

APPENDIX A:

TECHNICAL COLLEGES ACCOUNTABILITY REPORT SUMMARIES



Accountability Report Summary Fiscal Year 2013 – 14

<http://www.atc.edu>

The Aiken Technical College institutional Vision is that of a catalyst for developing educated, engaged and employable individuals whose collective energy will be the driving force for prosperity and the quality of life in our diverse community. Realization of the vision is accomplished through the College's Mission, which is defined as follows:

Aiken Technical College is a public, open-door, two-year comprehensive institution of higher education established to provide citizens of greater Aiken County opportunities for educational, economic, professional, civic and personal development. Through its focus on teaching and learning, the College supports economic growth and community development by educating and training students for entry into the workforce or for further education.

In support of this overall Mission, the College's 2013-2014 Annual Plan established 17 Strategic Objectives for the fiscal year, categorized within four overall Goals for the institution. The four Goals are:

- Goal 1 - Empower our students through life-changing education and training experiences to become productive and committed citizens.
- Goal 2 – Promote the College as a regional leader of excellence in education, training, and workforce development.
- Goal 3 – Establish collaborative partnerships to advance educational attainment of area citizens.
- Goal 4 – Achieve a College culture of excellence through the deployment of an evidence-based continuous improvement system.

Within these four Goals the 17 Strategic Objectives encompassed academic and non-academic components of the College's services and activities, and included 47 different Action Steps designed to improve ATC's academic programs and offerings; customer service to its students, local business and industry and the community; and its ongoing relationships with critical governmental and non-profit partners throughout the ATC service area. This report focuses on those items contained in the 2013-2014 Annual Plan which specifically relate to instruction and which are central to the goals and Mission of the College. This review is not comprehensive, but focuses on the most important instructional-related items contained in the plan.

1. Implementation of two completely online degree programs. During FY 14 ATC planned and implemented online degrees in Associate in Arts, and in Associate in Applied Science in Network Systems Management, both of which are being offered for the first time in a completely online format for the Fall semester of 2014. Both programs are offered to increase access and success for non-traditional students, and are based upon the success of similar efforts at other institutions.
2. Transition Allied Health Certificates from Non-Credit to Credit programs. Basic Allied Health Certificates such as Certified Nursing Assistant, Phlebotomy, Electrocardiography,

etc. constitute a low-cost entrée into a career in the health field for many students who cannot invest substantial continual, non-working time in their initial academic qualifications. Yet such students often need for such basic certificates to be “stackable” into more advanced credentials in order to allow them to progress professionally. In order to take advantage of work already performed in the basic credential, the entry level certificates need to be offered as academic credit-bearing programs. In addition, offering such programs for credit allows students to receive financial aid while pursuing the credential, which opens access to many students who could not otherwise afford to complete the program. During FY 14, ATC successfully transferred such programs from the non-credit division to the Health Sciences Division of the College, implemented the change with the appropriate accrediting bodies, retained necessary faculty and staff, and began marketing the newly-formatted programs for full implementation in Fall 2014. During FY 14 a total of 80 students were enrolled in the relevant programs.

3. Obtained Funding and Initiated Construction for the Center for Energy and Advanced Manufacturing. The expansion of ATC’s programs in the technical education areas of mechatronics, welding (especially for the nuclear industry), radiation protection technology, and nuclear quality systems requires that the College substantially expand the space devoted to the programs and create a more versatile and modern facility for their needs. FY 2014 marked a critical year in the effort, in that ATC reached the required funding commitment levels and completed project design. FY 15 will be devoted to construction of the CEAM facility, which will be ready for occupancy in the Fall of 2015. The \$8.5 million, 3,000 square foot facility is being financed with a combination of federal, state, local, and individual resources. A \$2.6 million grant from the Economic Development Administration has been supplemented with a \$2.4 million appropriation from the State of South Carolina and almost \$2 million in matching funds raised through an ATC capital campaign during FY 14.
4. Implement Supplemental Instruction and Peer Tutoring Initiatives for Gatekeeper Courses. As part of its continuous improvement processes, ATC’s monitoring of gatekeeper course success rates has shown declining rates in English 101 and only level success rates in Biology 210 – both of which are gatekeeper courses for multiple academic programs. Achieving the Dream efforts nationwide, and other empirical evidence has indicated that supplemental instruction and peer tutoring constitute best practices to improve success in such core courses. As a result, ATC utilized grant funds to implement peer tutoring in selected sections BIO 210 FY 14. The initiative will be expanded to English Fall 2014 and will be expanded in both courses to include supplemental video instruction and English workshops. The results to date for BIO 210 have shown a 6% increase in success rates in the sections where peer tutoring was implemented. Initial funding for the initiative was provided by a grant from Achieving the Dream and the Walmart Foundation, and is being continued during FY 15 with Perkins Grant funding.
5. Implement a new Bridge Program Model for College Preparation and Transition. ATC has traditionally offered semester-long developmental courses in math, reading, and writing to prepare students requiring remediation for credit-bearing college courses. However,

potentially lengthy sequences of developmental courses often create their own barriers to college completion and success even as they prepare students for college courses. Long delays in achieving college credit tend to discourage persistence, while also often exhausting financial resources long before completion of an actual academic program. As a result, ATC has for several years tested new approaches to developmental studies centering on accelerated modularized and individualized instruction utilizing technology to allow students to advance at their own individual pace and cover only those topics where remediation is needed. During FY 14 ATC began a major revision of the developmental studies program which is being implemented in Fall 2014. The revision builds upon the success of small scale “boot camps” and other accelerated bridge programs to replace semester-long courses with modularized specialized programs coupled with additional tutoring services. The new approaches are based upon data showing the success of such efforts, and are intended to have a long-term effect upon retention and student success.

6. Implement Certified Production Operator Certificate [South Carolina Manufacturing Certification]. During 2014 the South Carolina Technical College System and the State Department of Commerce began an initiative to improve manufacturing workforce skill levels in the state through implementation statewide of the Manufacturing Skills Standards certificate at technical colleges throughout South Carolina. State funding for the effort has been authorized for FY 15. ATC developed its implementation plan during FY 14 and full implementation was begun in the summer of 2014. ATC’s Certified Production Operator certificate is a gainful employment, non-credit certificate incorporating the standards and requirements of the Manufacturing Skills Standards certification. The marketing and enrollment plan which has been implemented is designed to recruit and train 125 students during FY 15.
7. Implementation of a Faculty Academy for assessment and program accreditation practices. The ATC Academic Program Review process has indicated a need for faculty training on the components of Student Learning Outcome assessment and how the data is collected and used in academic program review. In addition, input from faculty evaluations supported the need for additional professional development to prepare faculty to maximize the effectiveness and value of the SLO process. ATC accordingly initiated a faculty academy for assessment and program accreditation during the spring of 2014 to include training in curriculum mapping, the nature and interrelationships of program and course learning outcomes, and the use of these tools in program review and the improvement of student learning. In year two of the effort (FY 15) the academy focus will continue the work of year one and also provide additional training on assessment tools, the use of rubrics in writing and critical thinking, and the reinforcement of materials from the initial year. As part of the effort, an English Rubric was developed and will be implemented during FY 2015.
8. Creation of a Tower Technician Program. During FY 14 ATC created and fully implemented the Technician Program offering for-credit certificates as Wireless Technicians for students who wish to work in the wireless industry as tower technicians. The five-week for-credit program has already enrolled five cohorts of students, and produces graduates

who are qualified for in-demand positions nationwide. The industry response to the program and to its graduates has been uniformly positive, and placement rates are approaching 100%.

In addition to these specific instructional initiatives contained within the Annual Plan, ATC also substantially expanded its services and support to veterans and decommissioning military personnel during fiscal year 2014. Three distinct veteran-related initiatives were implemented during the year:

- A student Veteran Association was created on campus to offer a collegial support system for veteran students.
- The Veterans to Careers program was begun in conjunction with other area colleges and local employers to offer veterans an opportunity to work part time during college and transition into career employment upon completion of their program.
- The Accelerated Veteran Education and Transition program (AVET) was implemented with funding from the Wounded Warrior Project to offer accelerated developmental education to veterans wishing to begin college who require academic preparation in English and math prior to beginning for-credit courses.

FY 14 was an important year for ATC. The initiatives and programs initiated during the year will have significant impact for years to come in providing additional opportunities for students and the community, as well as in increasing the effectiveness of instruction in a process of continuous improvement for the institution as a whole. ATC is committed to its mission of providing opportunity to the citizens of greater Aiken County and to continuous improvement in the pursuit of that goal.

Annual Goals Aligned with the 2010-2015 Strategic Plan

1. Support, assess, and improve student success, teaching, and learning in a technology-based environment with strategies to engage students and integrate workplace readiness into the curriculum for all modes of delivery and locations. (Reference Strategic Plan 4B)

Measure: Identify and implement best practices for faculty and staff for effective student engagement among diverse populations; assess student learning in all modes of delivery and locations; implement technology strategies to support learning; integrate workplace readiness in the curriculum; and evaluate effectiveness of all modes of delivery and locations.

Results/Accomplishments:

- Completed academic program review process for scheduled programs of study and presented to the Curriculum Committee; results used for academic department continuous improvement
 - Offered 61 PDP sessions for 1,417 faculty and staff (duplicated HC) supporting the College's teaching and learning environment with 97% rating sessions as excellent or good
 - Conducted 27 advisory committee meetings with input received on workplace needs and curriculum development for programs of study
 - Conducted adjunct faculty orientation for Fall 2013 and Spring 2014 semesters to support the teaching and learning environment
 - Provided instructional environment resulting in student industry certifications as follows: Machine Tool Technology--50 students earned National Institute for Metalworking Skills certification; Welding Technology--23 students earned National Center for Construction Education and Research certification; Mechatronics Technology--18 students earned National Center for Construction Education and Research certification; HVAC--101 students earned HVAC certification; Administrative Office Technology--10 students earned MOS certification; and Information Technology--19 students earned CompTIA and CISCO certifications
 - Facilitated 33.7% success rate for first-time, full-time students; facilitated 92% placement rate for graduates placed directly into the workplace; facilitated 11% graduation rate for 2010 cohort of first-time, full-time students
 - Recognized a CCTC faculty member as the 2014 SC Governor's Professor of the Year for two-year institutions which is the second consecutive year CCTC has received this honor
 - Established new apprenticeships with Continental Tire the Americas, Sumter County Career Center, and Sumter Transport bringing the total apprenticeships to 26
 - Served 3,948 unduplicated students in distance education courses for 2013-2014
 - 100% of the Surgical Technology August 2013 graduates passed the CST certification examination on first attempt; 100% of the Massage Therapy August 2013 graduates passed the MBLEX certification examination on first attempt; 100% of the Pharmacy Technology graduates passed the ASHP examination on first attempt; 80% of the Medical Assisting August 2013 graduates passed the AAMA certification on first attempt; 100% of Practical Nursing August 2013 graduates passed the NCLEX certification on first attempt; and 90% of the Associate Degree Nursing May and August 2013 graduates passed the NCLEX certification on first attempt
 - Provided laptop computers and tablets to 189 students through three grant program initiatives to ensure access to appropriate technology
 - Provided technology-based career services to students to improve job search and employability skills; 659 students registered with Career Central; and 378 students participated in mock interviews using Perfect Interview
 - Made 41 classroom presentations related to Career Services; promoted use of Career E-Tools
2. Deliver quality programs and services and integrate assessment methodology through utilization of a comprehensive data management system to support student learning, academic excellence, student support services, and administrative units for efficiency, quality performance, and strategic planning. (Reference Strategic Plan 4A, B, C)

Measure: Identify appropriate measurements for programs and services assessment; utilize the data repository and distribute data to units for decision making; and compare performance in the delivery of programs and services with sound data for College planning and accreditation processes for all modes of delivery and locations.

Results/Accomplishments:

- Assessed the performance of courses and students through the Course and Student Success Team to identify areas of improvement throughout the academic year; changes implemented in course delivery from findings
 - Revised format, compiled, and distributed the Semester Academic Report (SAR) for Fall 2013 and Spring 2014 to provide data on academic loading for all locations and online courses
 - Utilized data during 2013-2014 academic year from the Center for Community College Student Engagement (CCCSE) for academic planning and in development of the QEP
 - Reviewed and compared CCTC institutional data against national data as a result of participation in the National Community College Benchmarking Project
 - Conducted scheduled administrative unit reviews and used results for continuous improvement
 - Presented four credit programs of study to the CCTC Area Commission and the SC Technical College System for implementation for Fall 2014 in the areas of Patient Care Technician (CNA), Cardiac Care Technician, Phlebotomy, and Sterile Processing Technician Certificates
 - Completed successful program accreditation self-studies and visits for the National Association for the Education of Young Children (NAEYC) for the Early Care and Education Associate Degree program, for the National Automotive Technicians Education Foundation (NATEF) for the Automotive Technology Certificate program, and for the National Institute for Metalworking Skills (NIMS) for the Basic Machining and CNC Certificate program
 - Implemented procedures to generate automated emails to students to improve communications when students initiate withdrawals, receive attendance withdrawal grading, and when course cancellations occur
3. Conduct a comprehensive review of the Workforce Development Division including the assessment of training needs, delivery methods, curricula models, and marketing to facilitate focused planning for this specialized area of the College. (Reference Strategic Plan 1F)
- Measure:** Develop and assess the training needs, delivery methods, and curricula models to identify best practices and strategic planning to serve the workforce needs of the College's service area.
- Results/Accomplishments:**
- Identified an assessment approach for the Workforce Development Division involving a SWOT analysis to be conducted in FY15
4. Maintain collaborative partnerships through workforce development initiatives, programs, and services to support economic development. (Reference Strategic Plan 1B)
- Measure:** Provide training to participants for workforce development and collaborate with readySC personnel to offer training for new businesses.
- Results/Accomplishments:**
- Offered SC Manufacturing Credential training course to 82 participants to qualify graduates for entry-level manufacturing positions
 - Trained 515 individuals for employment with Continental Tire the Americas as maintenance technicians and production technicians in the Workforce Development Division
 - Coordinated efforts with the South Carolina Department of Education to offer job-specific skills training to adult education students currently enrolled in programs to earn GED diploma
 - Conducted presentations throughout South Carolina to assess the demand for water and wastewater training programs to meet employment needs
 - Developed a curriculum with Continental Tire the Americas to train veterans leaving the military with the necessary skills for programmable logic control positions
 - Acquired \$6,229,059 in grant awards as follows: US Economic Development Administration for \$2,500,000; Carl Perkins Postsecondary Program for \$268,059; TAA Round 3 Boost Program for \$3,400,000; Duke Energy Foundation and Clemson University Center for Workforce Development Foundation for \$51,000; and Adult, Family, Summer Literacy for \$10,000
5. Maintain strong working partnerships with the secondary (K-12) school systems in the areas of dual enrollment, college readiness, and the scholars program. (Reference Strategic Plan 2D)
- Measure:** Offer dual enrollment courses in area high schools to at least 400 students; implement the college readiness program in the PBI grant; and maintain communication with secondary partners in the scholars program for area high schools in Kershaw, Lee, and Clarendon counties.
- Results/Accomplishments:**
- Worked with local water and sewer departments across South Carolina to establish a curriculum for youth apprenticeships for high school students interested in this career field

- Collaborated with 16 area high schools, 4 alternative schools, and 4 career centers resulting in 16% of the area's high school graduates entering CCTC during the 2013-2014 academic year
 - Offered 52 dual enrollment sections of courses to high schools for 462 unduplicated students
 - Added a staff position for dual enrollment coordination
 - Facilitated the implementation of the College Readiness Program by providing test preparation workshops for 151 students and the administration of the Asset placement test to 1,087 students through PBI Grant
 - Offered "Getting College Right" workshop at 13 high schools to 797 students, and provided six special topic workshops to 97 high school students
 - Continued communication on Scholars Program for high schools for implementation in Fall 2015
 - Hosted Counselor's Breakfast to disseminate College information to secondary schools
 - Hosted two "Come See Me" events for high school juniors and seniors; 178 students attended
6. Develop a pilot program to positively affect fall-to-spring and/or fall-to-fall student retention that will facilitate the identification of the elements of a college-wide model to be applied in subsequent years. (Reference Strategic Plan 5H)
- Measure:** Identify a targeted academic area for development and implementation of the pilot program to improve the fall-to-fall retention rate.
- Results/Accomplishments:**
- Developed a model ((DVS3 Appreciative Advisement Pilot (DAAP)) for the academically high-risk student to track a cohort of students through the completion of developmental courses and compare results with non-cohort students for implementation in Fall 2014
 - Reviewed retention and program completion data identified in the QEP to develop strategies to strengthen retention efforts throughout the College
7. Support graduation and program completion with a goal of 725 graduates for the College for the period ending June 30, 2013, (as reported in September 2014 CCTC Fact Book (date corrected)). (Reference Strategic Plan 5G)
- Measure:** The number of graduates for July 1, 2012, through June 30, 2013, will be 725.
- Results/Accomplishments:**
- Graduated 673 students in the July 1, 2012, through June 30, 2013, time period
8. Increase the College's opening enrollment by 3% by Fall 2013 to serve the educational and training needs of the College's service area. (Reference Strategic Plan 7A)
- Measure:** The College's opening enrollment will be 4,715 by Fall 2013.
- Results/Accomplishments:**
- Enrolled 4,456 for Fall 2013 semester
9. Expand student life programs, events, and services to increase student life experiences and opportunities for students. (Reference Strategic Plan 5C)
- Measure:** Increase the number of student activities/events by 3 during the 2013-2014 year.
- Results/Accomplishments:**
- Conducted 57 new student activities/events during the 2013-2014 academic year supporting the CCTC student population with a variety of student life resources
 - Increased Alumni Partnership membership to more than 650 members as of June 30, 2014
 - Opened Veterans Resource Center to support student veterans, active duty military students, and military dependent students
10. Increase awareness of county governments of the role of the College in the higher education community and economic development impact. (Reference Strategic Plan 1B and 7B)
- Measure:** Meet with county government officials annually to review the role of the College.
- Results/Accomplishments:**
- Conducted a joint meeting of the CCTC Area Commission with Kershaw County Council members in December 2013 to encourage support of funding for expansion of the Kershaw County Campus and acquired \$5M from Kershaw County Council
 - Conducted a joint meeting of the CCTC Area Commission with Sumter County Council members in March 2014 to encourage greater financial support of the College and acquired \$86K from Sumter County for one-time funding for operations for the Advanced Manufacturing Technology Training Center (AMTTC)
 - Met with Lee County officials in February 2014 to discuss the Lee County site and request assistance in the promotion of the College to residents in Lee County
 - Partnered with the Kershaw County legislative delegation to acquire \$1.5M in the FY15 South Carolina state budget for the expansion of the Kershaw County Campus; partnered with the Sumter County legislative

delegation to acquire \$750K for the renovation of Building M400 and \$1M for the Mechatronics pilot program in the FY15 South Carolina state budget

- Met with architects, Kershaw School District, and Kershaw County staff to begin planning for the expansion of the Kershaw Campus

11. Continue to effectively manage physical facilities to serve the College's educational and student support programs and services. (Reference Strategic Plan 4F, H, I)

Measure: Assess physical facilities; continue planning activities for the AMTTC; and relocate the Criminal Justice Technology and Paralegal associate degree programs to the Legal Studies Center.

Results/Accomplishments:

- Relocated Paralegal and Criminal Justice Technology associate degree programs to the Legal Studies Center
- Received SACSCOC and US DOE approvals for offering classes at the Shaw Base Education Center and the AMTTC
- Began construction of the AMTTC in June 2014
- Monitored Facilities Master Plan for implementation and alignment with College's mission
- Began M200 roofing replacement project as a capital project improvement for 2013-2014
- Conducted Active Shooter training exercise to support campus safety and increase awareness of faculty and staff

12. Initiate the development phase of the Quality Enhancement Plan (QEP) and continue compilation of the Compliance Certification process. (Reference Strategic Plan 7 J,K)

Measure: Appoint the QEP Team; identify Chair(s); and compile initial Compliance Certification Report.

Results/Accomplishments:

- Appointed a cross-functional, institution-wide QEP Team to develop the 2015 QEP
- Named co-chairs for the 2015 QEP
- Selected 2015 QEP topic, "First-Semester Success and Experience" to support student success
- Prepared a QEP framework document to provide the model for implementation of the CCTC topic and plan of work
- Participated in the SACSCOC Leadership Team Orientation for reaffirmation in January 2014
- Compiled draft of 2015 Compliance Certification Report and prepared for an advisory visit with SACSCOC Liaison



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<http://www.denmarktech.edu/>

VISION STATEMENT

Denmark Technical College will become one of the leading technical colleges in the region and nation, recognized for superior educational training, as a student oriented institution, and as a training provider for business and industry, with flexible, relevant, and inclusive academic programs delivered on multiple platforms using cutting edge technology to prepare learners for the global marketplace and changing workforce needs.

MISSION STATEMENT

Denmark Technical College is a public, comprehensive, Historically Black, two-year technical college located in rural Bamberg County in South Carolina. The college annually serves approximately 2,000 credit and continuing education students, a mix of traditional, nontraditional, full-time and part-time. Denmark Technical College is the only technical college in the State of South Carolina with on-campus housing. As a member of the South Carolina Technical College System, Denmark Technical College's mission is related to the educational mission of the State of South Carolina and the Technical College System. The College's primary service area is comprised of Bamberg, Barnwell, and Allendale Counties with a legislated mandate to serve students throughout the state. As an open-door institution, the College provides affordable, post-secondary education culminating in associate degrees, diplomas, and certificates, to citizens from diverse educational and socioeconomic backgrounds and reaches out to its service area high schools with opportunities for the students. The college provides training needed by business and industry through collaborative partnerships and resource allocation.

Denmark Technical College:

1. Provides Student Learning Outcome based educational opportunities for its students with embedded continuous improvement plan that will afford the necessary skills and knowledge for the emerging job market.
2. Develops and implement processes for seamless transition of students from high school through Denmark Technical College to four year institutions.
3. Provides the graduates with the intellectual and practical skills to include but not limited to inquiry and analysis, critical and creative thinking, written and oral communications, quantitative literacy, information literacy, teamwork and problem solving.¹
4. Provides the graduates with the personal and social responsibility skills to include but not limited to civic knowledge and engagement—local and global, intercultural knowledge and competence, ethical reasoning and action, foundations and skills for lifelong learning.¹
5. Engages in efforts to form extensive partnerships/consortia leading to branding the college as a leader in training for the business and industry that will enhance the economic development and growth of the service area and the state
6. Provides a competency based program for the students to attain and maintain certifications for the job market.

¹ Essential Learning Outcome, Association of American Colleges and Universities

THE ROLE AND SCOPE

Denmark Technical College pursues its mission within a student centered environment based on the fundamental values of a commitment to excellence; fostering a positive learning process, well balanced social and cultural experiences; in an atmosphere of mutual respect, an understanding of and the ability to function in a technologically advance world; and with a realization of the need for a strong work ethic. The college seeks to fulfill its mission by offering programs in engineering technology, welding, building construction, transfer programs, allied health, early care and education, human services, criminal justice, general business, computer and related technologies. The instructional methods include traditional lectures and lab and distance education for both on-campus and off-campus instructions. The College strives to achieve its mission with a set of clearly defined academic programs, partnership initiatives, and sustainability endeavors such as:

Senior College/University Transfer Program: Courses directly equivalent to the first two years of traditional college study as offered at senior colleges and major universities which may be transferred to senior colleges.

Technical Education: Curriculums designed to provide the knowledge and skills needed for employment in industry, business, and government.

General Education: Courses to provide the common knowledge, skills, and attitudes needed by each individual to be effective as a worker, a consumer, and a participant in a democratic society.

Continuing Education: Credit and noncredit classes offered with flexibility in time, place, and modality to assist the adults in the region to continue their learning experiences.

Transitional Studies: A program to prepare individuals for admission to the technical and transfer curricula at the College by helping individuals develop the basic skills necessary to succeed.

Specialized Training Programs: Training coordinated with South Carolina industries through the ReadySC program and provided where specific job opportunities are available for new or expanding industries.

Region and Community Services: Specialized services to help meet the cultural and educational needs of the region including cultural events, workshops, meetings, lectures, conferences, seminars, and other special community projects.

Student Development Programs and Services: Programs and services to enrolled and prospective students and alumni to increase their success and enhance their potential for personal, educational and professional growth. The college increases student access to higher education through recruitment, developmental education, financial services, counseling and career services, and evaluation and support services.

Sustainability Services: A Continuous Improvement Plan to include technology integration, internal control measures for financial health and green technology measures for conservation.

Institutional Goals/Outcomes and Unit/Program Objectives/Milestones

Outcomes (The institution will be able to)	Milestones (The Unit of specifically will be able to....)
1. Provide quality customer service.	1. Implement processes that will result in a sound understanding of the programs and services offered by the college. 2. Develop materials and processes to clearly articulate/communicate programs and services. 3. Provide customer service training. 4. Establish customer friendly processes for services relating recruitment, admissions, Registration, Financial Aid, Transcripts & Records, Career Planning and Placement, Counseling, Academic Support, IT Support/Help Desk, Academic Advising, Information Dissemination, Quality of Life Enhancement.
2. Implement Student Learning Outcome based teaching and learning processes across all academic programs	1. Enhance quality of academic programs and services 2. Identify and implement research based and innovative (out of the box) practices/processes to enhance student centered teaching, learning, and services at the college. 3. Implement outcome based programs from conceptualization and self-training opportunities by the student. (Student will see a process, research & develop the learning process, learn, and demonstrate proficiency) 4. Identify Innovate, and Implement I ³ initiatives to hire and retain quality faculty and staff.
3. Develop and implement processes for the seamless transition of students from high school through Denmark Technical College to four year institutions	1. Implement initiatives to collaborate with the service area school districts. 2. Implement initiatives to collaborate with the senior/higher education/ four year institutions
4. Develop partnerships with the stakeholders to promote economic development and enhance quality of life.	1. Provide stakeholders access to opportunities at the college. 2. Collaborate with the economic development organizations. 3. Implement processes to enhance the role, scope and contribution of the Academic Advisory Committees.

Outcomes (The institution will be able to)	Milestones (The Unit of specifically will be able to....)
	4. Implement learning opportunities to promote and enhance civic responsibilities. 5. Seek and implement partnership to leverage resources and promote the “Total Resource Utilization for Efficiency” (TRUE) opportunities.
5. Implement training programs based on the needs of business and industries – workforce development	1. Develop professional, technical and soft skills of the students in all programs for enhancing employability. 2. Implement strategies to promote adaptability in the emerging and shifting career opportunities. 3. Develop processes to meet the just-in-time demands of the business and industries. 4. Continuously assess the needs of the business and industry.
6. Design and implement evaluation of programs and services with embedded continuous quality enhancement processes.	1. Develop and implement data collection and dissemination processes towards strategic and operational decision making at the college. 2. Design and implement embedded continuous improvement plans to increase institutional effectiveness.
7. Implement sustainable practices to increase effectiveness, efficiency, and productivity.	1. Enhance Student Retention, Program Completion, Job Placement, and Student Satisfaction. 2. Seek and submit proposals to public and private sources for funding. 3. Develop steps to optimize resource utilization and increase income. 4. Identify and implement practices to manage operational and predictive risks.
8. Implement faculty and staff development program	1. Design and implement a Faculty and Staff Development Program.
9. Implement technologies to enhance student learning and support programs.	1. Integrate meaningful integration of technology in the teaching and learning processes. 2. Integrate technology to enhance support services.
10. Enhance perception, through branding and continuously promoting culturally diverse experiences, and globally competitive educational opportunities.	1. Promote internationalization. 2. Integrate diversity into the programs and services 3. Enhance multiculturalism. 4. Promote the College’s Core Capabilities C³. 5. Streamline the flow of information, increase transparency, and enhance clear communication.

Institutional Goals/Outcomes are broad and Unit/Program Objectives/Milestones specific in nature.



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<http://www.fdtc.edu>

FDTC's Mission

Florence-Darlington Technical College will provide a high quality education that furthers the regional economic development, enhances the quality of life in the region we serve and supports students' marketability in the global economy.

FDTC's Goals

Service Excellence

Florence-Darlington Technical College will provide high-quality, efficient, customer-focused affordable programs and services utilizing state-of-the-art delivery systems to all constituents, both internal and external to the college.

Educational Effectiveness

Florence-Darlington Technical College will offer first class delivery customized to the businesses and/or students' needs. Traditional lecture classes will be offered as well as customer-oriented learning environments emphasizing certifications, work experience credit, competency-based outcomes, self-paced individualized instruction and the infusion of technology in all programs of study.

Financial Stewardship

Florence-Darlington Technical College will have a fiscal base that enables the college to achieve its goals in a responsible and efficient manner.

Quality Programs & Services

Florence-Darlington Technical College will customize products and services that provide strategic value to meet customer needs.

Institutional Advancement & Growth

Florence-Darlington Technical College Educational Foundation will help FDTC reach its goals by building relationships, building business for FDTC and seeking financial support from alumni, corporations, foundations, friends and other community sources.

Personal and Organizational Learning

Florence-Darlington Technical College encourages professional development of all its board, faculty and staff through ensuring that resources are provided and made available on an ongoing basis.

Major goals and initiatives pertaining to instruction during FY 2013-14

Florence-Darlington Technical College's (FDTC) Academic Affairs Division is undergoing an internal analysis to determine the college's strengths and to determine underutilized program offerings. The intent is to capitalize on FDTC's strengths in ways that will enhance current curricula, build new programs and fully utilize the college's capacity.

Offerings in the business and manufacturing sectors are underutilized. In response to this, several new certificate and degree programs were made available for the fall 2014 semester:



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Computer Technology Certificates
CISCO Networking
Essentials of Web Development
Fundamentals of Networking
Information Technology for Sales
Human Resource Management Certificate
Health Information Technology Degree
Industrial Maintenance Degree
Mechanical Engineering Technology Degrees
Mechanical Program of Study
Nuclear Program of Study
Machine Tool Technology Certificates
Computer Numerical Control Programmer
Machine Operator
Machinist I

A new Entrepreneurship certificate has been created to further bridge identified gaps in offerings for the Business sector. FDTC's Curriculum Instruction Committee established a new course for the program, which has since been added to SCTCS's Catalog of Approved Courses. With all requirements in place, the program is currently moving through the approval process and is expected to be available to students beginning in the spring 2015 semester.

Currently, FDTC is working toward leveraging the facilities and equipment at the Southeastern Institute for Manufacturing and Technology (SiMT) to build new instructional programs and strengthen existing ones. (The SiMT offers training and other support services directly to industry, but its facilities and equipment have not yet been fully utilized for FDTC's instruction.) The SiMT is located at the back of FDTC's main campus and is easily accessible to students. The facility houses configurable, multi-tiered classrooms with multi-media presentation systems, computer labs, electronics labs, electro-mechanical labs and a soils/concrete lab.

SiMT's equipment includes: A manufacturing area with Computer Numeric Control (CNC) machines, including high-speed horizontal and vertical machining centers, a water jet material cutting system, electro discharge machining (both wire and conventional), a full tool-making machine shop with capabilities including grinders, milling machines, lathes, heat treatment furnaces, and CAD/CAM systems. The rapid prototyping center offers six separate state-of-the-art 3D fabrication systems, including stereo lithography (SLA), selective laser sintering (SLS), and most importantly a direct metal laser sintering machine. The 3D/Virtual Reality Center is one of six centers in the world created through a partnership with EON Reality, Inc. The Center includes a 3D visualization cave, a 3D stereoscopic theatre, a 3D computer software development classroom, Touchlight interactive 3D display system, and a holipodium for immersive tele-conferencing and tele-presentations.

Utilizing this specialized equipment, FDTC plans to create three new programs: Rapid Prototyping Certificate, Comprehensive Advanced Manufacturing Certificate, and a program in Plastics. The



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college anticipates having at least one of these certificates available to students by the fall 2015 semester.

Mission: Greenville Technical College (GTC) drives personal and economic growth through learning.

The college's mission statement clearly defines and guides the college by the language used to identify:

Who we are – a technical college: *“Technical College”*

Where we are – Greenville County: *“Greenville”*

What our outcome is – *“drive personal and economic growth”*

Who the college's stakeholders are: *“personal”* – academic students, continuing education students, employees, and employers; *“economic”* – service area of the college

How we accomplish our outcome: *“through learning”*

Vision: GTC's vision is to be the best community and technical college for students seeking career and educational opportunities.

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.

Values: GTC is committed to the following values:

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

Standards of Behavior:

Collaboration	Working in partnership with all members of the GTC community.
Forward Thinking	Utilizing innovative & creative approaches in order to foster an atmosphere of learning, service, & growth.
Communication	Employing effective & positive interaction that reflects pride in GTC.
Professionalism	Displaying an attitude of excellence while providing an exceptional level of service & quality in all actions & interactions.

2012-15 Institutional Imperatives and Outcomes:

Teaching and Learning

The college focuses its resources on achieving a dynamic learning environment that promotes student engagement. We provide both a high quality education and real-world experiences for our students by offering a contemporary curriculum structured to meet the learning needs of a diverse student body with ever-changing needs. Success requires that we clearly communicate our shared goals to all stakeholders, seek out and listen to feedback and ideas, and that we measure our progress at every step.

Outcome – Dynamic learning environment that promotes student engagement

2012-2015 Objectives	2013-14 Results
Formulate financing plan for Enterprise Campus and first phase of Master Plan.	Issue Greenville County GO bonds by October 2013 to be completed by December 2013. ✓

Outcome – Multiple curriculum options available to meet the learning needs of a diverse student body

2012-2015 Objectives	2013-14 Results
Increase completion rates of those who complete within 150% of normal time	2012-13 = 8% 2013-14 = 9% ↑
Increase the annual percent of the Licensure/Certification Pass Rate of first time takers passing licensure and certification exams required by professions for entry-level positions	2012-13 = 92.5% 2013-14 = 93.3% ↑

Student Success

Realizing that GTC's ultimate measure of achievement resides in the economic and personal success of each student, the college promotes practices, processes and policies to enhance students' progression towards their goals. Further, we prescribe remedies to address real and perceived barriers to student success. We offer an environment that encourages student engagement by creating a holistic college experience.

Outcome – Expanded engagement opportunities

2012-2015 Objectives	2013-14 Results
Increase persistence of total student population <i>* Fall 2012 persistence was preliminary at time of benchmarking and did not include graduates.</i>	Fall 2012 to Spring 2013 = 70.0%* Fall 2013 to Spring 2014 = 72.8% ↑

Outcome – Practices, Processes, & Policies that Enhance Student Progression toward Educational Goals

2012-2015 Objectives	2013-14 Results
Increase the percent of students who successfully complete Math 101 (developmental course) allowing them to progress more quickly to college-level courses.	Fall 2012 = 48% Fall 2013 = Math 101 ALEKX intervention = 59.7% ↑ LIFE Waiver intervention = 100% exempted from developmental math (to include Math 101) and successful in credit bearing course Math 101 without an intervention = 43.8%

Employee Development

GTC provides the environment for employees to develop their individual career paths aligned with GTC's mission. Professional, knowledgeable and high performing employees embrace the college's culture of quality and service excellence, successfully guiding GTC to its vision of becoming the best community and technical college for students seeking educational and career goals.

Outcome – Professional, knowledgeable and high performing employees

2012-2015 Objectives	2013-14 Results
Increase participation in diversity training opportunities as identified in the diversity strategic plan.	FY 2012 = Estimated 26% of Full-Time employee participation FY 2013 = 85% of employee population completed Civil Treatment Training ↑

Outcome – Culture of quality and service excellence

2012-2015 Objectives	2013-14 Results
GTC will apply for and win any level of the South Carolina Governor's Quality Award	GTC applied for the award in February 2014 and received a site visit June 2014. GTC won the Bronze Award in September 2014. ✓
Foster a culture of adaptability to and acceptance of change	Establishment of Center for Professional Development. The newly formed center will provide professional development opportunities for both staff and faculty.

Community Focus

The college is a recognized leader in the community, having clearly aligned our mission with employer needs. Operating in a highly competitive environment, Greenville Technical College engages the community at all levels as the "College of Choice" for students, faculty, staff, business and industry, and the communities we serve.

Outcome – College and community engagement

2012-2015 Objectives	2013-14 Results
Achieve a successful SACS reaccreditation in 2013	GTC received the maximum of 10-years reaccreditation. ✓

MISSION

The mission of Horry-Georgetown Technical College is to provide accessible, affordable, high-quality, comprehensive two-year collegiate education and workforce development; to provide a student centered environment and inspire lifelong learning; to promote learning through teaching excellence; to promote community service and embrace diversity; to promote economic growth; and to embrace technological innovation in instruction and workplace applications.

VISION

Horry-Georgetown Technical College will be recognized as a leader in workforce development, intellectual growth, and life improvement.

GOALS**Goal 1 – Promote Teaching and Learning**

HGTC will provide a learning environment and experience that encourages the development of knowledge, skills, behaviors, and values for students.

Goal 2 – Maximize Student Success

HGTC will provide pertinent and useful services to support student goal attainment.

Goal 3 – Strengthen Processes and Services

HGTC will continuously improve the quality, productivity, efficiency, and effectiveness of services and activities utilized throughout the College.

Goal 4 – Build and Expand Partnerships

HGTC will foster partnerships with various stakeholders to expand and enhance resources, and promote a progressive and positive public image.

PERFORMANCE OUTCOMES

Horry-Georgetown Technical College has a systematic process for goal attainment and reporting of results. Each year, the College reviews and updates the *Institutional Strategic Plan* which consists of the vision, core values, mission, goals, and outcomes. Then, every academic and administrative department is responsible for submitting annual objectives that directly support and align with the institutional goals and outcomes of the College. Results are collected on each objective at the end of the academic year. The outcomes (strategies) reported below are related to instruction and are followed by performance measures that are a direct result of implementing outcomes and objectives.

Outcomes Related to Instructional Goals

- 1.1 Well-defined and relevant program learning outcomes for successful employment and lifelong learning.
- 1.2 Accessible, creative, and collaborative delivery of instruction (including dual enrollment and online education offering).
- 1.3 Relevant and market-driven program of study.
- 1.4 Viable, relevant, and recognized workforce training and skills attainment certification.
- 1.5 Continuous improvement in teaching and the quality of instruction.
- 1.6 Effective student engagement, support, and auxiliary services.
- 2.1 Relevant career readiness services integrated with instruction.
- 2.2 Successful implementation of the *Guided Plan for Success*.
- 2.3 Positive impact on accountability measures for job placement, licensure exams, persistence, and graduation.

	Performance Measure	Success Criteria	Prior Year 2012-13	Current Year 2013-14
1	Graduate Placement Rate	80% or greater	94%	91%
2	Licensure Exam Pass Rate	80% or greater	92%	89%
3	Fall to Spring Persistence Rate	71% or greater	78%	85%
4	Student Success Rate	47.4% or greater	47%	55%
5	Graduate Production Rate	20% or greater	27%	30%
6	Fall to Fall Retention Rate	50% or greater	51%	57%
7	Student Evaluation of Instruction Rate	80% or greater	90%	92%
8	Student Fall Enrollment	7,685 or greater	7,685	7,638
9	Transfer GPA	2.884 or greater	3.029	2.937

1. Graduate Placement Rate – Success of graduates with respect to employment or continued education.
2. Licensure Exam Pass Rate – Student success on professional examinations for first-time examinees.
3. Fall To Spring Persistence Rate – Student retention from fall to spring for students eligible to return.
4. Student Success Rate – Student success for the cohort based on graduation, transfer to another postsecondary institution in South Carolina, or continuing enrollment after three years of first-time enrollment.
5. Graduate Production Rate – Fulfillment of workforce development mission.
6. Fall to Fall Retention Rate – Student retention from fall semester to the next fall for students eligible to return.
7. Student Evaluation of Instruction Rate – Student satisfaction of instruction with an overall rating of agrees or strongly agrees.
8. Student Fall Enrollment – Headcount of full-time and part-time students enrolled in the fall semester.
9. Transfer GPA – Grade point average of students transferring to Coastal Carolina University from HGTC compared with the GPA of freshmen students directly entering CCU.

The vision of Midlands Technical College (MTC) is to be a premier higher education partner that creates innovative learning environments, promotes individual and business success, drives economic vitality, and enhances quality of life. With the implementation of its strategic planning model in 1984, the college developed systematic and on-going performance review systems across the institution to evaluate its success in each of these areas.

MTC's strategic planning process is overseen by the Strategic Planning Council, which consists of the President, Vice Presidents, the Chair and Chair-elect of both Faculty and Staff Councils, a student representative, and a member of the MTC Commission. The model provides for conducting an environmental scan that focuses on economic and employment, education, technology, political and public policy, demographic, and social trends. These findings are then used by the Strategic Planning Council to conduct a SWOT analysis, which identifies and prioritizes the strengths, weaknesses, opportunities and threats facing the college. From there, the college reviews and revises, as needed, its statements of vision, mission, role and scope and values. Finally, the long-range goals, priority initiatives, and measurement standards are developed.

While each of the college's Vice Presidents is responsible for identifying and measuring administrative outcomes, MTC's Academic Affairs division is leading the student learning segment of this project. All college faculty members are involved in developing program/course outcomes, competencies and measures; analyzing the data collected; implementing appropriate changes; and determining the impact of these changes on student learning.

The college has embraced the learner-centered concept to achieve this vision and to educate the region's future workforce. This will require increased efficiency in the use of its own resources as well as partnerships and collaborations with business, industry, community and civic organizations and other institutions of higher education. Success will depend on:

- Identifying future workforce needs
- Securing the educational and technological resources to meet these needs
- Developing and maintaining a creative, entrepreneurial culture that can meet the dynamic demands of a global competitive market place
- Creating innovative learning environments that will meet the needs of the individual student
- Maintaining and enhancing the already strong support by the service area counties

The college's current strategic plan contains goals and priority initiatives that specifically target the economic environment of its service area, student success and the creation of community partnerships. The Strategic Plan's current goals and priority initiatives are provided on the next page. Samples of the measurement standards focused on documenting instructional activities are located on page 3.

STRATEGIC PLAN

Midlands Technical College

2014-2017

The college has established the following three goals: (1) Access (Pipeline); (2) Learning Experience; and (3) Student, Business and Community Success. Thirteen Priority Initiatives were established to measure success on achieving these goals. They include:

Goal 1: Access (Pipeline)

Priority Initiatives:

- Optimize the student pipeline to meet student, business and community needs
- Enhance the MTC image
- Provide resources for student access
- Ensure institutional and programmatic accreditation

Goal 2: Learning Experience

Priority Initiatives:

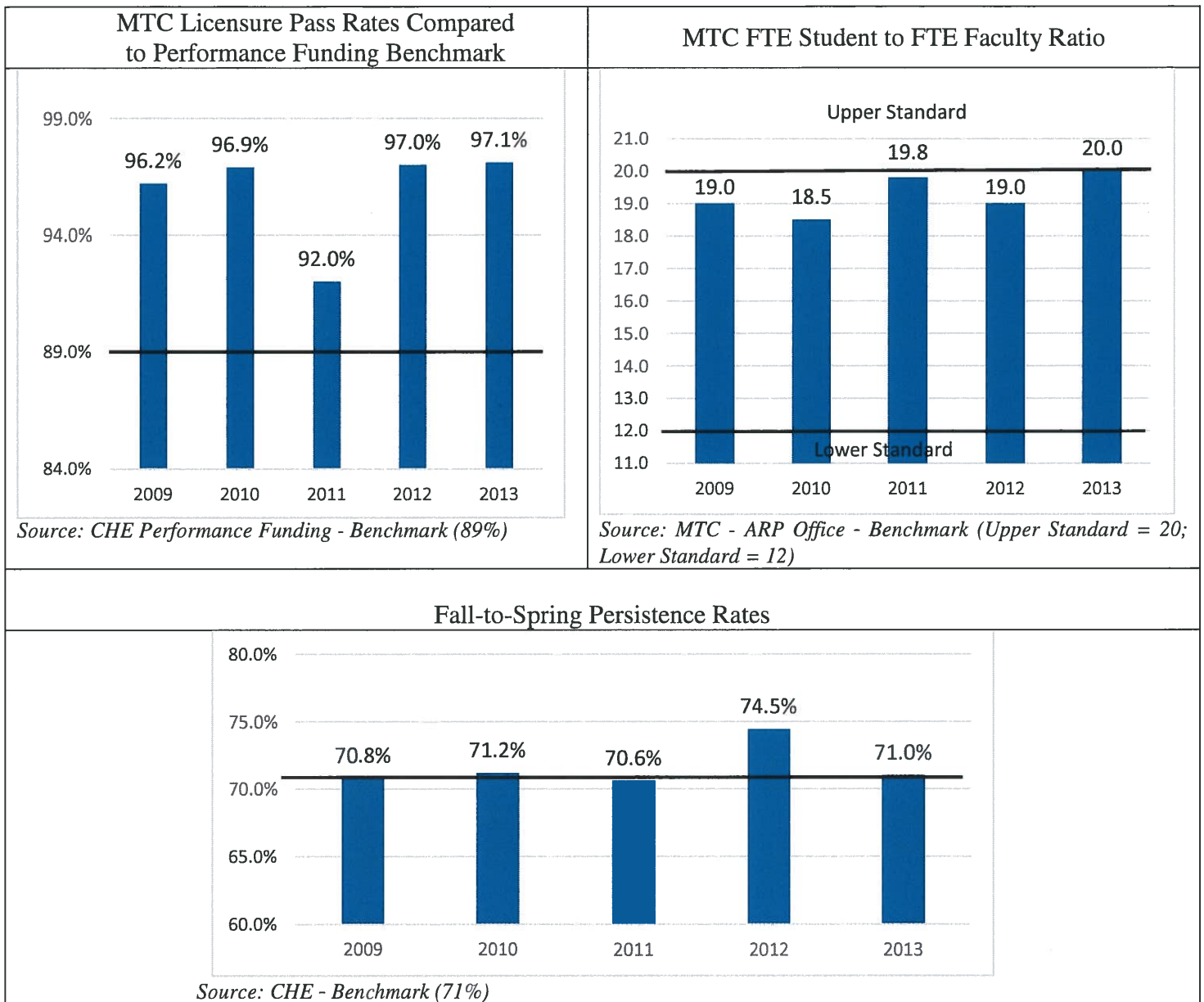
- Deliver programs and services that meet customer needs
- Enhance college infrastructure to ensure a positive campus environment
- Provide a student-centered teaching and learning experience
- Cultivate and support an exceptional, diverse faculty and staff
- Ensure the MTC experience reflects the college's brand

Goal 3: Student, Business and Community Success

Priority Initiatives:

- Increase student success, retention and goal attainment
- Collaborate with all education partners
- Partner with business and industry to provide workforce solutions
- Support the economic development of the community

Performance Measures



New Facility: Northeast Campus

Midlands Technical College completed construction of a new \$28.1 million state-of-the-art Engineering Technology and Sciences wing of the MTC Center of Excellence for Technology. The 82,000-square-foot building is a state-of-the-art classroom and lab facility designed to prepare students for careers in regional technology-based industries. Programs offered at the facility include the MTC Nuclear Systems Technology program, Fuel Cell Technician program, and Engineering Transfer. The new facility will also provide essential capacity for education and training in the skilled crafts, an essential driver of workforce development. Also housed in the building is a comprehensive Student Assessment Center that will provide placement and admission testing, advanced placement validation, testing for distance education courses and course testing for faculty who register their exams with the center. Nearby is a Student Services Office that provides general college information, assistance with student enrollment and help with financial resources for college.



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The primary purpose of Northeastern Technical College is to prepare the workforce of Chesterfield, Marlboro, and Dillon counties through education and training.

Northeastern Technical College (NETC) provides occupational, technical, college transfer, basic academic skills, and continuing education programs with appropriate support services to meet the needs of individuals, businesses, and industries in a rural service area composed of Chesterfield, Marlboro, and Dillon Counties. Within this focus, the College contributes to economic growth by enhancing the employability of service area residents in technology, business, health, arts, and sciences.

The College is dedicated to providing quality instructional programs which remain accessible to both traditional and nontraditional students through open admissions, reasonable costs, counseling, advisement, educational technology, financial assistance, and career development services. NETC also provides personal growth and enrichment opportunities through community services, continuing education, and social and cultural activities.

Northeastern Technical College, a member of the South Carolina Technical and Comprehensive Education System is an accredited post-secondary institution, which grants associate degrees, diplomas, and certificates and is supported by county, state, federal, and student revenues. The average annual enrollment for NETC is approximately 1,220 students and 1,267 continuing education students.

FY 2013/14 Instruction's Operational Objectives

College Objective #/Summary	(5) Provide additional activities to attract potential students to the NETC campuses.
Unit Objective:	Sponsor Essay Contest
Deadline:	May, 2014
Resources Required:	Staff and faculty time; Funding for scholarships and refreshments
Outcome Measure:	The English department will sponsor an essay contest, open to any persons eligible to enroll at NETC and compete for scholarships that can be used at NETC. This would be promoted to high schools and adult education offices located within the service area.
Update 10/1/13	In Planning Stages – Currently working to develop contest criteria and establishing contacts with high schools and adult education centers in NETC's service area. Proposed rollout: February 2014.
Update 2/1/14	NETC's English faculty is sponsoring an Essay contest that will target juniors and seniors in our 3 county service area. The purpose is to entice students to enroll at NETC, and continue to demonstrate the wonderful working relationships we have with our K-12 partners. The best submittal, as judged by a panel of NETC English faculty members, will receive a \$500 scholarship for first place; \$250 for second place; and \$100 for third place.
Update 5/1/14	Awaiting return of student entries and judging. Deadline for entries is May 30, 2014.
Final update 6/30/14- was this objective met?	Only one submission was received, even after extending the due date to June 13, 2014. The essay was well written and the individual has been notified that they have won a \$500 scholarship for use at NETC. We will be working with Institutional Advancement to publicize this award.

College Objective #/Summary	(5) Provide additional activities to attract potential students to the NETC campuses.
Unit Objective:	Sponsor English or Math academic Bowl.
Deadline:	May, 2014
Resources Required:	Staff and faculty time; funding for prizes and refreshments
Outcome Measure:	The English or Math department will sponsor an academic bowl in which teams from high schools located within our service area will compete for scholarships that can be used at NETC.
Update 10/1/13	In Planning Stages – Currently working to develop guidelines for a math academic bowl, and establishing contacts with high schools in NETC's service area. Proposed timing of event: April 2014.
Update 2/1/14	The Math department will sponsor an academic bowl in May of 2014. Teams from all high schools in our service area are being invited to participate.
Update 5/1/14	This objective will be carried forward to the 2014-2015 academic year as schools had already tabled dates for their individual competitions.
Final update 6/30/14- was this objective met?	As stated previously, this objective will be carried forward to the 2014-2015 academic year.

College Objective #/Summary	(7) Improve effectiveness through college-wide collaboration, participation, and communication. (8) Provide opportunities for employee professional development.
Unit Objective:	Provide training to NETC staff and faculty on MS Office 2013
Deadline:	May, 2014
Resources Required:	Staff and faculty time
Outcome Measure:	The AOT and CPT departments will offer training in the use of MS Office 2013 to all staff and faculty who wish to participate.
Update 10/1/13	The AOT and CPT faculty are teaching MS Office 2013 for the first time during Fall semester. Proposed professional development training sessions to NETC faculty and staff: Spring 2014.
Update 2/1/14	MS Office 2013 training sessions will be offered to NETC employees during work hours beginning in April.
Update 5/1/14	Training sessions will be offered on May 12 th and May 13 th , with additional sessions being offered during the summer term. Morning and afternoon sessions will be available.
Final update 6/30/14- was this objective met?	Due to the large number of staff members using annual leave for vacation time during the summer months, it was deemed more appropriate to offer training sessions once Fall term begins. Training sessions will be offered beginning in September and will be on-going.

College Objective #/Summary	(9) Increase involvement of employees, alumni and students in planning and implementing community outreach activities.
Unit Objective:	Represent NETC at community events held within our service area.
Deadline:	May, 2014
Resources Required:	Faculty time
Outcome Measure:	The NETC Instructional Division will participate in a minimum of two activities that foster a spirit of "giving back" to our community. Examples include: Participation in 'Relay for Life', 'Toys for Tots', and feeding the homeless.
Update 10/1/13	In Planning Stages – Currently working to select agencies or causes that the Instructional Division can assist. Proposed rollout: Spring 2014.
Update 2/1/14	The Instructional Division worked with the Marlboro County Department of Social Services to provide 'Toys for Tots' in December of 2013. The Instructional Division is working with 'Relay for Life' directors in Chesterfield, Marlboro, and Dillon counties to determine the most appropriate support employees can provide to this annual event.
Update 5/1/14	Faculty began selling luminaries to support the Relay for Life events in Chesterfield, Marlboro, and Dillon counties on April 9, 2014. Sales will continue until the date of each event.
Final update 6/30/14- was this objective met?	A total of \$450.00 was raised through the sale of luminaries in Chesterfield County (\$200.00), Marlboro County (\$210.00), and Dillon County (\$40.00).

College Objective #/Summary	(2) Implement measures to reduce barriers to student persistence.
Unit Objective:	Investigate alternate methods of remediation for English, reading, and mathematics.
Deadline:	May, 2014
Resources Required:	Staff and Faculty Time; Funding for travel to other institutions
Outcome Measure:	The math and English departments will work as a team to research possible alternate approaches to remedial coursework. Incorporation of online components, fast-tracking, testing out after start of term, and review of current COMPASS placement scales will be addressed by the team during the 2013 Academic Year, with intent to implement potential changes effective Fall 2014.
Update 10/1/13	The math and English department are working with peers at the state level to share ideas that could be implemented at NETC. Math and English faculty members will be working with the Dean of Students and Director of Enrollment Management to assess current COMPASS scales.
Update 2/1/14	NETC's Math faculty has embraced a continuous improvement philosophy in order to ensure that students are provided with a variety of approaches to math instruction. One major change that was implemented during Spring term was the introduction of a single textbook that can be used for four math courses (MAT-032, MAT-150, MAT-101, and MAT-102). This textbook, produced by Hawkes Learning Systems of Mt. Pleasant, SC, retails for \$109.20 and includes online instructional materials that are accessible throughout all four courses – no per course fee is required. Prior to this change, a student would have purchased three textbooks – MAT-032 (\$287.95); MAT-150 (\$269.15), and MAT-101/102 (\$271.25) – for a total cost of \$828.35. For the student who begins at the MAT-032 level, this provides an overall savings of \$719.15 and results in a cost per course of \$27.30 – a tenth of the cost of one of the previous textbooks. The Math Department is currently evaluating textbooks from Hawkes for MAT-110 and MAT-120. The Math Department is also visiting FDTC to view their Math Lab on March 7, 2014. The English department piloted used the COMPASS test as a means of allowing students to advance beyond their next sequenced developmental English course. For example, several students completing ENG-032 were able to “test out” of ENG-100 and go directly into ENG-101 – college level Introductory Composition after taking the COMPASS test.
Update 5/1/14	The math and English/reading faculty met with their counterparts at Florence-Darlington Technical College on Friday, March 7, 2014 to have dialogue on best practices in remedial coursework. The English department will continue to investigate the use of the COMPASS test as a means of accelerating students from developmental to college-level coursework.
Final update 6/30/14- was this objective met?	The English department used COMPASS as a means of assessment for ENG-032 at the end of Spring term, with several students scoring high enough to exempt ENG-100. The Math department continues to implement the tools provided by the Hawkes product to remove barriers and increase comprehension of mathematics.

College Objective #/Summary	(9) Increase involvement of employees, alumni and students in planning and implementing community outreach activities.
Unit Objective:	Support college involvement through active participation at community events.
Deadline:	May 1, 2014
Resources Required:	Existing staff
Outcome Measure:	The Instructional Division will participate in at least one community event to promote college services and programs.
Update 10/1/13	The Instructional Division will play an active role in the Future Focus event for Chesterfield County Schools on October 16, 2013.
Update 2/1/14	The Instructional Division played a vital role in successful Future Focus events for Chesterfield County Schools on October 16, 2013 and Marlboro County Schools on November 7, 2013. Feedback from stakeholders has been very positive and reflected the major changes implemented to engage potential students.
Update 5/1/14	<u>The instructional division participated in the following events:</u> 1. Governor Haley's <i>The Original Six Foundation's</i> Health, Wellness, and Employment Event held at Dillon Wellness Center Saturday, March 29, 2014. 2. College/Business information held at New Heights Middle on Tuesday, April 8, 2014. 3. SC Works/SC Vocational Rehabilitation Job Fair held at the SC Vocational Rehabilitation facility in Bennettsville on Wednesday, April 9, 2014.
Final update 6/30/14- was this objective met?	The Instructional Division participated in five events during the 2013-2014 academic year.

Mission: OCtech provides relevant training and education in an environment that inspires success and promotes self-reliance for students, and fosters economic development for the region.

Vision: Engage. Empower. Transform

College Wide Goals – 13-14

Enrollment – 3100 Fall (Actual 3013)

Persistence – 71% Fall to Spring (Actual 70%)

Job Placement – 79% (Actual 95%)

Licensure Pass Rates – 88% (Actual 91%)

2012-2015 Goals

1. Deliver student centered programs and services that maximize intellectual and economic growth.

College Strategies (13-14)

- Promote engagement among students and among students/faculty (to include advisement)
 - Professional development was conducted for faculty on student learning outcomes assessment.
 - Revised the advising process to allow for better engagement of current students with faculty.
- Provide flexible and effective, program offerings
 - Expanded the Flex PN program - designed to help working adults complete a competitive healthcare curriculum.
 - DOL grant is currently funding online curriculum development for industrial technology programs.
 - Truck driving program was moved to credit to reduce cost to students.
 - Presidential Scholars program was developed by Christy Hughes, Associate Dean for Arts and Sciences, and will be launched in the fall of 2014.
 - The Physical Therapist Assistant program began in the summer of 2014.
 - The South Carolina Manufacturing Certificate program was launched in January of 2014 to train an entry level workforce for the advanced manufacturing sector in Orangeburg and Calhoun counties.
- Provide the most effective academic support services available to impact success
 - Assigned career counseling and job placement to the Academic Support and Career Center.
 - Retention Alert was launched to provide early intervention to students in need of academic support, career counseling, and/or academic counseling.
- Provide students with effective teaching practices
 - DVS reading and English courses were redesigned to be self-paced, computer based to decrease time to completion and increase success.
 - College level math courses were redesigned similarly.
 - Nursing faculty utilize classroom capture technology to record lectures and supporting instructional material for students to view outside of class.
- Maintain a safe and secure environment for employees, students, and visitors

- Emergency drills are conducted throughout the fall and spring to maintain awareness of emergency procedures.
 - Tests of the college's intercom system are conducted weekly.
 - Resources reflect need and priority
 - Revised budgeting process to provide resources to programs as part of the unit planning process. Budgetary funding was based on actual spending from prior years and items contained in the unit plan.
 - Unit plan activities are required for requesting funds for: Information technology, facility renovations, equipment, or net new full-time faculty/staff.
 - Provide for effective utilization of space and facilities
 - Facility renovation projects were completed in the Physical Therapist Assistant lab, Automotive lab, Welcome Center, SCB&T room, and library instructional lab.
 - An academic/facilities master plan study is underway.
 - Seek innovative ways to provide financial resources to students (in addition to or in place of Pell)
 - A feasibility study for major gifts campaign was conducted in September of 2013.
 - The Finish Line scholarship was implemented for students who have completed at least 50% of an academic program.
 - \$90,000 in scholarships was awarded during the 13-14 academic year.
 - Identify and implement the necessary technologies to support faculty, staff, and students
 - 90% of classrooms on campus have technology to support instruction
 - A transition from CampusCruiser to CONNECT, the student information system, was implemented to provide billing, course information, and accurate student information
 - Two learning management system companies (BlackBoard and Desire2Learn) presented to faculty and staff as the college transitions to a new system for online learning.
 - Computers in 2 labs were placed.
 - Wireless infrastructure was enhanced on campus.
2. Align enrollment management processes that promote growth and improve our ability to meet the needs of employers and prepare students for transfer.

College Strategies (13-14)

- Continued and improved relationship building with college partners (k-12, 4-year, industry, etc.)
 - Partnerships with major 11 4-year colleges that service area students attend are in place.
 - The University Transfer Center opened in July. 4-year recruiters will have a place to meet with students, and students can obtain information about the transfer college of their choice.
 - Business and industry leaders are invited to campus to connect with faculty, meet with students, and gain a greater understanding of the programs and services offered by the college.

- The Guidance Counselor Leadership Institute was launched in the summer of 2013 to nine guidance counselors in order to give them a greater understanding of the role OCtech plays in economic development.
 - The president continues to serve on the Orangeburg County Development Commission and the Board of Directors for the Orangeburg County Chamber of Commerce.
 - The president serves on the High School for Health Professions board.
 - Establish clear pathways for the attainment of educational goals
 - All entering students received an educational plan that outlines the courses needed for the completion of OCtech students' college and career goals.
 - A formal agreement has been signed with the Mary Black School of Nursing for a RN to BSN completion degree.
3. Create an organizational environment that is effective, efficient, and committed to future growth.

College Strategies (13-14)

- Professional development focused on student success and the environment needed to support.
 - Advising best practices adopted by faculty and staff
 - A student services consultant was hired to train admissions and advising staff on best practices for recruiting and advising students.
- Open and transparent communication
 - Weekly college updates are sent from the President
 - An Enrollment Management Task Force (deans, vice-presidents, admissions staff, and marketing staff) was created to provide better coordination of the college's enrollment efforts.
- Create opportunities for collegiality and partnerships
 - "The Council" meets in the fall and spring to explore college wide issues. Representatives are from all areas of the college (academic affairs, student affairs, information technology, business affairs, marketing)
 - The administration sponsored a cookout for Employee Appreciation Day.
 - Faculty and staff councils were given funds for "drop-ins" during the fall and spring semesters to promote engagement.
- Develop recognition, reward, and incentive opportunities
 - Salaries were increased for individual employees based on recommendations from senior staff.
 - Faculty and staff are recognized for outstanding work by the president on the College Updates.

Piedmont Technical College fulfills its mission through a comprehensive planning process focused on annual operational plans and institutional effectiveness processes in support of the following **mission goals**:

I. Promote excellence in teaching, learning, and educational services to ensure that each student has the opportunity to attain his or her fullest potential.

- Course offerings at the Ninety Six, Saluda, and McCormick Middle Colleges were expanded and contributed to the 9% increase in spring enrollment for students in the dual enrollment category.
- A new academic division, the College Preparatory and Transitional Studies Division was created to serve the college's underprepared students.
- The following academic program were reaccredited in 2013-14, Cardiovascular Technology, Funeral Service Technology, Early Care and Education, Veterinary Technology, Electronics Engineering Technology, General Engineering Technology, and Engineering Graphics Technology.
- A successful SACSCOC Fifth Year Interim Report, Off-Site Visit, and Quality Enhancement Impact Report was submitted and approved by the SACSCOC Board of Trustees.

II. Offer quality credit courses and programs leading to associate degrees, diplomas, and certificates in career and technical fields; university transfer; and developmental education to meet the emerging needs of the communities served.

Name of Exam	Date(s) Administered	# of Examinees	# of 1 st Time Examinees	# of 1 st Time Examinees who Passed	% 1 st Time Examinees Passing
American Bd of Funeral Service Education (ABFSE) National Board Arts	2013	24	24	18	75.0%
American Bd of Funeral Service Education (ABFSE) National Board Science	2013	19	19	16	84.21%
Certified Medical Assistant Exam.	04/1/13 – 3/31/14	17	17	10	58.82%
National Council Licensure Exam. (NCLEX) - Practical Nurse	04/1/13 – 3/31/14	23	21	18	85.71%
National Council Licensure Exam. (NCLEX) - Registered Nurse (ADN)	04/1/13 – 3/31/14	65	61	57	93.44%
Radiography Exam., ARRT	2013	11	11	11	100%
Registered Health Information Technician					

Name of Exam	Date(s) Administ ered	# of Exami nees	# of 1st Time Examin ees	# of 1st Time Examinees who Passed	% 1st Time Examinees Passing
Registry Exam. for Advanced Respiratory Therapy Practitioners (RRT) – Clinical Simulation	2013	12	12	10	83.3%
Registry Exam. for Advanced Respiratory Therapy Practitioners (RRT) – Written Registry	2013	13	13	8	61.54%
Surgical Technologist National Certifying Examination	2013	19	19	18	94.74%
Veterinary Technician National Examination	2013	14	14	12	85.71%
Veterinary Technician State Exam (Rules & Regulations)	2013	5	5	5	100%

III. Promote community and workforce development and economic growth through new and existing partnerships with business, industry, government, community agencies, and educational institutions.

- Transfer articulation agreements were signed with Columbia College, Webster University, and USC Upstate.
- New instructional sites were approved by the SACSCOC and established at Eaton Hydraulics and the Laurens County Emergency Medical Services.
- The Center for Advanced Manufacturing and the Newberry Campus were expanded to allow for increased Industrial and Health Science program offerings.
- Newberry County partnered with PTC to provide \$500,000 for mechatronics expansion to the Newberry Campus.
- Laurens County School District, Youth Apprenticeship Program, ZF Transmissions and other industrial companies partnered with the college to create a seamless transition from school to work for students.

IV. Provide effective enrollment management systems and student support services to ensure optimal access, retention, enrollment, program completion and student success.

- In fall 2013, 24% (488) of service area high school graduates enrolled at PTC.
- The college experienced a 1.55% increase in overall student retention from fall 2012 to fall 2013 over fall 2011 to fall 2012. The following efforts are also notable:
 - The Health Science Division retention rates improved 3.34% during this time.

- The Business, Information Technologies, and Public Service Division retention rate improved 1.21%.
- The Arts and Sciences Division improved its retention rate by 2.91%.
- The most improved retention rates for this time period were experienced by the Nursing Division whose retention rate improved 5.57%.
- Retention rates for Pre-Health and pre-nursing students improved 2.4%.

V. Foster a cooperative and healthy environment that enhances the awareness, understanding and celebration of differences and encourages open communication.

- Results from the Noel Levitz Employee Climate Satisfaction Survey indicate a higher level of satisfaction than a comparison group of colleges.
- Employees were honored on State Employees Day and 8 employees were recognized for 190 years of state service.
- Artist, Jonathan Green, visited the college and spoke on art and diversity during Black History Month.

VI. Exercise efficient and responsible stewardship of the College's human, financial, and physical resources to ensure sustainability.

- Human Resources intake business processes were analyzed and revised allowing for a more efficient hiring process.
- The college is debt-free.
- The college retained 86% of its employees in 2013.

VII. Use data and assessment results to make well-informed decisions regarding the continuous improvement of our programs and services.

Data analysis and implementation of Lean Principles lead to the following accomplishments:

- Establishment of community-funded scholarships for high school graduates.
- Creation of scholarships for GED recipients.
- Reduced program entrance wait time.
- Reorganization of the Student Development Division.

VIII. Integrate appropriate technology throughout instructional, administrative, and operational services.

- College Scheduler was implemented to address challenges with student course registration.
- IP Telephony decreases telephone response time through email synchronization.
- Implementation of Zogotech, data warehousing software, to improve program access to programmatic, institutional, and student data.

- Upgrades were made to the Piedmont Education Network (PEN), the college's videoconferencing course delivery system.

IX. Ensure public awareness and recognition of the value of the College through public relations activities.

- A new billboard campaign was launched.
- The college hosted numerous community events bringing the community onto the college campuses.
- The college maintains active Facebook and Twitter accounts.
- College Communications submits numerous articles to the area newspapers; these articles also appear on the college website.
- A Lean Principles Summit was hosted to share the lean initiative with colleges and school districts in the southeast.
- A variety summer camps were held for area youth.
- A workshop for service area guidance and career development specialists was hosted.

X. Provide a safe and accessible learning and working environment.

- New campuses were completed and occupied in Abbeville and Newberry Counties.
- The Center for Manufacturing in Laurens County was expanded and parking improved.
- Remodeling of Laurens County Center for Higher Education is underway.
- Restroom upgrades were made on the Greenwood Campus and a former industrial site purchased for expansion of industrial programs.
- Agricultural facilities were improved on the Saluda Campus.

XI. Develop and support professional development opportunities for all employees.

- A year-long new faculty professional development is attended by all new faculty.
- A fall adjunct faculty development program is offered each fall with over 180 adjunct faculty attending.
- A strong faculty and staff development program is offered through the offices of Instructional Development and Human Resources.



Accountability Report Summary

Fiscal Year 2013 – 14

<https://www.sccsc.edu>

Spartanburg Community College measures the college's performance annually by assessing Strategic Measures that are aligned with Strategic Objectives which support the Strategic Goals. The strategic goals align with the college's mission, vision and values. The college's Strategic Plan (containing the goals, objectives and measures and the college's operational priorities for 2013-14) as well as the performance of the college against those measures is contained in the following two pages.

Significant accomplishments and outcomes supporting the college's goals and operational priorities that were not captured by the measures include:

Reorganizing the Admissions area to improve the registration process for students. Changes allow students to be admitted and advised into classes without having to go to different buildings. Both areas report to the same supervisor which improves communication of key customer services initiatives.

The downtown campus (Evan's Academic Center) was successfully opened for Fall 2013. Funding has been obtained for a new building to house advanced manufacturing programs on the Cherokee campus. The building plans are moving through the state approval process. The building should open by fall 2015. Both projects provide improved access for students (rural and urban) within the college's service area to key occupational training.

The East Building was renovated to create a state of the art Center for Advanced Manufacturing and Industrial Technologies (CAMIT). The college received two TAACCCT grants focused on increasing the enrollment of and the success of students, particularly in manufacturing programs.

Corporate and Community Education was administratively merged with the academic credit departments to improve collaboration between the areas and to encourage the implementation of stackable certificates, diplomas and degrees.

The college developed a plan that allowed the college to pay off current bond debt without negatively impacting the College's operational budget. All College bond debt was paid off by May 2014.

Faculty worked to revise academic curricula by removing unnecessary courses and creating more efficient programs of study. The College Orientation course was revised to improve student success. Unnecessary barriers (excessive pre-requisites, for example) for students seeking to enroll in programs were removed. The changes should improve retention and completion (graduation rates).

The SCC Foundation obtained \$5,000,000 for BMW Scholars Program. The SCC Foundation manages the program and coordinates with BMW, Tri-County Technical College, Greenville Technical College, and Spartanburg Community College.

The Viking Early College High School, created through partnership with Spartanburg School District Seven, successfully opened in the Evans Academic Center in Fall 2013. The Spartanburg County Early College High School, a partnership with all seven Spartanburg County School Districts, successfully opened in Fall 2014.

Implemented "Safe Zones" for veterans – creating places where stressed veterans can go and feel valued and understood.

Spartanburg Community College • Strategic Plan 2010-2020: Update 2013-2014

Mission: To provide affordable access to high-quality technical, transfer and lifelong professional and personal development programs in a teaching and learning environment that prepares students for success. The College is a key community partner in advancing the Upstate's economy.

Vision: To change the lives and build the futures of our students and to be a catalyst for economic development through innovation, collaboration and excellence.

Strategic Goals 2010-2020

Goal 1: Spartanburg Community College will strengthen its credit and non-credit academic offerings, and will lead through collaboration with public, private, and nonprofit partners in meeting the needs of students, employers, and our community.

Goal 2: Spartanburg Community College will increase College outreach, access and impact in Cherokee, Spartanburg, and Union counties.

Goal 3: Spartanburg Community College will improve student access and success.

Goal 4: Spartanburg Community College will be more effective and more efficient in delivering programs and services.

Strategic Objectives 2010-2020

1A: Ensure that credits are transferable through articulation, partnerships, and/or comprehensive agreements.

1B: Support instruction to maintain the highest quality of learning.

1C: Review and develop quality College offerings through ongoing market research and needs analysis.

1D: Expand traditional, online, and other non-traditional credit and non-credit program offerings targeted to specific audiences – secondary school, traditional, non-traditional, and lifelong learners.

1E: Strengthen partnerships with business and industry.

2A: Support and strengthen an identity as an accessible and affordable value, ready to meet the unique needs of its constituents, and market College program offerings and services effectively.

2B: Develop each campus to meet the needs of the service area providing a quality and safe environment while building a stronger and more sustainable whole.

2C: Ensure access to courses and programs through effective scheduling, varied instructional modalities, and the use of technologies.

3A: Strengthen academic, enrollment services, and student support services in an effort to improve retention, graduation rates, and placement rates.

3B: Review and revise curricula to ensure student access, program quality, and student completion.

3C: Promote the elements of a College environment that values the success of each student.

3D: Support the development, implementation, and assessment of a student learning focused Quality Enhancement Plan (QEP).

4A: Strengthen the College's capabilities to generate revenue from public and private resources and grants to support the expansion of programs and services.

4B: Promote the elements of a College climate that values the contribution of each employee.

4C: Expand professional development opportunities for faculty and staff.

4D: Utilize human and physical resources on all campuses efficiently and effectively.

4E: Maintain a level of technology across the College that meets industry standards.

4F: Improve internal communications

Strategic Measures 2013-2014

- Retention rates
- Enrollment and FTE
- Placement/transfer rates
- Graduation rates
- Satisfaction/engagement rates
- Licensure/certification/registry pass rates
- Economic impact
- Cost/FTE
- % sections taught by FT faculty
- Market penetration
- Non-White/Service area comparison

- Enrollment and FTE
- Placement/transfer rates
- Graduation rates
- Satisfaction/engagement rates
- Licensure/certification/registry pass rates
- Economic impact
- Cost/FTE
- % sections taught by FT faculty
- Market penetration
- Non-White/Service area comparison

- Retention rates
- Enrollment and FTE
- Placement/transfer rates
- Graduation rates
- Satisfaction/engagement rates
- Licensure/certification/registry pass rates
- Student/faculty ratio
- % sections taught by FT faculty-1,2,4
- Market penetration
- Non-White/Service area comparison

- Retention rates
- Enrollment and FTE
- Placement/transfer rates
- Graduation rates
- Satisfaction/engagement rates
- Licensure/certification/registry pass rates
- Student/faculty ratio
- Economic impact
- Cost/FTE
- % sections taught by FT faculty
- Fundraising success
- Grants success
- Non-White/Service area comparison

Operational Priorities 2013-2014

1. Opening downtown Evans Center
2. Improve student access (enrollment) and student success (retention and graduation)
3. Operating revenue generation
4. Greater impact by student services
5. Build new and expand current partnerships
6. Revitalize AAS curriculum
7. Construction of another academic building at CCC
8. Improve communication with service area communities

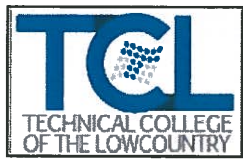
Spartanburg Community College Strategic Measures 2011-2014

Measure	Benchmark	Current Goal	SCC Previous	SCC Actual
Enrollment - Headcount	SC Peer Group #3 (2012)	≥ 0 (2013)	0.47% (Fall 2012)	-2.85% (Fall 2013)
Enrollment - Full-time Equivalent (FTE)	SC Peer Group #3 (2012)	≥ 0 (2013)	-1.58% (Fall 2012)	-2.30% (Fall 2013)
Market Penetration - Non-Credit Students	SC Peer Group w/NCCBP (2011-12)	1% (2013)	0.90% (2011-12)	0.55% (2012-13)
Non-White/Service Area Comparison	SCC Service Area (2012)	> 0 (2013)	6.72% (2012)	1.33% (2013)
Full-time Retention Rate (Fall to Fall)	SC Peer Group #3 w/IPEDS (2012)	60% (2013)	59.8% (Fall to Fall 2012)	58.7% (Fall to Fall 2013)
Part-time Retention Rate (Fall to Fall)	SC Peer Group #3 w/IPEDS (2012)	41% (2013)	32.4% (Fall to Fall 2012)	43.1% (Fall to Fall 2013)
Retention Rate (Fall to Spring)	NCCBP (2011-12) 71% or 50 percentile	71.0%	75% (Fall to Spring 2012)	71.67% (Fall to Spring 2013)
Transfer-out Rate	SC Peer Group #3 (2012)	17% (2013)	17% (2012)	17.5% (2013)
Graduation Rate	SC Peer Group #3 (2012)	16% (2013)	16.5% (2012)	11.8% (2013)
Student Success Rate	90% of CHE Success Rate (30%)	27.0%	34.8% (2008 cohort)	34.0% (2009 cohort)
Graduate Production Rate	SCTCS Performance Funding Allocation Formula ≥ 20% (prior year)	≥ 20% (prior year)	20.0% (2011-12)	19.6% (2012-13)
Placement Rate - in a related field or continuing their education	SCTCS (80%)	80.0%	83.9% (2012)	83.1% (2013)
Placement Rate - employed or continuing their education	SC Peer Group #3 (2012)	≥ 90% (2013)	92.7% (2012)	92.2% (2013)
Licensure/Certification Pass Rate - Credit Programs	CHE (80%)	80.0%	81.8% - 100% (2012)	89.52% (2013)
Licensure/Certification Pass Rate - Non-Credit Programs	National Averages (2012)	≥ 75% (2013)	82% - 100% (2012)	82.70%
Student FTE/Faculty FTE Ratio	NCCBP (2011-12)	15 - 21 (2013)	16.51 (2012)	15.57 (2013)
Course sections taught by full-time faculty	NCCBP (2011-12)	≥ 50% (2013)	53.12% (2012)	46.41% (2013)
Cost/Full-time Equivalent (FTE) Student	SC Peer Group #3 w/IPEDS (2012)	>or= \$7088 (2012)	\$7481 (2012)	\$7311 (2013)
Grants Success - Applied For	CRD Colleges (2012)	\$6.5 million (2013)	\$6,343,730 (12-13)	\$9,956,304 (13-14)
Grants Success - Received	CRD Colleges (2012)	\$3.5 million (2013)	\$3,119,294 (12-13)	\$2,859,501 (13-14)
Private fund-raising	VSE Survey (2012)	\$1 million (2013)	\$5,859,614 (12-13)	\$1,037,464 (13-14)
Operating Margin - Open Enrollment and Contract Training Non-Credit Programs		≥ 0 (2013)	-\$26,552	-\$129,691
Satisfaction Rate - Noel Levitz	Noel Levitz Comparison Group (2012)	4.87-5.73 (2012)	4.91 - 5.70 (2012)	4.91 - 5.70 (2012)
Engagement Rate - CCSSE	CCSSE Comparison Group (2013)	47.60-53.40 (2010)	49.60 - 52.90 (2013)	49.60 - 52.90 (2013)
Economic Impact by Service Area	Growth over 5 years (2010)	> \$83.7 million	\$108.4 million	\$108.4 million

Goal met

Goal not met

Did not meet goal but better than previous year



Accountability Report Summary Fiscal Year 2013 – 14

<http://www.tcl.edu>

Vision

The Technical College of the Lowcountry will be the premier academic institution — visionary, vibrant and valued — engaged in leading the region to economic prosperity by providing innovative workforce solutions.

Mission Statement

One of sixteen colleges comprising the South Carolina Technical College System, the Technical College of the Lowcountry traces its origin to the Mather School founded in 1868. The college is a comprehensive, public, two-year College dedicated to serving the diverse educational needs of the rural counties of Beaufort, Colleton, Hampton, and Jasper. The College annually serves approximately 10,000 credit and continuing education students, a mix of traditional, non-traditional, full-time, and part-time.

The Technical College of the Lowcountry provides quality, affordable academic and technical programs leading to Associate Degrees, Diplomas, and Certificates in an environment fostering excellence in teaching and learning. The College prepares graduates with knowledge and skills for transfer to senior colleges and universities and for careers in computer technology, industrial technology, engineering technology, occupational technology, business, health sciences, and public service.

The College serves as an effective partner in the economic and human resource development of the Lowcountry. As an open admissions institution, the Technical College of the Lowcountry offers academic, transfer, and specialized programs. Offerings include developmental education; arts and sciences; career development; specialized, contract courses tailored for specific businesses and industries; and continuing education to meet the workforce needs of the Lowcountry. In addition to responding to local and regional needs of the area, the College recognizes that state, national, and international issues affect the lives of the citizens of the Lowcountry and responds to these issues appropriately.

In support of its educational programs and services the College offers comprehensive student development services to all who seek to better their lives through education. In an atmosphere of shared values, the College encourages creativity, innovation, and resourcefulness among its students, faculty, staff, and administrators. With a commitment to excellence, the Technical College of the Lowcountry creates a positive, student-centered environment. The College empowers individuals by enabling them to learn and to develop throughout their lifetimes.

2013-2014 Major Initiatives

1. Dr. Richard J. Gough was named the new President of the College in November, 2013.
2. On June 19, 2014, the Southern Association of Colleges and Schools - Commission on Colleges reaffirmed the accreditation of the Technical College of the Lowcountry until the year 2024!
3. In May, 2014, the leaders of the Beaufort County School District, Know2 Beaufort County and the Technical College of the Lowcountry established a new program—Building a Better Beaufort Scholarship (B3). B3 offers a “tuition-free” opportunity at TCL for all qualified graduates of any Beaufort County public high school.

Technical College of the Lowcountry Strategic Plan

Goal 1:	Create a Portal to the Future The future belongs to the innovators. At The Technical College of the Lowcountry, innovation is the key to the future.
Goal 2	Capitalize on Valued Partnerships TCL will be visible in the community and respond to efforts aimed at promoting the economic vitality through quality services and innovative programs.

Technical College of the Lowcountry Strategic Plan			
Goal 3	Create Vibrant Learning Environments Learning anchors all of TCL’s activities. Teaching excellence, through traditional and non-traditional means, is critical to developing knowledge, skills, and affect in learners.		
Goal 4	Grow and Enhance Resources A focus on fiscal stewardship and operating efficiencies will guide our data-driven decision making as we advance our mission. As traditional means of support decline, we will deliberately emphasize non-traditional resource development.		
Goal 5	Optimize Access and Success Access, success, and affordability are TCL’s defining hallmarks. We will help students define their educational goals and develop pathways goal achievement.		
Goal 6	Provide an Innovative and Qualified Workforce Our mission and vision command a devotion to regional economic development.		
2013-2014 Performance Measures <i>(Related to Instruction)</i>			
2014 Spring Community College Survey of Student Engagement			
<i>Benchmark scores are standardized so that the weighed mean across all students is 50.0 and the standard deviation across all participating students is 25. 2014 CCSSE Cohort Benchmark Scores = 50.0</i>			
Associated Goals: 1, 3, & 5			
Annual Performance Measure	Values		
	TCL 2014 CCSSE	Target CCSSE 2014 Small College Cohort	2014 CCSSE National Cohort ¹
1. Academic Challenge Benchmark	51.5	≥50.4	≥50.0
2. Active and Collaborative Learning Benchmark	48.4	≥51.4	≥50.0
3. Student Effort Benchmark	51.9	≥51.0	≥50.0
4. Student -Faculty Interaction Benchmark	50.7	≥52.4	≥50.0
5. Support for Learners Benchmark	51.3	≥52.1	≥50.0
2013-2014 SUMMA Information Systems, Inc., Survey of Student Opinion of Instruction Factors (Evaluations are administered every semester: Fall, Spring, and Summer.)			
Associated Goals: 1, 3, & 5			
Annual Performance Measure SUMMA Factors	Values		
	Fall 2013 Institutional Means	2014 Spring Institutional Means	Target National Means ² for Fall 2013 and Spring 2014
1. Instructor Commitment to Student Learning	4.49	4.49	≥4.40

¹ The 2014 CCSSE Cohort includes the results from all college participants in 2014, 2013, and 2012.

² National and Institutional Means for SUMMA Factors were retrieved from SUMMA results reports. National Means are calculated for every survey. Note the National Means for Fall 2013 and Spring 2014 are the same. No change.

2013-2014 Performance Measures <i>(Related to Instruction)</i>				
2. Instructor Preparation and Organization	4.54		4.53	≥4.43
3. Instruct-Student Interaction	4.34		4.36	≥4.15
Annual Performance Measure SUMMA Factors	Values			
	Fall 2013 Institutional Means	2014 Spring Institutional Means		Target National Means ³ for Fall 2013 and Spring 2014
4. Testing	4.47		4.47	≥4.33
5. Course Objectives	4.54		4.53	≥4.40
6. Course Assignments	4.29		4.35	≥4.25
2013-2014 South Carolina Technical College System Performance Funding Allocation Formula				
Associated Goals: 1, 3, & 5				
Annual Performance Measure	Current TCL			Target SCTC System
1. Persistence Rate (All students fall-to-spring)	70%	Fall 2012 to Spring 2013		≥71% NCCBP Overall
2. Success Rate (All Fall First-time Freshmen)	N/A	Fall 2009 Cohort		≥90% Of the SC CHE Success Rate
3. National Professional Licensure Exam First-time Pass Rate	96%	April 1, 2013-March 31, 2014		≥80% 80% overall pass rate on first-time licensure exams
4. Graduate Placement Rate	93%	Graduates July 1, 2012-June 30, 2013		≥80% Graduate Placement Rate
2013-2014 Institutional Key Measures				
Associated Goals: 1, 3, 4, 5, & 6				
Annual Performance Measure	Current TCL			Target
1. Undergraduate Enrollment Rate of Change	-0.3%	Fall 2012 to Fall 2013		≥-2.0% System: Fall 2012 to Fall 2013
2. FTE Rate of Change	+1.0%	Fall 2012 to Fall 2013		≥-2.0% System: Fall 2012 to Fall 2013
3. IPEDS Student-to-Faculty Ratio	15:1	IPEDS November 1, 2013		≤18:1 IPEDS Group ⁴ Average

³ National and Institutional Means for SUMMA Factors were retrieved from SUMMA results reports. National Means are calculated for every survey. Note the National Means for Fall 2013 and Spring 2014 are the same. No change.

⁴ IPEDS Group-Criteria-US, Title IV, public, 2-year, associate degree granting, SACSCOC region, 1,999 to 4,999 enrollment, enrollment includes first-time undergraduates-N= 167 institutions

Mission – Vision – Values

Mission

Tri-County Technical College, a public community college, focuses on teaching, learning, and helping students reach their goals. The College supports economic development for Anderson, Oconee, and Pickens counties in South Carolina by preparing a highly-skilled workforce.

- **Role and Scope**

An open-door institution of higher education, the College offers affordable, accessible, collaborative, and learner-centered instruction. Offerings include university transfer associate degree programs and applied technical associate degrees, diplomas, and certificates in more than 70 majors associated with business, health, public service, and industrial and engineering technologies. The College also offers developmental courses for students who need to improve their basic academic skills.

- The College promotes economic development in the region through customized education and training for local businesses and industries through credit and continuing education offerings and a variety of workforce training programs.
- The College has campuses located in Pendleton, Anderson, Easley, and Seneca, as well as learning centers in Honea Path and Sandy Springs. The College also offers online classes and a variety of academic and support services.

Vision

Passionate people transforming lives and building strong communities one student at a time.

Values

Integrity: To be our ideal selves, doing right, and upholding and demonstrating high ethical standards at all times.

Respect: An understanding that everyone is important and is valued. To be open to accepting and balancing the different views of yourself and others. To preserve dignity in ourselves and others and to interact in a manner that promotes trust, openness, and understanding.

Community Minded: To be good citizens within the College community, upholding policies and procedures and taking responsibility for making the working and learning environment better for all. To go above and beyond the boundaries of our position descriptions, departments, or divisions and work for the overall good of the College.

Commitment to Excellence: The desire or drive to make improvements each and every day in ourselves and our environment.

Key Strategic Directions and Accomplishments

Reinventing our offerings to adapt to changing realities: Deliver programs that are aligned to business, industry, and community needs to attract students and provide value in terms of high job placement rates. Assessing current programs and making data-informed changes, including the incorporation of labor market information, is crucial to the sustainability of College programs. As labor markets change, the College must proactively adapt our offerings to meet evolving needs. Key accomplishments from the 2014 fiscal year include:

- Creating a strategic plan for distance learning offerings that focuses on maximizing the usefulness of the scheduling option by developing a continuous quality improvement plan, ensuring that faculty are appropriately prepared to teach and that students are prepared to learn in that modality.
- Developing a prospective, priority-driven system of program portfolio assessment that incorporates market, program and internal capacity analyses to identify needed changes to existing programs as well establishing a systematic process for forecasting future market needs and opportunities for additional new programs.
- Implementing a stackable credential model for the Welding program that aligns the curriculum with nationally-recognized industry certifications that provides multiple “opt out” points for students while ensuring that at each stage, they have earned an employable certification. The Welding program is serving as a model for creating additional stackable credentials in other Engineering and Industrial Technology programs.
- Aligning Career Pathways for high school students in the service area to enable the ability to acquire post-secondary awards in Engineering and Industrial Technology programs.

Positioning and equipping students for success: Facilitate students reaching their educational goals by creating learning environments that position students for success and equip them with the necessary tools to be successful. Develop differentiated processes as necessary to support a diverse student body and to position all students for success. Key accomplishments from the 2014 fiscal year include:

- Implementing the comprehensive Starfish “Early Alert” system to identify students who are encountering academic or personnel issues that could threaten their academic success early enough to enable remediation or the provision of other needed support services.
- Implementing a student attendance monitoring system to complement the Starfish system, allowing for early identification of students not attending class regularly.
- Redesigning the advising model for new students and creating the Student Success Coach position to provide individual, extended interaction between students and the institution to ensure better alignment between student goals and College support resources.
- Completing a feasibility study for the construction of a new Student Success Center and gaining Commission on Higher Education and state Budget and Control Board approval to conduct a pre-engineering design study.

Embracing personal accountability for student learning: Create a culture where faculty and staff relentlessly pursue improving student learning to promote innovation and improved student

success. Developing systems and strategies that promote deep, intentional learning leads to improved completion. Key accomplishments from the 2014 fiscal year include:

- Implementing an electronic student reaction to instruction process that enables fast, scalable feedback to instructors and administrators concerning the student experience in the classroom.
- Creating an Office of Curriculum, an organizational unit to manage the administrative aspects of curriculum management.
- Deploying a centralized faculty credential management system to ensure that all faculty meet the accreditation requirements for all courses taught and developing a continuous audit process to facilitate on-going compliance.
- Deploying WIDS, a web-based centralized curriculum change management system for organizing and coordinating all curriculum changes.

Driving organizational success through our people: Adopt a “Talent Management” approach to structuring Human Resource practices. Talent management embraces various elements of competency modeling to drive recruiting, professional development, and performance management. It also emphasizes succession planning and more intentional and fit-for purpose organizational design, including process-centric organizational structures rather than traditional hierarchical organizational constructs. Key accomplishments from the 2014 fiscal year include:

- Implementing a plan to align professional development to institutional objectives.
- Awarding employee bonuses for exceeding our persistence and retention goals as well as implementing an individual performance bonus plan.
- Refocusing and refining the College mission, vision, and values to more accurately align with service area needs.
- Developing a set of core competencies for faculty, staff and leadership personnel and linking them to the performance appraisal system.
- Creating a College-wide set of service standards for all employees.

Accountability Report Summary

Fiscal Year 2013 – 14

<http://www.tridenttech.edu>

A Trident Technical College education is about opportunity. As one of South Carolina's largest higher education institutions, TTC provides that opportunity to more than 32,000 curriculum and continuing education students each year. TTC offers more than 180 programs of study in some of the most sought-after career fields in aviation; business; industrial and engineering technology; film, media and visual arts; health care; hospitality, tourism and culinary arts; law-related studies; community, family and child studies; and arts and sciences.



TTC is committed to accountability. Our commitment to our students, our community and the citizens of South Carolina is simple: TTC will provide cost-effective, state-of-the-art workforce education and training to give our students the best opportunity to succeed in today's world.

Mission

Trident Technical College serves as a catalyst for personal, community and economic development by empowering individuals through education and training.

Vision

Trident Technical College's vision is to be the leading force for educational opportunity and economic competitiveness in the communities we serve.

Values

Student success

Creativity

Academic freedom

Access

Diversity

Teaching excellence

Continuous improvement

Accountability

Safety

Integrity

Individual worth

Lifelong learning

Role and Scope

Trident Technical College is a public, two-year, multi-campus community college that provides quality education and promotes economic development in Berkeley, Charleston and Dorchester counties.

An open-door institution of higher education, the college serves approximately 17,000 traditional and nontraditional curriculum students who have a wide variety of educational goals, from personal enrichment to career development to university transfer. To help students meet their goals, TTC offers university transfer associate degrees and applied technical associate degrees, diplomas and certificates. The curriculum includes programs in arts and sciences, agriculture, business, computer technology, engineering technology, health sciences, industrial technology, and public service. TTC students draw on knowledge from a broad range of disciplines to develop the communication and critical thinking skills that are fundamental to lifelong learning.

TTC further promotes economic development through continuing education courses; customized education and training for business, industry and government; and a variety of employment training programs.

TTC is committed to being accessible and responsive to community needs. To foster student success, TTC provides developmental education and comprehensive student services. In addition to traditional instruction, TTC's flexible course offerings and alternative delivery methods, including online instruction, enable more members of the community to pursue higher education.

TTC's strategic plan, *TTC 2020: Growth Development, Strength*, provides the strategic framework to guide the college through the decade. The plan includes four strategic goals and 17 supporting strategic initiatives:

Students: To enable more students to reach their full potential as scholars, workers and citizens.

Faculty and Staff: To strengthen the TTC workforce to meet the needs of the college and the community it serves.

Community: To strengthen the economy and improve the standard of living in the tri-county region.

College: To secure the resources and develop the infrastructure for the college to fulfill its mission and reach its vision.

TTC 2020	
Goal	Initiative
Students	Preparation. Improve the college readiness of new students and provide the necessary support for underprepared students.
	Access. Provide higher education opportunities to all residents of Berkeley, Charleston and Dorchester counties.
	Student Success. Improve student progress toward completion of academic programs.
	Academic Development. Provide educational enrichment opportunities to TTC students.
	Alumni Success and Development. Promote the continued success of TTC graduates.
Faculty and Staff	Staffing for Institutional Growth. Employ additional qualified faculty and staff.
	Employee Development. Provide professional development and educational opportunities for faculty and staff.
	Succession Planning. Prepare the college for the impending retirements of experienced employees.
	Health Promotion. Improve employee health and morale.
Community	Economic Development. Meet the growing workforce needs of local business and industry.
	Community Relations. Build strong ties between the public and the college.
	Community Service. Expand mission-based public service activities.
College	Organizational Structure. Adapt the college's organizational structure for enrollment and program growth.
	Infrastructure (IT). Ensure the college's IT infrastructure is state-of-the-art.
	Campuses, Sites and Facilities. Develop new and expand existing college campuses and sites.
	Sound Financial Base. Become a model of fiscal and environmental responsibility.
	Safety and Security. Improve the safety and security of all TTC campuses.

Preparation

- Increased dual credit enrollment to 1,071 for the 2013-14 academic year, a 16% increase.
- Increased the success rates for MAT 031 and MAT 032 by 5.2 and 4.6 percentage points, respectively.
- Increased the success rates for ENG 032 and RDG 032 by 6.9 and 8.6 percentage points, respectively.
- Increased in the success rates for MAT 101 and MAT 102 by 5.1 and 10.6 percentage points, respectively.

Access

- Increased online enrollment to 6,972 and mixed mode enrollment to 4,347 for Fall 2013.
- Maintained the percentage of minority students at or above the levels of the college's service area.
- Set a tuition/fee increase for 2014-15 of 3.1 percent, which is below the 4.0% benchmark.
- Increased to \$308,471 the amount awarded through TTC Foundation scholarships.

Student Success

- Increased the Fall 2013 ENG 101 success rate to 66%, a 5 percentage point increase over the Fall 2012 rate.
- Increased the MAT 110 success rate to 50%, a 20 percentage point increase over Fall 2006 (benchmark year).
- Had a first-time freshman 3-year success rate of 47.5%, the 15th consecutive year above the 30% benchmark.
- Exceeded the number of graduates needed to meet the College Completion Challenge. The 3,569 awards for 2012-13 exceeded the goal of 2,307.

Academic Development

- Increased the number of international students to 289, a 4% increase.
- Enrolled 49 students in five study abroad programs during 2013-14.

Alumni Success and Development

- Had a college-wide licensure exam pass rate of 90.6%, the 8th consecutive year above the 90% benchmark.
- Had a college-wide graduate placement rate of 93%, the highest performance in college history.
- Increased the number of alumni active on NetCommunity to 1,385.

Staffing for Institutional Growth

- Increased the percentage of sections taught by full-time faculty during Fall 2013 to 55%.
- Maintained the college's strong performance on EEO goals; TTC met 99.9% of its EEO goals in 2013.

- Had a teaching faculty that was 16.9% minority, the 11th consecutive year above the CHE 13% benchmark.

Employee Development

- Provided \$48,485 in TTC Foundation Tuition Assistance to 91 faculty and staff members taking 173 courses.
- Increased enrollment in on-campus professional development courses to 384, an 8% increase.
- Held a Faculty Colloquium attended by 125 and a Professional Development Day attended by 250.

Succession Planning

- Maintained strong participation in Leadership Cabinet; there were 145 participants during 2013-14.
- Maintained a performance significantly higher than peer institutions on items in the College Employee Satisfaction Survey relating to communication.

Health Promotion

- Decreased the number of annual sick leave hours/employee to 61, a 31% reduction from the 2011-12 level.
- Sponsored health screenings attended by 102 employees.
- Maintained the percentage of employees who are non-smokers at 92.0%.

Economic Development

- Expanded the number of partnerships with business, industry, K-12, and government agencies by 24.
- Developed seven credit programs and five continuing education programs to meet area workforce needs.
- Added 104 new continuing education courses.

Community Relations

- Enhanced awareness of the college through social media (8,800 Facebook followers, 1,666 Twitter followers).
- Hosted civic and cultural events attended by more than 3,000 members of the general public.
- Increased the attendance at public and private meetings held at the College Center to 37,566, a 2% increase.

Community Service

- Provided community access to high-speed internet through the Public Computing Centers.
- Raised \$44,799 during the Trident United Way annual campus campaign.
- Supported student organizations in 272 service projects that totaled 8,596 volunteer hours, a 17% increase.

Organizational Structure

- Maintained a performance significantly better than that of peer institutions on questions relating to the effectiveness of internal communication on the College Employee Satisfaction Survey.

Infrastructure (IT)

- Encouraged students to use online services; 75% of students eligible for online registration used this service.
- Implemented a Virtual Desktop Interface, which will save more than \$500,000 per year in equipment costs.
- Implemented a new interface between TTC's student information and its Bookstore point of sale systems.

Campuses, Sites and Facilities

- Increased parking spaces on the Main Campus by 72, bringing the total added for the project to 719.
- Completed construction of the Nursing and Science Building.

Sound Financial Base

- Received \$1,191,861 in funding for six grants with an additional five grants still awaiting notification.
- Maintained the college's energy use at 77.0 kBtu/sqft, below the benchmark of 95.0 kBtu/sqft.
- Reduced the college's energy cost per square foot to \$1.72/sqft for 2013.

Safety and Security

- Maintained a performance significantly better than that of peer institutions on questions relating to Public Safety on the Noel-Levitz Student Satisfaction Inventory.
- Improved emergency communication with students. Enrolled 76% for SMS alerts and 17% for phone alerts.



Accountability Report Summary

Fiscal Year 2013 – 14

<http://www.wiltech.edu>

Mission Statement

Williamsburg Technical College, a public two-year college granting associate degrees, diplomas, certificates and continuing education units, provides quality, affordable, and accessible learning opportunities so students can gain knowledge and skills to achieve their educational goals and provides training opportunities to meet area business and industry needs in a supportive environment that is fiscally, administratively, and academically sound.

College Vision

The vision of Williamsburg Technical College is to:

- provide innovative instruction and learning of the highest caliber for higher education and lifelong learning to become the first educational choice of area citizens;
- provide exceptional lifelong learning opportunities to meet the continuing educational challenges of the future;
- make a dramatic impact on the economic development of our community by providing a highly skilled and well-trained workforce to meet the progressive needs of business and industry;
- exemplify a respect for cultural diversity in a student-oriented environment;
- increase educational opportunities for all eligible area citizens by providing maximum accessibility to all College programs;
- support and encourage continued professional growth so that faculty members are equipped to deliver the highest quality teaching and College staff can excel in performing their duties;
- maximize awareness of the College as a dynamic center of learning and achieve the utmost respect and support of our community; and
- enhance the learning environment by providing the best buildings, facilities, and state-of-the-art equipment possible.

College Goals

1. Provide educational and training programs to support current and anticipated work force needs.
2. Provide continuous quality improvement to the educational and administrative processes.
3. Effectively integrate and utilize information technology systems.
4. Promote the College as the preeminent educational and economic development resource in the community.
5. Pursue fiscal alternatives necessary to enhance College sustainability and growth.

Performance Outcomes

Goal 1: Provide educational and training programs to support current and anticipated work force needs.

- Strategy 1.1, to increase and sustain enrollment to a minimum of 1,001 headcount, was not met. However, WTC's fall 2013 unduplicated headcount of 729 was 13.7% above the prior fall and FTEs increased 10.1% when comparing the same periods. WTC was the only system college with double digit increases in both headcount and FTEs in fall 2013.

- Regarding strategy 1.2, to increase student retention rates, the degree (24%) and overall retention rates (22%) were unchanged when comparing fall 2013 with fall 2012, while the retention rate for diploma students declined and the rate for certificates increased significantly. Key positive drivers were a proactive pre-registration process by Student Affairs and a commitment of one academic counsellor to monitor first-year student performance. These contributed to WTC having a .6% withdrawal rate in fall 2013, lowest among the system's colleges and well below the average of all technical college withdrawals at 7.3%.
- Increased participation of high school students in the dual enrollment program, WTC's strategy 1.3 was met, with 148 academic plus industrial technology students in spring 2013, 203 in fall 2013, and 201 in spring 2014. Action items implemented by Academic Affairs were increased high school recruitment visits, evaluation of schedules to insure sufficient course and instructor availability at key class times, and minimization and consolidation of paperwork required of parents in order to streamline DE student processing.

Goal 2: Provide continuous quality improvement to the educational and administrative processes.

- Performance measures were mixed on WTC's efforts to meet its strategy 2.1, to prioritize and sustain campus-wide quality improvement processes. On the Community College Survey of Student Engagement (CCSSE) survey, WTC's performance matched that of top performing small colleges nationwide on all five benchmarks. Strong, positive CCSSE survey results were the primary factor in WTC being ranked the 19th best college in the country by Washington Monthly. Alternately, the college received declining good and excellent rankings in all 14 categories in the Student Opinion Survey. In addition, first time percent pass rates of 75% on the Cosmetology exam and 86% on the Practical Nurse licensure (NCLEX) exam were below the college's minimum targeted pass rate of 95%. Given the limited number of examinees in each program (8 in Cosmetology and 14 in Practical Nursing in the most recent reporting period), success rates will continue to be significantly impacted by one or two students in each period. As such, campus-wide quality improvement processes remain a key goal to be addressed in future years.
- The college exceeded its performance objectives for strategy 2.2, to invest in employee development and growth. The target of 85% of employees successfully completing four online training courses was exceeded, with 100% of WTC's full-time employees completing the online course requirements. The college also exceeded its objective of a 50% increase in faculty trained in hybrid course delivery using Moodle.
- As previously noted in this paragraph, CCSSE and Student Opinion survey results provided diverse performance measurements (strongly positive and strongly negative, respectively). As such, the college will pursue additional input and measurements on its success in meeting its strategy 2.3, to provide quality service to students and stakeholders by continually improving processes based on data-driven decision making. The college did, however, identify, secure, and provide additional financial assistance to students through new Duke Energy Scholarship awards.

Goal 3: Effectively integrate and utilize information technology systems.

- By fully implementing the student Gmail and Emergency Notification systems, WTC met its strategy 3.1 of enhancing the use of technology as a means of communication both internally and externally. The college also pursued five Duke Energy technology grants, which significantly exceeded its objective of two technology grant applications.
- Consistent with strategy 3.2, to utilize data and information as a tool for strategic and operational decision-making, WTC: analyzed cost data and implemented new fee structures in its Nail Technology, Cosmetology, and Practical Nursing programs; restructured its promotional

budget to focus on electronic media options; and targeted continuing education and dual enrollment programs as potential revenue enhancement sources.

- To meet its strategy 3.3 of expanding educational opportunities by providing instruction through distance learning, the college increased its offering of hybrid course sections in excess of its 5% objective, and initiated efforts to offer distance learning courses developed as part of the ASSIST program. The college has hired a Director of Distance Education to oversee the ongoing implementation process.

Goal 4: Promote the College as the preeminent educational and economic development resource in the community.

- By implementing a 2 + 2 agreement with Limestone College to offer four-year college courses on WTC's campus, and by obtaining accreditation approval of its first off-campus site, the Hemingway Career and Technology Center, the college met its strategy 4.1 of strengthening relationships with all stakeholders.
- WTC exceeded its objectives to meet its strategy 4.2, to enhance the physical and virtual appearance of the College, through its efforts to schedule and complete more than three major renovation and improvement projects. Projects completed during the 2013-2014 academic year included renovating the auditorium, tiling the exterior courtyard stage, replacing all classroom desk and chairs, installation of Foundation benches, and re-landscaping major portions of the campus.
- As previously noted, the college restructured its promotional efforts to focus on electronic media options. Aggressive off-site recruitment campaigns were administered by the Academic Affairs Division to potential dual enrollment students and by the Student Affairs Division to prospective area high school graduates. In addition the college offered on-campus events to the general public, including a health fair sponsored by the WTC Alpha Sigma Gamma Chapter of Phi Theta Kappa (PTK) that received an award at the Service Learning Awards presented by the S.C. Commission on Higher Education (CHE) as the top public two-year institution. These actions are examples of actions taken by the college to meet its strategy 4.3 of marketing the institution to the community.

Goal 5: Pursue fiscal alternatives necessary to enhance College sustainability and growth.

- During the 2013-2014 academic year, WTC submitted five Duke Energy grants (one \$15,000 award), submitted and was awarded a \$40,000 transportation grant, and worked on submission of a TAACCCT Round 4 grant. These performance outcomes were consistent with WTC's strategy 5.1 to identify and pursue viable alternative resources and funding.
- WTC successfully addressed the college's strategy 5.2, to prioritize and allocate resources to college initiatives. Performance outcomes included employment of a Director of Distance Education, acquisition of \$750,000 state funding for a new facilities management building, and reinvestment of Foundation funds with a different financial institution offering improved returns.

York Technical College Mission

Building Our Community Through Maximizing Student Success

York Technical College, a member of the South Carolina Technical and Comprehensive Education System, is a public, two-year institution of higher education that offers a variety of associate degrees, diplomas, and certificates. Through maximizing student success, the College seeks to contribute to the economic growth and development of York, Lancaster, and Chester counties and of the State. York Technical College has an open admissions policy for qualified students and annually enrolls 8,000-10,000 credit students. Through excellence in teaching and learning, the College provides program offerings, in a variety of delivery methods, in the areas of engineering technology, industrial technology, information technology, business, health sciences, and public service and transfer to senior colleges and universities. In addition, the College offers a comprehensive selection of corporate and continuing education courses designed to promote occupational advancement, personal interest, and business and industry growth.

2013-14 Major Achievements

In mid-June, York and Chester Counties announced over 7,000 new jobs, providing a platform in economic development growth in the area. York Technical College continues to be a key reason why companies want to do business in this region. Giti Tire, a Singapore-based tire manufacturer, will open its first North American based plant in Chester County, which is anticipated to create about 1,700 new jobs over the next decade. York Technical College has the honor of providing Giti with transitional office space at the College's off campus Chester Center. Lei Huai Chin, managing director of Giti Tire Group, called Chester County an "excellent location" for the new plant and met numerous times with York Technical College administrators prior to finalizing the move. York Technical College in collaboration with ReadySC, will work with Giti Tire to recruit and train workers who will both make and distribute tires.

York Technical College developed a partnership with international automotive and industrial supplier, Schaeffler, and through its metalworking trades apprenticeship program is creating promising opportunities for York Tech students. Because York Tech offers programs where students can obtain degrees and certificates in a diverse category of metalworking trades, this Schaeffler apprenticeship program is ideal for York Tech students and their future career success. The apprentice program is 3 1/2 years in length and is comprised of two main components; academic/shop theory studies at York Tech and on-the-job training at one of their three manufacturing facilities. Apprentices will learn the trades of Skilled Setup Operators/Machinist, Maintenance Mechanics and Tool & Die Makers and will become an internal source for filling key jobs involving new products and technologies. Over 35 students participated in the program during the past year.

This past year, York Technical College formally entered into a Bridge Program with Winthrop University. During its first year, 24 freshmen enrolled in the program and attended York Tech with the goal of transferring to Winthrop. The program is designed as a path to degree completion by providing comprehensive and coordinated student support services at both campuses. Of the

original 24 participants, four have already transferred to Winthrop, two have been accepted, seven have begun the application process, and 11 are continuing their studies at York Tech. This program gives students the opportunity to earn an associate's degree, then build on that foundation to earn a bachelor's degree in a more timely and cost-effective manner.

Nursing Students at York Technical College earned the highest passing percentage in the state of South Carolina for the National Council of State Boards of Nursing licensing examination for registered nurses (NCLEX). With the cumulative state passing rate average at 86.85 percent, and national average at 83.04 percent, York Tech's nursing students exceeded both averages with a 97.06 pass percentage. There has been a 100 percent job placement rate for students who've graduated from the program in the past three years. Performance on the National Licensure Exam to become a registered nurse validates the high standards of the nursing program.

York Technical College exceeded its enrollment goals during the 2013-14 academic year. The College's goal was a 3% increase over the previous academic year. Fall semester had a 4% increase over the previous year and spring semester had a 9% increase over the previous year. York Tech attributes these significant gains to a College-wide commitment to enrollment management strategies designed to provide a sustainable model of measured and continued enrollment growth. The College intends to continue these efforts.

2014-15 Strategic Goals

Beginning in Fall 2014, York Technical College will open a new off-campus instructional site in the Indian Land area to provide prospective and current students enhanced access to career focused and technical training programs along with university transfer opportunities. The new Indian Land center, located 10.5 miles from the main campus in Rock Hill will offer a cohort-based learning environment where students will have the opportunity to take classes to earn credit toward a University Studies Certificate and/or an Associate in Arts Degree. The College plans to offer additional technical programming in the future at the location. Like York Tech's main campus, the Center will offer comprehensive student support including access to admissions and financial aid counselors, career counseling, and other student support services. The full-service facility also includes a modern computer lab, testing center, and library services.

The College will continue implementation of its 20 year campus master plan. Projects planned for the coming year include the completion of an expansion of C Building (the first building ever constructed at York Tech) to add additional classroom space and to modernize the street-facing façade. Significant progression is expected in the development of gateway and entrance signage for the campus, expanding parking lots, and design improvements for two major entry points to the campus. By the end of the academic year, the campus will have a significantly more modern look and feel.

York Technical College is celebrating its 50th Anniversary and has numerous events planned over the coming year. The College plans to leverage these events to reinforce community relationships and to provide platforms for showcasing how York Tech has served the community during the past 50 years and is well positioned to serve it into the future. The College remains committed to its tradition of technological advancements, economic development, and providing educational

opportunities for thousands of community members each year. The year-long celebration will culminate with a 50th Anniversary Gala on April 25, 2015.

Performance Indicators

As noted above, the abbreviated version of York Technical College's mission statement is To Build our Community through Maximizing Student Success. Accordingly, the College's four key performance indicators aligned with student success are: 1) enrollment, 2) retention, 3) completion, and 4) placement of graduates.

Enrollment

The College exceeded its enrollment goals for 2013-14. Fall enrollment increased by 4%; spring enrollment by 9%; and annual enrollment by 4%. For the 2014-15 academic year, the College will continue with a goal of a 3% increase in enrollment.



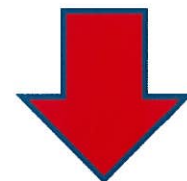
Retention

York Tech measures retention as part of its fall to fall success rate. The success rate includes students who graduate, are retained, or transfer to another institution. Fall to fall success increased from 59.1% in 2012 to 61.2% in 2013. The College did not, however, meet its goal of 62%. For the next year, the College has set a success goal of 64%.



Completion

The number of graduates at York Tech decreased from 737 in 2011-12 to 638 in 2012-13. This decrease tracks with the enrollment decreases in prior years. As enrollment continues to improve, we expect the number of graduates to increase accordingly.



Placement

The placement of York Tech graduates into jobs or continuing education increased this past year. 2012-13 graduates placed at a rate of 93% compared to the 2011-12 placement rate of 88%. Placement of its graduates remains one of the College's top priorities and proudest accomplishments.

