Accountability Report
2012-2013

Greenville
Technical College

Department of Quality and Planning

GREENVILLE TECHNICAL COLLEGE
2012 – 2013 ACCOUNTABILITY REPORT

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I. EXECUTIVE SUMMARY

1.1. ORGANIZATION PURPOSE, VISION, MISSION AND VALUES

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

MISSION: GTC drives personal and economic growth through learning.

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

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

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

VALUES: GTC is committed to the following values:

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

STANDARDS OF BEHAVIOR:

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

SERVICE EXCELLENCE VISION: We must commit to seeing that every interaction with a student, a potential student, a member of the community, or another employee results in a positive experience. We recognize the many barriers our students face and the numerous factors outside of our control; however, we value the faith that Greenville County residents have in GTC to overcome these challenges, and we promise to earn our customers' trust every day with support and services that serve as a national model and rival those of any organization.

1.2. MAJOR ACHIEVEMENTS FROM PAST YEAR

CORPORATE AND CAREER DEVELOPMENT (CCD)

- An international company selected GTC CCD to deliver Lean training to 14 employees and Lean Six Sigma Train-the-Trainer to 12 employees. Students were flown in from all over the United States, Italy, Hungary, Turkey, Vietnam, and other countries.
- Assisted 13 companies in registering for apprenticeships and began the training.
- Assisted in facilitation of delivery of training for ScanSource in Latin America and Brazil.
- General Electric (GE) Engineers came from across the United States to take part in a 40 hour GE Energy Supply Chain Technical Training Class.

DIVERSITY & INCLUSION

- Established a fourteen member Diversity Task Force that developed a Diversity & Inclusion Strategic plan for employees and students; resulting in the formation of a Diversity Employee Council and an external advisory board.
- Conducted twenty employee workshops on National Coalition Building Institute (NCBI).
- Organized and hosted the 6th annual African American Student Leadership Conference (AAMLI).

EDUCATION

- Renovated space and acquired an ambulance simulator for the Emergency Management Associate Degree to give students a more realistic learning environment.
- National League of Nursing Accreditation awarded the Nursing program full accreditation.
- Launched a new Student Computing division charged with providing access to technology, helping students overcome technology barriers, and encouraging students to embrace technology.
- Established College Archives in the Barton Library that includes primary and secondary resources pertaining to the history of the college, including digitization of yearbooks.
- Implemented partnerships with Bosch Rexroth and GE to offer an apprentice program for Machine Tool Technology students.
- Tech Scholars Program developed for Waste Industries and expanded for BMW and Michelin.
- Developed new certificate programs of study for Automotive, Production Tech, Diesel Mechanics and Avionics.
- Received donation of a truck from Waste Industries for Diesel Equipment.
- Hosted Skills USA's state competition for Automotive, Auto Body Repair, Diesel Mechanics, HVAC, Welding, and Machine Tool Technology.
- Automotive Department faculty presented continuing education to secondary faculty at the Business and Education summit.
- Building Construction Technology formed a partnership

with REW: GO for students to build access ramps for handicapped citizens.

- Hospitality Department Head was announced as SC Technical College System's A. Wade Martin Innovator of the Year.
- Early Childhood Development Department partnered in a grant with the University of South Carolina's College of Education resulting in the development of on-line course offerings for the Special Needs Certificate.

FINANCE

- **FACILITY, GROUNDS, & BUILDING IMPROVEMENTS**
  - Upgraded and modernized passenger elevator in Building 501.
  - Renovated multiple areas across campus to provide updated technology in classrooms; improving accessibility and customer service to students.
  - Fire alarm system upgrades were completed in Building 106.
  - Replaced and upgraded hot water and HVAC systems across the college with high efficiency, and increased capacity units.
  - Replaced deteriorated underground chill water pipe loop between Buildings 119, 120, 121, & 122.
  - Acquired and installed EVAC chairs for Barton 120 (Health Sciences) and 117 (Nursing Science) buildings.
- **EMPLOYEE SERVICES**
  - Conducted mail design and standards training sessions for employees resulting in better quality mail pieces and lower postage costs.
  - Implemented fire drill exercises on all campuses.
  - Coordinated with Greenville Police Department (GPD) to allow all GTCPD Police Officers to attend GPD annual in-service training to comply with South Carolina Criminal Justice Academy requirements (Reduce travel/personnel costs to Columbia for annual in-service training).
- **SYSTEM & PROCESS IMPROVEMENTS**
  - Completed physical inventory cycle using newly implemented Colleague fixed assets tracking software and inventory scanning system.
  - Offset waste disposal fees with revenue from recycling metal from construction and renovation projects, building furnishings, and obsolete equipment.
  - Implemented new Bookstore Management System with a real-time retail tool in a cloud based server environment.
  - Worked with the GTC Purchasing Card Administrator to identify the opportunities and process improvements in response to the Legislative Audit Council's recommendations for all South Carolina State Agencies.
  - Received the Certificate of Achievement for Excellence in Financial Reporting for the college's Comprehensive Annual Financial Report (CAFR) for the fifth consecutive year.
  - Increased efficiency by reducing the number of purchase orders generated by 30%.

  - Received a commendation from the Department of Justice in response to a review of the Carolina Institute of Community Policing grant.
  - Implemented call campaign to financial aid applicants with missing documents; resulted in 3% improvement in number of students with completed financial aid files and ready to self-print book vouchers.
  - Implemented the Q-Less Queue Manager system to improve customer service in the Financial Aid Department. Immediate results were seen in reduced wait times for students.
  - Initiated standard e-mail notification reminder to recipients of Veteran benefits improving the percentage of Veterans meeting schedule submission requirement.
  - Redesigned Financial Aid office to include 3 extra service windows; resulting in reduction in student wait time.

GREENVILLE TECH FOUNDATION

- Raised more than $1.4 million in new cash and pledges.
- Raised more than $745,000 in in-kind gifts.
- Generated $377,000 from endowment earnings and donations to fund 398 scholarships.
- Notified of GTC's inclusion in an estate plan with an expected value of $1.2 million.

HUMAN RESOURCES

- Implemented enhancements to full time New Employee Orientation including training on Employee Relations, FERPA, and a post-survey to new employees regarding their selection and orientation experiences.
- Implemented a New Employee Orientation for temporary employees, delivered in a flexible format to accommodate scheduling needs.
- Implemented a notification system for performance evaluation dates; resulted in a reduction of Successful by Default ratings from 45% to 18% in one year.
- Expanded recruiting sources to include Hispanic Alliance and LinkedIn.
- Held first job fair to attract adjunct faculty; 133 registered applicants, 83% of which held masters level degrees or higher.
- Developed a strategic employee professional development competency model which serves as a tool for planning employee and leadership development training and events that align with the college's institutional objectives.
- Studied, analyzed, and reviewed temporary and adjunct instructor employment in light of the Patient Affordable Care Act; took measures college-wide to ensure compliance prior to all mandatory dates set by federal law, while keeping employee morale as a priority.
- Achieved a ranking of 2nd among South Carolina Technical Colleges for Affirmative Action Goal Attainment and a ranking of 7th among all South Carolina state agencies.

INSTITUTIONAL EFFECTIVENESS

- Greenville Technical College was awarded its 10 year reaccreditation by the Southern Association of Colleges and Schools Commission on Colleges.

- All employee Convocation included celebration of Reaccreditation and a conference theme format featuring 11 breakout sessions with content delivered by various employees.
- A community engagement initiative, Greenville Tech Gives Back, in its second year, has contributed 799 volunteer hours and $17,406 to the economy based on the value of volunteer hours.
- Approximately 1,000 people attended the Manufacturing Job and Training Fair on May 21, where they had the opportunity to meet with approximately 30 area employers including BMW, Bosch Rexroth, and GE.
- Marketing department won a national award through the National Council of Marketing and Public Relations for Marketing and PR for the 2012 Manufacturing Job & Training Fair collateral.
- The college website was redesigned in March; in the first quarter since the redesign, unique page views to the "apply" page increased 12% and unique page views to the online application increased nearly 30%.
- U.S. Secretary of Labor Hilda L. Solis visited GTC to announce the grant award of $14,130,951 from the US Department of Labor's Trade Adjustment Act/Community College and Career Training grant program for SC ACCLERATE Consortium.
- Implemented the Multiple Active Programs initiative to expand options for students to move to completion of their academic and career goals.
- Additional $1,312,500 in Grant proposals funded for workforce development and other initiatives.
- Implemented a replacement Emergency Alert system.
- Implemented an ACD (automated call distribution)/IVR (intelligent voice response) system on the colleges' main incoming published phone lines.
- Implemented a distributed contact center across several of the colleges' primary student support areas.
- Wrote code to provide a web-based tool (XENI) that allows applicants to check their admissions status from any computer location on or off campus 24/7.

STUDENT, DIVERSITY AND COMMUNITY AFFAIRS

- Developed a Student Leadership Program to assist students in developing leadership and career skills.
- Drafted a new comprehensive Campus Life plan that includes diverse activity programming and enhanced student clubs and organizations.
- Established "Command Central" in the Student Center on the Barton Campus for Veteran students.
- Relocated the office of Career Services to the Student Center and merged with the office of Experiential Learning and the Steer Your Career initiative.
- Implemented a paperless electronic transcript service for students and alumni who need official copies of their GTC transcripts.
- Implemented a face-to-face and telephone triage campaign during the peak enrollment period leveraging college faculty and staff volunteers; resulted in reduced wait times for students.
- Achieved successful SEVIS I-17 reauthorization, which allows the college to continue recruiting and admitting international students on visas.
- Established a working task force with the Hispanic Alliance to address enrollment opportunities for DACA students; establish other partnership initiatives to support education and career development for the Latino community.

1.3. KEY STRATEGIC GOALS

Key strategic goals for the present and future years are:
- Teaching and Learning
- Student Success
- Employee Development
- Innovation
- Community Focus

1.4. STRATEGIC CHALLENGES

The Area Commission in partnership with the President's Cabinet conducted a planning retreat in October 2012 identifying key opportunities and challenges for the college for the upcoming fiscal year those identified are:
- Moving students with demonstrated skills through to completion in a more timely and cost-effective manner.
- Innovation in learning, assessment, and funding is driving the college to seek new models for learning and instruction, beyond the current online and prototypes in incubation currently in place.
- Producing more graduates faster to serve the demand of industry especially in the area's critical manufacturing sector, while maintaining our focus on quality.
- Maintaining relevance with technology tools.
- Creating the environment where quality improvement processes and service excellence are the rule, not the exception.
- Developing a dynamic budget in an inclusive environment, driven by the strategic goals and institutional success measures which reflect current funding realities.

1.5. USE OF ACCOUNTABILITY REPORT TO IMPROVE ORGANIZATIONAL PERFORMANCE

GTC will use the annual accountability reporting exercise as a means to drive its commitment to continuous organizational improvement. More specifically, this process will be one form of assessment the college uses to demonstrate progress towards the strategic imperatives and their outcomes. In 2011, GTC adopted the Excellence in Higher Education (EHE), which is based on the Baldrige Criteria as its continuous improvement model. The college has built upon the EHE by implementing the complete Baldrige Criteria for Performance Excellence as its complete continuous improvement model. This, along with the Accountability Report, will guide the college in aligning all college processes and initiatives.

II. ORGANIZATIONAL PROFILE

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

MAIN EDUCATIONAL PROGRAMS	Business, public service, arts and sciences, health sciences, nursing, engineering technologies, industrial technologies, transportation technologies, and university transfer
AWARD OFFERINGS	38 associate degrees 11 diplomas 109 certificate programs
PRIMARY DELIVERY METHODS	Traditional didactic classroom instruction, online distance learning, hands-on laboratory application, and hybrid/blended
STUDENT SERVICES PROVIDED	Academic advising, veterans assistance, career services, counseling services, student disabilities services, tutoring, student activities, financial aid, and library services

2.2. KEY STUDENT SEGMENTS, STAKEHOLDERS, AND MARKET SEGMENTS

As an open admission institution, GTC's population includes traditional students entering college directly from high school and a growing number of non-conventional students including adults in mid-life career change, displaced or under-employed workers, newly arriving immigrants, transplants from neighboring states, and those seeking enhanced workforce training. The student body, Table 2.2-1, is diverse and generally reflects the ethnic makeup of the service area. Enrollment of the college is calculated by both academic, Table 2.2-2, and Corporate and Career Development, Table 2.2-3. Stakeholders and their expectations are outlined in Table 2.2-4.

TABLE 2.2-1: STUDENT ETHNICITY PROFILE

POPULATION	GTC					GREENVILLE COUNTY	
	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	2000 US Census	2010 US Census
White	66.9%	61.7%	66.6%	63.1%	62.9%	77.5%	70.3%
Black	24.2%	22.2%	23.5%	24.1%	24.2%	18.3%	17.9%
Hispanic	4.0%	3.7%	4.6%	5.4%	6.0%	0.4%	8.1%
Two or More Races	n/a	n/a	0.8%	1.4%	1.7%	n/a	1.4%
All Others	4.8%	12.4%	4.5%	6.0%	5.1%	4.2%	2.3%

TABLE 2.2-2: ACADEMIC PROGRAM HEADCOUNT

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Headcount	14,582	15,109	14,885	14,464	13,974

TABLE 2.2-3: CORPORATE AND CAREER DEVELOPMENT ENROLLMENT

	2008-09	2009-10	2010-11	2011-12	2012-13
Enrollment (Duplicated)	21,958	32,188	25,293	22,946	21,495

TABLE 2.2-4: STAKEHOLDERS AND EXPECTATIONS

STAKEHOLDERS	EXPECTATIONS
Students	• Earn credits for transfer to four-year college or university • Obtain associate degree, diploma, or certificate • Obtain skills needed for career advancement • Receive entry-level job skills training • Obtain technical or job development skills • Engage in personal growth opportunities.
State and local community	Ensure institution serves the public interest.
Faculty and staff	The institution upholds the standards of the academic disciplines.

2.3. OPERATING LOCATIONS

GTC maintains seven satellite locations throughout Greenville County including:

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

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

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

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

SCTAC: Places its emphasis on aircraft maintenance and truck driver training.

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

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

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

2.4. NUMBER OF EMPLOYEES

TABLE 2.4-1: HUMAN RESOURCES IPEDS DATA FULL-TIME EMPLOYEES

GTC FULL-TIME EMPLOYEES				
	2009-10	2010-11	2011-12	2012-13
Faculty	330	347	337	349
Staff	333	343	353	352
Total	**663**	**690**	**690**	**701**

TABLE 2.4-2: HUMAN RESOURCES IPEDS DATA PART-TIME EMPLOYEES

GTC PART-TIME EMPLOYEES				
	2009-10	2010-11	2011-12	2012-13
Faculty	441	445	457	434
Staff	308	312	290	311
Total	**749**	**757**	**747**	**745**

TABLE 2.4-3: HUMAN RESOURCES IPEDS DATA – ALL EMPLOYEES

	2009-10	2010-11	2011-12	2012-13
Total	1,412	1,447	1,437	1,446

2.5. REGULATORY ENVIRONMENT

The college president and the president's cabinet provide direct oversight of college operations in accordance with standards set by the South Carolina State Board for Technical and Comprehensive Education (SCTCS). The SCTCS is responsible for the state-level development, implementation and coordination of postsecondary occupational and technical training, and education to support area-wide economic development. The South Carolina Commission on Higher Education (CHE) acts as a coordinating board for both public and private higher educational institutions across the state. Additionally in 2013, GTC received the maximum number of years, ten, of full accreditation with the Commission on Colleges of the Southern Association of Colleges and Schools (SACSCOC) through 2023. Individual programs are accredited by specific state, national, and professional organizations.

2.6. GOVERNANCE SYSTEM

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

TABLE 2.6-1: GREENVILLE COUNTY COMMISSION FOR TECHNICAL EDUCATION

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

2.7. PARTNERS AND KEY SUPPLIERS

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

2.8. KEY COMPETITORS

Three public institutions, Spartanburg Community College, Piedmont Technical College, and Tri-County Technical College, are located in service areas close to GTC. Additionally, private vocational schools in the immediate vicinity include Virginia College, Brown Mackie, ECPI College of Technology, and ITT Technical Institute. These schools also provide programs to populations served by GTC. Programs and service provided by Goodwill Industries compete with GTC programs like Quick Jobs. The unemployment in Greenville County has declined over the last 18 months which directly impacts full time enrollment; unquestionably a national trend as well.

2.9. FACTORS DETERMINING COMPETITIVE SUCCESS

FACTORS IMPACTING COMPETITIVE SUCCESS	ACTIONS AND ACTIVITIES TO ENSURE SUCCESS
1. Maintaining a diversity of educational options 2. Expanding partnerships with secondary and four-year institutions 3. Hiring and maintaining talented and professionally engaged faculty 4. Providing competency-based curriculums that have real-life applications and meet specific professional and occupational skill sets/standards 5. Creating a multidimensional learning environment to accommodate the broad range of students' learning styles, as well as their varying academic, career, and personal goals 6. Developing new industry-driven training options 7. Recognizing opportunities to recruit non-traditional student populations 8. Using technology to optimally serve students, faculty, and staff 9. Establishing a sense of community and collegiate spirit on campus 10. Seeking additional external funding 11. Dealing with cumbersome state processes 12. Dealing with cumbersome and constantly changing federal regulations.	Data Driven Decision-Making as a priority of the college by administering institutional assessments and using college data to improve programs and services. Enhancing internal assessments by aligning annual assessment reporting by all academic programs and administrative units with the strategic imperatives of the college. Restructuring Human Resource policies and improving recruitment, hiring, and retention procedures. Implementing a continuous improvement model where data will be used to drive decisions and college processes and initiatives are aligned with the mission of the college. Negotiating agreements with historically black colleges, Clemson, USC, and USC Upstate. Expanding and improving facilities to meet growing needs with the implementation of the Academic and Facilities Master Plan and Enterprise Campus vision. Continue to move towards a learning-centered focus in all areas of the college.

2.10. PERFORMANCE IMPROVEMENT SYSTEMS

STRATEGIC PLANNING: The College's 2012-2015 institutional success measures are guiding improvements at the college. There are four broad areas of success: student success, employee success, community success, and market share/niche target group. Annually the College Report Card is shared with the employee community at Convocation which provides an update on the progress of the Strategic Imperatives' outcomes and tactics established in the previous year. Outcomes and Tactics progress status is noted in a dashboard style linking these activities with the institutional objectives and success measures.

SURVEYS AND STANDARDIZED TESTING: The Department of Quality and Planning produces a number of in-house surveys and reports and uses externally-developed surveys and examinations to assess performance and satisfaction of the college. For a complete listing, see Table 3.4.4-1. These institutional assessment instruments are systematically administered and received after each administration to ensure the information gathered is the best possible information for its purpose, as well as receiving the most participation.

ANNUAL ASSESSMENT RECORDS: To ensure a consistent method of reporting assessment efforts, GTC uses

WEAVEonline™ to manage and centralize the annual assessment records of the college. All units of the college are expected to develop and maintain annual assessment records. Administrative units are required to have an annual assessment record that assesses what that support unit is expected to do, accomplish, or achieve regarding service and performance of duties. Academic areas of the college, which includes all certificates, diplomas, and associate degrees, are required to have an annual assessment record to document what the college expects its graduates to know, think, or do upon completion of an academic program or academic experience.

All areas of the college incorporate the Excellence in Higher Education model of performance excellence criteria in their unit assessment records to align departmental assessment and planning with overarching college initiatives.

PROGRAM REVIEWS: Under the direction of the Vice President for Academic Affairs, a review of each associate degree, diploma, and certificate program is conducted based on a four-year cycle. A newly reworked and implemented review process focuses on determining the sustainability and viability of each credential in addition to validating educational quality.

2.11. ORGANIZATIONAL STRUCTURE

The college's organizational structure, Chart 2.11-1, is comprised of an eight-member president's cabinet charged with establishing procedures, providing direction, and vision for the institution. The academic division of the college is made up of nine leaders which includes four academic deans and one interim academic dean, Chart 2.11-2.

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

Dr. Keith L. Miller
President

Dr. Lenna Young Vice President for Academic Affairs	**Cynthia G. Eason** Vice President for Corporate and Economic Development
Wendy Walden Associate Vice President for Executive Affairs	**Jacqueline DiMaggio** Vice President of Finance
Robert E. Howard President of Greenville Tech Foundation	**Susan M. Jones** Associate Vice President for Human Resources
Lauren A. Simer Vice President for Institutional Effectiveness	**Dr. Matteel Jones** **Vice President for Student Affairs**

CHART 2.11-2: ACADEMIC DIVISION ORGANIZATIONAL CHART

Dr. Lenna Young
Vice President for Academic Affairs

Patty Amick Dean of Arts and Sciences	**Wanda Clark** Associate Vice President/ Interim Dean of Business/Public Services
Jan Hirt Dean of Health Sciences/Nursing	**Joel Welch** Dean of Technologies Division
Lori Trumbo Achieving the Dream Faculty Leader	**Susan McDonald** Educational Technology Director
Chirinjev Peterson Director, International Education Center	**Cindy Davies** Dean of Learning Resources
Dr. Chuck Shaw Director of Center for Teaching and Learning	

2.12. EXPENDITURES/APPROPRIATIONS CHART

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	$46,715,124	$10,330,045	$47,469,616	$12,102,553	$49,909,010	$12,143,485
Other Operating	$14,972,232	-	$14,561,673	-	$14,977,854	$37,784
Special Items	$11,766,706	-	$9,413,613	-	$7,243,177	-
Permanent Improvements	$859,776	-	$551,375	-	$413,526	-
Case Services	-	-	-	-	-	-
Distributions to Subdivisions	-	-	-	-	-	-
Fringe Benefits	$12,776,359	$4,470,433	$13,720,490	$3,363,635	$15,160,905	$3,400,175
Non-recurring	$8,962,802	-	$6,371,477	-	$3,694,999	$435,750
Total	**$96,052,999**	**$14,800,478**	**$92,088,244**	**$15,466,188**	**$91,399,471**	**$16,017,195**

Other Expenditures

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

2.13. MAJOR PROGRAM AREAS CHART

Accountability Report Major Program Areas Chart: Greenville Technical College

Major Program Areas

Program Number and Title	Major Program Area Purpose (Brief)	FY 11-12 Budget Expenditures		FY 12-13 Budget Expenditures		Key Cross References for Financial Results*
II. Instruction		**State:**	$9,467,915.00	**State:**	$9,993,871.00	3.7.1-1, 3.7.1-2 3.7.1-3, 3.7.1-4a, 3.7.1-4b, 3.7.1-7 3.7.1-8, 3.7.2-5, 3.7.1-5, 3.7.1-6, 3.7.3-4, 3.7.3-6, 3.7.4-6
		Federal:	$0.00	**Federal:**	$0.00	
		Other:	$32,971,349.00	**Other:**	$33,041,451.00	
		Total:	$42,439,264.00	**Total:**	$43,035,322.00	
		% of Total Budget:	44%	**% of Total Budget:**	47%	
III. Academic Support		**State:**	$1,832,683.00	**State:**	$2,010,767.00	3.7.1-10a, 3.7.1-10b, 3.7.1-10c, 3.7.1-9a, 3.7.1-9b, 3.7.1-9c, 3.7.2-1a, 3.7.2-1b, 3.7.3-2, 3.7.3-3, 3.7.3-4, 3.7.3-5, 3.7.3-6
		Federal:	$0.00	**Federal:**	$0.00	
		Other:	$6,382,192.00	**Other:**	$6,647,942.00	
		Total:	$8,214,875.00	**Total:**	$8,658,709.00	
		% of Total Budget:	9%	**% of Total Budget:**	9%	
IV. Student Support		**State:**	$1,246,756.00	**State:**	$1,326,504.00	3.7.2-1b, 3.7.2-2, 3.7.3-2, 3.7.3-4, 3.7.3-5, 3.7.3-6
		Federal:	$0.00	**Federal:**	$0.00	
		Other:	$4,341,739.00	**Other:**	$4,385,649.00	
		Total:	$5,588,495.00	**Total:**	$5,712,153.00	
		% of Total Budget:	6%	**% of Total Budget:**	6%	
V. Plant Maintenance		**State:**	$0.00	**State:**	$0.00	3.7.3-2
		Federal:	$0.00	**Federal:**	$0.00	
		Other:	$8,927,419.00	**Other:**	$8,982,764.00	
		Total:	$8,927,419.00	**Total:**	$8,982,764.00	
		% of Total Budget:	9%	**% of Total Budget:**	10%	
VI. Administrative Support		**State:**	$2,253,124.00	**State:**	$2,135,046.00	3.7.3-2, 3.7.3-6, 3.7.4-2, 3.7.4-3, 3.7.4-3
		Federal:	$209,013.00	**Federal:**	$174,250.00	
		Other:	$7,637,334.00	**Other:**	$6,884,578.00	
		Total:	$10,099,471.00	**Total:**	$9,193,874.00	
		% of Total Budget:	10%	**% of Total Budget:**	10%	
VII. Auxiliary Enterprises		**State:**	$0.00	**State:**	$0.00	
		Federal:	$0.00	**Federal:**	$0.00	
		Other:	$7,374,873.00	**Other:**	$6,944,370.00	
		Total:	$7,374,873.00	**Total:**	$6,944,370.00	
		% of Total Budget:	8%	**% of Total Budget:**	8%	

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*
VIII. Restricted Operations		State:	$2,195,350.00	State:	$1,003,946.00	
		Federal:	$5,400,634.00	Federal:	$3,819,493.00	
		Other:	$0.00	Other:	$0.00	
		Total:	$7,595,984.00	Total:	$4,823,439.00	
		% of Total Budget:	8%	% of Total Budget:	5%	
IX. Capital Expenditures		State:	$0.00	State:	$0.00	
		Federal:	$0.00	Federal:	$0.00	
		Other:	$5,812,618.00	Other:	$4,737,613.00	
		Total:	$5,812,618.00	Total:	$4,737,613.00	
		% of Total Budget:	6%	% of Total Budget:	5%	
		$96,052,999.00	100%	$92,088,244.00	100%	

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

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

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

III.   ELEMENTS OF MALCOLM BALDRIGE CRITERIA

CATEGORY 1 – SENIOR LEADERSHIP, GOVERNANCE, AND SOCIAL RESPONSIBILITY

SENIOR LEADERSHIP: GTC embraces a *learning approach to leadership* where the president's cabinet facilitates learning in others (staff and faculty), Table 3.1-1, so they can develop as professionals and peers, assume more collective responsibility relative to their work, engage in group planning and decision-making activities, as well as set continuous goals for the institution. Senior leaders hold themselves and each other accountable to the Standards of Behavior. In order to fully share information and ideas generated at all levels of the organization, a variety of formats is in place to ensure open and ongoing communication as noted in Table 3.1-2.

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

TABLE 3.1-1: LEADERSHIP RESPONSIBILITIES

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

TABLE 3.1-2: DEPLOYMENT OF INSTITUTIONAL IDEALS

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

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

- **LEARNING** – Economic and Workforce – Enterprise Campus vision to create a pipeline of qualified workers that manufacturers in Greenville County desperately need.
- **EXCELLENCE** – Service Excellence Teams and Standards of Behavior program for all employees.

- **DIVERSITY** – Development of a comprehensive student diversity program to include holistic support system.
- **INTEGRITY** – Through the annual assessment process GTC continues to reduce redundancy of certificates with degree programs streamlining the educational process for students.
- **COOPERATION** – Creating a community site or focal point for regional special events, fundraising activities, political gatherings, blood drives, and job fairs.
- **ACCOUNTABILITY** – Leadership's commitment to assess programs and use data to strengthen the institution's long-range planning and decision making processes.

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

TABLE 3.1-3: PERFORMANCE MEASURES

STUDENT SUCCESS	2011	2012	2013	2014
Persistence (F-S)	67.52%	73.58%	73.61%	
First-time, Full-Time Retention (F-F)	51.1%	54.6%	52.0%	
Completion: Certificate Attainment	1,259	1,475	1,355	
Completion: Diploma Attainment	233	290	246	
Completion: Degree Attainment	965	1,194	1,223	
General Education Skill Proficiency	443.71		445.30	
Engagement	CCSSE		CCSSE	
Satisfaction – Current Student*	5.43		5.55	
Satisfaction – Graduate***	3.52	3.49	3.64	

Engagement (2012 – CCSSE):

Benchmark	2010
Active & Collaborative Learning	45.8
Student Effort	47.4
Academic Challenge	50.4
Student-Faculty Interaction	51.5
Support for Learners	48.4

Engagement (2013 – CCSSE):

Benchmark	2012
Active & Collaborative Learning	47.2
Student Effort	47.7
Academic Challenge	52.7
Student-Faculty Interaction	50.8
Support for Learners	49.6

EMPLOYEE SUCCESS	2011	2012	2013	2014
Satisfaction **	3.83		3.92	

COMMUNITY SUCCESS	2011	2012	2013	2014
Employed in field or continued education	72%	76.7%	79.2%	
Employer Satisfaction***	3.51		3.52	

MARKET SHARE/NICHE TARGET GROUP	2011	2012	2013	2013
Market Penetration for credit students based on GTC's service area population**	4.50%	4.36%	TBD	
Market Penetration for non-credit students based on GTC's service area population**	3.81%	3.30%	TBD	

*   Seven-point scale

**   Five-point scale

***   Four-point scale

CATEGORY 2 – STRATEGIC PLANNING

3.2.1. STRATEGIC PLANNING PROCESS

Every three years the college participates in environmental scanning and data gathering from community, employees, students, and advisory groups. Collating this information, along with examining local, regional, state, and national trends which may impact the success of the college, are examined. Employee task forces are formed around specific themes and asked to identify key elements on which the college should focus on over the upcoming three years to better serve students and the community. President's Cabinet takes the recommendations and formulates strategic imperatives with related outcomes.

Annually the president, in coordination with his cabinet and final approval from the Area Commission, establish Institutional Objectives aligned with the institution's strategic plan. These objectives are communicated to each division through the president's cabinet members with each being held accountable for the progress towards each target. The process for determining these objectives begins with the Area Commission planning retreat held in October each year, which includes the President and his cabinet members; followed by the President's Cabinet retreat one month later to operationalize the objectives identified in the Area Commission retreat.

A. STRENGTHS, WEAKNESSES, OPPORTUNITIES, AND THREATS: As part of planning retreats and meetings, internal and external data are analyzed to identify strengths, weaknesses, opportunities and threats. Trends at the local, regional, state, and national level are identified and their potential impact on the college is assessed.

B. FINANCIAL, REGULATORY, OTHER POTENTIAL RISKS: The state has strict guidelines on how the college may invest money; all investments must be fully collateralized or supported by an irrevocable letter of credit, and must bear no market risk or fluctuation of principal. There is a system of internal controls in effect to protect the college from fraudulent activity. Allowances for losses of student account receivables are established based upon actual losses experienced in prior years and evaluations of the current account portfolio. The college has procedures in place for separating duties so that employees dealing with cash will not be reconciling accounts. An internal auditor monitors adherence to policies and procedures.

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

C. SHIFTS IN TECHNOLOGY, DEMOGRAPHICS, MARKETS, PREFERENCES, AND COMPETITION: The Information Technology Governance Council (ITGC) oversees the IT Strategic Plan to address changes and challenges in technology.

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

The College Marketing Department leverages web analytics and other data tools to cull prospect information providing insight into student behavior as it relates to selecting and applying to colleges; choosing programs and services; searching for information; and making their education and career training choices.

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

The Employee Professional Development Strategic Plan includes a competency model for identifying knowledge and skills for all employees at all levels of leadership. This competency model aligns faculty and staff competencies with the college's strategic plan and institutional objectives. Professional and leadership development training fosters development of these competencies.

E. LONG-TERM ORGANIZATIONAL SUSTAINABILITY AND CONTINUITY IN EMERGENCIES: GTC has an Emergency Management Operations Plan that provides comprehensive oversight for each of the college's campuses. This plan is designed to identify procedures to protect lives and property, provide organized and safe response actions, and effectively use college resources in the event of a major emergency and/or disaster. Emergency responses and planning meetings are conducted monthly to mitigate risk, as well as communicate with the college community.

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

3.2.2. ADDRESSING THE STRATEGIC CHALLENGES

The strategic imperatives are directly related to the strategic challenges identified in section 1.4 of this report. Table 3.2.1 shows the alignment of each identified challenge with the strategic imperatives and outcomes identified in section 1.3 for 2012-13.

3.2.3. EVALUATION OF STRATEGIC PLANNING PROCESS

GTC uses the Excellence in Higher Education (EHE) continuous improvement model developed by Brent D. Ruben, Ph.D. This model is based on the Baldrige Principles for Performance Excellence and accreditation frameworks. Following the annual Area Commission planning retreat and President's Cabinet follow up retreat, the Institutional Assessment Council reviews and provides feedback on how the current three year strategic plan could be a more inclusive

process with success measures that would be more appropriately aligned.

3.2.4. DEVELOPING AND TRACKING ACTION PLANS AND ALLOCATING RESOURCES

The college has an annual planning cycle which begins with the Area Commission and President's Cabinet planning retreat in October where new opportunities, threats, or sudden changes in the environment that could impact the institution are evaluated. In November, the President's Cabinet meets to discuss which upcoming projects need to be prioritized to optimize the key performance measures related to student success in the strategic plan. This is communicated to departments as the budget planning cycle begins for the new fiscal year. Departments begin reviewing the success of the measures in their annual assessment plans to develop action items to address any findings. As budgets are submitted, departments must align their requests with the appropriate action plans and strategic imperatives outlined in the strategic plan. Resources are allocated through the budget cycle to ensure those top priorities are met. Quarterly reports with progress updates are shared with the Area Commission and the college. Year-end reports with final results are the basis for making adjustments and developing new outcomes.

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

The strategic imperatives, outcomes identified by the President's Cabinet, and the success measures are reported in the annual

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

3.2.6. MEASURING THE PROGRESS ON ACTION PLANS

The progress of each strategic imperative is measured based on key performance metrics related to student success, student progression toward goal completion; how well the college serves the market service area, graduate and employer satisfaction, and how many students are employed in their field or continue their education. These reports are shared with President's Cabinet and posted on the internal web portal. Quarterly updates include action taken to achieve stated outcomes and any barriers impeding success. Barriers are noted, monitored, and adjustments are made as necessary.

3.2.7. STRATEGIC IMPERATIVES ACCESSIBILITY

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

TABLE 3.2-1: ADDRESSING STRATEGIC CHALLENGES

STRATEGIC CHALLENGE	ASSOCIATED 2012-2015 STRATEGIC IMPERATIVE	ASSOCIATED 2012-2015 IMPERATIVE OBJECTIVE	ASSOCIATED 2013-2014 INSTITUTIONAL OBJECTIVES
Moving students with demonstrated skills through to completion in a more timely and cost-effective manner.	I. Teaching and Learning	C. Multiple curriculum options available to meet the learning needs of a diverse student body	2. Increase the rate at which students successfully complete remedial or developmental instruction and advance to credit bearing courses.
Innovation in learning, assessment, and funding is driving the college to seek new models for teaching and learning, beyond the current online and incubator prototypes currently in place.	I. Teaching and Learning	A. Strong institutional resources to support teaching	1. Utilize the Academic and Facilities Master Plan, inclusive of the Enterprise Campus to advance the college's programs and services.
Producing more graduates faster to serve the demand of industry while maintaining our focus on quality.	II. Student Success	A. Practices, processes, and policies that enhance student progression toward educational goals	3. Increase persistence of all students.
Maintaining relevance with technology tools.	IV. Employee Development	A. Professional knowledgeable, and high performing employees	6. Foster a culture of adaptability to and acceptance of change.
Creating the environment where quality improvement processes and service excellence are the rule and not the exception.	IV. Employee Development	B. Culture of Quality and Service Excellence	5. Foster a culture of adaptability to and acceptance of change.
Developing a dynamic budget in an inclusive environment, driven by the strategic goals and institutional success measures which reflect current funding realities.	I. Teaching and Learning	A. Strong institutional resources to support teaching	1. Utilize the Academic and Facilities Master Plan, inclusive of the Enterprise Campus to advance the college's programs and services.

3.2.8. STRATEGIC PLANNING CHART

FIGURE 3.2.8-1: STRATEGIC PLANNING CHART

Program Number and Title	Supported Agency Strategic Planning Goal/Objective	Related FY 11-12 and beyond Key Agency Action Plan/ Plan/Initiative(s) and Timeline for Accomplishing the Plan(s)	Key Cross References for Performance Measures*
I. Teaching and Learning	A. Strong institutional resources to support teaching	1. Annual balanced budget that supports college priorities for teaching and learning 2. Enterprise Campus concept fully realized 3. Long range capital budget based on Facilities and Academic Master Plan	
I. Teaching and Learning	B. Dynamic learning environment that promotes student engagement	1. Increase retention by 2% of first-time, full-time students 2. Increase retention by 2% of all students	3.7.1-6
I. Teaching and Learning	C. Multiple curriculum options available to meet the learning needs of a diverse student body	1. Increase completion rates by 2% those who complete within 150% of normal time 2. Increase the certificate, diploma, and degree attainment for all students by 2% annually. 3. Licensure/Certification Pass Rate – annual percent of first time takers passing licensure and certification exams required by professions for entry-level positions	3.7.1-1, 3.7.1-4a, 3.7.1-4b, 3.7.1-8
II. Student Success	A. Practices, processes, and policies that enhance student progression toward educational goals	1. Increase persistence of total student population 2. Increase graduate satisfaction rates with services overall	3.7.1-5, 3.7.2-2, 3.7.2-3

II. Student Success	B. Expand engagement opportunities	1. Increase student satisfaction with academic and support services
		  a. Exceed national average on Noel Levitz SSI
		  b. Exceed national average on CCSSE 5 benchmark categories
		  c. Exceed national average on SENSE 6 benchmark categories
		
		2. Increase student participation in student activities
		  a. increase the variety and frequency of activities currently offered
		  b. increase the number of students involved in activities including service learning, experiential learning, and student services sponsored activities
			3.7.1-9a, 3.7.1-9b, 3.7.1-9c, 3.7.1-9d, 3.7.1-10a, 3.7.1-10b, 3.7.1-10c, 3.7.2-1a, 3.7.2-1b

III. Innovation	A. Innovative ideas implemented	1. Instill a culture of adaptability to and acceptance of change a. analyze the effectiveness of TIP program 2. become national recognized for innovative best practices	
III. Innovation	B. Data driven decisions for continuous improvement	1. Instill a culture of adaptability to and acceptance of change a. anticipate and exceed customer needs	3.7.1-9a, 3.7.1-9b, 3.7.1-9c, 3.7.1-9d, 3.7.1-10a, 3.7.1-10b, 3.7.1-10c, 3.7.2-2, 3.7.1-7, 3.7.2-3, 3.7.2-4, 3.7.5-4a, 3.7.5-4b

IV. Employee Development	A. Professional, knowledgeable and high performing employees	1. Instill a culture of adaptability to and acceptance of change
		  a. track the success of the President's Leadership Institute based on the personal growth/advancement of participants
		  b. ensure every manager has goals which align with the Institutional Objectives
		  c. provide multiple paths for students to be heard and to encourage more positive change	

IV. Employee Development	B. Culture of quality and service excellence	1. Instill a culture of adaptability to and acceptance of change
		  a. implement formal diversity plan
		  b. operationalize Service Excellence Vision
			3.7.2-1b, 3.7.4-5, 3.7.5-1c, 3.7.5-6a, 3.7.5-6b

V. Community Focus	A. Alignment with employer needs	1. Implement strategic marketing, recruitment, and enrollment plan 2. Students are employed in field or continuing their education 3. Students leave GTC with the skills necessary to compete in a global society	3.7.1-2, 3.7.1-1, 3.7.1-7, 3.7.2-4, 3.7.5-9
V. Community Focus	B. College and community engagement	1. Achieve a successful SACSCOC reaccreditation in 2013 2. Develop learning experiences that prepare students to be global citizens 3. Enrich learning experiences of students by strong global connections 4. President seeks opportunities to broaden communication with the Area Commission and community partners	

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

CATEGORY 3 – STUDENT, STAKEHOLDER, AND MARKET FOCUS

3.3.1. DETERMINING STUDENT AND MARKET SEGMENTS

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

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

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

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

3.3.2. MAINTAINING CURRENCY OF STUDENT AND STAKEHOLDER EXPECTATIONS

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

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

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

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

Program Review (APR) process. Every four years, associate degree, diploma, and certificate programs undergo rigorous evaluation that includes: examination of student data, technical program advisory committees, faculty credentials, assessment of program costs, assessment of the number of graduates and placement, number of graduates transferring to senior institutions, and evaluation of program resources and facilities. This information is used by the academic leadership team to determine future program direction.

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

3.3.4. DETERMINING STUDENT AND STAKEHOLDER SATISFACTION

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

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

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

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

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

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

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

3.3.6. ENSURING EFFICIENT COMPLAINT RESOLUTION

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

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

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

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

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

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

TABLE 3.3.2-1: LISTENING & LEARNING STRATEGIES

SEGMENT	LISTENING & LEARNING STRATEGIES
STUDENTS & GRADUATES *Program Areas* Technical programs University Transfer *Market Segments* High school students Recent high school graduates Out of school youth Older adults Individuals with limited English Career changers Workers upgrading skills Displaced workers	• College fairs, career talks and career fairs • Open house activities conducted by programmatic areas • *Community College Survey of Student Engagement (CCSSE)* • Biennial *Academic Advising Survey* • Annual *Graduate Follow-Up* • Student evaluation of all courses, credit and non-credit • Student Government and other student groups • Participant evaluation of programs designed for special populations • Personal contact through e-mail, phone, or in-person with faculty, advisors, recruiters, and admissions personnel • Analysis of formal complaints through the office of the VP for Academic Affairs • Other community venues (churches, prisons, community centers, etc.) • *Survey of Entering Student Engagement (SENSE)* • *Student Satisfaction Inventory (SSI)* • ARC Customers Satisfaction and Comment Survey
FACULTY/STAFF	• Management team • Input from faculty peer and professional groups/associations • GTC President's Leadership Institute • *College Employee Satisfaction Survey* • Miscellaneous surveys as required
STAKEHOLDERS & PARTNERS Governing board Educational community (K-12, other 2-year colleges, universities) Community Employers/Industry	• Reports from local governing board (Area Commission) • Community relations/Multicultural Advisory Committee • Articulation and transfer agreements; dual credit programs • Boards, committees, and task forces • Periodic formal environmental scanning by the marketing department • Partnerships with workforce and economic development agencies • Program Advisory Committee participation and reports • *Employer Evaluation of Graduates*

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CATEGORY 4 – MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

3.4.1. SELECTING OPERATIONS, PROCESSES AND SYSTEMS FOR MEASUREMENT

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

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

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

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

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

To evaluate the needs of new academic programs, service area, employment, and anticipated enrollment data are required for applications for a new academic program. Academic program

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

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

3.4.3. KEY MEASURES

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

3.4.4. SELECTING KEY COMPARATIVE DATA TO SUPPORT DECISION MAKING

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

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

TABLE 3.4.4-1: SURVEYS

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

3.4.5. DATA ACCESSIBILITY TO WORKFORCE, STUDENTS, AND STAKEHOLDERS

Data and information are available via several sources – GTC's web-based statistical system, Ellucian's Enterprise Resource Planning (ERP) system Colleague User Interface (UI) reports and Safari. All users with network login capability have access to GTC's statistical system, certain features are controlled by further secured access, and the internal portal GTC4me. UI access is limited to certain staff members, department heads and deans. Safari access follows the security of UI, though not all UI users have requested access to Safari. Safari's internal security controls access to data. External stakeholders' access to reports is generally provided through internal sources. Internal stakeholders without access to certain systems receive reports in a similar manner. Student access to data is generally limited to personal information. Efforts are constantly underway to improve upon and expand access to data for various institutional constituencies.

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

With respect to the college's databases, the overall integrity of the data is the responsibility of the users of GTC's selected ERP technology, Ellucian's Colleague. Although the system is generally protected against entering meaningless data via field definitions and types, the entered value of the data is a user responsibility. As for overall data integrity, the data are verified via rule bases within the Colleague Application for data clarity. Users are individually assigned access to as-needed menus and fields within Colleague based upon job roles. Security policies, combined with a variety of security technologies and vulnerability scans are in place to control, audit, and manage access to sensitive data while mitigating risk to the college. In the Colleague Oracle environment the data is backed up each Friday during the maintenance window. The logs are backed up each night during incremental backups.

Backups are retained in accordance with appropriate regulations. Personally identifiable data contained in the ERP system is not available for extract into reporting views, as described in section 3.4.5. There are safeguards within the system which prevent some user errors – for example, prerequisite checking and class size limits. In addition, data being downloaded to the state are subjected to rules that produce error reports.

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

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

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

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

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

In addition to new employee orientation, new faculty members are required to take a one-semester orientation course during their first year of teaching at the college. They receive a one-course release from their regular teaching loads to participate in the faculty orientation course. In their second semester, new full-time faculty members receive a one-course release to participate in the Community College Teaching course. This course is taught by a senior faculty member and focuses on best practices in teaching, learning outcomes, and assessment. All new adjunct faculty are required to complete a one-day orientation to introduce them to the college's mission, best teaching practices, and resources available to them. Organizational knowledge is also transferred through Management Team and department meetings, campus-wide training sessions, departmental management training series, and department specific training sessions.

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

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

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

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

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

- STEPS – a professional development certificate program;
- professional development workshops and seminars;
- President's Leadership Institute;
- sharing processes within divisions/departments; and
- monthly Management Team meetings.

TABLE 3.4.7-1: PERFORMANCE ACTIVITIES

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

CATEGORY 5 – FACULTY AND STAFF FOCUS

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

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

Employees are encouraged by the administration of the college to take advantage of professional development opportunities throughout the year. These opportunities are identified through three professional development committees: faculty, staff, and leadership. Each committee is made up of multi-disciplinary employee groups. The Employee Professional Development Competency Model serves as a planning tool for employee and leadership development training and events. The Employee Professional Development Plan assists in the identification of development gaps, design, and delivery of training for faculty, staff, and leaders of the college.

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

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

13 TIPS were received in 2012-13.

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

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

Employees also benefit from the college's approval to use flexible work schedules when possible. The college president takes an active role in providing personal positive feedback to faculty and staff members when he learns of occasions when employees exhibit excellent job performance. He and his cabinet participate in service award ceremonies where he personally presents incremental service awards to all college faculty and staff. Employees are recognized during the annual Convocation, on the employee portal – GTC4me, by their co-workers through service excellence postcards, as well as by their internal and external customers and supervisors.

3.5.2. ACHIEVING EFFECTIVE COMMUNICATION AND SHARING

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

3.5.3. FPMS/EPMS SUPPORT OF PERFORMANCE

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

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

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

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

3.5.4. ACCOMPLISHING SUCCESSION PLANNING AND CAREER PROGRESSION

The college maintains a faculty/employee skills database that serves as a vital tool that can be used to identify employees for proactive succession planning. The college's FPMS and EPMS data also provides pertinent information that is utilized to make effective succession planning decisions. Following a review of the feedback provided by individuals who participated in the President's Leadership Academy the format was improved to become the President's Leadership Institute. The President invited twenty-five employees to attend the comprehensive, week long President's Leadership Institute. One of the primary goals of the institute is to advance the leadership skills and knowledge of twenty-five existing and future leaders for career progression. This goal is accomplished through seminars, keynote addresses, team projects, and self-aware assessments.

The Employee Professional Development Strategic Plan includes an employee competency model that identifies critical competencies in progressive levels of leadership. This is used as guide for development current and prospective leaders for advancement opportunities.

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

3.5.5. DEVELOPMENT AND LEARNING SYSTEMS

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

While many sessions are led by the president, he also assigns members of the Management Team to present topics related to leadership activities. The President's Cabinet reviews the strategic measures and progress results to guide decisions and action plans. Monthly Management Team meetings are held to allow members of the college's middle-management team to convene and provide updates on best practices, strategic accomplishments, and receive relevant leadership training.

3.5.6. ASSESSMENT OF NEEDS, SKILLS AND COMPETENCIES

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

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

3.5.7. RECRUITMENT AND RETENTION OF EMPLOYEES

GTC follows all applicable state and SBTCE guidelines in its recruiting and hiring processes. The college makes every effort to identify internal candidates to fill open positions before utilizing various media options for the external recruitment of talent. These media options include, but are not limited to, the GTC and state job boards, other online job posting boards, professional organization websites, such as the Hispanic Alliance and LinkedIn, and professional journals. The first adjunct faculty job fair was held in 2011-12 generating 133 registered participants, 83% of which possessed a minimum of masters level education and 38% had over five years of teaching experience. These recruiting efforts are aimed at attracting a diverse and qualified applicant pool. The peer interview selection process at GTC utilizes a diverse hiring committee and is considered a best practice within the human resources community and the EEOC. The college had an outstanding performance with regards to its Affirmative Action goals during FY 12-13. GTC ranked second among all state higher education institutions and seventh among all state agencies in its Affirmative Action goal achievement rate.

GTC is devoted to creating and sustaining a harmonious and inclusive work environment through good employee relations and practices, as well as having a clearly defined mission that unites employees. GTC is proud to employ the SC State Technical College System's longest serving active employee who has been employed with the college for more than 48 years.

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

3.5.8. EDUCATION, TRAINING AND DEVELOPMENT EFFECTIVENESS

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

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

3.5.9. FACULTY/STAFF DEVELOPMENT EFFECTIVENESS

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

professional development funding when possible for employees to utilize for training.

The professional development training sessions for all employees is assessed through feedback surveys and focus group input. Some programs are directly linked to the college Performance Management System. All programs are designed to be directly applicable, relevant to the employee's job, and based on identified work competencies. As such, transfer of learning is quickly evident and its impact described through self-reporting.

3.5.10. ASSESSMENT MEASURES AND METHODS

GTC surveys its employees for satisfaction and engagement levels in the work environment, college culture, and goal priorities approximately every eighteen months. The survey is administered by a third party whose survey instrument solicits feedback that includes employees' satisfaction with their work assignments, their supervision, and their professional development opportunities. The results of the survey are used to celebrate strengths in those areas and to develop action plans to address priority areas of improvement. The current employee satisfaction rate is 3.92 on a 5 point rating scale, which was an improvement over the previous 3.83 satisfaction rating.

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

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

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

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

3.5.12. MAINTAINING SAFE, SECURE, AND HEALTHY WORK ENVIRONMENT

SECURITY: GTC's Campus Police Department staff demonstrates the college's commitment to maintain a secure environment for faculty, staff, students, and visitors. Swore law enforcement officers and a supplemental staff of security personnel provide protection and service to the campus community. Campus Police provides services on a continual basis to all campus properties 24 hours a day.

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

An emergency warning system is in effect, which include emails, announcements on the college information portal, and alerts to cell phones. GTC campus police monitor and disseminate severe weather warnings to the campus community by way of various campus communication outlets. In addition, each building has a Building Marshal and Floor Captain in place.

The GTC Campus Police Chief is a member of the Crisis Management Team and the Behavioral Intervention Team. The Crisis Management Team meets at least monthly ready to mobilize resources in the event of an incident. The team has been able to assist Campus Police in procuring safety resources including emergency telephones and cameras in student housing, as well as emergency telephones on the Barton Campus.

Fire safety is a prominent responsibility of Campus Police. GTC Police Department is tasked with inspecting all fire extinguishers, coordinating fire sprinkler inspections, and conducting fire inspections during the year. Fire drills are conducted by a fire safety team consisting of Facilities personnel, Housekeeping staff, Campus Police, and the Safety and Environmental Manager. Evacuation plans are posted within each room of the buildings.

HEALTH: Annually, GTC provides low cost health screenings to all employees. To promote the health of both employees and students, the college developed and approved a Tobacco Free Campus Initiative to be implemented in FY 2013-14. The employee assistance program provides employees and their families with a confidential, comprehensive and free resource for resolving personal issues.

CATEGORY 6 – PROCESS MANAGEMENT

3.6.1. CORE COMPETENCIES

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

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

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

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

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

3.6.2. KEY WORK PROCESSES

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

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

3.6.3. INPUT FOR DETERMINING KEY WORK PROCESS REQUIREMENTS

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

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

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

The collection of data to measure achievement of programs and general education learning outcomes was initiated in mid-2008. College-wide General Education Outcomes are measured by the ETS Proficiency Profile and the results are used to assess student learning in five general education areas. All programs have developed specific program level student learning outcomes and measurement criteria. Action plans are developed from the analysis of results to adjust curriculum and teaching. In addition, program productivity is being measured against a set of standards. Data collected is shared with departments and follow-up reports are required justifying performance. Results are used to determine program sustainability.

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

Finally, data collected from special projects (Unlock Your Future and Achieving the Dream) continue to provide insight into student improvement, persistence, retention, success in "gatekeeper" college level courses and achievement of educational goals (earning a certificate, diploma or associate degree). Data collected from interventions by these projects support the institutionalization efforts that serve to increase student success.

TABLE 3.6.2-1: KEY WORK PROCESSES

KEY PROCESSES	PROGRAM REQUIREMENTS	KEY MEASURES
Curriculum and Instructional Development	• Designing and developing high quality curriculum based on state/college requirements and procedures • Meeting student/stakeholders needs • Meeting all regulatory/ accreditation requirements • Curriculum committee evaluation and approval • Program outcome development and measurement criteria • Curriculum and instructional design evaluation	• Student success in programs • Student job placement data/gainful employment • Compliance with guidelines • New program approvals by state agencies/accreditation entities/Department of Education • Outcome measurement criteria for all programs • Center for Teaching and Learning
Educational Delivery	• Meeting state reporting requirements on program productivity • Meeting curriculum design requirements • Student and program learning outcomes • Unlock Your Future (Title III grant) Developmental Learning Outcomes • Designing effective learning spaces throughout the college through the Center for Teaching and Learning • Use of outcome data to improve student learning	• Compliance with state productivity requirements for instructional programs • Student success with program completion • Stakeholder satisfaction • Student performance • Persistence/Retention/attrition/graduation rates • Student learning outcomes and program outcome measurement • Redesigned developmental courses as part of Unlock Your Future (Title III grant) • Five Achieving the Dream goals (Successful completion of all developmental courses, enroll in and successful completion of "gatekeeper" courses, complete all courses with a grade of "C" or better, persist from term to term, and earn certificate, diploma or associate degree).
Student Instructional Support	• Providing comprehensive tutorial services • Providing special services in federally funded TRIO programs • Learning communities • Learning Commons for Developmental students • Early Alert for Developmental Students • Math and English Immersion projects to improve student placement and performance • College Skills (COL 103) required of students in 3 developmental courses	• Tracking student requests for tutors and quantity of tutorial assistance on all campuses • Monitoring student subscribers to "Smarthinking" tutorial software • Special tutorial services (TRIO) to assist qualified students seek assistance and career planning • Monitoring student performance in "Learning Communities" against students in same courses • Measuring student performance after Math Immersion courses • Follow-up on student persistence with Early Alert System • Measuring student performance in developmental classes and subsequent "gatekeeper" credit courses • Tracking developmental student performance with "Learning Coaches" • Establishment of Learning Commons sites on Brashier and Greer Campuses • Measuring student performance in English Plus classes
Educational Effectiveness and Accountability	• Assessing student learning outcomes • Continuously improving student success • College-wide General Education Outcomes • Unlock Your Future Outcomes • Achieving the Dream Strategy Measures • Comprehensive Academic Program Review (APR) of all programs every four years	• Student job placement and/or continuation of education • Stakeholder feedback on program/graduate performance • Credentialing of graduates • Measurement of College-wide General Education Outcomes • Student performance in post-developmental course work in selected "gateway" courses • Measurement of program learning outcomes and subsequent strategies to improve student learning
Student Support Services	• Advising • Admissions • Financial Aid • Testing • Student Orientation	• Graduate Satisfaction Survey • Student retention year to year • Student persistence term to term • Student Satisfaction Survey

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

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

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

cycles/timelines are determined after completing the curriculum design process.

Other processes impacting organizational effectiveness include:

- implementation of the Student Planning Tool utilizing Ellucian's Colleague as an institutional student data/management system;
- e-recruiting; and
- constant communication with all students.

3.6.5. SYSTEMATIC EVALUATION AND IMPROVEMENT OF WORK PROCESSES

All academic programs undergo an academic program review (APR) every four years. This is a staggered process, so that all academic programs across the college are not going through this review simultaneously. Program department heads and divisional deans review programs, including, but not limited to, student outcomes, grade reports, and student evaluations to continually assess student learning. These evaluation processes can occur semester by semester, annually, biannually, or less frequently. The strategic imperatives, their respective outcomes, and success measures are evaluated quarterly and improvements are made as necessary. The college, through its regional accrediting body, completes an institutional assessment process every five years to ensure accountability and integrity across all units of the college. All divisions and departments of the college annually report on their annual assessment plans. Based on the results appropriate action plans are developed and aligned with the next years' assessment plan.

3.6.6. KEY SUPPORT PROCESSES

The college has many key support functions that are required to have an annual assessment record to identify outcomes and

measures to assess the success of those outcomes. Any *not successful* or *partially successful* outcome, as stated by the measures, establishes action plans to further analyze the concerns and begin taking steps to improve.

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

3.6.7. ENSURING ADEQUATE BUDGETARY AND FINANCIAL RESOURCES

The college conducts an annual budgetary review process allowing management to identify and evaluate financial needs associated with the institution's strategic and long range plans. A Tuition and Fee Team evaluate current tuition and fees in relation to other funding sources and needs. The team recommends changes to the tuition and fee structure to the Area Commission for approval. Departments review current funding and spending levels and request funds for the next year by aligning each request with the institutional strategic imperatives. Appropriate contingencies are included in the annual budget which derives its funding from government, private, institutional, and auxiliary sources. Management evaluates actual fiscal performance throughout the year. New initiatives require justification and formula budgeting, a costing procedure that examines the relationships between program demand and program costs. Formulas are based on historical data and projected trends.

CATEGORY 7 – ORGANIZATIONAL PERFORMANCE RESULTS

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

FIGURE 3.7.1-1

Results of Professional Examinations as reported to SC Commission on Higher Education
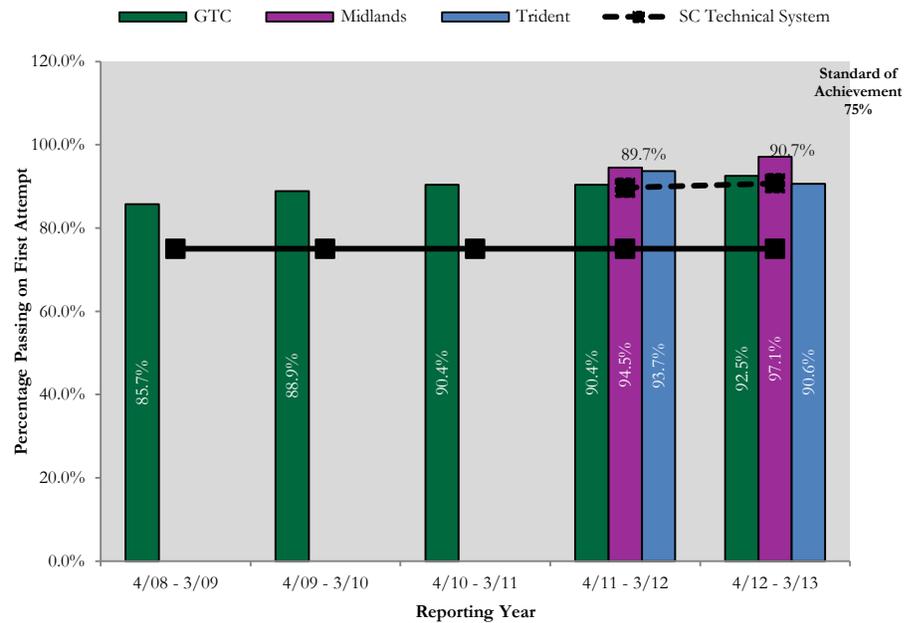
Source: GTC's Institutional Effectiveness Reports

FIGURE 3.7.1-2

GTC Summary of Proficiency Classification

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

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

FIGURE 3.7.1-3

Success Rates

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

Source: GTC SAFARI views ASSESSMENT_SECTIONS and ASSESSMENT_SUCCESS
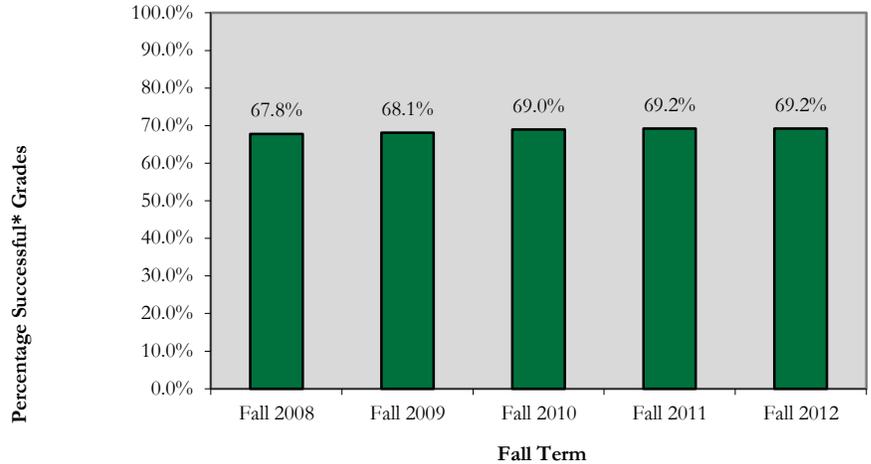
FIGURE 3.7.1-4A

Total Number of Graduates by Award

Source: GTC Graduate Follow-Up Report

Fiscal Year	07-08	08-09	09-10	10-11	11-12
Degree	1034	965	1050	1194	1223
Diploma	249	233	225	290	246
Certificate	1445	1259	1256	1475	1355
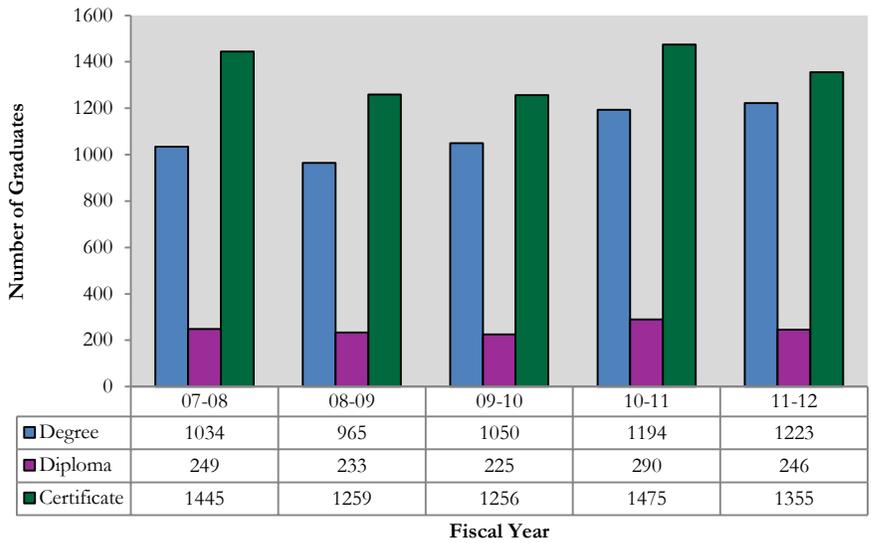
FIGURE 3.7.1-4B

Total Number of Graduates

Source: GTC Graduate Follow-Up Report

29
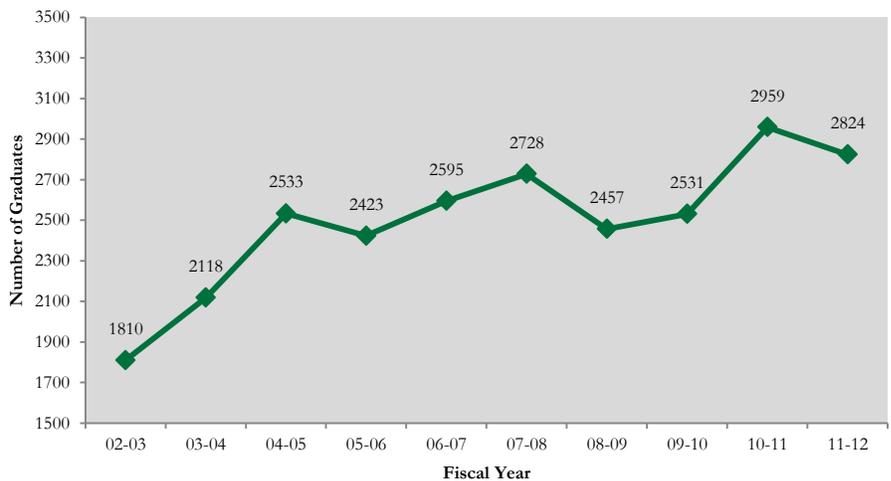
FIGURE 3.7.1-5

Persistence Rates

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

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

Numerator = (Those in the denominator who returned the following spring)
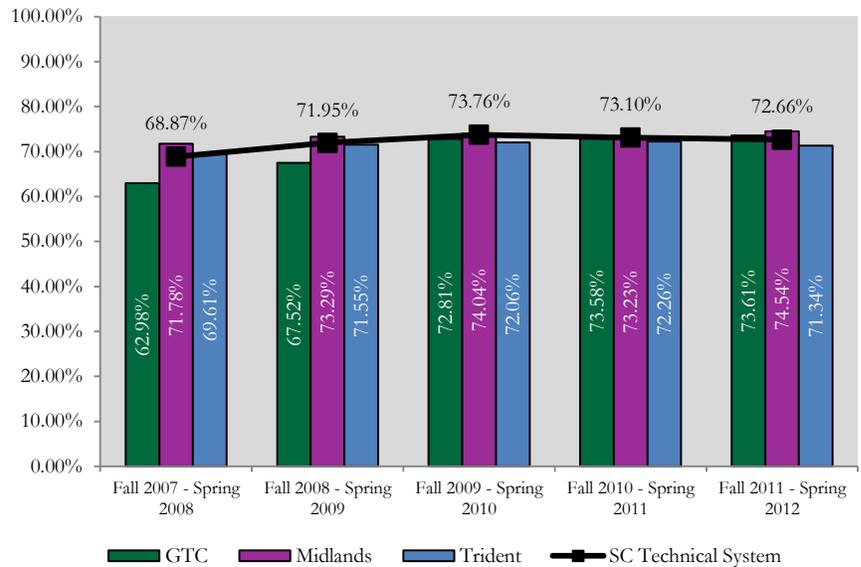
Source: SC Technical College System

FIGURE 3.7.1-6

Retention Rates

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

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

Numerator = (Those in the denominator who returned the following fall)
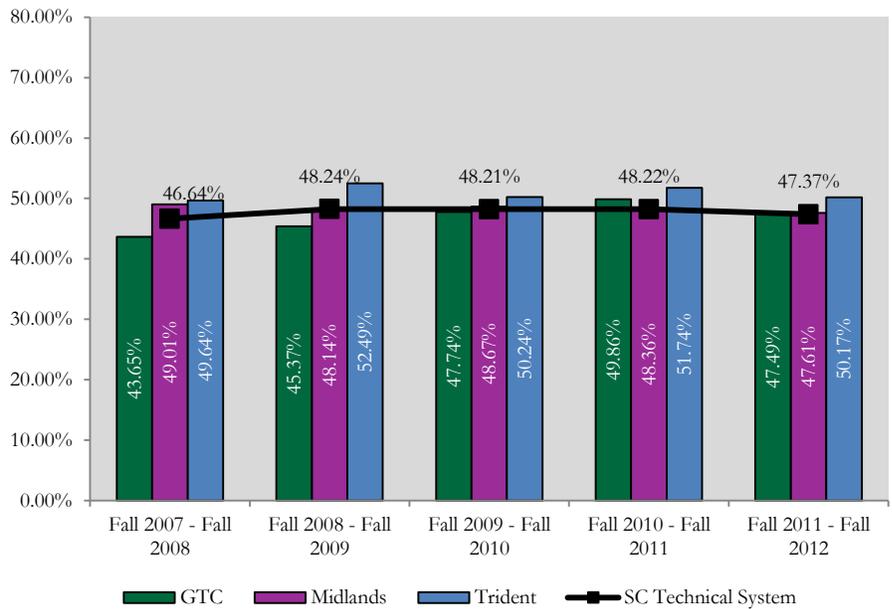
Source: SC Technical College System

FIGURE 3.7.1-7

Employer Evaluation of Graduates

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

Source: GTC Employer Evaluation of Graduates Reports

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

FIGURE 3.7.1-8

Success Rates from Performance Funding Indicator 7A

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

Source: SC Commission on Higher Education's website
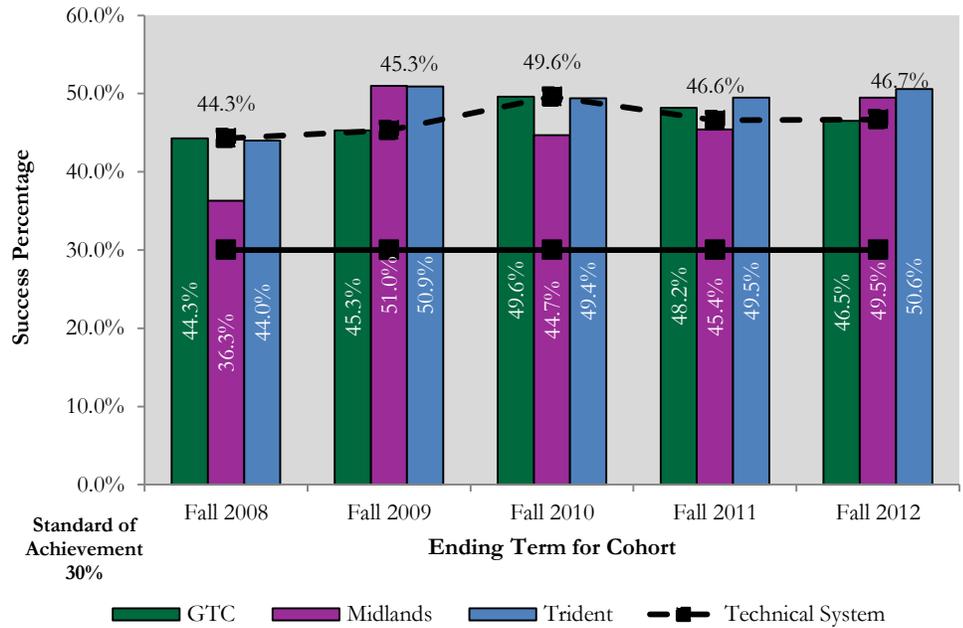
FIGURE 3.7.1-9A

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

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

	Academic Challenge		
	2007	2010	2012
GTC	52.6	50.4	52.7
Comparable Colleges	49.8	49.8	49.6
AtD	–	50.0	49.7
CCSSE Cohort	50.0	50.0	50.0

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

FIGURE 3.7.1-9B

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

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

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

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

FIGURE 3.7.1-9C

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

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

	Academic Challenge		
	2007	2010	2012
GTC	56.9	53.9	56.2
Comparable Colleges	55.3	54.9	54.7
AtD	-	54.9	54.9
CCSSE Cohort	55.6	55.0	55.0

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

FIGURE 3.7.1-9D

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

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

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

FIGURE 3.7.1-10A

Survey of Entering Student Engagement Benchmark Summary Table – **All Students**

	Early Connections		High Expectations & Aspirations	
	2010	2012	2010	2012
GTC	51.5	47.3	51.9	47.0
Comparable Colleges	46.5	46.6	48.6	49.5
SENSE Cohort	50.0	50.0	50.0	50.0

	Clear Academic Plan & Pathway		Effective Track to College Readiness	
	2010	2012	2010	2012
GTC	40.0	36.9	52.0	55.5
Comparable Colleges	46.2	47.7	51.2	49.2
SENSE Cohort	50.0	50.0	50.0	50.0

	Engaged Learning		Academic & Social Support Network	
	2010	2012	2010	2012
GTC	46.0	49.8	49.9	51.3
Comparable Colleges	49.9	50.0	48.5	49.0
SENSE Cohort	50.0	50.0	50.0	50.0

FIGURE 3.7.1-10B

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

	Early Connections		High Expectations & Aspirations	
	2010	2012	2010	2012
GTC	51.1	46.0	53.0	48.4
Comparable Colleges	45.3	45.3	48.7	49.4
SENSE Cohort	50.3	50.1	50.7	50.0

	Clear Academic Plan & Pathway		Effective Track to College Readiness	
	2010	2012	2010	2012
GTC	39.0	38.1	52.5	55.9
Comparable Colleges	45.1	46.8	50.8	48.7
SENSE Cohort	50.1	50.6	49.4	49.6

	Engaged Learning		Academic & Social Support Network	
	2010	2012	2010	2012
GTC	41.7	45.3	46.6	48.6
Comparable Colleges	47.7	47.0	46.9	46.9
SENSE Cohort	47.6	47.2	48.5	48.4

FIGURE 3.7.1-10C

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

	Early Connections		High Expectations & Aspirations	
	2010	2012	2010	2012
GTC	51.9	48.3	50.5	46.0
Comparable Colleges	48.4	48.4	48.6	49.3
SENSE Cohort	53.5	53.6	49.1	49.7

	Clear Academic Plan & Pathway		Effective Track to College Readiness	
	2010	2012	2010	2012
GTC	41.3	36.0	51.4	55.2
Comparable Colleges	48.0	48.9	51.8	49.9
SENSE Cohort	51.9	52.2	50.7	50.9

	Engaged Learning		Academic & Social Support Network	
	2010	2012	2010	2012
GTC	51.6	53.1	54.2	53.4
Comparable Colleges	53.6	53.8	51.2	51.2
SENSE Cohort	54.3	54.3	52.9	52.6

3.7.2. KEY MEASURES ON STUDENT AND STAKEHOLDER SATISFACTION AND DISSATISFACTION

FIGURE 3.7.2-1A

Student Satisfaction Inventory

GTC administers the Noel-Levitz's Student Satisfaction Inventory (SSI) to all GTC students biennially to gather data from students on their expectations and satisfaction levels of their college experience.

So far, how has your college experience met your expectations?	2011	2013	
GTC	4.74	4.81	↑
National Community Colleges	4.79	4.82	↑
Mean Difference	-0.05	-0.01	↑

Rate your overall satisfaction with your experience here thus far.	2011	2013	
GTC	5.43	5.55	↑
National Community Colleges	5.46	5.46	⇔
Mean Difference	-0.03	0.09	↑

All in all, if you had to do it over, would you enroll here again?	2011	2013	
GTC	5.76	5.88	↑
National Community Colleges	5.72	5.72	⇔
Mean Difference	0.04	0.16	↑

FIGURE 3.7.2-1B

Student Satisfaction Inventory

GTC Summary Scale Data
Students respond to each item on a 1 to 7 Lichert scale, with 7 being high.

	Greenville Technical College					
Scale	Importance		Satisfaction		Gap	
	2011	2013	2011	2013	2011	2013
Student Centeredness	6.27	6.25	5.42	5.53	0.85	0.72
Instructional Effectiveness	6.52	6.48	5.59	5.71	0.93	0.77
Responsiveness to Diverse Population			5.74	5.76		
Campus Support Services	5.97	5.96	5.27	5.42	0.70	0.54
Safety and Security	6.41	6.36	5.40	5.52	1.01	0.84
Academic Advising/ Counseling	6.46	6.46	5.31	5.58	1.15	0.88
Admission and Financial Aid	6.47	6.42	5.46	5.53	1.01	0.89
Academic Services	6.36	6.33	5.76	5.86	0.60	0.47
Registration Effectiveness	6.47	6.43	5.62	5.66	0.85	0.77
Service Excellence	6.31	6.28	5.40	5.55	0.91	0.73
Concern for the Individual	6.41	6.40	5.31	5.48	1.10	0.92
Campus Climate	6.31	6.28	5.40	5.52	0.91	0.76

FIGURE 3.7.2-2

Graduate Satisfaction with Selected College Services – All Campuses

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

Item	FY 2010-11	FY 2011-12
Academic Experience		
Quality of instruction	3.50	3.60
Quality of your academic program	3.45	3.56
Information provided about degree requirements	3.44	3.45
Administrative Services		
Student Records/Registrar	3.25	3.23
Student billing and paying	3.29	3.38
On-line Registration	3.35	3.32
Financial Aid Services	3.09	3.10
Admissions Services	3.32	3.29
Quality of academic advising	3.06	3.18
Availability of academic advising	3.09	3.13
Campus Life Services		
Veterans' Services	3.47	3.48
Student Disability Services	3.61	3.54
Career Services	2.88	2.86
Information and Other Services		
Library Services	3.44	3.44
Internet and computer resources	3.35	3.35
Facilities		
Physical classroom environment	3.35	3.40
Science labs	3.29	3.29
Computer labs	3.39	3.38
Space for studying	3.19	3.20
Library facilities	3.46	3.47

FIGURE 3.7.2-3

Graduate Satisfaction with Major Program

Figure 3.7.2-3 compares FY 04-05 through FY 11-12 from the *Graduate Follow-Up Survey* that is distributed to graduates of the previous fiscal year. Respondents are asked to rate their satisfaction with their major programs using a scale of one to four with four representing "Very Satisfied".
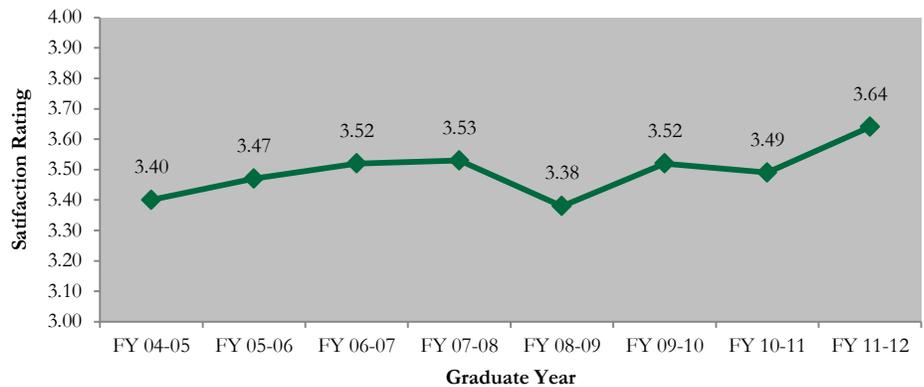
FIGURE 3.7.2-4

Employer Evaluation of Graduates

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

Source: GTC Employer Evaluation of Graduates Reports

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

3.7.3. KEY MEASURES ON BUDGETARY AND FINANCIAL PERFORMANCE

FIGURE 3.7.3-1 Tuition and State Appropriations as Percentage of Total Revenue *Source: GTC Financial Division*	
FIGURE 3.7.3-2 Expenditures as a Percent of Total by Function for the academic year *Source: GTC Financial Division*	
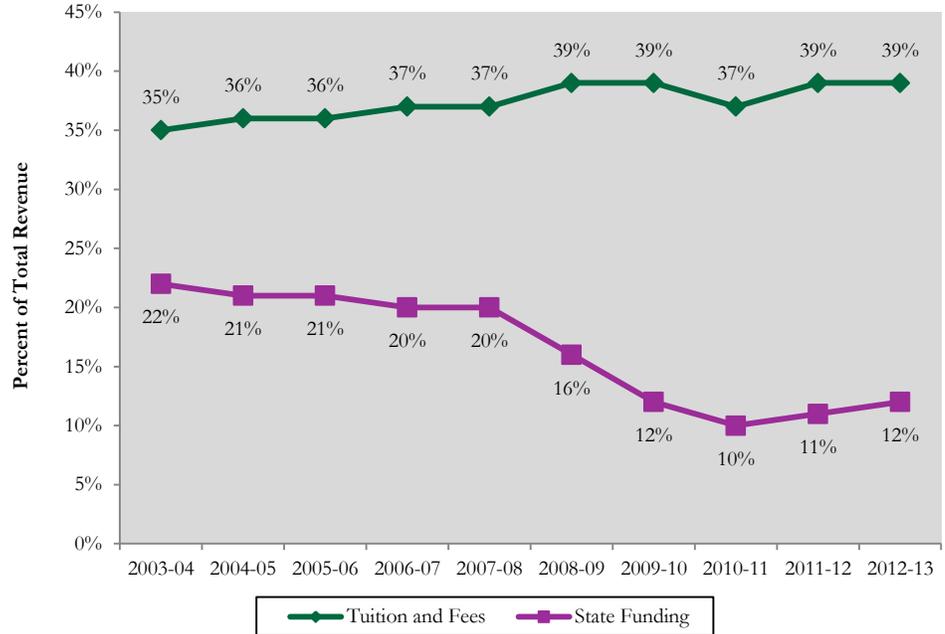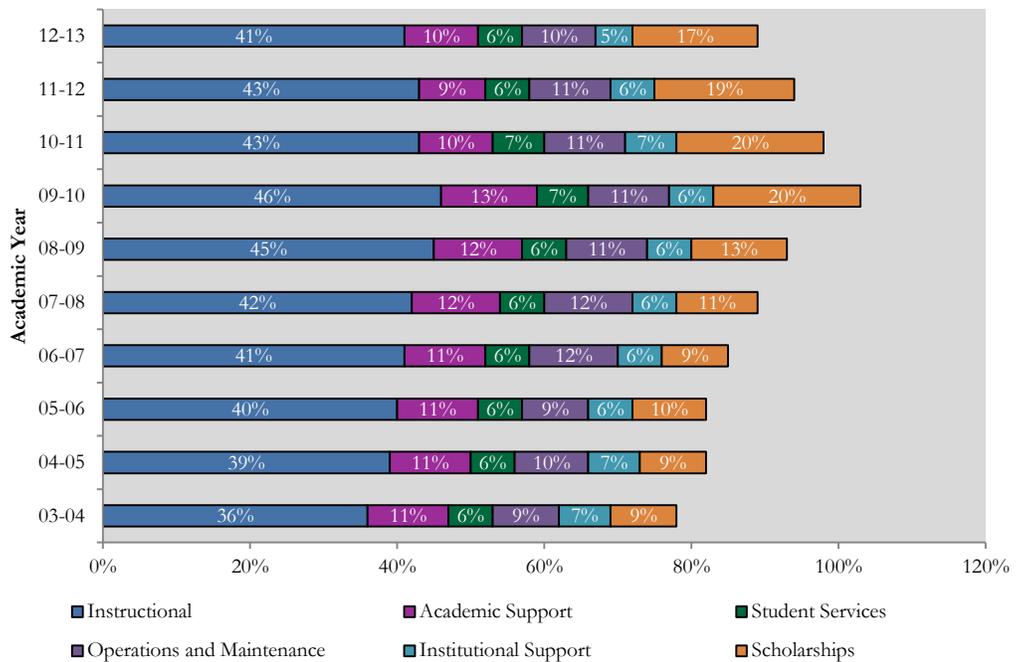
FIGURE 3.7.3-3

Expenditures per FTE
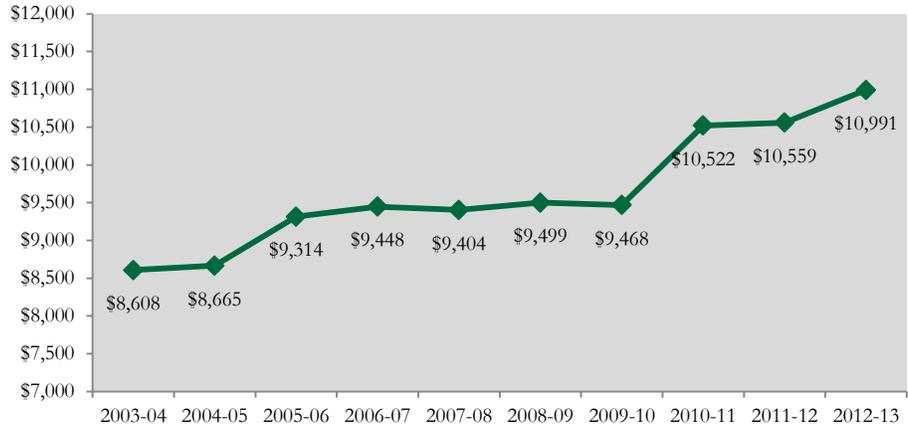
Source: GTC Financial Division

FIGURE 3.7.3-4

External Grant Funds

Effective in Fiscal Year

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

** Amount adjusted to reflect one award notice received after September 2012.
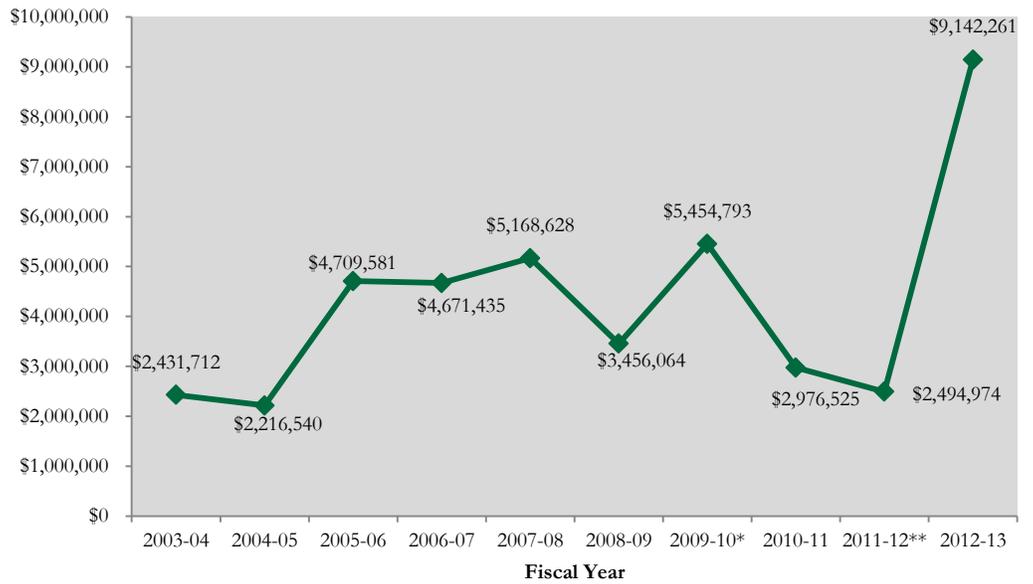
Source: GTC Office of Research and Grants

FIGURE 3.7.3-5

Financial Support Provided by Greenville Tech Foundation, Inc.
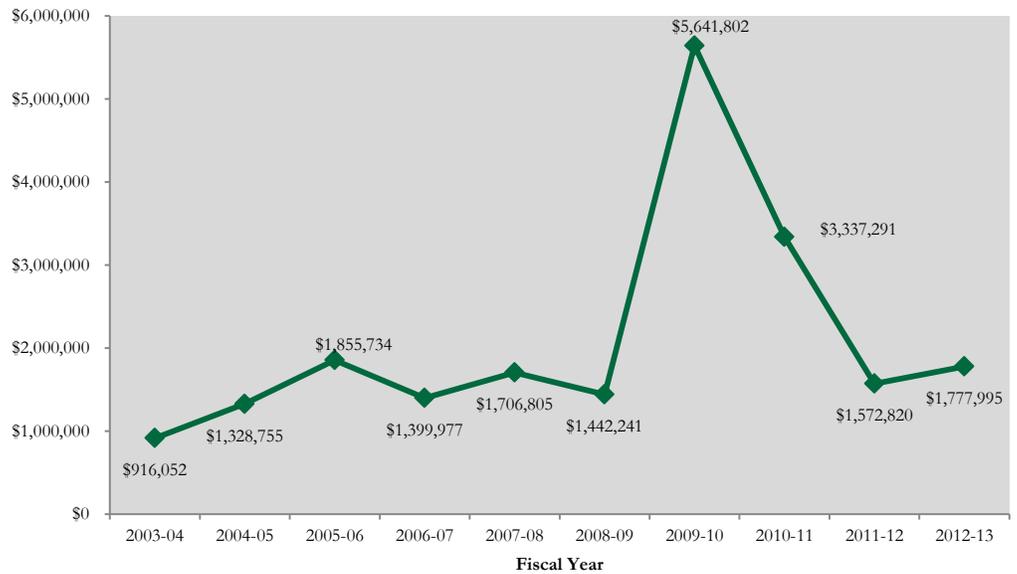
Source: Greenville Tech Foundation, Inc.

FIGURE 3.7.3-6

Greenville Tech Foundation, Inc. Uses of Financial Support Provided to GTC

Source: Greenville Tech Foundation, Inc.

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Student Scholarships	$269,015	$196,908*	$170,212*	$329,031	$348,385
College Departmental Supplies and Activities	$216,924	$223,601	$470,870	$433,628	$430,430
Student Programs	$69,955	$178,515	$140,374	$62,294	$48,975
Equipment Purchases/Gifts-in-kind/property	$661,382	$5,026,805**	$2,555,835**	$747,867	$937,852

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

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

3.7.4. KEY MEASURES ON WORK SYSTEM PERFORMANCE

FIGURE 3.7.4-1

GTC Employees' Years of Service

In 2013, GTC had a fourth of its full-time faculty and staff with more than 15 years of experience at the college.

Source: GTC Human Resources

Years at GTC	Percentage of FT Employees				
	2009	2010	2011	2012	2013
<1	2.84%	3.87%	4.76%	3.01%	8.42%
1 – 5	35.60%	33.57%	30.40%	28.68%	29.87%
6 – 10	23.87%	23.96%	23.92%	27.80%	24.26%
11 – 15	12.16%	13.34%	15.13%	14.70%	13.60%
16 – 20	12.46%	11.48%	9.80%	10.04%	9.82%
21 – 25	9.16%	8.75%	9.51%	9.17%	8.13%
26 – 30	1.65%	2.87%	3.89%	4.22%	3.79%
31 – 35	1.5%	1.30%	1.73%	1.46%	1.12%
36 – 40	0.6%	0.72%	0.72%	0.58%	0.56%
41 – 45	0.2%	0.14%	n/a	0.15%	0.28%
46+	n/a	n/a	0.14%	0.15%	0.14%

FIGURE 3.7.4-2

Professional Development Funding

Faculty and staff have many options with respect to professional development. In addition to departmental funds, professional development funding is allocated through some Perkins Grant monies. The Greenville Tech Foundation, Inc., also provides professional development funds to faculty and staff.

Source: GTC Office of Academic Support

Professional Development Funds					
	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Perkins Grant	$82,813.32	$72,180.88	$67,241.00	$62,895.00	$66,229.80
Greenville Tech Foundation, Inc.	$19,010.00	$15,973.00	$103,439.00	$30,293.00	$12,353.00
TOTAL	**$101,823.32**	**$88,153.88**	**$170,680.00**	**$93,188.00**	**$78,582.80**

FIGURE 3.7.4-3

Professional Development Workshops Offered and Attended

* updated to reflect corrected audit

Source: GTC Office of Academic Support

Professional Development Workshops		
	Number Offered	Number of Participants
July 2008 – June 2009*	333	4,634
July 2009 – June 2010	223	4,114
July 2010 – June 2011	229	3352
July 2011 – June 2012	148	2,200
July 2012 – June 2013	151	2,334

FIGURE 3.7.4-4

College Employee Satisfaction Survey

GTC administered Noel Levitz's College Employee Satisfaction Survey to all employees.

Rate your overall satisfaction with your employment here so far.			
	Spring 2011	Fall 2012	
GTC	3.83	3.92	↕
Comparison Group Mean	3.95	3.88	↕
Mean Difference	p < 0.01	NS	

FIGURE 3.7.4-5

Percent of Minority Faculty

Performance Funding Indicator 8C4

Source: SC Commission on Higher Education's website

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
GTC	13.2%	11.9%	12.9%	13.5%	13.5%
Midlands	20.4%	18.4%	22.8%	21.4%	17.7%
Trident	15.3%	13.1%	16.1%	16.4%	18.8%
SC Technical System	17.3%	16.4%	18.3%	18.6%	21.3%
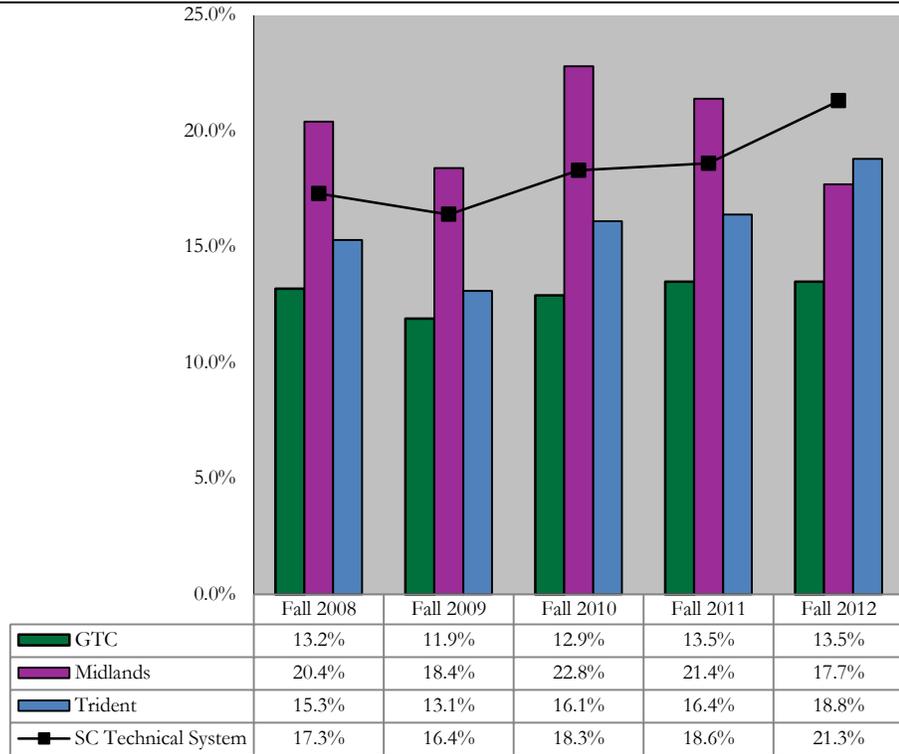
FIGURE 3.7.4-6

GTC Average Faculty Salary Compared to that of All Technical Colleges

Performance Funding Indicator 2D

*Source: SC Commission on Higher Education's website*

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
GTC	13.2%	11.9%	12.9%	13.5%	13.5%
Midlands	20.4%	18.4%	22.8%	21.4%	17.7%
Trident	15.3%	13.1%	16.1%	16.4%	18.8%
SC Technical System	17.3%	16.4%	18.3%	18.6%	21.3%
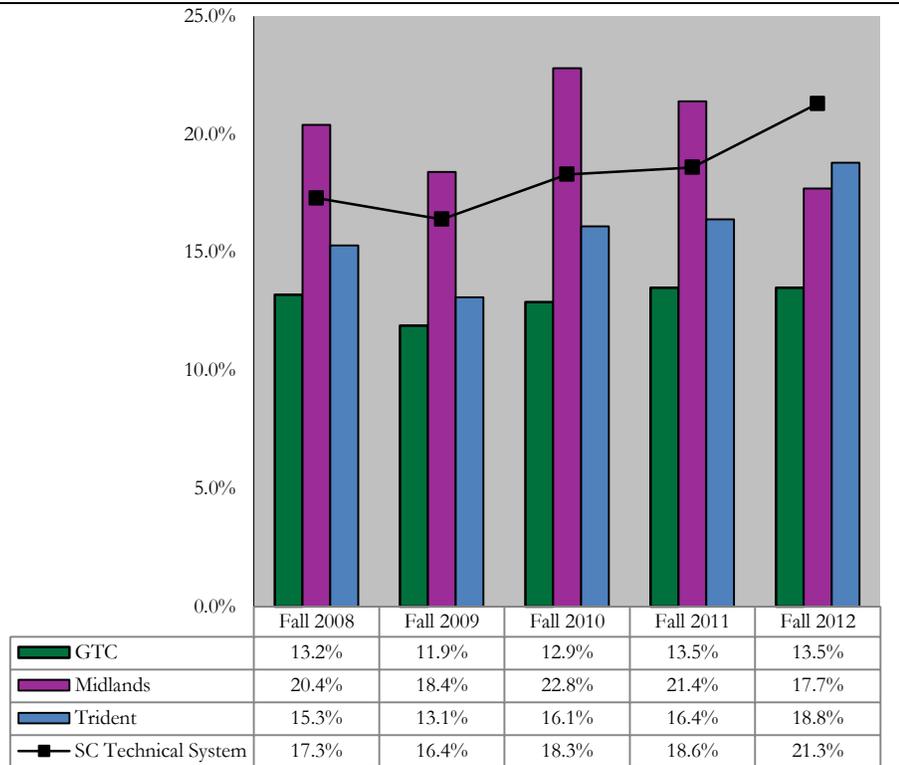
3.7.5. KEY MEASURES OF ORGANIZATIONAL EFFECTIVENESS/OPERATIONAL EFFICIENCY

FIGURE 3.7.5-1A

Fall Headcount

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
GTC	14,582	15,109	14,885	14,464	13,974
Midlands	11,044	11,725	11,917	12,077	11,821
Trident	12,732	14,833	15,781	16,736	17,123
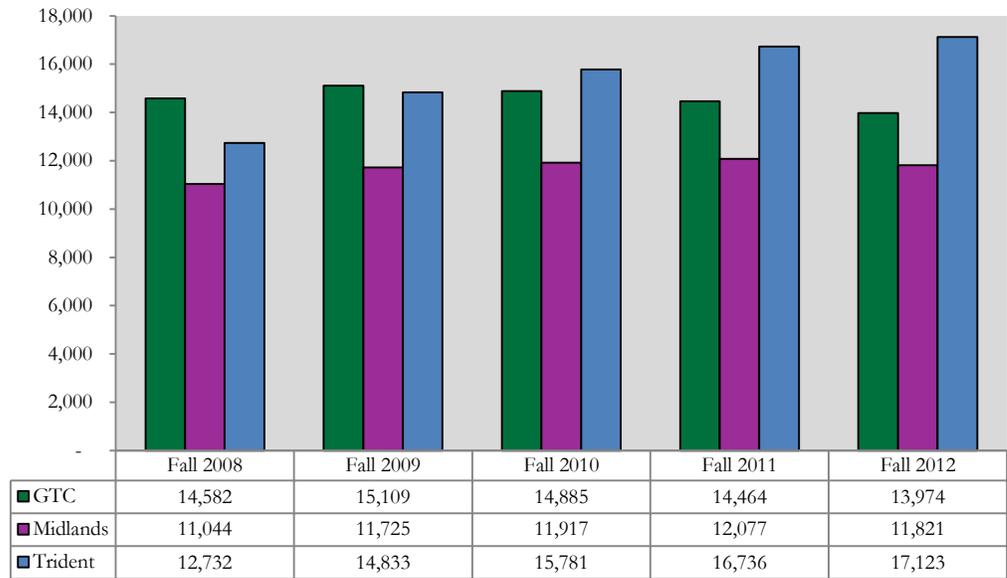
Source: EDSS report – EDSS-ST-ENR102 (Tech Ed Headcount, Credit Hours, and FTE)

FIGURE 3.7.5-1B

Fall Full Time Equivalent (FTE)

*** FTE includes a rounding error.**

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
GTC	9,208	9,838	9,820	9,238	8,903
Midlands	7,191	7,676	7,854	7,841	7,705
Trident	7,945	9,517	10,175	10,720	10,880
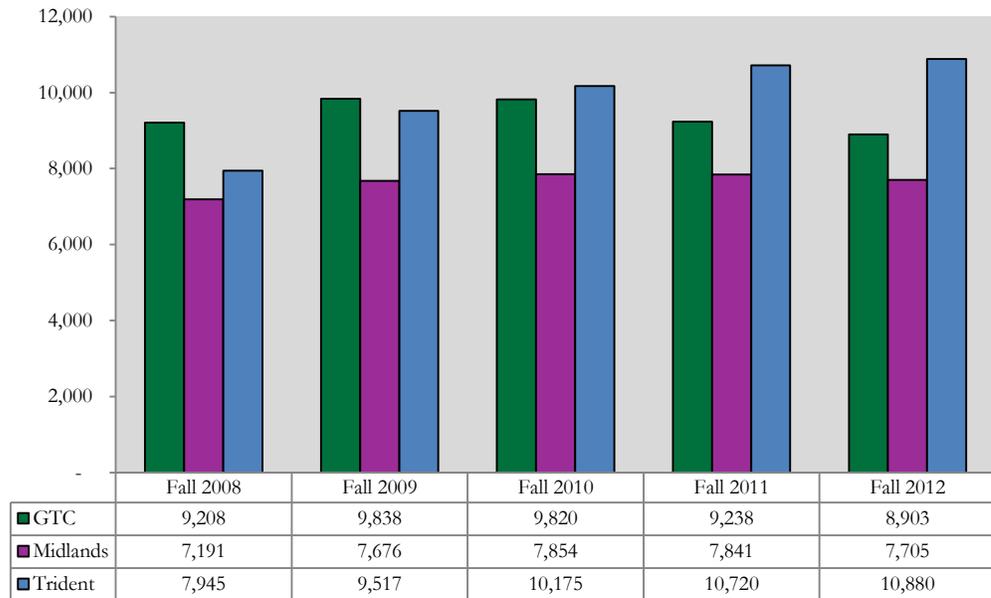
Source: EDSS report – EDSS-ST-ENR102 (Tech Ed Headcount, Credit Hours, and FTE)

FIGURE 3.7.5-1C

Fall Headcount by Ethnicity
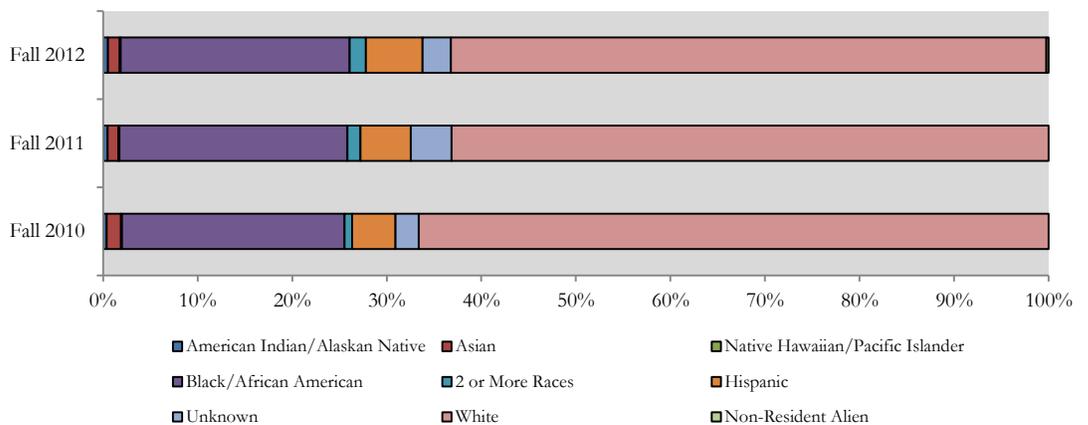
Source: CERS_EE_ES

FIGURE 3.7.5-1D

Fall Enrollment and Headcount by Location

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

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

All headcounts are unduplicated only for the specific location.

Source: GTC's SAFARI view ASSESSMENT_HEAD_LOCATION and ASSESSMENT_ENROLL_LOCATION

Fall Enrollment Data by Site						
	FALL 2010		**FALL 2011**		**FALL 2012**	
	ENROLLMENT	**HEADCOUNT**	**ENROLLMENT**	**HEADCOUNT**	**ENROLLMENT**	**HEADCOUNT**
BARTON CAMPUS	28,074	13,491	26,649	12,657	25,606	12,558
BRASHIER CAMPUS	3,624	1,531	3,656	1,567	3,680	1,556
GREER CAMPUS	4,655	1,998	4,170	1,804	3,851	1,684
NORTHWEST CAMPUS	2,598	1,192	2,509	1,167	2,008	923
SCTAC	529	132	622	172	620	171
MCKINNEY AUTOMOTIVE	1,026	321	806	250	757	237

FIGURE 3.7.5-2

Alternative Format Sections as a Percentage of All Class Sections

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

Source: GTC's SAFARI view ASSESSMENT_MOI
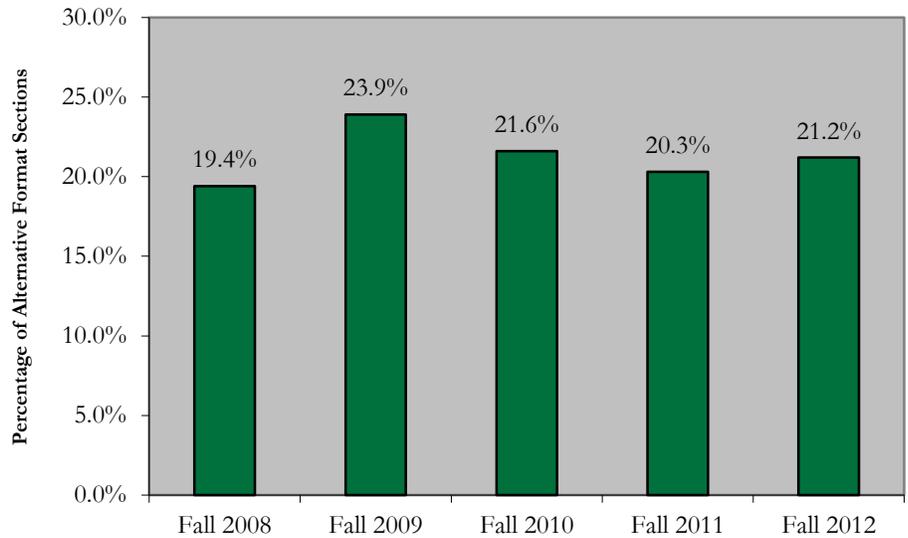

FIGURE 3.7.5-3

Fall total credit hours

Source: CERS reporting

FIGURE 3.7.5-4A

GTC's Corporate and Career Development's new classes and partnerships in 2012-13

Business and Industry

CCD Area	Need Met	New Partnerships
Business and Industry 12 New Classes	• 3M Apprenticeship classes • Baldor: Certified Quality Technician, Presentations, Problem Solving • BMW: ISO/TS OHSAS 1 • Bosch Rexroth: TTT • Caterpillar: Diesel engine apprenticeship • Cytec: Excel • COATS: Bootcamp Lean • Ellcon: Supervisor, TTT, • Eberspacher: Forklift • Eurokera: ISO, Root Cause Analysis • FabriKal: mechatronics • Fluor: Root Cause, Six Sigma, Pipe Welding, Tube welding • GSP Airport: Business Writing • Honeywell: FMEA, APQP, • Kershaw Correctional: blueprint reading, material hanlding, manufacturing certificate • Leath Correctional : warehouse handling, manufacturing certification • Milliken: PRIMEed • SIroflex: Communication • GE: GSC machine and welding • Perigo: Forklift • Proterra: CDL B • Standard Motor Products: machining	• Greenville Chamber of Commerce collaboration for Supervisory classes for members • Collaboration with APCIS for certification classes in supply chain management • Global Corporate College and Growth development Associates for sales programs

Source: GTC Corporate and Career Development

FIGURE 3.7.5-4B

GTC's Corporate and Career Development's new classes and partnerships in 2012-13

Environmental/Safety
Healthcare

CCD Area	Need Met	New Partnerships
Environmental / Safety 22 New Classes	• BMW: Asbestos Inspector Refresher • Magna Drive-First Aid,CPR, Rigging /Crane Operation • GE: Emergency Responder • Greenville Health System: CPR,TACT • Bons Secours St.Francis:ACLS/PALS • FabriKal FA/CPR • Southeastern Floral FA/CPR • Terracon: CPR/FA • CYTEC: Wastewater • Public safety agencies (109) Law Enforcement classes under a grant	The Sustainability Institute OccuHealth Training Children's Mercy Hospital of Kansas City
Healthcare 11 New Classes	• Charles Lea Center: Medication Delivery classes • Greenville Co School District: Culinary • Village Hospital; ServSafe	• Midlands Technical College: grant for Community Health Worker • Oklahoma City Community College

Source: GTC Corporate and Career Development

FIGURE 3.7.5-5

GTC's Percentage of students receiving financial assistance
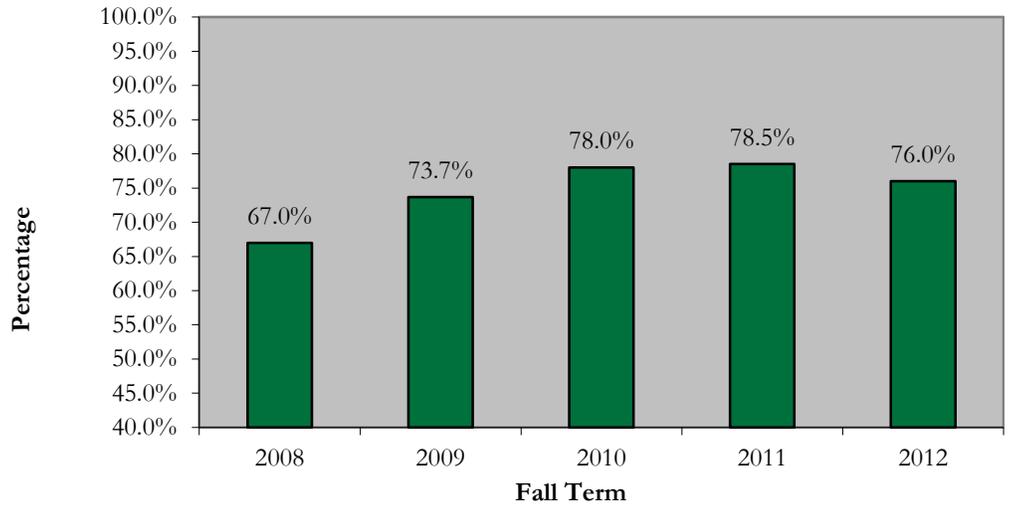

Source: GTC Financial Aid Office

FIGURE 3.7.5-6A

GTC's Market Share

Credit Market Share:

Credit =
credit annualized headcount / service area population
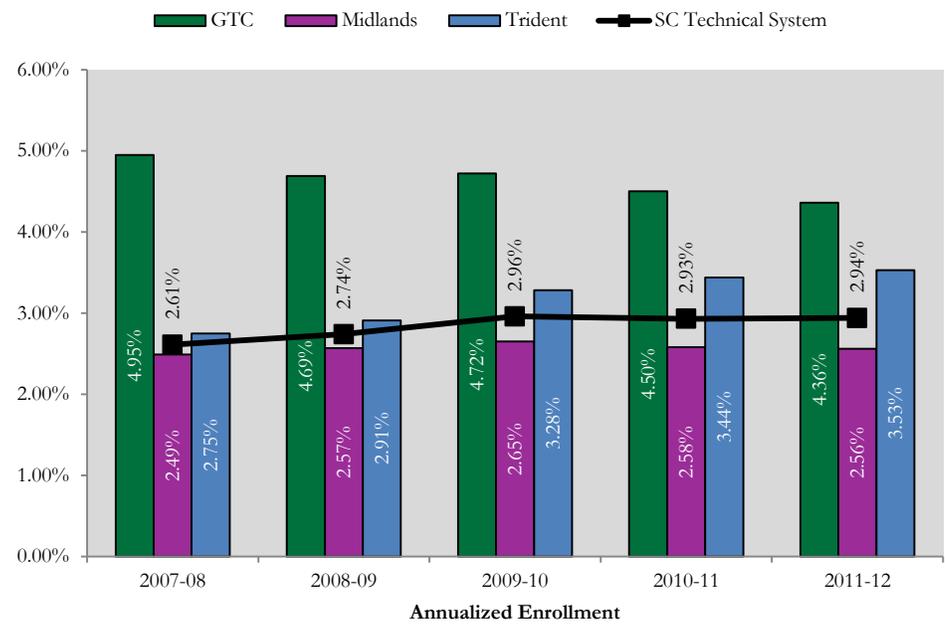
Source: SCTCS EDSS and South Carolina Budget and Control Board

FIGURE 3.7.5-6B

GTC's Market Share

Non-Credit Market Share:

Non-Credit =
non-credit annualized headcount / service area population
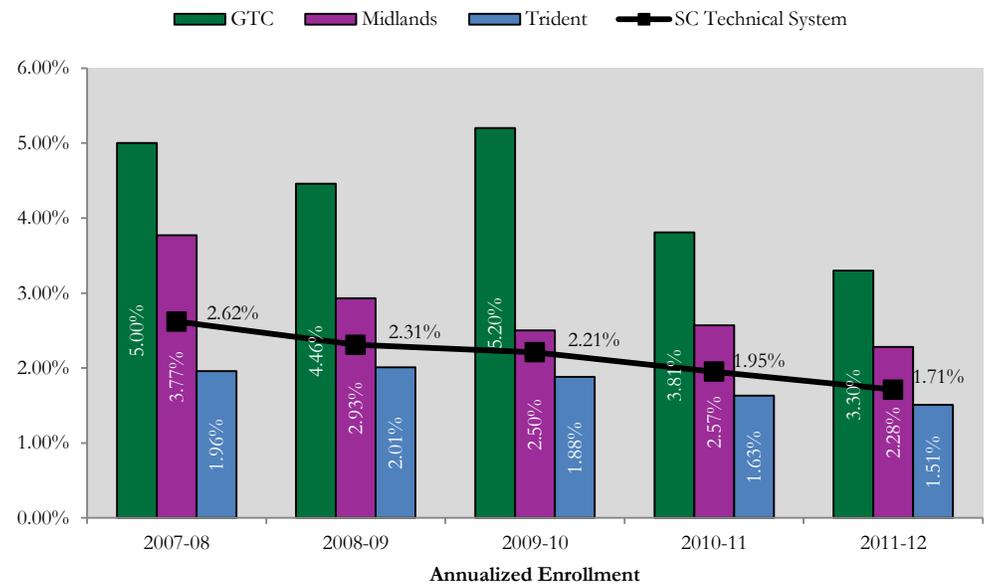
Source: SCTCS EDSS and South Carolina Budget and Control Board

FIGURE 3.7.5-7

GTC Corporate and Career
Development Contact Hours

*Source: GTC's Corporate and Career
Division*
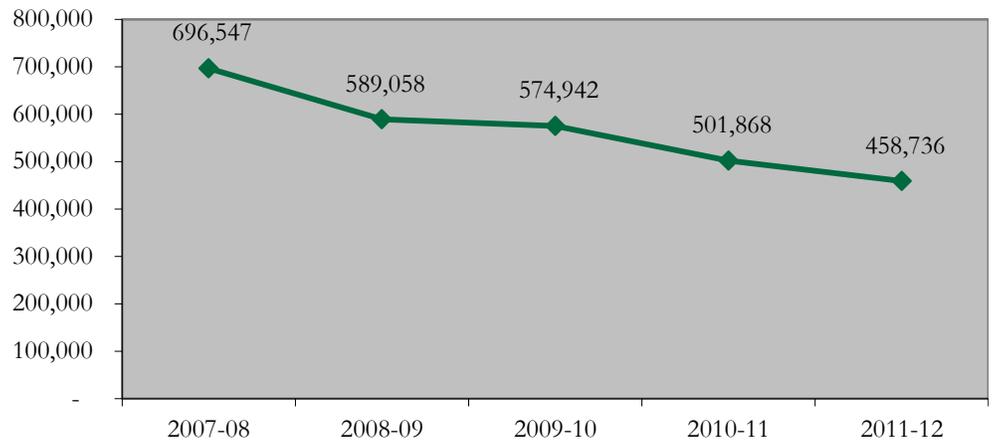
FIGURE 3.7.5-8

GTC Corporate and Career Development Quick Jobs Registrations

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

Source: GTC's Corporate and Career Division
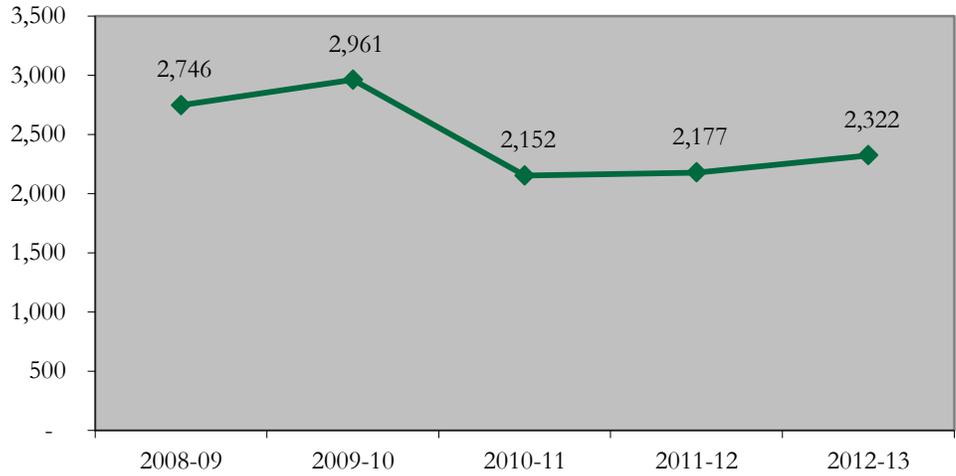
FIGURE 3.7.5-9

GTC Graduate Follow-up Status

The college surveys all graduates of a fiscal year and reports the findings to the System Office. Figure 3.7.5-9 shows the number of graduates employed in related fields or continuing their education within a year after receiving their awards.

Source: GTC Graduate Follow-Up Reports

46
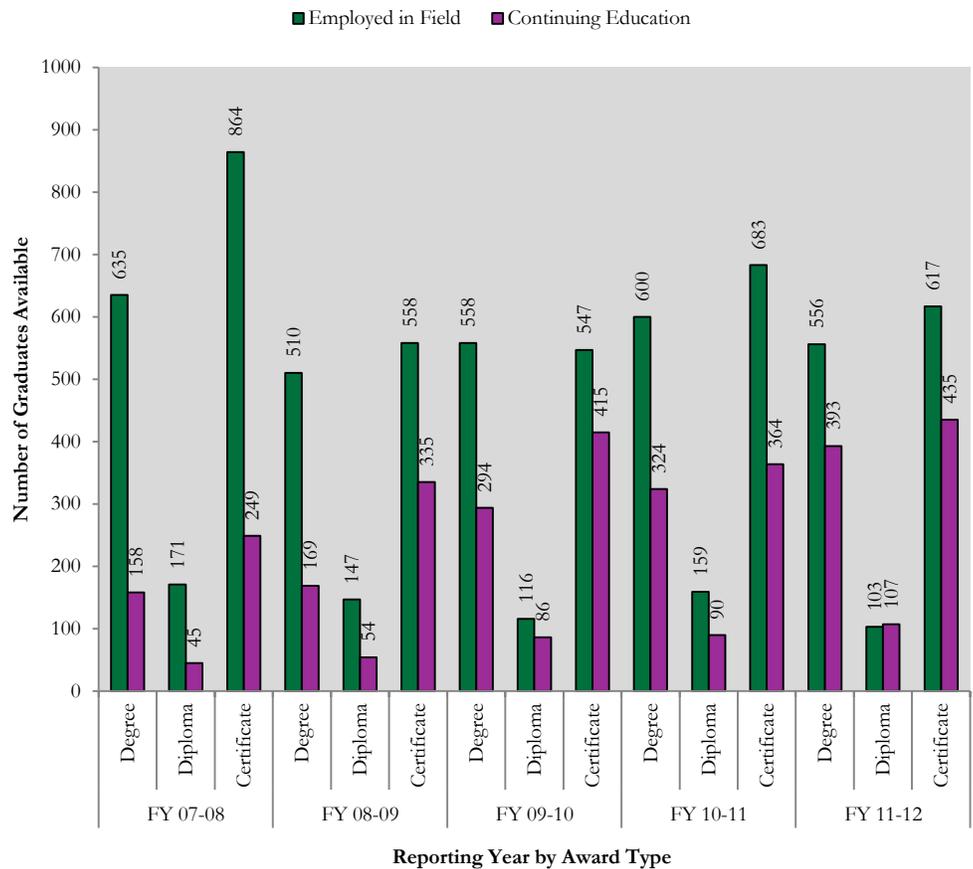
## 3.7.6. KEY MEASURES RELATED TO LEADERSHIP AND SOCIAL RESPONSIBILITY

FIGURE 3.7.6-1A

GTC Crime Statistics

Reportable criminal offenses occurring on the properties listed.

Reportable Criminal Offenses Occurring on						
	2007	2008	2009	2010	2011	2010 to 2011
Barton	29	25	4	18	19	⬆
Student housing (included in Barton)	24	23	2	18	18	⬌
Non campus (Barton)	2	0	2	1	1	⬌
Public properties (Barton)	0	2	0	2	0	⬇
Brashier	1	0	0	0	0	⬌
Non campus (Brashier)	0	0	2	0	0	⬌
Public properties (Brashier)	0	0	0	0	0	⬌
Greer	0	0	0	0	0	⬌
Public properties (Greer)	0	0	0	0	0	⬌
Northwest	0	1	1	1	2	⬆
Public properties (Northwest)	0	0	0	0	0	⬌

Source: Campus Police Safety and Fire Reports

FIGURE 3.7.6-1B

GTC Crime Statistics

Disciplinary actions on properties listed.

Disciplinary Actions on						
	2007	2008	2009	2010	2011	2010 to 2011
Barton	39	33	8	22	11	⬇
Student housing (included in Barton)	N/A	31	2	18	9	⬇
Non campus (Barton)	0	0	1	0	0	⬌
Public properties (Barton)	0	0	0	0	0	⬌
Brashier	0	0	2	0	4	⬆
Non campus (Brashier)	0	0	0	0	0	⬌
Public properties (Brashier)	0	0	0	0	0	⬌
Greer	0	1	0	0	1	⬆
Public properties (Greer)	0	0	0	0	0	⬌
Northwest	1	0	0	0	0	⬌
Public properties (Northwest)	0	0	0	0	0	⬌

Source: Campus Police Safety and Fire Reports

FIGURE 3.7.6-1C

GTC Crime Statistics

Arrests on properties listed.

Arrests on						
	2007	2008	2009	2010	2011	2010 to 2011
Barton	19	20	4	16	9	↓
Student housing (included in Barton)	17	18	3	9	6	↓
Non campus (Barton)	1	0	2	0	0	⇔
Public properties (Barton)	0	1	0	0	1	↑
Brashier	2	1	0	1	0	↓
Non campus (Brashier)	0	0	0	0	0	⇔
Public properties (Brashier)	0	0	1	0	0	⇔
Greer	0	0	0	0	0	⇔
Public properties (Greer)	0	0	0	0	4	↑
Northwest	0	0	0	0	0	⇔
Public properties (Northwest)	0	0	0	0	1	↑

Source: Campus Police Safety and Fire Reports

FINANCIAL AUDITS

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

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

DISABILITIES ACT

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