example, in FY13 the college fully implemented the OnCourse Curriculum to enhance its College Skills course. Students who require two or more developmental courses now also take the

OnCourse Curriculum which, when added to the foundation of College Skills, enhances their prospects for success. Similarly, ATC utilizes varying approaches to accelerated developmental students to offer students needing developmental skill enhancement to achieve the skills needed with a minimum of disruption to their academic career. For example, ATC continued in FY13 to expand the availability of Math and English Boot Camps to assist students in reviewing math and English skills in an accelerated format. New approaches to tutoring are also available as a part of ATC's Academic Success Center services, and are available to many students in a variety of subjects. The College has help available from a variety of financial aid sources to include a payment plan, state aid programs, Pell Grants, and (since re-entry into the program in FY11) the Federal Loan program. Additionally, the College's Student Development Division provides students with career development services, counseling support, and disability services. Student engagement and involvement are critical for student success; therefore, the College has a well-developed, varied student activity program to encourage participation in extra- and co-curricular learning opportunities. New in FY13 was establishing a relationship with the Aiken Warrior Project to assist ATC Veteran students and through this relationship a seven week intensive "A-VETS" boot camp model was developed to assist veterans with college ready skills. Additionally, a "Veterans to Careers" partnership with the USC Aiken, and a newly established Veterans Club for ATC students were created.

Almost every technical and health science program has the opportunity for students to work outside the classroom in the form of clinical, cooperative work experience, field training or internship courses. This provides students with the academic preparation for employment and gives them real world experience in their field of study in the work environment. One extremely effective effort is the Technical Scholars Program. Students who are academically prepared and maintain satisfactory progress can have a relationship with a company in the area that pays their tuitions and fees, provides them a part-time paying job and often offers them permanent employment upon graduation. The businesses gain a part-time worker with interest in the field, and a potential future trained and committed employee.

III.3.6. How does your student and stakeholder complaint management process ensure that complaints are resolved promptly and effectively?

ATC encourages an "open door" policy to informally resolve issues of concern from the entire community it serves. The College utilizes a formal complaint system for academic and behavioral misconduct through the Student Code and Grievance Policy (5-1-102) and the Student Code Procedure (5-2-102.1). The Student Code procedure specifies the titles of the individuals responsible for addressing various types of student complaints, the manner in which responses are to be provided, the communications timeline for responding to complaints, and the appeal process. Additionally, the College publishes for faculty and staff a "Student Complaint Referral Chart" that includes categories of complaints and the corresponding employees to handle those complaints, from initial contact through the appropriate Executive Staff member. The "Student Complaint Referral Chart" includes the names, phone numbers, and office locations for the appropriate employees, and the document is updated periodically. To encourage stakeholders to voice their concerns or complaints, the College provides suggestion boxes in high-traffic areas on campus. As indicated in the Informal Complaints/Suggestions Procedure (5-1-102.3), the use of suggestion boxes enables the College to receive both anonymous as well as

signed suggestions or complaints that are forwarded to the appropriate administrator for follow-up and/or a response. All comments from suggestion boxes are reviewed, compiled, and forwarded to the appropriate administrator for action as needed.

CATEGORY 4 – MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

III.4.1. How do you select which operations, processes and systems to measure to determine student learning, and for tracking daily operations and organizational performance, including progress relative to strategic objectives and action plans?

ATC is committed to excellence in all operational aspects. The College uses a five-year strategic planning cycle with mid-cycle review, supported by a one-year cycle of annual planning, resource allocation and assessment/evaluation to ensure that ATC continuously builds upon strengths and improves upon weaknesses.

Acknowledging a public demand for accountability in higher education and an institutional commitment to high quality programs, services and operations, ATC implemented Act 359, Performance Funding in South Carolina; ACT 629, Higher Education's Initiatives for Research and Academic Excellence in South Carolina; and Act 255, Institutional Effectiveness in South Carolina. In addition, the College's Institutional Effectiveness Program provides an internal report card of its performance and effectiveness on internally developed critical success factors and core indicators of success.

ATC employs a comprehensive planning process as the centerpiece of its overall institutional effectiveness program. Three distinct plans are developed and implemented at the institutional level: a five-year, fixed-term strategic plan; a one-year annual plan; and numerous variable length single-use plans. The planning and evaluation process itself is modified periodically to meet current and future needs, as well as the evolving mission of the College.

The College has adopted a National Peer Group (NPG) consisting of nineteen (19) public, two-year community and technical colleges based on an extensive list of variables. Institutional performance in academics, finance, student services, financial aid, and other areas will be compared to the NPG to identify performance gaps. Other peer groups are being established around Achieving the Dream institutions, institutions within the SC Technical College System, and similar size institutions accredited by SACS.

The Energy Consumption Report, Enrollment Tracking Report, Campus Security Report, the tracking of Student Learning Outcomes (SLOs), and Monthly Budget Reports are examples of data used to measure and monitor institutional performance.

III.4.2. How do you select, collect, align, and integrate data/information for analysis to provide effective support for decision making and innovation throughout your organization?

The integration of data analysis with the planning process is addressed in III.2.1 and III.3.3.

III.4.3. How do you keep your measures current with educational service needs and directions?

ATC evaluates the effectiveness of student academic achievement through assessment at the course, program,

and institutional level. Assessment objectives for academic success include, but are not limited to:

- Evaluating student preparedness for employment and work;
- Evaluating student preparedness for transfer to a four-year institution;
- Evaluating the effectiveness of college-wide general education;
- Evaluating the effectiveness of academic programs, including university transfer and developmental education;
- Evaluating retention and attrition trends, as well as completion rates by award type; and
- Improving instruction through collaboration, sharing of best practices, and assessment results.

COURSE ASSESSMENT	PROGRAM ASSESSMENT	INSTITUTIONAL ASSESSMENT
Course assessment at Aiken Technical College is the process of assessing student learning within the classroom environment, using course objectives, student learning outcomes (SLO), and course content to measure the extent of the learning that is taking place (i.e., embedded assessment such as test performance, grade distribution data, syllabus analysis, etc.).	Program assessment at Aiken Technical College is the process of assessing student learning and experience to determine whether students have acquired the skills, knowledge, and competencies associated with their program of study (i.e., curriculum analysis, content analysis, focus groups, advisory committees, institutional data such as degrees awarded, transcript analysis, etc.).	Institutional assessment at Aiken Technical College is the process of assessing the extent to which students achieve success beyond the college (i.e., CAAP test for general education preparedness, Community College Survey of Student Engagement, university transfer, job placement, employer feedback, alumni surveys, licensure exam pass rates, etc.).

Figure III.4.3 Assessment Levels

III.4.4. How do you select and use key comparative data and information from within and outside the academic community to support operational and strategic decision making?

ATC reports performance data and information in both quantitative and qualitative terms in accordance with multiple reporting requirements at the state and national level in addition to internal assessment and performance measurement. The following state-wide performance reporting requirements are in place:

Act 359 – Performance Funding in South Carolina: Act 359 of 1996, an initiative commonly known as “Performance Funding,” amended Section 59-103-10, et seq., of the Code of Laws of South Carolina, 1976, as amended, and established a new direction for the accountability and funding of higher education in South Carolina. As a public institution of higher education in South Carolina, Act 359 requires that the College be funded based on performance in achieving standards in nine areas, known as “critical success factors.” The

legislation specifies 37 performance indicators for use in determining performance in achieving the critical success factors. As directed by the legislation, the South Carolina Commission on Higher Education (CHE) has developed measures and a funding formula in cooperation with all South Carolina public higher education institutions, including ATC, and other stakeholders in South Carolina's higher education system. As provided for in law, performance funding was phased in over a three-year period, with appropriations allocated based entirely on the performance funding system during FY 1998-99 for expenditure in FY 1999-2000.

Act 255 & 629 – Institutional Effectiveness in South Carolina: Act 629 of 1988 states that “each institution of higher learning is responsible for maintaining a system to measure institutional effectiveness in accord with provisions, procedures, and requirements developed by the Commission on Higher Education.” In addition, Act 255 of 1992 requires the “Commission on Higher Education to submit certain annual reports ... which provide for specific information about the State's two-year and four-year institutions to be submitted to the Governor and Legislature each year.” Taken together, the above Acts constitute an abundance of information by which the higher education community, as well as its constituents, can make well informed judgments as to the educational quality and well-being of higher education in South Carolina.

Act 629 requires predominantly narrative information which describes the College's overall efforts to improve in a variety of educational areas such as general education; academic majors; academic advising; retention; minority student and faculty access and equity, etc. Act 255 requires predominantly quantitative comparative data, displayed in table format, which provides additional information on such things as student graduation rates; percent of courses taught by full-time faculty, part-time faculty and graduate assistants; results of professional examinations, etc. One combined annual report is published and submitted to the South Carolina Legislature on January 15th of each year. The College prepares an annual Institutional Effectiveness Report and submits the report to the State Board for Technical and Comprehensive Education and to the Commission on Higher Education for inclusion in the report to the Governor and the General Assembly. The College's annual reports are also distributed internally and posted on the ATC Web page. Copies of the statewide report *Indications of Productivity and Quality in South Carolina's Public Colleges and Universities (Minding Our P's and Q's)* are maintained by the Director of Planning and Research.

All institutional effectiveness results performance outcomes from Acts 359, 255 and 629 feed directly into the overall planning and budgeting process. Closing the loop between planning, assessment, and budgeting provides a context for all three activities and allows the College to better focus on improvement in all programs, services, and operations.

Academic Program Evaluation and Review: The College conducts an annual evaluation of all approved associate degree, diploma, and certificate programs as required by the SBTCE using productivity standards based on enrollment, number of graduates, and placement. The evaluation utilizes Integrated Post-Secondary Education Data System definitions, timeframes, and data. Program productivity is measured in quantitative terms – enrollment (headcount and full-time equivalent), number of graduates, and job placement. The process allows for programs to be phased out when new technology or changing economic conditions render them obsolete. This flexibility allows the College to reset priorities and reallocate resources to insure effective delivery of instruction to meet the most pressing needs of the College and the employers and students we serve.

Academic Program Evaluation and Review results are published annually and distributed to target audiences within the College.

The College uses state, regional and national data available through a variety of sources for comparative studies. The Southern Region Education Board and the Integrated Post-secondary Education Data System Peer Analysis tools along with the South Carolina Commission on Higher Education Management Information System database provide additional comparative data.

III.4.5. How do you make needed data and information available? How do you make them accessible to your workforce, students, and stakeholders?

The Office of Planning and Research (P&R) serves as the official source for providing accurate, relevant, and timely information to decision makers at Aiken Technical College, the Aiken County Commission for Technical Education and other stakeholders. P&R is the primary source of comprehensive information regarding Aiken Technical College. The department produces and presents reliable and valid data and reports, and ensures that needed data is available where and when it is needed. The reports are accessible through the Data Gateway which serves as a resource and contains reports related to the college, students and programs. P&R maintains the Data Gateway link on the Aiken Technical College's public web site; and through the link provides statistical data and research about the College's students, programs and services. P&R responds to hundreds of internal college data requests each year through an automated Data Request System. As requested, P&R provides reports to the executive staff and the college community at the monthly College Wide Information meeting. The department also ensures that all data posted or shared is accurate and consistent in accordance with federal, state and college policy. To protect data and information and ensure availability to all data users (administrators, faculty and staff) who have a legitimate need for it, P&R maintains the data and information files for most institutional data. P&R works continually to gather and organize data and information so that they can be used for internal and external reporting. Assessment reports are published regularly to meet the information needs of the general public, state and other governmental agencies, accrediting bodies, and the College Community.

III.4.6. How do you ensure data integrity, timeliness, accuracy, security, and availability for decision making?

The Information Systems Management (ISM) Department provides a secure network where all institutional data and electronic information is housed. The Office of Planning and Research maintains secure files for all institutional research, surveys and performance reporting.

ISM ensures a secure network by providing multiple layers of protection, including filtering at the Internet router, separate firewalls for the administration and the student networks, antivirus network filtering, antivirus protection on each server and PC, as well as packet filtering/prioritization, VPNs and VLANs to protect network security and availability. Data Access Accounts are each given only the access required for the function. Data is backed up nightly and the main data base is backed up hourly during access hours to a server in a distant building, on a different electrical power feed.

The College follows and distributes to its students information regarding the Family Education and Rights and Privacy Act. Faculty and staff are regularly informed of the need to follow the law when dealing with student information. In addition, the College has an effective, secure student data base system (*Student Colleague* from Datatel) and the database is routinely saved and stored in an off-site location. Since the data base system is relational, it is very powerful and provides timely data for accurate decision-making.

III.4.7. How do you translate organizational performance review findings into priorities for continuous improvement?

ATC translates organizational performance review findings into priorities for continuous improvement through its Institutional Effectiveness Program. As discussed more fully in previous sections, results from assessments, performance reviews, and program assessments are provided to key personnel for use, review and dissemination. Strategic, annual and single-use plans are adjusted as necessary to achieve continuous improvement in programs, services, and operations.

III.4.8. How do you collect, transfer, and maintain organizational and employee knowledge (knowledge assets)? How do you identify and share best practices?

Organizational knowledge is maintained in various College documents, such as the Policy and Procedure Manual, office-specific procedure manuals, meeting minutes, course syllabi, audit reports, mandated state and federal reports, accreditation reports, planning documents and other official documents of the College. These documents are maintained within the Office of the President or designated Executive Staff member's office. Cross training is routinely used to transfer employee knowledge. Succession planning processes identify those positions most likely to turnover due to retirement and efforts are made to target these positions for cross training efforts. The College participates in the SCTCS peer group process for all major functional areas of the College. These peer groups formally meet to share knowledge across Colleges and for professional development opportunities. As part of the Achieving the Dream initiative, faculty groups meet to research and identify best practices for implementation at ATC. Best practices that have been successfully implemented at ATC are shared during the monthly College-wide Meeting, and the national Achieve the Dream Conference.

CATEGORY 5 – WORKFORCE FOCUS

III.5.1. How do you organize and manage work to motivate and enable your workforce to develop and utilize their full potential, aligned with the organization's objectives, strategies, and action plans and promote cooperation, initiative, empowerment, innovation, and your organizational culture?

ATC utilizes a multi-tier reporting structure within the major operating areas of the College in order to optimize operations by eliminating duplication of processes and to assign specific areas of responsibility to each division. As indicated on the organizational chart included in Section II.11, ATC has an Executive Staff which consists of the College president and the four executive staff members in charge of the four divisions: Administrative Services, Student Development, Education and Training and Marketing and Enrollment Management. The executive staff members report to the President. Each division consists of a tier of directors/managers and lower level supervisors and other employees. Work is assigned in support of the departmental, divisional and

organizational goals.

Job duties and performance objectives are communicated to faculty and staff and evaluated via the performance management system. Faculty use the Faculty Performance Management System and staff use the Employee Performance Management System. These individual performance management tools are designed to facilitate employee success and to communicate expectations and success criteria to employees. There is also a section for objectives that are typically tied to the College's annual plan and individual program plans.

Throughout the College, departments have procedures in place to encourage optional and mandatory professional development. Adjunct faculty in the Training and Business Development Department are required to complete Train-the-Trainer. A Professional Development Committee uses a dedicated budget to support individual training activities.

Faculty and staff are empowered by participating in the development of performance management objectives and providing input into the annual planning process. College wide focus groups are held with the President for staff and faculty to provide direct input to the College's strategic plan development. Further, the Vice President of Education and Training holds departmental lunches each fall to have personal dialogue with each academic unit. The conversation is structured around questions focused on "how to enhance the teaching and learning process for student success?" and "what tools, training or equipment do they need to enhance their learning?" The information is compiled and used to develop the Education Division annual plan.

Since innovation within the College may be fostered by providing additional funds, the Faculty, Staff and Administrator of the Year receives a monetary award from the ATC Foundation. Additional funding from non-traditional sources and release time are commonly used to support these activities.

III.5.2 How do you achieve effective communication and knowledge/skill/best practice sharing across departments, jobs, and locations?

ATC's reporting structure consists of an Executive Staff. Communication for major initiatives usually begins at this level and is communicated downward through a multi-tier level of employees. A monthly college-wide meeting ensures that all employees within the College are "in the loop" and aware of projects, innovations and activities. Individual departments hold training sessions as they introduce new technology, enhancements and new programs/services. Examples include sessions conducted by the Information Systems Management Department on the Web Advisor campus communication system.

Throughout each year, ATC offers professional development activities to faculty and staff that cover a variety of topics that impact the employees' performance. Faculty professional development activities are conducted a minimum of twice yearly and may include topics such as effective teaching and classroom management. Professional development topics are selected based upon current trends and institutional survey results.

Divisional retreats offer another opportunity for departmental employees to offer insight to their areas of responsibility. Departmental and interdepartmental cross-training is encouraged. An electronic college newsletter, *ATC Today*, is published bi-monthly. A Web-based announcement and communication system, *My*

ATC Portal, has been implemented to provide email capability for all faculty, staff, and adjunct instructors.

Other effective means of communication and knowledge sharing occur as part of ongoing strategies to improvement student success. The Achieve the Dream initiative and the Enrollment Management Study included the collection, sharing and dissemination of qualitative data acquired through structured focus groups composed of students, faculty, staff, administrators, community partners, and/or business leaders. Members of these strategy groups visited other colleges, made presentations at national and regional conferences, and conducted secondary research on best practices. Best practices were reviewed and several student success strategies were chosen for implementation. As mentioned in other sections of this report, the College has also adopted a National Peer Group and will look for best practices among peer group institutions whose performance levels are consistently high. Information and knowledge gathered in these ways is shared with the campus community on a regular basis.

III.5.3. How does your workforce performance management system, including feedback to and from individual members of the workforce, support high performance work and contribute to the achievement of your action plans?

Faculty and staff performance appraisals are tied to the College's annual plan, creating a higher level of accountability for employees. Recently, the administration implemented a system whereby the highest rating an employee can receive on his/her evaluation if he/she fails to complete an action step item is "Satisfactory." This ensures that employees have a higher level of commitment to their performance objectives. There is also a provision for interim performance appraisals, whereby a supervisor can provide performance feedback to employees prior to the formal appraisal. Interim performance appraisals may be used to identify areas where performance is less than satisfactory and to implement a work improvement plan for employees.

Students evaluate faculty members twice a year. These evaluations assist supervisors in determining faculty performance, completing planning stage documents, and making recommendations for performance improvement. Planning stages are a portion of the faculty FPMS.

The formal performance management system for the faculty and staff management system is in compliance with the guidelines of the South Carolina Technical College System. At the beginning of the annual rating period, the supervisor and the rater jointly develop a planning stage document which defines expectations for the employee and includes guidance by the rater as to what is to be accomplished during the period. This plan is subject to change over the course of the year as situations change. Action steps in the annual plan are assigned to at least one individual that is responsible for the completion of that part of the plan. At the end of the rating period, there is a formal review of the planning stage, the employee's input as to the degree of completion, and the rater evaluation of the employee's performance. Should there be disagreement; the employee may provide additional comments, which are then forwarded to the designated reviewer.

Informal evaluation and counseling is performed over the entire period of the performance. The rater (first line supervisor) uses personal observations, reports and surveys, and other tools to ensure the quality of subordinates' work.

III.5.4. How do you accomplish effective succession planning? How do you manage effective career progression for your entire workforce throughout the organization?

The College began a workforce planning process in 2005. Several divisions realigned to prepare for anticipated attrition, including retirement and general employee resignations. The Education and Training Division restructured to include a single vice president with four deans reporting directly to the vice president. The new structure allows the deans to gain more expertise in their respective areas and devote more time to their subordinates. Knowledge is more concentrated, so more individuals get the hands-on experience that may permit them to assume higher level positions as they become available.

The Administrative Services Division underwent several realignments in recent years in an effort to allow more cross-functional duties in the areas of purchasing, physical plant, human resources, financial support services, and financial accounting and analysis. Student Services and the Education and Training Divisions also restructured to allow more cross-functioning and to position current employees for possible promotional opportunities.

The College now engages in a more comprehensive selection process for faculty members so that candidates fully understand the mission and concept of a two-year college. This process results in hiring faculty with the right organizational “fit.”

Additional efforts to manage career progression include the availability of professional development programs. There are three pools of money allocated for professional development: the Professional Development Tuition Assistance Program, the ATC Foundation, and departmental budgets. The Professional Development tuition assistance account was doubled for the current fiscal year in order to assist more employees and to provide more assistance to current recipients. The ATC administration encourages cross-training both within departments and divisions and across departments and divisions as part of its succession plan.

ATC actively supports various leadership programs to develop individuals for leadership roles, including the University of South Carolina Graduate Leadership Program, Leadership Institute, and Leadership Aiken. Other examples include various certifications offered by the State of South Carolina, all geared toward preparing employees for advancement. Often, professional development activities are tied to the employee’s performance objectives.

Succession planning is incorporated in the College’s annual plan for the current fiscal year. As part of this process, the administration will examine upcoming retirements, retirement eligibility reports and the credentials of the current faculty and staff. These items are used to identify gaps and to enact plans to prepare for anticipated attrition.

III.5.5. How does your development and learning system for leaders address the following: a) development of personal leadership attributes; b) development of organizational knowledge; c) ethical practices; and, d) your core competencies, strategic challenges, and accomplishment of action plans?

ATC actively supports various leadership programs to develop individuals for leadership roles, including the University of South Carolina Graduate Leadership Program, Faculty Academies, Supervisory Training offered by the

State Office of Human Resources, the Leadership Institute, and Leadership Aiken County. Other examples include various certifications offered by the State of South Carolina, all geared toward preparing employees for advancement. Often, professional development activities are tied to the employee's performance objectives.

The Human Resources Office and the Faculty Professional Development Coordinator holds employee orientations for staff and faculty once hired at Aiken Technical College. All employees are invited to attend the monthly college wide meetings held by the President to inform them of significant events, plans and accomplishments, and budgetary status. College-wide meetings are supplemented by a bi-monthly newsletter distributed via email to all employees to assure the campus community is well informed. College wide notices are also distributed via email regarding any issues that involve the campus and the employees of the College. The College also has a website as well as an intranet website that all employees can utilize via a username and password to access necessary forms, policies and procedures, campus calendar of events, helpdesk information, and personnel information. As a part of professional development, the Human Resources Office offers training on the selection process and other processes throughout the College to ensure that all are in compliance in regards to ethical and legal standards. The College utilizes a College attorney for reviewing employee relations issues, and contracts or agreements pertaining to the College.

Development of ATC's vision and values begins with strategic and policy direction from the College's Commission. Every two years the Commission participates in a strategic planning process to review and update the vision, mission, values, and strategic goals of the College. These broad guidelines are communicated to faculty and staff through monthly college-wide meetings and divisional meetings. Faculty and staff are engaged in developing the strategic objectives of the College and are actively involved in developing annual plans based on these strategic objectives. Annual plans are tied to individual faculty and staff annual evaluation criteria as appropriate to assure communication and execution of annual plans.

III.5.6. How do you assess your workforce capability and capacity needs, including skills, competencies, and staffing levels?

Included in the College's efforts to achieve continuous improvement of standard operating procedures, systems and processes undergo periodic policy and procedure reviews. Among the intended purposes of the reviews, is the desire to be certain that organizational and human resource processes are current, up-to-date and meet the needs of ATC. Over the past three years there has been a focus on the recruitment, selection, and retention cycle of the College. As a result, the processes related to the entire cycle have undergone considerable revision. The College added to the list of position advertising sources and broadened the scope of efforts to recruit minority candidates for vacant positions. Aiken Technical College also utilizes the Affirmative Action Option on websites nationwide that email position vacancies to over 90,000 job seekers who have expressed interest in hearing from colleges and universities actively seeking a more diverse applicant pool.

In addition to the formal performance management system described in 5.3, the College assesses and analyzes the work requirements for each department and division. This process includes analyzing full time and part time ratios and benchmarking these against peer institutions. When vacancies occur within a department, the supervisor in consultation with the divisional executive staff member reviews the position vacancy and the job

requirements. Any updates to the vacancy are appropriately reviewed internally to ensure that the position fits the needs of the department to fulfill its mission as well meeting state guidelines. Once the updated position has been approved, the hiring process begins. All candidates considered for employment to fill the vacancy must meet the minimum education and experience requirements to ensure skills and competencies are met for the vacancy.

III.5.7. How do you recruit, hire, and retain new employees?

Aiken Technical College advertises all vacant positions to include: local newspapers, local area colleges, national periodicals, National websites, the College website, and various Internet sources. Aiken Technical College also utilizes the Affirmative Action Option on websites nationwide that email position vacancies to over 90,000 job seekers who have expressed interest in hearing from colleges and universities actively seeking a more diverse applicant pool in an effort to increase diversity throughout the College.

Through its continuous improvement process, Aiken Technical College has implemented that all employment applications accepted for vacant positions are through NEOGOV. NEOGOV is an online hiring system that allows applicants to create a user account/profile, apply for current job opportunities and check the status of their candidacy all on-line. An on line resource provided by the State of South Carolina, NEOGOV is a tool that has led to great efficiencies in validating complete application packets, reviewing electronically for minimum requirements, and has increased the quantity and quality of the Aiken Technical College applicant pool.

Aiken Technical College utilizes a group selection committee in the hiring process of all full time employees. The selection committee consists of the functional area manager of the vacant position as well as employees both within and outside of the functional area and a representative from Human Resources. Human Resources reviews all questions asked to applicants to ensure appropriateness and for legality. Candidates interviewing for a faculty position are required to present a teaching presentation to the selection committee as well provide a writing assessment that is evaluated on content, format, grammar, spelling and punctuation. The College President conducts final interviews with all final candidates for faculty positions and any position directly reporting to an executive staff member prior to offers of employment being extended. All newly hired employees are required to attend a new employee orientation. The Human Resources Office conducts a formal orientation program which includes benefit review, overview of policies and procedures, explanation of the evaluation process, and payroll procedures.

Retention practices have focused on process improvements with regards to new employee orientation, training, mentoring and coaching activities. The Human Resources Office has revised and updated orientation manuals and training materials relating to employment at ATC. The academic organizational changes that have occurred over the past 12 months have included a major emphasis on new faculty orientation activities that engage all divisions of the College in the process.

III.5.8. How does your workforce education, training, and development address your key organizational needs? How do you encourage on the job use of new knowledge and skills?

Faculty and staff development is tied to employee areas of responsibility and anticipated College needs as

outlined in the strategic plan. Generally, survey results and an awareness of trends are used to determine training and development needs. Examples of the survey tools include student evaluations, an institutional effectiveness survey and a communications survey.

Use of new knowledge and skills are encouraged through the performance management systems. For faculty, use of new technology is rated on their performance evaluations. For staff, performance objectives may be established in a manner that forces the use of newly acquired knowledge and skills. For example, a human resources director who has attended succession planning training may be required to develop and implement an internal succession plan.

The agenda for regularly scheduled professional development activities is based on needs that are outlined in the College's annual plan. Surveys of faculty and staff are used both to select subjects for professional development and to evaluate the sessions after they are conducted. Faculty and staff are encouraged to pursue courses of study to develop their professional and subject matter expertise with financial support from the College. Training is conducted for faculty on new technologies to be used in the classroom, especially in courses related to computer technology.

The College has a Faculty Professional Development Strategic Plan that includes 1) opportunities for faculty to attend professional conferences and/or training, 2) on-campus presentations by external experts, 3) Innovation Grants for faculty to provide pedagogical and student success sessions for other faculty and staff and for special projects to enhance student success, 4) technology coaches to instruct faculty in the use of instructional technology, 5) Faculty Learning Communities to engage in topic-based group discussions, 6) a Blackboard User Group to discuss educational technology questions and concerns; 7) creation of an electronic instructor library site to provide links and files of pictures, clip art, learning objects, videos, and sounds for online delivery, 8) New Faculty Orientation, and 9) year-long New Faculty Mentoring Sessions. Additionally, Faculty Professional Development days are held every semester during which faculty present sessions on topics such as new technologies, teaching methods, etc.

III.5.9 How do you evaluate the effectiveness of your workforce and leader training and development systems?

One measurement for training effectiveness includes the same tools used to determine training and development needs. The same surveys are conducted and reviewed to determine if there are indications of improvement. After each training session held for employee professional development, the Human Resources Office surveys the participants to evaluate the effectiveness of the training and encourages comments and feedback regarding other trainings the employees would like to have offered and opportunities to improve the session they are evaluating. Another method is the performance management system which permits supervisors to monitor and manage employee performance.

III.5.10. What formal and/or informal assessment methods and measures do you use to obtain information on workforce well-being, satisfaction, and motivation?

The College utilizes several assessment tools to measure employee satisfaction, well-being and motivation,

including an institutional effectiveness survey, communications survey, and focus group sessions. The College president also conducts bi-annual listening sessions with each division. While the listening sessions are primarily used for process improvement, they afford employees an opportunity to speak directly with the president on issues that directly or indirectly affect attitude and performance. Upon resignation or retirement, employees complete a termination questionnaire and an interview with human resources and the College president, opportunities that afford exiting employees to express employee satisfaction and any other information they wish to share. Employee focus groups are routinely used to gather information about process improvements and input regarding strategic and annual planning priorities.

Beyond the standardized methods for assessing employee satisfaction, the Human Resources and President's office both promote an open-door policy for employees to share concerns. The administration encourages all supervisors to offer the same opportunity to their direct reports.

ATC has several measures in place to promote employee well-being. Beyond the state offered insurance programs and benefits, ATC has several amenities available to employees, including:

- A wellness center and gym
- An employee assistance program available through First Sun EAP
- Discounts at the College's bookstore and campus events
- Discounts and Coupons at various local businesses
- Employee social events on campus

Aiken Technical College utilizes professional development to promote excellence in instructional programs and administrative services offered by the College. Professional development of the staff and faculty directly supports the College's mission to promote an optimal learning environment through excellence in teaching, comprehensive instructional services, and the efficient use of resources. To ensure the College is providing professional development sessions that benefit the faculty and staff, a Professional Development Planning Survey is distributed to faculty and staff on a yearly basis to determine the needs of professional development on campus. Once results from the survey are compiled, a professional development calendar is prepared for the fiscal year. Some examples of professional development sessions that are offered to faculty and staff are First Aid/CPR, Wellness Sessions which address nutrition and exercise, team building, conflict management, computer courses such as MS Word, MS Excel, MS PowerPoint, and MS Access, effective communication, customer service training, stress management, and financial planning sessions.

Also, within budget constraints, the College may provide tuition assistance to FTE employees who desire to obtain academic degrees or to take individual credit courses for career advancement. Tuition assistance may be provided for up to six credit hours per academic term per employee. Total assistance may not exceed \$500.00 per employee per academic term, nor exceed the actual cost of tuition.

To ensure safe work habits and a safe campus, escort services to student/employee vehicles are available through the Security Department. A college-wide "safety communications" system provides various means for communicating in the event of an emergency that includes interior emergency telephones, exterior emergency

call boxes, interior and exterior video surveillance, a mass notification system, and an emergency power system for critical communication and information technology requirements. Additionally, a “safety moment” is presented once a month during the College Wide information meeting.

In its effort to promote mental and social health, the College hosts several campus-wide social activities throughout the year, including a welcome back activity each August, a holiday luncheon each December, a spring social, and a Halloween activity. Human Resources has also created Appreciating The Commitment (ATC), a quarterly activity where all college employees are thanked for their commitment to the College by a traveling appreciation cart or an appreciation table set-up at a campus-wide event. Departmental and divisional activities and retreats are held periodically. ATC employees are also very supportive in activities that benefit both the ATC Foundation and a variety of local charities, thus indicating employee support of the College and its surrounding community.

In support of its commitment to employee well-being and satisfaction, ATC's administration has developed a process to fully investigate employee complaints. Anyone found to be in violation of College policy and/or procedures or creating an unsafe or unwelcome environment for employees and/or students is disciplined in a manner deemed appropriate for the offense.

Permanent employees have access to medical and dental benefits packages that benefit them and their families. This health insurance can be supplemented through a Money Plus program that dedicates pre-tax dollars to expenditures on selected medical expenses. Of the approximate 140 full-time employees eligible for state offered health and dental insurance, 88% participate in an optional health insurance plan and 90% participate in the dental plan. The College also offers an Annual Benefits Fair where employees can speak to various state offered and local vendors about their specific benefit needs. A Worksite Health Screening is offered on the morning of the Benefits Fair so employees can receive a full blood work-up at a fraction of the cost as well.

III.5.11. How do you use workforce satisfaction assessment findings to identify and determine priorities for improvement?

The College uses an institutional effectiveness survey and a communications survey to measure employee satisfaction. Survey results are compiled by the Office of Planning and Research and presented to the Executive Staff. Priorities are determined in accordance with frequency of occurrence; how the item supports the College’s mission, vision, values and goals; and feasibility. Items that impact the campus as a whole, items that parallel the College’s strategic initiative, and items that are feasible to implement become priority.

An example of how the College uses faculty and staff assessment findings to determine priorities is evident in the College’s action to contract with Vocational Rehabilitation for Employee Assistance Program services based on observed need for such a service. A survey conducted by the Professional Development Committee showed that employees needed more advance notice of professional development activities resulting in the electronic publication of the offering calendar far in advance of the event.

III.5.12. How do you maintain a safe, secure, and healthy work environment? Include your workplace preparedness for emergencies and disasters.

The Security Office provides security and protection during operating hours for the campus. The office is staffed with 4 contract security officers who man the emergency call line and CCTV monitoring system. The security staff is supported by an Aiken County Sheriff's Office Sub-station that is housed in the same facility. In addition, the College has contracted with the Sheriff's Office to assign a Deputy to full-time duty on the campus. This officer is housed in the Security Office as well.

In addition to providing security and protection the security officers complete weekly testing of the CCTV system and emergency call box system that is provided throughout the campus. They perform monthly inspection of fire extinguishers and AED devices. They complete quarterly testing of emergency lights and emergency exit signs.

The Security Office works jointly with the Campus Engineer to provide safety and security training sessions to College personnel. Safety audits and inspections are conducted by the Campus Engineer to ensure all facilities and safety equipment meets safety standards. The Campus Engineer is assigned the responsibility to manage the College's Emergency and Disaster Response Plans.

CATEGORY 6 – PROCESS MANAGEMENT

III.6.1. How do you determine and what are your organization's core competencies, and how do they relate to your mission, competitive environment, and action plans?

CORE COMPETENCIES	PROCESSES
Strategic Leadership	<ul style="list-style-type: none"> • Strategic Planning • Annual Plan Development • Policy and Procedures Development • Budget Development • Professional Development • Evaluation and Assessment
Instruction	<ul style="list-style-type: none"> • Credit Associate Degrees, Diplomas and Certificates • Customized Contract Training; Seminars and Workshops • Hybrid Learning Laboratories • Occupational Short-term Training Programs • Continuing Education, Professional and Community Interest Courses • Distance Education and Online Learning
Academic Support	<ul style="list-style-type: none"> • Program Advisement • Testing Services • Academic Success Center, Tutoring, and Boot Camps • Center for Teaching and Learning Excellence • Learning Resource Center • Learning Communities • Faculty Academy
Student Services	<ul style="list-style-type: none"> • Student Activities • Co-curricular Activities • Counseling/Placement Services • Orientation/Transition Services • Financial Aid Services • Student Registration/Records
Institutional Support and Operation and Maintenance of Plant	<ul style="list-style-type: none"> • Information Technology (IT) Support • Information Services Management: Classroom & Laboratory Design/Installation & Maintenance • Grants • Facilities Management and Maintenance • ATC Foundation • Campus Safety and Security Services

Figure III.6.1 – Core Competencies

III.6.2. What are your organization's key work processes?

The College's key work processes are: design; develop; implement; and, evaluate. Key work processes describe how work is performed within the college. These work processes are applied in seven areas of the College's performance, as follows: 1) Effectiveness; 2) Productivity; 3) Quality; 4) Student, Customer and Stakeholder Satisfaction; 5) Efficiency; 6) Innovation; and, 7) Financial Durability. Applying these dimensions of performance to the Education Division, the College analyzes teaching effectiveness by examining the degree to which students achieve student learning outcomes, gain employability skills, prepare for advanced study, and so on. Teaching productivity is examined by analyzing number of courses offered, student credit hours generated, and faculty loading, for example. The quality dimension is analyzed by pass rates on licensure exams, GPA attainment, and program accreditations, for example. Student, customer and stakeholder

satisfaction is examined by analyzing results from a wide array of student opinion surveys, such as the Community College Survey of Student Engagement, the Student Assessment of Instruction, and the New Student Survey, for example. Additional measures for efficiency, innovation and financial durability follow similar methods. These dimensions of performance and application of work processes are also examined in Student Services, Education and Training, and Administrative Services divisions, as well as Strategic Leadership. In short, both formative and summative assessments of key work processes are performed on an ongoing basis to inform the College's decision makers.

III.6.3. How do you incorporate input from students, faculty, staff, stakeholders, suppliers, and partners for determining your key work process requirements?

Key divisional areas conduct surveys to gather stakeholder feedback and the Office of Planning and Research periodically conducts numerous institutional surveys as part of the College's institutional effectiveness program. Survey results are compiled, analyzed, and distributed to target audiences throughout the year.

Student focus groups are held throughout the year by the Student Government Association. Additionally, in an effort to obtain specific input from our students regarding our enrollment management and retention efforts, student focus groups are conducted by the College.

Other tools are also used to gather extensive input from stakeholders. External stakeholders provide input through planning retreats, advisory committees, focus groups, and listening sessions, while internal stakeholders, including students, do the same through similar avenues. The College conducts scheduled environmental scanning and divisional and institutional surveys to gather data related to stakeholder feedback on key student-centered processes. The survey process is tied to the annual planning process of the College.

The development and implementation of several electronic systems are a direct result of student concerns for more communication and better services. The College implemented the "My ATC Portal" system to provide electronic communication to all students in a timely manner. Access to student profile information has been available since the implementation of the Web Advisor system. Students also have the opportunity to register themselves into classes on-line.

III.6.4. How do you incorporate organizational knowledge, new technology, cost controls, and other efficiency and effectiveness factors, such as cycle time, into process design and delivery?

ATC monitors class size, faculty load, program enrollment, and budget expenditures to monitor efficiency and effectiveness in processes and delivery of services. To reduce inefficiencies, job redesign and departmental restructuring is reviewed as in the recent realignments in the Education and Training Division.

ATC regularly reviews benchmarks and implements new technology to improve cycle time in student and administrative processes. For example, the College has implemented several online applications. Hybrid courses permit students to do the majority of coursework online. The College recently implemented a number of electronic systems to further improve efficiency and effectiveness in campus communication. "My ATC Portal" provides electronic communication to all students in a timely manner. Web Advisor provides access to student

profile information. Students who may be under-achieving in a class are warned through the campus' 'early alert' system that they must improve their course grades.

Students have been able to register for classes online and utilize online payment via credit card since Spring 2007, which greatly streamlined the registration process. Additionally, the College has recently undertaken a thorough review of its enrollment management process. Strategies have been developed to increase market share, review flexible delivery systems and program mix, enhance enrollment driven alliances, provide customer-centered service and communication and sharpen, strengthen and communicate the College's image. Organizational leadership for the department has been enhanced with the hiring of a dean and additional staff positions have been created to focus on communications and data management.

III.6.5. How do you systematically evaluate and improve your work processes?

The College has developed and implemented an internal Institutional Effectiveness Program centered on five "Critical Success Factors" that are supported by appropriate "Core Success Indicators." Each CSI includes a definition, method of measurement, standard, data source(s), and assignment of primary responsibility. Standards have been established for each CSI based in part on historical performance and primarily on a commitment by the College to achieve and sustain levels of performance that move the College toward excellence in all of its operations. The core success indicators represent an internally developed and approved institutional effectiveness "report card" and are used in the strategic planning cycle.

III.6.6. What are your key support processes, and how do you evaluate, improve and update these processes to achieve better performance?

The College's key support processes are Academic Support, Student Services, Institutional Support, and Operation and Plant Maintenance, along with the key learning-centered processes and core competencies. The processes are evaluated through a variety of survey instruments and assessment tools. This data is incorporated into the College's planning process.

III.6.7. How does your organization ensure that adequate budgetary and financial resources are available to support your operations? How do you determine the resources needed to meet current budgetary and financial obligations, as well as new initiatives?

The College has created a computer based budget model that permits it to develop multiple scenarios to develop annual budgets. Different base assumptions about levels of state and local funding can be coupled with projected enrollment and tuition numbers to predict upcoming fiscal year revenues. The model permits assumptions relating to inflation and weather in order to project expenditures for items such as educational materials and utilities.

Features of the model engages decision makers in "what if" situations, enabling them to anticipate various outcomes and narrow options for building annual budgets. This permits the College administration to make recommendations to the Commission relating to tuition levels with a higher degree of confidence. Incorporated in the budget model is the capability to establish funding amounts for priority initiatives and contingency

concerns.

CATEGORY 7 – ORGANIZATIONAL PERFORMANCE RESULTS

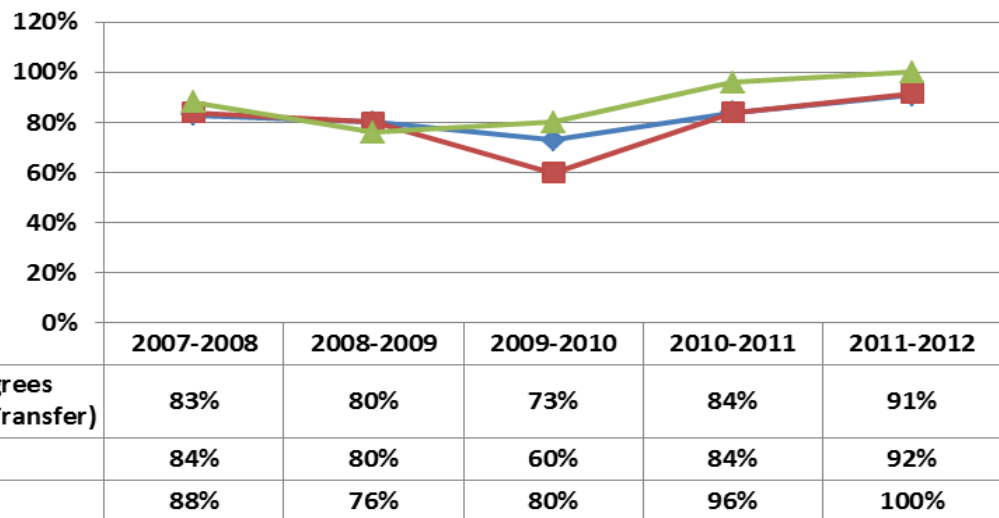
III.7.1. What are your performance levels and trends for your key measures on student learning and improvements in student learning? How do your results compare to those of your competitors and comparable organizations?

Aiken Technical College has adopted a National Peer Group consisting of 18 two-year, public, degree-granting, technical and community colleges by using the Comparison Group Tool within the IPEDS Peer Analysis System. The adoption of a national peer group allows the College to identify performance gaps on a wide array of variables and to establish appropriate benchmarks for selected variables.

National Peer Group

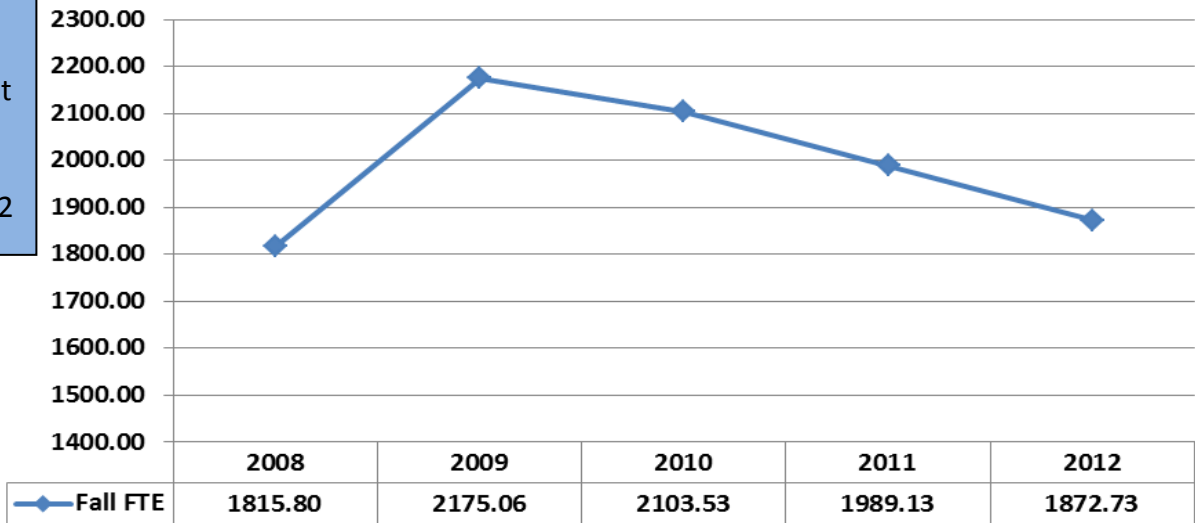
IPEDS ID	Institution Name	City	State
138691	Darton College	Albany	GA
139250	College of Coastal Georgia	Brunswick	GA
232788	Mountain Empire Community College	Big Stone Gap	VA
218858	Central Carolina Technical College	Sumter	SC
106980	National Park Community College	Hot Springs	AR
139010	Bainbridge College	Bainbridge	GA
199324	Piedmont Community College	Roxboro	NC
140085	Middle Georgia Technical College	Warner Robbins	GA
198817	Lenoir Community College	Kinston	NC
146278	John Wood Community College	Quincy	IL
199740	Stanly Community College	Albemarle	NC
199926	Wilkes Community College	Wilkesboro	NC
218847	Orangeburg Calhoun Technical College	Orangeburg	SC
205966	Southern State Community College	Hillsboro	OH
206011	Terra State Community College	Fremont	OH
199476	Robeson Community College	Lumberton	NC
100760	Central Alabama Community College	Alexander City	AL
198321	Cleveland Community College	Shelby	NC

7.1.1

Graduate Job
Placement
FY08 – FY12

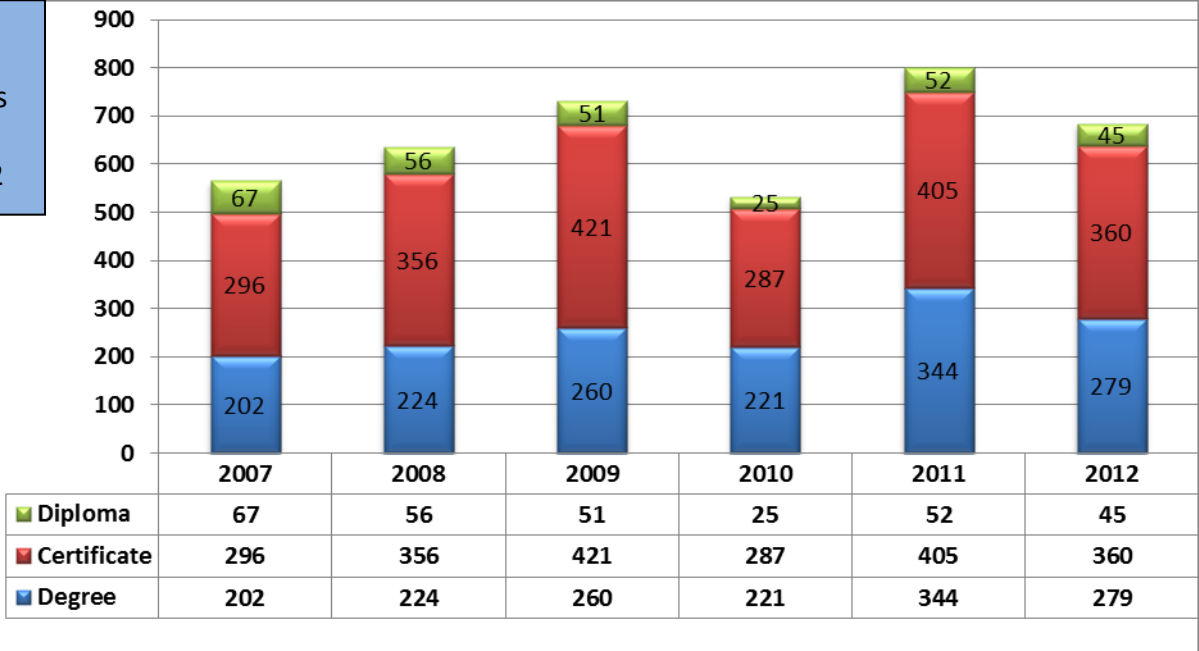
This chart is based upon APER data and reflects the most recent data available.

7.1.2

Fall Enrollment
Credit FTE
Production
Fall 08 – Fall 12

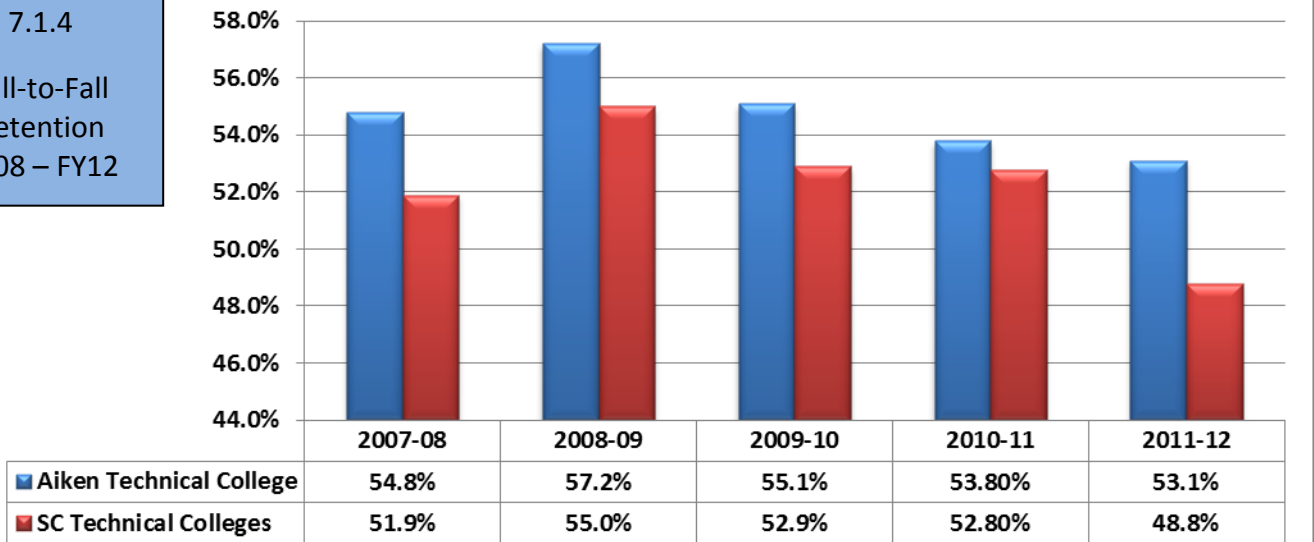
This chart is based upon APER data and reflects the most recent data available.

7.1.3

Total Awards
Conferred
FY07 – FY 12

APER Data is not yet available for FY 13

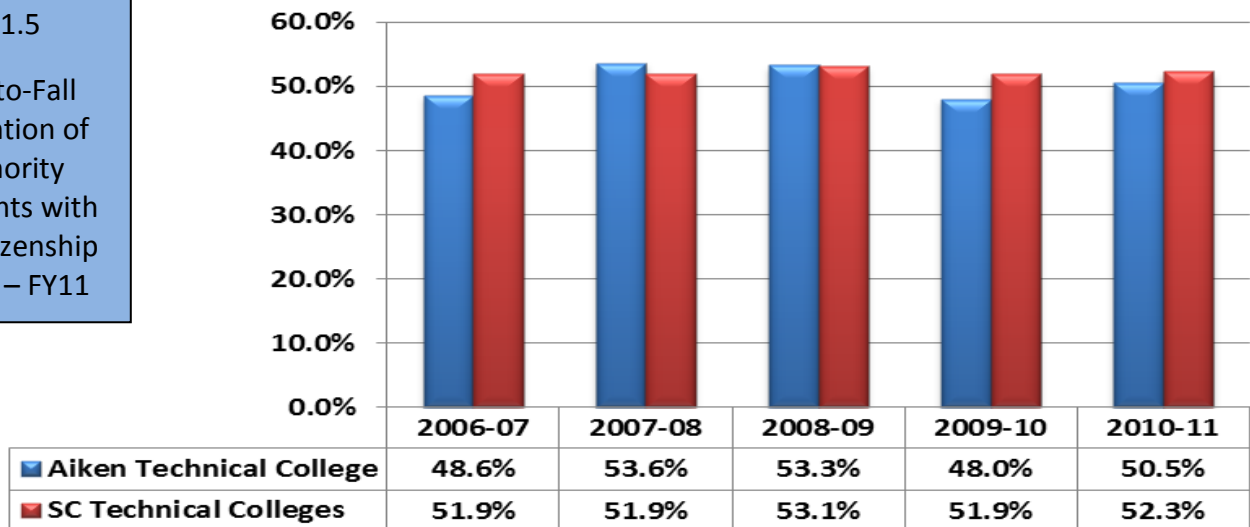
7.1.4

Fall-to-Fall
Retention
FY08 – FY12

Fall 2012 to Fall 2013 data is not yet available.

7.1.5

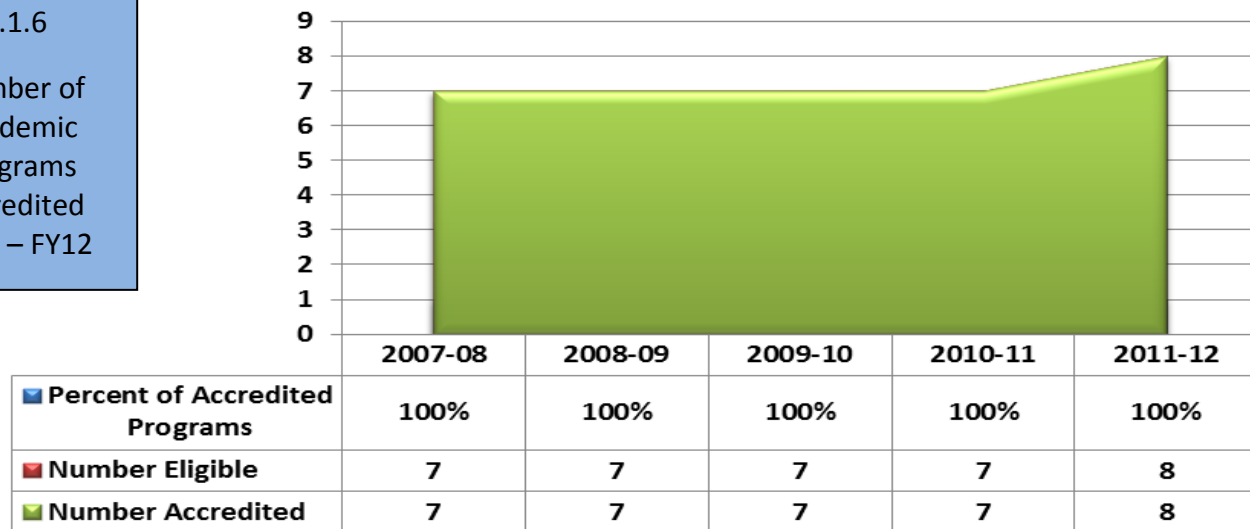
Fall-to-Fall
Retention of
Minority
Students with
SC Citizenship
FY 07 – FY11



This chart is based upon Commission on Higher Education data which is not yet available for 2011-2012.

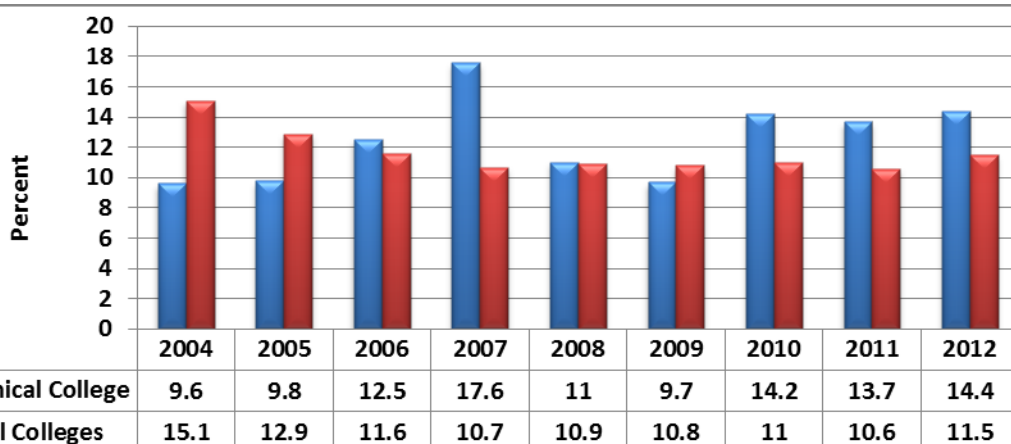
7.1.6

Number of
Academic
Programs
Accredited
FY08 – FY12



7.1.7

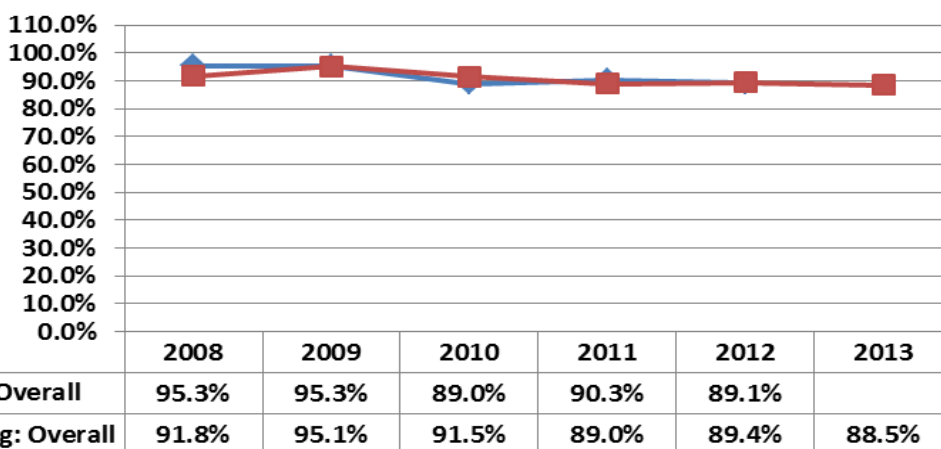
GRS
Graduation
Rate
FY04 – FY12



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

7.2.1

Overall Student
Satisfaction -
Student Evaluation
of Course and
Instruction
Fall 08 – Spring 12



*2013 Fall Data is not yet available

Aiken Technical College currently administers the Community College Survey of Student Engagement (CCSSE) in alternate years. The most recent data available is from 2012. The CCSSE will again be administered in Spring 2014. CCSSE provides information about effective educational practice in community colleges and assists the college in using information to promote improvements in student learning and persistence. The survey utilizes a set of five benchmarks. The benchmarks encompass 38 engagement items that reflect many of the most important aspects of the student experience. Benchmarks are groups of conceptually related items that address key areas of student engagement.

The five benchmarks are: Active and Collaborative Learning; Student Effort; Academic Challenge; Student-Faculty Interaction; and, Support for Learners.

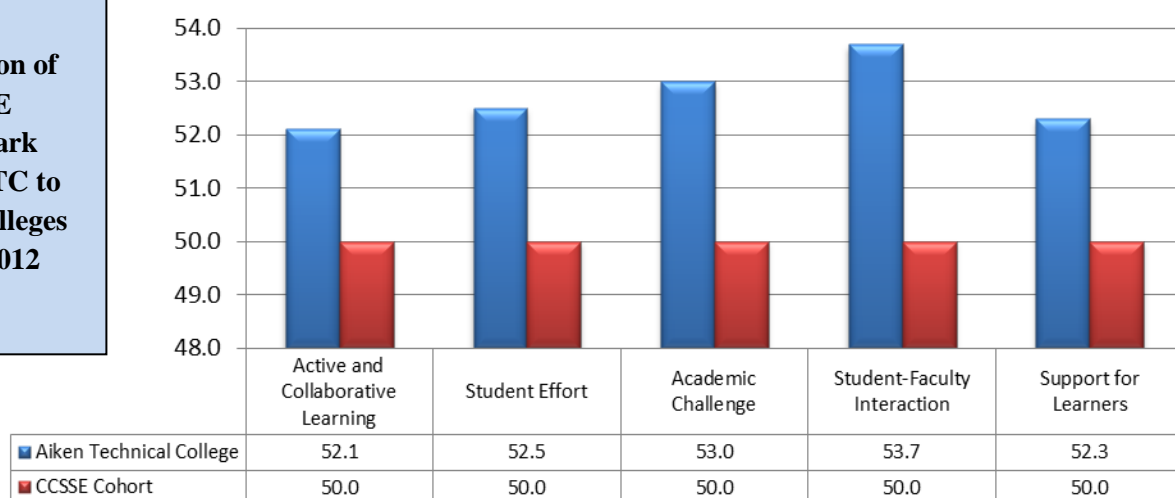
ATC uses the benchmarks to compare our performance to that of similar institutions and with the 2012 CCSSE Cohort. Comparisons have been made with the following cohorts: CCSSE Cohort; CCSSE Small Colleges Cohort; Achieving the Dream Colleges Cohort; South Carolina Consortium of Technical Colleges Cohort; and, SACS Colleges Cohort

7.2.2 Student Evaluation of Overall Educational Experience [2008-12 CCSSE Results]

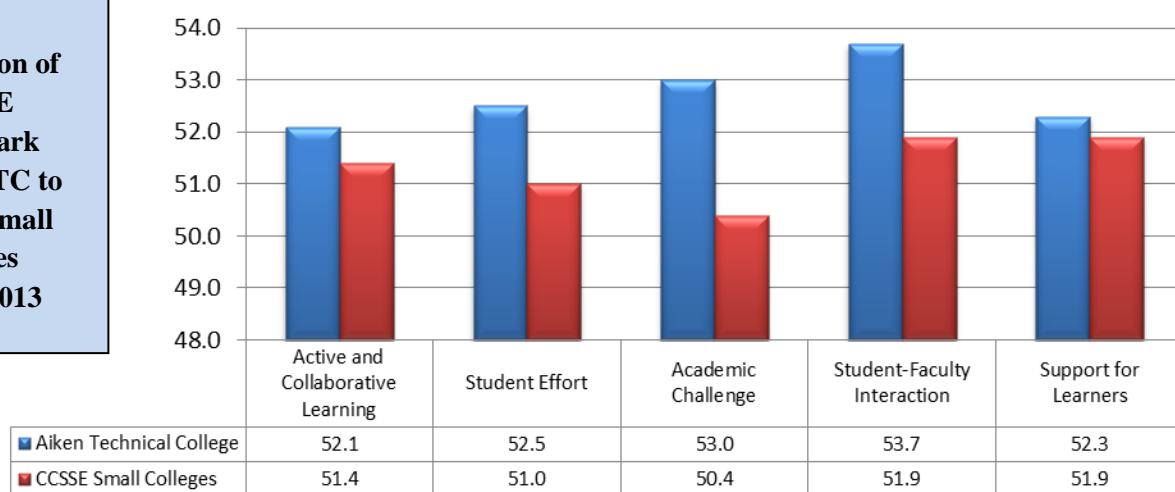
How would you evaluate your overall education experience at Aiken Technical College? (% good/excellent)			
Cohort	Part-Time	Full-Time	All Students
2008	88.7	90.7	89.3
2009	90.6	89.6	90.1
2010	84.9	80.6	82.7
2012	86.2	80.1	83.2
CCSSE Cohort	84.6	85.2	84.9

A higher percent of students evaluated their overall educational experience at ATC as “Excellent/Good” in 2009 than in 2007 or 2008. The mean rating for ATC exceeded the rating for institutions in the CCSSE Small College Cohort for the following variables: enrollment status; credit hours earned; gender; ethnicity; first generation students; developmental coursework; and, age.

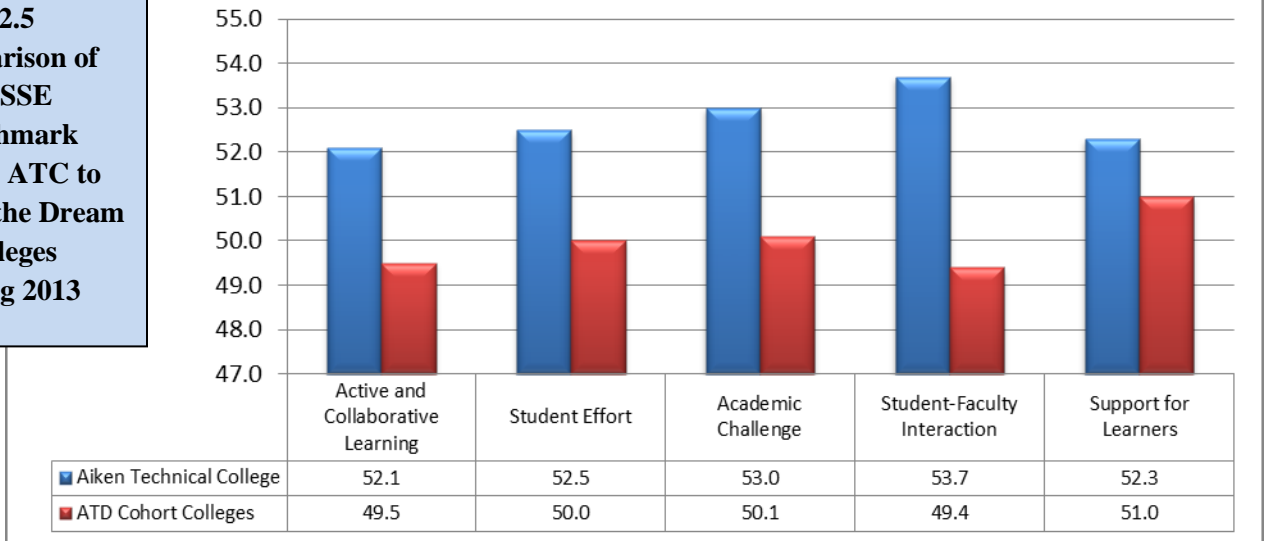
7.2.3 Comparison of CCSSE Benchmark Scores: ATC to CCSSE Colleges Spring 2012



7.2.4 Comparison of CCSSE Benchmark Scores: ATC to CCSSE Small Colleges Spring 2013

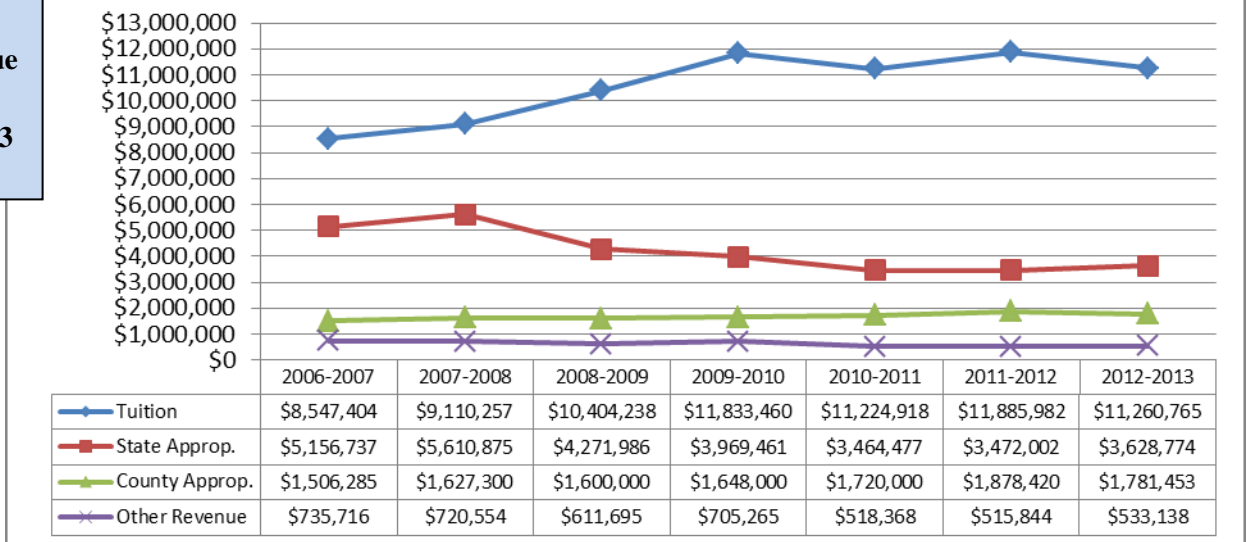


**7.2.5
Comparison of
CCSSE
Benchmark
Scores: ATC to
Achieve the Dream
Colleges
Spring 2013**



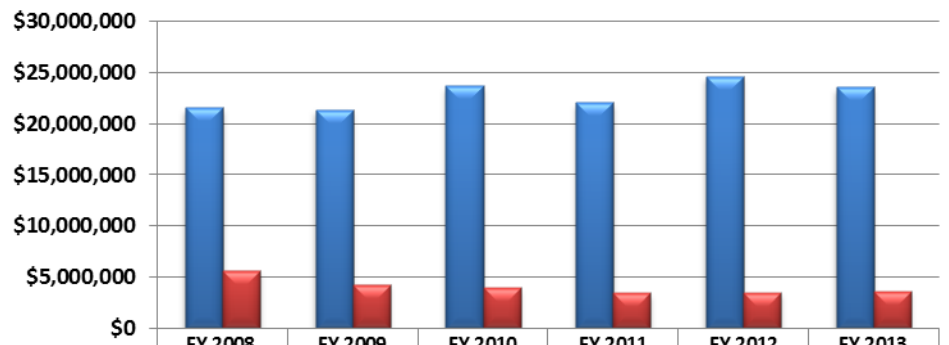
III.7.3 What are your performance levels for your key measures on budgetary and financial performance, including measures of cost containment, as appropriate?

**7.3.1
ATC Revenue
Sources
FY07 – FY13**



This chart compares the major revenue categories available to ATC. The change from State Appropriations to Tuition reflects a widening gap in funding source, as Tuition revenue continues to be the largest source of revenue. County Revenue and Other Revenue have remained relatively constant since FY02.

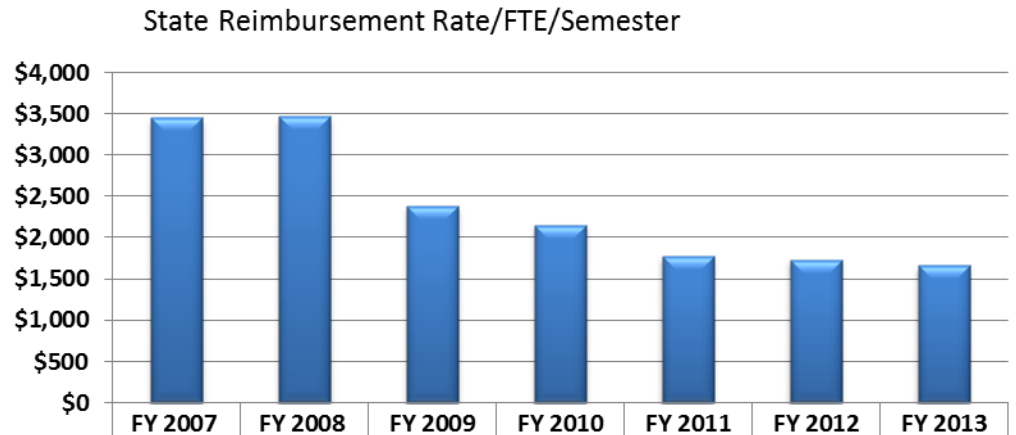
**7.3.2
ATC Total
Operating Revenue
Compared to State
Revenue Operating
Appropriations
FY08 – FY13**



Total Operating Revenue	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013
	\$21,573,011	\$21,420,516	\$23,722,576	\$22,054,269	\$24,651,041	\$23,610,705
State Revenue Operating Appropriations	\$5,610,875	\$4,271,986	\$3,969,461	\$3,464,477	\$3,472,002	\$3,628,774

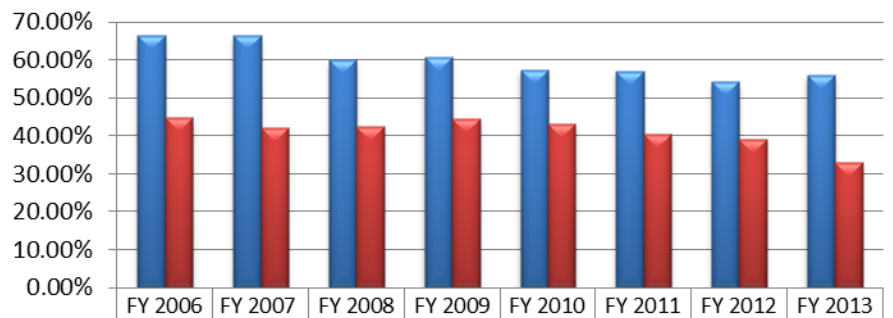
The comparisons of State Revenue for Operating Appropriations to overall Operating Revenues notes the continuing trend of reduced state funding has leveled off. Increased state funding from the current low levels is not anticipated in the near future.

**7.3.3
State
Reimbursement
Rate/FTE/Semester
FY07 – FY13**



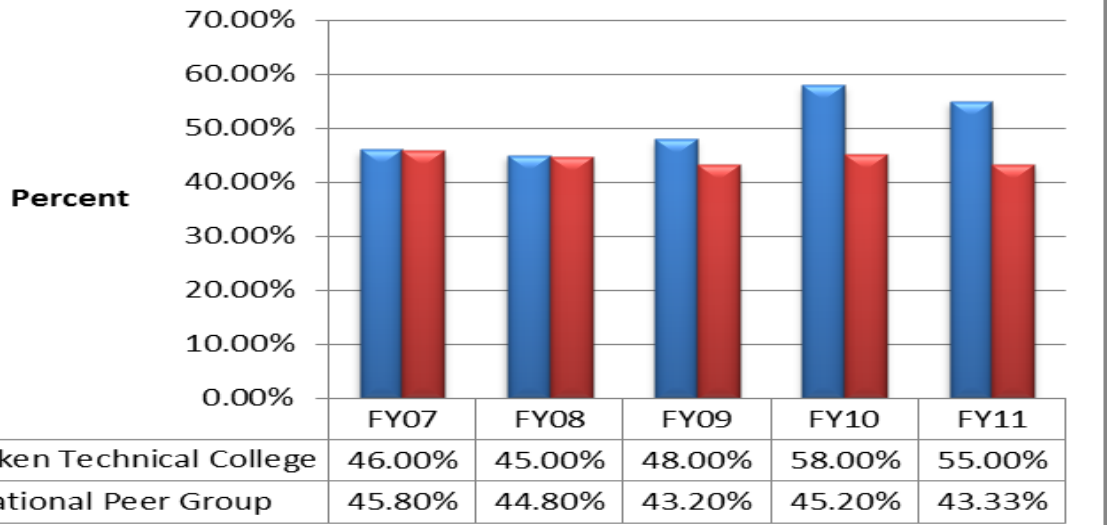
State Reimbursement Rate/FTE/Semester	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013
	\$3,450	\$3,465	\$2,388	\$2,152	\$1,776	\$1,728	1,660.77

**7.3.4
Total Salaries and
Fringe (Direct Cost) and
Instructional Salaries as
a % of Operational
Expenditures
FY06 – FY13**



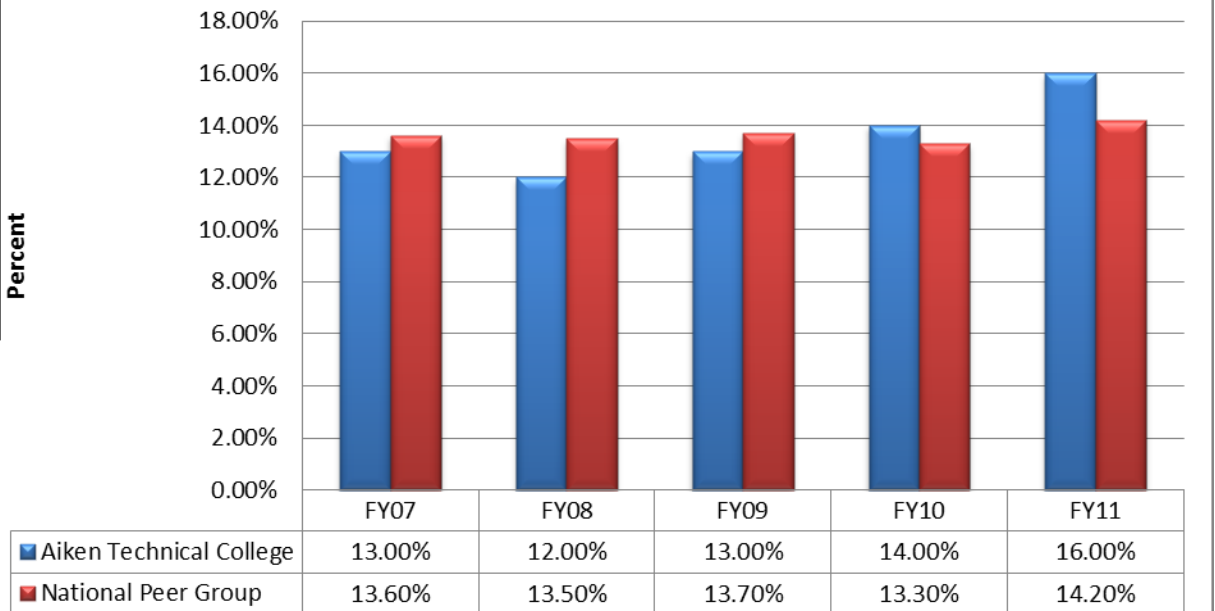
Salaries and Fringe as a % of operational expenditures (Direct Cost)	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013
	66.63%	66.33%	60.03%	60.88%	57.40%	57.06%	54.15%	56.13%
Instruction as a % of operational expenditures	44.79%	42.13%	42.61%	44.56%	43.25%	40.61%	39.21%	32.95%

**7.3.5
Expenses for Instruction
as a % of Total
Operating Expenditures
FY07 – FY11**



Instruction - total expenses is the sum of all operating expenses associated with the colleges, schools, departments, and other instructional divisions of the institution. This includes compensation for academic instruction, occupational and vocational instruction, community education, preparatory and adult basic education, and remedial and tutorial instruction conducted by the teaching faculty for the institution's students.
IPEDS data is not yet available for FY12.

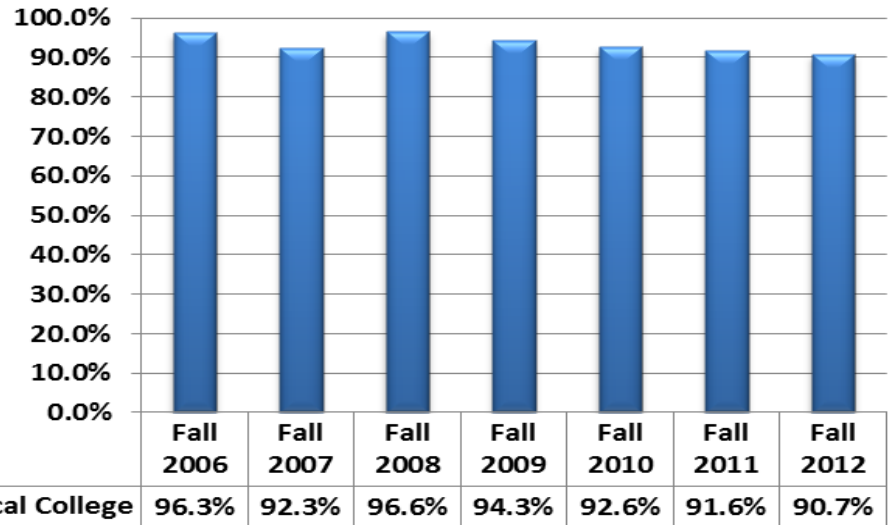
**7.3.6
Expenses for
Institutional
Support as a %
of Total
Operating
Expenditures
FY07 – FY11**



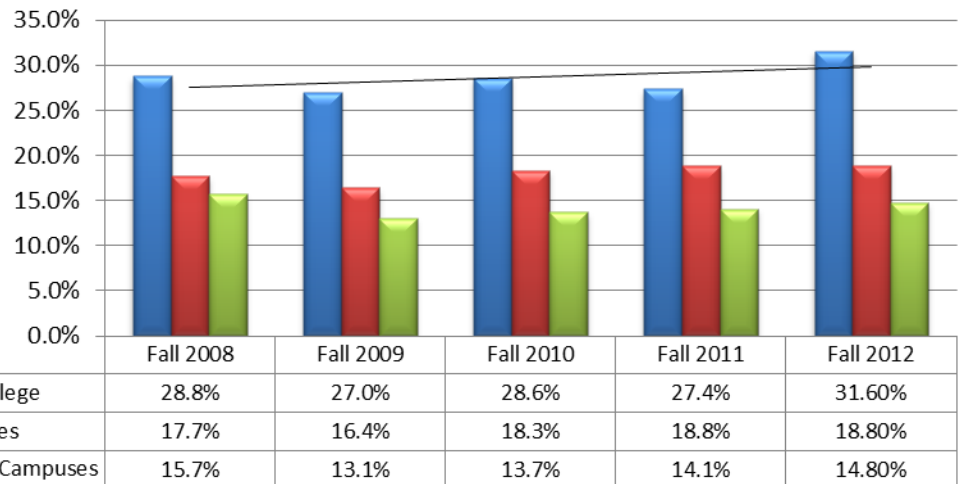
Institutional Support - total expenses is the sum of all operating expenses associated with the day-to-day operational support of the institution. Includes expenses for general administrative services, central executive-level activities concerned with management and long range planning, legal and fiscal operations, space management, employee personnel and records, logistical services such as purchasing and printing, and public relations and development.
IPEDS Data is not yet available for FY12.

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

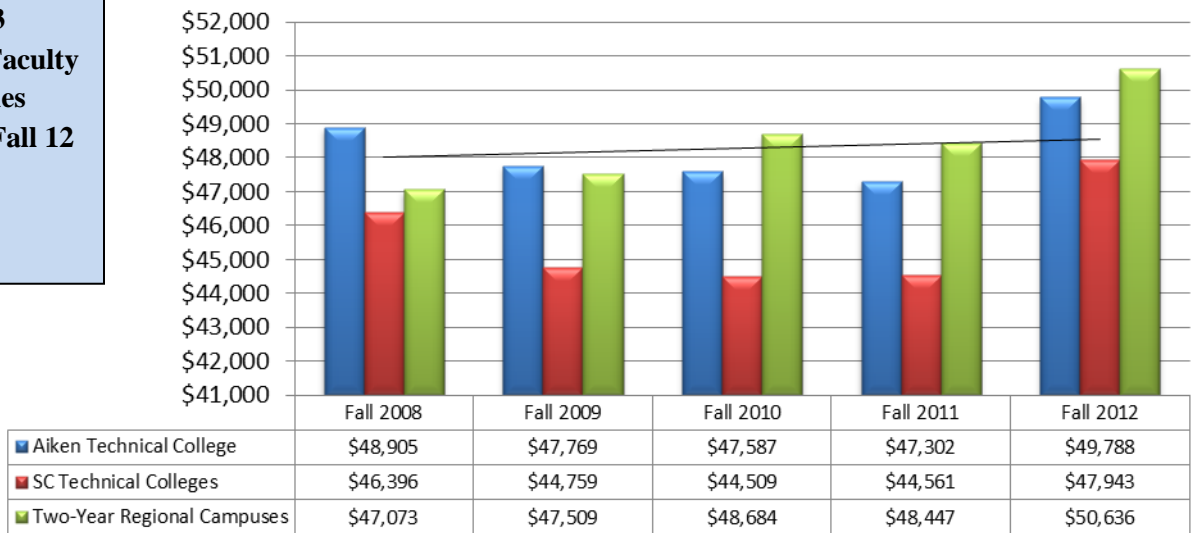
**7.4.1
Equal
Employment
Opportunity
Goal Attainment
Fall 06 - Fall 12**



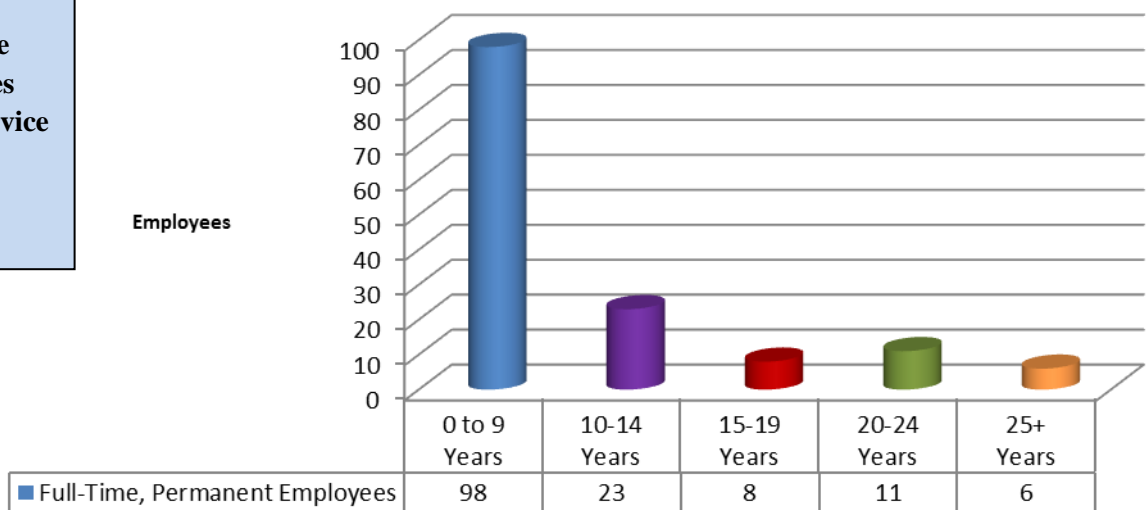
**7.4.2
Percent of
Minority Faculty
and Staff
Fall 08 - Fall 12**



**7.4.3
Average Faculty
Salaries
Fall 08 - Fall 12**



**7.4.4
Full-Time
Employees
Years of Service
Fall 12**

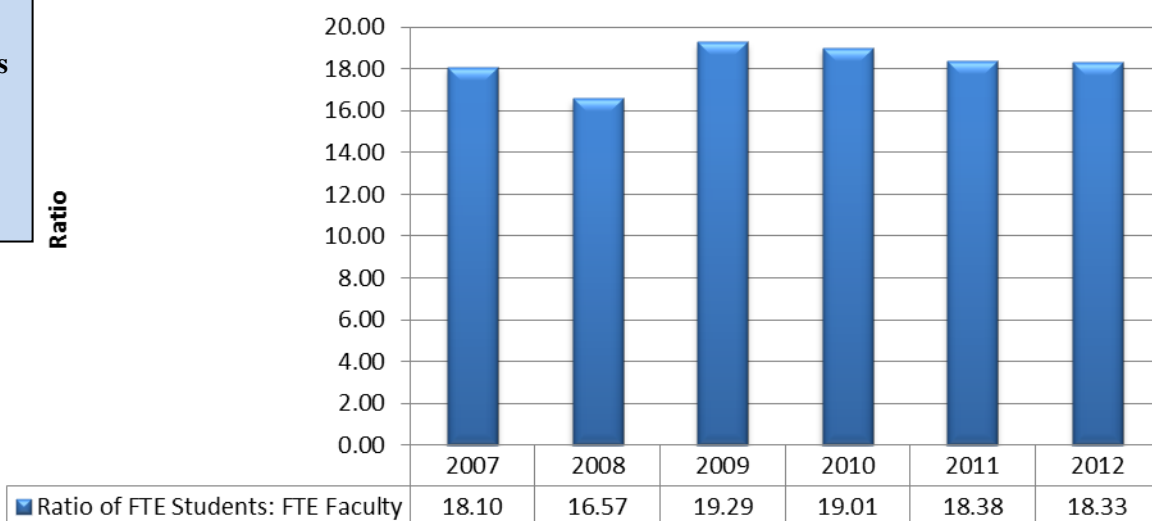


II.7.5 What are your performance levels and trends for your key measures of organizational effectiveness/operational efficiency and work system performance?

7.5.1

**Ratio of FTE Students
to FTE Faculty
Fall 07 - Fall 12**

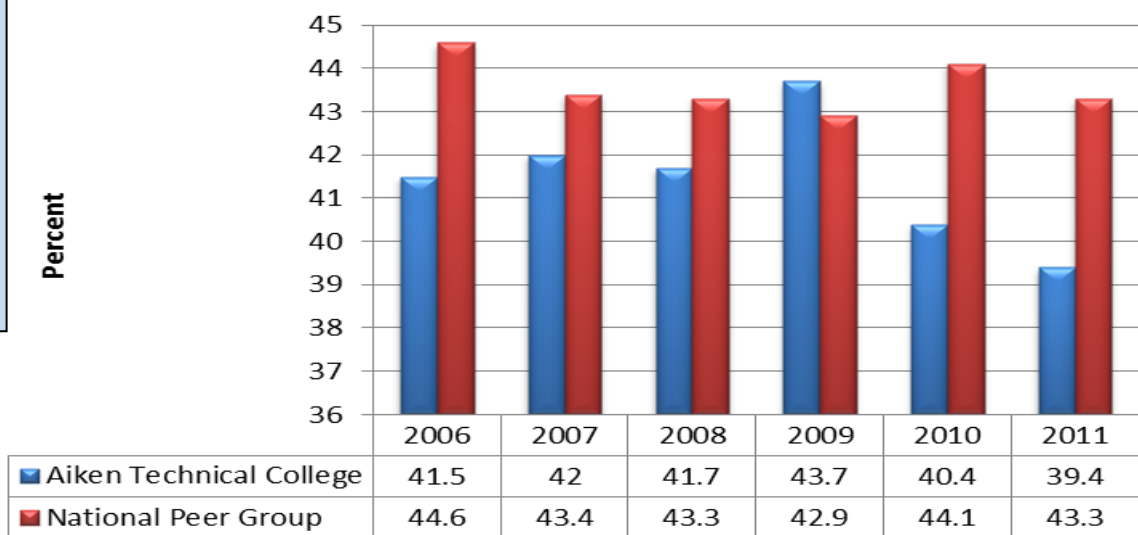
Ratio



7.5.2

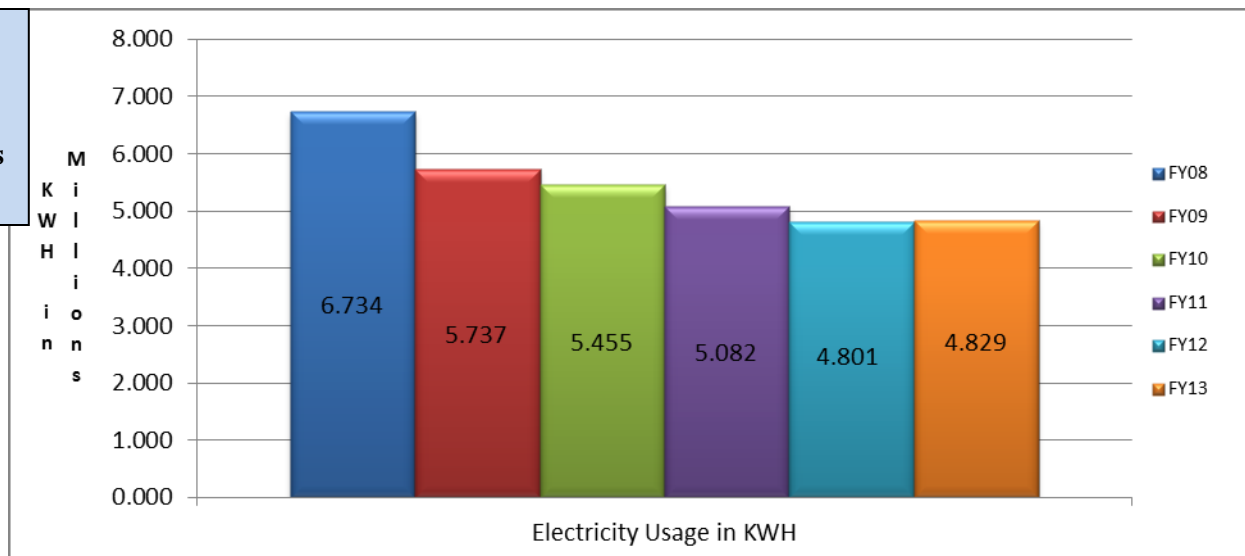
**Percent of Full-Time
Faculty to
Total Full-Time
Employees
Fall 06 - Fall 11**

Percent

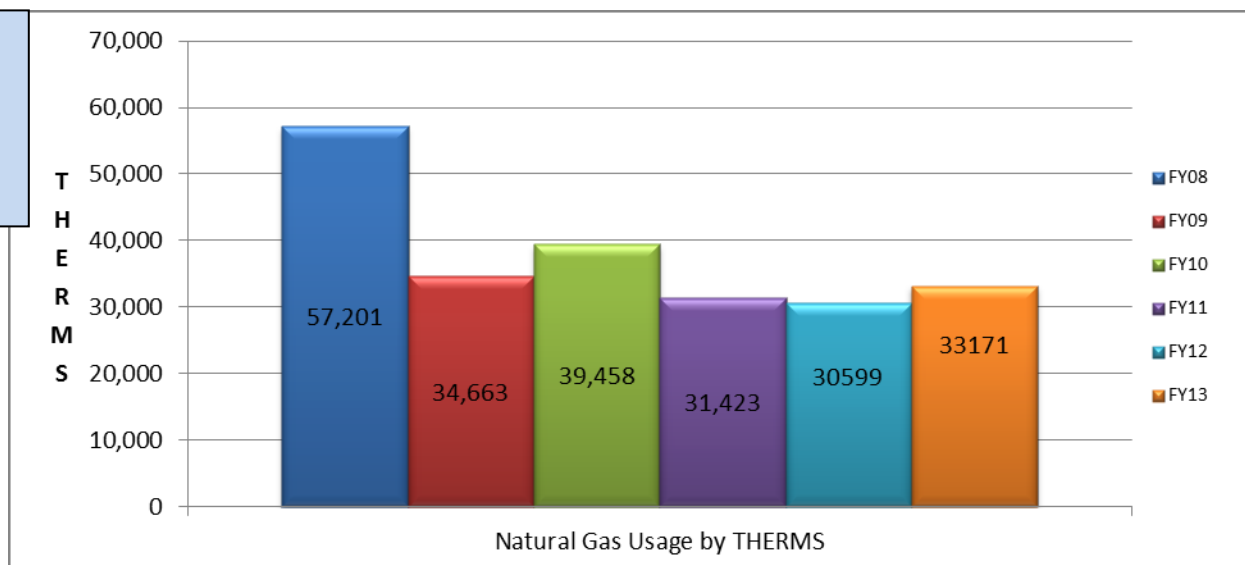


IPEDS data is not yet available for Fall 12.

7.5.3 Electricity Usage in Kilowatt Hours



7.5.4 Natural Gas Usage in Therms



III.7.6 What are your performance levels for your key measures related to leadership and social responsibility: a. accomplishment of your organizational strategy and action plans; b. stakeholder trust in your senior leaders and the governance of your organization;10 c. fiscal accountability; and, regulatory, safety, accreditation, and legal compliance; d. organizational citizenship in support of your key communities?

7.6.1 Accomplishment of Organizational Strategy and Action Plans

7.6.1 Major Objectives Accomplished in 2012-13 Annual Plan

Status of Action Step	Number	Percent
Completed	36	40.91%
Partially Completed	45	51.14%
Carried Forward	5	5.68%
Discontinued	2	2.27%
TOTAL	50	100.0%

7.6.2 Stakeholder Trust in Senior Leaders and Governance

Trust in our senior leaders is demonstrated by the many leadership positions they hold within the community. The following list is just a sample of the organizations to which the College's senior leaders provide volunteer services:

- Savannah River Site Community Reuse Organization
- Lower Savannah Council of Governments (LSCOG) Workforce Investment Board
- One Stop Committee of the LSCOG
- Greater Aiken Chamber of Commerce
- South Carolina Education and Economic Development Coordinating Council
- Lower Savannah Regional Education Center Board
- Nuclear Workforce Taskforce
- SCANA Advisory Board
- South Carolina Technical College System Leadership Development Committee
- Southern Association of Colleges and Schools C&R Committee
- Aiken Rotary Club
- Aiken County Community Partnership
- United Way of Aiken County
- Rotary Club of Aiken Sunrise
- Dollars for Scholars
- Leadership Aiken County
- Knights of Columbus
- Foothills Area Health Education Center (AHEC)
- Aiken Chamber of Commerce
- Citizens for Nuclear Technology Awareness

7.6.3 Fiscal Accountability; and, Regulatory, Safety, Accreditation, and Legal Compliance

Fiscal Accountability: The College has an external audit performed annually in compliance with state law. The audit is approved by the Aiken Technical College Area Commission each September. Copies are available through the South Carolina Office of the State Auditor at: <http://osa.sc.gov>

Regulatory and Legal Compliance: The College is a member of the State Board for Technical and Comprehensive Education (SBTCE), known as the South Carolina Technical College System (SCTCS), a system of 16 technical colleges located throughout the State. The SCTCS was legally established with passage of Act 1268 of Code of Laws of South Carolina, 1972, as amended by Act 654. This ordinance gives the State Board authority to coordinate planning, academic, financial, and personnel actions throughout the system. The College complies with all federal, state and local laws, as well as, all policies and procedures of the South Carolina Commission on Higher Education (CHE) and SBTCE. In addition, the College is governed by the Aiken County Commission for Technical and Comprehensive Education as established by Code of Laws of South Carolina number 21-1099.11 as amended by Act 571 in 1984.

Safety: Safety issues are coordinated through the Security Office under supervision of the Administrative Services division.

Accreditation: Aiken Technical College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate's degrees.

The College offers programs accredited by the following national accrediting bodies:

- Association of Collegiate Business Schools and Programs
- Joint Review Committee on Education in Radiologic Technology
- American Dental Association Commission on Dental Education Accreditation
- Commission on Accreditation of Allied Health Programs
- Accreditation Review Committee for Surgical Technology
- Accreditation Review Committee for Medical Assisting
- Accreditation Board for Engineering Technology
- National League of Nursing
- Project Lead the Way
- Initial Accreditation for the Paramedic Program from the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions
- National Association of Health Systems Pharmacists

Accountability Report Transmittal Form

Agency Name Aiken Technical College

Date of Submission: September 13, 2013

Agency Director Dr. Susan A. Winsor, President

Agency Contact Person: Mr. Benjamin J. Jones

Agency Contact's Telephone No. 803-508-7275