Accountability Report Transmittal Form

Organization Name: **Central Carolina Technical College**

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Higher Education Accountability Report
2012 - 2013

CENTRAL CAROLINA
TECHNICAL COLLEGE

Central Carolina Technical College
Higher Education Accountability Report 2012-2013
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Central Carolina Technical College
Higher Education Accountability Report 2012-2013

I.   Executive Summary

In accordance with Sections 1-1-810 and 1-1-820 of the 1976 Code of Laws, Central Carolina Technical College (CCTC) submits the following accountability report covering the period of July 1, 2012, through June 30, 2013, to the Governor and the General Assembly.

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

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

Central Carolina Technical College serves the four-county area of Sumter, Clarendon, Lee, and Kershaw. During the 2012-2013 academic year, the College offered 47 programs of study (27 certificate programs, 15 associate degree programs, and 5 diploma programs). These programs are offered in the following fields: business, engineering technology, health sciences, industrial, public service, associate in arts, and associate in science programs.

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

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

The College's vast array of associate degree, diploma, and certificate programs prepares students to enter the job market, to transfer to senior colleges and universities, and to achieve their professional and personal goals. Specifically, Central Carolina offers academic programs in business, the health sciences, public service, industrial and engineering technology, and the arts and sciences. Through its comprehensive programs and support services, the College annually serves over 6,000 credit students and 1,400 continuing education students through traditional and non-traditional formats in multiple learning environments including online, electronic, and distance learning. (Revision approved by the Central Carolina Technical College Area Commission on January 17, 2013, and the South Carolina Commission on Higher Education on January 30, 2013.)

Vision

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

Values

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

I.2. Major Achievements from July 1, 2012, through June 30, 2013

CCTC 2012-2013 ANNUAL GOALS WITH ACCOMPLISHMENTS
July 1, 2012 through June 30, 2013
Annual Goals Aligned with the 2010-2015 Strategic Plan

1. Support teaching and learning in a technology-based environment with strategies to engage students from broad and diverse backgrounds and integrate workplace readiness into the curriculum to support student success. (Reference Strategic Plan 4B)
Measure: Implement best practices for faculty and staff for effective student engagement among diverse populations; implement technology strategies to support learning; and integrate workplace readiness in the curriculum.
Results/Accomplishments:
   - Offered 73 PDP sessions in support of the College's teaching and learning technology-based environment
   - Conducted academic advisory committee meetings with input received on workplace needs and curriculum development in October 2012
   - Supported the teaching and learning environment with a comprehensive adjunct faculty training program and new employee orientation
   - 95 industry certifications were earned by Information Technology students
   - Best Classroom Practices shared at May 2013 faculty meeting
   - CCTC faculty member recognized as the 2013 SC Governor's Professor of the Year for two-year institutions
   - Implemented Laptop and iPad Lending Programs to improve technology skills of students in special programs
   - Implemented the *Career Success Program Certificate* in conjunction with specific academic programs; awarded 20 certificates to students
   - Conducted 28 classroom presentations on workplace readiness skills

2. Maintain strong working partnerships with the secondary (K-12) school systems in the areas of dual enrollment, college readiness, and the scholars program. (Reference Strategic Plan 2D)
Measure: Offer dual enrollment courses in area high schools to at least 400 students; implement the college readiness program in the PBI grant and offer to 10 high schools; and begin implementation of the scholars program for area high schools in Kershaw, Lee, and Clarendon counties.

Results/Accomplishments:
- Offered 58 dual enrollment courses in area high schools to 431 unduplicated students
- Reviewed the management and organizational structure for the dual enrollment program to determine resources required to effectively manage the program
- Established the Secondary Programs Advisory Committee with representatives from all secondary school districts in the College's service area
- Implemented the College Readiness Program in the PBI grant to 325 students at 9 high schools and administered the placement test to 1,470 high school students
- Continued implementation of the Scholars Program for area high schools with dissemination of information at meetings held in Clarendon County and Lee County in October
- Provided improved communication and training to disability services high school staff to ensure easier transition to college for students who need Disability Services
- Hosted the annual Counselor's Breakfast to disseminate College information to secondary school counselors
- Hosted a two-day Come See Me Open House event to showcase the College to 264 high school students
- Partnered with Clarendon County Development Board to sponsor an Educator's Tour to provide information to area high school counselors on workforce and training needs

3. Support graduation and program completion with a goal of 700 graduates for the College by June 30, 2012, as adjusted for federal program gainful employment regulations. (Reference Strategic Plan 5G)
   Measure: The number of graduates for July 1, 2011, through June 30, 2012, will be 700.
   Results/Accomplishments:
   - The number of students who graduated between July 1, 2011, through June 30, 2012, was 859 graduates
   - Implemented procedures to manage the Student Progress Plans to support program completion and financial aid eligibility
   - Earned a placement rate of 92% reported in June 2013
   - Earned a graduation rate of 18.2% reported in July 2013
   - Earned a success rate of 36.9% reported in July 2013

4. Increase the College's opening enrollment by 3% by Fall 2012 to serve the educational and training needs of the College's service area. (Reference Strategic Plan 7A)
   Measure: The College's opening enrollment will be 4,635 by Fall 2012.
   Results/Accomplishments:
   - Opening Fall 2012 enrollment was 4,577 students compared to 4,522 students in Fall of 2011
   - Efficiency measures were implemented to focus on effective scheduling of course sections to meet student needs throughout campus
   - Implemented a focused approach to the enrollment management of off-site locations to maximize the potential for reaching the citizens in the service area
   - Implemented an automated call campaign for pending applicants

5. Deliver quality programs and services through utilization of a comprehensive data management system to support student learning, academic excellence, student support services, and administrative efficiency and evaluation for strategic planning and accreditation compliance. (Reference Strategic Plan 4 A, B, C)
   Measure: Establish a data repository and distribute data to units for decision making and use in the College planning and accreditation processes.
   Results/Accomplishments:

- Learning outcomes were measured in academic programs and data compiled to determine student success in assessed areas
- Library staff evaluated learning resources at offsite locations to support accessibility
- Fully implemented Degree Works advisement tool to track student progress toward program completion
- Data repository established and procedures for utilization developed for data access
- Data gathering, analysis, access, and utilization procedures established and communicated to College faculty and staff
- Data provided for accreditation, US DOE reporting, grant compilation, and state agency requirements by Office of Research and Institutional Effectiveness
- Implemented administrative unit review process to assess effectiveness of administrative units and completed 7 unit reviews
- Implemented evaluation of student support services and developed tracking of comprehensive student support services data to utilize in planning, continuous improvement, and reporting compliance with US DOE
- Outcomes were established for administrative units to support the teaching and learning environment with assessments conducted on selected outcomes for 2012-2013

6. Implement new programs of study to support the College's mission of preparing graduates for the workforce. (Reference Strategic Plan 4F)
   Measure: Implement at least one new program of study for the 2012-2013 year.
   Results/Accomplishments:
   - A new program of study for 2012-2013 was offered in Advanced CNC
   - Exploration of new programs for possible development during the 2013-2014 year in the areas of Certified Nursing Assistant, Phlebotomy, Cardiac Care Monitoring Technician, and Sterile Processing certificates
   - Entered into a collaborative partnership with Orangeburg-Calhoun Technical College to provide designated openings for CCTC students in the Physical Therapy Assistant program at Orangeburg-Calhoun Technical College

7. Maintain collaborative partnerships through workforce development initiatives, programs, and services to support economic development. (Reference Strategic Plan 1B)
   Measure: Provide training to participants for workforce development and collaborate with Ready SC personnel to offer training for new businesses.
   Results/Accomplishments:
   - Workforce training for Continental Tire the Americas was initiated at two campus locations serving approximately 240 students
   - College administration participated in the recruitment of business and industry through local economic development boards and agencies
   - College administration worked collaboratively with state and local agencies to develop funding resources for the expansion of facilities for Industrial and Advanced Manufacturing Technology programs
   - 1,996 participants were provided training by the Workforce Development Division of the College
   - Expanded apprenticeships at 4 businesses for a total of 23 registered apprenticeships
   - Submitted 12 grant proposals for 2012-2013 to support the College's Mission

- Received $645,250 in external funding from grants and business partnerships through Black River Electric Cooperative, Wells Fargo, Duke Energy Progress, Duke Energy Foundation and Clemson University Center for Workforce Development Foundation, SC Department of Health and Environmental Control, and Round II of the Trade Adjustment Act

8. Expand student life programs, events, and services to increase student life experiences and opportunities for students. (Reference Strategic Plan 5C)
   Measure: Increase the number of student organizations by two during the 2012-2013 year and increase the number of events offered by five student activities.
   Results/Accomplishments:
   - The number of student organizations increased by 2 for a total of 10 organizations for the 2012-2013 year which represented a 25% increase
   - The number of events offered for students increased by 18 activities for a total of 67 events for 2012-2013
   - Submitted grant proposal for CCTC veteran population and developed a subsequent plan for a modified approach for a Veterans' Resource Center on Main Campus
   - Explored the implementation of a Student Government Association
   - Launched the Alumni Partnership for CCTC graduates with an ending membership of 96 alumni at the end of the first year
   - Recognized two Distinguished Alumni at the 2013 CCTC Graduation ceremonies
   - Revised the approach to providing tutoring services to students to include development of Teacher Assistants, tutored labs, and specialized workshops; tutoring services were used by 1,766 students in Fall 2012 and 2,069 in Spring 2013

9. Increase awareness of county governments of the role of the College in the higher education community and economic development impact. (Reference Strategic Plan 1B and 7B)
   Measure: Meet with county government officials annually to review the role of the College.
   Results/Accomplishments:
   - Meetings were held with local county government officials in February 2013 for Sumter County, in May 2013 for Clarendon County, and in February and March 2013 for Kershaw County
   - Hosted the Legislative Breakfast held at the College on December 12, 2012, with the Sumter Chamber of Commerce
   - Meetings were held with the Sumter Industrial Association to communicate the needs of the College relative to training and workforce needs

10. Begin Quality Enhancement Plan (QEP) research phase and continue implementation of the Compliance Certification process. (Reference Strategic Plan 7 J,K)
    Measure: Appoint the QEP Research Team and implement the technology-based compliance certification process.
    Results/Accomplishments:
    - QEP Research Topic Team appointed and research of potential topics identified 8 general content areas for further exploration and consideration
    - Appointed a QEP Student Team to identify content areas for the QEP topic
    - Implemented technology-based management software system management of the Compliance Certification process with establishment of data repository, schedule for completion of reports, and identification of gaps in compliance

11. Explore relocation of programs to additional physical facilities to support effective delivery of programs of study and training. (Reference Strategic Plan 4E)
    Measure: Relocate programs of study and appropriately equip, renovate, and manage facilities for selected programs of study.
    Results/Accomplishments:
    - Completed the renovation of the Legal Studies Center for the relocation of the Paralegal and Criminal Justice Technology programs
    - Planning for the relocation of the Mechatronics Technology program for 2014 to the Advanced Manufacturing Technology Training Center
    - Utilized Shaw Center and the F. E. DuBose Center for Continental Tire the Americas and ReadySC training needs

12. Increase average faculty and staff salaries in order to remain competitive within the SC Technical College System and continue to attract and retain appropriately credentialed, diverse, and talented faculty and staff. (Reference Strategic Plan 6D)
    Measure: Increase average faculty and staff salaries.
    Results/Accomplishments:
    - Increased faculty and staff salaries by 3% in July 2012 for FY 13
    - Reviewed selected positions for competitiveness and made adjustments where appropriate

13. Increase the number of collaborative partnerships to facilitate student transition into higher education and bridge programs. (Reference Strategic Plan 3B)
    Measure: Facilitate at least one new higher education partnership for students.
    Results/Accomplishments:
    - Initiated two collaborative partnerships with Columbia College and the University of Maryland

14. Develop a comprehensive Retention Plan to positively affect fall-to-fall student retention and to support student success through program completion. (Reference Strategic Plan 5H)
    Measure: Formulate a College Retention Plan with the overall objective of increasing the fall- to-fall retention rate.
    Results/Accomplishments:
    - Implemented strategies for retention through the PBI Intervention Team
    - Coordinated retention efforts through various activities including PBI Competitive Grant, PBI Formula Grant, and TAA Grant

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

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

Strategic Goals and Strategies	
2010-2015 Strategic Goals	**Key Strategic Challenges**
GOAL 1: **The College will expand the training and educational programs' scope and effectiveness within the community.**	• Increase the number of apprenticeships by 25% by 2015. • Partner with business and industry including small businesses, governmental agencies, and economic development entities to determine workforce needs. • Integrate programs and services with local Economic Development offices in the four-county area.

	- Identify avenues to collaborate with businesses and industry to provide equipment for training. - Maintain strong, effective communication with business and industry to better understand and anticipate their needs. - Implement a marketing plan for the Workforce Development
GOAL 2: **The College will strengthen its role with K-12 institutions and become a first-choice option for high school students.**	- Market the College aggressively as a postsecondary, collegiate institution of higher education. - Work with K-12 institutions to forge a seamless transition to college for secondary students. - Market dual enrollment courses to parents and secondary students to instill the image of CCTC as a first-choice postsecondary option and as a gateway to professional careers and a sound financial future. - Enroll at least 20% of the four-county area's public high schools' recent graduates into programs of study by 2015. - Increase the number of dual enrolled courses offered to high school students by 20% by 2015, including an expansion of the technical program dual enrollment partnerships.
GOAL 3: **The College will strengthen students' pathways to four-year colleges.**	- Increase the number of postsecondary Bridge programs by 5 or more to facilitate transfer to senior institutions. - Implement a comprehensive marketing plan for Bridge programs. - Collaborate with SC colleges to forge stronger articulation agreements.
GOAL 4: **The College will expand its accessibility and program offerings.**	- Increase the number of distance learning programs as determined by needs assessment and ongoing evaluation of delivery of instruction methodology by 2015. - Expand the College's electronic delivery methods to include lecture capture, podcasting, and other evolving electronic asynchronous delivery tools. - Implement a comprehensive marketing plan for distance learning. - Provide more support services and courses at Outreach campuses. - Expand facilities at Outreach campuses as recommended in the College's Facility Master Plan. - Implement at least one new program each academic year based upon workplace needs for programs of study.
GOAL 5: **The College will foster an environment conducive to student success.**	- Expand tutoring services offered at the Tutoring Center by offering tutoring services electronically and at Outreach locations. - Assess the feasibility of a Student Center as recommended in the College's Facility Master Plan. - Engage students with meaningful professional-related extra-curricular activities to cultivate a sense of community on campus. - Provide comprehensive counseling services to meet the diverse needs of the student population in a changing society. - Identify and evaluate program technology competencies in all programs supporting workforce requirements. - Develop a plan to provide instruction and mentoring in the area of soft skills in classroom instruction to aid students in their future job search. - Increase the number of degrees, certificates, and diplomas awarded annually to 25% of the annual fall enrollment by 2015. - Continue implementation of a comprehensive Retention Plan.
GOAL 6: **The College will attract and retain quality faculty and staff.**	- Increase full-time faculty positions to provide instructional and support services to students in programs and courses. - Evaluate the staffing resources to ensure staffing is adequate to achieve the College's mission and goals. - Provide comprehensive training and resources for faculty and staff to support teaching and learning in all environments, including electronic, traditional, remedial, and advanced technology delivery methods. - Ensure CCTC's faculty and staff compensation is competitive with salaries within the South Carolina Technical College System. - Identify resources to recognize faculty and staff achievement. - Implement a succession plan.
GOAL 7: **The College will practice effective stewardship of its resources and seek new avenues of funding.**	- Increase fall semester enrollment to 5000 students by 2015. - Establish an Alumni Association by Fall 2011. - Seek increased funding from Clarendon, Kershaw, Lee, and Sumter county governments. - Increase revenue through Workforce Development course and program offerings. - Develop more private partners and donors to support the College's mission. - Explore and develop resources to expand the Kershaw County Campus. - Seek grant opportunities to support the College's mission. - Partner with industries to share resources. - Review internal processes and continue to implement effective financial measures. - Integrate SACS standards into all areas of the College to effectively impact student success. - Identify a QEP topic that will positively affect student success for the 2015 reaffirmation visit.

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

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

II.   Organizational Profile

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

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

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

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

Academic programs are delivered through various delivery methods:
- Traditional classrooms and/or labs
- Outreach locations in all four counties of the service area
- Distance learning
- Hybrid courses
- Student Services maintains a customer focus through a "one-stop" service concept. Business services and administrative support services are clearly delineated to provide efficient, effective delivery of services. All areas have detailed plans of action with expected outcomes identified for each objective.

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

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

sites in each of the four counties served. In addition, more classes are being offered on-line and in hybrid format to provide greater accessibility to higher education.

CCTC's key student segments include the following*:*

- **High School:** Central Carolina Technical College serves the secondary student population through its dual enrollment program. Dual-enrolled students from the area high schools constituted 6.4% (292 duplicated students) from Fall 2012 and 7.6% (325 duplicated students) from 2013 Spring's student body.
- **Transfer Students:** The students who intend to transfer to a four-year institution of higher education comprised 41.4% (1894 students) of the Fall 2012 student body
- **Technical:** Students enrolled in academic programs outside of the college-transfer associate degrees programs equate to 58.6% of the student body
- **Continuing Education:** Students enrolled in courses or programs to improve job skills. CCTC served 1815 unduplicated students in non-credit continuing education programs the 2012-2013 academic year.
- **Military Personnel & Dependents:** CCTC continues to have a strong relationship with Shaw Air Force Base. In Fall 2012, the College enrolled 124 active duty military personnel and 192 of their dependents. In Spring 2013, 92 active duty military personnel and 181 of their dependents were enrolled at CCTC.

CCTC Fall 2012 Student Profile (4577 Students)			
Student Load	Full-Time	1480	32.3%
	Part-Time	3097	67.7%
Gender	Female	3112	68%
	Male	1465	32%
Ethnicity	Black/African American	2103	46%
	American Indian/Alaska	14	0.3%
	Asian	43	0.9%
	Hispanic	98	2.1
	Native Hawaiian/Other Pacific Islander	3	0.1%
	White	2076	45.4%
	Non-Resident Alien	0	0.0
	Two or More Races	32	.7%
	Unknown	208	4.5%
County of Residence	Clarendon	503	11%
	Kershaw	898	20%
	Lee	227	5.0%
	Sumter	2570	56%
	Other	379	8.0%
Age	<25	2392	52%
	>=25	2185	48%
	Average Student Age		28

The second primary market segment consists of local employers who hire the College's graduates. The College works closely with advisory committees to identify the skills and knowledge required for business and industry and to build appropriate competencies into each program of study. The College conducted twenty-five Advisory Committee meetings in the 2012-13 academic year. The College is actively involved in economic development efforts in the four-county area. The College serves as an important partner in attracting new and expanding current businesses and industries. The partnerships with local employers are components of the College's success in the accomplishment of its mission. The College developed four models for registered

apprenticeships in 2012-2013 in the areas of construction, wastewater, CNC operations, and plant operator youth apprentice.

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

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

II.3.   Operating Locations

The College operates in the following locations within its four-county service area:
- *Sumter County*
  - Main Campus, 506 N. Guignard Drive, Sumter, SC
    - The Natural Resources Management Center, 725 Brewington Road, Sumter, SC
    - Shaw Center, 2140 Peach Orchard Drive (Highway 441), Sumter, SC
  - Health Sciences Center, 133 S. Main Street, Sumter, SC
  - Legal Studies Center, 111 S. Main Street, Sumter, SC
  - Shaw Air Force Base, Base Education Center, 398 Shaw Drive, Sumter, SC
  - Sumter High School, 2580 McCrays Mill Road, Sumter, SC
  - Lakewood High School, 350 Old Manning Road, Sumter, SC
  - Crestwood High School, 2000 Oswego Road, Sumter, SC
- *Clarendon County*
  - F.E. DuBose Campus, US Highway 521, Manning, SC
- *Lee County*
  - Lee County Site, 200 N. Main Street, Bishopville, SC
  - Lee Central High School, 1800 Wisacky Hwy., Bishopville, SC
  - Robert E. Lee Academy, 630 Cousar St., Bishopville, SC
- *Kershaw County*
  - Kershaw County Downtown Campus, 1125 Little Street, Camden, SC
  - Kershaw County Campus, 80 Campus Drive, Camden, SC
  - Camden High School, 1022 Ehrenclou Drive, Camden, SC
  - North Central High School, 3000 Lockhart Rd., Kershaw, SC
  - Lugoff-Elgin High School, 1284 U.S. 1, Lugoff, SC

II.4.   Number of Employees

The number of employees at CCTC during 2012-2013 is as follows:

Employees	Full Time	Part Time	Total
Faculty	100	136	236
Staff	121	77	198
Totals	221	213	434

II.5.   Regulatory Environment

The College operates under the following regulatory environment:
- *General Assembly of South Carolina and the South Carolina Commission on Higher Education (CHE):* The General Assembly of South Carolina grants authority to award degrees through CHE in accordance with Act Number 42 of 1963 as detailed in Section 59-53-51 and Section 59-53-52 of the 1976 South Carolina Code of Laws, as amended.
- *Southern Association on Colleges and Schools (SACS*): SACS requires a comprehensive review every 10 years to determine if the College meets SACS core requirements, comprehensive standards, and federal requirements. In June, 2006, the College received its ten-year reaccreditation. A Fifth-Year Interim Report was completed and submitted in September 2011. The Fifth-year Report was accepted without further follow-up on July 11, 2012.
- *State Board for Technical and Comprehensive Education (SBTCE):* The SBTCE maintains State program degree models, which are approved by the Commission on Higher Education and coordinates information exchanges among the State's sixteen technical colleges.
- *Federal Title IV Regulations:* The College ensures that it maintains compliance with pertinent federal regulations, particularly Title IV and has had no limitations on adverse actions from the US Department of Education.

II. 6.   Governance System

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

II. 7.   Key Suppliers and Partners

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

- *Business and Industry:* Business and industry hire graduates from the College and provide insight regarding program exit competencies.

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

II.8.   Key Competitors

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

II.9.   Principal Factors Determining Competitive Success

The key factors determining competitive success include the following:
- Campuses in all four counties, which make CCTC more accessible for residents
- Transfer to four-year colleges or universities through the Associate in Arts Degree or the Associate in Science Degree, the "Bridge Program" with USC – Columbia, Francis Marion University, Benedict College, Columbia College, Morris College, Saint Leo University, Strayer University, Springfield College and the University of Maryland.
- Programs of study that lead to gainful employment
- Incorporation of technology into programs of study
- Incorporation of technology into student services facilitating accessible, efficient, and effective admission and registration procedures
- Availability of courses and accessibility to higher education at 17 approved SACS locations
- Online associate degree and certificate programs
- Integration of EEDA legislative mandates in the College's delivery of services
- State funding and low tuition cost
- Lottery assistance and other student financial aid
- Small classes and personal attention provided by faculty and staff
- Comprehensive Professional Development Program for faculty and staff
- Technology – based classroom environment
- Integrated, comprehensive planning and assessment process
- Strong working relationship with K-12 partners
- 2011-2012 Graduate Placement Rate – 92%

II.10.   Performance Improvement Systems

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

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

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

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

III.   Elements of Malcolm Baldrige Award Criteria

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

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

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

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

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

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

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

The Quality Enhancement Plan (QEP) is an excellent example of how senior leaders support the accomplishments of the College's objectives, improve performance, and attain the College's vision. The administration has formed cross-functional teams, to develop the concept for the next QEP, which is a comprehensive five-year plan whose results are used for continuous improvement which will be implemented during the 2015-2016 academic year as a component of the College's reaffirmation process.

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

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

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

Annually, the Professional Development Program Team prepares a Professional Development Program Calendar and appropriates funds for internal and external programs, workshops, and conferences. Eighty-five PDP sessions were offered in support of the College's teaching and learning technology-based environment.

The Director of Advancement and Development chaired the 2012-2013 PDP Team as one of the responsibilities of the Administration and Planning Division. The College provides training on a regular basis including outside consultants and in-house workshops to facilitate faculty and staff technology skills. Cross-functional teams work together to improve processes, build communication among stakeholders, deliver training, and access data on a real-time basis to make timely decisions. All staff and faculty professional development and evaluation documents clearly define responsibilities for professional development. The College also supports internal and external learning opportunities for faculty and staffs through the Personnel Department; and throughout the 2012-2013 academic year, personal interest workshops were held to help employees achieve personal goals. In addition, every employee has the opportunity to submit a PDP request and receive funding for external training, workshops, or conferences.

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

5. *How do senior leaders promote and personally participate in succession planning and the development of future organizational leaders?*
The senior leaders supported internal promotions by hiring employees who have demonstrated leadership qualities through their experience and credentials. The College provides ample opportunity for employees to participate in the Professional Development Program and on teams where they can develop their leadership skills. Specific opportunities for professional growth include participation in the South Carolina Technical College Leadership Program as well as Leadership Sumter, and graduate programs. Throughout the College, there are opportunities for cross-training and opportunities to develop professionally. Four faculty and staff have been promoted in the 2012-2013 year to positions of greater responsibility supporting the succession plan.

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

Central Carolina Technical College's Environmental Engineering Technology program manager, Josh Castleberry has been named the 2013 South Carolina Governor's Professor of the Year for two-year colleges. CCTC's Alumni Partnership, launched in 2012, recognized two Distinguished Alumni at the 2013 Graduation ceremonies: Mr. Rodney Levy (Computer Technology) and Mr. Floyd Keels (Marketing). The Outstanding Service Award, which is a College-wide recognition of outstanding performance as determined by peers and supervisors, was awarded to Betsy Elmore, Admissions Administrative Specialist. In February 2013, CCTC's

SCTEA Outstanding Educator of the Year Award was presented to: Vicky Hooks (Administrator), Pam Weinberg (Faculty) and Kathy McIntosh (Staff).

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

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

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

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

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

The senior leaders regularly review the following reports of performance measures:
- Academic Program Reviews (five-year cycle)
- Administrative Unit Reviews (annually)
- SBTCE Program Evaluation Reports (annually)
- Course/Instructor Evaluations (each semester)
- Community College Survey on Student Engagement (two-year cycle)
- National Community College Benchmark Project (two-year cycle)
- Student and Course Success Reports (each semester)
- Admissions, Vitality and Retention Reports (periodically each semester)
- Employee/Faculty Performance Management System Reports (annually)
- Enrollment Reports (periodically each semester)
- Financial Audit Reports (annually)
- Inventory Reports (annually)
- Programs and Services Surveys (annually)
- Graduate/Alumni/Job Placement Surveys (annually)
- SACS Accreditation Reports (every ten years)
- Security/Safety Reports (annually)

- Semester Academic Reports (each semester)
- Administrative Unit Outcomes Assessment (annually)

9. How does your organization address and anticipate any adverse impacts on its programs, offerings, services, and operations? What are the key compliance related processes, goals, and measures?
The primary adverse impacts on the College's programs, offerings, services, and operations result from any reduction in enrollment and funding, the economic environment, the need for expansion of programs and services, and the need for a broader industrial base. The key factors to reverse these possible adverse impacts include a steady increase in the number of students, job placement of qualified graduates, and/or the successful continuation of graduates to senior institutions. Key processes, goals, and measures involve the following aspects:

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

10. How do senior leaders actively support and strengthen the communities in which your organization operates? Include how senior leaders determine areas of emphasis for organizational involvement and support, and how senior leaders, the workforce, and the organization's students contribute to improving these communities.
The College's senior leaders actively support and strengthen the communities served by the College. (See Category 1.1 for a list of community groups supported by the senior leadership.) They are active on local boards and belong to various groups which support the communities, such as local economic development boards and Santee Lynches Workforce Investment Board. They are active in working with the communities in the outlying counties to expand services at outreach locations. In addition, the College leaders work with advisory committees from the community and business and industry to keep programs current.

In 2012-2013, the College expanded program offerings with a new certificate program in Advanced CNC. Also, in August 2010, the College relocated the health science programs to the new Health Sciences Center to support growth in the health sciences programs and the statewide need for nurses. Additionally, the number of distance education courses was also expanded, offering students an alternative delivery method to better accommodate their busy lifestyles. During 2012-2013, the College initiated plans to renovate a former retail space into the Advanced Manufacturing Technology Training Center and relocated the Criminal Justice and Paralegal programs into the Legal Studies Center.

The senior leaders determine areas of emphasis for the College's involvement and support by setting priorities based on the College's mission, vision, values, role and scope, which appear in the *Catalog* and *Student Handbook* and on the College's website. Areas of emphasis include building a knowledgeable and skilled

workforce in order to attract and retain business and industry. As an example of supporting the local community the College President, Dr. Tim Hardee, has served as a member of the Sumter Industrial Association and the Kershaw County Committee of 100 to enhance workforce development in our region. The College provides knowledge and skills to the local citizenry so they can contribute to the local economy and improve their employability skills and standard of living.

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

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

Category 2 – Strategic Planning

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

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

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

The College reorganized its administrative functions in February 2011 to better meet its needs in the area of accreditation compliance, institutional effectiveness, grants, and alumni affairs. As a result, an internal needs analysis has been conducted to develop initiatives and projects for external funding. As an output of this

process, the College has developed a college-wide abstract of needs to address gaps in serving students, faculty, and staff. During 2012-2013, the College submitted nine major grant proposals to support the College's mission.

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

c. The College has planned for shifts in technology. For example, the College has a plan to replace computers on a regular basis. Classrooms have been updated to become "smart classrooms," and there is a systematic plan for replacement of equipment. Each department submits an annual request for new equipment and capital improvements. The College has also converted to a new operating system on all computers. In 2012-2013, the College updated and expanded IT Resources as follows: **(1) Infrastructure**: Upgraded the College circuit from 100MB to 250MB for data and Internet service, upgraded the network infrastructure at M300B, F E Dubose, M500, and M700, expanded the memory on all virtualized servers in the blade center, upgraded Unified Voice Messaging in the IP Telephony System to integrate with Exchange/Outlook, migrated all servers to virtualization via VSphere/VMware, and replaced the video and sound system in M401 seminar room; **(2) Systems:** replaced the bookstore hardware and software Point-of-Sale system and integrated the bookstore transactions with Banner Financial Aid and Accounts Receivable via UC4 Application Manager, augmented the new bookstore system with virtual and remote cash registers, implemented the Blackboard emergency messaging system for simultaneous communication with smartphones, e-mail, campus-wide digital signage, and computers with Banner integration for opt-in, implemented a Photo ID system with integration to the Banner system via Oracle and internal development, implemented GED Testing at F E Dubose Adult Education, implemented HigherOne to provide students with options for receiving their financial aid refunds, and purchased Ellucian Mobile to provide users with mobile access to Banner components; **(3) Security:** implemented SolarWinds for aggregate monitoring of servers and alerts for questionable activity and suspected intrusions, purchased Oracle Advanced Security Option for encryption of the production database; and **(4) Instruction:** Replaced 25 workstations in M430C with high-performance 8-core processors, provided seminars to faculty and staff on learning spaces and technology in the classroom by Apple, Hewlett-Packard, Microsoft, Advanced Video Inc, and HON, implemented the learning space concepts and practices from the seminars and Community of Practice meetings in Room M113, conducted a 4-semester pilot study of e-Textbooks using CourseLoad, CourseSmart, and VitalSource, implemented Dreamspark Standard and Dreamspark Premium for faculty and students, renovated and re-cabled the Federal Building into a Legal Studies Center to house the Criminal Justice and Paralegal programs of study, implemented the technology in the TAA grant to include installation of the M420K lab, a training lab for students, a laptop lending program, and lecture capture capabilities via MediaSite technology.

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

d. All faculty meet or exceed the qualifications required by the Southern Association of Colleges and Schools. The College has purchased software to support the management of faculty credentials. This is an ongoing project and will be completed by December 2013. Because South Carolina salaries are not competitive with the region, it is often challenging to hire faculty and staff.

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

f. The annual planning process begins in January when the ELT developed the College's Annual Goals to accomplish the 2010-2015 Strategic Plan and allow flexibility to respond to immediate opportunities that support the College's mission. On April 18, 2013, the Vice President for Administration and Planning and the Vice President for Business Affairs conducted planning and budgeting workshops for all areas of the College. Planning processes were reviewed and assistance was provided to help with the planning process.

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

Ultimately, the plans of all major divisions of the College served as the core of the College's Annual Plan of Action, along with the College's annual goals, strategic directions, and mission statement. After having been incorporated into the annual budget process and reviewed by the College's Area Commission, the Annual College Plan of Action was officially disseminated through the College's website at www.cctech.edu/aboutus.htm. The objectives in the 2012-2013 College Plan of Action were reported in the 2012-2013 Annual Effectiveness Report for the College.

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

Strategic Challenges	Related Strategic Objectives
• As the population in Kershaw County rapidly increases, there is a need for more educational services. The first building at a new site off I-20 in Camden, SC, opened in May 2010, but additional funding is needed to fulfill the new Kershaw County Campus vision as outlined in the CCTC Facility Master Plan.	• Strategic Plan Goal 1: The College will expand the training and educational programs' scope and effectiveness within the community • Strategic Plan Goal 4: The College will expand its accessibility and program offerings.
• Economically disadvantaged students result in a high percentage of students needing financial assistance. State and federal financial aid (lottery monies and grants) are not keeping up with student costs for tuition and books.	• Strategic Plan Goal 5: The College will foster an environment conducive to student success.

• The industry base needs to be expanded in the four-county service area to support the overall economic development.	• Strategic Plan Goal 1: The College will expand the training and educational programs' scope and effectiveness within the community.
• Additional funding is needed to increase counseling staff to expand implementation of the EEDA, which will ensure a clear pathway from high school to the College, so that a skilled employee base for the community will be available.	• Strategic Plan Goal 4: The College will expand its accessibility and program offerings. • Strategic Plan Goal 6: The College will attract and retain quality faculty and staff.
• A key challenge is to reduce student barriers to education caused by the increase in gasoline prices. The College is expanding distance education courses and providing on-line faculty certification training to meet this need.	• Strategic Plan Goal 4: The College will expand its accessibility and program offerings.
• Another key challenge is to secure new equipment, hardware, and software to keep programs current. An example is that the College is installing a new operating system for all computers in the College, and the industrial and engineering division is constantly under pressure to acquire new technologies. Local funding for maintenance and upkeep of facilities.	• Strategic Plan Goal 7: The College will practice effective stewardship of its resources and seek new avenues of funding.
• The Sumter Campus is "landlocked" which results in limited options for facility expansion.	• Strategic Plan Goal 7: The College will practice effective stewardship of its resources and seek new avenues of funding.
• Some entry-level students are under-prepared. • Current economic environment is unstable.	• Strategic Plan Goal 2: The College will strengthen its role with K-12 institutions and become a first-choice option for high school students.
• Technology needs continue to expand, and students continue to have a digital divide. Information literacy and technology skills are very important in the ongoing management of student learning outcomes.	• Strategic Plan Goal 4: The College will expand its accessibility and program offerings.

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

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

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

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

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

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

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

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

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

The Strategic Plan, Plans of Actions, and Annual Effectiveness/Use of Results Reports, containing a detailed listing of assessment activities/performance measures, were distributed to every division and department/unit in the College. The status of plans were reviewed and discussed at unit meetings. The College has also developed a comprehensive Planning Guide for Institutional Effectiveness to support this process and provide a tool to assist managers.

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

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

Measurement is based upon attainment of specific and quantifiable goals. Each department/unit throughout the College met to develop plans of action. Each full-time employee has a role in developing a Faculty Performance Management System (FPMS) or Employee Performance Management System (EPMS) form, which outlined how each employee will contribute to reaching the Annual College Goals. The appropriate supervisor for the department/unit/division evaluated how well each person accomplished their objectives. All departments and

major divisions reported their results and how the results will be used for continuous improvement. Employees were rated as "Exceptional," "Successful," or "Unsuccessful" achievement of goals.

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

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

Category 3 – Student, Stakeholder, and Market Focus

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

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

The College has begun the exploration phase of identifying a 2015 QEP topic to affect student learning as part of the reaffirmation process.

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

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

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

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

- Using distance education as well as traditional instructional methods
- Maintaining small class size with focused instructional attention from the faculty
- Implemented a Quality Enhancement Plan, "Bridging The Digital Divide," focused on student learning through technology and successfully reported on this plan in 2011 to SACS
- Using technology to enhance new course delivery modes, including "smart" classrooms throughout the College
- Implementing a new information system to facilitate student registration, communication, and accessibility to information about the College
- Acquiring new electronic databases and teaching faculty and students how to access credible information on the web
- Implemented use of Desire2Learn system to improve distance education course delivery and/or to provide supplementary learning for face-to-face or hybrid courses
- Providing student services to non-traditional students, such as first-generation college students
- Conducting workshops to keep faculty current with innovative practices and technology

Annually, the College uses an Alumni Survey, a Graduate Survey, a Course/Instructor Evaluation Survey, and a Programs and Services Survey, which allow the College to determine student satisfaction with courses, instructors, programs, and student support services. The Spring 2013 Programs and Services Survey indicated a 95% overall student satisfaction rate on twenty-one out of fifty-seven questions. Specific results are shared with all support areas.

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

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

Recruiters and staff members in various grant programs are working with future students in secondary schools to help students identify career paths from high school to college. Staff members are also providing test preparation sessions, administering the College's placement exam, and conducting workshops which focus on transitioning from the secondary to post-secondary environment. The College also awards credit for collegiate courses taught in secondary schools through its dual enrollment program. Staff members host an annual Counselors' Breakfast for secondary school guidance counselors to ensure they have a good working knowledge of the programs and services available to high school graduates. Staff members also host a "Come See Me at College" event for high school seniors in the college's service area and support the "Tour of Technology" event hosted by the Industrial and Engineering Technology Division. Feedback received from counselors and prospective students is shared with appropriate college staff members following these events.

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

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

Survey results have shown that finances and the need to work are concerns for students. To better meet financial needs of the student body, the College has expanded institutional scholarship opportunities for targeted populations by providing Patriot Scholarships, IET Scholarships, and Financial Aid Fee Waivers. The College has also expanded work study opportunities and implemented a food pantry for students in need.

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

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

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

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

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

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

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

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

to staff members, hired additional staff, streamlined financial aid processes, and continued the use of a Call Center during peak registration periods. Additionally, several grant-funded programs such as TRiO Student Support Services, Men in Motion, ACT Program, and the Special Populations Program provide the opportunity for individualized student attention to ensure student success and connectivity.

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

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

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

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

Category 4 – Measurement, Analysis, and Knowledge Management

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

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

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

The Director of Research and Institutional Effectiveness has supported decision-making by profiling specific areas of interest, such as distance education, developmental students, and first-time freshmen. He serves on College teams, providing requested data to support the teams' focused efforts, and his office continues to provide official trend reporting and survey analysis. Additionally, the department of Information and Learning

Technologies (ILT) continues to develop and modify real-time reports used for budgeting, enrollment, and program vitality decision-making. As an example, the ILT created a "Dashboard" on the web in myCCTC (the College's intranet), which tracks student enrollment daily and provides a comparison over several years. The College uses the Vitality and Admissions Reports on a weekly basis to gauge program performance and enrollment.

The College identified trends and projected future needs for identification of new programs and expansion of current offerings. When available, the College used national examinations, such as NCLEX for the nursing program, a nationally normed examination in chemistry, and WorkKeys for math and industrial programs as benchmarks to measure student learning. The College also used a pre-test for applicants, including a measurement of reading, math, English, and basic technology skills. The College continued to identify program exit competencies. On a five-year cycle all programs undergo a program review, and the data including enrollment, graduation, and retention statistics were used to make decisions regarding programs. Job placement, graduation, and FTE data were submitted to the SBTCE for all programs each year and used to evaluate program vitality. The College works with the local industry and business personnel to monitor the workforce trends and respond accordingly. Individual program accreditation is maintained in Early Care and Education, Paralegal, and Nursing associate degree programs, in the Medical Assisting, Surgical Technology, Practical Nursing and Machine Tool Technology diploma programs, and the Automotive Technology, HVAC certificate program, and Water and Wastewater Operator certificate programs. Also, in the Information Technology program, 95 industry certifications were earned by our IT students.

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

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

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

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

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

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

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

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

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

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

The College compares actual results of performance review findings against expected results. If a gap exists between actual and expected results, the College evaluates the objective and determines the validity of the objective. The objective is retained, revised, or incorporated into new objectives in accordance with the changing environment. Objectives vital to the accomplishment of the College's mission are incorporated into the following year's plan of action. The ELT reviews the previous year's annual goals and strategies prior to the development of the next year's goals as well as a review of any developing external factors. During 2012-2013, the review of administrative units was implemented to measure organizational performance and efficiency in these units.

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

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

Category 5 – Workforce Focus

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

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

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

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

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

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

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

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

The College builds leadership skills among the entire workforce and recognizes the importance of succession planning. Through cross-training, team assignments and individual plans of action, employees are given opportunities to strengthen their ability to manage, lead, and create cooperation in order to achieve goals. Those who currently have a leadership position serve as mentors to other employees seeking leadership positions. The College has a very active Professional Development Program, which sponsors participation in graduate courses and Leadership Sumter, and the South Carolina Technical College System Leadership programs. The College will occasionally offer a series of department chair and program manager Academic Leadership workshops. The College is committed to promoting individuals from within to support succession within the organization. As examples, the President of the College served as Vice President for Administration. The Vice President for Academic Affairs, the Vice President for Business Affairs, the Vice President for Student Affairs, and the Vice President for Administration and Planning have risen through the ranks of the organization. The Dean of Business and Public Service and the Dean of General Education were formerly department chairs, and the Information Technology Department and the Humanities and Social Sciences Department Chairs' positions were filled by faculty members. The Dean of Business and Public Services was formerly The Dean of Learning Resources and Statewide Programs. The Dean of Health Sciences, who was appointed in September 2008, was formerly the Department Chair of ADN and PN. Subsequently, an ADN faculty member replaced the promoted chair of the ADN and PN departments after her promotion. Additionally, the Director of Admissions and Records was formerly the Testing Coordinator and an Admissions Counselor, the Director of TRIO was formerly an administrative assistant, the Director of Career and Learning Resources was formerly an Admissions Counselor, and the Director of Recruitment, Outreach, and Testing was a recruiter. During 2012-2013, six internal candidates filled existing positions. These included the promotion of a staff member to a teaching position in Sociology, a Distance Education Instructional Technologist and a faculty promotion to the Department Chair for Administrative Office Technology.

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

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

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

The College's capability and capacity needs are closely tied to the number of students who attend the College – the more students, the greater the workforce. The College benchmarks the skills, competencies, and staffing level needed throughout the College by comparing these factors to the requirements set by SACS and other accrediting groups and to colleges with similar student populations. Capability and capacity needs are also

closely monitored and determined through CCTC's annual departmental planning and staff's EPMS and faculty's FPMS evaluations. Data is gathered and disaggregated by program of study to determine faculty and staffing needs prior to the budget request each year to identify gaps.

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

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

To retain new employees, the College provides workshops to help new employees become familiar with their rights and responsibilities. All employees participate in the Faculty or Staff Employment Management System, described earlier in this report, so they are aware of their expected contributions to the achievement of College's annual goals and objectives. The College added two instructors and two staff positions for FY13 to accommodate the growth in student enrollment.

8.   How does your workforce education, training, and development address your key organizational needs? How do you encourage on the job use of new knowledge and skills?
The Professional Development Committee plans staff education/training based on the objectives set forth in the plans of action. A total of 73 classes were offered during 2012-2013 academic year. Classes focused on online training, better student advisement, retention tracking, and employee orientations. Other courses focused on improving and varying teaching methodologies. This training related directly to new initiatives in plans of action. As part of the FPMS and EPMS process, employees demonstrated how they have applied new knowledge and skills. Employees with exceptional performance will have an opportunity to receive merit increases through the annual pay plan when the budget allows merit raises.

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

9.   How do you evaluate the effectiveness of your workforce and leader training and development systems?
A cross-functional team from across the College serves as the Professional Development Team. Based on results of the previous year's evaluations and requests from the workforce, the team develops an annual calendar of events. PDP events are all evaluated and results are used for improvement of offerings and services. An annual needs assessment survey is used to identity training needs. Summative evaluations are used to evaluate training programs. The 2013-2014 PDP's calendar has been developed using results from the previous year's assessments.

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

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

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

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

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

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

In 2012-2013, the College continued to re-assess security issues based on events at other educational facilities; to ensure safety on campus, the College continued its contract to have Sumter City police officers on site. Safety is maintained by a number of policies, services, and programs supported by a variety of administrative and academic offices and committees. Information about services, programs, and policies is widely available (e.g., Central Carolina *Technical College (CCTC) Directives Manual*, *Faculty Handbook*, *Environmental, Health, and Safety Manual*, *Student Handbook/Calendar*, *Central Carolina Technical College Catalog 2012-2013*, *Security Manual*, and the CCTC Website). These publications describe instructions on how to be prepared for emergencies and disasters. Additionally, the College has installed television monitors in the hallways to alert the College community of potential threats. Surveillance cameras have been added in buildings M200, M500, M600 and M700 including some parking lot coverage. A telephone software feature allows for text messages to be sent to individuals' cell phones. The telephone system also has an intercom system which allows for voice messages to be sent over all campus telephones. Special workshops were held to identify ways to diffuse disturbances.

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

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

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

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

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

Category 6 – Process Management

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

The College derives its core competencies from its mission statement, vision statement, and statement of values, which were developed by all College stakeholders and reviewed periodically by the Area Commission, administrators, faculty, and staff. Following is a list of the College's core competencies:
- *Quality, Innovative Programs:* The College received SACS approval to implement the following certificate in Fall 2012: Advanced CNC Certificate.
- *Accessible Programs:* Campuses are now available in all four of the College's service counties. Also, students register themselves from any location with Internet access. In addition, the College continues to add more distance education classes.
- *Affordable Programs:* The College's tuition is very reasonable compared to other colleges. The College's information system makes it much easier for students to access eligibility information for financial aid. With high gas prices, the addition of more classes at outreach locations and distance education classes has made the College more affordable as well as accessible.
- *Accessible Student Support Services*: The TRiO program provides services for first-generation, low-income, and disabled students. Two PBI grant programs provide services for secondary students and low-income and at-risk college students to include test preparation, college preparation, placement testing, career services, academic and personal counseling services, concentrated learning programs, male leadership programs, laptop and tablet lending programs, tutoring services, and a focus on retention initiatives. Support services have been strategically located in the same vicinity on campus to ensure convenience, accessibility, and efficiency. Additionally, the College offers the following services at all locations: Special Populations Program, Disability Services, Career Services, Student Life, Academic Advisement and Registration Assistance, Financial Aid Assistance, Admissions and Records, online tutoring services, and Outreach Services. Counselors provide student services, and myCCTC provides students with instant access to information. New Student Orientation is offered each semester on the College's main campus and online to ensure access by all students regardless of location. All support services are promoted to students at orientation. A new Information Literacy Center was created in the Library to provide increased technology training to students. The Library purchased new databases and provided classes on how to conduct research through the Internet. The College also implemented new distance education software, Desire2Learn, to provide better course delivery to distance students.

- *Organizational Planning:* The College's plans of action are clearly tied to the College's core competencies and strategic directions. The College's planning process was revised in 2011-2012 and strategies for more integration were developed. A comprehensive Planning Guide for Institutional Effectiveness was provided to all managers.

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

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

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

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

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

- *Students:* Annually, surveys are administered to students, graduates, and alumni. Students complete the student evaluation of instruction and the programs and services evaluation. The results are shared with the appropriate departments and used for continuous improvement.
- *Faculty and Staff:* College employees have input through the development of individual plans of action through the Employee/Faculty Performance Management System. These individual plans support the divisional and College's mission, strategic directions, and annual goals. In addition, faculty and staff input was an important factor in the College's Quality Enhancement Plan, which supports students and faculty in using new technology. There is also widespread participation through the Registration Feedback and numerous committees and teams, such as the Academic Management Team.
- *Stakeholders:* Each program has an advisory committee that has input on program outcomes. In 2012-2013 approximately 288 business and industry representatives served on advisory committees. Also, the Area Commission is appointed to represent all four counties in the College's service area. In addition, key College personnel are active on numerous boards and organizations in the community.
- *Business/Industry:* The Sumter Industrial Association and local Economic Development agencies and businesses participate in the planning process so that the College can implement new courses and/or programs for acquisition of new skills. Credit and continuing education programs have collaborated with industry to prepare graduates for the workplace.
- *Suppliers:* Suppliers often demonstrate technology devices that are considered for implementation. For example, the College investigated and selected new technology to improve communication and security.
- *Partners:* The College works closely with secondary schools as part of the EEDA legislation to ensure a smooth transition of students from high school to college. A primary emphasis this year was working with counselors and students at high schools to define clear pathways from high school to college. Dual enrollment was incorporated into several new departments.

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

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

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

5. *How do you systematically evaluate and improve your work processes?*
All employees, departments, and divisions are systematically evaluated annually. Actual results are compared with expected results identified during the planning process. Results are used for continuous improvement of learning-centered processes.

6. *What are your key support processes, and how do you evaluate, improve and update these processes to achieve better performance?*
Key support processes are as follows:
- Student Services
- Support of Outreach Campuses
- Facilities and Inventory Management
- Accounting and Finance
- Information Systems
- Administration and Planning
- Workforce Development
- Tutoring Services
- Research and Institutional Effectiveness
- CCTC Foundation

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

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

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

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

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

Section III – Category 7
Organizational Performance Results

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

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

CCTC' passage rates for the Surgical Technologist National Certifying Exam has achieved 100%.

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

	2010-2011	2011-2012	2012-2013
CCTC's % Passing	86%	85%	100%
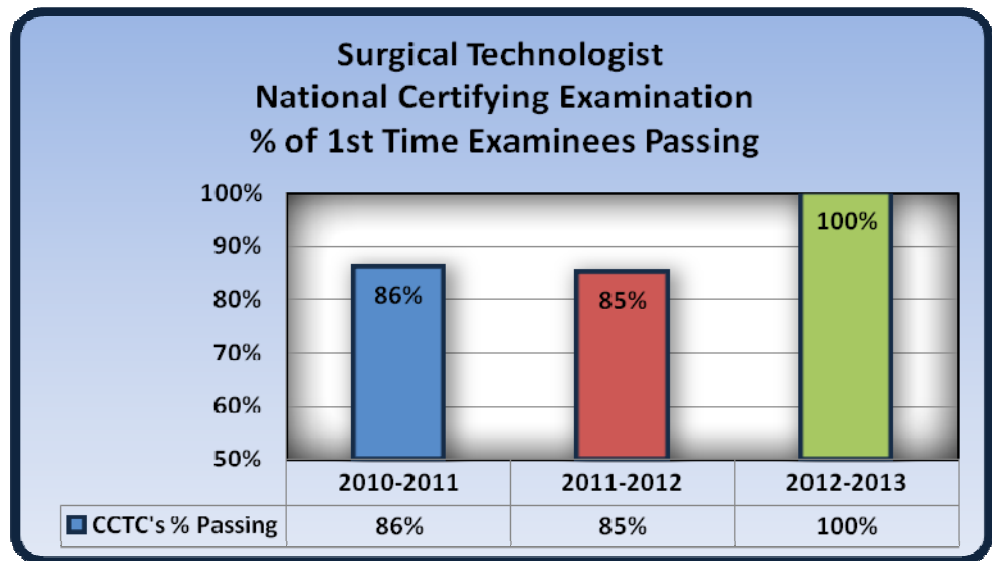
CCTC's passage rates for the Certified Medical Assistant Exam has achieved 100%.

Certified Medical Assistant Exam
% of 1st Time Examinees Passing

	2010-2011	2011-2012	2012-2013
CCTC's % Passing	90%	83%	100%

CHART 7.1.2 - Completions
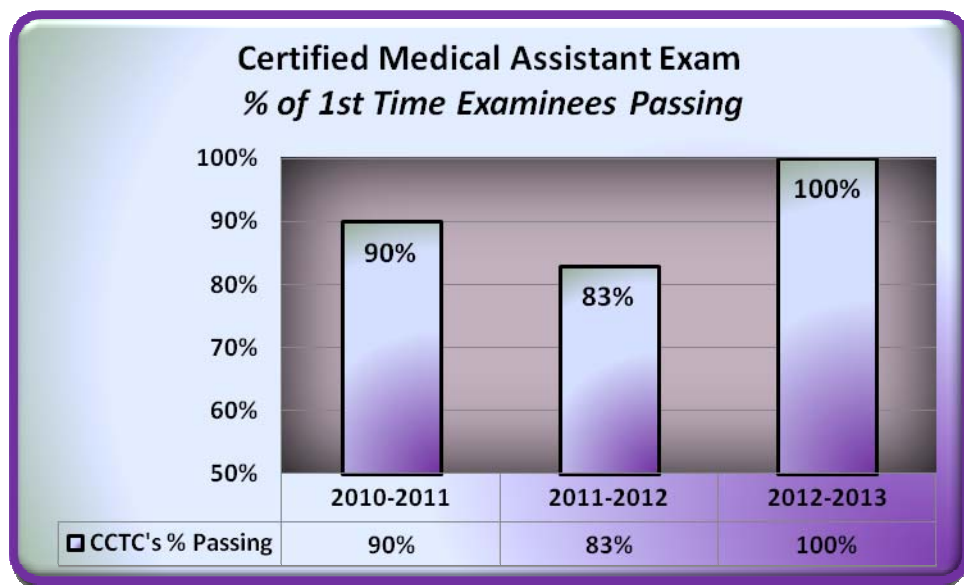
CCTC serves a broad range of students. In particular the General Education and Heath Science programs remain strong in completions.

Comparison Chart
CCTC and 15 SC Technical Colleges
2011-2012 Completions by Cluster

	AGR	ARCH	ARTS	BUS	EDU	FIN	GEN	HEA	HOS	HUS	IT	LAW	MFG	MKT	STEM	TRAN
15 Tech	1%	2%	1%	10%	4%	2%	17%	32%	1%	2%	5%	5%	13%	1%	2%	1%
CCTC	1%	0%	0%	7%	5%	4%	19%	32%	0%	2%	8%	3%	15%	0%	3%	0%

CHART 7.1.3 - Placement Rates

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

Program Evaluation
Placement Rates

	2009-10	2010-11	2011-12
Placement Rates	94%	93%	92%
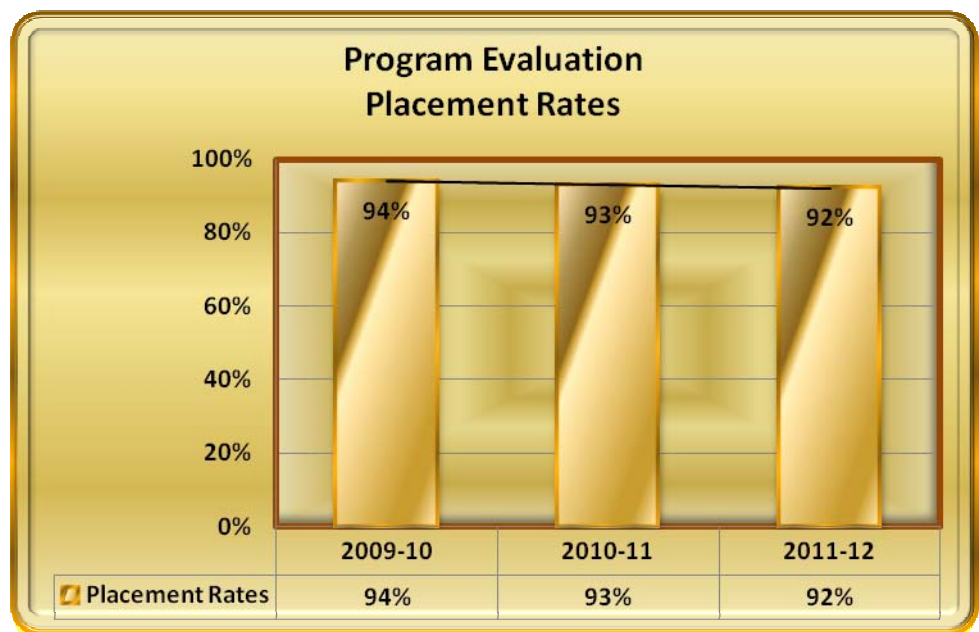
One of CCTC's goals was to expand the dual enrollment program options in the past year and results show a significant increase. As depicted in the table; CCTC is ranked 2ND for increased dual enrollment within the state's technical colleges.

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

TABLE 7.1.4 – Dual Enrollment Comparison Rates
All Technical Colleges
Fall 2011 – Fall 2012

College	Fall 2011			Fall 2012			% Change In HS Hdct
	HS Hdct	Total Hdct	% HS Hdct	HS Hdct	Total Hdct	% HS Hdct	
Aiken Technical	57	3,071	2%	65	2,905	2%	14%
Central Carolina Technical College	**222**	**4,522**	**5%**	**292**	**4,577**	**6%**	**32%**
Denmark Technical	0	1,607	0%	0	2,003	0%	
FDTC	48	6,011	1%	0	6,002	0%	-100%
Greenville Technical D	934	14,453	6%	938	13,965	7%	0%
HGTC	515	7,487	7%	408	7,698	5%	-21%
Midlands Technical	216	12,224	2%	132	11,949	1%	-39%
Northeastern Tech	91	1,223	7%	83	1,134	7%	-9%
Orangeburg Technical	562	3,003	19%	545	3,004	18%	-3%
Piedmont Technical	846	6,213	14%	912	6,541	14%	8%
Spartanburg Comm	471	6,008	8%	704	6,036	12%	49%
Technical College of the Lowcountry	218	2,633	8%	174	2,434	7%	-20%
Tri-County Technical	495	6,800	7%	578	6,622	9%	17%
Trident Technical	730	16,781	4%	822	17,224	5%	13%
Williamsburg Tech	0	661	0%	6	641	1%	
York Technical	550	5,621	10%	198	4,849	4%	-64%
Total	5,955	98,318	6%	5,857	97,584	6%	-2%

CCTC experienced a slight increase in enrollment growth.

CHART 7.1.5 – Enrollment by Headcount and FTE
All Technical Colleges
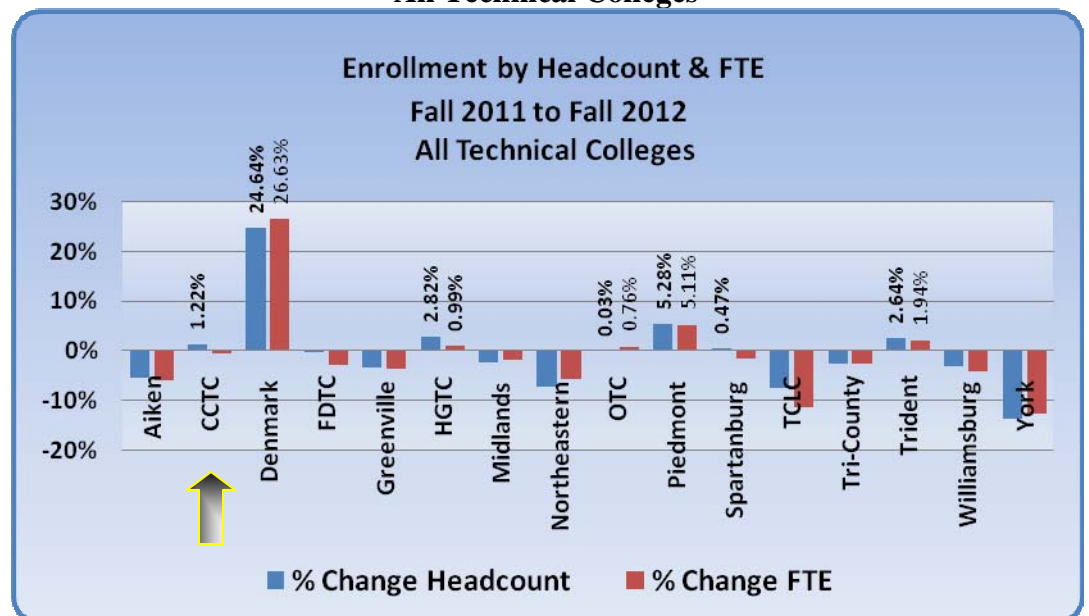
7.2   What are your performance levels and trends for your key measures on student and stakeholder satisfaction and dissatisfaction? How do your results compare with competitors and comparable organizations?

Each year, the student evaluation of instruction shows student's approval rating for faculty and course content remains high.

CHART   7.2.1 - Student Evaluation of Instruction Survey College Mean
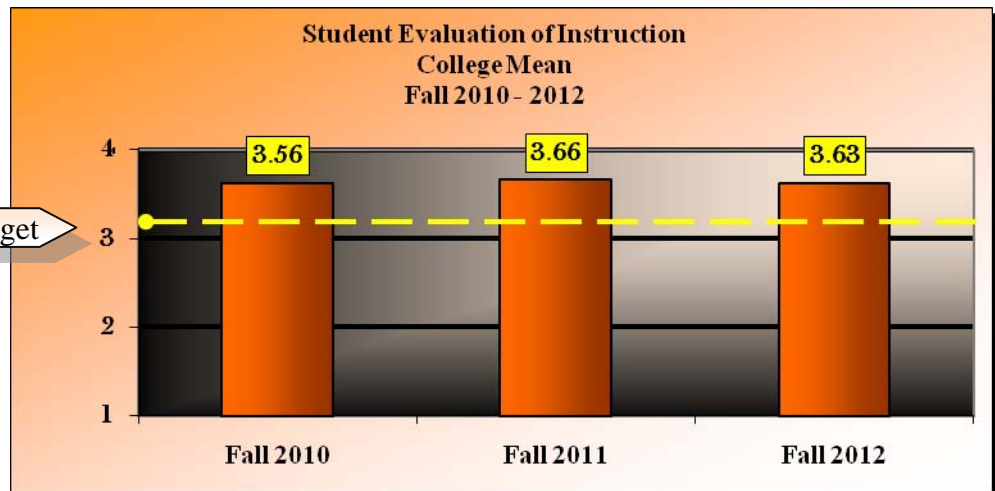
Alumni are surveyed 3 years after graduation. The 96.7% of Alumni overall satisfaction is up slightly from the previous year of 94.4%.

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

	Cohort 2007	Cohort 2008	Cohort 2009
Satisfied	96.5%	94.4%	96.7%
Dissatisfied	3.6%	5.6%	3.4%
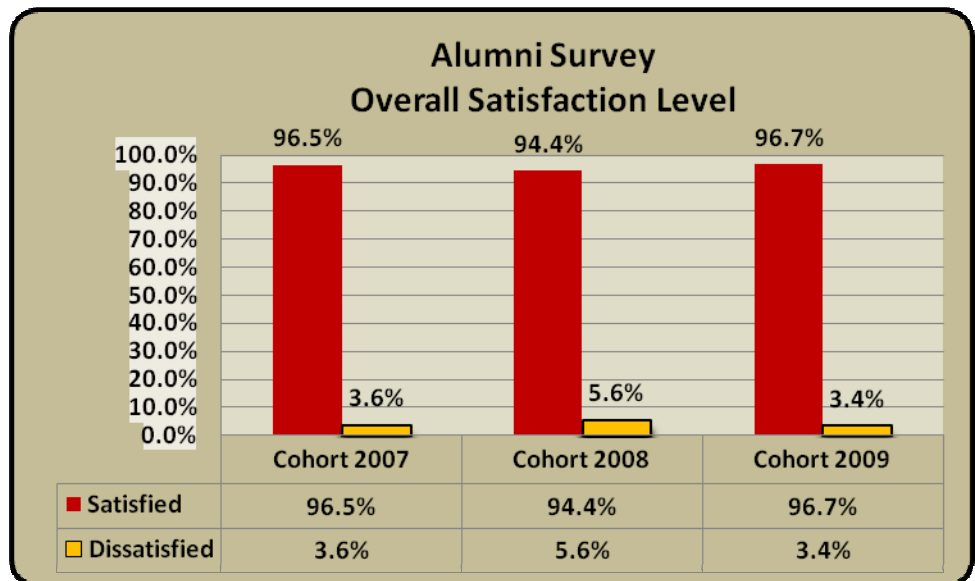
CCTC's first-time, full-time, degree-seeking students' retention rate has decreased.

CHART 7.2.3 – Central Carolina Technical College Retention Rates
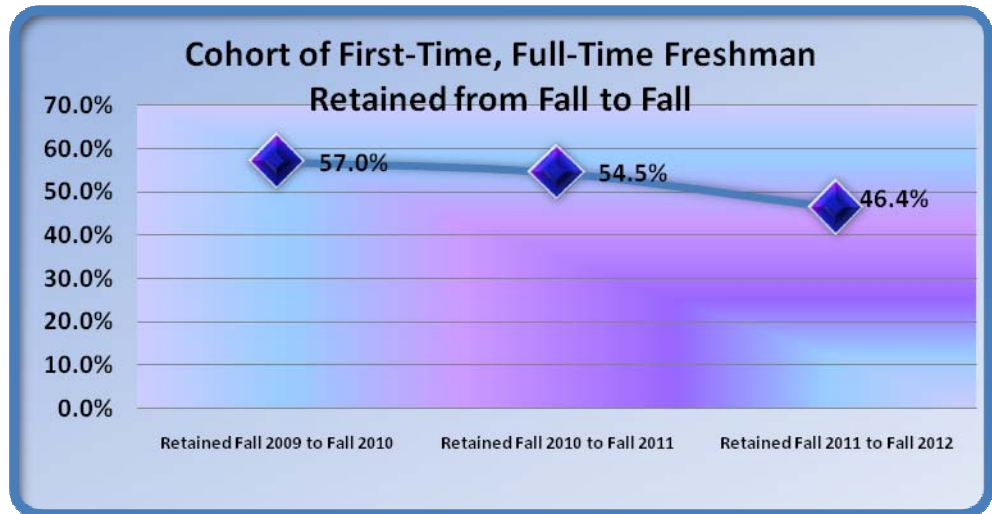
CCTC achieved a satisfaction rate over 90% (very satisfied and satisfied) with programs and services.

CHART 7.2.4 – Programs & Services Survey Overall Satisfaction Ratings

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
Year 2011	34	61	4	1
Year 2012	37	58	4	1
Year 2013	38	55	5	2
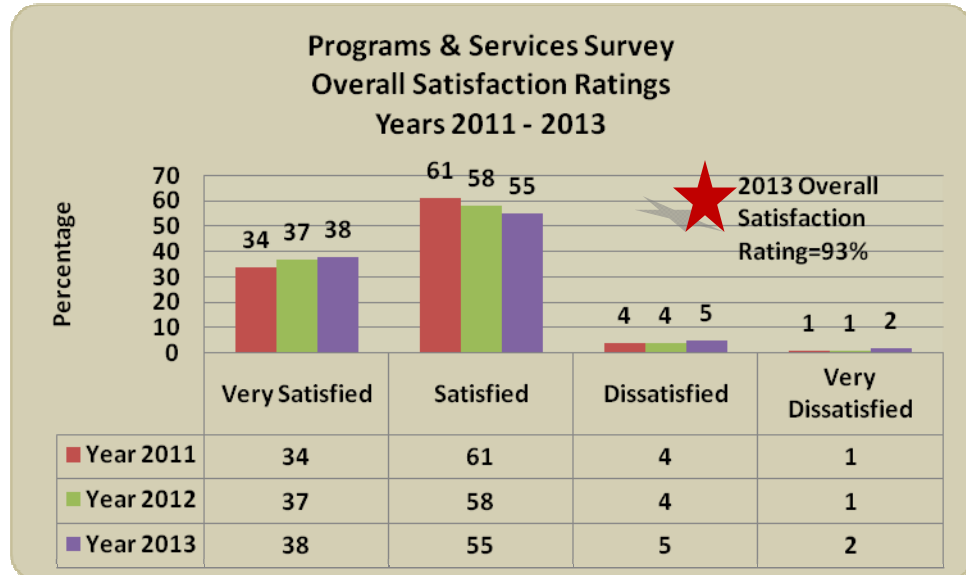
Note: Satisfaction rating was calculated using the 2013 Program & Services Survey questions #/s 6 and 9-66.

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

CHART 7.3.1
Tuition Rate Comparison

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

Year	CCTC	2 Year College Average
2006	$2,900	$3,289
2007	$2,920	$3,412
2008	$3,020	$3,583
2009	$3,308	$3,740
2010	$3,380	$3,943
2011	$3,380	$3,943
2012	$3,476	$4,036
2013	$3,584	$4,160

Tuition Costs

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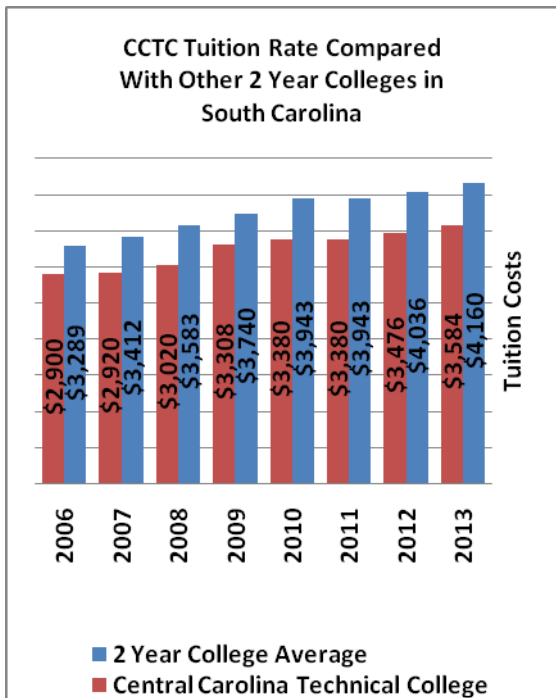
Note: Tuition increases over the past seven years have been significantly less than the other two-year colleges in the state, and the College has remained below the state average for two-year colleges.

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

CHART 7.3.2
Student Tuition & Fees Revenue

Student Tuition & Fees
Revenue

Tuition and Fees Revenue

Year	Tuition and Fees Revenue
2004	$7,408,909
2005	$7,605,678
2006	$8,752,636
2007	$8,543,757
2008	$9,959,496
2009	$9,322,708
2010	$12,725,847
2011	$13,826,965
2012	$13,961,305
2013	$14,416,249
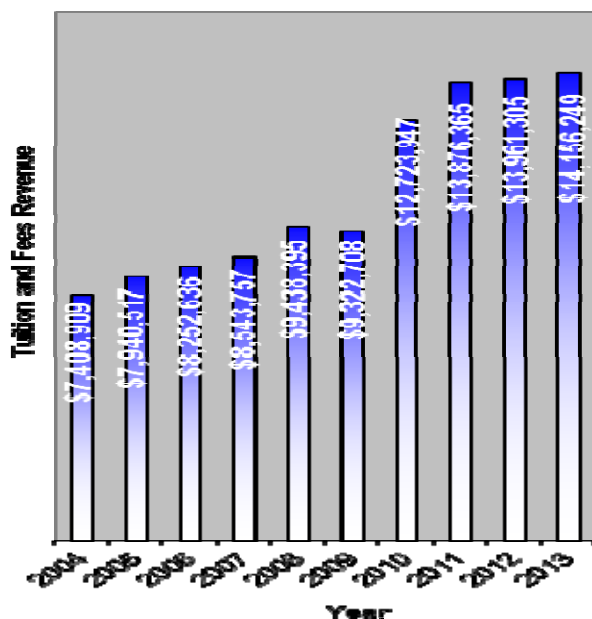
Year

Note: Student tuition and fees revenue has increased from $7.4 million in fiscal year 2004 to $14.16 million in fiscal year 2013. Tuition and fees revenue is the largest source of operating revenue for the College.

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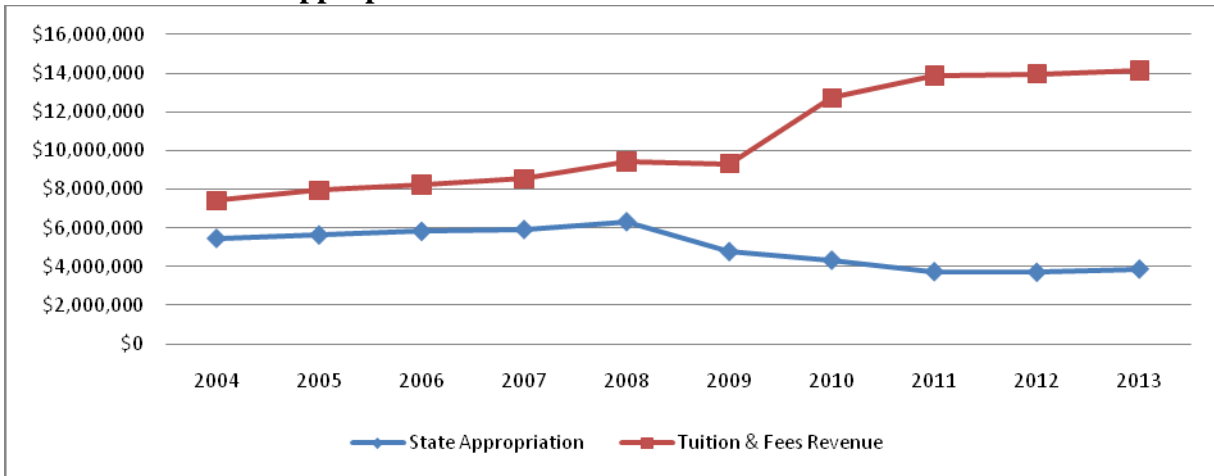
Note: The relationship between the decrease in direct state dollars and the increase in tuition from students is depicted in graph 7.3.3. As State funding has decreased, tuition revenue has increased to allow the College to sustain programs and services for students.

CHART 7.3.4
State and Local Grants and Contracts
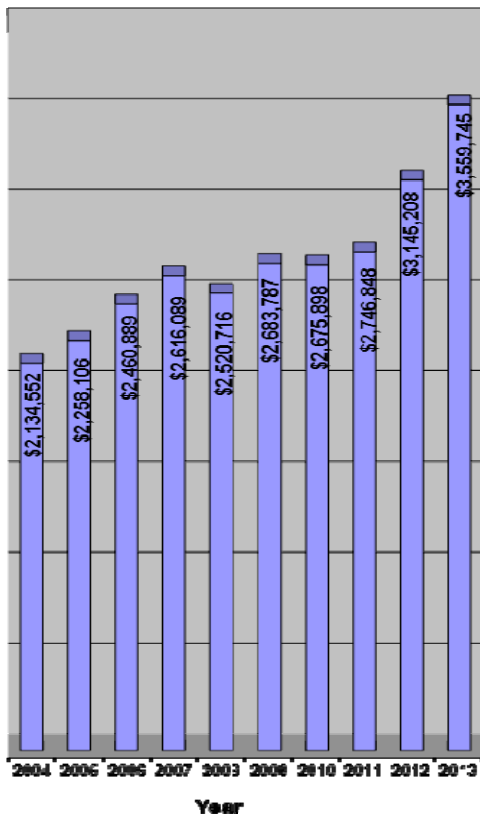
Note: Although direct state appropriations to the College have decreased, state supported funding to students in the form of scholarships, grants and aid has increased, which has helped to offset the increase in tuition. In 2004, state and local grants and contracts revenue was approximately $2.1 million, and increased to almost $3.6 million in fiscal year 2013, largely due to the South Carolina Lottery Tuition Assistance program.

TABLE 7.3.5
Accountability Report Appropriations/Expenditures Chart

Base Budget Expenditures and Appropriations

Major Budget Categories	FY 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	$14,370,712	$2,888,903	$14,645,678	$3,015,540	$14,310,365	$2,974,808
Other Operating	$6,839,589		$6,634,867		$6,787,123	
Special Items						
Permanent Improvements						
Case Services						
Distributions to Subdivisions						
Fringe Benefits	$4,018,822	$814,819	$4,331,133	$891,778	$4,438,544	$888,579
Non-recurring	$67,957		$150,904		$139,742	
Total	$25,297,080	$3,703,722	$25,762,582	$3,907,318	$25,675,774	$3,863,387

Other Expenditures

Sources of Funds	FY 11-12 Actual Expenditures	FY 12-13 Actual Expenditures
Supplemental Bills		
Capital Reserve Funds		
Bonds		

TABLE 7.3.6
Major Program Areas

Program Number and Title	Major Program Area Purpose (Brief)		FY 11-12 Budget Expenditures		FY 12-13 Budget Expenditures	Key Cross References for Financial Results*
ll.A., B., & E. Instructional Programs	The College provides opportunities for individuals to acquire the knowledge and skills necessary for employment, transfer to senior colleges and universities, or graduate with an Associate Degree, Diploma or Certificate	State: Federal: Other: Total	3,703,722 25,297,080	State: Federal: Other: Total	3,907,318 25,762,582	
		% of Total Budget: 100%		% of Total Budget: 100%		

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

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

TABLE 7.4.1
Professional Development Programs
PDP Attendance and Evaluation Results AY 2012-2013
Central Carolina Technical College

#	Date	Course Title	Attendance	Excellent	Good	Fair	Poor	Presenter
	Jul-12							
1	7/10/2012	Retirement Update	61	81.4	18.6			Mr. George Hazin
2	7/12/2012	Supervisor Training	2	100				Ronalda Stover
3	7/12/2012	Office Professional/Time Management	7	85.7	14.3			Ronalda Stover
4	7/24/2012	Managing Healthcare and Living Well	20	94.4	5.6			Deanna Ward
5	7/26/2012	Genealogy 101	5	100				Lisa Dimitriadis
	Aug-12							
6	8/6/2012	New Employee Orientation	2	100				R. Stover
7	8/6/2012	New Faculty Orientation (Hybrid)	6	100				N. Bishop
8	8/7/2012	Library Resource Conference	31	100				D. Robinson
9	8/7/2012	Use of Electronic Resources in the Classroom	48	89.7	10.3			D. Watson
10	8/7/2012	D2L Boot Camp	12	88.9	11.1			J. Szupka
11	8/8/2012	D2L Boot Camp	13	100				J. Szupka
12	8/9/2012	D2L Boot Camp	3	100				J. Szupka
13	8/9/2012	E-Textbooks in the Classroom	43	50	38.5	11.5		N. Bishop
14	8/14/2012	D2l Advanced Boot Camp	22	90.5	9.5			C. Hall
15	8/14/2012	Classroom Technology-Session 1	9	50	50			R. Bird
16	8/14/2012	Classroom Technology-Session 2	3	100				M. Duffy

17	8/16/2012	Tips for Dual Enrollment Instructors	31	83.3	16.7		P. Haile
18	8/27/2012	Budgeting 101	13	91.7	8.3		G. Hinkle
Sept. 2012							
19	9/5/2012	Response to Sexual Harassment and Sexual Violence (Title IX)	134	47.5	51.6	0.8	H. Goddard
20	9/6/2012	Benefits Fair					0 returns
21	9/11/2012	Outlook (Calendar/Distribution List)	12	54.5	45.5		Mark Duffie
22	9/12/2012	Leadership with Integrity Series	16	100			N. Bishop
23	9/13/2012	Supervisor Training	8	75	25		R. Stover
24	9/17/2012	Using D2L in Your Face-to-Face Class	10	100			J. Szupka
25	9/18/2012	Personal Health Tips	10	87.5	12.5		P. Haile
26	9/20/2012	Supervisor Training	3	100			R. Stover
27	9/26/2012	Leadership with Integrity Series 2	16	86.7	13.3		N. Bishop
28	9/27/2013	Dealing with Difficult People	26	84.6	15.4		R. Stover
October 2012							
29	10/2/2012	Bring Your Own Device					cancelled
30	10/4/2012	Employee Fun Day					rescheduled 5/2/13
31	10/10/2012	Leadership w/Integrity Session 3	12	100			N. Bishop
32	10/11/2012	The QEP at CCTC Session 1	15	92.3	7.7		B. May
33	10/11/2012	The QEP at CCTC Session 2	13	84.6	15.4		B. May
34	10/16/2012	Did You Say "SACS"?	25	85.7	14.3		A. Cooper
35	10/18//2012	Organizing Your Home & Health	14	92.3	7.7		L. Dimitriadis
36	10/23/2012	Personal Liabilities of Managers/Supervisors	31	96.6	3.4		R. Stover
37	10/25/2012	Organizing Your Work/Life	13	84.6	15.4		L. Dimitriadis
38	10/30/2012	Excel - Session 1	6	100			E. Bastedo
39	10/31/2012	Self Defense					cancelled
Nov-12							
40	11/1/2012	Social Media	12	87.5	12.5		R. Stover
41	11/2/2012	Supervisor Training	1	100			R. Stover
42	11/6/2012	D2L Quizzes					cancelled
43	11/8/2012	Personal Financial Planning	4	75		25	J. Rigor/E. Ward
44	11/27/2012	Excel - Session 2	4	100			E. Bastedo
45	11/28/2012	Stress Management	11	90.9	9.1		L. Dimitriadis
46	11/15/2012	Personal Legal Issues	9	100			Gary Johnson
47	11/29/2012	D2L LE10 Session 1	7	100			Jenny Szupka
48	11/29/2012	D2L LE 10 Session 2	7	50	50		Jenny Szupka
Dec-12							
49	12/5/2012	D2L LE 10 Session 3	8	80	20		Jenny Szupka
50	12/6/2012	Excel Series - Session 3					rescheduled
51	12/13/2012	Holiday De-Stressing	15	100			P. Haile
Jan-13							
52	1/3/2013	New Employee Orientation (Faculty)	3	33.3	66.7		R. Stover
53	1/8/2013	Library Resource Conference					cancelled
54	1/9/2013	Classroom Tech Session 1	3	100			R. Bird
55	1/9/2013	Classroom Tech Session 2	5	60	40		M. Duffie

56	1/7/2013	New Faculty Orientation (Hybrid)	4	75	25	N. Bishop
57	1/8-10/2013	D2L Boot Camp				rescheduled
58	1/10/2013	Student Segments: Best Practices				cancelled
59	1/17/2013	Fitness That Works!	45	96.6	3.4	T. Booth
60	1/22/2013	New Employee Orientation (Staff)	3	33.3	66.7	R. Stover
61	1/24/2013	Critical Thinking				postponed
62	1/29/2013	Supervisor Training	1	100		R. Stover
63	1/30/2013	Saving for Retirement	19	83.3	16.7	R. Stover
Feb-13						
64	2/6/2013	Using D2L in Your Face-to-Face Class	8	100		J. Szupka/C. Presson
65	2/7/2013	Worksite Health Screening				0 returns - R. Stover
66	2/13/2013	Microsoft Outlook 2010	7	100		Rica Bird
67	2/21/2013	Exercise at Your Desk				cancelled
68	2/21/2013	Organic Farming	17	100		D. Trask
69	2/28/2013	Fine-tuning Your Financial Foothold	9	88.9	11.1	Emily Ward
Mar-13						
70	1/8/2013	D2L Boot Camp Jan. 8, 2013	14	87.5	12.5	J. Szupka
71	1/9/2013	D2L Boot Camp Jan. 9, 2013	12	60	40	J. Szupka
72	1/10/2013	D2L Boot Camp Jan. 10, 2013	5	100		J. Szupka
73	3/5/2013	D2L Drop box & Turnitin	2	100		J. Szupka
74	3/26/2013	Supervisor Training	2	100		R. Stover
75	3/28/2013	New Employee Orientation	6	80	20	R. Stover
76	3/14/2013	Living a Healthy Lifestyle				cancelled
Apr-13						
77	4/11/2013	D2L Quizzes	4	100		C. Presson
78	4/16/2013	Time Management	16	81.2	18.8	R. Stover
79	4/25/2013	New Employee Orientation-FE DuBose	3		100	R. Stover
80	Apr-13	Hiking with Josh	11	100		J. Castleberry
May-13						
81	5/7/2013	New Employee Orientation	3	100		R. Stover
82	5/23/2013	Technology Petting Zoo	13	77.8	22.2	Denise Robinson
83	5/28/2013	Employee Fun Day				No eval returned
June-13						
84	6/4/2013	Couponing 202 - Advanced Couponing	7	100		Lisa Dimitriadis
85	6/20/2013	Recycling	0			Josh Castleberry

85	**Classes Offered**		
12	*Classes Cancelled or rescheduled*		
73	**Total PDP Classes**	**969**	**Total Attendance**

Course content overall ratings are based on a 100% scale. The majority of participants have rated the PDP sessions 99% excellent to good.

TABLE 7.4.2 – Faculty, Staff and Student Well-Being

Current Safety & Security Improvements

In order to provide timely notification through the current five emergency notification systems, the college has purchased an agreement with Blackboard connect to consolidate the system into one mass notification system.
Emergency Management Plan
OSHA Compliance - walk down to insure building and grounds are OSHA compliant
Surveillance cameras have been added to buildings 200, 500, 600 and 700 including some parking lot coverage.
In conjunction with the Sexual Trauma Center of the Midlands conducted a training session for students on sexual assault, and other sex related crimes.
During the student sponsored celebration events, Security conducted a "fatal vision drunk driving" simulation course to enhance students awareness of the dangers of driving while impaired.

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

TABLE 7.4.3 - Annual Crime Statistics
January 1, 2010 Through December 31, 2012

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

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

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

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

TABLE 7.5.1 - Environmental Training Center

South Carolina Environmental Training Center

	2008	2009	2010	2011	2012
Number Companies Served	23	18	21	21	**22**
Number Contract Courses	71	37	38	29	**55**
Environmental	17	22	16	14	**35**
Safety	26	8	10	9	**6**
Leadership	28	7	12	6	**14**
Number Contract Students	937	548	352	377	**461**
Environmental	231	251	117	191	**282**
Safety	399	125	89	132	**42**
Leadership	307	172	146	54	**137**
Number Open Enrollment Courses	121	110	151	111	**104**
Environmental	106	100	132	96	**92**
Safety	15	10	13	15	**12**
Leadership	0	0	6	0	**0**
Number Open Enrollment Students	497	680	807	450	**860**
Environmental	445	632	677	349	**780**
Safety	52	48	69	101	**80**
Leadership	0	0	61	0	**0**

The number of unduplicated dual enrolled students increased in Kershaw county because of the influx of 11th graders taking dual enrollment classes. Sumter county's increase in dual enrollment was due to the offering of classes at Sumter High School and Lakewood High School.

### TABLE 7.5.2 - Unduplicated Dual-Enrolled Students 2010-2012

County Names	2010	2011	2012
Clarendon County			
Total Classes	24	24	17
Total Students Enrolled	125	113	87
Total Credits Earned	1047	1305	853
Kershaw			
Total Classes	16	18	23
Total Students Enrolled	95	166	226
Total Credits Earned	597	1161	1748
Lee County			
Total Classes	10	10	10
Total Students Enrolled	52	39	55
Total Credits Earned	567	477	561
Sumter County			
Total Classes	6	4	8
Total Students Enrolled	15	9	63
Total Credits Earned	87	102	483
Total Classes	56	56	58
Students	287	327	431
Credits	2298	3045	3645

TABLE 7.5.3

MIGRATION OF FIRST-TIME UNDERGRADUATE STUDENTS

From Central Carolina Technical College to Postsecondary Institutions in South Carolina Only

FALL 2012

Transferring To:	#			Transferring To:	#
Public Senior				**Independent Senior**	
Clemson	3			Allen University	
Citadel				Anderson College	
College of Charleston	6			Benedict College	
Coastal Carolina	4			Bob Jones Univ.	
Francis Marion	8			Charleston Southern Univ.	
Lander				Claflin University	1
SC State	3			Coker College	1
USC Columbia	16			Columbia Int'l Univ.	
Winthrop	4			Columbia College	3
				Converse College	
				Erskine College	
				Furman Univ.	
				Limestone College	5
Sub-Total Public	**44**			Lutheran Theological	
				Morris College	17
Two-Year Regional				Newberry College	
USC Beaufort				North Greenville College	
USC Upstate	6			Presbyterian College	
USC Salkehatchie				South University	18
USC Sumter	36			Southern Methodist College	
				Southern Wesleyan Univ.	
Sub-Total Regional	**42**			Spartanburg Methodist	
				Voorhees College	
Technical Colleges				Wofford College	
				Sub-Total Independent	**45**
Aiken	1				
Central Carolina					
Denmark				**Total All SC Institutions**	**256**
Florence Darlington	36				
Greenville	5				
Horry-Georgetown	7				
Midlands	42				
Northeastern	4				
Orangeburg/Calhoun	6				
Piedmont	2				
Spartanburg					
T.C. of the Low Country					
Tri-County	1				
Trident	12				
Williamsburg	4				
York	5				
Sub-Total Technical	**125**				

CHART 7.5.4
Expenditures as Percent of Budget
Central Carolina Technical College
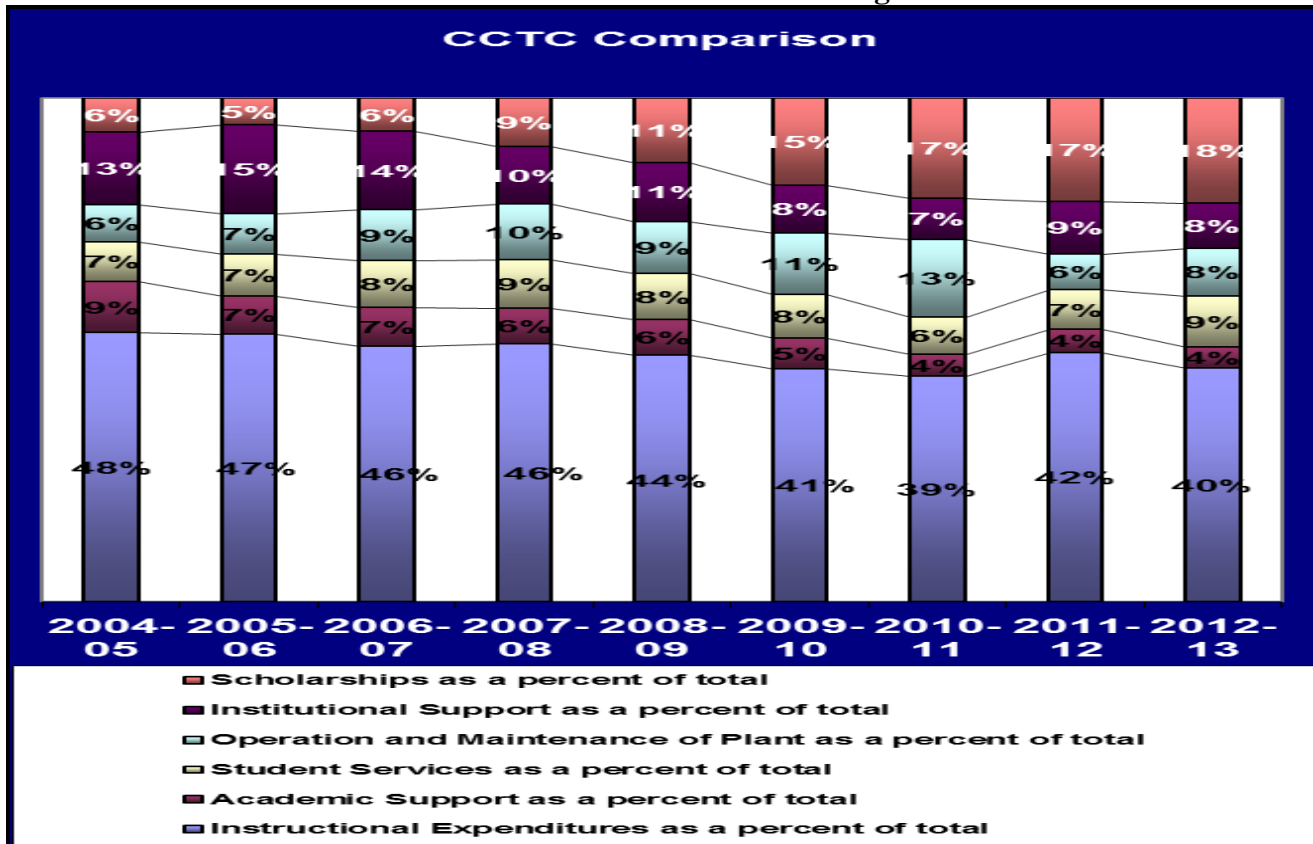
Note: The College budgets and spends the largest dollars to support its mission on instruction and scholarships followed by student services and auxiliary enterprises. Scholarships have grown significantly over recent years.

CHART 7.5.5
Operation and Maintenance of Plant as a Percent of Total
Central Carolina Technical College
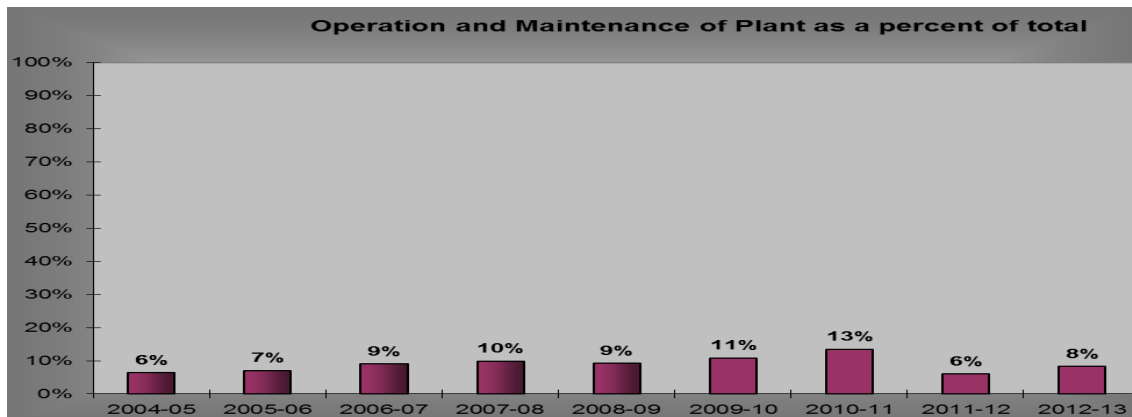
Note: The percentage of total costs allocated to operation and maintenance of plant is 8%. This expense increased slightly for a few years as expenses for capital projects increased, but has leveled off now.

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

TABLE 7.6.1(a)
Strategic Planning Chart

| Strategic Goals and Strategies		
Supported Organization Strategic Planning Goal/Objective	**Related FY 12-13 Key Action Plan/Initiatives and Timeline for Accomplishing the Plans**	**Key Cross References for Performance Measures**
GOAL 1: WORKFORCE DEVELOPMENT **The College will expand the training and educational programs' scope and effectiveness within the community.**	• Increase the number of apprenticeships by 25% by 2015. • Partner with business and industry including small businesses, governmental agencies, and economic development entities to determine workforce needs. • Integrate programs and services with local Economic Development offices in the four-county area. • Identify avenues to collaborate with businesses and industry to provide equipment for training. • Maintain strong, effective communication with business and industry to better understand and anticipate their needs. • Implement a marketing plan for the Workforce Development	• 7.1.5 – Enrollment by Headcount and FTE • 7.3.6 – Major Program Areas • 7.6.3 (c) – Summary of Curricula Offered to Achieve College Mission • 7.6.4 (c) – Strategic Planning SWOT Analysis Chart
GOAL 2: EDUCATIING STUDENTS **The College will strengthen its role with K-12 institutions and become a first-choice option for high school students.**	• Market the College aggressively as a postsecondary, collegiate institution of higher education. • Work with K-12 institutions to forge a seamless transition to college for secondary students. • Market dual enrollment courses to parents and secondary students to instill the image of CCTC as a first-choice postsecondary option and as a gateway to professional careers and a sound financial future. • Enroll at least 20% of the four-county area's public high schools' recent graduates into programs of study by 2015. • Increase the number of dual enrolled courses offered to high school students by 20% by 2015, including an expansion of the technical program dual enrollment partnerships.	• 7.1.4 – Dual Enrollment Comparison Rates • 7.1.5 – Enrollment by Headcount and FTE • 7.3.6 – Major Program Areas • 7.5.2 – Unduplicated Dual-Enrolled Students 2007-2011 • 7.6.3 (c) –Summary of Curricula Offered to Achieve College Mission

GOAL 3: EDUCATING STUDENTS **The College will strengthen students' pathways to four-year colleges**.	• Increase the number of postsecondary Bridge programs by five or more to facilitate transfer to senior institutions. • Implement a comprehensive marketing plan for Bridge programs. • Collaborate with SC colleges to forge stronger articulation agreements.	• 7.1.2 - Completions • 7.3.6 – Major Program Areas • 7.5.3 – Migration of First-Time Undergraduate Students • 7.6.4 (c) – Strategic Planning SWOT Analysis
GOAL 4: EDUCATING STUDENTS **The College will expand its accessibility and program offerings.**	• Increase the number of distance learning programs as determined by needs assessment and ongoing evaluation of delivery of instruction methodology by 2015. • Expand the College's electronic delivery methods to include lecture capture, podcasting, and other evolving electronic asynchronous delivery tools. • Implement a comprehensive marketing plan for distance learning. • Provide more support services and courses at Outreach campuses. • Expand facilities at Outreach campuses as recommended in the College's Facility Master Plan. • Implement at least one new program each academic year based upon workplace needs for programs of study.	• 7.1.5 - Enrollment by Headcount and FTE • 7.3.6 - Major Program Areas • 7.2.1 – Student Evaluation of Instruction • 7.2.2 – Alumni Overall Satisfaction Ratings with Academic Experience • 7.2.3 – Retention Rates • 7.3.6 – Major Program Areas • 7.5.2 – Unduplicated Dual-Enrolled Students 2006-2010 • 7.5.3 – Migration of First-Time Undergraduate Students • 7.5.5 – Operation & Maintenance Cost • 7.6.2 – Organization Chart • 7.6.3 (c) – Summary of Curricula Offered to Achieve College Mission • 7.6.4 (c) – Strategic Planning SWOT Analysis
GOAL 5: EDUCATING STUDENTS **The College will foster an environment conducive to student success.**	• Expand tutoring services offered at the Tutoring Center by offering tutoring services electronically and at Outreach locations. • Assess the feasibility of a Student Center as recommended in the College's Facility Master Plan. • Engage students with meaningful professional-related extra-curricular activities to cultivate a sense of community on campus. • Provide comprehensive counseling services to meet the diverse needs of the student population in a changing society. • Identify and evaluate program technology competencies in all programs supporting workforce requirements.	• 7.1.1 – Passage Rates on Professional Exams • 7.1.2 – Completions • 7.1.3 – Placement Rates • 7.1.4 – Dual Enrollment Comparison Rates • 7.2.1 – Student Evaluation of Instruction • 7.2.2 – Alumni Overall Satisfaction Ratings with Academic Experience • 7.2.4 – Programs & Services Survey • 7.5.2 – Unduplicated Dual-Enrolled Students 2007-2011 • 7.5.3 – Migration of First-

	• Develop a plan to provide instruction and mentoring in the area of soft skills in classroom instruction to aid students in their future job search. • Increase the number of degrees, certificates, and diplomas awarded annually to 25% of the annual fall student enrollment by 2015. • Continue implementation of a comprehensive Retention Plan.	Time Undergraduate Students • 7.6.6 (d) – Clubs and Organizations • 7.6.3 (c) – Summary of Curricula Offered to Achieve College Mission • 7.6.4 (c) – Strategic Planning SWOT Analysis Chart • 7.6.5 (c) – Number of Accredited Programs
GOAL 6: FACULTY AND STAFF **The College will attract and retain quality faculty and staff.**	• Increase full-time faculty positions to provide instructional and support services to students in programs and courses. • Evaluate the staffing resources to ensure staffing is adequate to achieve the College's mission and goals. • Provide comprehensive training and resources for faculty and staff to support teaching and learning in all environments, including electronic, traditional, remedial, and advanced technology delivery methods. • Ensure CCTC's faculty and staff compensation is competitive with salaries within the South Carolina Technical College System. • Identify resources to recognize faculty and staff achievement. • Implement a succession plan.	• 7.3.1 – Tuition Rate Comparison • 7.3.2 – Student Tuition & Fees Revenue • 7.3.5 – Accountability Report Appropriations/Expenditures Chart • 7.4.1 – Professional Development Programs Table • 7.6.2 (b) – Organization Chart • 7.6.4 (c) – Strategic Planning SWOT Analysis Chart
GOAL 7: RESOURCES **The College will practice effective stewardship of its resources and seek new avenues of funding.**	• Increase fall semester enrollment to 5000 students by 2015. • Establish an Alumni Association by Fall 2011. • Seek increased funding from Clarendon, Kershaw, Lee, and Sumter county governments. • Increase revenue through Workforce Development course and program offerings. • Develop more private partners and donors to support the College's mission. • Explore and develop resources to expand the Kershaw County Campus. • Seek grant opportunities to support the College's mission. • Partner with industries to share resources. • Review internal processes and continue to implement effective financial measures. • Integrate SACS standards into all areas of the College to effectively impact student	• 7.3.1 – Tuition Rate Comparison • 7.3.2 – Student Tuition & Fees Revenue • 7.3.3 – Correlation Between State Appropriations and Tuition and Fees • 7.3.4 – State and Local Grants and Contracts • 7.3.5 – Accountability Report Appropriations/ Expenditures Charts • 7.3.6 – Major Program Areas • 7.5.2 – Unduplicated Dual-Enrolled Students 2007-2011 • 7.5.4 – Expenditures as Percent of Budget • 7.6.3 (c) – Summary of Curricula Offered to

	success.	Achieve College Mission
	• Identify a QEP topic that will positively affect student success for the 2015 reaffirmation visit.	

Major goals were evaluated and achieved.

CHART 7.6.2(b)
Organization Chart
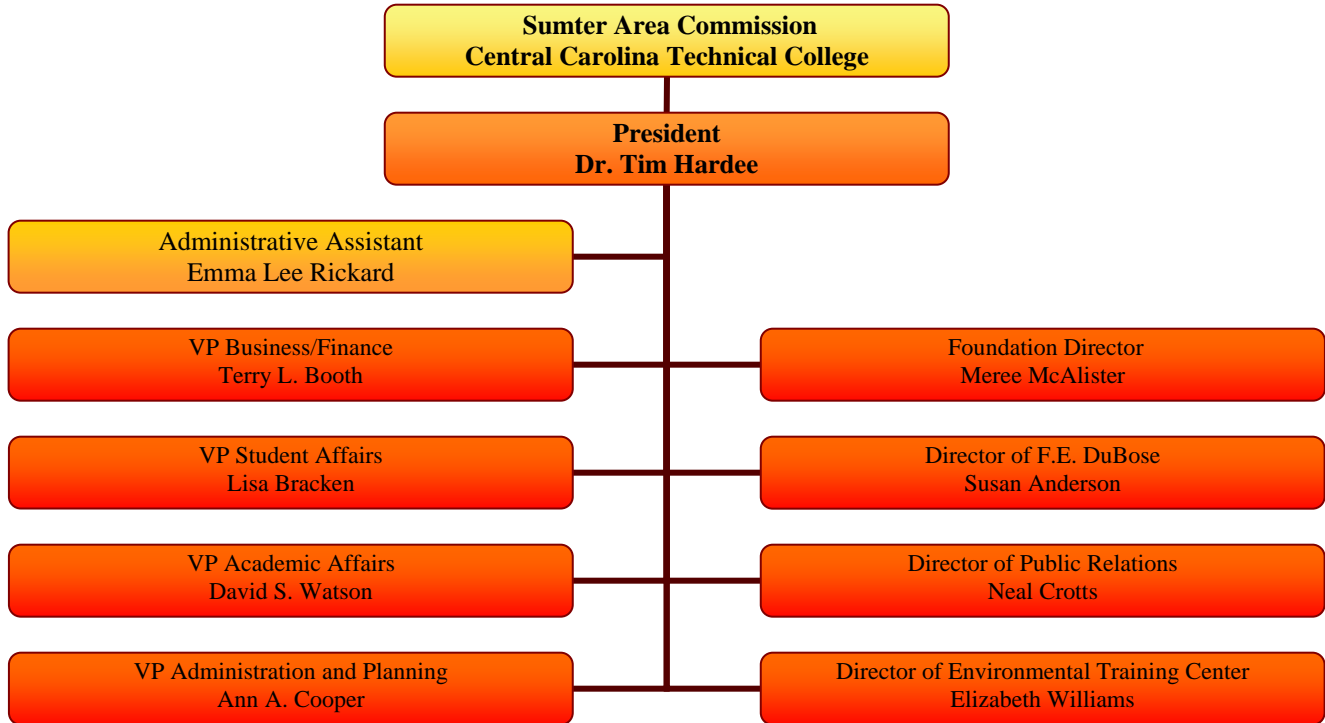
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              ┌─────────────────────────────────┐
              │      Sumter Area Commission      │
              │ Central Carolina Technical College│
              └─────────────────────────────────┘
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              ┌─────────────────────────────────┐
              │           President             │
              │         Dr. Tim Hardee          │
              └─────────────────────────────────┘
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Administrative Assistant
Emma Lee Rickard

VP Business/Finance	Foundation Director
Terry L. Booth	Meree McAlister

VP Student Affairs	Director of F.E. DuBose
Lisa Bracken	Susan Anderson

VP Academic Affairs	Director of Public Relations
David S. Watson	Neal Crotts

VP Administration and Planning	Director of Environmental Training Center
Ann A. Cooper	Elizabeth Williams

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

Total # of Academic Programs	Total # of Academic Programs Meeting All CHE College Mission Criteria	CHE Compliance If All Programs Meet Criteria
15	15	Compliance

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

TABLE 7.6.4(c)
2013 Strategic Planning SWOT Analysis Chart
Consensus of Internal and External Focus Groups
For the Central Carolina Technical College 2010-2015 Strategic Plan of Action

STRENGTHS	WEAKNESSES	OPPORTUNITIES	THREATS
Accessibility at Off-Site Locations with Expanded Programs and Services	Need for Greater Collaboration with Secondary School Sector	Collaborating with External Agencies for Increased Effectiveness	Decreased State Funding and Volatility of Economy
Quality Customer Service and User-Friendliness of Faculty and Staff	Marketing/Technical College Image	Improving Overall Image and Marketing and Services	Competition for Resources and Funding Among Higher Education Community
Leadership Capacity of Administration, Faculty, and Staff	Physical Limitations of Main Campus (Land-locked, insufficient space)	Expanding Outreach Opportunities in Kershaw County	Lack of Financial Resources for Competitive Faculty/Staff Salaries
Faculty/Staff Expertise in Content Areas	Lower Than Desired Graduation Rate as a result of Low Retention of Students Through Program Completion	Increased Distance Education Programs and Courses for Improved Accessibility	Failure to Change in Response to Globalization and Workplace Changes
Affordability for Students	Level of Technology and Equipment for Industrial and Engineering Technology Programs	Expanding Use of Internal Technology for all Users	Continued Stigma of Negative Image of Technical Education
Improved Reputation and Recognition of Contributions to Workforce Development	Need for Increased Faculty and Staff to Accommodate Enrollment Growth	Expanding Workforce Development Training to Support Local Business and Industry	Reduced Overall Effectiveness Due to Sparse Resources
Financially Sound Position	Lack of Expertise Among Faculty and Staff to Adequately Engage the High-Risk, Millennium, and Veteran Student	Addressing Globalization and Rapid Workplace Changes Through New Curricula	Lack of Academic Preparation of Entering Students
Good Working Relationship with K-12 Partners	Lack of Funding for the Expansion of the Kershaw Campus	Expand Dual Enrollment and Secondary Partnerships Through the Lee Scholars, Clarendon Scholars, and Kershaw Scholars Programs	Continued Digital Divide for Some Entering Students as Technology Expands
Integrated Process for Planning and Assessment of Learning	Decreasing Enrollment at the Lee County Campus	Expand Bridge and Transfer Programs to Support Student Transfer Opportunities	Poor economy in some of our service area counties which will decrease the number of jobs for graduates
State-of-the-Art Technology and Resources	Lack of Student Engagement with Academic and Student Support Services	Support for the Expanding Military Environment with Third Army Relocation to Service Area	High-Risk, Low-Income, First-Generation Students Without a Plan for College Education
Increased Role in Industry Recruitment	Less than Optimum Full-time Faculty in Some Programs	Grant Development Staff Position to Address Gaps	Increasing Tuition and Fees for Students
Active and Engaged Advisory Committees	Continued High Numbers of Students Requiring Academic Remediation	Development of the Alumni Partnership to Engage Alumni	Some Aging Facilities and Increased Cost of Maintenance
Increased awareness of legislative partners of the College's role in the vitality in economic development	Lack of Adequate Funding from Sumter County to Support Facilities (i.e. AMTTC, Legal Studies, and Health Sciences Center)	Development of a QEP to Address an Institutional Need	Increased Resource Allocation for US DOE Reporting Requirements
	Limited staff to support increasing dual enrollment requests in four counties	Renovation of the Advanced Manufacturing Technology Training Center to Serve the Industrial and Engineering Program Needs	Changing Communication Styles of Student Population and Failure to Connect with Students through Programs and Services

TABLE 7.6.5 (c)
Number of Accredited Programs

ACCREDITED PROGRAM	ACCREDITATION, APPROVALS, and MEMEBERSHIPS
Associate Degree Nursing program	SC Labor, Licensing, and Regulation Board of Nursing and is accredited by the National League for Nursing Accrediting Commission (NLNAC)
Practical Nursing Diploma program	SC Labor, Licensing and Regulation Board of Nursing and is accredited by the National League for Nursing Accrediting Commission (NLNAC)
Medical Assisting Diploma program	Commission on Accreditation of Allied Health Education Programs (CAAHEP)
Surgical Technology program	Commission on Accreditation of Allied Health Education Programs (CAAHEP)
Pharmacy Technician program	American Society of Health-System Pharmacist (ASHP)
Early Care and Education Associate Degree program	National Association for the Education of Young Children (NAEYC)
The Paralegal Program	American Bar Association (ABA)
Machine Tool Technology Diploma program	National Institute for Metalworking Skills (NIMS)
Automotive Mechanics program	National Automotive Technicians Education Foundation (NATEF)
HVAC Program	HVAC Excellence
Water and Wastewater Operator Certificate Programs	SC Department of Labor, Licensing, and Regulation Board of Environmental Certification
Total Number of Accredited Programs	**11**

TABLE 7.6.6(d)
Clubs and Organizations

ACTS (A Calling to Salvation)

This club was organized to share Christian fellowship and provide opportunities for academic and personal growth. The club's mission is to promote positive thinking and community contributions.

Central Carolina Student Nurses' Association

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

Creative Arts Society

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

Criminal Justice Association

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

Natural Resources Management Club

This club was organized by students in the Environmental Engineering Technology and Natural Resources Programs, but is open to all students attending Central Carolina Technical College. The purpose of this club is to protect the environment through action and awareness.

Phenomenal Women

Phenomenal Women strives to encourage and inspire women of all ages and stages of life to reach their highest potential through a range of educational and empowering tasks and experiences. This organization strengthens the fabric of our college through positive action and is open to all female students attending any campus of CCTC.

Phi Theta Kappa

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

Sounds of Inspiration

The purpose of the Sounds of Inspiration Choir is to provide an opportunity for any interested student to sing gospel songs and to encourage and uplift others through gospel music. Members must attend at least 2 rehearsals per month. Members should be committed to growth and willing to serve.

Student Veterans' Association

The mission of SVA is to provide military veterans with the resources, support, and advocacy needed to succeed in higher education and following graduation. Membership is open to all military veterans and dependents of veterans.

Umami (Pleasant and Savory Taste)

The goals of the Umami Club are to provide students with the professional skills and etiquette associated with the food and hospitality industry, to teach students how to budget personal money to include nutritionally sound groceries, and to enhance student and community life in Sumter through volunteering, education, and fundraising.